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# ENGLISH COLLOCATIONS IN USE

How words work  
together for fluent  
and natural English

Self-study and  
classroom use

Second Edition

---

## Advanced

Felicity O'Dell  
Michael McCarthy

Experience  
Better  
Learning

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# Contents

**Acknowledgements** 3

**Using this book** 4

## **Learning about collocations**

- 1** What is a collocation?
- 2** Strong, fixed and weak collocations
- 3** Grammatical categories of collocation
- 4** Finding and working on collocations in texts
- 5** Register

## **Varieties of collocations**

- 6** Metaphor
- 7** Intensifying and softening adverbs
- 8** *Make* and verbs that mean *make*
- 9** Communicating
- 10** Collocations with phrasal verbs

*foot the bill, heavy burden, run into trouble*  
*deeply offensive, spotlessly clean, wildly inaccurate*  
*make a contribution, make a habit of, turn a profit*  
*generally speaking, talk business, get a message across*  
*take up office, work up an appetite, see off an intruder*

## **Topics: work and study**

- 11** Working life
- 12** New employment
- 13** Thoughts and ideas
- 14** Business reports
- 15** Marketing
- 16** Customer services
- 17** Student life
- 18** Writing essays, assignments and reports

*make a living, take up a post, move up the ladder*  
*fit the job description, land a new job, menial tasks*  
*bear in mind, widespread belief, jump to conclusions*  
*fierce competition, stimulate growth, hike in prices*  
*consumer demands, product development, market share*  
*fit for purpose, kick up a fuss, grounds for complaint*  
*gifted child, mature student, thirst for knowledge*  
*working hypothesis, confront issues, critical analysis*

## **Topics: leisure and lifestyle**

- 19** Social life
- 20** Talking
- 21** In the news
- 22** Current affairs
- 23** Festivals and celebrations
- 24** Cosmetics and fashion
- 25** Commuting
- 26** Travel and adventure
- 27** Sport
- 28** Plans and decisions
- 29** Film and book reviews

*call for a celebration, social whirl, play host to*  
*juicy gossip, broach the subject, opening gambit*  
*declare independence, reach agreement, bow to pressure*  
*refuse point-blank, decline to comment, gauge reaction*  
*date back to, movable feast, propose a toast*  
*flawless complexion, set the trend, fashion victim*  
*traffic gridlock, rail network, lengthy tailbacks*  
*get itchy feet, off the beaten track, leg of the journey*  
*keep in shape, reach fever pitch, score an own goal*  
*toy with an idea, tentative suggestion, deciding factor*  
*star-studded cast, glowing reviews, hold one's attention*

## Topics: the modern world

**30** Regulations and authority

**31** The environment

**32** Town and country life

**33** Personal finance

**34** The economy

**35** Social issues

**36** Science and technology

**37** Health and medicine

**38** Criminal justice

**39** War and peace

*minimise danger, grant permission, faceless bureaucrats*

*dump waste, searing heat, offset carbon emissions*

*back of beyond, rural idyll, urban regeneration*

*clear one's debts, agreed credit limit, identity theft*

*curb inflation, safeguard one's interests, plummeting profits*

*antisocial behaviour, dysfunctional family, unfit for human habitation*

*harness technology, cutting-edge design, Wi-Fi hotspots*

*build up resistance, adverse reaction, shake off a cold*

*custodial sentences, trumped-up charges, beyond reasonable doubt*

*deploy troops, pre-emptive strike, collateral damage*

## Topics: people

**40** Friendship

**41** Youth and age

**42** Celebrities and heroes

**43** Negative opinions about people

**44** References

**45** Personality and behaviour

*lifelong friends, platonic relationship, moral support*

*child prodigy, go through a midlife crisis, senior moment*

*lavish lifestyle, meteoric rise to fame, heap praise on*

*bone idle, poison the atmosphere, nasty piece of work*

*act as a referee, accumulate experience, financial acumen*

*stubborn streak, boundless energy, act one's age*

## Basic concepts

**46** Space and time

**47** Sound

**48** Making things easier

**49** Difficulty

**50** Quantity and size

**51** Change

*cramped conditions, waste of space, go down in history*

*husky voice, incessant noise, let out a cry*

*viable options, simplicity itself, take the easy way out*

*severe blow, hinder progress, encounter difficulties*

*finite number, endless supply, unknown quantity*

*sweeping changes, would make a change, sudden shift*

## Functions

**52** Stopping and starting

**53** Cause and effect

**54** Describing groups and amounts

**55** Comparing and contrasting

**56** Making an effort

**57** Social English

**58** Discussing issues

**59** Negative situations and feelings

**60** Positive situations and feelings

*bring a halt to, close off a street, dispel rumours*

*root cause, provoke an outcry, dire consequences*

*swarm of bees, flurry of activity, stroke of genius*

*bear little resemblance to, polar opposites, draw a comparison between*

*give it one's best shot, abortive attempt, hard slog*

*not lose any sleep, to be brutally honest, be on the go*

*make a commitment, give a straight answer, miss the point*

*nasty shock, take exception to, suffer at the hands of*

*sense of achievement, state of euphoria, derive pleasure from*

## Key

126

## Index

160

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Joy Goodwin wrote two new units for the Second Edition: Unit 15, *Marketing*, and Unit 25, *Commuting*. The publishers would like to thank Joy for her contribution to this edition.

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# Using this book

## What is a collocation?

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For example, *pay* and *attention* go together, as do *commit* and *crime*; *blond* goes with *hair* and *heavy* with *rain*.

## Why learn collocations?

You need to learn collocations because they will help you to speak and write English in a more natural and accurate way. People will probably understand what you mean if you talk about *making a crime* or *say there was very hard rain this morning*, but your language will sound unnatural and might perhaps confuse. Did you mean that there was a lot of rain or perhaps that there was a hailstorm?

Learning collocations will also help you to increase your range of English vocabulary. For example, you'll find it easier to avoid words like *very* or *nice* or *beautiful* or *get* by choosing a word that fits the context better and has a more precise meaning. This is particularly useful if you are taking a written exam in English and want to make a good impression on the examiners. In advanced level exams, marks are often specifically awarded for the appropriate handling of collocations.

At an advanced level an appreciation of collocation can also be helpful in terms of appreciating other writers' use of language. Skilled users of the language may choose to create effects by varying the normal patterns of collocation, with the aim of either startling or amusing their audience. This technique is particularly popular with poets, journalists and advertisers. From an appreciation of the way in which creative writers play with language, you may then even want to move on to use words in more original ways yourself. You are more likely to be able to do this effectively if you have assimilated the standard patterns of language use presented in this book.

## How were the collocations in this book selected?

The collocations presented in this book were mainly selected from those identified as significant by the CANCODE corpus of spoken English, developed at the University of Nottingham in association with Cambridge University Press, and the *Cambridge International Corpus* of written and spoken English (now known as the Cambridge English Corpus). We also made extensive use of the *Cambridge Learner Corpus*, a corpus of student language which showed us what kind of collocation errors learners tend to make.

These corpora show that there are many thousands of collocations in English. So how could we select which ones would be most useful for you to work on in this book?

Firstly, of course, we wanted to choose ones that you might want to use in your own written and spoken English. So, in the unit *Health and medicine* we include, for example, **shake off a cold** and **respond well to treatment** but not **grumbling appendix**, which is a strong collocation, but one which – we hope – most of you will not feel the need for.

Secondly, we decided it would be most useful for you if we focused on those collocations which are not immediately obvious. **A pretty girl**, **a modern car** or **to buy a ticket** are all collocations, but they are combinations which you can easily understand and produce yourself without any problems. So we deal here with less obvious word combinations, for instance, **flatly contradict** (not ~~strongly~~ contradict) and **bitter enemies** (not ~~serious~~ enemies).

Some of you may have already used our *English Collocations in Use* targeted at intermediate learners. In general, we have tried to avoid focusing on collocations that we dealt with in that book. An exception is with collocations that the *Cambridge Learner Corpus* highlighted as causing frequent problems for students, even in advanced level exams. We felt that it would be useful to draw attention to such collocations again, even if we had dealt with them previously.

Idioms can be seen as one type of collocation. We deal with them separately in *English Idioms in Use*, and so do not focus on them here.

## How is the book organised?

The book has 60 two-page units. The left-hand page presents the collocations that are focused on in the unit. You will usually find examples of collocations in typical contexts with, where appropriate, any special notes about their meaning and their usage. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises that practise the material just presented.

The units are organised into different sections. First we start with important information relating to learning about collocations in general. Then there is a section focusing on different types of collocation. The rest of the book deals with collocations that relate to particular topics such as *Student life* or *Film and book reviews*, concepts such as *Sound* or *Difficulty* and functions such as *Cause and effect* or *Comparing and contrasting*.

The book has a key to all the exercises and an index which lists all the collocations we deal with, and indicates the units where they can be found.

## How should I use this book?

It is strongly recommended that you work through the six introductory units first, so that you become familiar with the nature of collocations and with how best to study them. After that, you may work on the units in any order that suits you.

## What else do I need in order to work with this book?

You need a notebook or file in which you can write down the collocations that you study in this book, as well as any others that you come across elsewhere.

You also need to have access to a good dictionary. At this level we strongly recommend the *Cambridge Advanced Learner's Dictionary* as this gives exactly the kind of information that you need to have about collocations. It does this both through the examples provided for each word entry and through special collocations boxes or mini-panels. Your teacher, however, may also be able to recommend other dictionaries that you will find useful.

Good modern learners' dictionaries include example sentences which make a point of illustrating each word's most frequent collocations. Enormous databases of language, known as corpora, are used to analyse speech and text to identify which words collocate most frequently. Look up the word *abject* in the *Cambridge Advanced Learner's Dictionary* and you will find the entry below. Notice how frequent collocations are used in the example sentences.

**abject** /'æb.dʒekt/ **adjective** FORMAL EXTREME 1 **abject misery/poverty/terror, etc.** when someone is extremely unhappy, poor, frightened, etc: *They live in abject poverty.* ○ *This policy has turned out to be an abject failure.* NOT PROUD 2 showing no PRIDE or respect for yourself: *an abject apology* ○ *He is almost abject in his respect for his boss.* ● **abjectly** /'æb.dʒekt.li/ **adverb**

For more information about Cambridge dictionaries and to do online searches you could go to:  
<http://dictionary.cambridge.org>

So, a study of collocation is **highly recommended** (Unit 7) if you want to impress people with your natural and accurate use of language and to **gain more marks** (Unit 1) in English exams. Above all, we hope both that this book gives you a **thirst for knowledge** (Unit 17) about English collocations and also that you will **thoroughly enjoy** (Unit 7) working through the units in *English Collocations in Use Advanced*.



## A

## What are collocations?

A collocation is a combination of two or more words which frequently occur together. If someone says, 'She's got *yellow hair*', they would probably be understood, but it is not what would ordinarily be said in English. We'd say, 'She's got **blond hair**'. In other words, *yellow* doesn't collocate with *hair* in everyday English. *Yellow* collocates with, say, *flowers* or *paint*.

Collocations are not just a matter of how adjectives combine with nouns. They can refer to any kind of typical word combination, for example verb + noun (e.g. **arouse someone's interest**, **lead a seminar**), adverb + adjective (e.g. **fundamentally different**), adverb + verb (e.g. **flatly contradict**), noun + noun (e.g. **a lick of paint**, **a team of experts**, **words of wisdom**). There is much more about different grammatical types of collocation in Unit 3.

Phrasal verbs (e.g. *come up with*, *run up*, *adhere to*) and compound nouns (e.g. *economy drive*, *stock market*) are sometimes described as types of collocations. In this book we consider them as individual lexical items and so usually include them here only in combination with something else, e.g. **come up with a suggestion**, **run up a bill**, **adhere to your principles**, **go on an economy drive**, **play the stock market**. However, it is not always easy to separate collocations and compounds and, where they are useful for learners as an important part of the vocabulary of a topic, we include some compounds in this book too.

It can be difficult for learners of English to know which words collocate, as natural collocations are not always logical or guessable. There is, for example, no obvious reason why we say **making friends** rather than *getting* friends or **heavy rain**, not *strong* rain.

Learners also need to know when specific collocations are appropriate. This is usually referred to by linguists as knowing which register to use. **Alight from a bus** is a formal collocation used in notices and other official contexts. In everyday situations we would, of course, always talk about **getting off a bus**. There is more about register and collocation in Unit 6.

## B

## Why is it important to learn collocations?

An appreciation of collocation will help you to:

- use the words you know more accurately  
In other words, you'll **make** (NOT *do*) fewer **mistakes**.
- sound more natural when you speak and write  
By saying, for example, **of great importance**, rather than *of big or high importance*, you won't just be understood, you will – quite rightly – sound like a fluent user of English.
- vary your speech and, probably more importantly, your writing  
Instead of repeating everyday words like *very*, *good* or *nice*, you will be able to exploit a wider range of language. You would gain more marks in an exam, for instance, for writing *We had a blissfully happy holiday in a picturesque little village surrounded by spectacular mountains* than for *We had a very happy holiday in a nice little village surrounded by beautiful mountains*, even though both sentences are perfectly correct.
- understand when a skilful writer departs from normal patterns of collocation  
A journalist, poet, advertiser or other inventive user of language often creates an effect by not choosing the expected collocation. For example, a travel article about the Italian capital might be entitled *No place like Rome*, a reference to the popular expression **There's no place like home**.

# Exercises

## 1.1 Match the two parts of these collocations.

- |                 |                    |
|-----------------|--------------------|
| 1 adhere to     | rain               |
| 2 arouse        | different          |
| 3 blond         | of wisdom          |
| 4 come up with  | your principles    |
| 5 flatly        | an economy drive   |
| 6 fundamentally | a seminar          |
| 7 go on         | someone's interest |
| 8 heavy         | contradict         |
| 9 lead          | hair               |
| 10 a lick       | the stock market   |
| 11 play         | of paint           |
| 12 words        | a suggestion       |

## 1.2 Correct the underlined collocation errors with words from the advice in B. Be careful, you might find the words in the text, as well as in the examples.

- 1 Exam candidates often make faults in their use of verbs like *do*, *make*, *go* and *get*.
- 2 Try to use a longer range of language when you write.
- 3 Exam candidates who use collocations well gather better marks.
- 4 You have to know what normal collocation patterns are before you can lose them.
- 5 The writer used colloquial language to form an effect.

## 1.3 Look at these sentences from a hotel brochure. Improve the style by replacing the words in *italics* with the word in brackets that forms the best collocation. (Use each word only once.)

- 1 Our new family hotel is set in a *nice* location and all the rooms have *nice* furnishings and *nice* views over the surrounding countryside. (stylish / secluded / breathtaking)
- 2 Visitors will enjoy the *good* atmosphere in either of our *good* dining rooms, both serving *good* food to both residents and non-residents. (delicious / relaxing / spacious)
- 3 We organise tours to *beautiful* surrounding villages where you'll have the opportunity to take some *beautiful* photographs and sample the *beautiful* local cuisine. (mouth-watering / picturesque / stunning)

## 1.4 Write F (formal), I (informal) or N (neutral) in the brackets at the end of each sentence. In each pair of sentences, there is one neutral sentence and one formal or informal sentence. Underline the collocations that are noticeably formal or informal.

- 1 a Passengers must not alight from the bus while it is in motion. ( )  
b Passengers must not get off the bus while it is moving. ( )
- 2 a Let's grab a bite before we get down to work. ( )  
b Let's have something to eat before we start work. ( )
- 3 a SFTS has the right to bring the agreement to an end with three months' notice. ( )  
b SFTS reserves the right to terminate the agreement with three months' notice. ( )
- 4 a She thinks her boyfriend is planning to pop the question tonight. ( )  
b She thinks her boyfriend is planning to ask her to marry him tonight. ( )

## 1.5 Correct the four collocation errors in this paragraph.

The yellow-haired boy said he had joined the English class to get some new friends. He also said that he wanted to learn about collocations because it would be of big importance in helping him to do fewer mistakes when writing in English.

## A

**Strong collocations**

A strong collocation is one in which the words are very closely associated with each other. For example, the adjective **mitigating** almost always collocates with **circumstances** or **factors**; it rarely collocates with any other word. *Although she was found guilty, the jury felt there were **mitigating circumstances**.* [factors or circumstances that lessen the blame]

Here are some other examples of strong collocations.

| collocation                                    | comment                                                                                                                            |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclement weather</b> was expected.         | (very formal) = unpleasant weather<br><i>Inclement</i> collocates almost exclusively with <i>weather</i> .                         |
| She has <b>auburn hair</b> .                   | <i>Auburn</i> collocates only with words connected with hair (e.g. <i>curls</i> , <i>tresses</i> , <i>locks</i> ).                 |
| I felt <b>deliriously happy</b> .              | = extremely happy<br>Strongly associated with <i>happy</i> . Not used with <i>glad</i> , <i>content</i> , <i>sad</i> , etc.        |
| The chairperson <b>adjourned the meeting</b> . | = have a pause or rest during a meeting/trial<br><i>Adjourn</i> is very strongly associated with <i>meeting</i> and <i>trial</i> . |

## B

**Fixed collocations**

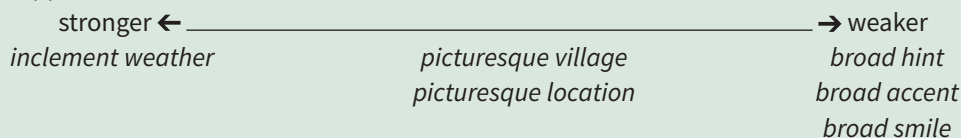
Fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can say *I was walking **to and fro*** (meaning I was walking in one direction and then in the opposite direction, a repeated number of times). No other words can replace *to* or *fro* or *and* in this collocation. It is completely fixed. The meaning of some fixed collocations cannot be guessed from the individual words. These collocations are called idioms and are focused on in the book *English Idioms in Use*.

## C

**Weak collocations**

Weak collocations are made up of words that collocate with a wide range of other words. For example, you can say you are **in broad agreement** with someone [generally in agreement with them]. However, *broad* can also be used with a number of other words – **a broad avenue**, **a broad smile**, **broad shoulders**, **a broad accent** [a strong accent], **a broad hint** [a strong hint] and so on. These are weak collocations, in the sense that *broad* collocates with **a broad range** of different nouns.

Strong collocations and weak collocations form a continuum, with stronger ones at one end and weaker ones at the other. Most collocations lie somewhere between the two. For example, the (formal) adjective *picturesque* collocates with *village*, *location* and *town*, and so appears near the middle of the continuum.



## D

**Types of collocations in this book**

The collocations in this book are all frequently used in modern English. We used a corpus (a database of language) to check this. We have also selected the collocations which will be useful to you as an advanced learner. We pay most attention to those that are not predictable. *A broad avenue*, for example, would be predicted by any student who knows *broad* and *avenue*. However, the use of *broad* to mean *strong* as in **a broad accent** is more difficult to predict.

# Exercises

## 2.1 Complete the collocations using the words in the box. You will need to use some words more than once.

adjourn   auburn   broad   deliriously   inclement   mitigating   picturesque

- 1 a ..... accent
- 2 in ..... agreement
- 3 ..... circumstances
- 4 ..... factors
- 5 ..... hair
- 6 ..... happy
- 7 a ..... smile
- 8 a ..... location
- 9 ..... a meeting
- 10 a ..... town
- 11 ..... a trial
- 12 ..... weather

## 2.2 Rewrite each sentence using a collocation from 2.1.

- 1 Melissa has quite a strong Scottish accent.
- 2 Bad weather led to the cancellation of the President's garden party.
- 3 We were all very happy when we heard we'd won the award.
- 4 Their new home was in a very pretty location.
- 5 Because there were circumstances that made the theft less serious, the judge let him off with a warning.
- 6 I think we should stop the meeting now and continue it tomorrow.
- 7 She had a big smile on her face when she arrived.
- 8 She has lovely reddish-brown hair.
- 9 I think we're generally in agreement as to what should be done.

## 2.3 Think of as many collocations as you can for each word. Then look in a dictionary such as the Cambridge Online Dictionary for other suitable words. Write W (weak) or S (strong) next to each group depending on how many words you found.

- 1 extremely .....
- 2 ..... an effort
- 3 cancel .....
- 4 deliver .....
- 5 ..... a living
- 6 ..... a meeting
- 7 ..... feature
- 8 engage .....
- 9 bright .....

## 2.4 How useful do you think the collocations you have worked on in 2.2 and 2.3 are for you personally? Choose which collocations are most important to you and make sentences with them.

Over to you

Choose an English-language text that you have worked on recently. Underline five collocations in it. Are these collocations weak, strong or fixed?

# 3

## Grammatical categories of collocation

A

### Verb + noun

| verb      | noun                       | example                                                                                        | meaning of verb                                 |
|-----------|----------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------|
| draw up   | a list<br>a contract       | Our lawyer <b>drew up a contract</b> for us to sign.                                           | prepare something, usually official, in writing |
| pass up   | a chance<br>an opportunity | I didn't want to <b>pass up the chance</b> of seeing Hong Kong, so I agreed to go on the trip. | fail to take advantage of                       |
| withstand | pressure<br>the impact     | The police officer's vest <b>can withstand the impact</b> of a bullet.                         | bear                                            |

B

### Noun + verb

| noun        | verb  | example                                                                                |
|-------------|-------|----------------------------------------------------------------------------------------|
| opportunity | arise | An <b>opportunity arose</b> for me to work in China, so I went and spent a year there. |
| standards   | slip  | People feel educational <b>standards slipped</b> when the government cut finances.     |

C

### Noun + noun

- Noun + noun collocations used to describe groups or sets:  
There's been **a spate of attacks/thefts** in our area recently. [unusually large number happening in close succession]  
The minister had to put up with **a barrage of questions/insults** from the angry audience. [unusually large number, happening at the same time]
- Noun + noun collocations used with uncountable nouns:  
By **a stroke of luck** I found my keys in the rubbish bin! [sudden, unexpected piece of luck]  
She gave me **a snippet of information** which is top secret. [small piece of information]

D

### Adjective + noun

This is not an **idle threat**; I will call the police if this happens again! [simply a threat]  
He waited in the **vain hope** that the minister would meet him. [unlikely to be fulfilled hope]  
There is **mounting concern/criticism/fury** over the decision. [growing concern, etc.]  
The **simple/plain truth** is that no one was aware of the problem.

E

### Adverb + adjective

The article provides an **intensely personal** account of the writer's relationship with his sons.  
Joe's sister was a **stunningly attractive** woman.

F

### Verb + adverb or prepositional phrase

The teenager tried to persuade his mother that he was innocent but he **failed miserably**.  
I don't like to travel with my brother because he **drives recklessly**. [wildly, without care]  
As soon as the singer came on stage she **burst into song**.  
If your dog starts to **foam at the mouth**, you should take it to the vet immediately.

G

### More complex collocations

Mary was looking forward to retiring and **taking it easy for a while**.  
It's time you **put the past behind you** and started focusing on the future.

# Exercises

## 3.1

Match a word from each box to form collocations. Not all the collocations appear on the opposite page, so use a dictionary such as the Cambridge Online Dictionary to help you if necessary.



disease evidence opportunity smoke  
standards teeth wind withstand

arises chatter howls pressure  
rises slip spreads suggests

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

## 3.2

Complete each sentence using a collocation from 3.1 in the appropriate form.

- 1 The scientific ..... human beings first emerged in Africa.
- 2 The ..... was ..... all night and it was raining, so I couldn't sleep.
- 3 The machine has to be made of materials that can ..... a lot of .....
- 4 Oh, no! There's a fire. Look at the ..... from those buildings.
- 5 It was so cold I couldn't stop my ..... from .....
- 6 Our survey shows that parents believe ..... have ..... at the school.
- 7 You must accompany Mason on one of his business trips to Asia, if the ..... ever .....
- 8 An alarming new ..... is ..... among cattle in the south of the country.

## 3.3

Rewrite the underlined part of each sentence using a collocation from the opposite page.

- 1 I don't want to say no to the chance of meeting such a famous person.
- 2 We'll have to write a contract before you start work, as it's a new position.
- 3 You're working too hard. You should try to relax for a short period of time.
- 4 This new bullet-proof car can take the impact of a rocket-propelled grenade.
- 5 Do you have any interesting little bits of information about our new boss to tell us?
- 6 The minister faced a large number of questions from reporters.
- 7 I had some luck last week. The police found my stolen wallet and nothing was missing.
- 8 There's been a number of violent attacks in the area recently.
- 9 After her divorce Mandy was determined to forget the past and build a new life.

## 3.4

Answer these questions.

- 1 Who do you think is the most stunningly attractive person you have ever seen?
- 2 What should you do if you are in a car with someone who is driving recklessly?
- 3 Do you prefer walking in the country if there is a gentle breeze or a strong wind?
- 4 Would you write your most intensely personal thoughts and feelings in your diary?

## 3.5

Choose the correct collocation.

- 1 He said he would throw us out, but it was just a(n) *vain / idle / lazy* threat.
- 2 They rushed the victim to hospital, in the *idle / simple / vain* hope of saving her life.
- 3 The government is encountering *mounting / climbing / rising* criticism of its policies.
- 4 There is *raising / mounting / vain* concern across the world about climate change.
- 5 The horse was *fuming / foaming / fainting* at the mouth, so we called the vet.
- 6 Suddenly, without warning, Marta *busted / bustled / burst* into song.
- 7 The *right / straight / plain* truth is that I hate my job.
- 8 I tried to persuade her but I'm afraid I failed *desperately / miserably / wholeheartedly*.

## A

## Finding collocations

You can expand your collocation vocabulary by training yourself to notice collocations whenever you read. Note the collocations in these three examples of texts from different sources – a newspaper feature, a film review and a website for London tourists.

## LOCAL SPOTLIGHT

As a **newly qualified** teacher at a comprehensive school in Wiltshire, every day Joe **faces the challenge** of **gaining the respect** of a class of 15-year-olds. Joe, 26, admits it is a **tough challenge** but thinks he is **winning the battle**. Joe, who teaches English and media studies, and coaches a school football team, will **qualify fully** in July, **pending the results**<sup>1</sup> of his lesson assessments. With this **milestone passed**<sup>2</sup>, and the increased financial stability it will bring, Joe will **turn his thoughts to** buying his first home.

<sup>1</sup> (formal) as long as he achieves successful results

<sup>2</sup> major life event behind him

**The Interpreter**

★★★★

STARRING  
Nicole Kidman  
Sean Penn

She has a **gift for languages**, which brings her to the UN. She wants to **make a difference**. She is idealistic in that single-minded, dedicated manner associated with freedom fighters. Silvia (Nicole Kidman) remains an enigma. When Tobin Keller (Sean Penn) begins to investigate her, he is faced with a blank sheet. She is beautiful, blonde, lissom and lithe. She lives alone, has no lover, rides a Vespa throughout New York and works all day, **providing simultaneous translation** for delegates. She has an odd accent, which, like everything else about her, is **difficult to pin down**<sup>3</sup>.

<sup>3</sup> hard to fix or place



Entertaining  
children in London

Covent Garden's buskers and jugglers **provide** no-cost **entertainment** in a car-free setting, and you've always **got the chance** of being plucked from the crowd to help out with a trick. Don't **underestimate the value of** London's public transport as a **source of fun**, either. The #11 double-decker from Victoria, for instance, will trundle you past the Houses of Parliament, Trafalgar Square and the Strand on its way to St Paul's Cathedral for a modest sum. The driverless Docklands Light Railway is another guaranteed **source of amusement** – **grab a seat** at the front of the train and pretend to be the driver, then **take a boat** back to the centre of town from Greenwich.

Remember you will also hear collocations in conversations, lectures, songs and films. Try to get into the habit of recording any interesting collocations that you notice.

## B

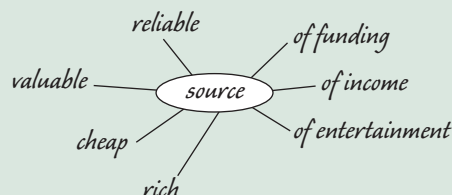
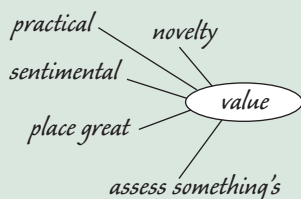
## Recording collocations

When working on collocations in a text, use your dictionary to find more relating to one or both parts of the original collocation. You can record strong collocations in collocation forks:

**simultaneous** { translation  
equation

**pending** { the outcome  
the results  
the response

and weak ones in collocation bubbles (because there are so many more of them):



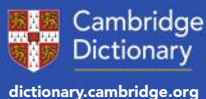


# Exercises

## 4.1 Complete each sentence using a collocation from A.

- 1 Tania has always had a ..... so I'm not surprised she wants to study Chinese at university.
- 2 At high tide the sea covers the causeway and the only way to get to the island is to .....
- 3 It's very crowded in this café. You ..... and I'll get our drinks.
- 4 Once my exams are over I'll ..... planning a holiday.
- 5 Far more people these days manage to ..... against cancer.
- 6 Most politicians say they enter politics because they want to .....
- 7 Try not to ..... having good friends. Ultimately, friendship is far more important than work.
- 8 He's got the job – ..... a successful ..... in his driving test tomorrow.
- 9 Although they lack experience, ..... doctors are often very enthusiastic and passionate about their work.

## 4.2 Complete the collocations. The first letters are given to help you. Use a dictionary such as the Cambridge Online Dictionary if necessary.



to j \_ \_ \_ a \_ t \_ \_  
to p \_ \_ \_ u \_ t \_ \_  
to g \_ \_ t \_ \_  
to s \_ \_ \_ a \_ \_  
to b \_ i \_ w \_ \_ a \_ \_

**chance**

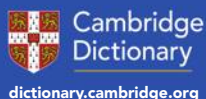
to f \_ \_ a \_ \_  
to p \_ \_ a \_ \_  
a d \_ \_ \_ \_  
to r \_ \_ t \_ t \_ \_  
a s \_ \_ \_ \_ \_

**challenge**

## 4.3 Check these expressions (a) in a good dictionary and (b) using a search engine. Which two are collocations and which two are not?

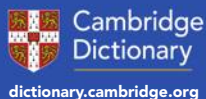
- 1 learn by head    2 learn by heart    3 lose a chance    4 miss a chance

## 4.4 Answer these questions.



- 1 Name three milestones in your life that you have already passed.
- 2 Are you already fully qualified? If so, as what? If not, when will you be?
- 3 What are some typical sources of income?
- 4 What is the toughest challenge you have ever faced?
- 5 What qualities would be needed by someone providing simultaneous translation?
- 6 What are some examples of things that have sentimental value for you?

## 4.5 Here is one student's plan for work on collocations. Complete the gaps, using a dictionary if necessary. Then tick the ideas you can use yourself.



- (1) ..... an effort to notice collocations in any English text I read.
- (2) ..... hold of a good dictionary to check other collocations for words that I want to learn.
- Write down at least three collocations for each new word I want to (3) ..... to memory.
- Look back over old homework to see where I have (4) ..... mistakes with collocations and (5) ..... my best to (6) ..... those mistakes in future.
- (7) ..... a point of using good collocations when I have to write or speak in English.
- Read and listen to as much English as (8) ..... because that will expose me to natural collocations.
- Every week revise the collocations I have (9) ..... a note of in my vocabulary file.



## A

## What is register?

Our use of language changes according to the situation that we are in. If your close friend hosts a party, you could say, 'Thanks for the party. It was a blast.' (very informal) However, if your boss was the host, you would probably say, 'Thanks for the party. I really enjoyed it.' (neutral) In this example, *neutral* and *very informal* are both examples of register.

The register of most language is neutral (it can be used in any situation). However, register can also be formal, informal, characteristic of a certain professional field (e.g. legal, journalistic or media) or specific to official notices and forms.

Our choice of register depends on **what** we are talking about (business, the news, the neighbours), **who** we are talking to (friends, strangers, figures of authority) and **how** we are talking to them (in a letter, in an email, in public, in private). Study the table below and notice how different words and phrases are used to describe the same situation.

| example                                                                  | register                   | comment                                                                       |
|--------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------|
| The police are <b>investigating</b> / <b>looking into</b> the arms deal. | neutral                    | Either version would not seem out of place in any spoken or written contexts. |
| The cops are trying to <b>dig out info about</b> the arms deal.          | informal                   | Phrasal verbs are often an informal alternative – although some are neutral.  |
| The police are <b>conducting an investigation into</b> the arms deal.    | formal                     | Longer words of Latin or Greek origin often indicate more formal language.    |
| Police to <b>probe</b> arms deal                                         | neutral, journalistic      | <i>Probe</i> is typical of newspaper headline style.                          |
| The arms deal may be <b>subject to police investigation</b> .            | formal, legal and official | <i>Subject to investigation</i> is typical of a bureaucratic or legal style.  |

Be careful not to think of formal language as written and informal language as spoken. There is a lot of overlap. For example, markedly formal language is most typical of official or academic writing and official legal or bureaucratic speech. Informal language is typical of conversation, personal letters and emails, messages on social media and some journalism.

## B

## Formal versus neutral collocations

| formal (from official documents)                                               | neutral (spoken)                                                                                          |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Students must <b>submit</b> their <b>assignments</b> by 1 May.                 | 'You have to <b>hand in</b> your <b>assignments</b> by 1 May.'                                            |
| Students may <b>request an extension</b> after <b>consulting their tutor</b> . | 'You can <b>ask for an extension</b> after you've <b>talked to</b> / <b>had a word with your tutor</b> .' |

## C

## Informal versus neutral collocations

That film was **totally awesome!** (mainly used by teenagers, predominantly US) [neutral equivalent: absolutely amazing/fantastic]

That party was well good! (*Well* used to mean 'very'/'really', mainly by younger UK speakers.)

I **haven't a clue** / **the foggiest idea** what you mean. [neutral equivalent: I have no idea]

We can **grab a snack** before the meeting if you're hungry. [neutral equivalent: have a snack]

## Tip

Make a note in your notebook if a collocation is very formal or informal in register.

# Exercises

## 5.1 Write F (formal), I (informal) or N (neutral) in the brackets at the end of each sentence. Underline the collocations which indicate the register. Then rewrite the formal and informal sentences to make them neutral.

Example: Do not alight from the bus until it stops. (F) *Do not get off the bus until it stops.*

- 1 I feel dead tired all the time. ( )
- 2 We were all bored stupid by the poetry reading. ( )
- 3 Currency exchange offices are located in the arrivals lounge. ( )
- 4 She conducted a study of single-parent family units. ( )
- 5 She did her degree in London and found work there in 2015. ( )
- 6 I just got the latest software so my computer is bang up to date. ( )
- 7 Affix a passport-size photograph to the application form. ( )
- 8 Jake asked his tutor for an extension to complete his dissertation. ( )

## 5.2 Match the beginning of each sentence with its ending. Then label each sentence with the appropriate register from the list below. Underline the collocations which indicate the register.

**Registers:** informal conversation (IC)   journalism/news (J)   entertainment (E)  
technical (T)   legal (L)   notices (N)

- |                                             |                                         |
|---------------------------------------------|-----------------------------------------|
| 1 This is breaking                          | a ring after dinner.                    |
| 2 These are the songs that are climbing     | according to model and road conditions. |
| 3 There are tons of good reasons            | blockbuster from Star Studios.          |
| 4 Visitors must keep to the designated      | news here on Global TV Extra.           |
| 5 In any such case, customers shall forfeit | electronic circuit.                     |
| 6 Fuel consumption may vary                 | of the fitness machines to 20 minutes.  |
| 7 I'll give you                             | to win support for the plan.            |
| 8 The minister will tour Asia in a bid      | the charts this week.                   |
| 9 Joss Engold stars in the latest           | for not studying law.                   |
| 10 A microchip is a miniaturised            | testify for a second time.              |
| 11 Please restrict your use                 | areas at all times.                     |
| 12 A witness may be asked to                | the right to compensation.              |

## 5.3 Complete this conversation between a doctor and a patient, using the verbs in the box in the appropriate form. The language is quite informal, without technical medical terms.

|      |       |    |      |     |     |      |       |
|------|-------|----|------|-----|-----|------|-------|
| come | clear | do | feel | get | run | take | write |
|------|-------|----|------|-----|-----|------|-------|

Doctor: What can I (1) ..... for you, Mr Wilson?

Patient: Well, Doctor, I've been (2) ..... a temperature for the last couple of days and I've (3) ..... out in a rash on my neck. Do you see? These red spots here.

Doctor: Hmm. Let's (4) ..... a look.

Patient: It's very irritating and I have trouble (5) ..... off to sleep at night. Then I (6) ..... down all day and can't concentrate on my work.

Doctor: Right. I don't think it's anything serious. I'll (7) ..... you out a prescription for some lotion which should help to (8) ..... up the rash.

## 5.4 Look at how the doctor describes the case in his records using more technical language. Choose the correct word from the choices provided. Use a dictionary to help if necessary.

A patient (1) *presented* / *represented* this morning with an (2) *elevating* / *elevated* temperature. He was also (3) *exposing* / *exhibiting* a neck rash. He further (4) *complained* / *grumbled* of an (5) *inability* / *impossibility* to concentrate.

When we speak metaphorically, we use words in a non-literal sense. For example, when we say a writer **casts light on a situation**, we mean that the writer helps us understand it more clearly, in the same way that putting a light on in a dark room helps us see more clearly.

## A

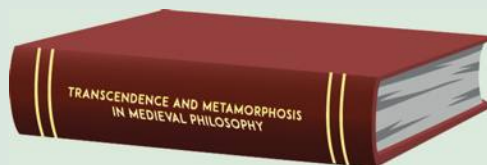
## Metaphors based on the body

| collocation                | example                                                                                             | meaning                                    |
|----------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------|
| face (up to) the facts     | You're never going to run in the Olympics. It's time you <b>faced (up to) the facts</b> .           | accepted reality                           |
| shoulder the blame         | Although others were also responsible for the problem, Alice decided to <b>shoulder the blame</b> . | take responsibility for something bad      |
| foot the bill              | Choose what you like from the menu – the company is <b>footing the bill</b> .                       | paying                                     |
| head a team                | Jo <b>heads a team</b> working on crime prevention.                                                 | leads a project group                      |
| keep someone on their toes | Having three sons under the age of five <b>keeps</b> Jana <b>on her toes</b> .                      | makes her stay active and concentrated     |
| have an eye for            | Gina <b>has an eye for</b> detail, so ask her to check the report.                                  | is good at noticing                        |
| go hand in hand with       | Unemployment <b>goes hand in hand with</b> social unrest.                                           | happens at the same time or as a result of |

## B

## Metaphors based on weight

*Heavy* can be used to mean serious or difficult, as in **heavy responsibility**. A **heavy burden** can be either something heavy to carry or a difficult responsibility to deal with, while a **heavy book** can be either one that weighs a lot or one with difficult content. A **weighty tome**, however, would only be used to mean a book with difficult content. Similarly in **weighty matters** or **weighty problems**, *weighty* means difficult and serious.



*Light*, the opposite of *heavy*, can also be used metaphorically to mean carefree or lacking in seriousness. So **light reading** is reading material that is not serious. If you do something with a **light heart**, you feel carefree and happy.

If someone has a **slim chance** of doing something, there is a chance, but it is small. **Fat chance** (very informal) means almost no chance.

## C

## Metaphors based on movement

James did a lot of partying in his final year and **ran into difficulties** with his course. His father was **hopping mad**<sup>1</sup> when he only just managed to get his degree. However, when he left university he **walked straight into a job**<sup>2</sup> in an excellent company. Some people **jumped to the conclusion** that this was because he'd started going out with the managing director's daughter. His mother worried that, if their relationship **hit the rocks**<sup>3</sup>, he would **run into trouble** at work too.



<sup>1</sup> (informal) extremely angry

<sup>2</sup> got a job very easily

<sup>3</sup> ended (metaphor based on a boat being destroyed on rocks)

# Exercises

## 6.1 Rewrite the underlined part of each sentence using a metaphor from A.

- 1 The presidential visit meant no one had time to relax.
- 2 Rosetta took full responsibility for the failure of the project.
- 3 I don't think Greg will ever win Rosie's heart; it's time he accepted that.
- 4 The company had done so well that year that it agreed to pay for a staff night out.
- 5 I'm glad I'm not in charge of this team.
- 6 Eva is very good at finding a bargain.

## 6.2 Answer these questions about the metaphors on the opposite page.

- 1 What usually goes hand in hand with inflation: an increase or a decrease in savings?
- 2 If a relationship hits the rocks, is it the end or the beginning of that relationship?
- 3 If you say that someone is hopping mad, do you mean that they are good at athletics or that they are very angry?
- 4 If you run into difficulties or trouble, does that mean that they happen quickly?
- 5 Would you be more likely to call a magazine article featuring gossip about celebrities light reading or a weighty tome?
- 6 If you talk about facing the facts, are the facts more likely to be pleasant or unpleasant?

## 6.3 Explain the difference in meaning between the sentences in each pair.

- |                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| 1a Jess walked into a well-paid job in the City. | 1b Jess got a well-paid job in the City. |
| 2a Rafael is heading the project team.           | 2b Rafael is backing the project team.   |
| 3a Dad jumped to the wrong conclusion.           | 3b Dad came to the wrong conclusion.     |
| 4a Jan left the room with a light heart.         | 4b Jan left the room with a heavy heart. |
| 5a Fat chance I've got of winning!               | 5b I've got a slim chance of winning.    |

## 6.4 Choose the correct collocation.

- 1 Kieran's constant whistling is *riding* / *getting* / *driving* me crazy.
- 2 Sylvia is a first-class designer as she has a good *eye* / *nose* / *hand* for detail.
- 3 You mustn't shoulder the heavy *weight* / *burden* / *task* of redecorating the house all by yourself.
- 4 There is just a *thin* / *slim* / *skinny* chance that Marek might pop in today.
- 5 The committee has some *fat* / *weighty* / *heavy* matters to discuss on today's agenda.
- 6 When the results came out, Marco was thrilled to see his name *footing* / *facing* / *heading* the list of successful candidates.

## 6.5 Explain what the play on words is based on in each of these headlines.

- |                                                      |                                                  |
|------------------------------------------------------|--------------------------------------------------|
| 1 <b>ATHLETE RUNS INTO TROUBLE</b>                   | 4 <b>SHOE WORLD CO. TO FOOT THE BILL</b>         |
| 2 <b>DIET PILLS HAVE FAT CHANCE OF SUCCESS</b>       | 5 <b>NEW LAW MAKES RABBIT OWNERS HOPPING MAD</b> |
| 3 <b>NEW DIRECTOR KEEPS ROYAL BALLET ON ITS TOES</b> |                                                  |

### Tip

You may find it useful to draw little pictures in your vocabulary notebook – or imagine them in your mind – to help you remember some collocations.

Adverbs are often used before adjectives and verbs either to strengthen their meaning (intensifying adverbs) or to weaken it (softening adverbs).

Her comments were **deeply offensive**. (intensifier – very/extremely)

Her comments were **slightly offensive**. (softener – a little bit)

## A

### Intensifying adverbs

Notice how intensifying adverbs are used to mean ‘extremely’ or ‘completely’ in the sentences below. The expressions marked with \* are very informal.

Olivia really enjoys doing housework. You should see her flat – it’s always **spotlessly clean**.

It was **downright rude** of Antonio to tell Paula that she looked older than her own mother.

I hope he feels **thoroughly ashamed**.

It’s **blatantly obvious** that Olga is only interested in Richard because he’s so wealthy.

I wonder what she’ll do when she finds out he’s **wildly exaggerated** how rich he really is!

I don’t know what I was worrying about! The exam turned out to be **dead easy**\*!

This celebrity website is good fun but most of the information is **wildly inaccurate**.

## B

### Softening adverbs

Note the softening adverbs used in these sentences from newspapers.

The spokesperson said the new insurance scheme was only **slightly different** from the old one. [weak collocation; *slightly* can be used with a wide range of adjectives]

The chief executive said he was **mildly surprised** by the public interest in the firm’s plans. [*mildly* also collocates with *amusing/ed*, *irritating/ed*, *offensive*]

Alfredo Scaluzzi’s new film is **loosely based on** a nineteenth-century novel. [*loosely* also collocates with *centred*, *structured*, *related*, *connected*]

Ms Giroa said she regarded reports that she was about to seek a divorce as **faintly ridiculous**. [fairly formal; *faintly* also collocates with *amused*, *surprised*, *patronising*, *absurd*]

## C

### Alternatives to very

There are a variety of words that you can use as alternatives to *very* which collocate with most adjectives, for example: *really*, *extremely*, *terribly*, *incredibly* and *awfully*. Other adverbs collocate with certain adjectives and verbs but not with others.

| alternatives to very        | ✓                               | NOT                                |
|-----------------------------|---------------------------------|------------------------------------|
| highly                      | unlikely, educated, recommended | appreciate, influence, interesting |
| strongly                    | influence                       | appreciate                         |
| greatly                     | appreciate, influence           |                                    |
| utterly                     | absurd, ridiculous              | sorry, busy, glad, lonely          |
| completely/totally/entirely | different, dependent, separate  |                                    |
| thoroughly                  | enjoy                           |                                    |

### Common mistakes

*Absolutely* collocates only with adjectives which have strong meanings, e.g. **absolutely** (NOT *very*) **delighted**, **very** (NOT *absolutely*) **happy**.

# Exercises

## 7.1 Match a word from each box to form collocations.

blatantly downright spotlessly  
thoroughly wildly

ashamed clean inaccurate  
obvious rude

## 7.2 Complete each sentence using a collocation from 7.1.

- 1 I'm amazed you didn't realise she was lying! It was ..... to me!
- 2 It was ..... of him not to say hello to the secretary.
- 3 I've been hoovering and dusting all day, so now my flat is .....
- 4 Most of the facts were wrong in that news report. It was .....
- 5 You should be ..... of yourself. Your behaviour was appalling!

## 7.3 Rewrite the underlined part of each sentence using a collocation from the opposite page.

- 1 The American writer Mark Twain is famous for commenting that reports of his death had been over-exaggerated.
- 2 This restaurant is recommended by many different people.
- 3 The exam was extremely easy; everyone got high marks. (make this informal)
- 4 The musical *West Side Story* is kind of based on the plot of Shakespeare's play *Romeo and Juliet*. (make this less informal)
- 5 The idea of the boss singing *Happy Birthday* to me struck me as a little bit ridiculous.
- 6 The success of the Wimbledon tennis tournament is 100% dependent on the weather. (give two answers)
- 7 I really enjoyed the days I spent at your lovely house in the country.
- 8 I was just a little surprised by her decision to quit her job so soon.
- 9 I was really delighted when they told me I'd got the job.
- 10 The new model of this camera is a little bit different from the old one.

## 7.4 Add intensifying adverbs from the opposite page to these sentences to make the words in bold stronger.

- 1 I **appreciate** the fact that you have given me so much of your time.
- 2 Sometimes Tony says **ridiculous** things.
- 3 The crossword in today's newspaper is **difficult**. I can't even start it!
- 4 It's **sweet** of you to offer to help.
- 5 I found his remarks **offensive**; he should apologise.
- 6 She leads a **lonely** life in a tiny house on a remote island.
- 7 We should try to keep the two groups **separate** from each other.
- 8 She is an **educated** person.
- 9 I've been **busy** all week.
- 10 That meal was **expensive**! I'm not eating there again.

## 7.5 Are the following adverb collocations correct or not? If they are incorrect, correct them using collocations from C opposite.

- 1 I thoroughly enjoyed the film.
- 2 Your help would be strongly appreciated.
- 3 The song is highly influenced by Brazilian folk rhythms.
- 4 I find the situation utterly absurd.

### Tip

Look out for more collocations with these words as you listen and read, and record them in collocation bubbles indicating what they do and do not collocate with.

## A

Common errors with *make*

The *Cambridge Learner Corpus* shows that some of the most frequent collocation errors made by candidates in advanced English exams relate to the use of *make*. Here are some typical errors and their corrections.

I would like to ~~do/give~~ some suggestions – **make some suggestions**

I think that I could ~~have/give~~ a contribution to the project – **make a contribution**

I expect you to ~~give~~ a formal apology – **make a formal apology**

There is still some way to go and lots of improvements to ~~do~~ – **improvements to make**

Thank you very much for ~~doing~~ these arrangements – **making these arrangements**

Sometimes candidates use *make* where another verb is required. For example:

We're going to ~~make a party~~ on Saturday – **have a party**

Lana ~~made some interesting research~~ into her family roots – **did ... research**

## B

Other expressions with *make*

It's a good idea to **make a habit of** switching off the lights when you leave a room.

If you always say exactly what you think, you'll **make a lot of enemies**.

The team **made** several **attempts** to climb the mountain before they finally succeeded.

I hope that they'll **make a success of** their new restaurant business.

I have to go to a party for a colleague after work but I will try and **make an early escape**.

Our research team has **made** an important **discovery** about how whales communicate.

When doing your accounts, try to ensure you **make** all the **calculations** correctly.

If we move the sofa closer to the window, it'll **make room for** the piano.

I first **made his acquaintance** when he moved in next door. [formal: got to know him]

The house we looked at is just what we want and we've decided to **make an offer** on it.

As no one else has any ideas, I'd like to **make a proposal**. [make a formal suggestion]

We must **make a stand against** the casino they propose to build here. [protest about]

## C

Other verbs that mean *make*

| collocation                  | example                                                                               | comment                                                |
|------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------|
| create a good/bad impression | Wear your grey suit to the interview if you want to <b>create a good impression</b> . | slightly more formal than <b>make an impression</b>    |
| create a (+ adj.) atmosphere | The lanterns in the garden <b>create a</b> romantic <b>atmosphere</b> .               | more formal than <b>make for a romantic atmosphere</b> |
| stage a protest              | The students <b>staged a protest</b> against rising tuition fees.                     | = make a formal protest                                |
| lodge a complaint            | Several people have <b>lodged a complaint</b> about the receptionist's rudeness.      | = make a formal complaint                              |
| rustle up a meal             | It took Sam ten minutes to <b>rustle up a meal</b> .                                  | (informal) = make a meal very quickly                  |
| run up curtains              | This weekend I'm going to <b>run up</b> some <b>curtains</b> for my new room.         | = make quickly using a sewing machine                  |
| turn a profit                | This month our company should <b>turn a profit</b> for the first time.                | slightly more informal than <b>make a profit</b>       |
| coin a phrase                | I wonder who <b>coined the term</b> 'blogging'.                                       | = invent / make up a new phrase                        |



# Exercises

## 8.1 Are these sentences correct or incorrect? If they are incorrect, correct them.

- 1 Have you any suggestions to make about how to celebrate the school's anniversary?
- 2 We are planning to have a party next Saturday.
- 3 The company director gave a formal apology for his earlier comments.
- 4 The manager had to make a number of changes to office procedures in order to do all the improvements he had planned for the company.
- 5 My sister did all the arrangements for the party.

## 8.2 Complete each sentence using a word from the box.

|              |         |              |           |         |
|--------------|---------|--------------|-----------|---------|
| acquaintance | attempt | calculations | discovery | enemies |
| habit        | offer   | room         | stand     | success |

- 1 Try to make a ..... of noticing good collocations in any text you read.
- 2 A railway official asked us to move our luggage to make ..... for the boy's bike.
- 3 The new CEO has made a lot of ..... by being so autocratic.
- 4 If Pauline makes a ..... of this project, she'll probably get promoted.
- 5 The old gentleman said he was delighted to make my .....
- 6 Do you think you'll make an ..... on the flat you viewed yesterday?
- 7 Every young scientist dreams of making a ..... that will change the world.
- 8 Rachel made no ..... to contact me when she was over here last year.
- 9 We tried to make a ..... against the new housing development but to no avail: the contractors started work this morning.
- 10 The ..... that you made contained a few inaccuracies.

## 8.3 Replace **make** in each sentence with an alternative word. Then say whether you have made the sentence more or less formal.

- 1 The Green Party plans to make a major protest against the government's new farming policy.
- 2 Tessa helped me to make some lovely cushion covers for my new flat.
- 3 I regret to inform you that several clients have made complaints about your conduct.
- 4 You won't make a good first impression if you arrive late for your interview.
- 5 It won't take me long to make a meal for the children.
- 6 Do you expect your business to make a profit this year?

## 8.4 Rewrite each sentence using the word in brackets.

- 1 At the meeting the chairman proposed something rather interesting. (PROPOSAL)
- 2 I hope we can leave soon as I'm terribly tired. (ESCAPE)
- 3 I'm reading a fascinating book about the invention of new words and phrases to express new social and technical needs. (COINED)
- 4 We changed the layout of the hall to make it more relaxed for the yoga class. (ATMOSPHERE)
- 5 I tried to phone the company several times at the weekend. (ATTEMPTS)
- 6 Kim contributed very positively to the discussion. (CONTRIBUTION)
- 7 The service was poor but I wouldn't go so far as to formally complain. (LODGE)
- 8 I first got talking to Roger on a train. (ACQUAINTANCE)

### Over to you

**Make a point of** looking back through any pieces of your writing that a teacher has corrected. Have you ever **made any mistakes** involving collocations with **make**? If so, **make an effort** to use those expressions correctly in your next assignment.

## A

**Collocations with *say, speak, talk and tell***

I **wouldn't say no to** a nice cup of tea. [informal: I'd really like]

**Needless to say / It goes without saying that** the workers voted in favour of the wage increase.

Jana **didn't say a word** when I told her I was leaving.

**Generally speaking**, people are aware of the environmental consequences of their actions.

**Strictly speaking**, a tomato is a fruit and not a vegetable because it contains seeds.

She always **speaks very highly** of you. [says good things about you]

Charlie, stop mumbling and **speak properly**. I can't understand a word you're saying.

[generally used by parents or teachers to children, not between adults]

Now we've got to know each other, I think it's time we **talked business**.

At first, Andrew appears to be **talking nonsense** but after a while you realise he's actually **talking a lot of sense**.

I'll **tell** you **a secret** but please don't tell anyone else.

The old woman looked at Glen's palm and began to **tell his fortune**. [predict his future life]



## B

**Collocations meaning *communicate***

| example                                                                                                               | comment                                                              |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| I asked why she didn't trust him but she wouldn't <b>give me a reason</b> .                                           | NOT <b>say</b> a reason                                              |
| The charity <b>states its aim</b> as being to help underprivileged children.                                          | (formal) also <b>state your purpose/goal</b>                         |
| The staff on reception required each visitor to <b>state their business</b> before issuing them with an entry permit. | (formal) = say what their intentions are                             |
| In her lecture Lucia <b>gave an account</b> of her trip to the Andes.                                                 | used about both speech and writing                                   |
| The speech <b>got the message</b> about the policy changes <b>across</b> .                                            | (informal) = conveyed the idea                                       |
| I <b>declare</b> Hiroshi Yamamoto <b>the winner of</b> the gold medal.                                                | (formal) statement made at the time of the win                       |
| He was <b>pronounced dead</b> at 1.10.                                                                                | (formal) used when making an official statement of death             |
| The old man tried to <b>impart</b> his <b>knowledge</b> to his sons.                                                  | (formal) = transfer knowledge; also <b>impart wisdom</b>             |
| That journalist gets amazing stories but he won't <b>divulge</b> his <b>sources</b> .                                 | (formal) = make something secret known; also <b>divulge a secret</b> |
| The internet is a powerful means of <b>disseminating information</b> .                                                | (formal) = spreading information to a lot of people                  |
| We <b>notified the police</b> of the burglary.                                                                        | (formal) = officially informed                                       |
| Although found guilty, Robson continued to <b>protest his innocence</b> .                                             | (formal) = insist he was not guilty                                  |
| He <b>professed ignorance</b> of the dent to the car but I think he was lying.                                        | (formal) = claimed – perhaps insincerely – that he did not know      |
| Did you <b>break the news</b> to her that her mother is in prison?                                                    | used for news that is very upsetting                                 |

# Exercises

## 9.1 Complete each sentence with the appropriate form of *say*, *speak*, *talk* or *tell*.

- 1 Strictly ....., you shouldn't be here.
- 2 Joel ..... me a secret and made me promise not to pass it on to anyone else.
- 3 It goes without ..... that we'll invite you to our wedding.
- 4 I spend most days with my three-year-old son, so forgive me if I start ..... nonsense.
- 5 The teachers always ..... very highly of my son's abilities.
- 6 I had my fortune ..... at the fair yesterday.
- 7 It's so hot. I wouldn't ..... no to an ice cream, would you?
- 8 Shall we have lunch first and then sit down to ..... business?
- 9 I think that, generally ....., it's better to use public transport than drive yourself.

## 9.2 Rewrite the underlined part of each sentence to make it more formal.

- 1 The victim was asked why he had not told the police sooner about the mugging.
- 2 The older generation has always attempted to pass its wisdom on to young people.
- 3 Stockman has always insisted that he is innocent.
- 4 Robert claimed that he knew nothing of the damage to the car.
- 5 The reporter had no option but to explain where she had got her information from.
- 6 The doctors said he was dead when they arrived at the scene of the accident.
- 7 The judges said that Magda Karlson had won the competition.
- 8 The charity does a great deal to inform people about its activities.

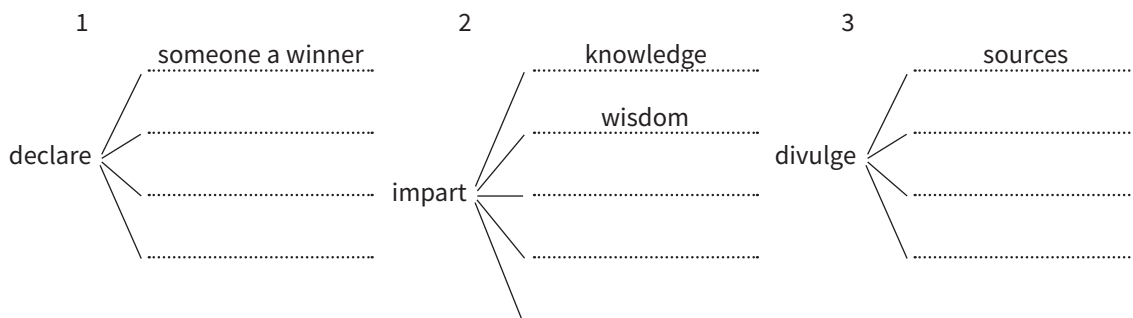
## 9.3 Are these sentences correct or incorrect? If they are incorrect, correct them.

- 1 Do you think I managed to give the message across in my speech?
- 2 Needless to say, he didn't tell a word to his parents about what had happened.
- 3 You can't chew gum and say properly at the same time.
- 4 He refused to say his reasons for turning down our invitation.
- 5 She was devastated when we dropped the news to her.
- 6 In your report we would like you to give a detailed account of what happened.
- 7 I really like this documentary maker; she tells a lot of sense.
- 8 At the beginning of your dissertation you must say your goals clearly.

## 9.4 Use a dictionary to find nouns to complete these phrases based on collocations in B.

- 1 ..... of innocence in the face of evidence to the contrary
- 2 a company's ..... of aims
- 3 ..... of information among the population
- 4 ..... of a crime to the police
- 5 ..... of the winner of a competition

## 9.5 Use a dictionary to complete these collocation forks.



## A

## News items

The Justice Minister said he would **abide by the decision**<sup>1</sup> of the High Court to free the prisoner.

The police, **acting on a tip-off**<sup>3</sup>, arrested the thieves as they left the building.

Hollywood star Glenda Nixon has **filed for divorce**<sup>4</sup>. She and her husband Kevin Lomax have lived apart for the last six months.

The new regional governor will **take up office**<sup>2</sup> on 1 March, following his party's recent election victory. The Education Commission has been asked by the government to **come up with an alternative** to the present schools examination system.

The police intend to **come down heavily on**<sup>5</sup> anyone causing trouble at tomorrow's football final.

<sup>1</sup> (formal) accept the decision

<sup>2</sup> (formal) start work in an official position

<sup>3</sup> a secret warning

<sup>4</sup> made an official request for a divorce

<sup>5</sup> punish very severely

## B

## Everyday conversation

Note how B uses a collocation with a phrasal verb to repeat A's ideas.

A: It was great just sitting in the sunshine and enjoying the feel of the place, wasn't it?

B: Yes, it was nice to just sit there **soaking up the atmosphere**.

A: I think we should both arrange our work schedules so we don't have to work in May.

B: Yes, I'll try to **free up some time** so we can go away together.

A: I'm finding it hard to find time to practise the French I learnt at school.

B: Yes, I have a similar problem **keeping up my Spanish**.

A: Well, all that gardening has made me hungry.

B: Yes, it certainly helps to **work up an appetite**.

A: It'd suit my arrangements if we could meet up at lunchtime.

B: Yes, that would **fit in** perfectly **with my plans** too.

A: The hotel wasn't as good as I thought it would be.

B: No, it didn't **live up to my expectations** either.



## C

## Other phrasal verbs with strong collocations

**burst into laughter/tears** [suddenly start to laugh/cry]

When she saw the damage the floods had done to her house, she **burst into tears**.

**dip into savings/funds** [spend part of some money which was being saved]

The club had to **dip into** their emergency **funds** to pay for the repairs to the roof.

**jot down an address / a phone number / a room number** [write down quickly]

Can I **jot down** your email **address**?

**see off an intruder/opponent** [get rid of, defeat]

He's a tough guy. He **saw off several intruders** who were trying to break into his house.

**adhere to principles / beliefs / ideals / a philosophy** [formal: continue to maintain a belief]

It's difficult to **adhere to one's beliefs** when one is being constantly attacked.

## Tip

It is often difficult to remember the meanings of phrasal verbs. When a phrasal verb has a set of collocations as in the examples in C, write them down together. This is a good way of remembering their meaning.

# Exercises

## 10.1 Complete the collocations using prepositions from the box.

|    |      |     |         |    |    |       |         |
|----|------|-----|---------|----|----|-------|---------|
| by | down | for | in with | to | up | up to | up with |
|----|------|-----|---------|----|----|-------|---------|

- 1 file ..... divorce
- 2 come ..... an alternative
- 3 take ..... office
- 4 adhere ..... a philosophy
- 5 live ..... expectations
- 6 abide ..... a decision
- 7 jot ..... someone's address
- 8 fit ..... plans

## 10.2 Complete each sentence using a collocation from 10.1 in the appropriate form.

- 1 I'd been looking forward to the course but unfortunately it ..... my expectations.
- 2 Has anyone ..... a good alternative to the petrol- or diesel-fuelled car yet?
- 3 I should ..... your address in case I forget it.
- 4 The new president of our club is due to ..... office next week.
- 5 We have to ..... the decision of the committee; we have no choice.
- 6 Most members of the group ..... a common philosophy.
- 7 I don't have any special arrangements, so can easily ..... your plans.
- 8 Melissa Bragg has ..... divorce in a New York court.

## 10.3 Answer these questions using collocations from the opposite page.

- 1 What can you do with savings or funds in an emergency?
- 2 What can you do with principles or ideals?
- 3 What can you try to do with a language if you don't want to lose it?
- 4 What can guard dogs help you to do if you have intruders?

## 10.4 Correct the collocation errors in these sentences.

- 1 Everyone broke into laughter when she told the story.
- 2 We had a run along the beach to work in an appetite before lunch.
- 3 The police have said they intend to go down heavily on anyone carrying an offensive weapon at the match.
- 4 Do you think you could free out some time to have a quick meeting this afternoon?
- 5 The police acted on a rip-off and managed to avert a possible disaster.
- 6 I hope the party will live on to your expectations.
- 7 We sat on our hotel balcony, soaking through the atmosphere of the carnival.
- 8 Tanya quickly saw out her opponent in the semi-final and now goes on to the final.

## 10.5 Answer these questions. Write full sentences using the word in brackets in a collocation from the opposite page.

- 1 What do you plan to do in future to make sure you don't lose your English? (KEEP)
- 2 What film or gig or sports event have you been to that wasn't as good as you expected? (LIVE)
- 3 What sort of thing might tempt you to use some of your savings? (DIP)
- 4 Your best friend is getting married 100 miles away tomorrow and all the trains have been cancelled. What would you try to do? (COME)
- 5 At short notice some friends have invited you to stay for the weekend. They've already made some plans for the weekend. What would you do your best to do? (FIT)
- 6 How easy do you find it always to act according to your principles? (ADHERE)

A

EMILY



In my mid-twenties I **joined the staff** of a language school. The pay wasn't brilliant but I could **make a living**<sup>1</sup> and there were many **aspects of the job** that I enjoyed. The other **members of staff** were nice and I enjoyed teaching the students. A few years later, after returning from **maternity leave**, I decided to **go part-time**. Luckily I was able to **do a job-share**<sup>2</sup> with another woman who had a small child. Then the school began to go through a difficult period and had to **lay off staff**<sup>3</sup>. I decided to **go freelance**<sup>4</sup>. I had managed to build up a **network of contacts** and this gave me a good start. I soon had a substantial **volume of work** – private students and marking exams – and was able to **earn a good living**.

<sup>1</sup> earn enough to live (can also be used just to refer to one's job and how one earns one's money: *She makes a living as a hairdresser*)

<sup>2</sup> situation where two people share equal parts of the same job

<sup>3</sup> dismiss staff because there is no work for them to do

<sup>4</sup> work for several different organisations rather than working full-time for one organisation

### Common mistakes

People usually **do work**, NOT ~~make~~ work. If we talk about people **making work**, it means that they create work for other people to do, e.g. *A baby **makes** a lot of **work** for its parents – but it's worth it.*

B

BEN



After graduating, I **practised medicine**<sup>1</sup> for a number of years in London. I managed to **carve a niche for myself**<sup>2</sup> as a specialist in dermatology. Then I realised I needed some fresh challenges and so I did a job swap for a year with my **opposite number**<sup>3</sup> in a clinic in Vancouver. When I returned, I went back to my old job and also **took up the post**<sup>4</sup> of editor of a leading medical journal. I **held that position** for a number of years. I'm now hoping to go abroad again and so am letting everyone know that I **am open to offers**.

<sup>1</sup> worked as a doctor

<sup>2</sup> make a special position for myself

<sup>3</sup> someone doing the same job in a different location

<sup>4</sup> started work

C

JULIA



After graduating in economics, I did the usual thing of **putting together** my **CV**<sup>1</sup> and applying for jobs. I got a very **tempting offer** from an investment bank and accepted it. I was put on a **fast-track scheme**<sup>2</sup> and was **moving up the ladder**<sup>3</sup> fast. However, one day I **had a change of heart**<sup>4</sup>. I realised I'd stopped enjoying the excitement. I felt I needed to **get my priorities right**<sup>5</sup>. I decided that other aspects of my life should **take priority over**<sup>6</sup> my work. I **handed in my resignation** and moved to the country.

<sup>1</sup> CV = *curriculum vitae*, a written description of your education, qualifications, skills and career

<sup>2</sup> system for rapid training and promotion of talented staff

<sup>3</sup> being promoted

<sup>4</sup> my attitude or mood changed

<sup>5</sup> give importance to the right aspects of life

<sup>6</sup> be more important to me than

### Common mistakes

We say someone is **under a lot of / considerable pressure**, NOT under high pressure.



# Exercises

## 11.1 Match the beginning of each sentence with its ending.

- |                                        |                           |
|----------------------------------------|---------------------------|
| 1 My husband and I do                  | of contacts.              |
| 2 Circulate the report to all members  | the staff in our company. |
| 3 Jonas has been happier since he went | of work this month.       |
| 4 I hope it won't be necessary to lay  | of staff.                 |
| 5 It's not easy to make                | part-time.                |
| 6 Meeting people is the best aspect    | a job-share.              |
| 7 Marian was the last person to join   | off many of our staff.    |
| 8 Anna will be going on maternity      | of the job.               |
| 9 Try to build up a good network       | a living as an actor.     |
| 10 We've had a ridiculous volume       | leave next month.         |

## 11.2 Complete the conversation using words from the opposite page.

Megan: Did you know my son's in Australia at the moment? He's doing a job swap with his opposite (1) ....., the person who (2) ..... a similar position to his in the company's Sydney office.

José: Wow, that's good! But I thought he wanted to go to the States this year?

Megan: Well, yes. He did have a very tempting (3) ..... from a company in New York and he was about to accept, but then he had a (4) ..... of heart.

José: So, have you met the exchange person from Sydney?

Megan: Yes, he's been to dinner a couple of times. He'd like to settle here in fact and has asked us to tell everyone he's (5) ..... to offers from any companies that might be interested. Maybe your firm might be interested?

José: Perhaps. We could do with someone with good Australian contacts. But we could really do with someone who could (6) ..... a post before the end of the year.

Megan: That could work out perhaps. He certainly seems very nice. And he'd be motivated to do well for you because he's so keen to stay here.

José: And do you think your son will stay in Australia?

Megan: I hope not. I've told him to get his priorities (7) ..... . Being near his mum should (8) ..... priority over Australian beaches and sunshine!

## 11.3 Rewrite each sentence using the word in brackets.

- 1 The recession meant that the company had to make some workers redundant. (LAY)
- 2 Your family should really be more important to you than your work. (PRIORITY)
- 3 Nita soon gained several promotions at work. (LADDER)
- 4 Harry hates his new boss so much that I think he'll soon leave. (RESIGNATION)
- 5 Vic earns good money as a freelance journalist. (LIVING)
- 6 I need to write down all my qualifications and experience before I apply for jobs. (CV)
- 7 My father always wanted to work as a doctor in a rural community. (PRACTISE)

## 11.4 Correct the seven collocation errors in this paragraph.

George makes a life as a sports reporter on a local newspaper but he is under high pressure at work at the moment. He's had far too much work to make recently. He's been put on a fast-train scheme for promotion and they're really pushing him. It's so hard that he's thinking of handing over his resignation and going freelancing. It wouldn't be easy but I'm sure he'd soon work a niche for himself as a sports journalist.



## A

## Discussing job applicants

- Guy: So which of these applicants do you think we should interview? They all seem to **fit the job description** quite well to me. It's quite a **daunting task** to **narrow the list down** to just one person.
- Lisa: I agree. So, let's start by **taking up references** for these ten people.
- Guy: OK. So why did you pick these ten out of the fifty who applied?
- Lisa: Well, these ten all seem to be people who realise the importance of **working as a team**. They've all shown that they are capable of **mastering new skills**. And they're all clearly comfortable with **taking on responsibility**.
- Guy: Did you automatically eliminate the two who'd previously **taken industrial action**<sup>1</sup>?
- Lisa: One of them – I'd also heard rumours about his involvement in a **professional misconduct** case. He was certainly **relieved of his duties**<sup>2</sup> at ARG under mysterious circumstances. But the other was standing up for a woman who'd been **wrongfully dismissed**<sup>3</sup>, even though he knew he might lose his own job. So he sounded good to me.
- Guy: Fair enough. He must have strength of character to risk **losing his own livelihood**.
- Lisa: That's right. So could we **pencil in a meeting** for considering the references? And then I'd better leave you and go and **clear my desk**<sup>4</sup> before I go home.
- Guy: Yes, sure. How about Friday at 10?

<sup>1</sup> gone on strike<sup>2</sup> (formal) dismissed<sup>3</sup> (formal, legal) unfairly dismissed<sup>4</sup> deal with all the papers on one's desk (also used when someone is clearing their desk because they are leaving their job)

## Common mistakes

If workers refuse to work, they **go on strike** or **stage a strike**, NOT ~~make~~ a strike.

## B

## Conversation about a new job

- Alexa: I hear your brother's **landed a fantastic new job**<sup>1</sup>.
- David: Actually it's not as good as he hoped. He's got a terribly **heavy workload** and that means working some very **unsocial hours**. He also complains about having to do lots of **menial tasks** around the office, **running errands** for his boss.
- Alexa: But he's paid well?
- David: Not really. He just about gets a **living wage**<sup>2</sup>. And all the **overtime** is **unpaid**.
- Alexa: He'll just have to **throw a sickie**<sup>3</sup> from time to time.
- David: Yes, I suggested he did that too, but he says he's afraid of **getting the sack**<sup>4</sup> if he does. He feels there might **be** some **prospects for** him there eventually, even if he is just being used as **sweated labour**<sup>5</sup> at the moment.
- Alexa: Well, with any luck he'll eventually find that he can **realise his potential**<sup>6</sup> there.
- David: I hope so. But they have a very **high turnover of staff** and it won't be easy for him to **stay the course**<sup>7</sup>.
- Alexa: No, but he's very determined, isn't he? So let's hope it all works out.

<sup>1</sup> (informal) got a new (and usually a good) job<sup>2</sup> enough money to live on<sup>3</sup> (informal) take a day off work pretending to be sick<sup>4</sup> (informal) being dismissed<sup>5</sup> workers who are paid very little and work in very bad conditions<sup>6</sup> achieve all that he is capable of<sup>7</sup> remain there until he is successful

## Exercises

### 12.1 Find a collocation in A that matches each definition.

- |                                            |                                                          |
|--------------------------------------------|----------------------------------------------------------|
| 1 to make a provisional date for a meeting | 6 unfairly sacked                                        |
| 2 an alarmingly difficult task             | 7 to be deprived of your source of income                |
| 3 to become skilled at doing new things    | 8 behaviour unacceptable for someone in a particular job |
| 4 to request statements from referees      |                                                          |
| 5 to have the skills required for a job    |                                                          |

### 12.2 Complete this paragraph using words from the box in the appropriate form.

|    |     |      |     |       |      |
|----|-----|------|-----|-------|------|
| be | fit | land | run | sweat | take |
|----|-----|------|-----|-------|------|

Charlotte was surprised but happy to (1) ..... a job on her local newspaper as soon as she left university. She was surprised because she didn't feel that she (2) ..... the job description, but she was happy because she had always dreamt of working as a journalist. So she didn't really mind when she found that she was spending much of her time (3) ..... errands for the editor. Her brother said she was just being used as (4) ..... labour but she felt confident that there (5) ..... good prospects for her there. She was sure she would soon have the chance to (6) ..... on more responsibility.

### 12.3 Complete each conversation using a collocation from the opposite page to make B agree with what A says.

- 1 A: I think that Adam will leave his new job before the year is out.  
B: Yes, I agree. I don't think he'll ..... either.
- 2 A: Had you heard that they may fire some members of staff?  
B: Yes, I did hear a rumour that some people might .....
- 3 A: Inflation is so high that I don't seem to earn enough to live on any more.  
B: No. I don't feel I earn ..... myself.
- 4 A: Has the HR manager been removed from his job?  
B: Yes, he was ..... yesterday.
- 5 A: I hope the workers don't decide to go on strike.  
B: Yes, it would be very unfortunate if they decide to .....
- 6 A: It's going to be hard to decide which of the job applicants to shortlist.  
B: Yes, I don't know how we are going to .....

### 12.4 Answer these questions about your own work or ask someone else these questions and write down the answers.

- 1 What kind of menial tasks does your job involve?
- 2 Do you think this job will allow you to realise your potential?
- 3 Do you ever have to work unsocial hours? If so, why? If not, why not?
- 4 Does there tend to be a high turnover of staff at your workplace?
- 5 If you do overtime, is it paid or unpaid?
- 6 Have you ever thrown a sickie? If so, why? If not, why not?
- 7 Have you ever taken or would you ever consider taking industrial action?
- 8 In your job is it necessary to work as a team?
- 9 Do you have a heavy workload?

#### Over to you

It will probably be particularly useful for you to learn work collocations that relate to your own professional life. Look on the internet for information in English about the job that you do or are interested in doing in the future. Make a note of any interesting collocations that you come across.

## A

## Talking about thoughts

I **honestly think** we can win the match tonight. [NOT I strongly think]

I'm not sure if I want to invest in your business or not, but I'll **give it some thought**.

**Bear in mind** that there are often delays to flights during bad weather. [remember]

**It's common knowledge** that Hannah is looking for a new job. [everyone knows]

My teenage son hasn't yet **grasped the importance of** revising for exams. [understood how important something is]

I **take the view** that we are all responsible for our own actions. [believe]

It's **a foregone conclusion** that Jaime will win the race. [absolutely certain]

I'm not quite sure what I'm going to do but I've got a **rough idea**. [general idea]

I don't **subscribe to the theory** that nature and nurture are of equal significance but it is now a **widespread belief**. [hold the opinion]; [generally held view]

**Opinions are divided** as to whether mothers of young children should go out to work or not, but **it is my firm conviction** that different things suit different families. [people hold different views]; [I am totally convinced]

## Common mistakes

We say I am **becoming aware** of the problem, NOT I am **getting** aware.

## B

## Judging

| collocation                   | example                                                                                      | meaning                                            |
|-------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------|
| judge someone harshly         | Don't <b>judge</b> him too <b>harshly</b> . He really couldn't have done things differently. | be very critical of someone                        |
| poor judgement                | Deciding to set up a business now shows <b>poor judgement</b> of the economic situation.     |                                                    |
| pass judgement on             | Di's quick to <b>pass judgement on</b> other people but she's far from perfect herself.      | criticise                                          |
| against your better judgement | I finally agreed to go out with him, <b>against my better judgement</b> .                    | despite the knowledge that something is a bad idea |
| a lack of judgement           | Her approach to the recent discipline problems in school showed <b>a lack of judgement</b> . | an inability to judge a situation wisely           |
| an error of judgement         | Promoting Alec was a serious <b>error of judgement</b> .                                     | bad decision                                       |

## C

## Metaphors of thinking

We can talk about **thinking laterally**<sup>1</sup>. We can say someone has a **fertile imagination**<sup>2</sup>. We can **wrestle with a problem**<sup>3</sup> and we can have a **nagging doubt**<sup>4</sup>. We can also talk about something **fuelling speculation**<sup>5</sup>, and sometimes people **jump to conclusions**<sup>6</sup>.

<sup>1</sup> approaching a problem in an imaginative and original way rather than using a traditional approach

<sup>2</sup> one that produces lots of original and interesting ideas

<sup>3</sup> struggle to find a solution

<sup>4</sup> an unpleasant feeling of doubt that will not go away

<sup>5</sup> encouraging people to consider that something may be true

<sup>6</sup> guess the facts about a situation without having enough information

## Exercises

### 13.1 Look at A. Correct the collocation errors in these sentences.

- 1 Opinions are separated on the issue of single-sex schools and there are sound arguments on both sides of the case.
- 2 I believe that the government will win another term in office but my girlfriend takes a different opinion.
- 3 I strongly think that you'd be making a serious mistake if you took that job.
- 4 I don't believe it's a foregone fact that the larger company will win the contract.
- 5 People are gradually getting aware of the problem of climate change.
- 6 You should bear in thought that your visitors will be tired after their long flight.
- 7 I've got a raw idea of what I want to say in my essay but I haven't planned it properly yet.
- 8 Increasing numbers of people today subscribe for the theory that small is beautiful.

### 13.2 Complete the paragraph using words from the box.

error    firm    grasped    laterally    pass    poor

Recent research shows that people who spend time meditating each day improve their mental abilities. It seems that meditation particularly enhances our ability to think in creative, unusual ways, in other words, to think 'outside the box' or think (1) ..... It may, then, have been an unfortunate (2) ..... of judgement on the part of the management at BNM & Co. to put a stop to the yoga classes that staff had organised for their lunch breaks. 'It would seem that our managers have not yet (3) ..... the importance of these classes,' explained yoga instructor Zandra, 'but it is not my place to (4) ..... judgement on them. Their judgement may be (5) ..... at the moment but it is my (6) ..... conviction that as people come to understand yoga better, they will see how it could benefit the company as well as individual members of staff.'



### 13.3 Rewrite each sentence using the word in brackets.

- 1 It's unwise to draw conclusions too quickly about people's motives. (JUMP)
- 2 Everyone knows that Ellie has been taking money from the till. (COMMON)
- 3 I agreed to help him though I knew it was wrong. (AGAINST)
- 4 I'm afraid your decisions show you are unable to judge situations well. (LACK)
- 5 We have to decide when to have the party. Can you think about it? (THOUGHT)
- 6 I think you are being too critical of him. Remember he's only 18. (HARSHLY)
- 7 Surprisingly, a large number of people believe left-handed people are more intelligent. (WIDESPREAD)

### 13.4 Use a dictionary such as The Cambridge Online Dictionary to find frequent collocations with these words. Your collocations can use the words literally or metaphorically.

- 1 a fertile    2 to fuel    3 to wrestle with    4 a nagging

## A

## Business news

Charles Park and Sons have **announced record profits** for last year despite a slight **decline in demand** for one of their key products, caused by increasingly **fierce competition**<sup>1</sup> in the sector. They say they are already well on the way to **meeting their targets** for the first quarter. Their new models will **go into production**<sup>2</sup> in the spring and this is expected to **boost**<sup>3</sup> their **sales and profits** even more.

The government today announced its intentions to **stimulate growth** in the Southwest by **allocating** a large **part of its** development **budget** to industrial projects in the area. Roger Middle, who **chaired the committee** working on this scheme, said that local people welcomed the decision, which should **generate** more **business** for local firms. They appreciate that their area has many **unique selling points** for businesses and their employees, and feel that development will **pay dividends**<sup>4</sup> for everyone living and working in the area.

Clothing firm G & L has announced plans to build a new factory in the Midlands. Their spokesperson, Mark Mulloy, said yesterday that the proposal **made sound business sense**. 'It will be easier for us to **maintain quality** and **promote the interests** of our shareholders at the same time as **satisfying the demands** of our **target market**,' he said.

SIB Distribution held an **emergency meeting** last night to discuss the crisis caused by yesterday's rise in fuel prices. Their MD said, 'This **hike in prices**<sup>5</sup> will seriously **affect the bottom line**<sup>6</sup>. It's a considerable challenge for us as we already operate on **narrow profit margins**. However, we have **set ourselves clear objectives** and are confident we will still be able to **balance the books**<sup>7</sup>. We have no intention of **calling in the receivers**<sup>8</sup> yet!'

<sup>1</sup> NOT high competition

<sup>2</sup> start being made

<sup>3</sup> increase

<sup>4</sup> bring advantages

<sup>5</sup> (journalistic) rise in prices

<sup>6</sup> affect the net income

<sup>7</sup> make sure the amount spent is not more than the amount earned

<sup>8</sup> going bankrupt

## B

## Describing trends

An important part of many business reports is the description of trends. The *Cambridge Learner Corpus* shows that there are a number of collocation errors which are frequently made when candidates write about business in advanced English exams.



## Common mistakes

We say a **slight decrease/increase**, NOT a little decrease/increase, and a **substantial decrease/increase**, NOT a strong decrease/increase.

When comparing two things in terms of quantity, we say, for example, Exports were **five times greater than** imports, NOT Exports were five times larger than imports.

# Exercises

## 14.1 Are these sentences true or false?

- 1 A business executive will feel worried if the company experiences a decline in demand for its products.
- 2 A business CEO is pleased if the company does not meet its quarterly sales targets.
- 3 A hike in the price of raw materials is likely to present a difficult challenge for a business that uses those materials.
- 4 Marketing and sales staff will promote their products' unique selling points.
- 5 Business managers are likely to be happy about calling in the receivers.
- 6 A company is likely to feel more secure if it has narrow profit margins.

## 14.2 Complete each sentence using a word from the opposite page.

- 1 It was a sad day for the company when it finally had to call in the .....
- 2 I'm sure you'll agree that our new mobile phone has a number of unique selling .....
- 3 We use a professional accountant to help us balance our .....
- 4 The bank agreed that our plans make sound business .....
- 5 We must ensure that the research project does not negatively affect the bottom .....
- 6 We look forward to next spring, when our exciting new line will go into .....
- 7 All your hard work will eventually pay .....
- 8 We are confident that our new business strategy will help boost both sales and .....

## 14.3 Correct the collocation errors in these sentences.

- 1 The company is pleased to report a strong increase in profits over the last quarter.
- 2 The new health and safety committee is to be tabled by a retired doctor.
- 3 There is increasingly high competition between airline companies.
- 4 The company's exports to Japan had considerable growth over the last decade.
- 5 The sales figures for March show a little decrease on those for February.
- 6 Our sales in the domestic market are certain to have a rise next year.
- 7 Last year sales were three times larger in Europe than in Australia.
- 8 We feel that this proposal does considerable business sense.
- 9 Although we need to reduce our costs, it's important we attain the quality that our reputation is built on.
- 10 Business leaders hope new government policies will stimulus growth.

## 14.4 Answer these questions about the collocations in this unit.

- 1 When might the Managing Director of a company call an emergency meeting?
- 2 What kind of age group is a sports car company likely to have as its target market?
- 3 Why would shareholders be pleased if their company announced record profits?
- 4 In what situations other than business do people set themselves objectives?
- 5 Name three things that a business would have to allocate part of its budget to.
- 6 How might a company try to stimulate growth in demand for its products?

### Over to you

On the website [www.companieshouse.gov.uk](http://www.companieshouse.gov.uk) you can find reports on several million companies. Look up a company that interests you and make a note of any interesting collocations that you find.



## A

## What is marketing?

**The Marketing Expert** Home | **Definition** | Key terms | Case studies

Marketing is the process of studying and defining the needs of **target customers** as well as promoting products to fulfil those needs. For example, if your company produces ice cream, you need to learn as much as you can about **consumer demands** and **preferences**. (*What flavours do they like? What size pack do they prefer?*)

*How do companies find out about their customers?*

Companies **conduct** / **carry out market research**. They may do this through questionnaires, surveys or **focus groups**<sup>1</sup>.

*What do companies need to know about their customers?*

They want to find out about **consumer behaviour** and **buying habits** – for example, where do they shop and what do they buy? They may also want to find out the age and **income bracket**<sup>2</sup> of their customers. This helps them to create a **demographic profile**<sup>3</sup> of a typical customer. Building up a picture of the customer is all part of **customer relationship management**<sup>4</sup> (**CRM**).

*What do companies do with this information?*

Companies will use the information to make decisions about **product development** and **design**. It also helps them to look at **market segmentation**<sup>5</sup> so that they can target certain areas of the market or certain types of consumers. It also helps companies to know what their own **market share** is.

<sup>1</sup> a group of potential customers who give their opinions about a product, brand, packaging etc.

<sup>2</sup> a section of the population classified according to their level of income

<sup>3</sup> information such as the age, gender and occupation of a group of people

<sup>4</sup> the strategies that companies use to analyse and manage their contact with customers

<sup>5</sup> the way the market is divided into different consumer groups and the differences between them

## Tip

A *customer* is a person who *buys* a product and a *consumer* is someone who *uses* a product – often it can be the same person, but not always.

## B

## Getting the message across

What makes a successful **marketing campaign**? What's the best way to **reach** the **target audience**? Justine Blake, Head of Marketing for a major fashion retailer, explains more:



'We use a number of different ways to communicate with our customers. There are the more traditional channels like TV and billboard advertising, as well as **product placement**<sup>1</sup>. But these days we're also doing much more **guerrilla marketing**<sup>2</sup>. For example, in one recent campaign we installed special "mirrors" on bus shelters, that showed people what they would look like wearing some of our latest designs.

'We have our own **in-house marketing team** but we also use an **advertising agency** which specialises in that type of work. Our **brand identity**<sup>3</sup> is very important and one of our aims is to **build brand awareness**<sup>4</sup>. We want customers to feel confident about the quality of our clothing and so increase **customer satisfaction** and **loyalty**.

'Our latest online campaign featured a video about a young girl and her grandmother going clothes shopping together. It was a lovely story about having positive role models. It **went viral**<sup>5</sup> and was shared on social media all over the world! Of course, the more **free airtime**<sup>6</sup> or **press coverage**<sup>7</sup> we can get, the better. In the fashion world, **celebrity endorsement**<sup>8</sup> can also have a huge impact.

'Ultimately, we want to **engage with our customers**<sup>9</sup> and bring them the best products we can.'

<sup>1</sup> a company pays for their product to be featured in a film

<sup>2</sup> a company promotes their products in an unconventional way, often on a low budget

<sup>3</sup> how a business wants to be seen by its customers

<sup>4</sup> increase knowledge of a brand among potential customers

<sup>5</sup> become very popular through social media

<sup>6</sup> time featured on e.g. TV, without payment

<sup>7</sup> reporting in the press

<sup>8</sup> a famous person is paid to promote a product

<sup>9</sup> communicate with customers



# Exercises

## 15.1 Match a word from each box to form collocations.

marketing free product  
income consumer brand

placement behaviour identity  
campaign airtime bracket

## 15.2 Complete each sentence using a collocation from 15.1.

- I enjoyed the film, but there was a lot of ..... in it. All the top-brand cars, phones, watches and so on. It was a bit distracting.
- We want to build a really strong ..... as a trustworthy company.
- One of the aims of our research was to identify certain patterns of ..... : specifically where they bought our products and how much they spent.
- This is a luxury brand, clearly aimed at consumers in the higher .....
- Our latest ..... was very successful – sales increased by over 20%!
- The company were really lucky – there was a whole news item on their latest innovation, so they got a lot of ..... as a result.

## 15.3 Complete the collocation forks. Use a dictionary to find one more word to add to each list.

- |            |                                                                                                                      |            |                                                                                                    |
|------------|----------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------|
| 1<br>..... | <ul style="list-style-type: none"> <li>loyalty</li> <li>satisfaction</li> <li>needs</li> <li>expectations</li> </ul> | 3<br>..... | <ul style="list-style-type: none"> <li>identity</li> <li>awareness</li> <li>recognition</li> </ul> |
| 2<br>..... | <ul style="list-style-type: none"> <li>segmentation</li> <li>share</li> </ul>                                        | 4<br>..... | <ul style="list-style-type: none"> <li>development</li> <li>design</li> <li>placement</li> </ul>   |

## 15.4 Look at B. Choose the correct collocation.

- It's been 10 years since Kate first set up our *in-office* / *out-of-office* / *in-house* marketing team, and now we employ 13 marketers working in 3 countries.
- We want to increase brand *understanding* / *awareness* / *recognise* among young professionals.
- Our last campaign went *airtime* / *guerrilla* / *viral* and was shared on social media all over the world.
- One way to measure *customer* / *target* / *brand* satisfaction is to put a questionnaire on your website, and ask questions about how happy people are with your service.
- We got a lot of *public* / *press* / *paper* coverage when we gave out free energy monitors as part of last year's 'Energy Week'.
- The *objective* / *customer* / *target* audience for our new sportswear range is active parents.

## 15.5 Read these remarks by different people. Then answer the questions.

- Chloe: We want to encourage people to keep buying our products and so we give them discounts when they spend a certain amount of money.
- Thierry: To promote a monster film, we created giant 'footprints' on the beach. People loved it!
- Clare: If we want to emphasise how healthy the snack bars are, we could get a famous sports personality to appear in the ads.
- Bruno: We invited some potential customers to look at the new packaging and give their feedback.
- Veronique: Our market research focused on finding out the age and gender of our customers.
- Freddy: We asked people to tell us where they shopped and how often they bought our products.
- Who wanted to know about the demographic profile of their customers? .....
  - Whose company used a focus group to do some research? .....
  - Who is talking about celebrity endorsement? .....
  - Who wanted to know about their customers' buying habits? .....
  - Who is talking about customer loyalty? .....
  - Whose company uses guerrilla marketing? .....

## A

**Shopping online or on the high street**

Most companies **carry out surveys**<sup>1</sup> to find out what customers or potential customers feel about their products and services. I answered one recently about **online shopping**. I personally much prefer to **go shopping** on the high street rather than to shop on the internet. You get a much better impression of whether something is good **value for money** or truly **fit for purpose**<sup>2</sup> when you can touch it. And I feel if you have a problem with a purchase, it's easier to go back and **make a complaint** if you've bought something from a shop. But shopping online has its advantages, and many companies **offer** you **a discount** when you **place an order** online. And, of course, lots of online companies have plenty of **regular customers** and plenty of **satisfied customers**. I suppose the bottom line is that it's good for us as consumers to have as much **healthy competition** as possible.

<sup>1</sup> or **do surveys**, NOT ~~make surveys~~    <sup>2</sup> good at doing what it is supposed to do

## B

**Complaining about service**

I ordered a skirt online and I'm furious. On their website they promise **prompt service**. In fact they said they offered **next-day delivery** but it took ten days to come. When I rang up to complain they **put me on hold** and then never got back to me! Then, when the skirt eventually arrived, the zip was broken. It's really **poor quality** – though the website says all their clothes are **top quality**. I'm going to **kick up** such **a fuss**<sup>1</sup>. Of course, I'll demand **a full refund**<sup>2</sup>, but I'd really like an apology as well. And I'll certainly **take my custom elsewhere**<sup>3</sup> in future.

<sup>1</sup> (informal) make a very forcible complaint

<sup>3</sup> not buy from the same place again

<sup>2</sup> ask for all my money back (NB NOT ~~strongly~~ demand because the verb *demand* cannot be made stronger in English – it is already strong enough)

## C

**Company promise**

If you have **grounds for complaint**<sup>1</sup>, please contact our Head Office at the address below. We pride ourselves on **providing an excellent service** and all our products **conform to safety regulations**<sup>2</sup>. We **honour all commitments**<sup>3</sup> to customers. We **take very seriously** any **complaints** about poor service. So if you feel that one of our products does not **come up to standard**<sup>4</sup>, then we will immediately offer you a replacement. We promise to **handle all complaints** promptly.

<sup>1</sup> a reason for complaining

<sup>3</sup> do what we said we would do

<sup>2</sup> obey all the rules or laws relating to safety

<sup>4</sup> reach appropriate standards

**Tip**

Learn more collocations relating to the topic of customer service by looking at the customer services page of a company website, for example, that of John Lewis, a British department store: [www.johnlewis.com/customer-services](http://www.johnlewis.com/customer-services). Make a note of any interesting collocations.

# Exercises

## 16.1 Look at A. Correct the collocation errors in these sentences.

- 1 Have you ever made a complain to the management about the food in a restaurant?
- 2 I hate making shopping on Saturdays as the town is so crowded then.
- 3 If you want your shopping delivered, you can put your order with us online or by phone.
- 4 We made a large-scale customer survey before developing our new product range.
- 5 On-the-web shopping is proving increasingly popular.
- 6 I was surprised by the weak quality of the acting in that film we saw last night.

## 16.2 Choose the correct collocation.

- 1 This shop gives very good *worth / cost / value* for money.
- 2 Every business wants *satisfactory / satisfied / satisfying* customers.
- 3 He is an economist who believes in the advantages of *healthy / rich / fertile* competition.
- 4 I don't need next-day delivery but service should be reasonably *punctual / prompt / present*.
- 5 I hate it when you phone a company and get put on *hole / hang / hold* for ages.
- 6 Dan kicked up a terrible *fuss / foot / fever* about the service we received.
- 7 The hotel manager *dealt / handled / honoured* our complaint very efficiently.
- 8 We can't sell our old cooker because it doesn't *perform / inform / conform* to modern safety regulations.
- 9 I would prefer not to take my custom *somewhere / anywhere / elsewhere*.
- 10 The service at the hair salon did not *run / come / do* up to standard.

## 16.3 Complete the emails using words from the opposite page.

Dear Sir/Madam,

I am writing to complain about the service I received in your Cambridge branch.

I bought a suit there recently but it is poorly cut and does not fit well, even though it is the size I normally take. I am a (1) ..... customer of yours and have never had any problems before. I returned the suit to the shop the next day, but the manager refused to give me a full (2) .....

I request that you look into this matter and (3) ..... this complaint seriously. Otherwise I may be forced to take my (4) ..... elsewhere.

Yours faithfully,  
John Coleon 01727 717317.

Dear Mr Cole,

Thank you for your letter regarding your purchase of a suit from us. We apologise for the inconvenience caused to you.

Our company is committed to (5) ..... an excellent service and selling (6) ..... quality garments. We therefore enclose the requested refund and trust that you will continue to shop with us and will never again have (7) ..... for complaint about our goods.

Yours sincerely,  
Jason Campbell  
Customer Services Manager

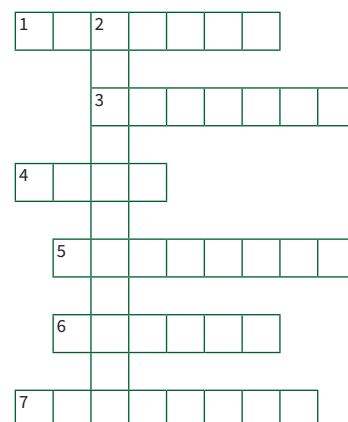
## 16.4 Complete the crossword.

### Across

- 1 When choosing new offices you must ensure that they will be fit for — .
- 3 To get your money back, you'll have to prove you have — for complaint.
- 4 I have no option but to demand a — refund.
- 5 I am afraid that your service simply fails to come up to — .
- 6 As a respected firm we always — all our commitments.
- 7 It is our policy to offer students a — on books and stationery.

### Down

- 2 Your helmets do not conform to safety — .



## A

## Courses and qualifications



When she was a small child, Amelia's teachers identified her as having unusual intelligence and remarkable **mental agility**<sup>1</sup>, and they put her on a special programme for **gifted children**. Amelia **won a scholarship** to **attend** a local grammar **school**. By the age of eighteen, she was a **straight-A student**<sup>2</sup>. She **applied to**<sup>3</sup> several **universities** and was fortunate enough to **secure a place** at Cambridge University to **read**<sup>4</sup> **English Literature**.

In the first **academic year** of the English Literature programme, the **core subjects**<sup>5</sup> were *The development of the novel* and *Contemporary poetry*. Amelia had a large number of **set texts**<sup>6</sup> to read. It was hard work but she loved it. Her professors were all **distinguished scholars** and her courses were taught by some of the world's **leading authorities** in the field. She

completed her studies with considerable success and **graduated from university** last year. In the meantime, her parents have decided that it is time they made up for their lack of **formal education** and they have **signed up for** a number of evening **courses**<sup>7</sup>. Eventually they hope to **meet the entry requirements** for university entrance and to be able to complete a degree as **mature students**<sup>8</sup>.

<sup>1</sup> ability to think quickly and clearly

<sup>2</sup> a student who always gets very good marks

<sup>3</sup> formally requested a place at

<sup>4</sup> (formal and increasingly old-fashioned) do or study

<sup>5</sup> subjects which all the students on the course have to do

<sup>6</sup> specific books which students must study

<sup>7</sup> or **enrolled on ... courses**

<sup>8</sup> students who are older than average

## B

## Harry's school report

|                    |                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHEMATICS        | Harry's work has shown a <b>marked improvement</b> this term. However, his <b>attention</b> occasionally <b>wanders</b> in class.                                                    |
| ENGLISH            | Harry has a <b>natural talent</b> for English. He achieved <b>full marks</b> <sup>1</sup> in the last class test.                                                                    |
| FRENCH             | There is <b>room for improvement</b> in Harry's work in French. He seems to find it difficult to <b>learn</b> vocabulary <b>by heart</b> .                                           |
| GEOGRAPHY          | Harry has a <b>thirst for knowledge</b> and is a <b>quick learner</b> . It is a pity that sometimes his <b>concentration</b> in class <b>wavers</b> <sup>2</sup> .                   |
| SCIENCE            | Harry has <b>demonstrated an ability</b> to apply what he learns to the wider world. He <b>showed</b> considerable <b>initiative</b> in the way he approached his project on energy. |
| PHYSICAL EDUCATION | Although Harry has a <b>proven ability</b> <sup>3</sup> for tennis, he will not make any progress until he stops <b>playing truant</b> <sup>4</sup> . This must not continue.        |

<sup>1</sup> 100%

<sup>2</sup> concentration is not steady

<sup>3</sup> ability shown by his achievements

<sup>4</sup> being absent without permission

## Common mistakes

You attend school to **acquire knowledge**, NOT get knowledge.

# Exercises

## 17.1 Answer the questions using collocations from A.

- 1 What happens when you successfully complete a degree course?
- 2 What do you call students who are in their thirties or older?
- 3 What are, for example, Harvard, the Sorbonne and Cambridge University?
- 4 What kind of people teach at Harvard, the Sorbonne and Cambridge University?
- 5 What do you call children who are particularly intelligent or have special talents?
- 6 What do you call students whose marks are always excellent?

## 17.2 Match the beginning of each sentence with its ending.

- |                                                                    |               |
|--------------------------------------------------------------------|---------------|
| 1 We were all very impressed by the student's mental               | heart.        |
| 2 My grandmother is very intelligent but she's had little formal   | place.        |
| 3 I've never found it easy to learn scientific formulae by         | education.    |
| 4 I'd love to study medicine there but it's very hard to get a     | ability.      |
| 5 For the first-year Shakespeare exam we had to read six set       | requirements. |
| 6 I am so proud of you for managing to get full                    | agility.      |
| 7 Your work is not too bad but there is certainly still room for   | learner.      |
| 8 Your little girl has shown herself to be a very quick            | marks.        |
| 9 The test has been designed to enable pupils to demonstrate their | texts.        |
| 10 I hope to study there but I may not be able to meet the entry   | improvement.  |

## 17.3 Complete this teacher's letter to the parents of a problem pupil.

Dear Mr and Mrs Greaves,

We are very concerned about Peter's behaviour. He has played (1) ..... from school three times this month and has been seen in town in school hours. When he does come to class, his attention (2) ..... and he does not seem able to concentrate on his lessons. He does not seem to understand the work and yet he never asks any questions or requests any help. The only time he (3) ..... any initiative is in devising excuses for not having done his homework. Although he has a (4) ..... talent for art, he is not even taking any interest in art lessons.

This is disappointing, as last year there was a (5) ..... improvement in Peter's work and we hoped he might (6) ..... a scholarship. However, unless he starts to (7) ..... school regularly and to put more effort into his studies, he will certainly not even meet the (8) ..... for the university course he has plans to (9) ..... on next year.

I would be grateful if you could come into school to discuss this situation further.

Yours sincerely,  
Thomas Brooker  
(Headteacher)

## 17.4 Answer these questions.

- 1 What are the core subjects for pupils at primary school in your country?
- 2 Have you ever signed up for a course that you didn't complete?
- 3 If you could take a degree course now, what subject would you like to read?
- 4 Which university would you apply to?
- 5 When does the academic year begin and end in your country?
- 6 What do you need to do to secure a place at university in your country?

## 17.5 Use a dictionary to find different words to complete each collocation.

- |                      |                    |
|----------------------|--------------------|
| 1 a thirst for ..... | 3 his ..... wavers |
| 2 join a .....       | 4 proven .....     |

## A

## Preparing for a research assignment

Here is an extract from a study skills leaflet given to students at a university, containing advice on how to tackle a research project. Note the collocations in bold.

- All students are expected to **submit a 5,000-word report**, detailing their research project and **presenting** their **findings**.
- **Select a research topic** in discussion with your tutor. You will need to formulate a **working hypothesis**<sup>1</sup> when you begin your study. The purpose of your research is to see if your data **supports the hypothesis**<sup>2</sup>.
- If you are **undertaking**<sup>3</sup> a **study** which involves informants or volunteers, read the advice on **research ethics**<sup>4</sup> in the department handbook.
- A key section of your report will be a **literature review**. This is not simply a summary of your **background reading**, but an **in-depth critique**<sup>5</sup> of the most important books and articles, where you can show your awareness of current research.
- Make sure you **provide**<sup>6</sup> a **rationale** for your study, and always **back up your conclusions** with evidence; never exaggerate any claims you make.
- Wherever appropriate, you should **lay out your results** in the form of tables, charts and diagrams.

<sup>1</sup> a theory which can be used provisionally but may change

<sup>2</sup> We usually do not say *prove the hypothesis*; *prove* is too strong.

<sup>3</sup> (formal) carrying out; (informal) doing

<sup>4</sup> a system of standards which control how research is done

<sup>5</sup> examination and judgement of something, done carefully and in great detail

<sup>6</sup> (formal) give

## B

## Other collocations often used in essays, reports and assignments

The book offers a **vigorous**<sup>1</sup> **defence** of free-market economics and **makes the case for** privatisation of all state-owned industries. It **confronts issues** which are of current importance in developing countries.

McGraw **puts the case for** single-sex primary education but he fails to **tackle** all of **the issues** that opponents of this approach to early schooling have raised.

This essay cannot give an **exhaustive**<sup>2</sup> **account** of climate change; it focuses only on the risk to sea levels. Recent **research indicates** that sea levels are rising very rapidly.

Physicists have recently begun to **formulate new theories** about the nature of the universe. The big question is how to **test** these **theories**.

Although Kristov's book **covers a lot of ground**, it does not offer a **full explanation** of the events leading to the civil war. Indeed, **the thrust**<sup>3</sup> of **Kristov's argument** is that such an account cannot be written, since the people with **first-hand**<sup>4</sup> **knowledge** of those events are no longer living.

This essay provides a **critical analysis**<sup>5</sup> of international trade agreements.

<sup>1</sup> very strong and forceful

<sup>2</sup> extremely detailed

<sup>3</sup> the main idea or opinion that is discussed

<sup>4</sup> experienced directly

<sup>5</sup> a detailed study or examination which assesses quality

## Common mistakes

We say **do research**, NOT ~~make~~ research. The internet is a good place to **do research**.

# Exercises

## 18.1 Complete each sentence using a verb from the box in the appropriate form.

|        |          |         |           |     |
|--------|----------|---------|-----------|-----|
| cover  | indicate | present | provide   | put |
| review | tackle   | test    | undertake |     |

- 1 It is a huge task to ..... a study involving hundreds of participants.
- 2 Fischler ..... her findings at an international biochemistry conference last year.
- 3 Chapter 2 ..... the literature on urban regeneration and concludes that more research is needed.
- 4 I have ..... a rationale for the study in the introduction to this essay.
- 5 The research ..... that owning a pet increases life expectancy by five years.
- 6 The next step was to ..... the theory by carrying out a set of experiments.
- 7 The essay ..... a lot of ground.
- 8 The book ..... a number of issues which were previously ignored.
- 9 The lecturer ..... the case for a dramatic change in economic policy.

## 18.2 Rewrite each sentence using a form of the words in brackets.

- 1 The system of standards for conducting research are described in the university's research manual. (ETHIC)
- 2 You need to make an examination and judgement of the arguments which is very detailed. (DEPTH, CRITIQUE)
- 3 You need to read books and articles which give you information about the subject. (BACKGROUND)
- 4 You do the analysis in order to find out whether the data indicate that your initial idea was correct. (HYPOTHESIS)
- 5 All the interviewees were people who had knowledge of the situation from direct experience. (FIRST)
- 6 It is impossible to give a complete explanation of the decline of agriculture in the 1960s. (FULL)

## 18.3 Complete each sentence using a word from the box in the correct form. Then number the events in the order in which they would occur in real life.

- ☐ Write a ..... analysis of previous studies.
- ☐ Form a ..... hypothesis.
- ☐ ..... out your results in tables and diagrams.
- ☐ ..... your report.
- ☐ ..... a topic.
- ☐ Make the ..... for studying the topic in the introduction.

|          |
|----------|
| case     |
| critical |
| lay      |
| select   |
| submit   |
| work     |

## 18.4 Correct the collocation errors in these sentences.

- 1 The trust of Torsten's argument is that public transport can never replace the private car.
- 2 Economists reformed a new theory of inflation in the late 1980s.
- 3 It is important that we should front the issue of climate change immediately.
- 4 In her essay, she put forward a vigorated defence of the European Union's constitution.
- 5 I shall not attempt to give an exhausting account of population growth in this essay.
- 6 The article does not back down its conclusions with enough convincing evidence.

Over to you

Find an article on the internet relating to an academic subject that is important to you. Print it out and highlight any useful collocations you notice in it.



## A

## Organising your social life



Reply

Forward

Hi Nadia,

How was your weekend? My old school friend Emma came on a **flying visit**<sup>1</sup>, which was fun. We had a **girls' night out** on Saturday with a couple of other friends. We **went out for a meal** to a local restaurant. So much for me **sticking to my diet**!

Emma was here for a **surprise party** for her parents on Sunday. She and her brother wanted to **spring a surprise on**<sup>2</sup> them for their 30th wedding anniversary – they thought 30 years together definitely **called for a celebration**<sup>3</sup> – so they decided to **throw a party** for them. The vicar who'd married them even **put in an appearance**<sup>4</sup>! They asked me along too and it was lovely, a really **special occasion**. I was just sorry I couldn't **spend** much **quality time**<sup>5</sup> with Emma, but it was only a **whirlwind visit**<sup>6</sup>. What about you? Is life its usual busy **social whirl**<sup>7</sup>? Do you still **go clubbing** every weekend?

Claire

<sup>1</sup> a visit that doesn't last long

<sup>2</sup> to surprise

<sup>3</sup> meant that a celebration was appropriate

<sup>4</sup> came just for a short time

<sup>5</sup> time where people can give their complete attention to each other

<sup>6</sup> brief and very busy visit

<sup>7</sup> non-stop set of social events

## B

## Formal entertaining

### PENNISTON INTERNATIONAL YOUTH FESTIVAL

Dear Councillor Patel,

First let me thank the County Council for **playing host to**<sup>1</sup> the welcome reception for our international colleagues and for **making us** so **welcome** at County Hall last week. We were also grateful that you were able to **find time to pay us a visit** at our weekly meeting, where we were delighted to hear that you intend to **join the festivities** at the opening ceremony of the festival.

We would further like to invite you and your spouse to **attend a formal function**, to be held at the Castle Hotel, Penniston, on 27 July, at 7.30 pm, to mark the closing of the festival.

Yours sincerely,

Mark Janowski (Committee Chair)

#### CASTLE HOTEL PENNISTON



Whether you are planning a formal party, a **family gathering**<sup>2</sup> or simply want to **wine and dine**<sup>3</sup> new business contacts in a **convivial atmosphere**<sup>4</sup>, the 16th-century Castle Hotel is **the perfect venue**<sup>5</sup>. Our 24 bedrooms, restaurants and Function Room can be reserved by calling us on 1327 5547655 or by booking online at [www.castlepenniston.com](http://www.castlepenniston.com).

<sup>1</sup> providing the facilities for

<sup>2</sup> social event where a family comes together, usually to celebrate something

<sup>3</sup> take out for dinner and drinks

<sup>4</sup> (rather formal) a very friendly and welcoming atmosphere

<sup>5</sup> place where a public event or meeting happens

#### Common mistakes

We say **organise a barbecue** or **have a barbecue**, NOT ~~make~~ a barbecue.

## Exercises

### 19.1 Complete the conversation words from the opposite page.

- Marta: How was Will's (1) ..... retirement party?  
Dave: Great. You should have seen his face; he really had no idea about it and he was so moved. It was a really nice gesture for the company to (2) ..... a party for him like that. They really wined and (3) ..... us. And even the MD put in an (4) ..... !  
What happened to you? I was surprised not to see you there.  
Marta: Oh, well I was planning to come, but then my friends (5) ..... a surprise on me too that same night.  
Dave: Was it a (6) ..... occasion?  
Marta: Yes, it was my birthday and my friends had arranged a girls' (7) ..... out and invited lots of friends that I hadn't seen for ages.  
Dave: Sounds great. Happy birthday, by the way.

### 19.2 Choose the correct collocation.

- 1 My parents have always *gave / made / had* my friends feel very welcome.
- 2 My aunt came on a *quality / whirling / flying* visit last week.
- 3 It's quite difficult to *hold on / keep with / stick to* a diet when you're eating out with friends.
- 4 You've passed your exam! Well, that *takes / gives / calls* for a celebration!
- 5 We hope you will *give / find / spend* time to visit our exhibition of students' artwork.
- 6 It's important to try to spend plenty of *welcome / convivial / quality* time with your family.
- 7 My sister's life is a constant *special / active / social* whirl.
- 8 I recommend you *pay / spend / go* a visit to the folk museum while you're in Dekksu.
- 9 Athens *threw / gave / played* host to the first modern Olympic Games in 1896.

### 19.3 Rewrite each sentence using a collocation from the opposite page. Then say whether the sentence you have written is more or less formal.

- 1 We could go to a nightclub later.
- 2 The restaurant has a really friendly atmosphere.
- 3 Rio de Janeiro held the Olympics in 2016.
- 4 She has a mad social life.
- 5 I have to go to a formal function on Thursday.
- 6 We invite you to join in the fun at the opening of the Arts Festival.
- 7 Grapsley Park is a great place for an outdoor concert.

### 19.4 Which do you prefer:

- 1 when you're too tired to cook, ordering a takeaway or eating out?
- 2 plain food or rich food?
- 3 having a family gathering or having a barbecue with friends?
- 4 giving a dinner party or going out for a meal?
- 5 paying your friends a visit or playing host to friends at your own home?
- 6 a whirlwind visit from a friend, or a relative who stays for a week?



## A

## Types of language and conversation

Some conversations are not serious. They consist of **idle chatter**, in which the speakers just **exchange pleasantries**<sup>1</sup> or share **juicy**<sup>2</sup> **gossip** about their friends and colleagues, **exchanging news** and **spreading rumours**. **Rumours are always flying around** in any society, of course. But sometimes when you **engage someone in conversation**, it may become more serious. You may **open your heart** to the person you are talking to, for example. You may even find yourself **drawn into an argument**. Some people always want to **win an argument**; for others, **losing the argument** is not important as they simply enjoy a good discussion. If you are in a very noisy place, it can become impossible to **carry on a conversation** of any kind and it is also hard for parents to **hold a conversation** when there are small children in the room.

<sup>1</sup> (formal) make polite conversation

<sup>2</sup> (informal) interesting because it is shocking or personal

## B

## Managing topics

[Reply](#)   [Forward](#)

Hi Sophia,

As you know, I wanted to talk to my parents yesterday about my plans for dropping out of university but I didn't have much luck. First of all, I found it very hard to **broach the subject**<sup>1</sup>. As soon as I started explaining how badly I wanted to start earning, one of them would **change the subject**. It was as if they were deliberately trying to avoid something they sensed was going to be a problem. Eventually I managed to **bring up the subject** again and they finally started to **take me seriously**. I tried not to **overstate my case**<sup>2</sup> for leaving and just put things as simply as I could. But then they started to **bombard me with questions**<sup>3</sup>. Why did I really want to leave? What would I do? Did I realise that I would get a much better job with a degree? Dad didn't listen to my answers – he just started making **broad generalisations** about the importance of education. He went on and on for about half an hour before telling me to **drop the subject** and never refer to it again. So I'm not sure what to do next. Any advice?

Liam

<sup>1</sup> begin a discussion of a difficult topic

<sup>3</sup> ask me lots of questions

<sup>2</sup> give too much importance or seriousness to a point of view

## C

## Adjective + noun phrases

| collocation              | example                                                                                   | meaning                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| bad/strong/foul language | TV dramas today use much more <b>bad/strong/foul language</b> than they did 40 years ago. | swear words, taboo language; <i>foul</i> suggests much stronger disapproval than <i>bad</i> or <i>strong</i> |
| four-letter words        | Please try to express your feelings without using <b>four-letter words</b> .              | swear words, taboo words (many of which have four letters in English)                                        |
| opening gambit           | 'You're a teacher, aren't you?' was his <b>opening gambit</b> .                           | a remark made in order to start a conversation                                                               |
| a rash promise           | Don't make any <b>rash promises</b> . Think before you agree to anything.                 | promises made without thinking                                                                               |
| an empty promise         | She's full of <b>empty promises</b> . You shouldn't believe a word she says.              | promises made which the speaker has no intention of keeping                                                  |
| a tough question         | Do I regret anything? That's a <b>tough question</b> .                                    | difficult question to answer                                                                                 |

## Exercises

### 20.1 Look at A. Correct the collocation errors in these sentences.

- 1 It can be hard to carry out a serious conversation in a noisy room.
- 2 He finds it very difficult to open his head and talk about his feelings to anyone.
- 3 I don't like discussing things with people who always want to gain every argument.
- 4 My mother always used to tell me not to spill unkind rumours.
- 5 I usually find it better not to get driven into an argument with Paul.
- 6 We had a very enjoyable time just sitting in the park enjoying some idling chatter.
- 7 I managed to resist all his attempts to engage me into conversation.
- 8 I've never talked to him much – we've done no more than change pleasantries.

### 20.2 Complete each sentence using a word from the box in the appropriate form.

|       |        |      |      |      |        |      |       |
|-------|--------|------|------|------|--------|------|-------|
| bring | broach | drop | hold | lose | strong | take | tough |
|-------|--------|------|------|------|--------|------|-------|

- 1 I ..... the argument because I didn't know enough about the subject.
- 2 I think it's time we ..... the subject of our marriage with our parents.
- 3 No one will ..... your ideas seriously unless you present them more effectively.
- 4 My mother can't get used to hearing well-dressed young people using ..... language in public places.
- 5 Whenever I try to ..... up the subject of moving to London, he leaves the room.
- 6 I've said I'm sorry – why can't you just ..... the subject?
- 7 They're sure to ask you some ..... questions at your interview but you can take time to think before you answer.
- 8 I felt so ill last week that I could barely ..... a conversation.

### 20.3 Match the two parts of these collocations.

- |               |                 |
|---------------|-----------------|
| 1 juicy       | promise         |
| 2 broad       | generalisations |
| 3 exchange    | gambit          |
| 4 take        | question        |
| 5 four-letter | seriously       |
| 6 tough       | word            |
| 7 rash        | gossip          |
| 8 opening     | news            |

### 20.4 Rewrite each sentence using the word in brackets.

- 1 Please stop talking about this subject immediately. (DROP)
- 2 Sam has a habit of promising things that he has no intention of doing. (EMPTY)
- 3 You must give due importance to the lab's safety regulations. (SERIOUSLY)
- 4 It's better not to spend too long trying to make your point. (OVERSTATE)
- 5 Could we please start talking about something else? (SUBJECT)
- 6 Did you hear the rumours that people were spreading about your boss last year? (FLYING)
- 7 There are rather a lot of rude words in the play. (LANGUAGE)
- 8 Such general statements tend to be rather meaningless. (BROAD)
- 9 The way he began the conversation took me by surprise. (GAMBIT)
- 10 The children asked me lots and lots of questions about my trip. (BOMBARD)

## A

## Political newspaper headlines

A PM **CALLS** APRIL **ELECTION**<sup>1</sup>B **MINISTER RESIGNS FROM OFFICE**C **PARTY SECURES SLIM MAJORITY**<sup>2</sup>D **ISLANDS DECLARE INDEPENDENCE**E **GOVERNMENT'S HUMILIATING DEFEAT**F **PARTY PRESENTS SHOW OF UNITY**<sup>3</sup>G **UNPOPULAR REGIME TOPPLED**<sup>4</sup>H **LEFT PROCLAIMS VICTORY**<sup>5</sup>I **ARMY SEIZES POWER**J **PRESIDENT DELIVERS KEY SPEECH**<sup>6</sup><sup>1</sup> officially announces that an election will take place<sup>2</sup> wins a small majority<sup>3</sup> publicly appears to be united<sup>4</sup> (journalistic) made to fall (of regime or government)<sup>5</sup> makes an official announcement of victory<sup>6</sup> (formal, journalistic) makes/gives a speech

## B

## TV

The police have been carrying out a **nationwide search** for 22-year-old Ryan Tait, who has not been seen since **trouble broke out** on Saturday night at the hotel where he was working. This evening they announced that they had found some **vital clues** but there are currently no plans to **call off the search**<sup>1</sup>.

Following the robbery of over \$10m from its main city branch, the bank has offered a **substantial reward** to anyone providing information leading to the **recovery of the money**.



Management and workers at the troubled Longside car factory have finally agreed to **enter into talks** and hopes are growing that they may soon **reach agreement**. The **dispute arose** some weeks ago when management tried to introduce new working conditions. Workers have **held demonstrations** in the city in support of Longside staff. Management described the situation as **a test of strength** and union attempts to **negotiate a settlement**<sup>2</sup> have so far proved unsuccessful. However, an independent arbitrator has **acted as a go-between**<sup>3</sup> and has succeeded in **brokering**<sup>4</sup> **an agreement** to talk.

TV chiefs have **bowed to**<sup>5</sup> public **pressure** and have **entered into an agreement** not to show scenes of gun violence on **prime-time**<sup>6</sup> **television**. They will **hold a press conference** later today where they will explain their decision to **impose** this degree of **censorship**.

<sup>1</sup> stop searching<sup>2</sup> have formal discussions in the hope of coming to an agreement<sup>3</sup> delivered messages between people who were reluctant or unable to speak to each other<sup>4</sup> arranging<sup>5</sup> given in to<sup>6</sup> most popular time of day for watching TV

## Exercises

### 21.1 The sentences below come from the stories beneath some of the headlines in A. Which headline does each sentence go with? Two of the headlines are not used.

- 1 A military coup has taken place and the country's popular monarch now faces exile.
- 2 In last night's vote, the government's new education bill was rejected.
- 3 Paul Cox, minister in charge of public finance, has decided that he wishes to spend more time with his family.
- 4 Previous rifts between rival ministers would appear to have been healed.
- 5 The Conservatives have succeeded in gaining 200 of the 390 seats.
- 6 The country will now be going to the polls somewhat earlier than anticipated.
- 7 Widespread and well-orchestrated rebellions have achieved their aim of overthrowing the country's dictator.
- 8 The country has voted that it no longer wishes to be ruled by its 19th-century colonisers.

### 21.2 Complete this news item with collocations from the opposite page. The first letters are given to help you.



Last night the Culture Minister (1) d..... a s..... in which she promised to try to (2) b..... an a..... between the government and the film industry with regard to the decision to (3) i..... stricter c..... on films. After the speech, which was broadcast (4) on p..... t....., the minister (5) h..... a press c..... She promised to appoint an independent negotiator to (6) a..... as a (7) g..... -b..... in the hope that the government and the film industry would soon (8) r..... a.....

### 21.3 Rewrite each sentence using the word in brackets.

- 1 The President has finally agreed to the public's demand to hold a referendum. (BOWED)
- 2 Early this morning the Eco-democratic Party announced it had won the election. (VICTORY)
- 3 The police detective discovered the clue which led to the stolen jewels being found. (RECOVERY)
- 4 The police will not stop searching until the child has been found. (CALL)
- 5 We were on holiday when the recent political troubles started. (BROKE)
- 6 The police are searching the whole country for the missing boy. (CARRYING)
- 7 The two parties will try to come to an agreement today. (SETTLEMENT)
- 8 Today thousands of students demonstrated against the increase in fees. (HELD)

### 21.4 Explain the difference between the sentences in each pair.

- 1 The rally is a test of the army's strength.  
The rally is a show of the army's strength.
- 2 The police have found vital clues.  
The police have found significant clues.
- 3 The woman has offered a small reward for the return of her cat.  
The woman has offered a substantial reward for the return of her cat.
- 4 The politician delivered a passionate speech.  
The politician made a passionate speech.
- 5 The countries involved in the dispute have agreed to enter into talks.  
The countries involved in the dispute have entered into an agreement.

#### Over to you

Use a dictionary to find extra collocations for:

to hold a .....

to ..... (an) agreement

to broker a .....

a ..... majority

## A

## Current affairs in the press

Golfer Rick Tate has issued an **apology**<sup>1</sup> for his **disorderly conduct** at the weekend. However, he **refused point-blank**<sup>2</sup> to **provide an explanation** for his behaviour and today further **damaging disclosures**<sup>3</sup> about his private life have been published in *The Daily Planet*.

The leader of the opposition has accused the Prime Minister of **misleading the electorate** in his **public pronouncements** on security. He has demanded that the PM **clarify his position** without delay. The PM's office has **declined to comment**.

The head of the National Union of Students (NUS) has **re-opened the debate** on tuition fees as **evidence emerges** of government plans to raise them still further. The NUS is committed to **taking a firm stance**<sup>4</sup> against tuition fees and has **flatly rejected**<sup>5</sup> claims that it may be about to change its position.

The President has **issued a statement** relating to the health of her husband, who is **critically ill** in a private hospital following a massive heart attack. **Regular updates** on his condition will be provided.

Migrant workers **seeking permission**<sup>6</sup> to stay in this country may have to submit a **detailed account** of their work and personal lives to the visa authorities before they are **given leave**<sup>7</sup> to stay.

<sup>1</sup> (formal) humble

<sup>2</sup> completely refused

<sup>3</sup> sensitive, private information which has been revealed

<sup>4</sup> (formal) position

<sup>5</sup> (formal) completely denied

<sup>6</sup> (formal) asking permission

<sup>7</sup> (formal) permission

## B

## Feelings and reactions in connection with current affairs

| verb + noun        | example                                                                                 | meaning                              |
|--------------------|-----------------------------------------------------------------------------------------|--------------------------------------|
| take issue with    | I <b>take issue with</b> some of the points made in the speech.                         | (formal) disagree with               |
| gauge reaction     | The government leaked the story to the press in order to <b>gauge public reaction</b> . | test the response                    |
| excite speculation | The incident has <b>excited speculation</b> that the couple may be about to divorce.    | (formal) caused rumours to circulate |
| air a grievance    | Workers have <b>aired their grievances</b> to reporters about the new pay structure.    | (formal) complained                  |

| adjective + noun      | example                                                                                                               | meaning                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| a dissenting voice    | When it came to the vote, there was only one <b>dissenting voice</b> .                                                | (formal) person who disagreed                               |
| a vociferous opponent | Our local MP is a <b>vociferous opponent</b> of having a casino in our city.                                          | someone who opposes something loudly and publicly           |
| passionate entreaty   | Plans to extend the airport went ahead, despite <b>passionate entreaties</b> from local residents.                    | requests made because of strong beliefs                     |
| a throwaway comment   | I don't think the politician really meant to say she was leaving the party – it was just a <b>throwaway comment</b> . | an unintentional remark which should not be taken seriously |



# Exercises

## 22.1 Correct the two collocation errors in each sentence.

- 1 The committee, with one disagreeing voice, voted to take a firm post on the issue.
- 2 It was only a throwoff comment but it has thrilled a lot of speculation.
- 3 As new evidence submerges of government involvement in the scandal, people are beginning to question the Prime Minister's public pronunciations on the affair.
- 4 The prince refused blink-point to provide a detailing account of his actions that night.
- 5 The minister was accused of mislaying the electorate when he said that very few migrant workers had been handed leave to stay in the country.

## 22.2 Look at A. Complete each sentence using the word in brackets in the appropriate form.

- 1 The film star's son was arrested for ..... behaviour. (ORDER)
- 2 The reporter asked the minister to ..... the government's position on health service reform. (CLEAR)
- 3 The jury felt that the accused had been unable to provide a satisfactory ..... as to why he had gone to the house. (EXPLAIN)
- 4 The council will issue a ..... at the close of their meeting today. (STATE)
- 5 She ..... rejected the allegation that she had a financial motive. (FLAT)
- 6 Anyone seeking ..... for permanent residence here is subject to a set of standard checks. (PERMIT)
- 7 There have recently been a number of damaging ..... in the press about the politician's personal financial affairs. (DISCLOSE)
- 8 After years of silence on the issue in the press, teachers are now hopeful that the debate on school discipline will be ..... (OPEN)

## 22.3 Complete each second sentence using a collocation from the opposite page. Both sentences should have the same meaning.

- 1 The singer has strongly and publicly opposed the war.  
The singer has been a ..... of the war.
- 2 We carried out market research to see whether the public would like our new car.  
We carried out market research to ..... to our new car.
- 3 The rock star made an emotional request for the earthquake victims, which produced a huge response.  
The rock star's ..... for help for the earthquake victims produced a huge response.
- 4 The team will post accounts of their progress on their website every few days.  
The team will post ..... on their progress on their website.
- 5 The newsletter allows staff to complain openly about conditions.  
The newsletter gives staff the chance to ..... publicly.
- 6 I opposed the committee's stance on this matter.  
I ..... with the committee's stance on this matter.
- 7 The actor would not say anything about the accusations that had been made.  
The actor ..... on the accusations that had been made.
- 8 The doctors announced that the film star was very ill indeed.  
The doctors announced that the film star was .....
- 9 The politician made a public statement humbly regretting his derogatory comments about the town.  
The politician issued an ..... for his derogatory comments about the town.

## A

## Talking about festivals

## Ballynoe Fiddle Festival

(18 JULY)

This fun **festival falls on** the third Saturday of July, and the village becomes the centre of wild music for the whole day. The **festival celebrates** the birthday of Pat Davey, a famous local musician. This year's special guests include Anne O'Keeffe (fiddle) and Ger Downes (guitar), who will **uphold<sup>1</sup> the annual tradition** of playing at the house where Davey was born.

<sup>1</sup> also *keep up*<sup>2</sup> (journalistic/literary) very old<sup>3</sup> also *festival marks*<sup>4</sup> usually refers to the time around Christmas and New Year

## GOLDEN APPLE WEEK

(3–9 SEPT)

Every year, the villagers of Hartsby **hold an unusual festival** – the Week of the Golden Apple. Hartsby, at the centre of the apple-growing region, celebrates this **tradition**, which **dates back to** the Middle Ages, at the beginning of every September. The festival is held to celebrate the apple harvest. Come and **join in the festivities** and eat as many apples as you want! Tickets £5 (children £2).



## FIRE AND LIGHT FESTIVAL

(18 DEC)

It may be winter, dark and cold, but the village of Taft will be in **festive mood** on December 18th. **Wearing traditional dress**, the women of the village **perform dances** around a huge fire in the main square, while the men keep up **the age-old<sup>2</sup> tradition** of wearing large, brightly coloured hats and carrying lanterns. The **event marks<sup>3</sup>** the beginning of the **festive season<sup>4</sup>**.

## B

## Traditional festivities

Different religions often have **movable feasts<sup>1</sup>** which depend on the phases of the moon. There is a **rich tradition** of music and dance in central Sweden.

Jazz and blues are part of the **cultural heritage** of the southern United States.

Every year the town **puts on a** firework **display** as part of the festival.

We have a **proud tradition** of raising funds for charity through our annual town festival.

This month some of our students are **observing the festival of** Ramadan.

In a **break with tradition** this year's festival will feature modern dances alongside traditional ones.

<sup>1</sup> can refer to any arrangement, plan or appointment where the date is flexible

## C

## A wedding celebration

Look at this speech by the best man (usually the bridegroom's best or oldest male friend) at a wedding. He mixes informal and formal collocations, which can have a humorous effect.



'Ladies and gentlemen, according to **long-standing<sup>1</sup> tradition**, I now have to make a speech, but it'll be very short, so here goes. I never thought Theo would ever **get hitched<sup>2</sup>**, but he's finally decided to **tie the knot<sup>3</sup>**. Yesterday he was suffering from **pre-wedding nerves**, but today he looked calm and happy as he and Jade were **joined in matrimony<sup>4</sup>**. So now, I'd like to **propose a toast<sup>5</sup>** to the bride and groom. Please **raise your glasses**. To Jade and Theo! May they have many years of **wedded bliss<sup>6</sup>**!'

<sup>1</sup> which has existed for a long time<sup>2/3</sup> (informal) get married<sup>4</sup> (formal: used as part of the marriage ceremony) married<sup>5</sup> also **make a toast**<sup>6</sup> (usually used slightly humorously) happiness through being married

## Common mistakes

*Dress* is an uncountable noun when it refers to a style of clothing (e.g. **traditional dress**, **formal dress**). Don't say *traditional dresses*; this would mean dresses for women only.

## Exercises

### 23.1 Match the beginning of each sentence with its ending.

- |                                           |                                                   |
|-------------------------------------------|---------------------------------------------------|
| 1 This year's National Day festival       | a traditional dance from the region.              |
| 2 In this region we have a rich           | the tradition, despite opposition.                |
| 3 A group of children performed           | festival in spring.                               |
| 4 This year's festival represents a break | celebrates 50 years of independence.              |
| 5 The tradition of carol singing dates    | of giving food to older villagers every New Year. |
| 6 The people are determined to uphold     | with tradition, as it will be held in May.        |
| 7 The town holds its annual               | tradition of poetry, music and dance.             |
| 8 Our village has a proud tradition       | back hundreds of years.                           |

### 23.2 Correct the collocation errors in these sentences.

- 1 All the men wore traditional dresses consisting of green jackets and white trousers.
- 2 The festival makes the beginning of the Celtic summer.
- 3 The festival is part of the region's cultural inherit.
- 4 Hundreds of people, locals and tourists, join on the festivities.
- 5 The annual 'Day of the Horse' drops on 30 March this year.
- 6 Everyone in the village was in feast mood as the annual celebrations began.
- 7 The average age at which couples tie the strings is rising.
- 8 This region has a ripe tradition of folk singing and dancing.
- 9 Getting joined to matrimony is a significant reason for celebration.
- 10 The area is famous for observing a number of age-standing traditions.

### 23.3 Read these remarks by different people. Then answer the questions.

Alicia: Grandparents' Day is a movable feast, depending on when Easter falls.

Brona: Every year we put on a display of traditional arts and crafts.

Monica: Nowadays, only older people observe the Festival of the Dead.

Erik: The festive season usually gets underway towards the middle of December.

Evan: The harp is part of the cultural heritage of Wales.

- 1 Who is talking about the beginning of a period of celebration?
- 2 Who is talking about something that represents the identity of a group of people?
- 3 Who is talking about something that happens on a different day each year?
- 4 Who is talking about something that not everyone celebrates?
- 5 Who is talking about people organising an exhibition of some sort?

### 23.4 Answer these questions about weddings.

- 1 Does *get hitched* mean get (a) engaged (b) married (c) divorced?
- 2 What kind of happiness do married couples hope for?
- 3 What do the bride and bridegroom 'tie' when they get married?
- 4 What is the difference between making toast and making a toast?
- 5 What phrase means the nervousness people feel before they get married?
- 6 What formal expression meaning to marry is used in the marriage ceremony?
- 7 Why do people raise their glasses?
- 8 Are the two expressions referred to in questions 1 and 3 formal or informal?

#### Over to you

Look up a festival that is special in your country on the Internet. What information in English can you find about it? Make a note of any interesting collocations in the text. A good starting-point for your search might be: [www.festivals.com](http://www.festivals.com).

## A Advertisements for beauty products

## Tressy Products

For long-lasting colour and to treat sun-damaged hair use Tressy Products.



EcoCream has **anti-aging properties**. It has been **clinically proven** to **banish wrinkles**.<sup>1</sup> Daily application of this **luxury cream** will make **fine lines** and other signs of aging disappear, leaving you with a **flawless complexion**.



You'll feel good and you'll look good if you eat one of our **tasty snacks** whenever you're **feeling peckish**.<sup>2</sup> Each one is only 60 calories and is rich in vitamin D.



Enjoy the **unrivalled service** at our **exclusive beauty salon** in London's West End.

Daisy shampoo will bring out the **natural highlights** in your hair.

- <sup>1</sup> get rid of lines  
<sup>2</sup> (informal) feeling hungry

## B Interview with a fashion model

Reporter: Would you say that fashion has always been important to you?

Lily: Well, ever since I was a child, I've loved reading **glossy magazines**<sup>1</sup>, looking at the photos and finding out **what's in fashion**.

Reporter: And as you grew up, did you buy **designer label** clothes?

Lily: Oh, no! I couldn't afford them, and I was actually quite happy with **high-street fashion**<sup>2</sup>. But I loved looking at fashion shows on TV, especially when Paris or Milan designers **launched their new collections**.

Reporter: And now you are the one showing us the **new season's look**<sup>3</sup> and **setting the trend**<sup>4</sup>!

Lily: That's right. I still can't quite believe it.

Reporter: So what should we be wearing this year?

Lily: Well, there is a **stunning range** of new leisurewear about to **hit the high street**<sup>5</sup>. It's based on the new adventure-influenced trend we saw coming out of Paris and I think it's going to be a **hugely popular** look. And it's going to be comfortable to wear too.

Reporter: That's good. So, have you ever let yourself become a **fashion victim**<sup>6</sup>?

Lily: Well, I must admit I've worn some **excruciatingly uncomfortable** shoes in the past, so I'm happy to report that flat shoes are definitely **back in fashion**!

<sup>1</sup> magazines printed on high-quality paper with lots of photos and adverts

<sup>2</sup> clothes bought in ordinary shops rather than from special fashion designers

<sup>3</sup> the new fashion style

<sup>4</sup> starting the fashion

<sup>5</sup> become available in chainstores

<sup>6</sup> a person who always wears fashionable clothes even if they make them look ridiculous or don't suit them



## Exercises

### 24.1 Look at A. Add a word to each sentence to make the language typical of advertisements.

- 1 These vitamins have been proven to protect the body from winter viruses.
- 2 Our snacks cost only 99p.
- 3 We manage a number of spas in Paris and New York.
- 4 Our new shampoo will subtly bring out the highlights in your hair.
- 5 Our lipsticks come in a range of colours.
- 6 We guarantee you will be impressed by the service provided by all our hotels.
- 7 Our new concealer will make the lines around your eyes disappear.

### 24.2 Match the beginning of each sentence with its ending.

- |                                                                       |              |
|-----------------------------------------------------------------------|--------------|
| 1 I don't believe those ads that claim their creams have anti-aging   | peckish.     |
| 2 While working in France, Amy launched her new summer                | hair.        |
| 3 Why not have a bowl of soup or a banana if you're feeling a bit     | wrinkles.    |
| 4 We guarantee that you will see instant results with our luxury hand | magazines.   |
| 5 You should use this shampoo to revive your sun-damaged              | high street. |
| 6 Sometimes I wish it were really possible to banish                  | cream.       |
| 7 This five-star hotel offers its guests unrivalled                   | salons.      |
| 8 The designer's new range of beautiful shoes has just hit the        | properties.  |
| 9 At the airport she bought herself a couple of glossy                | collection.  |
| 10 This part of town is famous for its classy hotels and exclusive    | service.     |

### 24.3 Complete this article from a fashion magazine using collocations from B. The first letters are given to help you.

A stunning (1) r..... of new summer clothes is about to (2) h..... a high street near you. Vibrant colours are (3) b..... in fashion, and there were also many more practical designs in the collections (4) l..... last week at the Paris fashion show than we have seen for some time. The Paris designs instantly (5) s..... the trends which have quickly been taken up and adapted for the mass market. Such adaptations for the (6) h..... street fashion stores may not carry designer (7) l..... but they allow us all to wear the new (8) s..... look. We are confident that this will be a hugely (9) p..... look as it is designed with comfort as well as elegance in mind. So there's no need to be a fashion (10) v..... this summer!

### 24.4 Find three collocations for each word. One is in this unit. Use a dictionary such as the Cambridge Online Dictionary to find two more.



- |                 |                     |                |
|-----------------|---------------------|----------------|
| 1<br>luxury     | 2<br>excruciatingly | 3<br>flawless  |
| 4<br>unrivalled | 5<br>launch         | 6<br>exclusive |



## A

## The daily commute



**GREG:** I live in a small town in the US. Outside the big cities there are very few **local transport links**, so I have to drive to work. It's a busy **commuter route** so I end up **getting stuck in traffic**<sup>1</sup> most days. Luckily, there's also a **toll road**<sup>2</sup> I can take for part of the trip. It's expensive but isn't as crowded – even in **rush hour**.



**PAOLA:** I travel about an hour each way on a crowded **commuter train** and it's often difficult to get a seat. My **season ticket**<sup>3</sup> is very expensive because I always have to travel at **peak time**<sup>4</sup>. Sometimes, when there are **engineering works**<sup>5</sup> or cancellations, we have to take a **replacement bus service** which is even slower!



**LARS:** I live in Denmark and lots of people commute by bike here. We have a good **cycle network** and most roads have separate **cycle lanes** which are very safe. I enjoy cycling and it's often quicker, especially when there's **traffic gridlock**<sup>6</sup> on the main roads into Copenhagen.



**AKIKO:** I live in a **commuter town** outside Tokyo and there's a very good **bus and rail network** here. The trouble is, it's really busy – **overcrowded trains** are normal. There's even a special person employed by the underground to push people onto the trains!

<sup>1</sup> be slowed down by heavy traffic

<sup>2</sup> a road you have to pay to use

<sup>3</sup> a ticket which is valid for a certain period of time (often a month or a year)

<sup>4</sup> the time when most people want to go somewhere, often leading to higher prices (opp. **off-peak**)

<sup>5</sup> repair or maintenance work

<sup>6</sup> when roads are so blocked with traffic that nothing is moving

## B

## Problems and solutions

The minister for transport is being interviewed about current transport problems and future policies.

Interviewer: So, Minister, we've been hearing a lot on the news recently about all the problems faced by commuters: **packed trains**<sup>1</sup>, **fare rises**, **train strikes**. What is the government planning to do?

Minister: Well, this government's policy has always been to **invest in infrastructure** and to **provide more local transport services** for the hard-working commuters of this country.

Interviewer: But for commuters **facing a** ten percent **hike**<sup>2</sup> in fares for services which are constantly **running late** or not at all, that policy doesn't seem to be working.

Minister: **Train operators** are re-investing the majority of their profits in new trains and better services and the government is supporting that. In addition, we are trying to **ease traffic congestion**<sup>3</sup> in big cities by restricting private car use and encouraging **car-sharing programmes** and **park-and-ride schemes**<sup>4</sup>. The **congestion charge**<sup>5</sup> in London has helped to reduce traffic and improve **air quality** and our road-building programmes have aimed to **alleviate bottlenecks**<sup>6</sup> in key areas.

Interviewer: I'm glad you mentioned traffic. Commuters who drive also seem to be facing increasing difficulties, such as **road closures** and detours which in turn cause **lengthy tailbacks**<sup>7</sup> and **bring traffic to a standstill**<sup>8</sup>. It's not surprising more people are choosing to **work from home** more regularly!



<sup>1</sup> trains which are very crowded

<sup>2</sup> expecting a quick increase    <sup>3</sup> reduce traffic jams

<sup>4</sup> schemes where people can park their cars out of town and take a bus into a town/city centre

<sup>5</sup> a charge for vehicles which enter a specific zone within a city

<sup>6</sup> reduce places where too many cars try to get through at the same time

<sup>7</sup> long queues of traffic    <sup>8</sup> stop (traffic) completely

## Exercises

### 25.1 Match the beginning of each sentence with its ending.

- |                                                                  |                                                               |
|------------------------------------------------------------------|---------------------------------------------------------------|
| 1 Jaime uses the AP-7 toll                                       | a) time delays on morning services.                           |
| 2 The cost of a season                                           | b) trains in the downtown area.                               |
| 3 Transrail apologised to passengers after a series of peak-     | c) lanes and provide bike racks in the centre.                |
| 4 We are calling on the city council to build more cycle         | d) road when he drives into Valencia every day.               |
| 5 The government has announced four new projects to improve rail | e) ticket has increased by ten percent – more than inflation! |
| 6 The new road taxes will fund improvements to commuter          | f) networks around our major cities.                          |

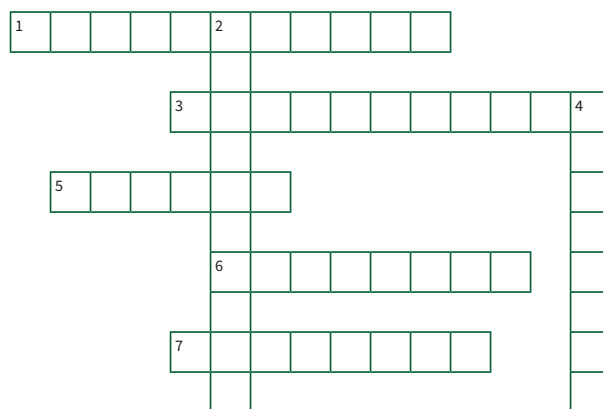
### 25.2 Correct the collocation errors in these sentences.

- The construction work in the city centre has caused traffic to a standstill and cars have been queuing on the ring road for several kilometres.
- The town now has three park-and-drive schemes which will help keep cars out of the centre.
- Environmental campaigners are arguing that widening the motorway will do nothing to allow bottlenecks but will only increase the volume of traffic.
- Rail passengers at all the main stations were protesting today at train rises of more than 2.3%.
- The new government has promised to invest to infrastructure projects to improve road and rail links around the country.
- The NATO summit will mean road closings around the area for security reasons.

### 25.3 Complete the word puzzle.

#### Across

- If the train isn't running, there's usually a \_\_\_\_ bus service, but it can be slow.
- There are usually \_\_\_\_ works on that line at weekends, so trains are delayed.
- I'm sick of travelling on \_\_\_\_ trains. The rail company really must do something about the overcrowding.
- The accident caused a \_\_\_\_ of 10 km around the city yesterday as cars were stopped on the motorway.
- The drive to work for many people was longer than usual this morning, as there were roadworks on a key \_\_\_\_ route into Liverpool city centre.



#### Down

- City councillors have proposed introducing a \_\_\_\_ charge to reduce traffic and pollution.
- There was complete traffic \_\_\_\_ this morning when a lorry overturned and blocked the main junction.

### 25.4 Rewrite each sentence using a collocation from the opposite page based on the word in brackets.

- I hate travelling during the time when everyone else is travelling as it's always so crowded. (RUSH)
- Since the high-speed train link to the capital arrived in 2015, this has become a popular place where people live while travelling to another place for work. (TOWN)
- Commuters are furious as they are going to have a big rise in fares for the second time this year. (HIKE)
- It is hoped that the new tunnel will reduce traffic jams by taking cars out of the centre. (CONGESTION)
- Services on West Express Trains are delayed this morning due to high winds and flooding. (RUNNING)



## A

## An exciting trip

| CURRENT ARTICLES                                                                  | ARCHIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ABOUT | PHOTOS | CONTACT |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|
|  | <p>I'd always had <b>a thirst for adventure</b> and often <b>get itchy feet</b> so I could hardly <b>contain my excitement</b> when I set off for South America for a year. It was a very <b>arduous<sup>1</sup> journey</b>. I should have <b>broken the journey<sup>2</sup></b> somewhere but I did it all in one go. Next time, I'll <b>have a stopover<sup>3</sup></b> in São Paulo, have a bit of a rest and <b>do the sights</b> there before travelling on.</p> <p>After two fantastic weeks in the Amazon I got a flight on a <b>low-cost airline</b> to Rio de Janeiro. I then tried to get a flight to Peru but they were all full, so they <b>put me on standby<sup>4</sup></b>. Luckily I got a seat.</p> <p>In Peru I <b>went trekking</b> in the Andes. The guide took us <b>off the beaten track</b> and I felt like an <b>intrepid<sup>5</sup> explorer</b> from another century in some <b>unexplored wilderness</b>. There was a real <b>sense of adventure</b>. One day we actually got <b>hopelessly lost</b>. We were afraid they'd have to <b>send out a search party</b> to look for us. But then we met some locals who helped us get back on to our path.</p> |       |        |         |

<sup>1</sup> difficult, tiring, needing a lot of effort

<sup>2</sup> stopped for a short time

<sup>3</sup> have a brief (usually) overnight stay in a place when on a long journey to somewhere else, usually by air

<sup>4</sup> made me wait to see if a seat became available

<sup>5</sup> brave, with no fear of dangerous situations

## B

## Articles about travel adventures

## North Pole Expedition



Some longed-for **sunny spells** have **boosted** the **spirits<sup>1</sup>** of three British women hoping to set a polar trekking record. The women have **faced severe weather conditions** since setting off to walk to the North Pole 18 days ago. However, the team's base camp manager said she had spoken to them yesterday by satellite phone and they had been relieved to report the weather was sunny and **their spirits were high<sup>2</sup>**.

## London to Tangier by train

Whilst this journey may not compare in terms of **sheer epic grandeur** to some of the great American train journeys, it does **have a special charm** all of its own. It may not be cheap but if you **keep your eyes peeled**, you can find some surprisingly good deals. If **your budget doesn't quite stretch to<sup>3</sup>** a sleeping compartment, you can always just curl up in your seat for the night. Let the rhythmic motion and the dull rumbles of the train **lull you to sleep**. The first **leg of the journey** gives you very little indication of what lies ahead ...

<sup>1</sup> made feel more cheerful    <sup>2</sup> they were in a positive mood    <sup>3</sup> you can't afford

## Tip

Look at [www.nationalgeographic.com](http://www.nationalgeographic.com) or an adventure travel company such as [www.keadventure.com](http://www.keadventure.com).

## Exercises

### 26.1 Complete these descriptions of TV documentaries using a word from the box.

arduous   beaten   intrepid   sense   sights   trekking   unexplored

- 1 John Howes presents essential holiday tips for those heading off the ..... track, while Anneke Zousa does the ..... of New York in record time.
- 2 In this fascinating film, Grieshaus gives us a picture of the largely ..... wilderness of the Kara Kum Desert.
- 3 Like a(n) ..... explorer of the 19th century, James Westly travelled with only two companions.
- 4 In 1957, Anna Trensholm went ..... through the mountains of north-eastern Turkey and filmed every step of her way. This unique footage reveals the harshness of her ..... journey.
- 5 This film conveys a genuine ..... of adventure, as we travel with its makers through the dense jungles of Guyana.

### 26.2 Choose the correct collocations.

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ARCHIVE
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PHOTOS
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I have always had itchy (1) *hands / feet / fingers* and last summer I had the amazing opportunity to travel to the – for me at least – (2) *unexplored / unplanned / unprepared* territory of the Gobi Desert. My budget wouldn't (3) *spread / stretch / afford* to travelling on a normal flight but I couldn't find a (4) *low-cost / low-key / low-cut* airline to fly me there. In the end, I got a (5) *stand-up / stand-off / standby* ticket and it was not too expensive. Once there, I joined a group and we made a journey on horseback into the desert. You wouldn't believe the sheer (6) *very / mere / epic* grandeur of the region. If you keep your eyes (7) *peeled / scaled / washed* you can see all sorts of amazing plants and creatures. We were lucky with the weather. We were told that the previous group had had to (8) *meet / face / address* severe weather (9) *circumstances / coincidences / conditions*. Our main problem was that one day we got (10) *hopelessly / fearlessly / carelessly* lost and they had to send out a search (11) *group / party / set* to find us. We felt so stupid. Anyway, the Gobi Desert may not be everyone's choice of holiday destination but I can assure you that it (12) *does / gets / has* a very special charm of its own.

### 26.3 Rewrite each sentence using the word in brackets.

- 1 At the beginning the journey was straightforward. (LEG)
- 2 I couldn't afford to travel first class. (STRETCH)
- 3 After we arrived at our base camp we felt more cheerful. (BOOSTED)
- 4 There will be periods of sunshine in most areas today. (SPELLS)
- 5 We broke our journey to Australia in Singapore. (STOPOVER)
- 6 Jack has always longed to have adventures. (THIRST)
- 7 Grandmother is very cheerful today. (SPIRITS)
- 8 The movement of the ship helped me to fall asleep. (LULLED)

### 26.4 Use a dictionary or the Cambridge Online Dictionary to find two more collocations for these words.

- 1 arduous   2 wilderness   3 uncharted

## A

## Sports training

Read this blog entry by a professional swimmer trying out a new training camp.

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PHOTOS

CONTACT

It's week two of our training programme here in the New Zealand training camp. We've had the chance to **do**<sup>1</sup> several **extreme sports** like white-water rafting and rock climbing. I've also **acquired** quite a **taste for**<sup>2</sup> snowboarding. I didn't like it much at first – I found it really hard to **keep my balance**. But my instructor said she was sure I'd **get the hang of it**<sup>3</sup> in a couple of hours, so I decided to **take up the challenge** and, sure enough, I mastered it. I thought I was **pretty fit**<sup>4</sup> but I'm really having to **push myself to the limits**<sup>5</sup> to be able to cope. I'm so shattered at night that it only takes me about two seconds to fall into a deep sleep. Anyway, despite the tiredness, I'm **having a whale of a time**<sup>6</sup>. Anybody would **jump at the chance**<sup>7</sup> to try out some of these sports, I'm sure. Must go to bed now to **summon up the energy** for tomorrow. Let's hope all this will help me **keep in shape**<sup>8</sup> for the next swimming tournament!



<sup>1</sup> NOT make

<sup>2</sup> begun to enjoy

<sup>3</sup> (informal) become able to do something

<sup>4</sup> (informal) fairly fit

<sup>5</sup> make a considerable effort

<sup>6</sup> (informal) having a fantastic time

<sup>7</sup> (informal) really like to do something

<sup>8</sup> stay in good physical condition

## B

## Sports news

The mood amongst the crowd **reached fever pitch**<sup>1</sup> at yesterday's match between India and Pakistan. In the last few minutes of the game Khan **played brilliantly** and secured a **convincing victory** for Pakistan.



In the cricket match between Australia and South Africa the **score** currently **stands at** 65 for 3 wickets. We'll bring you the **latest scores** on the hour, every hour.

The teams **took the field**<sup>2</sup> to the applause of 40,000 spectators. Despite **putting up** a determined **performance**, the England team seemed unable to **break through the** formidable Italian **defence**. After some impressive tackles, Italy was **awarded a penalty** just before half time. The **penalty was missed**, much to the delight of ...

Yesterday's match was full of excitement with three players being **given yellow cards** and some controversial **free kicks**. The game was lost when the Blues **scored an own goal**<sup>3</sup> in the last two minutes. The crowd **went wild**<sup>4</sup>.

<sup>1</sup> became very excited/agitated

<sup>2</sup> went on the pitch

<sup>3</sup> scored a goal in error against their own team

<sup>4</sup> became crazy with excitement (can also be used for other emotions, such as rage)

## Tip

Listen to commentaries in English relating to a sport that interests you and find a website dedicated to that sport. Note down any collocations about the sport that you notice being frequently used. You may find this website useful: [www.bbc.com/sport](http://www.bbc.com/sport).

# Exercises

## 27.1 Look at A. Choose the correct collocation.

- 1 I'm finding it hard to *summon up* / *acquire* / *reach* the energy to do anything much in the evenings these days.
- 2 Have you ever tried any *formidable* / *fever* / *extreme* sports?
- 3 I didn't realise how difficult the marathon would be when I originally *took* / *had* / *got up* the challenge.
- 4 I don't think I could ever *acquire* / *educate* / *achieve* a taste for bungee jumping.
- 5 I'd *rise* / *jump* / *take* at the chance of a trip to Venice if I were offered one!
- 6 It won't take you long to get the *balance* / *taste* / *hang* of cross-country skiing as you're such an experienced downhill skier.

## 27.2 Complete each sentence using a word from the page opposite.

- 1 Don't ..... yourself to the limits now. Conserve some strength for later on.
- 2 I'm having a ..... of a time learning how to surf, though I find it almost impossible to ..... my balance.
- 3 I've just heard the ..... scores. Italy's winning and excitement's reaching fever .....
- 4 The score in the rugby match currently ..... at 27 to 5 and France looks set to win a convincing .....
- 5 You must try harder to keep in ..... over the winter. You could walk to work instead of going by bus, for example.
- 6 John Shane was given a yellow ..... for performing an illegal tackle on an opponent.
- 7 The captain took the free ..... and it reached Jobbs, who instantly scored.
- 8 Fortunately for Wales, Scotland ..... every penalty that they were ..... during the match.
- 9 When the headteacher offered a prize to the pupils who built the best raft over the holidays, children from every class decided to take up the .....

## 27.3 Rewrite each sentence using the word in brackets.

- 1 I'd love to meet Usain Bolt, wouldn't you? (JUMP)
- 2 The spectators stood and clapped as the teams went on to the pitch. (TOOK)
- 3 You should only attempt this climb if you have a reasonable level of fitness. (PRETTY)
- 4 The crowd was extremely excited at the end of the match. (WILD)
- 5 We very much enjoyed our time in Australia. (WHALE)
- 6 I decided to be brave and start my own business. (CHALLENGE)
- 7 The little boy soon learnt how to ride his bike without stabilisers. (HANG)
- 8 The team captain felt dreadful when he kicked the ball into his team's goal. (OWN)

## 27.4 Complete each sentence using the word in brackets in the appropriate form.

- 1 I get the ..... football scores sent through to my mobile. (LATE)
- 2 The home team won a ..... victory. (CONVINCE)
- 3 Our team put up an excellent ..... . (PERFORM)
- 4 It took some time before our team succeeded in breaking through the Reds' ..... and scoring our first goal. (DEFEND)
- 5 After being ..... a penalty, the player scored the winning goal. (AWARD)

## A

## Decisions and solutions

Hans Brokaw, head of a company that manufactures garden furniture, is announcing to his senior staff **plans** he is **making** for the business to be exclusively online.



HANS BROKAW

As you know, for some time now we've been **toying**<sup>1</sup> with the **idea** of transferring all our business to online-only sales as a **long-term solution** to the problem of finding good retail outlets. You'll remember that at the last team meeting Rob **unveiled**<sup>2</sup> a **plan** to move the business to the web in three phases over nine months. And Philippa did a great job **drumming up support**<sup>3</sup> for the move among the sales and marketing people. Since then, as you also know, we've had a **slight change of plan**, and, **acting on a suggestion**<sup>4</sup> from the logistics team, we've now decided that the move should happen over 12 months. In order to **implement**<sup>5</sup> such a **plan**, we need to **draw up a schedule** and **stick to**<sup>6</sup> that **schedule**.

So I'd like to make a **tentative suggestion**<sup>7</sup>. Before we **launch the scheme**, I think we should invite the web designers to come here and take us through the process from their side. That will give us the opportunity to **exercise greater control** over things. I don't think we should just **leave** everything **to their discretion**<sup>8</sup>. I'm just aware of how important it's going to be to **cover every eventuality**<sup>9</sup> before we commit 100% to going online.

We propose to end our relationship with the garden centres where we currently sell. We've reached this decision **after careful consideration**. We do believe that realistically it's the only **option open to us**. **The deciding factor** was losing our biggest customer – the Greenway garden centre chain. After that, we really had no choice.

<sup>1</sup> considering, but not in a focused way

<sup>2</sup> showed / made known for the first time

<sup>3</sup> increasing support for something

<sup>4</sup> doing something as a result of a suggestion

<sup>5</sup> put into operation

<sup>6</sup> keep to

<sup>7</sup> a suggestion that you are not sure will be accepted

<sup>8</sup> leave everything to their judgement

<sup>9</sup> consider all possible situations and difficulties

## B

## Making plans

Note the collocations in this speech at the start of an annual youth summit.



Good morning, friends, and welcome to our summit, the first of what we plan to be an annual event! I have been waiting for this day with **eager anticipation**<sup>1</sup> for a long time. We **came up with the idea** five years ago and **preparations have been underway**<sup>2</sup> ever since. There was a certain amount of **necessary groundwork**<sup>3</sup> to do, of course, before our sponsors were able to **reach the decision** to support us. But then we were able to turn our attention to how best to **put our ideas into practice**.

<sup>1</sup> feeling of great excitement about something that is going to happen

<sup>2</sup> happening

<sup>3</sup> work done in preparation

## C

## Rejecting plans

Someone may **declare outright opposition** or **outright hostility** to a plan. [say they are completely opposed/hostile] A plan can be **rejected out of hand**. [totally rejected] Those who do not like a plan or piece of work may offer **constructive criticism**. [criticism which is useful and intended to help or improve]

## Common mistakes

Note that we **come to** or **arrive at** a conclusion, NOT ~~make~~ a conclusion.



# Exercises

## 28.1 Match the two parts of these collocations.

- |            |                         |
|------------|-------------------------|
| 1 unveil   | every eventuality       |
| 2 stick to | a lot of support        |
| 3 make     | something a reality     |
| 4 leave it | a schedule              |
| 5 drum up  | a plan                  |
| 6 cover    | to someone's discretion |

## 28.2 Complete each conversation to make B agree with what A says.

- A: I think we should do what Ruby is proposing.  
B: Yes, I think we should definitely act ..... her suggestion.
- A: We need to make a timetable for what needs to be done.  
B: Yes, we need to draw ..... a schedule.
- A: We need a lot of discussion before we can put the scheme into operation.  
B: Yes, we need a couple of meetings before we can implement the .....
- A: We need to be able to have more influence over what's happening.  
B: I agree. We must ..... greater control over things.
- A: It's not an answer to the problem that will solve it permanently.  
B: I agree. It's not a ..... solution.
- A: We don't really have that choice.  
B: I agree. That ..... is not open to us.

## 28.3 Complete each sentence using a word from the box.

|        |               |        |            |        |          |            |
|--------|---------------|--------|------------|--------|----------|------------|
| change | consideration | factor | groundwork | launch | outright | suggestion |
|--------|---------------|--------|------------|--------|----------|------------|

- After careful ....., we decided not to sell the business.
- We'll do the necessary ..... and then ..... the scheme in May.
- I was very shocked to encounter such ..... hostility to my plan.
- Money is always the deciding ..... in business decisions.
- It was only a tentative ....., not a final decision.
- There's been a slight ..... of plan, I'm afraid.

## 28.4 Correct the collocation errors in these sentences.

- Final preparations for the music festival are now undergone.
- I was very upset when they rejected my suggestions out of foot.
- The company came on with the idea of encouraging customers to recycle packaging.
- I don't think you will find it easy to get your ideas into practice.
- He declared his offright opposition to the plan.
- Constructed criticism is always welcome, but negative criticism is not.

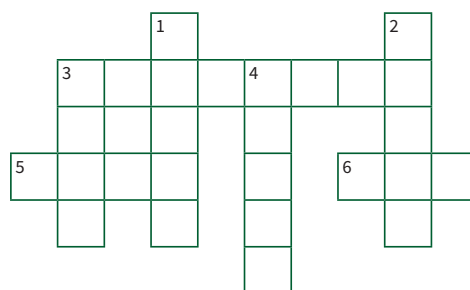
## 28.5 Complete the word puzzle.

### Across

- It's difficult to put the idea into — .
- He leaves me to — the plans for our holidays.
- We should — on this suggestion at once.

### Down

- The kids are full of — anticipation.
- We need to — a decision today.
- There's been a change of — .
- I — with a few ideas, but rejected them.



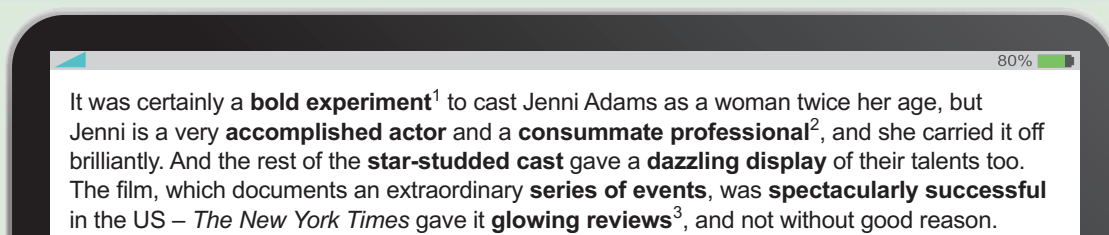
Note the collocations in these reviews of the same film from different publications.

### Quality newspaper

#### LARISSA

*Larissa* is an excellent film. It tells the story of what happens when a young woman decides to try to find out what really happened to her grandmother, who disappeared in Russia in the 1930s under mysterious circumstances. As the **suspense builds up**, Larissa sets off **an amazing chain of events**. It's an incredibly gripping film and its direction shows **startling originality**.

### Movie review app



<sup>1</sup> a brave and risky thing to do   <sup>2</sup> (formal) complete professional   <sup>3</sup> very positive reviews

### Popular (tabloid) newspaper

Whoever decided to **cast** Jenni Adams **in the role of** the disappearing grandma in *Larissa* must have been out of their mind. An **unmitigated disaster**<sup>4</sup>, **strongly influenced**<sup>5</sup> by the very worst kind of Hollywood sentimentality. The only

good thing was the theme music. The cinema next door was showing *Screech of the Vampire* – now *that* I would **highly recommend**<sup>6</sup> ... if you **can bear the suspense**<sup>7</sup>!

<sup>4</sup> total disaster

<sup>6</sup> **thoroughly recommend** is also possible

<sup>5</sup> or **heavily influenced**, but NOT **highly influenced**

<sup>7</sup> can stand the excitement

### Entertainment magazine

#### Larissa



STARRING  
Jenni Adams

DIRECTED BY  
Joel Hanson

I usually **think highly** of Joel Hanson's films but this one, based on a novel by Slevan Gorsky, is a **dismal failure**. In spite of the **all-star cast**, the film just didn't **hold my attention** the way the book did. I was a college student when I read it, but it made a **lasting impression**<sup>8</sup> on me. It **fired my imagination** more than any other book has ever done, and **awakened my interest** in Russia in the 1930s so much that my poor old bookshelves are groaning with books on Russian history! The film, however, simply failed to **create**<sup>9</sup> **the atmosphere** of Leningrad in the 1930s which the book achieved so successfully.

<sup>8</sup> we can also say **an indelible impression**, meaning a permanent one   <sup>9</sup> also **evoke the atmosphere**

### Common mistakes

Someone can have a **considerable reputation** or a **well-deserved reputation**, but NOT a high reputation.



# Exercises

**29.1** Complete the review using words from the opposite page. The first letter is given to help you.

1,000 NIGHTS

**NOW PLAYING**

The recently released film *1,000 Nights* does not have a (1) s..... cast but it will not fail to make a (2) l..... impression with its startling (3) o..... and its dazzling (4) d..... of new talent. Jon Hayden is cast in the (5) r..... of Tim Alexon, a man of principles trying to make his way in the world of big business. It is Hayden's first appearance on the big screen, but he shows himself as an exceptionally (6) a..... actor playing the little man caught up in an intriguing and at times terrifying (7) s..... of events. The use of unknown actors was a bold (8) e..... but it turned out to be (9) s..... successful. *1,000 Nights* will (10) f..... the imagination of even the most cynical of viewers.



**29.2** Cross out the option which *cannot* be used in each sentence.

- Alla Repina has a *high* / *considerable* / *well-deserved* reputation as a character actor.
- The *all-star* / *star-studded* / *starring* cast is set to make the film a box-office success.
- My cousin *highly* / *spectacularly* / *thoroughly* recommended the play.
- The plot is based on an extraordinary *series* / *burst* / *chain* of events that happened in New York in the early 1800s.
- The stage sets were obviously *strongly* / *highly* / *heavily* influenced by the work of the surrealist artist Salvador Dalí.
- The film made a(n) *consummate* / *lasting* / *indelible* impression on me.
- The author *evoked* / *created* / *wrote* a magical atmosphere.

**29.3** Complete each sentence using a word from the opposite page.

- I admire that producer because he is such a consummate .....
- We all began to feel increasingly nervous as the suspense built .....
- All that writer's books have received glowing .....
- The central character's actions set off an amazing chain of .....
- To my mind the play is an unmitigated .....
- Making a film lasting six hours was quite a bold .....
- I'm afraid the novel didn't really succeed in holding my .....
- I couldn't watch the film at the most exciting point – I just couldn't bear the .....

**29.4** Name the following:

- an actor whose work you admire
- a film director whom you think highly of
- a film that has recently been spectacularly successful
- a book that has awakened your interest in a different place or period of history

**29.5** Two of the collocations on the opposite page are strongly negative ways of saying that something did not succeed. Which are they?

Over to you

Go to [www.imdb.com](http://www.imdb.com) (The Internet Movie Database) and read some of the items and reviews there. Make a note of any useful collocations not in this unit.

## A

## Health and safety regulations

Dear colleague,

As you are probably aware, the government has recently **passed** new **laws** relating to health and safety in the workplace. These new **regulations** have been **introduced**<sup>1</sup> to **standardise procedure** in workplaces across the country and ensure that employers **adhere to standards**.

The enclosed guide details the steps you need to take in order to **comply with** these new **laws**. All employers **have an obligation to carry out a risk assessment**<sup>2</sup>. Failure to do so will leave us **in breach of the law**<sup>3</sup>. The purpose of the risk assessment is to **minimise danger** to employees and also to make it easier for employers to **satisfy the requirements** of the regulations.

All department heads **have an obligation** to read the information in the guide carefully. Please do so, and if you have any further questions, I will be happy to answer them.



Health and Safety Officer

<sup>1</sup> also **brought in**   <sup>2</sup> an exercise to identify and assess risks   <sup>3</sup> (formal) breaking the law

## Common mistakes

We say: We could not **arrive at an agreement** or We could not **reach an agreement**, NOT  
We could not ~~get to~~ or We could not ~~find~~ an agreement.

## B

## Planning permission

If you wish to build, say, an extension to your house, it is **absolutely essential**<sup>1</sup> to **seek permission**<sup>2</sup> to do so. If your **plan is approved**, then you will be **granted permission**<sup>3</sup> to build. But it is becoming more difficult to **obtain permission**<sup>4</sup> as the government has **introduced new legislation** which has **tightened controls**<sup>5</sup>. It can take quite some time after **putting in an application** for **permission to be given**. This is because the planning officers have to ensure that your plans do not **infringe the regulations**<sup>6</sup> relating to building in your area.

Be wary of treating the planning officers as **faceless bureaucrats**<sup>7</sup>; they are **in a position of** considerable **authority**, though some of them are more vigorous about **exercising authority**<sup>8</sup> than others. Some will be prepared to **cut through the red tape**<sup>9</sup> for you, whereas others might seem to be doing all they can to block your plans, especially if they think you are trying to **flout the rules**<sup>10</sup>.

<sup>1</sup> NOT very essential

<sup>2</sup> (formal) ask for permission

<sup>3</sup> (formal) given permission

<sup>4</sup> (formal) receive permission

<sup>5</sup> made the rules tougher

<sup>6</sup> (formal) break the rules

<sup>7</sup> used as an insult to officials, suggesting that they lack character

<sup>8</sup> (formal) using that authority

<sup>9</sup> deal quickly and effectively with bureaucratic procedures

<sup>10</sup> (formal) intentionally break the rules

## Tip

Language relating to the law and to regulations often has its own special, often formal, collocations. These are more likely to be used in written English, so avoid using them in informal speech.

# Exercises

## 30.1 Complete these collocations from A using a word from the box.

- |                               |                        |
|-------------------------------|------------------------|
| 1 ..... requirements          | 5 ..... a new law      |
| 2 ..... an obligation         | 6 ..... in regulations |
| 3 ..... at an agreement       | 7 ..... to standards   |
| 4 ..... out a risk assessment | 8 ..... authority      |

|          |         |
|----------|---------|
| adhere   | arrive  |
| bring    | carry   |
| exercise | have    |
| pass     | satisfy |

## 30.2 Rewrite the underlined part of each sentence to make it more formal.

- You will be punished if you continue to ignore the rules.
- All our sister organisations stick to the standards listed in the Code of Practice.
- We asked for permission to build on a field next to our house and after some time we were given that permission.
- It is important that all citizens should do what the law says they should do.
- If your business doesn't meet the legal requirements, you may find yourself prosecuted for breaking company law.

## 30.3 Complete this letter of complaint using words from the opposite page.

Dear Sir/Madam,

I am writing to complain about the behaviour of our town council. When its members were elected to (1) ..... of authority, they promised to (2) ..... the ridiculous amount of red tape that is choking modern society. Yet all they have done is (3) ..... still more pointless new legislation, thus (4) ..... controls over the ordinary family. They have turned out to be no better than their predecessors, (5) ..... bureaucrats, all of them. Their latest decision – to (6) ..... a plan to build a multi-million new council office block – is an absolute disgrace!

Yours faithfully,

Edward Williams

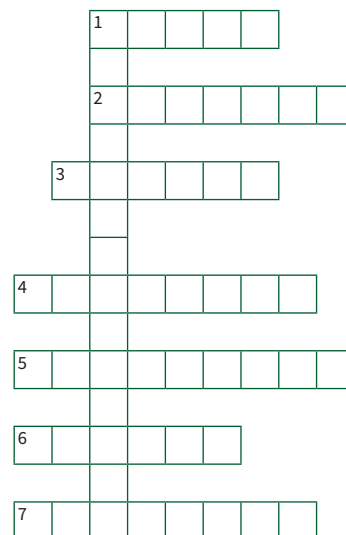
## 30.4 Complete the word puzzle.

### Across

- The builders had friends in high places and got away with flouting the — for several years.
- It is hard to find staff who — all our requirements.
- Extreme sports are risky, but we do all we can to minimise the — to participants.
- I chose not to — my authority and impose a punishment as it was a special holiday.
- It is absolutely — that we do not put staff at risk.
- By building a house without permission the builder found himself in — of the law.
- It took time but eventually we — permission to demolish our garage.

### Down

- Before the shop opens for business you must carry out a — .



## 30.5 Find one other possible collocation for each of the verbs in the box in 30.1. Use a dictionary to help you.

## A

## Damaging the environment

Read this extract from a report on getting rid of waste.

**Disposal of household waste** is a daunting task for local authorities. Towns and cities cannot just **dump**<sup>1</sup> such **waste** and hope it will go away. Household waste contains many materials and substances which are extremely **harmful to the environment**, and authorities need long-term solutions. Efforts to **recycle waste** are only a partial solution. Meanwhile, the problem of **toxic**<sup>2</sup> **waste** remains. One expert recently warned that the risks to **public health** are so great that we may have less than a decade to avoid an **environmental catastrophe** on a global scale.

<sup>1</sup> dispose of in an irresponsible manner

<sup>2</sup> poisonous

## B

## Climate change and its consequences

Here is an interview with Gary Prime, an American rock star known for his support of environmental campaigns, who is visiting London.

Interviewer: Would you agree that climate change is the most urgent issue facing us today?

Prime: Definitely. You only have to look at the changing **weather patterns** in many parts of the world. It's **absolutely vital** that we **change our ways** before it's too late. Parts of Europe which used to be cooler now experience intense, **searing heat**<sup>1</sup>, and **temperatures soar** above the average every summer. Other areas suffer **widespread flooding** on a regular basis. We can't continue in this way without there being **dire**<sup>2</sup> **consequences**.

Interviewer: So what can people do in the face of this **irreversible climate change**?

Prime: Well, for a start we can all **reduce our carbon footprint**<sup>3</sup> by flying less, and reduce our **food miles**<sup>4</sup> by buying local produce. Some airlines have schemes now for **offsetting carbon emissions**<sup>5</sup>.

Interviewer: Flying's only one part of it, though. Most of the problems come from **vehicle emissions** and power stations.

Prime: True, but there are things we can do about that too. Buy a **hybrid car**<sup>6</sup>, develop **alternative energy sources** for homes, **solar heating** for instance, and build more **offshore**<sup>7</sup> **wind farms**. Oil supplies will **run dry**<sup>8</sup> within 50 years. **Renewable energy** can make a real difference. And politicians shouldn't be afraid of introducing **green taxes**<sup>9</sup> and incentives to encourage **eco-friendly design** in architecture. With sufficient will, we can **find a solution**.

Interviewer: Gary Prime, thank you for giving up your time for this interview.

Prime: No problem. I've got just enough time to catch my flight to Los Angeles.

<sup>1</sup> extreme heat    <sup>2</sup> extremely serious

<sup>3</sup> amount of carbon dioxide created by a person/business

<sup>4</sup> distance food has to travel between where it is grown or made and where it is consumed

<sup>5</sup> paying for an equivalent amount of carbon dioxide to be saved elsewhere

<sup>6</sup> a car can alternate between different energy sources (e.g. petrol and battery)

<sup>7</sup> at sea, away from the coast

<sup>8</sup> run out

<sup>9</sup> taxes relating to the protection of the environment



## Common mistakes

- We say **absolutely vital**, NOT ~~very~~ vital.  
It's **absolutely vital** that everyone plays their part in combating climate change.
- We say **find a solution**, NOT ~~give~~ a solution.  
We need to **find a solution** to the problem of energy supplies.

## Exercises

### 31.1 Read these remarks by different speakers, and then answer the questions.

Sylvia: We found that poisonous chemicals had been thrown into the river.  
Tomas: We have to protect everyone from illnesses caused by environmental problems.  
Marcos: We can collect glass and plastic from homes which can then be re-used.  
Gerard: We are heading for a major disaster in terms of the pollution of the oceans.  
Ulla: We must stop using this chemical. It can destroy plant and animal life.

- 1 Who mentions public health?
- 2 Who is complaining about people dumping toxic waste?
- 3 Who is talking about avoiding the use of something which is harmful to the environment?
- 4 Who is explaining about recycling household waste?
- 5 Who is sounding a warning about an environmental catastrophe?

### 31.2 Complete each sentence using a word from the opposite page.

- 1 We looked out to sea and spotted some ..... wind farms.
- 2 Oil supplies are likely to ..... dry within the next 200 years.
- 3 It's absolutely ..... that we all do something to reduce global warming.
- 4 As a green organisation we only use architects who specialise in ..... design.
- 5 Continued use of fossil fuels will have ..... consequences in the long term.
- 6 The airline has a scheme where you can ..... your carbon emissions.

### 31.3 Rewrite the underlined part of each sentence using a collocation from the opposite page based on the word in brackets.

- 1 How far our food travels before we consume it should be a concern for everyone. (MILE)
- 2 Energy which comes from inexhaustible sources, such as wind, is our greatest hope for the future. (RENEW)
- 3 The region has experienced flooding over large areas in recent years. (WIDE)
- 4 We have caused the world's climate to alter in a way that cannot be changed back. (CHANGE)
- 5 We must do something to eliminate the problem of toxic waste. (SOLVE)
- 6 We should all try to reduce the amount of carbon we emit. (FOOT)
- 7 Wind farms located out at sea can provide a partial solution to the problem. (SHORE)
- 8 The minister chairs a committee aiming to improve the way we get rid of rubbish from our homes. (DISPOSE)

### 31.4 Correct the collocation errors in these sentences.

- 1 Temperatures expanded during the summer months and reached a record high.
- 2 We must change our way before it is too late.
- 3 They now have a sun heating system in their house; it's very economical.
- 4 The desert experiences soaring heat during the day but is cold at night.
- 5 The weather designs have changed in recent years: winters are milder, summers are hotter.
- 6 He has one of those mixed cars which alternates between petrol and battery power.
- 7 The government must present green taxes so people who damage the environment pay more.
- 8 Vehicle transmissions are the main source of pollution in big cities.
- 9 We need to find alternative energy origins for private homes.

#### Over to you

Go to the United Nations Environment Programme website at [www.unep.org](http://www.unep.org) and make a note of useful collocations you find there connected with the environment.

A

## City life

Read this advertisement for new houses in the city and note the collocations.

## Secure your new home now in the exciting city of Lorchester

In the **bustling**<sup>1</sup> centre you can enjoy high-quality **urban living**, with **reliable public transport** and shops and restaurants whose **long opening hours** will suit your busy lifestyle.

Phone us now on 00345 877223 to visit our extensive range of show houses and apartments, or take a virtual tour at [www.incitilife.com](http://www.incitilife.com).



<sup>1</sup> full of busy activity

B

## Country life versus city life

Jerome has just moved from his home village into a big town. He emails Rosie about it.


[Reply](#)
[Forward](#)

Hi Rosie,

Well, I did it. I moved into town. I must say I don't miss the **rustic charm**<sup>1</sup> of life in **the back of beyond**<sup>2</sup>! For some people my old village is a **rural idyll**, but for me it was always just a **quiet backwater**<sup>3</sup> in the middle of nowhere where nothing ever happened and where I was **bored rigid**<sup>4</sup>. I've only been in town a week, but I love everything about it – the **crowded streets**, the **hectic pace**<sup>5</sup> of life, the fact that you can get a cappuccino or **hail a taxi** at two in the morning. So when are you coming to visit?

Jerome

<sup>1</sup> appeal that is simple and picturesque

<sup>4</sup> (informal) extremely bored

<sup>2</sup> an extremely isolated place

<sup>5</sup> very busy and fast pace

<sup>3</sup> a quiet, isolated village

C

## City Council plans



## GOOD NEWS FOR INNER CITY LIFE

City councillors last night approved extensive plans for **urban regeneration**.

Key features of the plan include the restoration of **derelict buildings**<sup>1</sup> and a **tree-planting scheme**.

The hope is that the **inner city** will soon resemble the **leafy suburbs** as an attractive and **desirable place to live**. Planners believe that an increase in the number of **residential dwellings**<sup>2</sup> in the town centre will ease the problem of **congested roads** and night-time crime: with commercial and recreational facilities **within walking distance** and **open all hours**, it is hoped that many people will choose to leave their cars at home, and that it will be safer to walk on the street at night.



<sup>1</sup> buildings that are not cared for and are in a very bad condition    <sup>2</sup> (formal, official) homes



# Exercises

## 32.1 Complete each sentence with *the city* and *the country* in the correct space.

- 1 There is a less hectic pace of life in ..... than in .....
- 2 It's much easier to hail a taxi in ..... than in .....
- 3 You are less likely to find reliable public transport in ..... than in .....
- 4 You are more likely to find rustic charm in ..... than in .....
- 5 You are more likely to find congested roads in ..... than in .....

## 32.2 Explain the difference in meaning between the sentences in each pair.

- 1 The roads are very congested. The streets are very crowded.
- 2 We live in the inner city. They live in the leafy suburbs.
- 3 He lives in a quiet backwater. She lives in a bustling city centre.
- 4 I enjoy urban living. I love my rural idyll.

## 32.3 Put the collocations in the box into pairs that are similar in meaning.

|              |                          |              |                       |                |
|--------------|--------------------------|--------------|-----------------------|----------------|
| city life    | long opening hours       | rustic charm | in the back of beyond | open all hours |
| urban living | in the middle of nowhere | rural idyll  |                       |                |

.....

.....

.....

.....

## 32.4 Rewrite the underlined part of each sentence using a collocation from the opposite page.

- 1 The village is regarded as a quiet place where nothing happens, but the people who live there love it.
- 2 She lives in a simple cottage miles away from any other inhabited places.
- 3 The government plans to provide funds to subsidise the modernisation and improvement of our cities.
- 4 The city announced a plan to plant more trees.
- 5 The south side of the city is an area where many people would like to have a home.
- 6 The city council has declared that part of the town may only be used for people's homes.

## 32.5 Find collocations on the opposite page with the opposite meaning to these phrases.

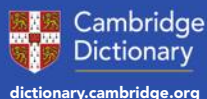
- 1 smart, modern buildings .....
- 2 quiet roads (2 answers) .....
- 3 a quiet city centre .....
- 4 urban decay .....
- 5 the urban nightmare .....
- 6 restricted opening times  
(2 answers) .....

## 32.6 Use a dictionary to find three collocations for these words.

- 1 countryside
- 2 landscape
- 3 village(s)

## 32.7 Answer these questions.

- 1 Do any types of TV programmes or films bore you rigid? If so, what types?
- 2 Would you consider living in a remote country village in your country to be living in a rural idyll?
- 3 Do you have a reliable public transport system in the place where you live?
- 4 Are there any derelict buildings where you live?
- 5 What sort of facilities are there within walking distance of the house or flat where you live?



dictionary.cambridge.org

## A

## Managing your finances

Read this leaflet on personal financial management given out by a university to its students. Note the collocations.

KEEPING AFLOAT<sup>1</sup> – HOW TO MANAGE YOUR FINANCES

While you're doing your degree, your main **source of income** may be a student loan or, if you're lucky, a grant or scholarship. But you may well still need to **supplement<sup>2</sup> your income** by getting some kind of part-time work. Here are some tips for avoiding financial problems:

- **Open a current account** at the campus bank – they have a team there specialises in helping students with their financial matters.
- If you **get into debt**, try to **clear<sup>3</sup> your debts** as soon as possible.
- If things are difficult, you may have to economise by, say, **cutting down on luxuries**. This is far better than **running up huge debts<sup>4</sup>**.
- If you have a credit-card debt, try to **make a payment** every month, however small. Never exceed your **agreed credit limit**.
- It's a bad idea to **borrow heavily** to repay your debts. Always seek advice from your bank about how to clear **outstanding<sup>5</sup> debts** and **pay back loans**.
- Never **run up an overdraft<sup>6</sup>** if you can avoid it. If you do need one, remember that most banks will offer students an **interest-free overdraft**.



<sup>1</sup> having enough money to pay what you owe (can also be **staying afloat**)

<sup>2</sup> add something to something to make it larger or better

<sup>3</sup> pay in full

<sup>4</sup> continuing to spend and therefore owing a large amount of money

<sup>5</sup> not yet paid

<sup>6</sup> amount of money that a customer with a bank account is temporarily allowed to owe to the bank

## B

## Financial crimes and disputes

These newspaper extracts are all concerned with financial crimes and problems.

**Credit-card fraud<sup>1</sup>** has reached an all-time high. One in ten people is a victim of **identity theft<sup>2</sup>** and the crime is on the increase.

People are being encouraged to **put down a deposit<sup>5</sup>** on new homes, thanks to low interest rates. But if borrowers **default on repayments<sup>6</sup>**, banks are obliged to **call in loans<sup>7</sup>**.

Mr Ambrose **spent a fortune** staying at expensive hotels. He managed to **run up<sup>3</sup> a bill** of £17,000 at one hotel. He used his employer's funds and **falsified<sup>4</sup>** records. He made **fraudulent claims** for travel expenses.

The company is now under new management. Its backers have **written off debts<sup>8</sup>** of £500,000 on the promise of new **cost-cutting measures** designed to solve the company's financial problems.

<sup>1</sup> crime of misusing another person's credit card without their permission

<sup>2</sup> stealing someone's personal details, usually in order to access their bank accounts or credit cards

<sup>3</sup> accumulate

<sup>4</sup> changed something, e.g. a document, in order to deceive people

<sup>5</sup> pay a sum of money in advance as part of a total payment

<sup>6</sup> fail to pay a debt

<sup>7</sup> demand that people pay back the money the bank has lent to them

<sup>8</sup> accepted that an amount of money has been lost or that a debt will not be paid

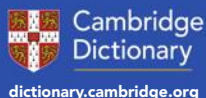
# Exercises

## 33.1 Match words from each box to form collocations from the opposite page and use them to complete the sentences below.

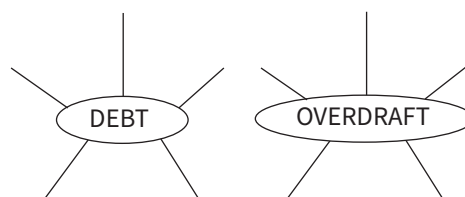
|                                   |                                              |
|-----------------------------------|----------------------------------------------|
| borrow make spend stay supplement | afloat a fortune heavily my income a payment |
|-----------------------------------|----------------------------------------------|

- I ..... of €500 every month to my credit-card account.
- When I was a student I got a job in a fast-food outlet to .....
- I used to ..... on books when I was at university.
- I had no grant or scholarship, so I had to ..... to finance my studies.
- Small firms find it difficult to ..... when costs and interest rates are high.

## 33.2 Copy and complete the collocation bubbles using words from the box. Some words collocate only with *debt*, some only with *overdraft* and some with both. Use a dictionary to help you find one more collocation for each bubble.



|                 |         |                      |
|-----------------|---------|----------------------|
| to arrange a(n) | a bad   | to be in             |
| to clear a(n)   | deep in | facility to get a(n) |
| to get into     | a hefty | the national         |
| to pay off a(n) | -ridden | to run up a(n)       |
| an unauthorised |         |                      |



## 33.3 Correct the collocation errors in these sentences.

- The firm has huge debts and has had to borrow \$10 million. The new chief executive has introduced cost-cutting methods.
- When I left university I had no upstanding debts, unlike most of my friends, who owed thousands of pounds.
- The manager falsified company recordings and stole money from her employer.
- I had no resource of income, so I had to get a job, and quickly.
- We placed down a deposit on a new car last week.
- She faulted on her loan repayment and had to sell her business.
- Many people don't trust online banking because they are afraid of identification theft.
- If we don't cut up on luxuries, we're going to find ourselves in serious debt.
- There are special offers for students who enter a current account at the university bank.
- You will pay a lot of interest if you go over your discussed credit limit.

## 33.4 Answer the questions about collocations from the opposite page.

- What object is a person or company being compared to when we use the collocation *keep* or *stay afloat* metaphorically?
- What are you eventually expected to do with a loan?
- If a bank *calls in* a loan, do they (a) give it (b) write it off (c) demand full payment?
- If someone defaults on a payment, do they (a) not make it (b) make it in full (c) partially make it?
- What is the crime called when someone makes illegal use of another person's credit card?

## 33.5 Complete each sentence using the word in brackets in the appropriate form.

- The accused was found guilty of ..... company records. (FALSE)
- The insurance company takes all ..... claims very seriously. (FRAUD)
- I try to make a ..... into my savings account every month. (PAY)
- Identity ..... is becoming an increasingly common crime. (THIEF)
- I was glad that the bank was able to offer me an ..... overdraft. (INTEREST)

## Budget speech



As we can all testify, this country's economy is strong and getting stronger.

Our measures to **curb inflation**<sup>1</sup> have proved highly successful. The **rampant inflation**<sup>2</sup> of the previous government is a thing of the past. Inflation currently stands at 2 percent. The strength of the **current economic climate** suggests that **interest rates** are unlikely to be raised again this year. This should help us to build up a culture of **investing for the long-term**.

This government has **steered the economy** through seven years of **uninterrupted economic growth**; a trend which is set to continue with our major success in **stimulating growth**. And in the latest quarter, the economy has been growing at an annual rate of 2.5 percent.

All indicators show that **industry is thriving**<sup>3</sup>. But we are particularly proud of the **steady growth** experienced by small businesses. We have made it our aim to **safeguard their interests**<sup>4</sup> and the healthy economy we have created has enabled them to **increase output**. The **plummeting profits**<sup>5</sup> caused by the previous government's misguided policies are now safely behind them.

Our goal is to establish world-class public services through investment and reform in order to ensure that taxpayers receive real **value for money**. **Public spending** goes to provide strong and dependable public services. These are vital to **extend opportunity**, tackle **social exclusion**<sup>6</sup> and improve people's life chances.

The **taxes** that we **levy**<sup>7</sup> allow us to **allocate resources** to achieve that goal. And we have **met with** considerable **success**<sup>8</sup>. In particular, we must now **build on the success**<sup>9</sup> of the climate-change **levy we introduced** last year.

Another of our goals is to win the battle against the **black economy**. If **left unchecked**<sup>10</sup>, the black economy – I think here particularly of the loss to our economy of **undeclared earnings**<sup>11</sup> and other tax-evasion practices – will **push up costs**<sup>12</sup> and lead to **rising unemployment**. This government is committed to its eradication.

<sup>1</sup> control inflation [continuous increase in prices]

<sup>2</sup> very dramatic, uncontrolled inflation

<sup>3</sup> doing very well

<sup>4</sup> protect their interests

<sup>5</sup> rapidly falling profits

<sup>6</sup> the problems of the underprivileged, of those who have less fortunate places in society than others

<sup>7</sup> impose or introduce

<sup>8</sup> been very successful

<sup>9</sup> develop previous success

<sup>10</sup> not stopped

<sup>11</sup> income that people fail to report to the tax authorities

<sup>12</sup> make costs rise

## Exercises

### 34.1 Match the beginning of each sentence with its ending.

- |                                                                  |            |
|------------------------------------------------------------------|------------|
| 1 The government is finding it very difficult to curb            | exclusion. |
| 2 The country is suffering because of the current economic       | interests. |
| 3 Although heavy industry is in decline, service industries are  | inflation. |
| 4 The CEO is anxious to safeguard his company's                  | climate.   |
| 5 New machinery has enabled the factory to increase its          | resources. |
| 6 The tax authorities plan to tackle the issue of undeclared     | output.    |
| 7 The budget plan explains how we intend to allocate our various | thriving.  |
| 8 We must tackle and solve the problems caused by social         | earnings.  |

### 34.2 Which of these phrases would a finance minister be likely to use about the economy under his/her own guidance and which about the economy under a previous rival government?

build on success

extend opportunity

leave inflation unchecked

levy heavy taxes

meet with success

poor value for money

rampant inflation

rising unemployment

safely steer the economy

steady growth

thriving black economy

thriving industry

uninterrupted growth

### 34.3 Find the opposite of the underlined words in these collocations on the opposite page.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 to invest for the <u>short</u> term | 6 <u>soaring</u> profits         |
| 2 to <u>restrict</u> opportunity      | 7 <u>private</u> spending        |
| 3 <u>declared</u> earnings            | 8 to <u>reduce</u> costs         |
| 4 <u>falling</u> unemployment         | 9 to <u>lower</u> interest rates |
| 5 <u>stunting</u> growth              | 10 to <u>abolish</u> a levy      |

### 34.4 Complete each sentence using words from 34.3 (either those underlined above or their opposites) in the appropriate form.

- The government has more control over ..... than over ..... spending.
- Tax inspectors make spot checks to ensure we do not have any ..... earnings.
- If you have a steady and secure income, then it may be sensible to invest for the ..... rather than the ..... term.
- ..... unemployment is a sign of a healthy economy.
- If the government wants to slow down the economy by ..... interest rates, then a company's costs will be ..... and so their profits may .....
- A progressive government will want to ..... opportunity and to ..... growth.
- A political party might think it was a good idea to slow growth down but it would be very unlikely to say that it wanted to ..... growth.
- The government has decided to ..... a levy on commercial waste collection in order to encourage recycling.

Over to you

Go to [www.economist.com/index.html](http://www.economist.com/index.html). Enter your own country in the Search box and select an article that interests you. Make a note of any more useful collocations relating to the topic of the economy.

## A

## Facing and solving social problems

Read these short reviews of books about social problems and note the collocations in bold.

*To Dream a Better Life* BY KEN LOMOND

How can we best **address the issues** surrounding large-scale economic migration? Can economic migration be seen as a **force for good**<sup>1</sup>, rather than always seen as a problem that must be tackled? This book offers a **novel**<sup>2</sup> solution.

*Disaster and After* BY SANDRA HALEY

Should rich nations **provide relief** when disasters occur in poorer countries, or is this too little, too late? Haley's book calls for a **fresh drive**<sup>7</sup> to address the issue, and **makes a plea**<sup>8</sup> for governments to **break the cycle**<sup>9</sup> of dependency.

*A Fragile Calm* BY ALEXANDER FLEIG

When **law and order break down**, when **riots erupt**<sup>3</sup> and **public disorder**<sup>4</sup> threatens **the social fabric**<sup>5</sup>, politicians tend to take **draconian**<sup>6</sup> measures which rarely work. Fleig's book looks at alternatives and offers lessons from history.

*Cities in Crisis* BY MARK GOLANZ

Problems of **run-down**<sup>10</sup> areas in big cities are the subject of this book. **Antisocial behaviour, underage drinking and dysfunctional**<sup>11</sup> families all come under intense scrutiny in this wide-ranging study.

<sup>1</sup> a positive influence

<sup>2</sup> new and original

<sup>3</sup> burst out suddenly

<sup>4</sup> expression of dissatisfaction by crowds of people, especially about a political matter

<sup>5</sup> social structure

<sup>6</sup> extremely severe

<sup>7</sup> new effort

<sup>8</sup> an urgent or emotional request

<sup>9</sup> bring a stop to a negative pattern of behaviour

<sup>10</sup> in a very bad condition

<sup>11</sup> not behaving normally

## B

## Neighbourhoods and housing

In these extracts from meetings where local problems are being discussed, the second speaker echoes the ideas of the first speaker by using the collocations in bold.

A: The problems faced by poorer households are very complex indeed.

B: Yes, there are many issues affecting **low-income families**, and they are indeed complex.

A: When someone becomes homeless, our immediate task is to find a roof for them.

B: Yes, our job is to **provide shelter** as quickly as possible.

A: Fifteen percent of families are living in houses without running water. Many are in houses which are so bad no one should be living in them.

B: That's right. Too many people are living with **poor sanitary conditions** and it's unacceptable that there are houses are **unfit for human habitation**.

A: The problem is that houses are too expensive for most ordinary families.

B: Yes, the government should do something to provide **affordable housing**.

A: The people who encourage others to commit violent acts should be dealt with firmly.

B: That's right. Anyone **inciting violence** deserves harsh punishment.

A: The thing is, people should be more vigilant about crime in their local communities.

B: Yes, it would be good if more **neighbourhood watch schemes** could be **introduced**.

## C

## Other collocations connected with social issues

He was arrested for possessing an **illegal substance**. [formal: an illegal drug]

Families who **claim benefits** often feel ashamed. [financial support from the state]

Green organisations are increasingly important as a **force for change** in the world today.



# Exercises

## 35.1 Complete each sentence using a verb from the box in the appropriate form. You do not need to use all the verbs in the box.

|         |        |        |            |          |
|---------|--------|--------|------------|----------|
| address | answer | break  | break down | break up |
| finish  | give   | incite | make       | provide  |
|         |        |        | supply     |          |

- 1 How can we ..... the issue of alcohol abuse?
- 2 Aid agencies ..... emergency relief, but is this always the best thing?
- 3 In 1997, law and order ..... completely and there was chaos.
- 4 Social workers try hard to ..... the cycle of abuse in families where violence occurs.
- 5 Community leaders ..... a plea for understanding and tolerance of cultural differences.
- 6 People who ..... violence should be severely punished.

## 35.2 Complete each sentence using a collocation from the opposite page.

- 1 The house has no roof, and there are rats in it. It is unfit .....
- 2 The lack of a mains water supply means that they have very poor .....
- 3 At night you often see 14- and 15-year-olds consuming alcohol. The city has a big problem with .....
- 4 That part of the city has many homes where people behave very badly with regard to others around them. There is a big problem with .....
- 5 Hundreds of people protested in the streets, and sometimes things got violent. For several days there was major .....
- 6 Neighbourhood committees can have a positive influence in the community, and indeed most people believe they are a force .....

## 35.3 Match the beginning of each sentence with its ending.

- |                                      |                                             |
|--------------------------------------|---------------------------------------------|
| 1 Poor people often have to claim    | the issues of global poverty and disease.   |
| 2 The city council introduced a      | shelter and food to the earthquake victims. |
| 3 The government took some draconian | benefits in order to survive financially.   |
| 4 All governments need to address    | erupted in all the major cities.            |
| 5 The authorities had to provide     | neighbourhood watch scheme.                 |
| 6 As the discontent grew, riots      | measures to prevent public disorder.        |

## 35.4 Correct the collocation errors in these sentences.

- 1 The violence threatened the sociable fabric.
- 2 The minister said it was time for a fresh driving to cut crime.
- 3 Customs officials found some illegitimate substances in the passenger's luggage.
- 4 The run-out areas of the city are often dangerous at night.
- 5 We hope our new organisation will be a force for political changing.
- 6 He proposed a novelist solution to address the issue of social inequality.
- 7 Multifunctional families are a difficult problem for social workers.
- 8 The union representative did a plea for the workers to stand firm.
- 9 There were scenes of publicity disorder on the streets last night.
- 10 It is very difficult for young people to find affordable building.



## A

## Technology in business



Scientists and technologists are **pushing back the frontiers**<sup>1</sup> of knowledge every day. Scientists **publish** their **findings**<sup>2</sup> and they are developed into commercial applications. We have become very skilled at **harnessing**<sup>3</sup> **technology** in all sorts of creative ways. New **cutting-edge design**<sup>4</sup> is transforming our daily lives and our businesses. But things do not always **run smoothly**<sup>5</sup>. There can be difficulties **installing equipment** and hardware can suffer from **wear and tear**<sup>6</sup>. Viruses can cause **systems** to **crash** and lead to the loss of important data.

A **power cut** may cause machinery to lose power and **production may be halted** until **power is restored**. If **computers** have to be **shut down**<sup>7</sup> for even a short time, it can cause a variety of problems.

<sup>1</sup> extending the limits

<sup>2</sup> results

<sup>3</sup> making use of

<sup>4</sup> the most innovative design

<sup>5</sup> work without problems

<sup>6</sup> damage caused by ordinary use

<sup>7</sup> switched off completely

## Common mistakes

- *Findings* is almost always used in the plural. Scientists **publish** their **findings**, NOT *finding*.
- *Research* is uncountable. They **published** some **interesting research**, NOT *researches*.

## B

## Innovations

We asked you to tell us which technical innovation has most improved your life.

- I never carry much 'real money'. I just put a card in a slot and **enter my PIN**.
- It's so much easier to **swipe a card** than use a traditional key.
- Remember when you had to rush out to the bank in your lunch hour? **Online banking** is fantastic.
- My music collection used to take up a whole wall of my room. Now I've got far more **music stored** on my phone.
- How did people manage without mobile phones? I love **downloading** new **apps**!
- **Wi-Fi hotspots**<sup>1</sup> are fantastic – I can easily get online using my own laptop.
- I travel a lot and it's great to be able to get **remote access** to my **email**.
- Remember when you had to get off the sofa to **switch channels** on your black and white TV? Now you turn your huge **flat-screen TV** on and off **by remote control**!
- **High-definition TV** – the picture is fantastic compared with before.
- I **use satnav**<sup>2</sup> in the car all the time – much easier than looking at a paper map.

<sup>1</sup> public places where people can access the internet via a wireless signal    <sup>2</sup> short for satellite navigation

## Tip

Go to [www.newscientist.com](http://www.newscientist.com) and click on a link that appeals to you.

# Exercises

## 36.1 Look at A. Correct the collocation errors in these sentences. In some sentences there is more than one error.

- 1 If you switch off your computer without shutting it properly, you may lose data.
- 2 I didn't expect everything to run gently in my new job but I didn't imagine it would be quite as difficult as it was.
- 3 Alex had some technical problems initiating his new computer equipment.
- 4 The company is famous for its cutting-side design.
- 5 If they'd serviced their machines regularly, they wouldn't have had to halt producing.
- 6 Vic dreams of making a discovery that would help to push out the frontiers of science.
- 7 Scientists usually publicise their findings in academic journals.
- 8 There was a power break this morning. The power went off at ten and it wasn't restored till midday.
- 9 Noah loves pure research but his brother is more interested in the application of research to practical projects and in harassing new technology for commercial ends.
- 10 They carried out researches over a ten-year period and finally published their finding this month.

## 36.2 What are the people in the pictures doing? Answer using a collocation from B.



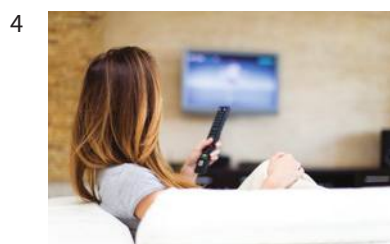
She's .....



He's .....



He's .....



She's .....

## 36.3 Answer these questions using collocations from the opposite page.

- 1 What three technological developments have made watching television a better experience?
- 2 What might happen if the computer systems in a company suddenly became overloaded, or there was a serious problem with the software or hardware?
- 3 Is it always necessary for people to visit the bank personally to do their business?
- 4 What might you try to find at an airport if you, say, wanted to check your email from your own laptop?
- 5 You want to watch TV but a boring programme has come on. What do you do?
- 6 You are tired of performing the same tasks on your phone. You want something different. What can you do?
- 7 What eventually happens to electrical items that you use a lot?

## 36.4 Use a dictionary to help you answer the questions.

- 1 What collocations with *screen* can be used to mean (a) TV and (b) the cinema?
- 2 What can *online* collocate with as well as *shopping* and *banking*?
- 3 What can *remote* collocate with as well as *access* and *control*?

## A

## Maintaining good health



Do you want to **enjoy good health**? Or perhaps you want to **reduce your stress levels**? **Build up your strength** by **doing plenty of exercise**<sup>1</sup>. It's better to start with **gentle exercise** unless you already **do** a lot of **sport**<sup>2</sup>. It's equally important to **watch what you eat**. There's no need to **go on a diet**: just eating the right food will help you to **build up resistance** to disease.

<sup>1</sup> NOT making exercise    <sup>2</sup> NOT make sport

## B

## Treatment

When Alexa was diagnosed with a **serious medical condition**, she was worried that she might have to **have an operation**<sup>1</sup>. However, her doctor first prescribed a **course of medication**. Fortunately, she **responded well to treatment**, and **made a full recovery**.

<sup>1</sup> NOT make an operation

## PATIENT INFORMATION LEAFLET

- Do not **exceed the recommended dose**.
- If you think you have **taken an overdose**<sup>2</sup>, consult a doctor immediately.
- If you suffer any of the **side effects**<sup>3</sup> mentioned in this leaflet, or any other **adverse**<sup>4</sup> **reactions**, consult your doctor or pharmacist.

<sup>2</sup> taken too much of a drug

<sup>3</sup> unwanted secondary effects of a drug

<sup>4</sup> negative

## C

## Illness

| collocation                    | example                                                                                                                    | meaning                                                          |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| a streaming cold               | I've had <b>a streaming cold</b> for days now.                                                                             | a heavy cold                                                     |
| shake off a cold               | I wish I could <b>shake off this cold</b> – I've had it for nearly two weeks.                                              | get rid of a cold                                                |
| be in poor health              | My gran's <b>been in poor health</b> for years.                                                                            | not be very well                                                 |
| an infectious disease          | There are a number of <b>infectious diseases</b> which mainly affect children.                                             | diseases caught from someone with that disease                   |
| a rare illness/disease         | The baby was born with <b>a rare illness</b> .                                                                             | an illness that seldom occurs                                    |
| suffer from a chronic disease  | Oscar Wilde <b>suffered from a chronic</b> ear <b>disease</b> which ultimately led to his death.                           | to have a disease which usually lasts throughout a person's life |
| critically ill                 | She's still <b>critically ill</b> in hospital.                                                                             | extremely/dangerously ill                                        |
| fight for one's life           | The accident has left three people <b>fighting for their lives</b> .                                                       | in danger of dying                                               |
| fall into / come out of a coma | The boxer <b>fell into a coma</b> after receiving a blow to the head and didn't <b>come out of the coma</b> for five days. | become unconscious; regain consciousness                         |
| a massive heart attack         | He suffered <b>a massive heart attack</b> .                                                                                | a very serious heart attack                                      |
| untimely/premature death       | We were all saddened by the young woman's <b>untimely/premature death</b> .                                                | death at too early an age                                        |

# Exercises

## 37.1 Look at A. Combine the words in the box to form eight collocations. Use each word only once.

|          |        |         |     |        |        |          |       |      |
|----------|--------|---------|-----|--------|--------|----------|-------|------|
| your     | suffer | watch   | do  | do     | enjoy  | exercise | sport | good |
| exercise | what   | gentle  | on  | health | levels | chronic  | of    | you  |
| plenty   | reduce | disease | eat | stress | diet   | from     | go    | a    |

## 37.2 Complete the collocation forks.

1 go on a  
a balanced  
a sensible

4 an infectious  
a rare  
an incurable

2 a .....  
of flu  
of medicine  
of penicillin

5 a nasty  
a heavy  
a streaming

3 to .....  
resistance  
your strength  
a medical practice

6 a .....  
of antibiotics  
of treatment  
of physiotherapy

## 37.3 Match each question with its answer.

|                                                |                                                |
|------------------------------------------------|------------------------------------------------|
| 1 Is the man still in a coma?                  | a He had to have an operation.                 |
| 2 What did Tasha's grandfather die of?         | b A massive heart attack.                      |
| 3 How did Tim's uncle respond to treatment?    | c A rare but not incurable disease.            |
| 4 Why did Sam have to stay in hospital?        | d His friend is critically ill.                |
| 5 Your little boy has a runny nose, hasn't he? | e Yes, he's had a streaming cold since Sunday. |
| 6 What sort of medical condition has he got?   | f A course of medication.                      |
| 7 What cured Julian's brother?                 | g By doing some gentle exercise.               |
| 8 Why does Tony look so worried?               | h He initially had some adverse reactions.     |
| 9 How does Joe plan to build up his strength?  | i He's still fighting for his life.            |
| 10 Is the patient recovering yet?              | j He came out of it this morning.              |

## 37.4 Complete each short dialogue using a collocation from the opposite page.

- Anna: Did the medication the doctor prescribed help you?  
Ben: Yes, but it has had some rather unpleasant .....
- Clara: Mozart died when he was just 35.  
Dean: Yes, he had a very .....
- Ellie: Have you still got that cold?  
Fran: Yes, I just can't .....
- Grant: Your aunt doesn't look very well.  
Harry: Yes, I'm afraid she is in rather .....
- Inga: Why do they only sell these tablets in small packets?  
Joan: To try to prevent people .....
- Karl: Make sure you don't take more than the doctor told you to.  
Lotte: Don't worry. I would never .....
- Masha: What did the doctor say about your grandfather's painful leg?  
Nina: She has referred him to a surgeon. He has to .....
- Orla: Do you have to change your diet if you're diabetic?  
Luisa: Well, you have to .....
- Edward: What's the prognosis for your uncle now he's had a kidney transplant?  
Rita: He's still feeling rather weak but he's expected to .....



## A

## Expressing views about crime and punishment

Look at these extracts from calls to a radio phone-in programme called *Your Call to Jeremy*, which on this occasion is about crime and punishment.



Hello, Jeremy. I want to know why financial criminals in the City always seem to **escape punishment** while poor people always seem to receive **custodial sentences**<sup>1</sup> even for **committing minor offences**.

My view is that if someone is **put on trial** and is **found guilty** and **given a sentence**, then they should have to **serve out**<sup>2</sup> **their sentence**. Releasing someone early for **good behaviour** is a complete nonsense.



Jeremy, I'd like to point out that there have been a couple of serious **miscarriages of justice**<sup>3</sup> recently and people don't seem to realise how damaging this is. No one should **face trial** on the basis of **unreliable evidence** or **trumped-up charges**<sup>4</sup>.



We're facing **soaring**<sup>5</sup> **crime rates** in this city and it's about time the criminals were **brought to justice**. And I'm sick of hearing about **extenuating circumstances**<sup>6</sup> – that someone had a deprived childhood, or they're not fit to **stand trial**. Rubbish!



<sup>1</sup> a sentence to be served in a prison or similar institution

<sup>2</sup> serve the full amount of time

<sup>3</sup> situation where innocent people are found guilty

<sup>4</sup> invented and false accusations

<sup>5</sup> rising very fast

<sup>6</sup> circumstances that lessen the blame, also **mitigating circumstances**

## B

## Courts and trials

These newspaper extracts contain typical collocations about courts and trials.

A key witness **gave evidence** today in the Mistorpe murder trial. The witness claimed to have seen the accused leaving Ms Bartram's house. **The trial was adjourned**<sup>1</sup> **until** March 7th. The accused, 27-year-old Liam Grout, was **remanded in custody**<sup>2</sup>.

In a **unanimous verdict**<sup>3</sup> today in Raylton District Court, Clare Irene Wilson, 37, was **found not guilty** of murder. The judge said the prosecution had failed to prove **beyond reasonable doubt** that Ms Wilson was guilty.

Mr Henry had **denied all knowledge** of the alleged fraudulent business deal. His lawyers attempted to show that Derek Yardley was an **unreliable witness**. Despite suggestions that the judge might **dismiss the case**<sup>4</sup>, he found in favour of Mr Henry and **awarded damages**<sup>5</sup> to him.

Mary Jones was released this morning after her lawyers successfully **contested the verdict**<sup>6</sup> which sentenced her to prison for three years. The judge, Mr James Egdon, **overturned the verdict** in the Court of Appeal. Mary Jones herself did not **appear in court** but later said that she felt **justice had been served**.

<sup>1</sup> was suspended till a later time or date

<sup>2</sup> send to prison until the trial begins or continues

<sup>3</sup> verdict which all the decision makers agree to

<sup>4</sup> decide that the case is not worth considering

<sup>5</sup> ordered the organisation or person who has been responsible for causing injury or loss to pay money to the victim as compensation

<sup>6</sup> disagreed with the verdict and tried to change it



# Exercises

## 38.1 Rewrite the underlined part of each of these extracts from conversations to make them sound more like extracts from newspaper reports.

- 1 An increasing number of crimes per head of the population have been recorded in the last 12 months.
- 2 Why should young criminals get away without being punished for crimes just because of their age?
- 3 The lawyers disagreed with the court's decision.
- 4 The judge threw out the case because he felt the evidence was not strong enough.
- 5 John Jones said he didn't know anything about the robbery.
- 6 The judge said that the trial would now take place next month.

## 38.2 Choose the correct collocation.

- 1 Someone might get out of prison early for *soaring* / *extenuating* / *good* behaviour.
- 2 If you get a custodial sentence, you *go to prison* / *only serve the sentence if you commit another crime* / *have to do some community service*.
- 3 If you are remanded in custody, you are *allowed to go home* / *obliged to pay some money* / *kept in prison*.
- 4 If you serve out a sentence, you are *released from prison early* / *kept in prison for the full amount of time* / *kept in prison for life*.
- 5 If charges are trumped up, they are *accurate* / *invented* / *exaggerated*.

## 38.3 Correct the mistakes with prepositions in the collocations.

- 1 He was put in trial for murder.
- 2 He was later remanded on custody.
- 3 The witness appeared on court for the first time today.
- 4 The murderer was soon brought into justice.
- 5 The case against Mr Sharp was proved over reasonable doubt.

## 38.4 Complete each sentence using a word from the opposite page.

- 1 Unfortunately, there have been a number of ..... of justice recently.
- 2 The lawyer claimed that there were some ..... circumstances.
- 3 This is the sixth time the accused has ..... in court.
- 4 The jury was quick to reach a ..... verdict, finding the accused guilty.
- 5 The accused ..... all knowledge of the crime, but no one believed her.
- 6 Charles Weiss was ..... damages for the injury he had suffered.
- 7 The newspaper said ..... had been served by the conviction of Joe Lee.
- 8 The trial has been ..... until next week.
- 9 He has been in court on several previous occasions but only for committing ..... offences.

## 38.5 For each word, find two collocating words in the box. Then write sentences using each of the collocations.

|            |          |          |          |         |
|------------|----------|----------|----------|---------|
| contest    | face     | evidence | evidence | guilty  |
| not guilty | overturn | sentence | stand    | witness |

- 1 find .....
- 2 give .....
- 3 trial .....
- 4 unreliable .....
- 5 verdict .....

## A

## Ten days of war

**Bitter enemies**, the Eastern and the Western regions of the country are once more **engaged in hostilities**. Our timeline charts the latest fighting.

- JAN 1** The Eastern region accuses the Western region of **stockpiling weapons**<sup>1</sup>. The Western region accuses the Eastern region of **creating instability**<sup>2</sup> in the area. Both sides **deploy troops**<sup>3</sup> to the area.
- JAN 4** The Western region attacks an Eastern region border town. The Eastern region claims it was an **unprovoked attack** and **violence erupts** along the border. The **violence escalates**<sup>4</sup> with a **spate of attacks**<sup>5</sup> on both sides of the border. Both regions claim that innocent victims have been **caught in the crossfire**<sup>6</sup>.
- JAN 6** The Eastern region **goes on the offensive** and makes a **pre-emptive strike**<sup>7</sup> on the capital of the Western region. Bombs are dropped in the city centre and it is claimed that they hit their intended targets, but that some **collateral damage**<sup>8</sup> was inevitable.
- JAN 8** The Western region **launches a counter-attack** on the Eastern region by making **surgical strikes**<sup>9</sup> on a number of industrial cities. They also **seize power** in the Eastern region border town and major rail centre. Both sides **suffer** a large number of **casualties** but neither is willing to **call for a ceasefire**<sup>10</sup>.

<sup>1</sup> building up large quantities of weapons

<sup>2</sup> making the area unsafe

<sup>3</sup> send soldiers

<sup>4</sup> violence increases dramatically

<sup>5</sup> a large number of attacks

<sup>6</sup> shot by accident as they were in the wrong place at the wrong time

<sup>7</sup> an attack made to prevent the enemy from attacking you

<sup>8</sup> unintentional killing of civilians and destruction of non-military targets – term used by those who cause it to make it sound less serious

<sup>9</sup> short and narrowly targeted military attacks

<sup>10</sup> an agreement to stop fighting

## B

## Ending fighting

| collocation                 | example                                                                         | meaning                                                       |
|-----------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|
| uneasy truce                | The <b>uneasy truce</b> came to an end when the rebels attacked the capital.    | a truce that could easily be broken                           |
| fragile peace               | There is a <b>fragile peace</b> in the area with hopes it will soon strengthen. | a peace that could easily be destroyed                        |
| ceasefire comes into effect | The <b>ceasefire will come into effect</b> at midnight.                         | agreement to stop fighting starts from this time              |
| restore peace               | The aim of the talks is to <b>restore peace</b> in the area.                    | stop the fighting                                             |
| bring stability             | At last the treaty has <b>brought stability</b> to the region.                  | made the region feel safe                                     |
| disband an army             | It will be hard to persuade the warlords to <b>disband their army</b> .         | send the soldiers home, as the army is no longer in existence |
| lift a blockade             | They have agreed to <b>lift the blockade</b> on our ports.                      | stop preventing goods from entering                           |
| withdraw troops             | The country agreed to <b>withdraw their troops</b> from the area.               | take their soldiers out                                       |

# Exercises

## 39.1 Look at A. Complete the collocations used in these newspaper headlines.

|   |                                          |   |                                         |
|---|------------------------------------------|---|-----------------------------------------|
| 1 | BORDER AREA HIT BY<br>..... OF ATTACKS   | 4 | JOURNALISTS .....<br>IN THE CROSSFIRE   |
| 2 | ..... ERUPTS AFTER<br>ELECTIONS          | 5 | ARMY SEIZES .....<br>IN NIGHT-TIME COUP |
| 3 | PRE-EMPTIVE .....<br>LAUNCHED LAST NIGHT | 6 | CIVIL SOCIETY CALLS FOR A<br>.....      |

## 39.2 Read the article and answer the questions using full sentences.

UN attempts to restore peace to this troubled region may finally be meeting with some success. A ceasefire has been agreed and will come into effect from midnight tomorrow. It is hoped this will bring an end to a decade of escalating violence between these two historically bitter enemies.

- 1 What is the UN's aim?
- 2 What success have they had?
- 3 When will it start?
- 4 For how long have they been engaged in hostilities?
- 5 Has the situation been getting better?
- 6 What is the relationship generally like between the two sides?

## 39.3 Complete each sentence using a collocation from the box.

|                         |                    |                   |                     |
|-------------------------|--------------------|-------------------|---------------------|
| collateral damage       | create instability | fragile peace     | go on the offensive |
| launch a counter-attack | lift the blockade  | suffer casualties | surgical strikes    |

- 1 The enemy have agreed to ..... on our ports.
- 2 The general said that we have carried out some ..... on the enemy.
- 3 There are hopes that the ..... will develop into something more lasting.
- 4 It was their decision to ..... first ...
- 5 ... and so we had no choice but to .....
- 6 It is believed that the aim of the invading army is to ..... in the region.
- 7 He mentioned ..... but didn't say exactly how many civilians died.
- 8 Our army is certain to ....., given the strength of the opposition.

## 39.4 Correct the collocation errors in these sentences. There may be more than one error.

- 1 The ceasefire makes into effect today and all hope it will bring stable to the area again.
- 2 The government has promised to retreat its troops next year.
- 3 There is an uncomfortable truce between the two sides at the moment.
- 4 When peace is replaced, we shall be able to deform the army.
- 5 The newspaper reported that the enemy had felt a defeat despite the fact that they had employed large numbers of troops to the area.
- 6 They accused us of piling weapons and of preparing to launch a provoked attack.
- 7 Some argue that the nuclear deterrent has prevented violence from excavating.

### Over to you

Choose a conflict currently in the news and find reports of it in different English-language newspapers. At [www.thebigproject.co.uk/news](http://www.thebigproject.co.uk/news) you can find links to large numbers of these. Note down collocations that you notice being used in several different reports.

## A

## Friendship over a lifetime

Read this introduction to an article about friendship from a popular science magazine.



Do you have a lot of **close friends**? Are they **lifelong friends**? **Childhood friends**? Have you ever met someone and instantly felt that you've made **a friend for life**?

People with a large **circle of friends** may well have discovered the secret of a long and happy life, according to recent scientific research which suggests that having good friends may actually help us live longer.

For many, the most important friendship is a **long-term relationship**<sup>1</sup> with a partner or a spouse. However, the research shows that **platonic relationships**<sup>2</sup> are equally valuable. Whether your **social network** is made up of **firm friends** or **casual acquaintances**, socialising could impact positively on your life expectancy.

<sup>1</sup> usually referring to a romantic relationship

<sup>2</sup> relationships which are not romantic or sexual

## B

## Making, keeping and losing friends.

Read these messages about friendship.

My closest friend and I have been **on bad terms** ever since I sent her a text about her boyfriend, which she **took the wrong way**. Now I don't know how to **heal the rift**<sup>1</sup>. Any advice?  
*Katie* 17:02

Maybe you should have a **heart-to-heart chat** with her to explain what you meant? If you leave it, the **relationship** will eventually **break down**.  
*Ryan* 17:02

I think you should **put some distance** between you for a while. Let her cool off.  
*Amy* 17:03

An old friend of mine **came under attack** at work so I **sprang to his defence**<sup>2</sup> but he didn't thank me – instead, he told me not to interfere!  
*Scott* 17:05

It sounds as if he didn't deserve your **moral support**<sup>3</sup>. He should apologise to you if he wants to **stay on friendly terms**.  
*Chloe* 17:05

I find it hard to **forge**<sup>4</sup> new **relationships** after one of my closest friends turned all my other friends against me.  
*Lucy* 17:06

It takes time to **win someone's trust** and when they **abuse that trust** it hurts.  
*Artur* 17:06

<sup>1</sup> end a serious disagreement between friends

<sup>2</sup> acted very quickly to defend him

<sup>3</sup> showing that you approve of someone and what they are doing

<sup>4</sup> form or create

## Common mistakes

Remember, the collocation is **make friends**, NOT **get friends** or **find friends**. At first it was difficult to **make friends** at my new school, but then I met Richard.

## Exercises

### 40.1 Choose the correct collocation.

- 1 I was contacted by a *childish* / *childhood* / *childlike* friend I hadn't seen for years.
- 2 Louisa has a very *moral* / *close* / *casual* relationship with Kelly. They've been friends for over 20 years.
- 3 *Foraging* / *Forcing* / *Forging* good relationships helps us live longer.
- 4 Mason was a *long-life* / *lifelong* / *lifelike* friend of my father's.
- 5 She has quite a wide *circle* / *circulation* / *cycle* of friends.
- 6 It's hard to form *life-term* / *long-time* / *long-term* relationships when you're in a job that involves a lot of travelling.

### 40.2 Complete each sentence using an adjective from the box.

|     |        |       |          |         |      |          |       |        |        |
|-----|--------|-------|----------|---------|------|----------|-------|--------|--------|
| bad | casual | close | complete | cordial | firm | friendly | moral | social | stable |
|-----|--------|-------|----------|---------|------|----------|-------|--------|--------|

- 1 I don't know her well – we're just ..... acquaintances.
- 2 We have been on ..... terms ever since Jack refused to return the money I lent him.
- 3 For many people the Internet plays an important role in developing new ..... networks.
- 4 Jack Whitley was a ..... confidant of the Prime Minister in the 1980s.
- 5 Their relationship hasn't been very ..... . They've broken up and got back together again several times.
- 6 She told her entire life story to a ..... stranger on a train.
- 7 Bethan and I have been ..... friends for many years.
- 8 Thanks for all the ..... support you gave me when I needed it.
- 9 Leslie and I have remained on ..... terms despite our professional disagreements.

### 40.3 Rewrite each sentence using a synonym of the underlined words to create collocations from the opposite page.

- 1 From the moment they met they knew they would be friends for ever.
- 2 She always leapt to Angela's defence if anyone criticised her.
- 3 He very quickly gained his employer's trust and was given a very important job.
- 4 She when I had problems at work.
- 5 I arranged a meeting to try to resolve the rift between Hilary and Jake.
- 6 I'm sorry that you interpreted what I said the wrong way.
- 7 Their relationship collapsed when she discovered he was seeing someone else.
- 8 We've been very good friends ever since our first day at primary school.

### 40.4 Correct the collocation errors in these sentences.

- 1 We should have a head-to-foot chat to resolve our differences.
- 2 She got under attack from some colleagues at work who didn't like her.
- 3 If you disuse someone's trust you deserve to lose their friendship.
- 4 We tried hard to have the relationship work but failed.
- 5 I think you need to make some distance between yourself and Eduardo.

#### Over to you

Horoscopes are a good source of vocabulary on relationships. Read English ones now and then in a newspaper or online at, say, [www.horoscopes.co.uk](http://www.horoscopes.co.uk), and make notes of any useful collocations you find.

## A

## Childhood

Ever since he was a **newborn baby**, Harry's adoring parents were convinced he was a **child prodigy**<sup>1</sup> and **pandered to his every whim**<sup>2</sup>, so that he soon grew into a **spoilt brat**<sup>3</sup>. As a young teenager, he hung around with the rest of the town's **disaffected youth**<sup>4</sup>, and was on the verge of becoming a **juvenile delinquent**<sup>5</sup>. But then a music teacher realised he had a talent for singing and helped him to **see the error of his ways**<sup>6</sup>. He spent the rest of his teenage years singing for a band which made a considerable contribution to popular youth culture.



<sup>1</sup> young genius

<sup>2</sup> did every little thing that he wanted even when it was not appropriate

<sup>3</sup> (informal, disapproving) an unpleasant child, one who behaves badly and whose parents allow to behave as he/she wishes

<sup>4</sup> young people who do not accept society's values

<sup>5</sup> a criminal who is still legally a minor

<sup>6</sup> understand his mistakes

## B

## Middle age

Amy and Stewart got married young. They **had a baby**<sup>1</sup> and then another a year later and quickly **fell into the pattern** of family life. They concentrated so much on providing a **stable environment** for their children that they neglected their relationship and soon began to **take** each other **for granted**<sup>2</sup>. The children **left home** and went off to university and Stewart began to **go through a midlife crisis**<sup>3</sup>. He said he was bored with his daily routine and he wanted to go off and travel the world while he was still young enough. Amy thought he was just **going through a phase**<sup>4</sup> but she felt she had no choice but to **respect his wishes**. She said nothing to stop him as he bought a red sports car and set off on a road trip through Europe.



<sup>1</sup> NOT got a baby

<sup>2</sup> not value each other

<sup>3</sup> period of dissatisfaction in the middle of one's life

<sup>4</sup> going through a period of strange or difficult behaviour

## C

## Old age

Louise and John are in their seventies now. They say they don't **feel their age**<sup>1</sup> except for 'the **occasional twinge**<sup>2</sup>'. They both admit to the occasional '**senior moment**<sup>3</sup>' and John can sometimes be a bit of a **grumpy old man**<sup>4</sup>. They don't have to **support their family** any more, so they **live quite a comfortable life**<sup>5</sup>. When they were younger, they were quite poor but those days are only a **hazy memory** now. At home they are surrounded by things of great **sentimental value** to them and it has **become their habit** to spend the evenings poring over their photo albums. These are full of pictures that **rekindle memories**<sup>6</sup> of days gone by. Louise and John are happiest when their grandchildren come to stay. They give them their **undivided attention**. In fact, they **don't let them out of their sight**. Sometimes the grandchildren complain about this but Louise always explains, 'We just want to make sure you don't **come to any harm**.'



<sup>1</sup> feel as old as they are

<sup>2</sup> a slight ache from time to time

<sup>3</sup> moment of forgetfulness

<sup>4</sup> (informal, uncomplimentary) an old man who is always complaining about things

<sup>5</sup> note how *live* often collocates with *a life*

<sup>6</sup> bring back memories



# Exercises

## 41.1 Combine the words in the box to form five collocations presented on the opposite page.

|          |         |       |            |             |
|----------|---------|-------|------------|-------------|
| baby     | brat    | child | delinquent | disaffected |
| juvenile | newborn | youth | spoilt     | prodigy     |

A number of other collocations using words from the box are possible apart from those presented in A. What are they?

## 41.2 Complete these short dialogues using collocations from 41.1.

- 1 A: Georgia can play all Mozart's violin concertos and she's only nine.  
B: Yes, I've heard she's a .....
- 2 A: Meena has just had a son. I want to get him a present.  
B: Well, they've got lovely things for ..... in the shop next to the hospital.
- 3 A: Why did the police decide to build that new unit for young offenders?  
B: It was suggested by a businessman who'd once been a ..... himself.
- 4 A: Tim's older boys are nice but the youngest screams if he doesn't get his own way.  
B: Yes, he's a ..... His parents give him whatever he wants.
- 5 A: I've read a lot recently about young people who feel alienated from society.  
B: Yes, there seems to have been a spate of headlines about .....

## 41.3 Correct the collocation errors in these sentences.

- 1 It is all too easy to make your close friends and your family for granted.
- 2 Liz's got four children and she's just bought herself a sports car. Do you think she's going against some kind of midlife crisis?
- 3 My sister got a baby boy last month.
- 4 You'll spoil your daughter if you keep on wandering to her every whim.
- 5 My parents are vegetarians, so I admire their wishes and don't eat meat in their house.
- 6 Sorry, I must be having an elderly moment. I just can't remember your name!
- 7 Jacqui insists she has seen the mistake of her ways.
- 8 Don't worry about your daughter leaving home. She won't go to any harm.
- 9 Make sure you don't let the child out of your view.

## 41.4 Explain the difference between:

- 1 leaving home and leaving the house.
- 2 a hazy memory and a distinct memory.
- 3 a grumpy old man and a dear old man.
- 4 an occasional twinge and a sudden twinge.
- 5 become a habit and develop a habit.
- 6 fall into a pattern and fit into a pattern.



## 41.5 Cross out the word in each set which does not form a normal collocation.

- 1 *live* / *lead* / *go* / *have* a comfortable life
- 2 a *firm* / *familiar* / *pleasant* / *stable* environment
- 3 *feel* / *look* / *talk* / *show* your age
- 4 go through a *crisis* / *stage* / *divorce* / *problem*
- 5 *undivided* / *perfect* / *careful* / *close* attention
- 6 *share* / *wake up* / *rekindle* / *stir up* memories
- 7 have *adventures* / *a baby* / *visitors* / *an increase*
- 8 *sentimental* / *sensitive* / *practical* / *outstanding* value

## A

## Contents of a celebrity magazine

| Page | CONTENTS                                                                                                                                                                                                                               |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23   | AN <b>EXCLUSIVE INTERVIEW</b> WITH PAOLA SIMONE. Paola <b>lets us in on the secrets</b> of her <b>fairytale wedding</b> and the <b>lavish lifestyle</b> <sup>1</sup> she now leads.                                                    |
| 27   | JOEY WINTER <b>HOSPITAL SHOCK</b> . <b>Sources close to</b> Joey <b>tell us their concerns</b> about the singer's recent operation.                                                                                                    |
| 30   | ACTRESS PHILADELPHIA MARRIOTT <b>reveals the truth</b> about her <b>prenuptial agreement</b> <sup>2</sup> with footballer Tyrone Finton.                                                                                               |
| 34   | A ROYAL ROMANCE. Melissa, the new girlfriend of Prince Henrik of Glosvatt is ready to <b>sell her story to the highest bidder</b> <sup>3</sup> . Who will buy it?                                                                      |
| 41   | COURT SCANDAL. Tennis ace Bach Handar in the second of two <b>in-depth interviews</b> . Handar <b>reveals</b> some of the <b>secrets</b> about match fixing that kept him <b>in the full glare of publicity</b> for much of last year. |

<sup>1</sup> rich and extravagant way of life<sup>2</sup> legal agreement made before marriage dealing with the distribution of money and property in the event of a divorce<sup>3</sup> person who is prepared to pay most in an auction

## B

## Speech at an awards ceremony



We are here today to **celebrate the achievements** of Monty Sharpe, a remarkable film director. Monty's first full-length feature film, *Lincoln's Boyhood*, about the life of Abraham Lincoln, was **highly praised** by the critics and **received nominations** for a number of prestigious awards.

Monty's film-making goes back a long way. He made several short films at university which received rave reviews in the student press. After university he soon **realised his ambition** of working in cinema when he got his first job at Shepton Studios.

Monty soon began directing and enjoyed a **meteoric rise**<sup>1</sup> to fame. Critics have **heaped praise on** all his work, highlighting his unique approach to film. It is my great honour today to be **presenting this award** to him. The Director's Star is the **highest accolade**<sup>2</sup> which can be offered to anyone in his profession. We offer Monty this award not only because of his own achievements but also because his work has had a **significant impact**<sup>3</sup> on all of our leading young directors and will do so for many years to come. Let me share with you some of the **glowing tributes**<sup>4</sup> which we have received from other directors ...

<sup>1</sup> rapid rise<sup>2</sup> top symbol of praise and approval<sup>3</sup> NOT strong impact<sup>4</sup> (journalistic) extremely positive comments

## Common mistakes

Be careful with the word *success*. We say The song **enjoyed** or **had great success** all over the world, NOT ~~made~~ great success. You can, however, **make a success of** something. For example: She **made a success** of her new job and was promoted after a short time.

## Exercises

### 42.1 Look at A. Are these sentences true or false?

- 1 'Sources close to the Prime Minister' means 'members of the Prime Minister's family'.
- 2 A lavish lifestyle is one that occasionally breaks the law.
- 3 The highest bidder is the most important person asking for something.
- 4 A fairytale wedding is likely to cost a lot of money.
- 5 If someone lets you in on a secret, they tell you something not generally known.
- 6 A prenuptial agreement is an agreement made just after a couple marry.
- 7 The 'full glare of publicity' is a metaphor based on the idea of a bright light shining on someone or something.
- 8 An exclusive interview suggests that the interview does not include much information about the interviewee's private life.

### 42.2 Complete each sentence using a word from the opposite page.

- 1 Shelly Winter enjoyed a meteoric ..... to fame in Hollywood in the 1990s.
- 2 Carlos never realised his ..... of becoming a top footballer and played for his local team for 20 years.
- 3 The critics have ..... praise on De Suta's latest film and it has been nominated for an Oscar.
- 4 In 2016, his latest novel received a ..... for an award but it did not win the prize.
- 5 The film was ..... praised by some critics but it received some negative reviews too.
- 6 Imelda Fry gave an interview to Celeb magazine but she didn't ..... many secrets.
- 7 The film ..... great success on both sides of the Atlantic.
- 8 He ..... a success of his career in music and travelled the world.

### 42.3 Match each question with its answer.

- |                                             |                            |
|---------------------------------------------|----------------------------|
| 1 What kind of lifestyle did they have?     | a) An exclusive one.       |
| 2 What kind of interview did you get?       | b) The highest.            |
| 3 What kind of impact did he have?          | c) A fairytale one.        |
| 4 What are we here to celebrate?            | d) Glowing ones.           |
| 5 What does she want to sell?               | e) A prenuptial one.       |
| 6 What have you got to present?             | f) A very significant one. |
| 7 What sort of agreement did they sign?     | g) Her achievements.       |
| 8 What sort of accolade did she get?        | h) An award.               |
| 9 What kind of wedding did they have?       | i) Her story.              |
| 10 What kinds of tributes were paid to him? | j) A lavish one.           |

### 42.4 Which collocations from this unit are the opposites of these expressions?

- 1 a superficial interview
- 2 a gradual rise to fame
- 3 a minor impact
- 4 a simple lifestyle

#### Over to you

Read an article from a current issue of a celebrity magazine. You will find one at [www.hellomagazine.com](http://www.hellomagazine.com). How many collocations from this unit can you find? Highlight any interesting new collocations that you find in it.

## A

## Lecturers and students



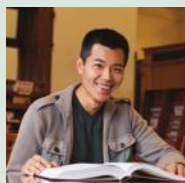
Students these days are not what they used to be. Half of them are **bone idle**<sup>1</sup> and the others **have an attitude problem**<sup>2</sup>. They seem to let anyone in to university these days. I have one very **slippery customer**<sup>3</sup> in one of my classes. He's more interested in **mindless violence** than books and is ready to **pick a fight**<sup>4</sup> at any opportunity.

<sup>1</sup> (informal) extremely lazy

<sup>2</sup> a negative, uncooperative attitude

<sup>3</sup> (informal) someone who cannot be trusted

<sup>4</sup> provoke a fight



Lecturers these days say that students **have no respect for** authority but they seem to **hold us in contempt**<sup>5</sup>. I always seem to **take the flak**<sup>6</sup> if there's a problem in class, as they have decided that I am a **disruptive influence**<sup>7</sup> who **poisons the atmosphere** for other students. But, as I see it, if a class is a disaster, **the blame rests**<sup>8</sup> fairly and squarely with the lecturer. They shouldn't be allowed to **shirk their responsibilities**<sup>9</sup> to us students.

<sup>5</sup> despise <sup>6</sup> be held responsible

<sup>7</sup> someone who encourages others to behave in a negative way

<sup>8</sup> it is the fault of

<sup>9</sup> pay no attention to their responsibilities

## B

## Critical exclamations

These collocations are quite forceful, but can also be used humorously. A rising intonation combined with a smile will soften them.

'I am appalled that you would **stoop to that level!**' [do something as bad as that]

'That was a really **dirty trick to play!**' [nasty/dishonest thing to do]

'I think Ron is a **nasty piece of work!**' [an unpleasant, untrustworthy person]

'Your behaviour was **totally out of order!**' [very inappropriate]

'It was a **downright disgrace** to behave like that!' [absolutely disgraceful]

'I **wouldn't trust** Eva **an inch!**' [wouldn't trust at all]

## C

## Other collocations relating to opinions about people

| example                                                                                                | meaning                                 |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------|
| I'll never tell you a secret again. You have totally <b>betrayed my trust</b> .                        | disappointed me because I trusted you   |
| He did really well, given that he is only a child. It's not fair to <b>belittle his achievements</b> . | make what he has done seem unimportant  |
| You're letting his good looks <b>cloud your judgement</b> .                                            | affect your judgement negatively        |
| Your essay was not bad, but I have a few <b>minor niggles</b> .                                        | small complaints                        |
| How did you manage to overlook such a <b>glaring error</b> ?                                           | obvious mistake                         |
| He said he was leaving me because he was sick of my <b>constant nagging</b> .                          | complaining or criticising all the time |

## Common mistakes

Note that we say **deep dissatisfaction**, NOT ~~strong~~ dissatisfaction. For example, I am writing to express my **deep dissatisfaction** about ...

# Exercises

## 43.1 Look at A. Find a collocation that matches each of these definitions.

- |                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| 1 an untrustworthy person         | 5 be blamed                                     |
| 2 senselessly violent behaviour   | 6 spoil the mood                                |
| 3 not take one's duties seriously | 7 despise                                       |
| 4 provoke a fight                 | 8 someone who has a negative impact (on others) |

## 43.2 Find a collocation on the opposite page that could be used about these people.

- A colleague, Sara, doesn't seem to you to do any work at all.  
Sara's ..... at work.
- Another colleague, George, seems to be making the atmosphere at work less pleasant than it used to be.  
George is ..... at work.
- You suspect your neighbour, Glyn, is involved in some illegal activity.  
I wouldn't .....
- You always thought your sister, Josie, was rather silly but now she has done something particularly bad. (give two answers)  
Josie's behaviour was .....
- You are not completely satisfied with the translation work done by your student because there are a few small errors.  
I have some ..... with your translation.
- You think your new neighbour looks like a very unpleasant person.  
My new neighbour looks .....



## 43.3 Complete these collocations using a verb from the box.

|          |        |       |       |       |
|----------|--------|-------|-------|-------|
| belittle | betray | cloud | have  | have  |
| hold     | pick   | play  | rests | stoop |

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1 ..... someone's trust     | 6 ..... someone's achievements    |
| 2 ..... in contempt         | 7 ..... someone's judgement       |
| 3 ..... an attitude problem | 8 ..... a dirty trick             |
| 4 ..... a fight             | 9 would never ..... to that level |
| 5 the blame .....           | 10 ..... no respect for           |

## 43.4 Complete each sentence using the word in brackets in the appropriate form.

- The papers are increasingly full of stories of ..... violence. (MIND)
- Your work is full of ..... errors. (GLARE)
- I'm afraid your daughter is a ..... influence in my lessons. (DISRUPT)
- Such dreadful behaviour is a downright ..... (GRACE)
- It's very unkind to belittle her ..... in that way. (ACHIEVE)
- His parents' constant ..... made him keen to leave home. (NAG)

## A

## A reference for a student

I am happy to **act as a referee** for Ilona Hradetska, who has applied to do a course in archaeology at your university. Ilona has a **keen interest**<sup>1</sup> in archaeology and although she **lacks experience**, she makes up for this in her enthusiasm for the archaeology of the classical world. She has an **encyclopaedic knowledge**<sup>2</sup> of Ancient Greece and Rome. However, she has already managed to **accumulate** some practical **experience**<sup>3</sup> as she worked on a dig for two weeks in Greece last April, and she is looking forward to **honing**<sup>4</sup> her practical **skills** at the same dig over the summer holiday. Her dream of **pursuing her interests** in archaeology is **of paramount importance**<sup>5</sup> to her and I am sure she has the ability to **meet the challenges**<sup>6</sup> of the course.

<sup>1</sup> very strong interest<sup>2</sup> very extensive knowledge<sup>3</sup> (formal) gain experience<sup>4</sup> making perfect<sup>5</sup> (formal) extremely important<sup>6</sup> deal with the difficult aspects

## B

## A job reference

It is my pleasure to **provide a reference for** Phil Lee, who has applied for the post of marketing manager in your company. I can **wholeheartedly recommend** Mr Lee for this position as I **have every confidence in** his ability to **perform the tasks**<sup>1</sup> indicated in your job description. He has remarkable **financial acumen**<sup>2</sup> and excellent **interpersonal skills**. He is a good team player and while working here has **revealed a** remarkable **talent**<sup>3</sup> for **handling** difficult **situations**. It goes without saying that you can **trust him implicitly**<sup>4</sup>. I am confident that if you were to offer him the position he would quickly become an invaluable member of your team.

<sup>1</sup> *perform tasks* is a more formal way of saying *carry out tasks*<sup>2</sup> talent in financial matters<sup>3</sup> (formal) showed a talent<sup>4</sup> trust him totally

## C

## Common errors

| error                                                            | correction                                                                                                |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| He has <del>high</del> computer skills.                          | He has <b>good/advanced computer skills</b> .                                                             |
| He has <del>a high</del> education.                              | He is <b>highly educated</b> .<br>He has <b>a good level of education</b> .                               |
| An engineer <del>with high</del> qualifications is required.     | A <b>well-qualified</b> engineer is required.<br>An engineer <b>with good qualifications</b> is required. |
| He has <del>a high</del> knowledge of English.                   | He has <b>a good / an advanced knowledge</b> of English.                                                  |
| She has <del>a large</del> knowledge of all subjects.            | She has <b>an extensive / a comprehensive knowledge</b> of all subjects.                                  |
| She has <del>big/great</del> experience of teaching.             | She has <b>considerable experience</b> of teaching.                                                       |
| She managed to <del>get</del> a good relationship with her boss. | She managed to <b>establish/develop a good relationship</b> with her boss.                                |
| Mrs Day is <del>a very appreciated</del> member of staff.        | Mrs Day is <b>a highly valued</b> member of staff.                                                        |



## Exercises

### 44.1 Complete each sentence using a collocation from A. The first letters are given to help you.

- 1 Jason takes a k..... i..... in all his school subjects, but particularly in the sciences.
- 2 Suzie is looking forward to h..... her computer s..... on a course next month.
- 3 We set the job applicants a particularly difficult task in order to discover who would best be able to m..... the c.....
- 4 You can rest assured that your happiness will always be of p..... i..... to me.
- 5 My brother chose that university because it was the best place for him to p..... his i..... in marine biology.
- 6 Over the years I have managed to a..... plenty of e..... of working with young people.

### 44.2 Rewrite each sentence using the word in brackets to make it more formal.

- 1 Paul knows a lot about African history. (ENCYCLOPAEDIC)
- 2 Kate is very good at dealing with people. (SKILLS)
- 3 Artur did a lot of work on farms when he was in Canada. (ACCUMULATED)
- 4 Hannah has an excellent teaching qualification but she hasn't done much work in the classroom yet. (LACKS)
- 5 I have total trust in Dr Robinson. (IMPLICITLY)
- 6 This job will offer you the perfect opportunity to become more skilled at working with a computer. (HONE)
- 7 I am totally confident you will be able to complete the course. (CONFIDENCE)
- 8 It was Karan's talent for making money that led to his promotion. (ACUMEN)

### 44.3 Correct the reference letter below by replacing the underlined words with more appropriate collocations.

I am happy to do as a referee for James McBride, who has applied for a teaching post at your language school. I take every confidence in Mr McBride's abilities as a teacher. He spent last summer working at the school where I am principal and he was a very appreciated member of our staff. He was very successful in getting a good relationship with both students and staff. He has a high education with a particularly large knowledge of English literature. He combines high teaching qualifications with big experience of teaching students at all levels of English. He also has high computer skills, which should certainly prove useful in a technologically advanced school such as yours.

### 44.4 Choose the correct collocation.

- 1 Priya *revealed / provided* some surprising talents during our expedition.
- 2 I'd *wholeheartedly / implicitly* recommend Mr Lee for promotion.
- 3 Jonas has every ability to *meet / run* the challenges of the position.
- 4 I am delighted to *provide / act* a reference for Meena Mistry.
- 5 The position would require you to *perform / hone* a wide range of tasks.
- 6 Your contributions to the project are *highly / wholeheartedly* valued.

### 44.5 Use a dictionary to find other words to complete these word forks.

financial  
.....>acumen  
.....>acumen

highly<.....  
highly<.....  
highly<.....

perform<..... a task  
perform<.....  
perform<.....

## A

## Describing people's personality

Note the collocations in these interviews where famous people discuss their own or other people's personality traits (or personal characteristics).



## Singer Tanya Stewart

Interviewer: You always had a troubled relationship with your drummer, Brett Porter, when you were in the band The Loop. Brett died in 2009. How do you remember him now?

Tanya: Well, Brett was not an easy person to work with. He had a very **thinly disguised**<sup>1</sup> dislike of the music industry and the people in it. Politeness wasn't **his strong point**! He had a real **stubborn streak**<sup>2</sup> that made him unpopular with managers and agents. But, you know, beneath that **gruff**<sup>3</sup> exterior he had a **sharp wit**<sup>4</sup>.

Interviewer: You say gruff, some would say **downright rude**. Would that be too harsh? He always seemed full of **pent-up anger**<sup>5</sup> towards the world in general.

Tanya: Well, 'rude' is a bit unfair. Yeah, he had a **forthright**<sup>6</sup> manner, and he was capable of **open hostility** if he thought we were being manipulated.

Interviewer: Yes, he did **display** some rather intimidating **characteristics**.

<sup>1</sup> barely hidden

<sup>2</sup> a stubborn side to his character

<sup>3</sup> rude and unfriendly

<sup>4</sup> was very amusing in a clever way

<sup>5</sup> anger he didn't express

<sup>6</sup> direct

## Film star Jerry Bowen

Interviewer: You seem to have had such a special relationship with Kara Hanson over many years. What is it about working with her?

Bowen: Kara's wonderful. She just seems to have **boundless energy**<sup>7</sup> and she's always been able to **boost** people's **confidence**<sup>8</sup>, especially new young actors. She has a wonderful, **bubbly**<sup>9</sup> personality and she's got a **dazzling smile**. She **bears a striking resemblance to**<sup>10</sup> Ingrid Bergman, one of the great cinema beauties. She **has** some wonderful personal **qualities** that are so rare in stars nowadays.

<sup>7</sup> lots of energy

<sup>8</sup> make more confident

<sup>9</sup> lively

<sup>10</sup> looks very like

## Retired golfer Andy Barstow

Interviewer: Andy, you're retired, you're a senior citizen, but everyone would agree you certainly don't **look your age**<sup>11</sup>. What's your secret?

Barstow: Well thanks. I'm sure some people would say I don't **act my age**<sup>12</sup> either!

Interviewer: Oh, that's not necessarily a bad thing! You do always seem to be **bursting with energy**!

Barstow: That's what golf does for you!

<sup>11</sup> look as old as you are    <sup>12</sup> behave in a manner expected of my age

## B

## Other useful collocations for behaviour

She had a **blank expression** on her face. [showing no understanding or emotion]

He always gave everyone a **warm, friendly smile**.

Tracy's new colleagues gave her a rather **cool reception**. [unfriendly welcome]

You have been guilty of **unacceptable behaviour**.

I'm surprised you find Jack unfriendly. He's always been **perfectly friendly** to me.

Chloe has a rather **abrasive manner**. [rude and unfriendly manner]

# Exercises

## 45.1 Match words from each box to form collocations from the opposite page. Then match them to 1–6 below.

blank  
gruff  
striking  
cool  
stubborn  
bubbly

personality  
streak  
reception  
exterior  
resemblance  
expression



*Amanda often had a blank expression.*

- 1 two things or people which look very similar
- 2 a very lively person
- 3 a person's face which shows no emotion
- 4 when someone is being inflexible
- 5 an apparently rude and unfriendly personality
- 6 a rather unfriendly welcome

## 45.2 Which of these things that people say would usually be compliments?

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 He/She certainly looks his/her age. | 5 He/She has a very abrasive manner. |
| 2 He/She's downright rude.            | 6 He/She has a warm smile.           |
| 3 He/She's bursting with energy.      | 7 He/She's full of pent-up anger.    |
| 4 He/She has a bubbly personality.    | 8 He/She has boundless energy.       |

## 45.3 Complete this conversation using collocations from the box in the appropriate form so that Nell always agrees with Zoë.

|                                |                                   |                   |
|--------------------------------|-----------------------------------|-------------------|
| bear a striking resemblance to | boost your confidence             | burst with energy |
| forthright manner              | have a lot of admirable qualities | strong points     |

- 1 Zoë: Tom looks a bit like Brad Pitt, doesn't he?  
Ola: Yes, he does. He ..... him.
- 2 Zoë: And he's very good at making you feel more confident, isn't he?  
Ola: Yes, he's great at .....
- 3 Zoë: Though of course he does say what he thinks directly to you.  
Ola: Yes, he sometimes has a rather ..... but I like that.
- 4 Zoë: Me too. In fact, I think that it might be one of his best characteristics.  
Ola: Yes, you could say it is one of his ....., I suppose.
- 5 Zoë: Well, he has a lot of good points.  
Ola: Yes, I'd certainly agree that he .....
- 6 Zoë: He's very energetic, for example.  
Ola: Yes, I love the way he's always ..... It's very attractive.

## 45.4 Complete each sentence using the word in brackets in the appropriate form.

- 1 I don't find Emily unfriendly at all. She is always ..... friendly towards me. (PERFECT)
- 2 Can you see how Holly is looking at him with open .....? (HOSTILE)
- 3 I refuse to put up with such ..... behaviour. (ACCEPT)
- 4 He displays a lot more attractive ..... than his brother does. (CHARACTER)
- 5 The woman looked at the official with ..... disguised contempt. (THIN)
- 6 The star was upset that his home town gave him such a cool ..... (RECEIVE)

## A

## Talking about space

Hi Liz,  
How frustrating house-hunting is! We've just looked at a city-centre flat near Oliver's new job. The estate agent's ad said it was 'spacious'. Ha, ha! How anyone could live in such a **confined space**, I don't know. It was tiny. I know you have to expect **cramped conditions** in the city centre but this was ridiculous. We're **short of space** already where we are now, what with the new baby and everything. Kids **take up a lot of space**, don't they?  
Love,  
Emma

Dear Emma,  
Sorry to hear of your problems. Yes, kids do seem to **take up a lot of room**. But listen, a friend of ours is selling her house in town and moving to Australia. It's not huge, but there's **ample<sup>1</sup> room** for a family with two children. There's even a garden, and though it's not a **vast expanse**, it's very pleasant. There's a shed on it at the moment, which is a bit of a **waste of space<sup>2</sup>**, but that could be removed to **leave room** for a play area. There's no garage, but it's on a quiet street and there are always plenty of **vacant parking spaces**. Let me know if you're interested and I'll have a word with her.  
Best,  
Liz

<sup>1</sup> more than enough<sup>2</sup> bad use of space when there is a limited amount of it

Note that you can say **ample space/room**; **leave space/room**; **short of space/room** and **take up a lot of space/room**. However, you can only talk about something being a **waste of space** (NOT a waste of room).

## B

## Talking about time

In these magazine extracts, notice the useful collocations for talking about time.

Pop bands come and go **over the course of time<sup>1</sup>**, but few bands have **made** such a **lasting contribution** as The Beatles. They will **go down in history<sup>2</sup>** as possibly the greatest pop musicians of all time. Their music represents

the **golden era<sup>3</sup>** of British pop in the 1960s, and every one of their songs **brings back memories** of that unforgettable time. Their music is all **preserved for posterity<sup>4</sup>** in this collection.

<sup>1</sup> as time passes<sup>2</sup> be remembered<sup>3</sup> can also be **golden age**; period of time when a particular art, business, etc. was very successful<sup>4</sup> (formal) kept for people in the future

Buildings from a **bygone era<sup>5</sup>** are the main attraction at Castmere Folk Village. Homes, shops, even a cinema, have been **restored to their former glory<sup>6</sup>** in a massive project that has now reached completion.

<sup>5</sup> (literary) a time in the distant past<sup>6</sup> glory here means 'beauty'

For many people, the 1970s are nothing more than a **dim and distant<sup>7</sup> memory**, but in the **decades** that have **elapsed**, those of us born in the '70s begin to realise how that decade, which is still well **within living memory** for much of the population, has **shaped our destiny**. Our parents worked with pen and paper, or machines, or with their hands. They couldn't have known how computers would change everything in **the not-so-distant future<sup>8</sup>**. All indications are that many more changes will help to **shape** our children's **lives** in **the foreseeable future<sup>9</sup>**.

<sup>7</sup> remembered slightly, but not very well<sup>8</sup> not the immediate future but relatively near<sup>9</sup> as far into the future as you can imagine or plan for

## Tip

Where alternatives exist for a collocation, make a note in your vocabulary book and list the alternatives together. For example, **take up (a lot of) space/room**, **a golden age/era**.

# Exercises

## 46.1 Match the beginning of each sentence with its ending.

- |                                          |                                                   |
|------------------------------------------|---------------------------------------------------|
| 1 Living in such a confined              | room for a bigger kitchen and utility room.       |
| 2 The piano took up a lot of             | space, so we're going to convert it into a study. |
| 3 This office is better than the cramped | space is difficult with three kids.               |
| 4 We're moving because we're short of    | room, so we sold it.                              |
| 5 We demolished an old outhouse to leave | conditions I used to work in.                     |
| 6 The attic is a waste of                | space where we're living at the moment.           |

## 46.2 Complete the second sentence using a collocation from the opposite page so that it has the same meaning as the first sentence.

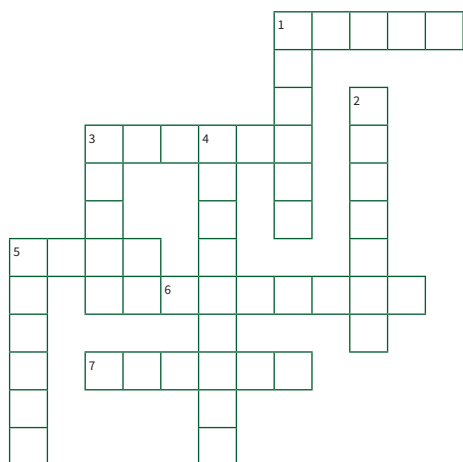
- Einstein's ideas significantly contributed to our understanding of the universe.  
Einstein's ideas made ..... our understanding of the universe.
- The hotel car park didn't have any room, so we parked in the street.  
There were no ..... at the hotel, so we parked in the street.
- Few people now have any clear memories of the Second World War.  
The Second World War is now a .....
- We won't have problems with our furniture as it's a big house.  
It's a big house, so there will be ..... for all our furniture.
- She crossed the enormous Senoui Desert on horseback.  
She crossed ..... of the Senoui Desert on horseback.

## 46.3 Rewrite the underlined part of each sentence using a collocation from the opposite page based on the words in brackets.

- It's ten years since the agreement was signed. (ELAPSE)
- I can't see any great changes happening in the future as far as we can imagine. (FORESEE)
- Machines from an era which has long passed are the theme of the exhibition at the city museum. (GO BY)
- The event will be remembered in history as the nation's worst tragedy. (DOWN)
- Everything changes as time passes. (COURSE)
- In the fairly near future we can expect to be able to travel to other planets. (DISTANT)



## 46.4 Complete the crossword.



### Across

- The palace was restored to its former — .
- The events have — our lives.
- That song brings — memories.
- Many things shape the — of a nation.
- It all happened within — memory.

### Down

- It was the — era of Italian football.
- My schooldays are now just a dim and — memory.
- This table takes up a lot of — .
- The castle has been preserved for — .
- The cottage is a remnant of a — era.

## A

## The human voice

Here are some brief extracts from novels, where people's voices and speech are being described.

- Lennox noticed **a trace of<sup>1</sup>** a foreign **accent** in the man's voice. It was a **booming<sup>2</sup> voice**, one he had heard before, many years ago.
- Wilson watched Robert trying to fire the gun. Then, in a **gruff<sup>3</sup> voice**, he said, 'You're useless! Bring it here!' Robert **muttered** something **under his breath** as he obeyed.
- Zoe **met with a stony<sup>4</sup> silence** as she entered the room. It was as if everyone had **lost their voice**. Nobody **uttered a word<sup>5</sup>** as she walked across to the table.
- The woman spoke with a **broad<sup>6</sup> Scottish accent**. She had a rather **husky<sup>7</sup> voice**, which James found attractive, but she **slurred her words<sup>8</sup>** a little, as if she were too tired to talk.
- **Muffled<sup>9</sup> voices** could be heard coming from the next room, but I couldn't make out what was being said.
- After failing to dissuade her son from leaving his job, she **raised her voice** angrily and shouted, 'Okay, do it your way then!'

<sup>1</sup> very slight

<sup>6</sup> strong (of accents)

<sup>2</sup> very loud

<sup>7</sup> low and rough, often thought to be attractive

<sup>3</sup> low, unfriendly and harsh

<sup>8</sup> spoke unclearly, running the sounds together

<sup>4</sup> cold and unfriendly

<sup>9</sup> quiet and unclear

<sup>5</sup> note, this collocation is normally in the negative or has a negative subject

## B

## Sounds and silence

Here are four winning entries from a student poetry competition. The theme of the competition was 'Sound and silence'.

**SOUND AND SILENCE Poetry Competition**

**1ST PRIZE:**  
Sasha Brokenburg

A **clap<sup>1</sup> of thunder**  
then a **deathly hush<sup>2</sup>**.  
In a **soft whisper**  
the wind tells the moon  
how beautiful she is.

**2ND PRIZE:**  
Abdul Zahra

**Silence descends** on Carthmore Lake.  
My heart is still.  
Only the **distiant echo** of a sad cry  
can be heard.

**3RD PRIZE:**  
Nuria Palomar

In the street below, the **incessant<sup>3</sup> noise**  
of trams and vans  
of trucks and cars.  
But my soul **makes no sound**.  
Here in this darkened room  
**silence reigns<sup>4</sup>**.

**4TH PRIZE:**  
Liu Chan

A **dull thud<sup>5</sup>** awakens me.  
The **sound travels** from  
the valley where it was made  
to this place here,  
where no one dares **let out a cry**.

<sup>1</sup> sudden loud noise made by thunder

<sup>4</sup> dominates

<sup>2</sup> extreme silence, in a way that is unpleasant

<sup>5</sup> unclear sound made when something heavy falls

<sup>3</sup> which never stops



# Exercises

## 47.1 Read the sentences. Then answer the questions.

Despite his gruff voice, Fabrice's boss is actually quite an approachable person.  
Zara was unable to utter a word when she realised the child was injured.  
Kevin spoke in a booming voice, as if he were an army sergeant.  
Ilona raised her voice and angrily addressed the young man at the door.  
As she entered, she could hear Joe's husky voice addressing someone.

|                                                          |  |
|----------------------------------------------------------|--|
| 1 Who spoke in an extremely loud voice?                  |  |
| 2 Who spoke in a low, rough, but perhaps attractive way? |  |
| 3 Who spoke in a low, unfriendly voice?                  |  |
| 4 Who started to speak louder than before?               |  |
| 5 Who found it impossible to speak?                      |  |

## 47.2 Complete each sentence using a word from the box in the appropriate form.

descend    whisper    mutter    let    lose    make    slur    travel    utter

- The grumpy old woman ..... something under her breath.
- Try not to ..... a sound as we pass the baby's bedroom.
- We didn't ..... a single word as Harry told his sad tale.
- The sound ..... through the thin walls of my apartment; I hear everything.
- The patient ..... out a cry of pain as the doctor took her hand.
- Silence ..... on the hall as Mrs Traynor walked to the platform to speak.
- The man was so ill, his voice sounded like a soft .....
- What's the matter with you? Have you ..... your voice? Say something!
- Travis ..... his words somewhat. I thought he might have been drinking.

## 47.3 Correct the collocation errors in these sentences.

- I could hear a slight track of an Irish accent in her voice.
- Paolo was met with a rocky silence as everyone tried to absorb the bad news.
- The old woman let off a cry of anger when she heard the result of the trial.
- She has a wide American accent, even though she was not born there.
- The weather was terrible last night, with heavy rain and cries of thunder.
- The voices were muttered, so I could not make out what anyone was saying.
- Silence ruled in the classroom as the pupils were all hard at work.
- Speak up. I hate it when you mutter something under your voice.

## 47.4 Replace the underlined words with their opposites to form collocations from the opposite page.

- The nearby echo of gunfire could be heard across the valley.
- The intermittent noise of the planes kept me awake all night.
- In a loud whisper she said, 'You look wonderful tonight.'
- I heard a sharp thud as the men dropped the heavy box on the floor above me.
- There was a joyful hush in the room as the director broke the news.
- Suddenly there was a murmur of thunder and it started to rain heavily.

## A

## Choosing your approach



## COMPLETING A TASK – HOW TO DO IT

When you need to work out the easiest way to do something, you have to **explore different ways** of approaching the task. Sometimes there will be many **feasible<sup>1</sup> alternatives** to consider and sometimes there will only be one or two **viable<sup>2</sup> options**. You need to **enlist the help** of people to give you advice before you decide on which **method to adopt**.

The best advice is to take a **step-by-step approach: break the task down** into stages, so that you are dealing with small, **manageable chunks**. This way you will soon find that something you thought was hard is in fact **simplicity itself<sup>3</sup>**. But be careful, don't always take what looks like **the easy option**. Think first. At the end, you can feel proud that you didn't just **take the easy way out<sup>4</sup>**.

<sup>1</sup> possible<sup>2</sup> workable<sup>3</sup> extremely simple<sup>4</sup> do what is easiest but not what is best – which may mean avoiding doing anything at all

## B

## Ways of remembering

Notice the collocations in this text introducing techniques for improving your memory.

## WAYS OF REMEMBERING

A trained memory is an **immense asset<sup>1</sup>**, particularly in public life. Mnemonics are systems we use to help us remember complex information easily, and people who use them can recall things with an **amazing degree of accuracy**.



The Ancient Greeks **perfected<sup>2</sup>** a number of mnemonic **techniques**, some of which are still used today, for example, using the first letter of each item to form a word that will help you remember the whole list of items. For instance, you might remember the female first name ADA to help you recall the phrase **amazing degree of accuracy**. Or you might think of the word BAG, which will give you three colours that collocate with *hair* (**blond**, **auburn**, **ginger**).

A **simple rule** of all memory training systems is the idea of 'Initial Awareness'. This works in a **straightforward<sup>3</sup> way**. The **basic principle** is that the system helps you **concentrate the mind** on whatever you are trying to remember for just long enough to force Initial Awareness.

All memory training systems are **perfectly simple**. Once you have **taken the time** to learn them, you will be able to **instantly recall** any new **items of information** you want to, **with remarkable ease**. You may find it a **steep learning curve<sup>4</sup>**, but I assure you that it is **worth the effort**.

<sup>1</sup> something of great value<sup>2</sup> the verb is pronounced /p3:'fekt/<sup>3</sup> easy to understand or simple<sup>4</sup> something which is difficult to learn and takes a lot of effort

## Tip

Do you know any mnemonic techniques to help you learn vocabulary? If possible, share them with other students.

# Exercises

## 48.1 Answer these questions about the text in A.

- 1 Which alternatives is it best to focus on when considering ways of doing something?
- 2 What sort of options are those that could work well?
- 3 Which option is not always the best one to take?
- 4 What sort of approach can one take to make a big task more manageable?

## 48.2 Match words from each box to form collocations from the opposite page.

adopt concentrate enlist immense  
instantly perfect perfectly remarkable  
simple take

asset ease help a method the mind  
recall rule simple a technique the time

## 48.3 Complete B's responses using collocations from the opposite page.

- 1 A: I notice your tennis serve is much better these days.  
B: Yes, I think I've finally ..... the technique, though it took months of practice.
- 2 A: Was the new computer easy to set up?  
B: Yes, it was ..... itself.
- 3 A: How did you get on in the charity race?  
B: Well, I actually managed it with remarkable ....., given how unfit I was!
- 4 A: Did it take you long to learn to fly?  
B: Yes, it did! Almost a year. But it's so amazing, it was certainly .....
- 5 A: How well does the pedometer your son made at college actually work?  
B: With an amazing ....., in fact.
- 6 A: I have to sort out all these old papers and I just don't know where to start!  
B: Why don't you ..... the task down into smaller chunks and deal with them gradually?
- 7 A: Do you enjoy working with collocations?  
B: Well, it's worth ..... time to learn them as they make your language sound so much more natural.
- 8 A: How did your year in China work out? Did you manage to learn any Chinese?  
B: Well, it was a ....., but I did manage to acquire a basic knowledge of Mandarin.



## 48.4 Choose the correct collocation.

- 1 I always use mnemonics to help me recall important ..... of information.  
A spots B objects C items D stuff
- 2 We ..... all the different ways of getting home before eventually deciding to fly.  
A exploded B exploited C explicated D explored
- 3 The system works in a ..... way.  
A straightforward B strong C straight D forthright
- 4 It's a good idea to divide a task up into ..... chunks.  
A portable B manageable C edible D thinkable
- 5 All memory systems work on the same basic .....  
A promotion B prime C principal D principle

### Over to you

Look at this mnemonics site: [www.fun-with-words.com/mnemonics.html](http://www.fun-with-words.com/mnemonics.html).  
Make a note of useful ones.

## A

## Adjective + noun collocations

- Life seems to have been a **constant struggle** for her ever since she left home.
- When the electricity went off everyone was rushing about in a **state of confusion**.
- Losing the job she loved so much was a **severe blow** for Anna. She **took it** very **badly**.
- Our plane was cancelled because of **adverse weather conditions**.
- Unfortunately, after the **widespread flooding** came **widespread looting** of the properties that had been abandoned. Meanwhile, many families remained in **grave danger** as the floodwaters showed little sign of abating.
- If you continue to smoke there is a **high risk** of you developing a number of serious diseases.
- Jasmine's birthday party was a **complete disaster**. She decided to invite all of her own and her sisters' ex-boyfriends – with **catastrophic results**.
- Trying to work and manage a household with three children **sounds like hard work**.



## B

## Verb + noun collocations

| collocation                       | example                                                                                                                |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| face a problem                    | My grandmother <b>faced</b> many <b>problems</b> in her life.                                                          |
| address a problem                 | How do you think we should <b>address</b> the traffic <b>problems</b> in our city?                                     |
| tackle a problem                  | More must be done to <b>tackle</b> the AIDS <b>problem</b> .                                                           |
| pose a threat                     | Nuclear weapons <b>pose a threat</b> to the whole world.                                                               |
| carry a risk                      | Most things that we do in life <b>carry</b> some degree of <b>risk</b> .                                               |
| minimise a risk                   | Not smoking <b>minimises the risk</b> of getting a whole range of illnesses.                                           |
| relish a challenge                | Rob <b>relishes the challenge</b> of a new project.                                                                    |
| hinder progress                   | Our party believes that this country's complex tax laws mainly serve to <b>hinder progress</b> .                       |
| spot an error                     | Terry <b>spotted an error</b> in the email he was about to send.                                                       |
| encounter difficulties            | Any new business is bound to <b>encounter</b> some initial <b>difficulties</b> .                                       |
| deal with (the) complexities (of) | You need to maintain a positive attitude if you want to <b>deal</b> successfully <b>with the complexities of</b> life. |
| overcome hurdles                  | As she was born blind she has had to <b>overcome</b> many extra <b>hurdles</b> in her life.                            |
| fight for survival                | Poor people in this drought-ridden country <b>fight for survival</b> .                                                 |
| respond to an emergency           | The international community <b>responded</b> rapidly <b>to the emergency</b> .                                         |
| disaster strikes                  | <b>Disaster struck</b> the province last June, when torrential rains caused mudslides in many areas.                   |

## Common mistakes

Remember that we **make mistakes**, NOT ~~do~~ mistakes. We usually **have problems** or **experience problems**, just as we usually also **have/experience difficulties**, NOT ~~get problems/difficulties~~. We attempt to **find a solution**, NOT ~~give~~ a solution. **Problems arise** or **occur**, NOT ~~happen~~, and **difficulties arise**, NOT ~~appear~~.

# Exercises

## 49.1 Find a collocation in A that has the opposite meaning of these collocations ...

- |                                 |                     |
|---------------------------------|---------------------|
| 1 favourable weather conditions | 4 isolated flooding |
| 2 a magnificent success         | 5 slight danger     |
| 3 an easy ride                  | 6 easy work         |

... and the same meaning as these collocations.

- |                      |                     |
|----------------------|---------------------|
| 7 total confusion    | 10 a terrible shock |
| 8 disastrous results | 11 a total disaster |
| 9 serious risk       |                     |

## 49.2 Complete each sentence using a verb from the box in the appropriate form.

|       |      |       |        |      |         |      |        |        |
|-------|------|-------|--------|------|---------|------|--------|--------|
| carry | face | fight | hinder | pose | respond | spot | strike | tackle |
|-------|------|-------|--------|------|---------|------|--------|--------|

- The government is doing all it can to ..... the drug problem in our cities.
- We had only just set off on our holiday when disaster .....
- Can you ..... the six deliberate errors in this story?
- The international community does not always ..... to an emergency as promptly as would be desirable.
- Any new enterprise ..... some risk of failure but that should not deter you.
- I am afraid that Sam's problems at home may be ..... his progress at school.
- If we ..... the problems together we should find it easier to tackle them.
- By the end of the expedition the climbers were ..... for their very survival.
- A man like that in a position of power ..... a serious threat to world security.

## 49.3 Match each question (1-6) with its response (a-f).

- Is Rory enjoying the challenge of his new post?
  - What can I do to minimise the risk of falling ill?
  - What made them decide to postpone the match?
  - What happened after the earthquake?
  - How can we address the climate change problem?
  - What was the hardest hurdle to overcome in your job?
- a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.

## 49.4 Correct the collocation errors in these sentences.

- We are getting a number of problems with our new car.
- Some problems happened when we tried to follow your instructions.
- Somehow our society must give a solution to the problem of child poverty.
- A difficulty has appeared with regard to a member of our project team.
- Even advanced students sometimes do mistakes with this type of collocation.
- I've always found a lot of difficulties with English spelling.
- A successful teacher needs to deal with the complications of learning that each student faces.

## 49.5 Use a dictionary such as the Cambridge Online Dictionary to find two other collocations for each of these words.

- 1 encounter      2 tackle      3 pose

## A

**Countable and uncountable expressions of quantity**

The expressions in the table all mean quite a large number or amount.

| collocation                        | example                                                              | comment                              |
|------------------------------------|----------------------------------------------------------------------|--------------------------------------|
| a good/fair few                    | <b>A good few</b> students are likely to get a first-class degree.   | (informal) used with countable nouns |
| a good/fair number                 | We spent <b>a good number of</b> weeks planning the project.         | (informal) used with countable nouns |
| a substantial/significant number   | <b>A significant number of</b> people pledged their support.         | (formal) used with countable nouns   |
| a substantial/significant quantity | We took <b>a significant quantity of</b> provisions with us.         | (formal) used with uncountable nouns |
| a substantial/significant amount   | He'll get <b>a substantial amount of</b> money when his father dies. | (formal) used with uncountable nouns |

## B

**Other expressions about size and quantity**

We couldn't believe **the sheer quantity** of food on the table. [the surprisingly large amount]

There's only a **finite number** of days until the exam. [limited number]

The room is a **good size**. [quite large]

A teacher needs to possess **unbounded enthusiasm** as well as **infinite patience** and an **endless supply** of good jokes.

They charge **astronomical fees** for the course. [very high]

We had a **bumper crop** of tomatoes last year and I gave masses away to our neighbours. [informal; very large crop]

Unemployment reached **epic proportions** and this led to social instability.

The rock star died from a **massive overdose** of barbiturates.

An **overwhelming majority** of the population are in favour of reform.

I visited a lot of different relatives yesterday and drank an **inordinate amount** of tea.

Try to use a **wide range** of vocabulary in your essay.

There is a **wide variety/choice** of things to do here in the evenings.

The new maths teacher is **an unknown quantity**. I hope she'll get on well with the students.

[a person or thing whose characteristics are not yet clear]



*I was amazed by the **sheer size** of his office.*

## C

**Common errors**

There are a number of errors often made by learners when talking about quantity or size.

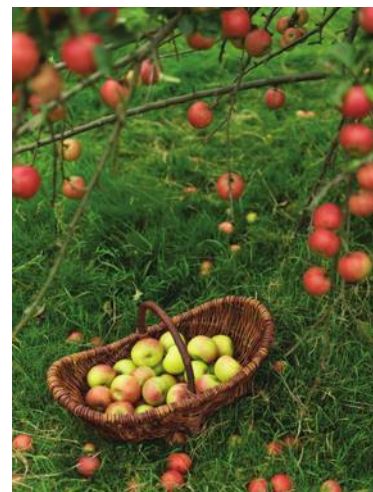
| correct word(s) | collocates with ...                            | wrong word(s)    |
|-----------------|------------------------------------------------|------------------|
| small           | minority, amount, number, quantity, percentage | little           |
| large           | quantity, amount, number, majority             | great, big, high |
| large, high     | percentage                                     | great            |
| great           | importance, significance                       | high, big        |



# Exercises

## 50.1 Rewrite each sentence using the word in brackets.

- We had a large number of apples from our trees last year. (BUMPER)
- A lot of their income comes from the apartments they rent out. (SUBSTANTIAL)
- I feel confident that quite a few people will vote for Mac. (NUMBER)
- Sofia's room at college is quite big. (GOOD)
- We don't have an unlimited number of tickets, so we're offering them on a first-come-first-served basis. (FINITE)
- I was terrified when I saw how big the dog was. (SHEER)
- I still don't know what my new colleague is like. (QUANTITY)
- There were rather a lot of careless mistakes in your homework. (FAIR)



## 50.2 Complete each sentence using a word from the opposite page.

- The Green Party won the election with an overwhelming .....
- He did not realise how strong the tablets were and died of a massive .....
- Some lawyers are known to charge astronomical .....
- The government didn't take action until inflation had reached epic .....
- I have a profound admiration for your sister's infinite .....
- We didn't have many plums last year but this year we enjoyed a bumper .....
- Paul doesn't really like coffee but I drink a substantial .....
- There never used to be any nightclubs here but now there are a good .....

## 50.3 Match the two parts of these collocations from the opposite page.

- |                |            |
|----------------|------------|
| 1 unbounded    | quantity   |
| 2 bumper       | amount     |
| 3 astronomical | enthusiasm |
| 4 infinite     | patience   |
| 5 fair         | fees       |
| 6 endless      | few        |
| 7 inordinate   | supply     |
| 8 sheer        | crop       |

## 50.4 Put a tick in the box if the collocation is possible.

|        | minority | majority | amount | number | percentage | quantity | importance | significance |
|--------|----------|----------|--------|--------|------------|----------|------------|--------------|
| small  |          |          |        |        |            |          |            |              |
| little |          |          |        |        |            |          |            |              |
| large  |          |          |        |        |            |          |            |              |
| great  |          |          |        |        |            |          |            |              |
| big    |          |          |        |        |            |          |            |              |
| high   |          |          |        |        |            |          |            |              |
| wide   |          |          |        |        |            |          |            |              |

## 50.5 Use a dictionary such as the Cambridge Online Dictionary to find two other collocations for each of these words.

- |            |        |                |           |           |
|------------|--------|----------------|-----------|-----------|
| 1 infinite | 2 epic | 3 overwhelming | 4 endless | 5 massive |
|------------|--------|----------------|-----------|-----------|

## A

**Collocations with *change* as a noun**

There have been **dramatic changes** in the climate of the Arctic region in the last decade.

[very sudden or noticeable changes]

The government is proposing **fundamental changes** to the laws on marriage and divorce.

[basic changes, and more important than anything else]

There was a **radical change** in party policy in 2013. [great or extreme change]

The new manager made **sweeping changes** to the way the company was run. [change affecting many people/things]

Let's go swimming this morning instead of running. It **would make a change**. [be pleasantly different to one's usual routine]

Read the teacher's comments on your essays, then **make** any necessary **changes**.

The **changes** in the system **will be implemented** soon. [will be put into operation/practice]

The **change** in the electoral system **came about** because of widespread public protest.

Many **changes** had **taken place** in my home town – and not always for the better.

## B

**Collocations with *change* as a verb, adjective or adverb**

Things can **change dramatically**, **fundamentally** or **radically** but NOT **sweepingly**.

Pronunciation **changes imperceptibly** over the years. [changes so slowly that you hardly notice it]

In the ten years since our last meeting, Irena had **changed beyond recognition**. [changed so much one couldn't recognise her]

If we call someone a **changed man/woman** we mean that he or she has changed for the better.

Life in the village **remained unchanged** for centuries. [formal: stayed the same]

Some people are much better than others at **adapting to changing circumstances**.

## C

**Other ways of talking about change**

| example                                                                                 | comment                                                                                                         |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| The hotel had <b>undergone a transformation</b> since our last stay.                    | also <b>undergo a revival</b>                                                                                   |
| The exchange rate has been <b>fluctuating wildly</b> over the last few days.            | = going up and down in an unpredictable way (also used with temperature(s) and share prices)                    |
| We have had a <b>modest increase</b> in students enrolling on our courses.              | also a <b>modest improvement</b> , <b>modest gain</b> , <b>modest recovery</b> , where modest = slight or small |
| There has been a <b>sudden shift</b> in public opinion in favour of the ban on smoking. | also a <b>dramatic shift</b>                                                                                    |
| Amy's work <b>shows</b> considerable <b>improvement</b> .                               | one opposite might be: There is <b>room for improvement</b> in her work.                                        |
| Our children's <b>lives were turned upside-down</b> when we moved.                      | = changed dramatically, usually for the worse                                                                   |
| Elderly people sometimes find it difficult to <b>move with the times</b> .              | = keep up with changes and adapt to them                                                                        |

**Common mistakes**

Profits **show an increase/decrease** and **show an upward / a downward trend**, NOT **have an increase**, etc.

Figures **increase dramatically** or **significantly**, NOT **increase strongly**.

# Exercises

## 51.1 Answer these questions about the collocations on the opposite page.

- What is the opposite of:  
a) to change imperceptibly      b) to cancel planned changes
- Which of these words suggest major changes and which minor changes?  
a) dramatic      b) slight      c) fundamental      d) superficial      e) radical
- Which is the more formal alternative in each pair?  
a) The town remains unchanged. The town is the same.  
b) Over the years the school has changed a lot.  
    Over the years many changes have taken place in the school.
- If someone says Emma is a changed woman, do they approve of the change in Emma?
- Is it easier for a young person or an elderly person to adapt to changing circumstances?
- If someone says 'It made a nice change going out for a meal last night', what changed – the fact that they went out, or the restaurant they went to?

## 51.2 Complete each sentence using a word from the box in the appropriate form.

|          |       |           |          |           |
|----------|-------|-----------|----------|-----------|
| dramatic | make  | implement | increase | recognise |
| show     | times | turn      | undergo  | wild      |

- The figures ..... a dramatic increase in the number of women in paid employment in the 1940s.
- My grandmother loves her ebook reader and her smartphone – she has no problem moving with the .....
- I can't face moving house again – I don't want to have my life ..... upside-down another time.
- The pop music of the 1980s seems to be ..... a bit of a revival.
- The weather's been odd this month – temperatures have fluctuated .....
- We have experienced a modest ..... in profits this year.
- I ..... some changes to the document but forgot to save them!
- I think you'll find that the school has changed beyond .....
- The new leader promised that things would change ..... and for the better.
- When are they planning to ..... the changes to the school curriculum?

## 51.3 Rewrite each sentence using the word in brackets.

- Your coursework assignment is still not quite as good as it should be. (ROOM)
- Public attitudes towards the issue of capital punishment suddenly changed. (SHIFT)
- There were several changes in our management structure last year. (PLACE)
- The school programme has changed a lot since I was a pupil here. (SWEEPING)
- Some quite significant changes took place last year. (CAME)
- Penny has been much nicer since she got the job she wanted. (CHANGED)
- My life changed dramatically when I lost my job. (TURNED)
- It'd be nice to do something different and stay in a hotel rather than go camping this summer. (CHANGE)

### Over to you

Go to [www.bbc.co.uk](http://www.bbc.co.uk) and search for 'climate change'. Click on one of the items, read it and make a note of any collocations relating to change that you find in it.



## A

## Stopping

| example                                                                                         | comment                                                                       |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| The accident <b>brought</b> traffic <b>to a halt</b> for several hours.                         | often used about transport (trains, etc.)                                     |
| The union <b>called a halt to</b> the strike after 21 days.                                     | = prevent something from continuing (e.g. military action, protests, etc.)    |
| The chair <b>brought</b> the meeting <b>to a close</b> at 5 pm.                                 | often used about discussions                                                  |
| The new teacher soon <b>put a stop to</b> bad behaviour in the class.                           | used about unpopular activities or habits (e.g. crime, antisocial activities) |
| They <b>terminated his contract</b> since he failed to meet his sales targets.                  | formal; also <b>terminate a pregnancy</b>                                     |
| The government may <b>abandon their policy</b> on ID cards.                                     | also <b>abandon an attempt</b> to do something                                |
| Police <b>called off the search</b> as darkness fell.                                           | = cancelled; also <b>call off a match</b> or other sports event               |
| The council have <b>closed off</b> the <b>street</b> while repairs are being carried out there. | = block the entrance of a street to stop people and vehicles entering it      |
| Wait until there is a <b>lull in the conversation</b> , then we can leave.                      | = a pause; also <b>lull in the fighting</b> (in a military conflict)          |

## B

## Starting

As **dawn broke** we set off up the mountain. [as the sun first appeared]

Jasmine suddenly **broke into song**. [started singing]

William **broke into a run** when he saw the bus leaving. [started running]

**The rain set in** for the day. [it started and seemed likely to continue]

The smoke **set off the fire alarm**.

Customs have **instigated measures** to deal with illegal immigration. [formal: introduced]

The chairperson made some **opening remarks**, then others **entered into the discussion**.

## C

## News headlines

VIOLENCE **SPARKS FEARS**<sup>1</sup> OF FURTHER UNREST

MINISTER **ALLAYS FEARS**<sup>6</sup>  
OF TAX INCREASE

PEACE PROCESS **TALKS COLLAPSE**<sup>2</sup>

ARMY **QUELLS UNREST**<sup>7</sup> ON BORDER

STADIUM FINALLY **NEARS COMPLETION**<sup>3</sup>

NEW REPUBLIC **BREAKS  
DIPLOMATIC RELATIONS  
WITH NEIGHBOURS**

STAR **DISPELS RUMOURS**<sup>4</sup> OF DIVORCE

SINGER **CLEAR UP CONFUSION**<sup>5</sup>  
ABOUT LYRICS

<sup>1</sup> makes people worry about

<sup>2</sup> come to an unsuccessful conclusion

<sup>3</sup> is almost finished

<sup>4</sup> makes a statement to end the rumours

<sup>5</sup> ends confusion

<sup>6</sup> stops people worrying about

<sup>7</sup> stops disturbances

## Exercises

### 52.1 Look at A. Which word fits in both sentences in each pair?

- 1 The minister may be forced to ..... her policy on constitutional reform.  
The climbers had to ..... their attempt to reach the summit because of bad weather.
- 2 During a ..... in the fighting, aid workers were able to get food to people in need.  
Have something ready to say in case there is a ..... in the conversation.
- 3 I think we should ..... the meeting to a close now.  
Did the demonstration ..... the traffic to a halt?
- 4 It's time the union ..... a halt to the industrial action.  
The college ..... off the match because of the bad weather.

### 52.2 Match the beginning of each sentence (1–8) with its ending (a–h).

- 1 I'm afraid it was me burning the toast that set
- 2 As soon as she saw her mother the little girl broke
- 3 Because of the President's visit, they've closed
- 4 I didn't manage to fall asleep until dawn
- 5 I hope they won't decide to terminate
- 6 The missing child was found, so the police called
- 7 The school is planning to instigate some
- 8 We were halfway up the mountain when the rain

- a the contract.
- b off the smoke alarm.
- c anti-bullying measures.
- d off the area.
- e set in.
- f into a run.
- g off their search.
- h was breaking.



### 52.3 Match each topic of a newspaper article to the most likely headline in C.

- 1 There was a disagreement about what a particular song was about.
- 2 A problem between two neighbouring countries is solved by military means.
- 3 A country recalls its ambassador from another country.
- 4 Two countries at war fail to reach agreement.
- 5 People are beginning to worry that there will be more disturbances.
- 6 A celebrity denies that her marriage is over.
- 7 Some sports facilities will soon be ready for use.
- 8 The government promises that rumours are untrue.

### 52.4 Choose the correct collocation.

- 1 First I'd like to make a few *beginning / opening / starting* remarks.
- 2 I'm not going to *enter / bring / come* into any further discussion of the issue.
- 3 I hope I can manage to *collapse / staunch / allay* your fears.
- 4 I wish we could put a *close / stop / halt* to the redevelopment plans.
- 5 I love it when she *sparks / clears / breaks* into song as she prepares our meal.
- 6 We must do something to *close off / dispel / break off* the rumours about us.
- 7 The guards soon managed to *quell / collapse / allay* the unrest at the prison.
- 8 At long last the building is nearing *finish / termination / completion*.

## A

Collocations with *cause* and *effect*

We have yet to **establish the cause** of this latest outbreak of foot-and-mouth disease.  
 Mass unemployment is believed to be the **root cause**<sup>1</sup> of the riots.  
 The research team thinks that a virus is the **primary cause**<sup>2</sup> of this type of cancer.  
 The President said it would take time for the reforms to produce the **desired effect**.  
 It is likely to be some weeks before we **feel the full effect** of the rise in interest rates.  
 This morning's delays to flights have **had a knock-on effect**<sup>3</sup> on departures all day.  
 The children involved in the hijack are not expected to suffer any long-term **ill effects**<sup>4</sup>.

<sup>1</sup> origin<sup>3</sup> indirect result (NOT make an effect)<sup>2</sup> main cause<sup>4</sup> negative results (Note that *ill* here means *bad* rather than *sick*)

## B

Other words meaning *cause*

| example                                                                                                  | meaning                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------|
| The advertising campaign didn't <b>produce the results</b> we hoped for.                                 | lead to the results                 |
| The Finance Minister's decision to raise income tax <b>provoked an outcry</b> .                          | caused a lot of public anger        |
| If teachers show favouritism, it <b>breeds resentment</b> .                                              | makes others feel angry and unhappy |
| Mary didn't believe the rumours about her boss but they <b>planted doubts</b> in her mind.               | made her feel uncertain             |
| The film star's photo <b>prompted speculation</b> that she may be pregnant.                              | caused people to suspect            |
| Email <b>rendered</b> the fax machine <b>obsolete</b> .                                                  | caused to be no longer used         |
| If you want to make an insurance claim, you can <b>set the wheels in motion</b> by filling in this form. | make something start to happen      |
| This wind will <b>wreak havoc</b> with my flowers!                                                       | cause a lot of damage to            |
| Our new neighbours are so noisy, it's enough to <b>drive</b> anyone <b>crazy</b> !                       | informal, make angry and upset      |
| The strike could <b>spell disaster</b> for the country.                                                  | cause serious problems              |

## C

## Talking about reasons and consequences

- Mr Ball: Why did Jack behave so badly in class? There must have been some **compelling reason**<sup>1</sup> surely. He must have known there'd be **dire consequences**<sup>2</sup>.
- Miss Cane: I don't know. I think his parents' financial problems might be a **contributing factor** but he refused to **give me a reason**. Anyway, I sent him to the headteacher and I'm sure she'll **demand an explanation**.
- Mr Ball: Yes, she'll certainly make him **face the consequences** of his actions!

<sup>1</sup> very powerful reason<sup>2</sup> very serious consequences



# Exercises

## 53.1 Match the beginning of each sentence with its ending.

- |                                                       |                                      |
|-------------------------------------------------------|--------------------------------------|
| 1 I think that computers will eventually render       | havoc in low-lying areas.            |
| 2 The preliminary meeting set the wheels              | an outcry from the staff.            |
| 3 Her mother calling her sister 'the pretty one' bred | speculation that he is unwell.       |
| 4 I always suspected the new tax law would spell      | a positive result.                   |
| 5 I'm sure that your hard work will produce           | us crazy.                            |
| 6 The boss's decision to cut wages provoked           | disaster for the economy.            |
| 7 The way he behaved last night planted               | a lot of resentment in her.          |
| 8 The minister's absence has prompted                 | of the new project in motion.        |
| 9 The uncertainty of the situation is driving         | books obsolete.                      |
| 10 The floods last week wrought                       | doubts in my mind about his honesty. |

## 53.2 Complete each sentence using a word from the opposite page. The first letters are given for you.

- Henry's mother d..... an explanation for his extraordinary behaviour.
- Fortunately the consequences were not as d..... as we had anticipated.
- Now I dread having to f..... the consequences of my over-hasty decision to hand in my notice.
- Do you have any c..... reason for wanting to invite Zoë to come too?
- When I asked the doctor why I felt so exhausted, he said that stress might be a c..... factor.
- Can you give me any sensible r..... why we should do something so risky?
- Unfortunately, the sleeping pills she's taking are not having the d..... effect.
- The hurricane has w..... havoc along the Florida coast.
- I suspect that the journalist deliberately wanted to p..... doubts in his readers' minds about the effectiveness of the recent security measures.

## 53.3 Order the words to form sentences.

- the / next / nearly / crazy. / dust / site / building / The / me / is / from / driving / door
- them / will / time / establish / of / It / a / the / the / take / cause / long / accident. / to
- motion / If / now, / your / week. / things / we / next / visa / ready / should / set / in / be
- out / customer / produced / results. / The / survey / company / surprising / carried / which / the / some

## 53.4 Answer these questions.

- What is the desired effect of any medication?
- Is a knock-on effect usually welcomed or not?
- Which other collocation in A has a similar meaning to *primary cause*?
- If a dentist gives you a local anaesthetic injection, how long does it usually take before you feel the full effect of the injection?
- Do you think society has suffered any ill effects as the result of the invention of television?
- Can you name an invention that has been rendered obsolete by new technology?

## 53.5 Use a dictionary such as the Cambridge Online Dictionary to find collocations with (a) *cause* and (b) *effect*. Write four sentences for each word.

## A

## Groups of animals

When we describe a group of animals, the word we use depends on the animals we are talking about. So, we talk about **a pack of dogs, hounds or wolves** but **a herd of cattle and elephants** (and other large herbivorous mammals). We say **a swarm of bees/locusts** (and other flying insects) but we say **a flock of birds** and also **a flock of sheep**. Other more unusual examples include **a pride of lions, a shoal or school of fish or sardines** (or other specific small fish), **a pod of dolphins or whales, a troop of monkeys or baboons**.

## B

## Feelings and behaviour

Here are some collocations using 'amount' words relating to feelings and behaviour. Note that the further collocations listed in the third column do not all relate to feelings or behaviour.

| example                                                                               | comment                                                                | further collocations                                                                              |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| There was a <b>flurry of activity</b> as the children fetched their paints.           | <i>Flurry</i> suggests a sudden, short period of interest or activity. | <b>a flurry of interest/excitement/speculation/snow</b>                                           |
| I didn't detect even a <b>flicker of emotion</b> in his cold eyes.                    | <i>Flicker</i> suggests a brief expression of emotion.                 | <b>a flicker of hope/interest</b>                                                                 |
| The company's figures are beginning to offer a <b>glimmer of hope</b> for the future. | <i>Glimmer</i> suggests a faint indication of something.               | <b>a glimmer of interest/light/understanding</b>                                                  |
| There was a <b>touch of sadness</b> in her voice as she told us her news.             | <i>Touch</i> suggests a small amount of something.                     | <b>a touch of humour/irony</b><br><b>a touch of class</b> = sophistication                        |
| I've experienced the <b>whole gamut of emotions</b> from joy to sorrow.               | <i>Gamut</i> means the entire range of something.                      | collocates very strongly with emotions, though it can also be used about colours or musical notes |
| Inviting José to join our project team was a <b>stroke of genius</b> .                | <i>A stroke of</i> means a bit of.                                     | <b>a stroke of luck</b> ; he never does <b>a stroke of work</b> (always used with the negative)   |

## C

## Food

| SET MENU                                                                                                                                                         |                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOUP                                                                                                                                                             | freshly made soup of the day, with a <b>hunk</b> <sup>1</sup> of bread                                                                                    |
| GARLIC CHICKEN                                                                                                                                                   | (Six <b>cloves</b> <sup>2</sup> of garlic in every helping!) served on a <b>bed of rice</b> or with baked potato and a <b>knob of butter</b> <sup>3</sup> |
| APPLE PIE                                                                                                                                                        | served with a generous <b>dollop of cream</b> <sup>4</sup>                                                                                                |
| To finish, try our speciality coffee with a <b>drop of brandy</b> , a <b>dash</b> <sup>5</sup> of cream and a <b>sprinkling</b> <sup>6</sup> of cinnamon on top. |                                                                                                                                                           |

<sup>1</sup> thick slice (of cheese, bread or meat)

<sup>2</sup> one piece taken from a head of garlic

<sup>3</sup> small lump of butter

<sup>4</sup> large spoonful of jam or cream

<sup>5</sup> small amount of liquid

<sup>6</sup> small amount of herb or spice

# Exercises

## 54.1 Look at A. Which creature in each group has a different group word?

- |                          |                               |
|--------------------------|-------------------------------|
| 1 birds, bees, flies     | 4 whales, dolphins, fish      |
| 2 zebras, cattle, wasps  | 5 elephants, baboons, monkeys |
| 3 sardines, sheep, birds | 6 wolves, lions, dogs         |

## 54.2 Complete the answers to the questions using words from the opposite page.

- 1 A: What have the stock exchanges been like this morning?  
B: Well, there was a ..... of activity first thing but it's quietened down now.
- 2 A: Would you like your coffee black or white?  
B: Can I have just a ..... of milk, please?
- 3 A: (*on the phone*) What's the weather like with you?  
B: Cold! There was even a ..... of snow here this morning.
- 4 A: Do you think it was a good idea to write our new advert in verse?  
B: It was brilliant, a ..... of genius! Everyone's talking about it.
- 5 A: Do I need to do anything more to finish off the sauce?  
B: Add a ..... of brandy and a ..... of herbs and it'll be perfect.
- 6 A: What do the critics say about the film?  
B: The *Times* critic says it takes viewers through the whole ..... of emotions.
- 7 A: Shall we have our picnic here?  
B: No, look at that ..... of ants. Let's go a bit further.
- 8 A: Do you think the pupils enjoyed the lecture?  
B: Well, I saw an occasional ..... of interest but it didn't last.
- 9 A: Do you think she knows what's going on?  
B: I thought there was a ..... of understanding in her eyes but I'm not sure.

## 54.3 Which is bigger?

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 a dash of cream; a dollop of cream | 3 a head of garlic; a clove of garlic |
| 2 a slice of bread; a hunk of bread  | 4 100 g of butter; a knob of butter   |

## 54.4 Match words from each box to form collocations.

|       |           |          |           |                |           |
|-------|-----------|----------|-----------|----------------|-----------|
| a bed | a drop    | a flurry | of brandy | of colours     | of fish   |
| gamut | a glimmer | a pack   | of hope   | of hounds      | of humour |
| a pod | a shoal   | a touch  | of rice   | of speculation | of whales |

.....

.....

.....

.....

.....

## 54.5 Here are some more 'group' or 'amount' words. Complete each sentence using a word from the box. You will need to use some of the words twice. Use a dictionary if necessary.

|       |      |     |       |       |      |         |
|-------|------|-----|-------|-------|------|---------|
| grain | pack | pad | pinch | suite | swig | torrent |
|-------|------|-----|-------|-------|------|---------|

- 1 Pass me that ..... of paper, please. I need to write some thank-you letters.
- 2 I think his story was just a ..... of lies without even a ..... of truth in it.
- 3 The film star is staying in a ..... of rooms at the Grosvenor Hotel.
- 4 I'd like to play patience. Have you got a ..... of cards?
- 5 The speaker was met with a ..... of abuse.
- 6 Sometimes Ian doesn't seem to possess even a ..... of common sense.
- 7 Don't forget to add a ..... of salt.
- 8 I'm so thirsty. Could I have a ..... of lemonade?

## A

## Comparing two places

Emily has been offered two different jobs. The jobs are **fundamentally similar** but they are in different towns – Alton and Belville. The two towns **bear** very **little resemblance to**<sup>1</sup> each other. Alton is a small town by the sea; Belville is **entirely different** as it is a large industrial town. Alton is a beautiful old town which attracts a lot of tourists. This is **in marked contrast to** Belville, which is a rather ugly town. There is a **wide variation** in the cost of accommodation in the two towns.



There is also a **world of difference** in the entertainment on offer in the two places. Because there is a **clear distinction** between the types of people who live in each place – there are far more young people in Belville – there is a **yawning gap**<sup>2</sup> between what the cinemas and theatres show. Belville tends to have a lot of foreign films and original new plays, and those are much more to Emily's taste. The options for eating out also **differ widely**. Although Alton is smaller, it has a lot of good restaurants, though they do tend to be rather expensive. Belville is the **exact opposite**. It has a small number of relatively inexpensive restaurants.

To sum up, Alton and Belville are in many respects **polar opposites**<sup>3</sup>. Emily is finding it hard to make up her mind. As soon as she decides that **the advantages** of Alton **outweigh its disadvantages**<sup>4</sup>, then someone reminds her of the other **side of the argument**. Which of these two **strikingly different** places do you think she should decide to move to?

<sup>1</sup> don't look at all like

<sup>3</sup> extreme opposites

<sup>2</sup> an enormous difference

<sup>4</sup> are stronger than the disadvantages

## B

## Finding a balance

Tom: How's work going these days, Karl? Are you still at the bank?

Karl: No, I decided to do something **fundamentally different** last year and retrained as a teacher.

Tom: Wow! That's a bit of a change! Your salary as a teacher surely **doesn't bear comparison with**<sup>1</sup> what you got as an investment banker.

Karl: Yes, but in other respects teaching **compares** very **favourably with** banking. I find it very rewarding – the financial advantages of banking **pale in comparison**<sup>2</sup>.

Tom: So, what appeals to you so much about teaching?

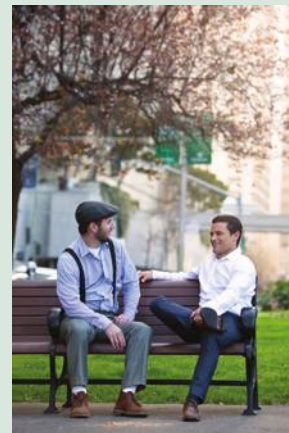
Karl: Well, a teaching friend of mine once **drew a comparison between** teaching and gardening. Teachers tend children in much the same way as gardeners tend flowers. I love gardening, so perhaps that's why I love teaching so much!

Tom: But lots of people say it's a very stressful job these days.

Karl: Perhaps. When I first started, I found it hard to **strike the balance between** being firm and being friendly. I wanted to be my pupils' friend but I soon learnt that you can never totally **bridge the gap** between pupil and teacher.

Tom: Yes, I guess there's a **subtle distinction**<sup>3</sup> between being friendly and being weak.

Karl: That's right. Anyway I think I've got the balance right now and I have no regrets at all about my career change – despite the **growing disparity**<sup>4</sup> between what I earn now and the salaries of my ex-colleagues still at the bank.



<sup>1</sup> can't be compared with

<sup>3</sup> also subtle difference

<sup>2</sup> seem unimportant

<sup>4</sup> increasing difference

# Exercises

## 55.1 Look at A. Complete the sentences.

- 1 There is a ..... gap between the lives of the rich and the poor. The rich person's experience of life is entirely ..... from that of someone without money.
- 2 Once you have read both ..... of the argument, you can draw your own conclusion.
- 3 The two approaches are in many ways polar .....
- 4 There is a world of ..... between your way of life and mine. Your living arrangements are, for a start, in marked ..... to my own.
- 5 There is a ..... distinction between lying and not telling the whole truth.
- 6 There was a ..... variation between the exam marks of the stronger and the weaker candidates.

## 55.2 Match the beginning of each sentence (1–8) with its ending (a–h).

- |                                           |                                                              |
|-------------------------------------------|--------------------------------------------------------------|
| 1 Harula bears very little                | a difference between the cheeses from these two regions.     |
| 2 I find it hard to appreciate the subtle | b right balance between their studies and their social life. |
| 3 In my essay I attempted to draw a       | c opposite of what we had predicted.                         |
| 4 My own painting doesn't bear            | d gap between artists and scientists.                        |
| 5 Our results were the exact              | e disparity between the rich and the poor.                   |
| 6 Students may find it hard to strike the | f comparison between language learning and riding a bike.    |
| 7 The conference's aim is to bridge the   | g resemblance to her sister.                                 |
| 8 There seems to be a growing             | h comparison with that of a trained artist.                  |

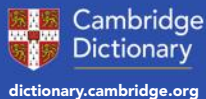
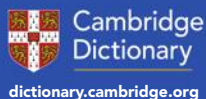
## 55.3 Choose the correct collocation. More than one option may be possible. Use a dictionary such as the Cambridge Online Dictionary to help you if necessary.

- 1 The two performers are *entirely* / *highly* / *strikingly* different.
- 2 Politicians talk a lot about how to *join* / *bridge* / *cross* the gap between rich and poor.
- 3 Tessa's work is OK, but it doesn't *make* / *work* / *bear* comparison with yours.
- 4 There is a *deep* / *clear* / *subtle* distinction between our points of view.
- 5 There is a *land* / *world* / *planet* of difference between our two lifestyles.
- 6 The two theories are *fundamentally* / *strikingly* / *widely* similar.
- 7 There is a(n) *growing* / *rising* / *extending* disparity between the haves and the have-nots.
- 8 It is important that you also hear the other *edge* / *side* / *aspect* of the argument.

## 55.4 Write sentences comparing life in the town with life in the country using the words in brackets in a collocation from this unit.

- 1 (OUTWEIGH) .....
- 2 (FAVOURABLY) .....
- 3 (FUNDAMENTALLY) .....
- 4 (PALE) .....
- 5 (STRIKINGLY) .....
- 6 (DIFFER) .....

## 55.5 Use a dictionary such as the Cambridge Online Dictionary to find two more collocations for *contrast*, *outweigh* and *gap*.



## A

## Adjective + noun collocations

| collocation             | example                                                                                  | meaning                                                              |
|-------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| a determined effort     | Mike has been making <b>a determined effort</b> to save money.                           | a very serious and thorough effort                                   |
| a concerted effort      | We made <b>a concerted effort</b> to meet all our deadlines this week.                   | a determined effort, usually made by several people working together |
| a joint effort          | I couldn't have done it on my own – it was truly <b>a joint effort</b> .                 | done by two or more people                                           |
| a team effort           | The manager congratulated the sales force on their magnificent <b>team effort</b> .      | done by a group of people                                            |
| a valiant effort        | Olivia has made <b>a valiant effort</b> to keep up with work despite her illness.        | a brave effort in the face of great difficulty                       |
| strenuous efforts       | <b>Strenuous efforts</b> were made to prevent the story from reaching the papers.        | attempts requiring a lot of effort or energy                         |
| give it one's best shot | Although Kerry didn't succeed in breaking the record, he <b>gave it his best shot</b> .  | make an attempt that is worthy of admiration                         |
| an abortive attempt     | They made several <b>abortive attempts</b> to climb the mountain.                        | formal, failed attempts                                              |
| physical exertion       | I'm exhausted – I'm not used to so much <b>physical exertion</b> !                       | hard physical effort                                                 |
| a hard slog             | It was <b>a hard slog</b> getting my thesis finished on time but I made it!              | informal, hard work                                                  |
| an uphill struggle      | It'll be <b>an uphill struggle</b> persuading your manager to make the changes you want. | informal, a lot of effort with no certainty of success               |

## B

## Careers advice

Note the collocations in this advertisement for training workshops.

CAREERS WORKSHOPS

Our workshops **offer advice** to anyone who is thinking about a new career. We can **provide a solution** to any careers problem. Our training is based on the premise that successful career choice **requires effort**. But if you **devote energy to** making the right decisions, if you **follow our advice** and **heed**<sup>1</sup> **our warnings** we guarantee you will **reap the rewards**<sup>2</sup> of your efforts. Those who **ignore our advice** tend to find their career is **doomed to failure**<sup>3</sup>. So if you have a **desperate desire** to succeed, don't just **pin your hopes on**<sup>4</sup> good luck; come to one of our workshops. Our methods have **stood the test of time**<sup>5</sup>. So come on, you know it's got to be **worth a try**. Sign up for one of our workshops and you won't look back.

<sup>1</sup> listen to

<sup>2</sup> be rewarded

<sup>3</sup> sure to fail

<sup>4</sup> rely on

<sup>5</sup> been proved successful over a long period of time

## Common mistakes

You **make an effort**, NOT ~~do~~ an effort.



## Exercises

### 56.1 Answer these questions about collocations from A.

- 1 'Max is not used to so much physical exertion.'  
What is Max not accustomed to – exercise or intellectual activity?
- 2 'Doing a degree while you're working will be a hard slog but it'll be worth it.'  
Does the speaker think it will be straightforward for their friend to do a degree?
- 3 'You mustn't forget that the project requires a joint effort.'  
Is the project the responsibility of one person or more?
- 4 'It's important that you give things your best shot.'  
Is the speaker encouraging someone to try their hardest or to spend a lot of money?
- 5 'In 1905 a female revolutionary made an abortive attempt to kill the heir to the throne.'  
Did the revolutionary assassinate the heir?
- 6 'You'll have to make a team effort if you want to win the trophy.'  
Is the speaker talking about cooperation or competition between the members of the team?

### 56.2 Complete this paragraph using words from the box in the appropriate form.

|        |           |         |      |           |        |
|--------|-----------|---------|------|-----------|--------|
| desire | determine | devote  | doom | heed      | ignore |
| pin    | reap      | require | shot | strenuous | worth  |



Last year I decided to set up my own online company. I received conflicting advice about doing so from different people. My friends said it was (1) ..... a try and encouraged me to make a (2) ..... effort to get it going. My parents said my plans were (3) ..... to failure. I wish I hadn't (4) ..... my parents' advice. I wouldn't have been in this mess now, had I (5) ..... their warnings. I should have known that such a vague business plan was risky, but I suppose I had such a desperate (6) ..... to succeed that I thought I might get away with it. It's not because I didn't give it my best (7) ..... I made (8) ..... efforts to get things going. (9) ..... more or less all my energy to getting it started. But in the end it just (10) ..... too much effort. I had been (11) ..... my hopes on getting enough publicity for my site but that just never happened. So, unfortunately, it seems I will never (12) ..... the rewards of my efforts.

### 56.3 Rewrite each sentence using the word in brackets.

- 1 It'll be extremely difficult to get your work finished by the deadline. (UPHILL)
- 2 The appeal of Shakespeare's plays has certainly lasted through the centuries. (TEST)
- 3 It would be sensible for you to do what he advises. (FOLLOW)
- 4 No parents can solve all their children's problems. (PROVIDE)
- 5 After a few months you will begin to benefit from all your hard work. (REAP)
- 6 Rob tried hard not to fall behind in the race but he just didn't have enough stamina. (VALIANT)
- 7 Being very active physically certainly works up an appetite. (EXERTION)
- 8 A lawyer would probably be the best person to advise you. (OFFER)
- 9 I'm very much hoping I may win a scholarship to the college. (PINNING)
- 10 Elisa has been trying very hard to do better this term. (CONCERTED)

All the collocations in this unit are typical of informal English.

## A

## Conversations



Zita: I was looking for a birthday present for my nephew but **I didn't have much luck**. You don't have any **bright ideas**, do you?

Alan: You could just give him some money or a book token perhaps?

Zita: That **thought occurred to me**, but then it looks like I haven't **gone to any trouble**.



Ana: How do you feel about Nina going to work in Tasmania?

Tania: Goodness, **news travels fast**! I didn't realise anyone else knew about it yet. Well, **it came as a bit of a shock** when she first told me. But, **to be brutally honest**, now I've had time to think about it, I'm finding it a bit of a **welcome relief**.

Ana: **I know the feeling**<sup>4</sup>. She can be good fun but she's so sharp-tongued that I have to say I'll be **glad to see the back of**<sup>5</sup> her.



Lisa: I really hate my sister's new boyfriend, Greg. I went out for a meal with them last night and he really **had a go at** her for being late. He **really got to her**<sup>1</sup>.

Pat: You're being a bit hard on him. I'm sure he didn't **mean any harm**<sup>2</sup>.

Lisa: I'm not so sure about that. Actually, I don't think I **can bear the thought of** ever having to spend time with him again.

Pat: Well, it's not you who is going out with him. I **wouldn't lose any sleep**<sup>3</sup> over it.



Paula: **Are you up for**<sup>6</sup> going to Sam's leaving party tonight? We're planning to **give him a really good send-off**<sup>7</sup>.

Adam: I really don't think I can make it. I'm just too tired. **The simple reason** is I've **been on the go**<sup>8</sup> all week and I haven't had a **decent night's sleep** for ages. I just can't **face the thought of** going out tonight.

Paula: Well, that's a **feeble excuse**, if ever there was one.

Adam: I know, and I feel terrible about it because I really like him. I might invite him to my house for dinner next week instead. Would you like to come too?

Paula: Sure, I'll be up for that. **Give me a ring**<sup>9</sup> or **drop me an email** with the details.

<sup>1</sup> made her very upset

<sup>2</sup> intend to do or say anything hurtful

<sup>3</sup> wouldn't worry

<sup>4</sup> I feel the same

<sup>5</sup> happy to see someone leave

<sup>6</sup> would you like to

<sup>7</sup> do something special to say goodbye

<sup>8</sup> been very busy

<sup>9</sup> phone me

## B

## Common errors

The *Cambridge Learner Corpus* shows that candidates for advanced English exams often make mistakes with these collocations:

| example of error                                       | correct sentence                                                               |
|--------------------------------------------------------|--------------------------------------------------------------------------------|
| I hope I didn't <del>bring</del> you any trouble.      | I hope I didn't <b>cause you any trouble</b> / <b>put you to any trouble</b> . |
| I'm <del>very</del> looking forward to seeing you.     | I'm <b>really</b> / <b>very much looking forward</b> to seeing you.            |
| I <del>strongly</del> hope you will apologise.         | I <b>sincerely</b> / <b>very much hope</b> you will apologise.                 |
| I'm <del>very</del> delighted by your invitation.      | I'm <b>absolutely delighted</b> by your invitation.                            |
| It's a <del>big</del> pleasure to hear from you again. | It's a <b>great pleasure</b> to hear from you again.                           |

# Exercises

## 57.1 Choose the correct collocation to complete each short dialogue.

- 1 Jan: Have you decided what to do for Sophie's birthday?  
Gus: No, I'm afraid I haven't had any *decent* / *bright* / *welcome* ideas at all.
- 2 Liz: That wasn't a very nice thing for her to say when we were only trying to *get* / *make* / *give* her a good send-off.  
Will: I know, but I'm sure she didn't *mean* / *lose* / *drop* any harm.
- 3 Tom: Are you still *on* / *up* / *in* for a night out tonight?  
Sue: No, I'm afraid not. I really need to get a *big* / *simple* / *decent* night's sleep tonight.
- 4 Ros: Congratulations! I hear you've been promoted.  
Ana: Wow! News *goes* / *comes* / *travels* fast!
- 5 Flo: I wish I hadn't *had* / *got* / *given* a go at him for forgetting my birthday.  
Ed: Well, I wouldn't lose any *luck* / *sleep* / *shock* over it! He's very thick-skinned.
- 6 Nell: I wish I'd spent less time going out with my friends and more time revising.  
Tim: I *mean* / *know* / *have* the feeling. I made exactly the same mistake.

## 57.2 Correct the collocation errors in these sentences.

- 1 I'm very delighted with my wonderful present.
- 2 I'm absolutely shattered – I've been in the go all week.
- 3 It was a big pleasure to meet you.
- 4 I'm very looking forward to hearing from you soon.
- 5 It got as a bit of a shock when I heard that Ellen and Jim had split up.
- 6 To be strongly honest, I don't think he'll ever make a good teacher.
- 7 I didn't get much luck when I was trying to find a new dress for the party.
- 8 I hope I didn't bring your parents any trouble.
- 9 We strongly hope that you will visit us again soon.
- 10 The thought happened to me that he might be in some kind of trouble.
- 11 Please don't come to any trouble on my account!
- 12 Drop me a ring when you want to be picked up from the station.

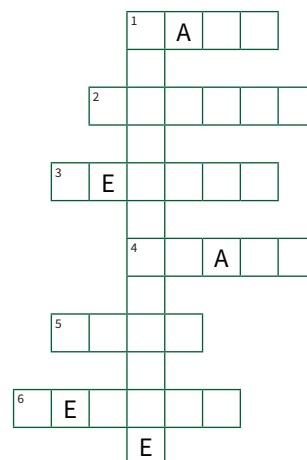
## 57.3 Complete the crossword.

### Across

- 1 I don't want to go there again tomorrow. I can't — the thought of it.
- 2 He — got to me with his nasty comments.
- 3 Oddly enough, I found it a welcome — to be living in a much smaller flat.
- 4 Don't forget to drop us an — from time to time.
- 5 I'm glad to be seeing the — of my old boss.
- 6 The simple — why I can't stand him is that he was very rude to my best friend.

### Down

- 1 You can't be too tired to come out tonight. That's a really — —.



## Over to you

If you are not often in an English-speaking situation, you may find it hard to learn collocations that are typical of spoken English. English-language films can help. You can download scripts from [www.simplyscripts.com](http://www.simplyscripts.com). Get the script of your favourite film and note any good collocations from either the first or your favourite scene.

## A

## Political interviews

- Interviewer: Despite the fact that you **gave repeated assurances** that you would not raise taxes, you seem to have **broken your promise** and raised five different taxes. Can you **offer an explanation** for why this happened? Haven't you **betrayed the trust** of the voters?
- Politician: I **reject that charge** completely. We have **kept our manifesto promise** and not raised the basic rate of income tax at all.
- Interviewer: Yes, but you've raised indirect taxes instead, so, in effect, you've **gone back on<sup>1</sup> your promise** of no tax increases, have you not?
- Politician: No. We **made a commitment** with regard to the basic rate of income tax. And I'm happy to **reaffirm<sup>2</sup> that commitment** now. The basic rate will remain unchanged ...

These politicians! They can never **give a straight<sup>3</sup> answer!**  
They're great at **dodging<sup>4</sup> the question.**



<sup>1</sup> not kept, or changed in some way

<sup>2</sup> strongly state again

<sup>3</sup> direct and honest

<sup>4</sup> avoiding

## B

## Discussing communication

- Tutor: Right. I want to **put** the following **question** to you: do you think the **channels of communication** between politicians and the people are adequate?
- (The students are silent.)
- Tutor: Well, let me **frame<sup>1</sup> the question** differently. Do politicians genuinely communicate directly with the public? Zoë, what do you think?
- Zoë: Not really. It's just soundbites on TV, isn't it? They hardly ever meet ordinary people face to face. They don't mind **fielding<sup>2</sup> questions** from journalists, they're used to that, but that's not the same as **confronting the issues** directly with real people.
- Tutor: Well, that's a **fair comment**. But what about politicians who have websites and write blogs? Are these better ways of **establishing communication** with people? Young people don't watch TV; they're on the web all the time.
- Paul: **With all due respect<sup>3</sup>**, I think you're **missing the point<sup>4</sup>**, if you don't mind me saying so. The politicians can still keep their distance. They don't have to **face a grilling<sup>5</sup>** from journalists or anyone if they just have a web page or a blog. In some ways it's worse than media interviews.
- Tutor: Fine. **I take your point<sup>6</sup>**. But no politician can meet everyone face to face, so communicating with as many people as possible using technology could be seen as more genuinely democratic, couldn't it?
- Imelda: Yes, but they become less accountable. If there's a scandal, they just **issue a denial**, and when did you last hear a politician **give a full apology** for getting things wrong? They **enter into a contract** with the people and if they **breach<sup>7</sup> that contract** they should be directly accountable, and not just at election time.
- Tutor: Right. Okay then. Get into groups and discuss ways in which politicians can be made more directly accountable. Okay? About ten minutes.

<sup>1</sup> formulate

<sup>2</sup> dealing with

<sup>3</sup> used before the speaker disagrees with or criticises the person they are addressing

<sup>4</sup> misunderstanding the idea someone is expressing

<sup>5</sup> face a lot of tough questions

<sup>6</sup> accept that you have a serious opinion worth considering

<sup>7</sup> break

# Exercises

## 58.1 Match words from each box to form collocations and use them in the appropriate form to complete the sentences below.

|          |        |
|----------|--------|
| reject   | break  |
| reaffirm | dodge  |
| offer    | betray |

|            |                 |
|------------|-----------------|
| a promise  | someone's trust |
| a question | a commitment    |
| a charge   | an explanation  |

- 1 He said he wouldn't tell anyone of my plans but he ..... his ..... and shared everything with his wife.
- 2 She was unable to ..... any ..... for what had happened.
- 3 I want to ..... my ..... to your scheme to help poorer families.
- 4 The minister ..... the ..... and denied he had misled the public.
- 5 Why do politicians always ..... the ..... and never give an honest answer?
- 6 The Prime Minister has ..... the ..... of those who elected her.

## 58.2 Rewrite the underlined part of each sentence using the words in brackets in the appropriate form in a collocation from the opposite page.

- 1 The school's director reassured everyone over and over again that the school was not going to close, despite reports in the press. (GIVE REPEAT)
- 2 Henry broke his promise to take part in our charity football match. (BACK)
- 3 Politicians rarely respond directly and honestly to a question. (STRAIGHT)
- 4 Philip said very firmly that he would support us. (COMMIT)
- 5 Thank you for doing what you promised to do. (KEEP)
- 6 The team manager gave quite skilful answers to a number of hostile questions from reporters after the match. (FIELD)
- 7 We need better ways of communicating with our customers. (CHANNEL)
- 8 I accept that you have a strong argument but it's a very complex problem. (TAKE)
- 9 He said he was 100 percent sorry for his behaviour. (GIVE FULL)

## 58.3 Read these remarks by different people, and then answer the questions.

Simon: I didn't quite know the best way to ask him what I wanted to know.

Arlene: I took more days off than I was officially allowed and was fired from my job.

Alex: I had to answer almost an hour of really difficult questions at the interview.

Finn: I couldn't sign an agreement with the builder because I didn't get the bank loan.

Brona: I didn't see what was important in what the lecturer was saying. Did you?

|                                                  | name |
|--------------------------------------------------|------|
| 1 Who faced a grilling?                          |      |
| 2 Who missed the point of something?             |      |
| 3 Who had problems framing a question?           |      |
| 4 Who breached a contract?                       |      |
| 5 Who didn't enter into a contract with someone? |      |

## 58.4 Make six collocations from these words and write a sentence using each.

|          |       |           |
|----------|-------|-----------|
| confront | due   | establish |
| fair     | issue | put       |

|         |               |         |
|---------|---------------|---------|
| comment | communication | denial  |
| issue   | question      | respect |

## A

## Common problems and difficulties

I had a **nasty shock** when Janelle came home yesterday with a black eye.

Billy hit his sister in a **fit of jealousy**.

I feel **sick with worry** / I'm **worried sick** every time Rosie goes out on her motorbike.

Josh has come up with another **harebrained scheme** to make money. It will no doubt fail, just like the last one. [crazy plan]

His teacher's unkind remarks have **shattered** Tom's **confidence**. [made him lose all his confidence]

I **took exception to** my mother-in-law's unfair comments. [objected to, was annoyed by]

The thought of having visitors to stay for a whole month **fills me with dread**. [makes me feel very upset and worried about something in the future]

The little boy **gave vent to his frustration** by scribbling all over the wall. [expressed his feelings of frustration; *give vent to* is used only about negative feelings]

I tried to persuade her to go to university, but in the end I had to **admit defeat**. [accept that I would not succeed]

If you **bottle up your feelings**, you'll only **increase your stress levels**. [don't express your feelings; make yourself feel more stressed]



## B

## International problems



There was an **outpouring of grief**<sup>1</sup> this morning when the death of King Alexander was announced. The country is still **in a state of shock** after his wife, Queen Dorina, died suddenly last month and there is a feeling that the King's own **inconsolable grief** may have **hastened his death**<sup>2</sup>. There is now a **threat of civil war hanging over** the country as much of the population has an **intense dislike** of the late King's eldest son.

<sup>1</sup> widespread expression of sadness caused by someone's death    <sup>2</sup> made him die sooner

Many reporters are today criticising the President of the Northern Republic for a **lapse of judgement**<sup>3</sup> with regard to the **disparaging remarks**<sup>4</sup> he made in a public speech yesterday about the government of the Southern Republic. His comments have **fuelled fears**<sup>5</sup> that the Southern Republic may retaliate with more than just words. Sources close to the President of the Southern Republic said last night that their country has long experience of **suffering rough treatment at the hands of** the Northern Republic and that they had been **left with little alternative** but to take decisive action to put an end to its president's habit of **hurling insults** at them. **Taking a further sideswipe**<sup>6</sup> at the Southern Republic this morning in an interview with morning television, the President of the Northern Republic said that it was a **laughable idea** that a disorganised country like the Southern Republic could **pose a threat** of any real significance to the likes of the Northern Republic. Many suspect, however, that the Northern Republic may finally **be in for a shock**<sup>7</sup>.

<sup>3</sup> poor judgement

<sup>4</sup> unpleasant comments

<sup>5</sup> made people feel more afraid

<sup>6</sup> making a critical remark about one thing while talking about something else

<sup>7</sup> get a nasty surprise

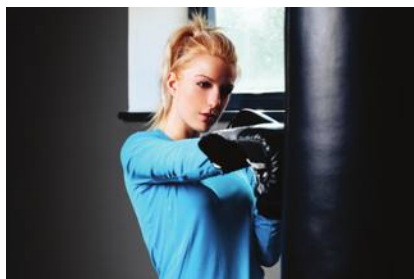
## Common mistakes

We say **absolutely furious**, NOT ~~very~~ furious.



# Exercises

## 59.1 Complete the paragraph using words from A.



Jeremy is always full of (1) ..... schemes. I used to try to persuade him out of them but I've long since (2) ..... defeat. It only increased my stress (3) ..... and it didn't make any difference to his behaviour. Now, if I (4) ..... exception to any of his ideas, I just (5) ..... up my feelings and let him get on with it. But, if things get really bad, I give (6) ..... to my frustration by going to the gym and taking it out on the punch-bag.

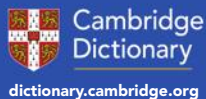
## 59.2 Choose the correct collocation.

- 1 When asked about his own party's transport policies, the candidate ..... a sideswipe at his opponent by mentioning the recent rail strikes.  
A made                      B did                      C took                      D gave
- 2 The threat of redundancy is ..... over everyone at the factory.  
A hanging                      B holding                      C keeping                      D swinging
- 3 I wish he wouldn't make such unkind and ..... remarks.  
A lapse                      B disparaging                      C inconsolable                      D rough
- 4 I'm afraid you may be ..... for a bit of a shock.  
A out                      B on                      C in                      D up
- 5 Henry never says anything sensible – his ideas are all quite .....  
A laughing                      B laughs                      C laughter                      D laughable
- 6 I hope you didn't ..... exception to any of my comments.  
A find                      B take                      C make                      D put

## 59.3 Rewrite each sentence using the word in brackets.

- 1 Catching a bug while he was in hospital meant the old man died sooner than he would otherwise have done. (HASTENED)
- 2 Cinderella was treated very badly by her wicked stepmother. (SUFFER)
- 3 A large number of the public expressed its grief when the film star died. (OUTPOURING)
- 4 The accident has made people feel more afraid with regard to safety on the railways. (FUELLED)
- 5 Because of their behaviour our only alternative is to boycott their goods. (LEFT)
- 6 It was unwise of him to act as he did. (LAPSE)
- 7 I was extremely worried when Dad was having his operation. (SICK)
- 8 It's better to give vent to your feelings. (BOTTLE)

## 59.4 Use a dictionary such as the Cambridge Online Dictionary to find two ways of completing each of these collocations – one from the unit and one more.



- 1 a fit of .....
- 2 to shatter .....
- 3 to fill someone with .....
- 4 to hurl ..... at someone
- 5 in a state of .....
- 6 pose a .....
- 7 a lapse of .....
- 8 an intense .....

## A

## Good feelings

| example                                                                                          | meaning                                                   |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| You should have a great <b>sense of achievement</b> at having reached the last unit of the book. | feeling of having succeeded                               |
| John has always had a very strong <b>sense of purpose</b> in his life.                           | feeling of having a clear aim                             |
| Laura heaved a <b>sigh of relief</b> as she saw Ben step off the plane.                          | happy feeling that something bad has not happened         |
| Tamara felt a <b>shiver down her spine</b> as she heard the orchestra tuning up.                 | feeling of excitement (or sometimes fear)                 |
| As I stood up to speak I felt a <b>surge of adrenalin</b> .                                      | a sudden feeling of nervousness (or sometimes excitement) |
| I had a sudden <b>burst of energy</b> and decided to spring-clean the whole flat.                | a feeling of being full of energy                         |
| We are all in a <b>state of euphoria</b> after our fantastic exam results.                       | a feeling of excited happiness                            |
| I just loved my day at the beauty spa. It was <b>sheer bliss</b> .                               | a feeling of calm happiness                               |

## B

## Interview with a film star

Interviewer: Claudia, how did you feel about winning the Oscar?

Claudia Fay: I can truly say that my **heart leapt** when I heard the announcement. Winning an Oscar has been my **lifelong ambition**, so this was a **dream come true!**

Interviewer: And how does your husband feel about it?

Claudia Fay: He's always very supportive. He had **high hopes** that I would win this time. And my son literally **jumped for joy**. He's **dead keen**<sup>1</sup> to become an actor himself.

Interviewer: And how would you feel about that?

Claudia Fay: I've certainly **found happiness** in this profession. But it **doesn't** always **live up to** people's **expectations**<sup>2</sup>, of course. It's not as glamorous as it's made out to be.

Interviewer: Do you think it'd **work to his advantage**<sup>3</sup> that both parents are in the business?

Claudia Fay: Maybe. But it's more important to have talent, of course. And a lot also depends on **pure luck**, being in the right place at the right time, that sort of thing. But I'd be **cautiously optimistic** about his chances of success, I think.

Interviewer: Does the fact that your career is currently more successful than your husband's cause any tensions at home?

Claudia Fay: Not at all. My husband **takes great delight in** any success that I have. And I have a **profound admiration** for his work. I hope one day he'll **get the recognition he deserves**. But even if he doesn't, we both know that a great many people **derive** a lot of **pleasure from**<sup>4</sup> his films. He receives a lot of quite moving fan mail in which people **express their admiration** for his work.

Interviewer: Thank you, Claudia. It was a **great pleasure**<sup>5</sup> to talk to you.



<sup>1</sup> (informal) very keen

<sup>4</sup> (formal) find great enjoyment in

<sup>2</sup> isn't as good as expected

<sup>5</sup> NOT a big pleasure

<sup>3</sup> be of benefit to him

# Exercises

## 60.1 Correct the collocation errors in these sentences.

- 1 The whole country seems to be in a place of euphoria after winning the World Cup.
- 2 I heaved a breath of relief when I heard Joe had finally passed his driving test.
- 3 As the starting whistle blew, a jump of adrenalin helped me get off to a good start.
- 4 I still always feel a shake down my spine when I set off on a long journey.
- 5 It was a difficult climb but we had a marvellous emotion of achievement as we stood at the top.
- 6 Agreeing to do a bit of overtime could walk to your advantage, you know.
- 7 Dominik seems to have lost his idea of purpose.
- 8 As winter ends I always seem to feel a break of energy.
- 9 It was clean luck that the answer suddenly came to me in the middle of the exam.
- 10 I don't think those engineers ever got the cognition they deserved.

## 60.2 Complete each sentence using a word from the opposite page.

- 1 Parents ..... more pleasure from their children's success than from their own.
- 2 I had ..... hopes of this job but it hasn't ..... up to my expectations.
- 3 I hope that all your dreams will ..... true.
- 4 In her article the critic ..... considerable admiration for the poet's early work.
- 5 My ..... leapt when I saw that at last I had an email from Mark.
- 6 My grandmother ..... great delight in creating a beautiful garden.
- 7 We are cautiously ..... that Simona will get the job she's applied for.
- 8 It was a ..... pleasure to meet you. I hope our paths will cross again soon.
- 9 The children jumped for ..... when they saw their aunt at the door.

## 60.3 Answer these questions using a dictionary if necessary.

- 1 What else can *come true* as well as a *dream*?
- 2 What can be *lifelong* as well as an *ambition*?
- 3 With what words, apart from *keen*, can *dead* be used as an informal adverb to mean *extremely*?
- 4 With what words, apart from *bliss*, can *sheer* be used as an adjective to mean *complete*?
- 5 What can be described as *profound* besides *admiration*?

## 60.4 Answer these questions in full sentences.

- 1 Where do you think people are more likely to find happiness – in a relationship or a career?
- 2 Would you say you had a profound admiration for anyone? If so, who and why?
- 3 What has happened to you that can be described as a matter of pure luck?
- 4 Do you derive more pleasure from music or from reading?
- 5 When did you last experience a sense of achievement?

### Over to you

As this is the final unit in the book, take this opportunity now to look back at the units you have covered and note your favourite collocations from each unit.

# Key

## Unit 1

- 1.1**
- |                             |                          |
|-----------------------------|--------------------------|
| 1 adhere to your principles | 7 go on an economy drive |
| 2 arouse someone's interest | 8 heavy rain             |
| 3 blond hair                | 9 lead a seminar         |
| 4 come up with a suggestion | 10 a lick of paint       |
| 5 flatly contradict         | 11 play the stock market |
| 6 fundamentally different   | 12 words of wisdom       |
- 1.2** The underlined words in these sentences can sometimes be changed in other ways but the answers given reflect collocations in B.
- 1 mistakes
  - 2 wider
  - 3 gain
  - 4 depart from
  - 5 create
- 1.3** This is the most appropriate way to complete this exercise although some other collocations are also possible, as indicated.
- 1 Our new family hotel is set in a **secluded** location and all the rooms have **stylish** furnishings and **brehtaking** views over the surrounding countryside.  
(*Breathtaking* could also go with *location* but *secluded* could not go with *views*.)
  - 2 Visitors will enjoy the **relaxing** atmosphere in either of our **spacious** dining rooms, both serving **delicious** food to residents and non-residents.  
(*Relaxing* could also perhaps go with *dining rooms* but *spacious* could not go with *atmosphere*.)
  - 3 We organise tours to **picturesque** surrounding villages where you'll have the opportunity to take some **stunning** photographs and sample the **mouth-watering** local cuisine.  
(*Stunning* could go with *villages* but *picturesque* could not go with *photographs*.)
- 1.4**
- 1 a Passengers must not alight from the bus while it is in motion. F  
b Passengers must not get off the bus while it is moving. N
  - 2 a Let's grab a bite before we get down to work. I  
b Let's have something to eat before we start work. N
  - 3 a SFTS has the right to bring the agreement to an end with three months' notice. N  
b SFTS reserves the right to terminate the agreement with three months' notice. F
  - 4 a She thinks her boyfriend is planning to pop the question tonight. I  
b She thinks her boyfriend is planning to ask her to marry him tonight. N
- 1.5** The **blond-haired** boy said he had joined the English class to **make** some new friends. He also said that he wanted to learn about collocations because it would be of **great** importance in helping him to **make** fewer mistakes when writing in English.

## Unit 2

- 2.1**
- |                            |                          |
|----------------------------|--------------------------|
| 1 a broad accent           | 7 a broad smile          |
| 2 in broad agreement       | 8 a picturesque location |
| 3 mitigating circumstances | 9 adjourn a meeting      |
| 4 mitigating factors       | 10 a picturesque town    |
| 5 auburn hair              | 11 adjourn a trial       |
| 6 deliriously happy        | 12 inclement weather     |
- 2.2**
- 1 Melissa has quite a **broad** Scottish accent.
  - 2 **Inclement** weather led to the cancellation of the President's garden party.

- 3 We were all **deliriously** happy when we heard we'd won the award.
- 4 Their new home was in a very **picturesque** location.
- 5 Because there were **mitigating** circumstances, the judge let him off with a warning.
- 6 I think we should **adjourn** the meeting **till/until** tomorrow.
- 7 She had a **broad** smile on her face when she arrived.
- 8 She has lovely **auburn** hair.
- 9 I think we're **in broad** agreement as to what should be done.

### 2.3 Example answers:

|                                                       | stronger | weaker |
|-------------------------------------------------------|----------|--------|
| 1 extremely hot / tired / easy / expensive            | ✓        |        |
| 2 make / require / be an effort                       |          | ✓      |
| 3 cancel a class / a meeting / a match / an agreement | ✓        |        |
| 4 deliver a letter / a warning / a baby / goods       | ✓        |        |
| 5 earn / make / scrape a living                       |          | ✓      |
| 6 in / have / call / hold a meeting                   | ✓        |        |
| 7 main / new / unique / best feature                  | ✓        |        |
| 8 engage with / the services of                       |          | ✓      |
| 9 bright light / sunshine / idea / future             | ✓        |        |

### 2.4 Possible example sentences:

I felt deliriously happy when I passed all my exams.  
 I must make an effort to learn more collocations.  
 It's difficult nowadays to make a living as a small shopkeeper.  
 We had to cancel the match because of the rain.

### Follow-up

Ask your teacher to check your answers if you are not confident about them.

## Unit 3

### 3.1 The collocations are:

- |                      |                      |
|----------------------|----------------------|
| 1 disease spreads    | 5 standards slip     |
| 2 evidence suggests  | 6 teeth chatter      |
| 3 opportunity arises | 7 wind howls         |
| 4 smoke rises        | 8 withstand pressure |

### 3.2

|                       |                       |
|-----------------------|-----------------------|
| 1 evidence suggests   | 5 teeth; chattering   |
| 2 wind; howling       | 6 standards; slipped  |
| 3 withstand; pressure | 7 opportunity; arises |
| 4 smoke rising        | 8 disease; spreading  |

### 3.3

- 1 pass up
- 2 draw up
- 3 take it easy for a while
- 4 withstand
- 5 snippets
- 6 barrage
- 7 a stroke of
- 8 spate
- 9 put the past behind her

### 3.4 Author's answers:

- 1 My husband, of course!
- 2 You could tell them to drive more carefully or you could say that you want to get out.
- 3 It depends on my mood. A gentle breeze is pleasant but a strong wind can be very exhilarating.
- 4 Sometimes I do. But then I have to remember to be careful not to leave my diary lying around.

- 3.5**
- |        |            |           |             |
|--------|------------|-----------|-------------|
| 1 idle | 3 mounting | 5 foaming | 7 plain     |
| 2 vain | 4 mounting | 6 burst   | 8 miserably |

## Unit 4

- 4.1**
- |                       |                              |
|-----------------------|------------------------------|
| 1 gift for languages  | 6 make a difference          |
| 2 take a boat         | 7 underestimate the value of |
| 3 grab a seat         | 8 pending; result            |
| 4 turn my thoughts to | 9 newly qualified            |
| 5 win the battle      |                              |

- 4.2** to jump at the chance / pass up the chance / get the chance / stand a chance / be in with a chance to face a challenge / to pose a challenge / a direct challenge / to rise to the challenge / a serious challenge

- 4.3** The correct collocations are *learn by heart* and *miss a chance*.

- 4.4** Author's answers:

- Three milestones in my life that I have already passed include graduating from university, getting my first job and getting married.
- I am fully qualified as a teacher.
- Typical sources of income are wages or salaries, income from investments, rental income and business profits.
- Possibly the toughest challenge I have ever faced was completing my doctoral thesis in time.
- Someone providing simultaneous translation needs to be bilingual and to have excellent powers of concentration.
- Personal letters, photos and old diaries have sentimental value for me.

- 4.5**
- |          |            |
|----------|------------|
| 1 Make   | 6 avoid    |
| 2 Get    | 7 Make     |
| 3 commit | 8 possible |
| 4 made   | 9 made     |
| 5 do     |            |

Ideally you would tick all the ideas, as they are all good ways of improving your knowledge and use of collocations.

## Unit 5

- 5.1**
- I feel dead tired all the time. (I)  
I feel very/extremely tired all the time.
  - We were all bored stupid by the poetry reading. (I)  
We were all very/extremely/utterly bored by the poetry reading.
  - Currency exchange offices are located in the arrivals lounge. (F)  
There are exchange offices in the arrival lounge.
  - She conducted a study of single-parent family units. (F)  
She did a study of single-parent families.
  - She did her degree in London and found work there in 2015. (N)
  - I just got the latest software so my computer is bang up to date. (I)  
I have just bought the latest software and so my computer is fully up to date.
  - Affix a passport-size photograph to the application form. (F)  
Stick a passport photo on the application form.
  - Jake asked his tutor for an extension to complete his dissertation. (N)

You may find it useful to look up some of these expressions in a good dictionary to see what else they collocate with. Computer technology and software, for example, can be bang up to date but a car is unlikely to be described as such.



- 5.2**
- |                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| 1 This is <u>breaking news</u> here on Global TV Extra.                            | J  |
| 2 These are the songs that are <u>climbing the charts</u> this week.               | E  |
| 3 There are <u>tons of good reasons</u> for not studying law.                      | IC |
| 4 Visitors must <u>keep to the designated areas</u> at all times.                  | N  |
| 5 In any such case, customers shall forfeit the right to compensation.             | L  |
| 6 <u>Fuel consumption</u> may vary according to model and <u>road conditions</u> . | T  |
| 7 I'll <u>give you a ring</u> after dinner.                                        | IC |
| 8 The minister will tour Asia in a <u>bid to win support</u> for the plan.         | J  |
| 9 Joss Engold stars in the <u>latest blockbuster</u> from Star Studios.            | E  |
| 10 A microchip is a <u>miniaturised electronic circuit</u> .                       | T  |
| 11 Please <u>restrict your use</u> of the fitness machines to 20 minutes.          | N  |
| 12 A witness may be asked to <u>testify</u> for a second time.                     | L  |

- 5.3**
- |           |           |         |         |
|-----------|-----------|---------|---------|
| 1 do      | 2 running | 3 come  | 4 take  |
| 5 getting | 6 feel    | 7 write | 8 clear |

- 5.4** 1 presented 2 elevated 3 exhibiting 4 complained 5 inability

## Unit 6

- 6.1**
- The presidential visit **kept everyone on their toes**.
  - Rosetta **shouldered the blame** for the failure of the project.
  - I don't think Greg will ever win Rosie's heart; it's time he **faced the facts**.
  - The company had done so well that year that it agreed to **foot the bill** for a staff night out.
  - I'm glad I'm not **heading** this team.
  - Eva **has an eye for** a bargain.

- 6.2**
- A decrease in savings is likely to go hand in hand with inflation as people will have less money available for saving.
  - If a relationship hits the rocks, it is the end of that relationship.
  - If you say someone is hopping mad, you mean that they are very angry.
  - No, not necessarily. If you run into difficulties or trouble, it just means that you encounter them or have them. The verb *run* here doesn't have any associations with speed.
  - You'd call a magazine dealing with celebrity gossip light reading. The collocation 'a weighty tome' would only be used to refer to a book that is long and has difficult content – unless it is being used ironically, of course. So you might joke to a friend who is reading a celebrity magazine, 'I can see you're reading your usual weighty tome!'
  - If you talk about facing the facts, the facts are likely to be unpleasant.

- 6.3**
- |                                                  |                                                                                        |
|--------------------------------------------------|----------------------------------------------------------------------------------------|
| 1a Jess got the job very easily.                 | 1b Jess got the job – but we don't know whether it was easy for her to get it or not.  |
| 2a Rafael is in charge of the project team.      | 2b Rafael is supporting the project team / giving the project team her support.        |
| 3a Dad very quickly drew the wrong conclusion.   | 3b Dad drew the wrong conclusion – but we don't know whether he did so quickly or not. |
| 4a Jan left the room feeling happy and carefree. | 4b Jan left the room feeling sad and despondent.                                       |
| 5a I've got no chance of winning at all.         | 5b I've got a very small chance of winning.                                            |

- 6.4** 1 driving 2 eye 3 burden 4 slim 5 weighty 6 heading

- 6.5**
- The metaphor here is based on the word *run*. An athlete literally runs in a race. But if he metaphorically runs into trouble, that simply means that he has a problem. The problem might not be connected with running in any way.
  - The metaphor is based on the connection between being fat and dieting. Diet pills are intended to help people lose weight but if they have a fat chance of success, they are unlikely to succeed.

- 3 The play on words is based on the idea of ballet dancers literally dancing on their toes and the figurative meaning of the expression *keep someone on their toes*, which is to keep someone energetic and concentrated.
- 4 The play on words connects the word *foot*, used here metaphorically to mean pay, with its literal meaning of the part of the body where we wear shoes.
- 5 The play on words is based on the fact that *hop* is a verb closely associated with the movement of rabbits (and frogs). The new legislation must be something that makes rabbit owners angry, e.g. a tax on owning rabbits.

## Unit 7

- 7.1** blatantly obvious  
downright rude  
spotlessly clean  
thoroughly ashamed  
wildly inaccurate

- 7.2** 1 blatantly obvious  
2 downright rude  
3 spotlessly clean  
4 wildly inaccurate  
5 thoroughly ashamed

- 7.3** 1 wildly exaggerated  
2 highly recommended  
3 dead easy  
4 loosely based on  
5 faintly/mildly ridiculous  
6 completely/totally/entirely dependent  
7 thoroughly enjoyed  
8 mildly surprised  
9 absolutely delighted  
10 slightly different

- 7.4** 1 greatly appreciate  
2 utterly ridiculous  
3 terribly/extremely/incredibly difficult  
4 awfully/extremely/incredibly sweet  
5 deeply/slightly offensive  
6 awfully/terribly/extremely/incredibly lonely  
7 totally/entirely/completely separate  
8 a highly educated  
9 awfully/terribly/incredibly/extremely busy  
10 terribly/incredibly/extremely expensive

- 7.5** 1 Correct  
2 Incorrect. We say *greatly appreciated*.  
3 Incorrect. We say *strongly influenced*.  
4 Correct

## Unit 8

- 8.1** 1 Correct  
2 Correct  
3 The company director **made** a formal apology for his earlier comments.  
4 The manager had to make a number of changes to office procedures in order to **make** all the improvements he had planned for the company.  
5 My sister **made** all the arrangements for the party.

- 8.2** 1 habit  
2 room  
3 enemies  
4 success  
5 acquaintance  
6 offer  
7 discovery  
8 attempt  
9 stand  
10 calculations

- 8.3** 1 The Green Party plans to **stage** a major protest against the government's new farming policy. (more formal)  
2 Tessa helped me to **run up** some lovely cushion covers for my new flat. (less formal)  
3 I regret to inform you that several clients have **lodged** complaints about your conduct. (more formal)

- 4 You won't **create** a good first impression if you arrive late for your interview. (more formal)
- 5 It won't take me long to **rustle up** a meal for the children. (less formal)
- 6 Do you expect your business to **turn in** a profit this year? (less formal)

- 8.4**
- 1 At the meeting the chairman made a rather interesting proposal.
  - 2 I hope we can make an/our escape soon as I'm terribly tired.
  - 3 I'm reading a fascinating book about how new words and phrases are coined to express new social and technical needs.
  - 4 We changed the layout of the hall to create a more relaxed atmosphere for the yoga class.
  - 5 I made several attempts to phone the company at the weekend.
  - 6 Kim made a very positive contribution to the discussion.
  - 7 The service was poor but I wouldn't go so far as to lodge a formal complaint.
  - 8 I first made Roger's acquaintance on a train.

## Unit 9

- 9.1**
- |            |            |
|------------|------------|
| 1 speaking | 6 told     |
| 2 told     | 7 say      |
| 3 saying   | 8 talk     |
| 4 talking  | 9 speaking |
| 5 speak    |            |

- 9.2**
- 1 notified
  - 2 impart its wisdom
  - 3 protested his innocence
  - 4 professed ignorance
  - 5 divulge her sources
  - 6 pronounced him
  - 7 declared Magda Karlson the winner of
  - 8 disseminate information

- 9.3**
- 1 Do you think I managed to **get** the message across in my speech?
  - 2 Needless to say, he didn't **say** a word to his parents about what had happened.
  - 3 You can't chew gum and **speak** properly at the same time.
  - 4 He refused to **give** his reasons for turning down our invitation.
  - 5 She was devastated when we **broke** the news to her.
  - 6 Correct
  - 7 I really like this documentary maker; she **talks** a lot of sense.
  - 8 At the beginning of your dissertation you must **state** your goals clearly.

- 9.4**
- 1 protestation(s) (The noun *protest* is not accurate here because it carries a meaning of opposition. *Protestation*, however, means a declaration, which echoes the meaning of protest in the collocation *protest one's innocence*, meaning to declare one's innocence.)
  - 2 statement
  - 3 dissemination
  - 4 notification
  - 5 declaration

- 9.5** Possible answers:
- 1 declare **war on**, declare **independence**, declare **support for**
  - 2 impart **bad news**, impart **facts**, impart **knowledge**
  - 3 divulge **information**, divulge **secrets**, divulge **confidential details**

## Unit 10

**10.1** 1 for 2 up with 3 up 4 to 5 up to 6 by 7 down 8 in with

**10.2** 1 didn't live up to 5 abide by  
2 come up with 6 adhere to  
3 jot down 7 fit in with  
4 take up 8 filed for

**10.3** 1 dip into them 2 adhere to them 3 keep it up 4 see them off

**10.4** 1 Everyone **burst** into laughter when she told the story.  
2 We had a run along the beach to work **up** an appetite before lunch.  
3 The police have said they intend to **come** down heavily on anyone carrying an offensive weapon at the match.  
4 Do you think you could free **up** some time to have a quick meeting this afternoon?  
5 The police acted on a **tip-off** and managed to avert a possible disaster. (A *rip-off* is a colloquial word meaning something that is not worth what you paid for it, e.g. That meal was an absolute rip-off.)  
6 I hope the party will live **up** to your expectations.  
7 We sat on our hotel balcony, soaking **up** the atmosphere of the carnival.  
8 Tanya quickly saw **off** her opponent in the semi-final and now goes on to the final.

**10.5** Possible answers:

- 1 I'll **keep it up** by watching English-language TV and reading news items on the Internet.
- 2 The last Bond film didn't **live up to my expectations**.
- 3 I might be tempted to **dip into my savings** for a special holiday.
- 4 I'd try to **come up with an alternative** means of transport.
- 5 I'd do my best to **fit in with the plans** they had already made.
- 6 I sometimes find it very hard to **adhere to my principles**.

## Unit 11

**11.1** 1 My husband and I do a job-share.  
2 Circulate the report to all members of staff.  
3 Jonas has been happier since he went part-time.  
4 I hope it won't be necessary to lay off many of our staff.  
5 It's not easy to make a living as an actor.  
6 Meeting people is the best aspect of the job.  
7 Marian was the last person to join the staff in our company.  
8 Anna will be going on maternity leave next month.  
9 Try to build up a good network of contacts.  
10 We've had a ridiculous volume of work this month.

**11.2** 1 number 2 holds 3 offer 4 change 5 open 6 take up 7 right 8 take

**11.3** 1 The recession meant that the company had to **lay off some workers/staff** or **lay some workers/staff off**.  
2 Your family should really **take priority over** your work.  
3 Nita soon **moved up the ladder** at work.  
4 Harry hates his new boss so much that I think he'll soon **hand in his resignation**.  
5 Vic earns **a good living** as a freelance journalist.  
6 I need to **put together my CV** before I apply for jobs.  
7 My father always wanted to **practise medicine** in a rural community.

**11.4** George makes a **living** as a sports reporter on a local newspaper but he is under **considerable / a lot of** pressure at work at the moment. He's had far too much work to **do** recently. He's been put on a fast-**track** scheme for promotion and they're really pushing him. It's so hard that he's thinking of

handing **in** his resignation and going **freelance**. It wouldn't be easy but I'm sure he'd soon **carve** a niche for himself as a sports journalist.

## Unit 12

- 12.1**
- |                          |                              |
|--------------------------|------------------------------|
| 1 to pencil a meeting in | 5 to fit the job description |
| 2 a daunting task        | 6 wrongfully dismissed       |
| 3 to master new skills   | 7 to lose your livelihood    |
| 4 to take up references  | 8 professional misconduct    |
- 12.2**
- |                            |                   |
|----------------------------|-------------------|
| 1 land                     | 4 sweated         |
| 2 fitted (US English: fit) | 5 were / would be |
| 3 running                  | 6 take            |
- 12.3**
- |                   |                                           |
|-------------------|-------------------------------------------|
| 1 stay the course | 4 relieved of his duties                  |
| 2 get the sack    | 5 take industrial action / stage a strike |
| 3 a living wage   | 6 narrow the list down                    |

**12.4** *Author's answers:*

- 1 I suppose that copying materials and collating pages could be called menial work.
- 2 I certainly hope that it will.
- 3 As someone who does a lot of freelance work, I work a lot of unsocial hours. I get up early to work at my computer, for example. But it is my own choice and not imposed on me by an employer, so I don't mind it. The plus side is that I can have a long lunch with a friend whenever I want to.
- 4 When I was working at a language school, there was quite a high turnover of staff as teachers often used to go off and work in different countries.
- 5 When I was teaching in a language school, I often did overtime – taking students on excursions and so on. It was paid.
- 6 No, I haven't. I feel superstitious about it. I worry that if I pretend to be ill then I will soon become ill in reality.
- 7 I haven't taken industrial action but I think I might consider it if colleagues were being wrongly treated.
- 8 Yes, it is. Getting a book ready for publication is very much a team effort.
- 9 As a freelancer I sometimes have a heavy workload and sometimes I don't. It can be quite difficult to spread my work in a balanced way.

## Unit 13

- 13.1**
- 1 Opinions are **divided** on the issue of single-sex schools and there are sound arguments on both sides of the case.
  - 2 I believe that the government will win another term in office but my girlfriend takes a different **view**. (or ... has a different opinion.)
  - 3 I **honestly/really** think that you'd be making a serious mistake if you took that job.
  - 4 I don't believe it's a foregone **conclusion** that the larger company will win the contract.
  - 5 People are gradually **becoming** aware of the problem of climate change.
  - 6 You should bear in **mind** that your visitors will be tired after their long flight.
  - 7 I've got a **rough** idea of what I want to say in my essay but I haven't planned it properly yet.
  - 8 Increasing numbers of people today subscribe **to** the theory that small is beautiful.
- 13.2**
- |             |         |           |        |        |        |
|-------------|---------|-----------|--------|--------|--------|
| 1 laterally | 2 error | 3 grasped | 4 pass | 5 poor | 6 firm |
|-------------|---------|-----------|--------|--------|--------|
- 13.3**
- 1 It's unwise to **jump to conclusions** about people's motives.
  - 2 **It's common knowledge** that Ellie has been taking money from the till.
  - 3 I agreed to help him (though it was) **against my better judgement**.
  - 4 I'm afraid your decisions show **a lack of judgement**.
  - 5 We have to decide when to have the party. Can you **give it some thought**?
  - 6 I think you are **judging him too harshly**. Remember he's only 18.
  - 7 Surprisingly, there's a **widespread belief** that left-handed people are more intelligent.

- 13.4**
- 1 a fertile land / egg / soil / environment / mind / area
  - 2 to fuel resentment / a feeling of ... / a heating system / a vehicle (the verb is used mainly in the passive when referring to vehicles) / a debate / desire / gossip
  - 3 to wrestle with a decision / your conscience (Note that this verb collocates with only a small number of words.)
  - 4 a nagging fear / voice / pain / sense / feeling

## Unit 14

- 14.1**
- 1 True
  - 2 False. A company wants to meet its targets.
  - 3 True
  - 4 True
  - 5 False. A company has failed if it has to call in the receivers.
  - 6 False. A company will feel more secure with wider profit margins.

- 14.2**
- |             |              |
|-------------|--------------|
| 1 receivers | 5 line       |
| 2 points    | 6 production |
| 3 books     | 7 dividends  |
| 4 sense     | 8 profits    |

- 14.3**
- 1 The company is pleased to report a **substantial** increase in profits over the last quarter.
  - 2 The new health and safety committee is to be **chaired** by a retired doctor.
  - 3 There is increasingly **fierce** competition between airline companies. (Competition can also be described as *intense* or *stiff*.)
  - 4 The company's exports to Japan **saw/experienced/showed** considerable growth over the last decade.
  - 5 The sales figures for March show a **slight** decrease on those for February.
  - 6 Our sales in the domestic market are certain to **see/experience/show** a rise next year.
  - 7 Last year sales were three times **greater** in Europe than in Australia.
  - 8 We feel that this proposal **makes** considerable business sense. (Notice that although you *do* business, something *makes* business sense.)
  - 9 Although we need to reduce our costs, it's important we **maintain** the quality that our reputation is built on.
  - 10 Business leaders hope new government policies will **stimulate** growth (or be a stimulus to growth).

- 14.4**
- 1 The Managing Director of a company might call an emergency meeting when there is some kind of crisis affecting the company – a strike, for example, or a major increase in the cost of raw materials or fuel.
  - 2 A sports car company is likely to have young people in their twenties as their target market.

## Unit 15

- 15.1**
- marketing campaign
  - free airtime
  - product placement
  - income bracket
  - consumer behaviour
  - brand identity

- 15.2**
- 1 I enjoyed the film, but there was a lot of **product placement** in it. All the top-brand cars, phones, watches and so on. It was a bit distracting.
  - 2 We want to build a really strong **brand identity** as a trustworthy company.
  - 3 One of the aims of our research was to identify certain patterns of **consumer behaviour**: specifically where they bought our products and how much they spent.
  - 4 This is a luxury brand, clearly aimed at consumers in the higher **income bracket**.



- 5 Our latest **marketing campaign** was very successful – sales increased by over 20%!  
 6 The company were really lucky – there was a whole news item on their latest innovation, so they got a lot of **free airtime** as a result.

- 15.3** 1 customer  
*other common collocations:* experience, retention, focus, orientation  
 2 market  
*other common collocations:* leader, survey, research  
 3 brand  
*other common collocations:* name, flagship, generic  
 4 product  
*other common collocations:* life cycle, build

- 15.4** 1 It's been 10 years since Kate first set up our **in-house** marketing team, and now we employ 13 marketers working in 3 countries.  
 2 We want to increase brand **awareness** among young professionals.  
 3 Our last campaign went **viral** and was shared on social media all over the world.  
 4 One way to measure **customer** satisfaction is to put a questionnaire on your website and ask questions about how happy people are with your service.  
 5 We got a lot of **press** coverage when we gave out free energy monitors as part of last year's 'Energy Week'.  
 6 The **target** audience for our new sportswear range is active parents.

- 15.5** 1 Veronique 2 Bruno 3 Clare 4 Freddy 5 Chloe 6 Thierry

## Unit 16

- 16.1** 1 Have you ever made a **complaint** to the management about the food in a restaurant?  
 2 I hate **going** shopping on Saturdays as the town is so crowded then.  
 3 If you want your shopping delivered, you can **place** your order with us online or by phone.  
 4 We **carried out** / **did** a large-scale customer survey before developing our new product range.  
 5 **Online** shopping is proving increasingly popular.  
 6 I was surprised by the **poor** quality of the acting in that film we saw last night.

- 16.2** 1 value 2 satisfied 3 healthy 4 prompt 5 hold  
 6 fuss 7 handled 8 conform 9 elsewhere 10 come

- 16.3** 1 regular 5 providing  
 2 refund 6 top  
 3 take 7 grounds  
 4 custom

- 16.4**
- |                |                |                |   |   |   |   |
|----------------|----------------|----------------|---|---|---|---|
| <sup>1</sup> P | U              | <sup>2</sup> R | P | O | S | E |
|                |                | E              |   |   |   |   |
|                |                | <sup>3</sup> G | R | O | U | N |
|                |                | U              |   |   |   |   |
| <sup>4</sup> F | U              | L              | L |   |   |   |
|                |                | A              |   |   |   |   |
|                | <sup>5</sup> S | T              | A | N | D | A |
|                |                | I              |   |   |   |   |
|                | <sup>6</sup> H | O              | N | O | U | R |
|                |                | N              |   |   |   |   |
| <sup>7</sup> D | I              | S              | C | O | U | N |
|                |                | T              |   |   |   |   |

## Unit 17

- 17.1**
- 1 You graduate from university.
  - 2 mature students
  - 3 (prestigious) seats of learning
  - 4 distinguished scholars or leading authorities (in their fields)
  - 5 gifted children
  - 6 straight-A students
- 17.2**
- 1 We were all very impressed by the student's mental agility.
  - 2 My grandmother is very intelligent but she's had little formal education.
  - 3 I've never found it easy to learn scientific formulae by heart.
  - 4 I'd love to study medicine there but it's very hard to get a place.
  - 5 For the first-year Shakespeare exam we had to read six set texts.
  - 6 I am so proud of you for managing to get full marks.
  - 7 Your work is not too bad but there is certainly still room for improvement.
  - 8 Your little girl has shown herself to be a very quick learner.
  - 9 The test has been designed to enable pupils to demonstrate their ability.
  - 10 I hope to study there but may not be able to meet the entry requirements.

- 17.3**
- |           |           |                |
|-----------|-----------|----------------|
| 1 truant  | 4 natural | 7 attend       |
| 2 wanders | 5 marked  | 8 requirements |
| 3 shows   | 6 win     | 9 enrol        |

- 17.4** *Author's answers:*
- 1 English, maths and science.
  - 2 Yes. I once signed up for a Spanish evening class but only went to two lessons.
  - 3 I'd love to read History of Art.
  - 4 The universities of Oxford and Cambridge.
  - 5 The academic year begins in September and ends in July.
  - 6 Different universities and departments have different entry requirements and you have to fulfil whatever their specific requirements are.

- 17.5** *Possible answers:*
- 1 power    2 club    3 voice    4 work record

## Unit 18

- 18.1**
- |             |             |           |
|-------------|-------------|-----------|
| 1 undertake | 4 provided  | 7 covers  |
| 2 presented | 5 indicates | 8 tackles |
| 3 reviews   | 6 test      | 9 puts    |

- 18.2**
- 1 The research ethics are described in the university's research manual.
  - 2 You need to make an in-depth critique of the arguments.
  - 3 You need to do background reading.
  - 4 You do the analysis in order to find out whether the data support your hypothesis. (Remember: try to avoid saying *prove* a hypothesis.)
  - 5 All the interviewees were people who had first-hand knowledge of the situation.
  - 6 It is impossible to give a full explanation of the decline of agriculture in the 1960s.

- 18.3** Order of events:
- 1 Select a topic.
  - 2 Form a working hypothesis.
  - 3 Make the case for studying the topic in the introduction.
  - 4 Write a critical analysis of previous studies.
  - 5 Lay out your results in tables and diagrams.
  - 6 Submit your report.

- 18.4** 1 The **thrust** of Torsten's argument is that public transport can never replace the private car.  
 2 Economists **formulated** a new theory of inflation in the late 1980s.  
 3 It is important that we should **confront** the issue of climate change immediately.  
 4 In her essay, she put forward a **vigorous** defence of the European Union's constitution.  
 5 I shall not attempt to give an **exhaustive** account of population growth in this essay.  
 6 The article does not back **up** its conclusions with enough convincing evidence.

## Unit 19

- 19.1** 1 surprise 2 throw 3 dined 4 appearance 5 sprang 6 special 7 night

- 19.2** 1 made 4 calls 7 social  
 2 flying 5 find 8 pay  
 3 stick to 6 quality 9 played

- 19.3** 1 We could go clubbing later. (more informal)  
 2 The restaurant has a convivial atmosphere. (more formal)  
 3 Rio de Janeiro played host to the Olympics in 2016. (more formal)  
 4 Her life is a social whirl. (more formal)  
 5 I have to attend a formal function on Thursday. (more formal)  
 6 We invite you to join the festivities at the opening of the Arts Festival. (more formal)  
 7 Grapsley Park is the perfect venue for an outdoor concert. (more formal)

**19.4** *Author's answers:*

- 1 eating out  
 2 plain food, as long as it's cooked properly  
 3 a barbecue with friends  
 4 I like both, but giving a dinner party can be a lot of work.  
 5 I much prefer playing the host.  
 6 definitely a whirlwind visit! Guests are always best when they don't stay long!

## Unit 20

- 20.1** 1 It can be hard to carry **on** a serious conversation in a noisy room.  
 2 He finds it very difficult to open his **heart** and talk about his feelings to anyone.  
 3 I don't like discussing things with people who always want to **win** every argument.  
 4 My mother always used to tell me not to **spread** unkind rumours.  
 5 I usually find it better not to get **drawn** into an argument with Paul.  
 6 We had a very enjoyable time just sitting in the park enjoying some **idle** chatter.  
 7 I managed to resist all his attempts to engage me **in** conversation.  
 8 I've never talked to him much – we've done no more than **exchange** pleasantries.

- 20.2** 1 lost 5 bring  
 2 broached 6 drop  
 3 take 7 tough  
 4 strong 8 hold

- 20.3** 1 juicy gossip 5 four-letter word  
 2 broad generalisations 6 tough question  
 3 exchange news 7 rash promise  
 4 take seriously 8 opening gambit

- 20.4** 1 Please drop the subject immediately.  
 2 Sam has a habit of making empty promises.  
 3 You must take the lab's safety regulations seriously.  
 4 It's better not to overstate your case.  
 5 Could we please change the subject?  
 6 Did you hear the rumours (that were) flying around about your boss last year?

- 7 There is rather a lot of bad/foul/strong language in the play. (*Foul* is the strongest of these alternatives.)
- 8 Such broad generalisations tend to be rather meaningless.
- 9 His opening gambit took me by surprise.
- 10 The children bombarded me with questions about my trip.

## Unit 21

### 21.1

- 1 I
- 2 E
- 3 B
- 4 F. Note the collocation *to heal a rift*, meaning that a harmonious relationship has been re-established following a break due to a serious disagreement.
- 5 C
- 6 A. Note that the expression *to go to the polls* is often used, particularly in newspapers, to mean take part in an election.
- 7 G
- 8 D

### 21.2

- 1 delivered; speech
- 2 broker; agreement
- 3 impose; censorship
- 4 prime-time television
- 5 held; conference
- 6 act; go-between
- 7 reach agreement

### 21.3

- 1 The President has finally bowed to public pressure to hold a referendum.
- 2 Early this morning the Eco-democratic Party proclaimed victory in the election. (*announced its victory* would also be possible)
- 3 The police detective discovered the clue which led to the recovery of the stolen jewels.
- 4 The police will not call off the search until the child has been found.
- 5 We were on holiday when the recent political troubles broke out.
- 6 The police are carrying out a nationwide search (or a countrywide search) for the missing boy.
- 7 The two parties will try to negotiate a settlement today.
- 8 Today thousands of students held a demonstration / held demonstrations against the increase in fees.

### 21.4

- 1 In the first sentence, the outcome of the rally will show whether the army is strong or not. In the second sentence, the rally is proof of the army's strength.
- 2 The clues in the first sentence are more important than those in the second.
- 3 The reward for the cat in the second sentence is large.
- 4 The verb *deliver* suggests either a more formal situation for the speech itself or a more formal context for reporting about the speech than is suggested by *make*.
- 5 In the first sentence, the countries are going to talk for the first time. In the second sentence they have made an agreement.

### Follow-up

*Possible collocations:*

- to hold a meeting / a conversation / an election
- to broker a deal / a ceasefire
- to reach / come to (an) agreement
- a sizeable / narrow / large / vast majority

## Unit 22

- 22.1**
- 1 The committee, with one **dissenting** voice, voted to take a firm **stance** on the issue.
  - 2 It was only a **throwaway** comment but it has **excited** a lot of speculation.
  - 3 As new evidence **emerges** of government involvement in the scandal, people are beginning to question the Prime Minister's public **pronouncements** on the affair.
  - 4 The prince refused **point-blank** to provide a **detailed** account of his actions that night.
  - 5 The minister was accused of **misleading** the electorate when he said that very few migrant workers had been **given** leave to stay in the country.
- 22.2**
- |              |               |              |               |
|--------------|---------------|--------------|---------------|
| 1 disorderly | 3 explanation | 5 flatly     | 7 disclosures |
| 2 clarify    | 4 statement   | 6 permission | 8 re-opened   |
- 22.3**
- |                                    |                       |
|------------------------------------|-----------------------|
| 1 vociferous opponent              | 6 took issue          |
| 2 gauge (public/people's) reaction | 7 declined to comment |
| 3 passionate entreaty              | 8 critically ill      |
| 4 regular updates                  | 9 abject apology      |
| 5 air their grievances             |                       |

## Unit 23

- 23.1**
- 1 This year's National Day festival celebrates 50 years of independence.
  - 2 In this region we have a rich tradition of poetry, music and dance.
  - 3 A group of children performed a traditional dance from the region.
  - 4 This year's festival represents a break with tradition, as it will be held in May.
  - 5 The tradition of carol singing dates back hundreds of years.
  - 6 The people are determined to uphold the tradition, despite opposition.
  - 7 The town holds its annual festival in spring.
  - 8 Our village has a proud tradition of giving food to older villagers every New Year.
- 23.2**
- 1 All the men wore traditional **dress** consisting of green jackets and white trousers.
  - 2 The festival **marks** the beginning of the Celtic summer.
  - 3 The festival is part of the region's cultural **heritage**.
  - 4 Hundreds of people, locals and tourists, join **in** the festivities.
  - 5 The annual 'Day of the Horse' **falls** on 30 March this year.
  - 6 Everyone in the village was in **festive** mood as the annual celebrations began.
  - 7 The average age at which couples tie the **knot** is rising.
  - 8 This region has a **rich** tradition of folk singing and dancing.
  - 9 Getting joined **in** matrimony is a significant reason for celebration.
  - 10 The area is famous for observing a number of **age-old/long-standing** traditions.
- 23.3**
- |        |        |          |          |         |
|--------|--------|----------|----------|---------|
| 1 Erik | 2 Evan | 3 Alicia | 4 Monica | 5 Brona |
|--------|--------|----------|----------|---------|
- 23.4**
- 1 (b) married
  - 2 wedded bliss
  - 3 the knot
  - 4 *Toast* used uncountably means bread made brown and crisp by heating it. *Making a toast* (countable) means offering an expression of good wishes or respect for someone which involves holding up and then drinking from a glass after a short speech.
  - 5 pre-wedding nerves (one can also say *pre-wedding jitters*)
  - 6 be joined in matrimony
  - 7 to make a toast / to toast someone
  - 8 informal

## Unit 24

- 24.1**
- 1 These vitamins have been **clinically** proven to protect the body from winter viruses.
  - 2 Our **tasty** snacks cost only 99p.
  - 3 We manage a number of **exclusive** spas in Paris and New York.
  - 4 Our new shampoo will subtly bring out the **natural** highlights in your hair.
  - 5 Our lipsticks come in a range of **long-lasting** colours.
  - 6 We guarantee you will be impressed by the **unrivalled** service provided by all our hotels.
  - 7 Our new concealer will make the **fine** lines around your eyes disappear.

- 24.2**
- 1 I don't believe those ads that claim their creams have anti-aging properties.
  - 2 While working in France, Amy launched her new summer collection.
  - 3 Why not have a bowl of soup or a banana if you're feeling a bit peckish.
  - 4 We guarantee that you will see instant results with our luxury hand cream.
  - 5 You should use this shampoo to revive your sun-damaged hair.
  - 6 Sometimes I wish it were really possible to banish wrinkles.
  - 7 This five-star hotel offers its guests unrivalled service.
  - 8 The designer's new range of beautiful shoes has just hit the high street.
  - 9 At the airport she bought herself a couple of glossy magazines.
  - 10 This part of town is famous for its classy hotels and exclusive salons.

- 24.3**
- |         |            |        |            |           |
|---------|------------|--------|------------|-----------|
| 1 range | 3 back     | 5 set  | 7 labels   | 9 popular |
| 2 hit   | 4 launched | 6 high | 8 season's | 10 victim |

**24.4** Possible answers

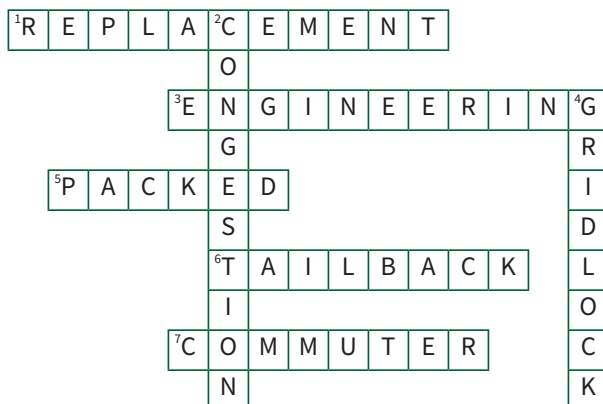
- 1 luxury cream / restaurant / hotel / travel
- 2 excruciatingly uncomfortable / painful / embarrassing / boring / funny
- 3 flawless complexion / performance / design
- 4 unrivalled service / collection / style
- 5 launch a new collection / an attack / a new service
- 6 exclusive salon / offer / story / club

## Unit 25

- 25.1**
- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 d | 2 e | 3 a | 4 c | 5 f | 6 b |
|-----|-----|-----|-----|-----|-----|

- 25.2**
- 1 The construction work in the city centre has **brought** traffic to a standstill and cars have been queuing on the ring road for several kilometres.
  - 2 The town now has three park-and-**ride** schemes which will help keep cars out of the centre.
  - 3 Environmental campaigners are arguing that widening the motorway will do nothing to **alleviate** bottlenecks but will only increase the volume of traffic.
  - 4 Rail passengers at all the main stations were protesting today at **fare** rises of more than 2.3%.
  - 5 The new government has promised to invest **in** infrastructure projects to improve road and rail links around the country.
  - 6 The NATO summit will mean road **closures** around the area for security reasons.

**25.3**





- 25.4** 1 I hate travelling during **rush hour** as it's always so crowded.  
 2 Since the high-speed train link to the capital arrived in 2015, this has become a popular **commuter town**.  
 3 Commuters are furious as they are **facing a hike** in fares for the second time this year.  
 4 It is hoped that the new tunnel will **ease congestion** by taking cars out of the centre.  
 5 Services on West Express Trains are **running late** this morning due to high winds and flooding.

## Unit 26

- 26.1** 1 beaten; sights    2 unexplored    3 an intrepid    4 trekking; arduous    5 sense

- 26.2** 1 feet    4 low-cost    7 peeled    10 hopelessly  
 2 unexplored    5 standby    8 face    11 party  
 3 stretch    6 epic    9 conditions    12 has

- 26.3** 1 The first leg of the journey was straightforward.  
 2 My budget didn't stretch to travelling first class / to first-class travel.  
 3 Arriving at our base camp boosted our spirits. / Our spirits were boosted when we arrived at our base camp. / On arrival at our base camp our spirits were boosted.  
 4 There will be sunny spells in most areas today.  
 5 We had a stopover in Singapore on our way to Australia.  
 6 Jack has always had a thirst for adventure.  
 7 Grandmother's spirits are high today.  
 8 The movement of the ship lulled me to sleep.

- 26.4** *Possible collocations:*  
 1 arduous task / climb  
 2 a mountain / a rocky / revert to wilderness  
 3 uncharted waters / seas / territory

## Unit 27

- 27.1** 1 summon up    2 extreme    3 took    4 acquire    5 jump    6 hang

- 27.2** 1 push    6 card  
 2 whale; keep    7 kick  
 3 latest; pitch    8 missed; awarded  
 4 stands; victory    9 challenge  
 5 shape

- 27.3** 1 I'd jump at the chance to meet Usain Bolt, wouldn't you?  
 2 The spectators stood and clapped as the teams took the field.  
 3 You should only attempt this climb if you are pretty fit.  
 4 The crowd went wild at the end of the match.  
 5 We had a whale of a time in Australia.  
 6 I decided to take up the challenge and start my own business / of starting my own business.  
 7 The little boy soon got the hang of riding his bike without stabilisers.  
 8 The team captain felt dreadful when he scored an own goal.

- 27.4** 1 latest    2 convincing    3 performance    4 defence    5 awarded

## Unit 28

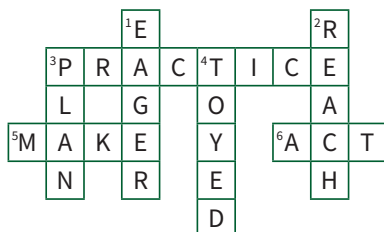
- 28.1** 1 unveil a plan    5 drum up a lot of support  
 2 stick to a schedule    6 cover every eventuality  
 3 make something a reality  
 4 leave it to someone's discretion

- 28.2** 1 on    2 up    3 plan    4 exercise    5 long-term    6 option

- 28.3**
- |                      |              |
|----------------------|--------------|
| 1 consideration      | 4 factor     |
| 2 groundwork; launch | 5 suggestion |
| 3 outright           | 6 change     |

- 28.4**
- Final preparations for the music festival are now **underway**.
  - I was very upset when they rejected my suggestions out of **hand**.
  - The company came **up** with the idea of encouraging customers to recycle packaging.
  - I don't think you will find it easy to **put** your ideas into practice.
  - He declared his **outright** opposition to the plan.
  - Constructive** criticism is always welcome, but negative criticism is not.

**28.5**



## Unit 29

- 29.1**
- |                |               |                |              |                 |
|----------------|---------------|----------------|--------------|-----------------|
| 1 star-studded | 3 originality | 5 role         | 7 series     | 9 spectacularly |
| 2 lasting      | 4 display     | 6 accomplished | 8 experiment | 10 fire         |

- 29.2** The options that are NOT possible are:
- |                 |              |
|-----------------|--------------|
| 1 high          | 5 highly     |
| 2 starring      | 6 consummate |
| 3 spectacularly | 7 wrote      |
| 4 burst         |              |

- 29.3**
- professional
  - up
  - reviews
  - events
  - disaster
  - experiment
  - attention
  - suspense

- 29.4**
- an unmitigated disaster
  - a dismal failure

## Unit 30

- 30.1**
- |                               |                        |
|-------------------------------|------------------------|
| 1 satisfy requirements        | 5 pass a new law       |
| 2 have an obligation          | 6 bring in regulations |
| 3 arrive at an agreement      | 7 adhere to standards  |
| 4 carry out a risk assessment | 8 exercise authority   |

Other quite common collocations using these words are:  
 meet requirements  
 satisfy conditions

- 30.2**
- flout
  - adhere
  - sought; granted
  - comply with the law
  - satisfy; being in breach of

**30.3** 1 positions 2 cut through 3 introduce 4 tightening 5 faceless 6 approve

**30.4**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | R | U | L | E | S |
|   | I |   |   |   |   |
| 2 | S | A | T | I | S |
|   | K |   |   |   |   |
| 3 | D | A | N | G | E |
|   | S |   |   |   |   |
|   | S |   |   |   |   |
| 4 | E | X | E | R | C |
|   | S |   |   |   |   |
| 5 | E | S | S | E | N |
|   | M |   |   |   |   |
| 6 | B | R | E | A | C |
|   | N |   |   |   |   |
| 7 | O | B | T | A | I |

**30.5** Possible answers:

- |                             |                       |
|-----------------------------|-----------------------|
| 1 satisfy someone's desires | 5 pass a comment      |
| 2 have a duty               | 6 exercise discretion |
| 3 arrive at a decision      | 7 bring in a law      |
| 4 carry out an experiment   | 8 adhere to the rules |

## Unit 31

**31.1** 1 Tomas 2 Sylvia 3 Ulla 4 Marcos 5 Gerard

**31.2** 1 offshore 5 dire (we could also say *disastrous* or *devastating*)  
 2 run (we also say *run out*)  
 3 vital 6 offset  
 4 eco-friendly

**31.3** 1 Food miles  
 2 Renewable energy  
 3 widespread flooding  
 4 irreversible climate change  
 5 find a solution to  
 6 our carbon footprint  
 7 Offshore wind farms  
 8 the disposal of household waste

**31.4** 1 Temperatures **soared** during the summer months and reached a record high.  
 2 We must change our **ways** before it is too late.  
 3 They now have a **solar** heating system in their house; it's very economical.  
 4 The desert experiences **searing** heat during the day but is cold at night. (Note: we say **searing heat** or **soaring temperatures**, but we do NOT say *searing temperatures* or *soaring heat*.)  
 5 The weather **patterns** have changed in recent years: winters are milder, summers are hotter.  
 6 He has one of those **hybrid** cars which alternates between petrol and battery power.  
 7 The government must **introduce** green taxes so people who damage the environment pay more.  
 8 Vehicle **emissions** are the main source of pollution in big cities.  
 9 We need to find alternative energy **sources** for private homes.

## Unit 32

- 32.1**
- 1 the country; the city
  - 2 the city; the country
  - 3 the country; the city
  - 4 the country; the city
  - 5 the city; the country
- 32.2**
- 1 The first sentence refers to cars and other traffic on the roads, whereas the second sentence refers to shoppers and other pedestrians on the pavements.
  - 2 The first sentence means that the speaker lives in the centre of town, whereas the second sentence is talking about other people who live in quiet, residential and well-off suburbs.
  - 3 The first sentence means that he lives in a very quiet, traditional place where nothing much happens, whereas the second sentence means that she lives in a very busy, active city centre.
  - 4 The first sentence means the speaker loves living in the city, whereas in the second one, the speaker loves living in the country.
- 32.3**
- city life, urban living  
long opening hours, open all hours  
rustic charm, rural idyll  
in the back of beyond, in the middle of nowhere
- 32.4**
- 1 quiet backwater
  - 2 in the back of beyond / in the middle of nowhere
  - 3 urban regeneration
  - 4 a tree-planting scheme
  - 5 a desirable place to live
  - 6 residential dwellings
- 32.5**
- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1 derelict buildings           | 4 urban regeneration                  |
| 2 busy roads / congested roads | 5 the rural idyll                     |
| 3 a bustling city centre       | 6 long opening hours / open all hours |
- 32.6** *Possible answers:*
- 1 flock to the countryside / unspoilt countryside / rolling countryside / surrounding countryside / protect the countryside
  - 2 a rural landscape / a barren landscape / dominate the landscape / a watercolour landscape / a landscape painter / a rugged landscape / an urban landscape
  - 3 a fishing village / a mountain village / outlying villages / surrounding villages / a picturesque village / the global village / a coastal village / a remote village / a neighbouring village
- 32.7** *Author's answers:*
- 1 Sports programmes bore me rigid.
  - 2 I think I might consider life in a remote country village in Britain to be a rural idyll for a couple of weeks but then I would probably miss the facilities of a big town.
  - 3 No, the public transport system where I live is not reliable at all. The buses are very infrequent and they often arrive late or not at all.
  - 4 No, I can't think of any derelict buildings where I live. Land with derelict buildings on it tends to be quickly redeveloped.
  - 5 There are some small shops, a post box, a school and a doctor's surgery.

## Unit 33

- 33.1**
- 1 make a payment
  - 2 supplement my income
  - 3 spend a fortune
  - 4 borrow heavily
  - 5 stay afloat

|             |                                                                                                                                        |                                                                                                                                                                                    |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>33.2</b> | to arrange an overdraft<br>a bad debt<br>to be in debt<br>to clear a debt<br>deep in debt<br>overdraft facility<br>to get an overdraft | to get into debt<br>a hefty debt/overdraft<br>the national debt<br>to pay off a debt / an overdraft<br>debt-ridden<br>to run up a debt / an overdraft<br>an unauthorised overdraft |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*Other possible collocations:*

to repay a debt / to owe a debt (of gratitude) / a debt mounts up  
an overdraft limit / to reduce your overdraft / a sizeable overdraft

- 33.3**
- 1 The firm has huge debts and has had to borrow \$10 million. The new chief executive has introduced cost-cutting **measures**.
  - 2 When I left university I had no **outstanding** debts, unlike most of my friends, who owed thousands of pounds.
  - 3 The manager falsified company **records** and stole money from her employer.
  - 4 I had no **source** of income, so I had to get a job, and quickly.
  - 5 We **put** down a deposit on a new car last week.
  - 6 She **defaulted** on her loan repayment and had to sell her business.
  - 7 Many people don't trust online banking because they are afraid of **identity** theft.
  - 8 If we don't cut **down** on luxuries, we're going to find ourselves in serious debt.
  - 9 There are special offers for students who **open** a current account at the university bank.
  - 10 You will pay a lot of interest if you go over your **agreed** credit limit.

- 33.4**
- 1 The metaphor is that of a boat which must keep/stay afloat (otherwise it will sink under water).
  - 2 You're expected to pay it back.
  - 3 (c). To write off a loan would mean to accept that it will never be paid.
  - 4 (a)
  - 5 credit-card fraud

- 33.5**    1 falsifying    2 fraudulent    3 payment    4 theft    5 interest-free

## Unit 34

- 34.1**
- 1 The government is finding it very difficult to curb inflation.
  - 2 The country is suffering because of the current economic climate.
  - 3 Although heavy industry is in decline, service industries are thriving.
  - 4 The CEO is anxious to safeguard his company's interests.
  - 5 New machinery has enabled the factory to increase its output.
  - 6 The tax authorities plan to tackle the issue of undeclared earnings.
  - 7 The budget plan explains how we intend to allocate our various resources.
  - 8 We must tackle and solve the problems caused by social exclusion.

|             |                                                                                                                                                                              |                                                                                                                                                                                 |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>34.2</b> | <b>Own guidance</b><br>build on success<br>extend opportunity<br>meet with success<br>safely steer the economy<br>steady growth<br>thriving industry<br>uninterrupted growth | <b>Previous rival government</b><br>leave inflation unchecked<br>levy heavy taxes<br>poor value for money<br>rampant inflation<br>rising unemployment<br>thriving black economy |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 34.3**
- |               |              |
|---------------|--------------|
| 1 long        | 6 plummeting |
| 2 extend      | 7 public     |
| 3 undeclared  | 8 push up    |
| 4 rising      | 9 raise      |
| 5 stimulating | 10 introduce |

- 34.4**
- |                   |                               |
|-------------------|-------------------------------|
| 1 public; private | 5 raising; pushed up; plummet |
| 2 undeclared      | 6 extend; stimulate           |
| 3 long; short     | 7 stunt                       |
| 4 Falling         | 8 introduce                   |

### Unit 35

- 35.1** 1 address 2 provide 3 broke down 4 break 5 made 6 incite

- 35.2**
- |                        |                         |
|------------------------|-------------------------|
| 1 for human habitation | 4 antisocial behaviour  |
| 2 sanitary conditions  | 5 public disorder       |
| 3 underage drinking    | 6 for good / for change |

- 35.3**
- Poor people often have to claim benefits in order to survive financially.
  - The city council introduced a neighbourhood watch scheme.
  - The government took some draconian measures to prevent public disorder.
  - All governments need to address the issues of global poverty and disease.
  - The authorities had to provide shelter and food to the earthquake victims.
  - As the discontent grew, riots erupted in all the major cities.

- 35.4**
- The violence threatened **the social fabric**.
  - The minister said it was time for a **fresh drive** to cut crime.
  - Customs officials found some **illegal substances** in the passenger's luggage.
  - The **run-down areas** of the city are often dangerous at night.
  - We hope our new organisation will be a **force for political change**.
  - He proposed a **novel solution** to address the issue of social inequality.
  - Dysfunctional families** are a difficult problem for social workers.
  - The union representative **made a plea** for the workers to stand firm.
  - There were scenes of **public disorder** on the streets last night.
  - It is very difficult for young people to find **affordable housing**.

### Unit 36

- 36.1**
- If you switch off your computer without shutting it **down** properly, you may lose data.
  - I didn't expect everything to run **smoothly** in my new job but I didn't imagine it would be quite so difficult as it was.
  - Alex had some technical problems **installing** his new computer equipment.
  - The company is famous for its **cutting-edge** design.
  - If they'd serviced their machines regularly, they wouldn't have had to halt **production**.
  - Vic dreams of making a discovery that would help to push **back** the frontiers of science.
  - Scientists usually **publish** their findings in academic journals.
  - There was a power **cut** this morning. The power went off at ten and it wasn't **restored** till midday.
  - Noah loves pure research but his brother is more interested in the application of research to practical projects and in **harnessing** new technology for commercial ends.
  - They carried out **research** over a ten-year period and finally published their **findings** this month.

- 36.2**
- |                          |                                                  |
|--------------------------|--------------------------------------------------|
| 1 She's swiping a card.  | 3 He's using satnav.                             |
| 2 He's entering his PIN. | 4 She's switching TV channels by remote control. |

- 36.3**
- high-definition TV (HD TV), flat screen TV and remote controls
  - The systems might crash.
  - No, online banking is now available at most banks.
  - a Wi-Fi hotspot
  - switch channels
  - download a new app
  - They suffer from wear and tear.



- 36.4** 1 (a) the small screen (b) the big screen (also the silver screen)  
2 online dictionary / education / course / magazine  
3 remote mountain village / past / possibility / manner

## Unit 37

- 37.1** enjoy good health      gentle exercise  
reduce your stress levels      suffer from a chronic disease  
do plenty of exercise      do sport  
go on a diet      watch what you eat
- 37.2**
- 1 diet
  - 2 dose. A dose of medicine/penicillin is a measured amount of it, while a dose of flu is an experience of flu (*dose* in this second sense would only be used about an unpleasant experience).
  - 3 build up
  - 4 disease
  - 5 cold
  - 6 course
- 37.3**
- |     |      |
|-----|------|
| 1 j | 6 c  |
| 2 b | 7 f  |
| 3 h | 8 d  |
| 4 a | 9 g  |
| 5 e | 10 i |
- 37.4**
- 1 side effects
  - 2 untimely death (*premature* is also possible but does not sound right after *very*)
  - 3 shake it off
  - 4 poor health
  - 5 taking an overdose
  - 6 exceed the recommended dose
  - 7 have an operation
  - 8 watch what you eat
  - 9 make a full recovery

## Unit 38

- 38.1**
- 1 Soaring **crime rates** have been recorded in the last 12 months.
  - 2 Why should young criminals **escape punishment** for crimes just because of their age?
  - 3 The lawyers **contested the verdict of the court**.
  - 4 The judge **dismissed** the case because he felt the evidence was **unreliable**.
  - 5 John Jones **denied all knowledge of** the robbery.
  - 6 The judge **adjourned** the trial **until** next month.
- 38.2**
- 1 good
  - 2 go to prison
  - 3 kept in prison
  - 4 kept in prison for the full amount of time
  - 5 invented
- 38.3**
- 1 He was put **on** trial for murder.
  - 2 He was later remanded **in** custody.
  - 3 The witness appeared **in** court for the first time today.
  - 4 The murderer was soon brought **to** justice.
  - 5 The case against Mr Sharp was proved **beyond** reasonable doubt.
- 38.4**
- 1 miscarriages
  - 2 extenuating
  - 3 appeared
  - 4 unanimous
  - 5 denied
  - 6 awarded
  - 7 justice
  - 8 adjourned
  - 9 minor

- 38.5**
- 1 find guilty, find not guilty (Note that a *guilty verdict* and a *not guilty verdict* are also possible collocations.)
  - 2 give evidence, give a sentence (usually used in passive – be given a sentence)
  - 3 stand trial, face trial
  - 4 unreliable witness, unreliable evidence
  - 5 contest a verdict, overturn a verdict

*Possible sentences using the collocations:*

He was found guilty of theft, but found not guilty of murder.

The witness gave evidence which resulted in the accused being given a five-year sentence.

She was facing trial for murder, but escaped from prison and never actually stood trial for the offence.

It was an example of unreliable evidence from an unreliable witness.

The verdict was contested and was subsequently overturned.

## Unit 39

- 39.1**
- |            |             |             |
|------------|-------------|-------------|
| 1 SPATE    | 3 STRIKE(S) | 5 POWER     |
| 2 VIOLENCE | 4 CAUGHT    | 6 CEASEFIRE |

**39.2** *Possible answers:*

- 1 The UN's aim is to restore peace in an area where there has clearly been a lot of fighting.
- 2 They have managed to get both sides to agree to a ceasefire.
- 3 The ceasefire is due to come into effect from midnight the following day.
- 4 There have been hostilities for ten years.
- 5 No, it has been getting worse. It has been escalating.
- 6 The two sides have clearly been deadly/bitter enemies for a long time.

- 39.3**
- |                       |                           |
|-----------------------|---------------------------|
| 1 lift the blockade   | 5 launch a counter-attack |
| 2 surgical strikes    | 6 create instability      |
| 3 fragile peace       | 7 collateral damage       |
| 4 go on the offensive | 8 suffer casualties       |

- 39.4**
- 1 The ceasefire **comes** into effect today and all hope it will bring **stability** to the area again.
  - 2 The government has promised to **withdraw** its troops next year.
  - 3 There is an **uneasy** truce between the two sides at the moment.
  - 4 When peace is **restored**, we shall be able to **disband** the army.
  - 5 The newspaper reported that the enemy had **suffered** a defeat despite the fact that they had **deployed** large numbers of troops to the area.
  - 6 They accused us of **stockpiling** weapons and of preparing to launch **an unprovoked** attack.
  - 7 Some argue that the nuclear deterrent has prevented violence from **escalating**.

## Unit 40

- 40.1**
- |             |         |           |            |          |             |
|-------------|---------|-----------|------------|----------|-------------|
| 1 childhood | 2 close | 3 Forging | 4 lifelong | 5 circle | 6 long-term |
|-------------|---------|-----------|------------|----------|-------------|

- 40.2**
- |          |          |            |              |            |
|----------|----------|------------|--------------|------------|
| 1 casual | 3 social | 5 stable   | 7 firm/close | 9 friendly |
| 2 bad    | 4 close  | 6 complete | 8 moral      |            |

- 40.3**
- |                    |              |
|--------------------|--------------|
| 1 life             | 5 heal       |
| 2 sprang           | 6 took       |
| 3 won              | 7 broke down |
| 4 provided me with | 8 close/firm |

- 40.4**
- 1 We should have a **heart-to-heart** chat to resolve our differences.
  - 2 She **came** under attack from some colleagues at work who didn't like her.
  - 3 If you **abuse** someone's trust you deserve to lose their friendship.
  - 4 We tried hard to **make** the relationship work but failed.
  - 5 I think you need to **put** some distance between yourself and Eduardo.

## Unit 41

- 41.1** newborn baby    spoilt brat    child prodigy    juvenile delinquent    disaffected youth  
(Other possible collocations are: *spoilt baby, spoilt child, delinquent youth.*)
- 41.2**
- 1 child prodigy
  - 2 newborn babies
  - 3 juvenile delinquent
  - 4 spoilt brat
  - 5 disaffected youth
- 41.3**
- 1 It is all too easy to **take** your close friends and your family for granted.
  - 2 Liz's got four children and she's just bought herself a sports car. Do you think she's going **through** some kind of midlife crisis?
  - 3 My sister **had** a baby boy last month.
  - 4 You'll spoil your daughter if you keep on **pandering** to her every whim.
  - 5 My parents are vegetarians, so I **respect** their wishes and don't eat meat in their house.
  - 6 Sorry, I must be having a **senior** moment. I just can't remember your name!
  - 7 Jacqui insists she has seen the **error** of her ways.
  - 8 Don't worry about your daughter leaving home. She won't **come** to any harm.
  - 9 Make sure you don't let the child out of your **sight**.
- 41.4**
- 1 Leaving home means going to live in another place, and leaving the house is what you do when you go out of your front door every day.
  - 2 A hazy memory is vague, not clear or distinct, and a distinct memory is very clear.
  - 3 A grumpy old man is one who is bad-tempered and complains a lot, and a dear old man is one who is kind and good-natured.
  - 4 An occasional twinge is a pain that happens from time to time, and a sudden twinge is a pain that happens unexpectedly.
  - 5 Something becomes a habit but a person develops a habit.
  - 6 If you fall into a pattern, that pattern gradually develops, whereas if you fit into a pattern, the pattern has already been established by someone else and you adapt to it.
- 41.5** *The collocations that are impossible (or at least very unlikely) are:*
- |        |           |           |               |
|--------|-----------|-----------|---------------|
| 1 go   | 3 talk    | 5 perfect | 7 an increase |
| 2 firm | 4 problem | 6 wake up | 8 sensitive   |

## Unit 42

- 42.1**
- 1 False. It could include members of his/her family, but it also includes his/her immediate colleagues and/or friends.
  - 2 False. A lavish lifestyle is one that is very extravagant and luxurious, but it is not necessarily one that occasionally breaks the law.
  - 3 False. The highest bidder is the person who is prepared to pay most for something.
  - 4 True
  - 5 True
  - 6 False. A prenuptial agreement is made before a couple marry.
  - 7 True
  - 8 False. It suggests that the interviewee spoke only to one journalist or newspaper.
- 42.2**
- |                                  |               |
|----------------------------------|---------------|
| 1 rise                           | 5 highly      |
| 2 ambition (could also be dream) | 6 reveal      |
| 3 heaped                         | 7 enjoyed/had |
| 4 nomination                     | 8 made        |
- 42.3** 1 j    2 a    3 f    4 g    5 i    6 h    7 e    8 b    9 c    10 d

- 42.4**
- 1 an in-depth interview
  - 2 a meteoric rise to fame
  - 3 a significant impact
  - 4 a lavish lifestyle

### Unit 43

- 43.1**
- |                                |                          |
|--------------------------------|--------------------------|
| 1 a slippery customer          | 5 take the flak          |
| 2 mindless violence            | 6 poison the atmosphere  |
| 3 shirk one's responsibilities | 7 hold in contempt       |
| 4 pick a fight                 | 8 a disruptive influence |
- 43.2**
- |                            |                                               |
|----------------------------|-----------------------------------------------|
| 1 bone idle                | 4 totally out of order / a downright disgrace |
| 2 poisoning the atmosphere | 5 minor niggles                               |
| 3 trust Glyn an inch       | 6 a nasty piece of work                       |
- 43.3**
- |          |        |            |         |         |
|----------|--------|------------|---------|---------|
| 1 betray | 3 have | 5 rests    | 7 cloud | 9 stoop |
| 2 hold   | 4 pick | 6 belittle | 8 play  | 10 have |
- 43.4**
- |            |              |                  |
|------------|--------------|------------------|
| 1 mindless | 3 disruptive | 5 achievement(s) |
| 2 glaring  | 4 disgrace   | 6 nagging        |

### Unit 44

- 44.1**
- 1 keen interest
  - 2 honing; skills
  - 3 meet; challenge
  - 4 paramount importance
  - 5 pursue; interest
  - 6 accumulate; experience
- 44.2**
- 1 Paul has an encyclopaedic knowledge of African history.
  - 2 Karen has very good interpersonal skills / has excellent people skills.
  - 3 Eric accumulated considerable experience of farming / on farms when he was in Canada.
  - 4 Hannah has an excellent teaching qualification but she lacks classroom experience. / lacks experience in the classroom.
  - 5 I trust Dr Robinson implicitly.
  - 6 This job will offer you the perfect opportunity to hone your computer/computing skills.
  - 7 I have every confidence in your ability to / that you will be able to complete the course.
  - 8 It was Karan's financial acumen that led to his promotion.
- 44.3**
- I am happy to **act** as a referee for James McBride, who has applied for a teaching post at your language school. I **have** every confidence in Mr McBride's abilities as a teacher. He spent last summer working at the school where I am principal and he was a highly valued member of our staff. He was very successful in **establishing/developing** a good relationship with both students and staff. He **is highly educated / has a good level of education** with a particularly **extensive/comprehensive** knowledge of English literature. He combines **good** teaching qualifications with **considerable** experience of teaching students at all levels of English. He also has **advanced/good** computer skills, which should certainly prove useful in a technologically advanced school such as yours.
- 44.4**
- |                  |           |
|------------------|-----------|
| 1 revealed       | 4 provide |
| 2 wholeheartedly | 5 perform |
| 3 meet           | 6 highly  |

- 44.5** financial / business / political acumen  
highly valued / placed / prized  
perform a task / an operation / a song

## Unit 45

- 45.1** blank expression  
gruff exterior  
striking resemblance  
cool reception  
stubborn streak  
bubbly personality
- 1 striking resemblance  
2 bubbly personality  
3 blank expression  
4 stubborn streak  
5 gruff exterior  
6 cool reception

- 45.2** Sentences 3, 4, 6 and 8 are complimentary.

- 45.3** 1 bears a striking resemblance to  
2 boosting your confidence  
3 forthright manner  
4 strong points  
5 has a lot of admirable qualities  
6 bursting with energy

- 45.4** 1 perfectly  
2 hostility  
3 unacceptable  
4 characteristics  
5 thinly  
6 reception

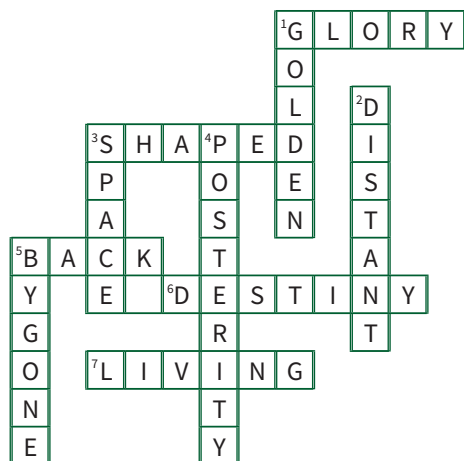
## Unit 46

- 46.1** 1 Living in such a confined space is difficult with three kids.  
2 The piano took up a lot of room, so we sold it.  
3 This office is better than the cramped conditions I used to work in.  
4 We're moving because we're short of space where we're living at the moment.  
5 We demolished an old outhouse to leave room for a bigger kitchen and utility room.  
6 The attic is a waste of space, so we're going to convert it into a study.

- 46.2** 1 a lasting contribution to  
2 (vacant) parking spaces  
3 dim and distant memory  
4 ample room  
5 the vast expanse

- 46.3** 1 A decade has elapsed  
2 foreseeable future  
3 a bygone era  
4 go down in history  
5 over the course of time  
6 not-so-distant future

46.4



## Unit 47

47.1 1 Kevin 2 Joe 3 Fabrice's boss 4 Ilona 5 Zara

47.2 1 muttered 4 travels 7 whisper  
2 make 5 let 8 lost  
3 utter 6 descended 9 slurred

47.3 1 I could hear a slight **trace** of an Irish accent in her voice.  
2 Paolo was met with a **stony** silence as everyone tried to absorb the bad news.  
3 The old woman let **out** a cry of anger when she heard the result of the trial.  
4 She has a **broad** American accent, even though she was not born there.  
5 The weather was terrible last night, with heavy rain and **claps** of thunder.  
6 The voices were **muffled**, so I could not make out what anyone was saying.  
7 Silence **reigned** in the classroom as the pupils were all hard at work.  
8 Speak up. I hate it when you mutter something under your **breath**.

47.4 1 distant  
2 incessant (also constant)  
3 soft (also quiet)  
4 dull  
5 deathly  
6 clap (Note that the phrase *a murmur of thunder* in the original sentence would be a very unusual combination of words in English.)

## Unit 48

48.1 1 feasible alternatives 2 viable options 3 the easy option 4 a step-by-step approach

48.2 adopt a method immense asset perfectly simple take the time  
concentrate the mind instantly recall remarkable ease  
enlist help perfect a technique simple rule

48.3 1 perfected 5 degree of accuracy  
2 simplicity 6 break  
3 ease 7 taking the  
4 worth the effort 8 steep learning curve

48.4 1 C 2 D 3 A 4 B 5 D

## Unit 49

- 49.1**
- |                              |                        |
|------------------------------|------------------------|
| 1 adverse weather conditions | 7 a state of confusion |
| 2 a complete disaster        | 8 catastrophic results |
| 3 a constant struggle        | 9 high risk            |
| 4 widespread flooding        | 10 a severe blow       |
| 5 grave danger               | 11 a complete disaster |
| 6 hard work                  |                        |

- 49.2**
- |          |             |            |
|----------|-------------|------------|
| 1 tackle | 4 respond   | 7 face     |
| 2 struck | 5 carries   | 8 fighting |
| 3 spot   | 6 hindering | 9 poses    |

- 49.3** 1 d 2 c 3 f 4 b 5 a 6 e

- 49.4**
- We are **having/experiencing** a number of problems with our new car.
  - Some problems **arose/occurred** when we tried to follow your instructions.
  - Somehow our society must **find** a solution to the problem of child poverty.
  - A difficulty has **arisen** with regard to a member of our project team.
  - Even advanced students sometimes **make** mistakes with this type of collocation.
  - I've always **had/experienced** a lot of difficulties with English spelling.
  - A successful teacher needs to deal with the **complexities** of learning that each student faces.

- 49.5** Possible answers:

- |             |                     |          |                   |        |                      |
|-------------|---------------------|----------|-------------------|--------|----------------------|
| 1 encounter | resistance problems | 2 tackle | an issue a crisis | 3 pose | a question a problem |
|-------------|---------------------|----------|-------------------|--------|----------------------|

## Unit 50

- 50.1**
- We had a bumper crop of apples from our trees last year.
  - A substantial amount of their income comes from the apartments they rent out.
  - I feel confident that a substantial/significant/good/fair number of people will vote for Mac.
  - Sofia's room at college is a good size.
  - We have a finite number of tickets, so we're offering them on a first-come-first-served basis.
  - I was terrified by the sheer size of the dog.
  - My new colleague is still an unknown quantity.
  - There were a fair few / a fair number of careless mistakes in your homework.

- 50.2**
- |            |               |            |              |
|------------|---------------|------------|--------------|
| 1 majority | 3 fees        | 5 patience | 7 amount     |
| 2 overdose | 4 proportions | 6 crop     | 8 few/number |

- 50.3**
- |                        |                     |
|------------------------|---------------------|
| 1 unbounded enthusiasm | 5 fair few          |
| 2 bumper crop          | 6 endless supply    |
| 3 astronomical fees    | 7 inordinate amount |
| 4 infinite patience    | 8 sheer quantity    |

**50.4**

|        | minority | majority | amount | number | percentage | quantity | importance | significance |
|--------|----------|----------|--------|--------|------------|----------|------------|--------------|
| small  | ✓        |          | ✓      | ✓      | ✓          | ✓        |            |              |
| little |          |          |        |        |            |          | ✓          | ✓            |
| large  |          | ✓        | ✓      | ✓      | ✓          | ✓        |            |              |
| great  |          |          |        |        |            |          | ✓          | ✓            |
| big    |          |          |        |        |            |          |            |              |
| high   |          |          |        |        | ✓          |          |            |              |
| wide   |          |          |        |        |            |          |            |              |



- 50.5** 1 infinite wisdom / variety / number 4 endless arguments / possibilities / succession  
 2 epic film / journey / struggle 5 massive house / scale / heart attack  
 3 overwhelming urge / desire / need

## Unit 51

- 51.1** 1 a) to change beyond recognition  
 b) to implement planned changes  
 2 a) major b) minor c) major d) minor e) major  
 3 a) The town remains unchanged.  
 b) Over the years many changes have taken place in the school.  
 4 Yes.  
 5 It's usually easier for a young person than an elderly person to adapt to changing circumstances.  
 6 The fact that they went out.

- 51.2** 1 show/showed 6 increase  
 2 times 7 made  
 3 turned 8 recognition  
 4 undergoing 9 dramatically  
 5 wildly 10 implement

- 51.3** 1 There is room for improvement in your coursework assignment.  
 2 There was a sudden shift in public attitudes towards the issue of capital punishment.  
 3 Several changes in our management structure took place last year.  
 4 There have been sweeping changes to the school programme since I was a pupil here.  
 5 Some quite significant changes came about last year.  
 6 Penny has been a changed woman since she got the job she wanted.  
 7 My life turned / was turned upside-down when I lost my job.  
 8 It'd make a change to stay in a hotel rather than go camping this summer.

## Unit 52

- 52.1** 1 abandon 2 lull 3 bring 4 called

- 52.2** 1 b 2 f 3 d 4 h 5 a 6 g 7 c 8 e

- 52.3** 1 SINGER CLEARS UP CONFUSION ABOUT LYRICS  
 2 ARMY QUELLS UNREST ON BORDER  
 3 NEW REPUBLIC BREAKS DIPLOMATIC RELATIONS WITH NEIGHBOURS  
 4 PEACE PROCESS TALKS COLLAPSE  
 5 VIOLENCE SPARKS FEARS OF FURTHER UNREST  
 6 STAR DISPELS RUMOURS OF DIVORCE  
 7 STADIUM FINALLY NEARS COMPLETION  
 8 MINISTER ALLAYS FEARS OF TAX INCREASE

- 52.4** 1 opening  
 2 enter  
 3 allay  
 4 stop  
 5 breaks  
 6 dispel  
 7 quell  
 8 completion

## Unit 53

- 53.1** 1 I think that computers will eventually render books obsolete.  
 2 The preliminary meeting set the wheels of the new project in motion.

- 3 Her mother calling her sister the 'pretty one' bred a lot of resentment in her.
- 4 I always suspected the new tax law would spell disaster for the economy.
- 5 I'm sure that your hard work will produce a positive result.
- 6 The boss's decision to cut wages provoked an outcry from the staff.
- 7 The way he behaved last night planted doubts in my mind about his honesty.
- 8 The minister's absence has prompted speculation that he is unwell.
- 9 The uncertainty of the situation is driving us crazy.
- 10 The floods last week wrought havoc in low-lying areas.

- 53.2**
- |            |                |                   |
|------------|----------------|-------------------|
| 1 demanded | 4 compelling   | 7 desired         |
| 2 dire     | 5 contributing | 8 wrought/wreaked |
| 3 face     | 6 reason       | 9 plant           |

- 53.3**
- 1 The dust from the building site next door is nearly driving me crazy.
  - 2 It will take them a long time to establish the cause of the accident.
  - 3 If we set things in motion now, your visa should be ready next week.
  - 4 The customer survey which the company carried out produced some surprising results.

- 53.4**
- 1 The desired effect of any medication is to cure an infection or disease, or treat its symptoms.
  - 2 A knock-on effect might or might not be welcomed as it can be either positive or negative.
  - 3 Root cause. The *root cause* means the original source of the problem and the *primary cause* is the main cause amongst several possible causes.
  - 4 It probably takes about five minutes before you feel the full effect of a dental injection.
  - 5 Some people would argue that television has had some ill effects on society – it may, for example, have encouraged people to read less and to talk to their families less in the evenings.
  - 6 a video or audio cassette player

**53.5** *Possible answers*

- 1 The customer would not have complained without good cause.
- 2 The fire brigade are investigating the cause of the fire.
- 3 Raul is very reliable and trustworthy. He's never given me any cause for concern.
- 4 I'm going to sponsor Charlotte for \$30 to run ten kilometres for a children's charity. It's all in a good cause.
- 5 This new insurance policy will come into effect on 10th February.
- 6 The referendum had a detrimental effect on the economy.
- 7 Laura has excellent presentation skills, which she uses to good effect when giving lectures.
- 8 Sam took two tablets for his headache but he had to wait an hour for the treatment to take effect.

## Unit 54

- 54.1**
- 1 birds (flock of birds) – swarm of bees/flies
  - 2 wasps (swarm of wasps) – herd of zebras/cattle
  - 3 sardines (shoal of sardines) – flock of sheep/birds
  - 4 fish (shoal/school of fish) – pod of whales/dolphins
  - 5 elephants (herd of elephants) – troop of baboons/monkeys
  - 6 lions (pride of lions) – pack of wolves/dogs

- 54.2**
- |                    |                                                                   |
|--------------------|-------------------------------------------------------------------|
| 1 flurry           | 6 gamut                                                           |
| 2 dash             | 7 swarm (could also be an <i>army</i> or a <i>colony</i> of ants) |
| 3 flurry           | 8 flicker                                                         |
| 4 stroke           | 9 glimmer                                                         |
| 5 drop; sprinkling |                                                                   |

- 54.3**
- 1 a dollop of cream
  - 2 a hunk of bread
  - 3 a head of garlic
  - 4 100 g of butter

- 54.4** a bed of rice                      a drop of brandy                      a flurry of speculation  
 gamut of colours                      a glimmer of hope                      a pack of hounds  
 a pod of whales                      a shoal of fish                      a touch of humour

- 54.5** 1 pad or pack (A pad of paper is paper glued together at the top intended for handwriting, while a pack of paper refers to the loose sheets of paper sold together for printing.)  
 2 pack; grain  
 3 suite  
 4 pack  
 5 torrent  
 6 grain  
 7 pinch  
 8 swig

## Unit 55

- 55.1** 1 yawning; different  
 2 sides  
 3 opposites  
 4 difference; contrast  
 5 clear/subtle (with different meanings)  
 6 wide

- 55.2** 1 g    2 a    3 f    4 h    5 c    6 b    7 d    8 e

- 55.3** 1 entirely / strikingly  
 2 bridge  
 3 bear  
 4 clear / subtle  
 5 world  
 6 fundamentally / strikingly  
 7 growing  
 8 side

- 55.4** Possible answers:  
 1 I think the advantages of living in the country far outweigh the disadvantages.  
 2 Life in the country compares very favourably with life in the town.  
 3 Social relationships in the country are fundamentally different from those in the town.  
 4 The pleasures of town life pale in comparison with the pleasures of country living.  
 5 Unfortunately, public transport in the country is strikingly different from the transport services available in the city.  
 6 Entertainment and sports facilities available in the town and in the country differ widely.

- 55.5** Here are some possible collocations:  
 in stark contrast                      outweigh the benefits                      a gap in the market  
 in sharp contrast                      outweigh the risks                      a gap between her teeth  
 to contrast dramatically                      the generation gap

## Unit 56

- 56.1** 1 Exercise – this is made clear by the word *physical*.  
 2 No, the speaker thinks it will be difficult – this is made clear by the phrase *hard slog*.  
 3 It's the responsibility of two or more people – this is made clear by the word *joint*.  
 4 To try their hardest – this is shown by the use of *give things your best shot*.  
 5 No, she didn't – this is made clear by the word *abortive*.  
 6 Cooperation – this is made clear by the word *team*.

- 56.2**
- |              |           |             |             |
|--------------|-----------|-------------|-------------|
| 1 worth      | 4 ignored | 7 shot      | 10 required |
| 2 determined | 5 heeded  | 8 strenuous | 11 pinning  |
| 3 doomed     | 6 desire  | 9 devoting  | 12 reap     |

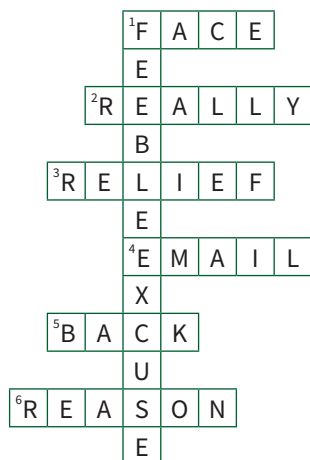
- 56.3**
- 1 It'll be an uphill struggle to get your work finished by the deadline.
  - 2 The appeal of Shakespeare's plays has certainly stood the test of time.
  - 3 It would be sensible for you to follow his advice.
  - 4 No parents can provide a solution to/for all their children's problems.
  - 5 After a few months you will begin to reap the rewards of all your hard work.
  - 6 Rob made a valiant effort not to fall behind in the race but he just didn't have enough stamina.
  - 7 (Hard) physical exertion certainly works up an appetite.
  - 8 A lawyer would probably be the best person to offer you advice.
  - 9 I'm pinning my hopes on winning a scholarship to the college.
  - 10 Elisa has been making a concerted effort to do better this term.

## Unit 57

- 57.1**
- |          |              |              |           |              |        |
|----------|--------------|--------------|-----------|--------------|--------|
| 1 bright | 2 give; mean | 3 up; decent | 4 travels | 5 had; sleep | 6 know |
|----------|--------------|--------------|-----------|--------------|--------|

- 57.2**
- 1 I'm **really/absolutely** delighted with my wonderful present.
  - 2 I'm absolutely shattered – I've been **on** the go all week.
  - 3 It was a **great** pleasure to meet you.
  - 4 I'm **really** / **very much** looking forward to hearing from you soon.
  - 5 It **came** as a bit of a shock when I heard that Ellen and Jim had split up.
  - 6 To be **brutally** honest, I don't think he'll ever make a good teacher.
  - 7 I didn't **have** much luck when I was trying to find a new dress for the party.
  - 8 I hope I didn't **cause** your parents any trouble. Or I hope I didn't **put** your parents **to** any trouble.
  - 9 We **sincerely** / **very much** hope that you will visit us again soon.
  - 10 The thought **occurred** to me that he might be in some kind of trouble.
  - 11 Please don't **go** to any trouble on my account!
  - 12 **Give** me a ring when you want to be picked up from the station.

## 57.3



## Unit 58

- 58.1**
- |                        |                    |
|------------------------|--------------------|
| 1 broke; promise       | 4 rejected; charge |
| 2 offer; explanation   | 5 dodge; question  |
| 3 reaffirm; commitment | 6 betrayed; trust  |

- 58.2**
- 1 gave repeated assurances
  - 2 went back on his promise
  - 3 give a straight answer

- 4 made a (firm) commitment to
- 5 keeping your promise
- 6 fielded
- 7 channels of communication
- 8 take your point
- 9 gave a full apology

**58.3** 1 Alex 2 Brona 3 Simon 4 Arlene 5 Finn

**58.4** *Collocations in possible sentences:*

We all have to **confront the issue** of climate change.

With all **due respect**, I think that your comments are very short-sighted.

The police are trying to **establish communication** with the terrorists in the building.

I accept what you say. It's a **fair comment**.

The politician / film star / footballer **issued a denial** after reports in the newspapers that he/she was having an affair.

The lecturer **put** an interesting **question** to the class about the reasons for antisocial behaviour.

## Unit 59

**59.1** 1 harebrained 2 admitted 3 levels 4 take 5 bottle 6 vent

**59.2** 1 C 2 A 3 B 4 C 5 D 6 B

- 59.3**
- 1 Catching a bug while he was in hospital hastened the old man's death / the death of the old man.
  - 2 Cinderella suffered (very rough treatment) at the hands of her wicked stepmother.
  - 3 There was a public outpouring of grief when the film star died.
  - 4 The accident has fuelled fears about / with regard to safety on the railways.
  - 5 Because of their behaviour we are left with little/no alternative but to boycott their goods.
  - 6 It was a lapse of judgement for him to act as he did.
  - 7 I was sick with worry / worried sick when Dad was having his operation.
  - 8 It's better not to bottle up your feelings.

- 59.4**
- 1 a fit of ... jealousy / temper / anger / sneezing
  - 2 to shatter ... someone's confidence / illusions / the peace
  - 3 to fill someone with ... dread / joy / foreboding / horror
  - 4 to hurl ... an object / insults / abuse / stones at someone
  - 5 in a state of ... confusion / shock / euphoria / emergency
  - 6 to pose a ... threat / problem / challenge / danger
  - 7 a lapse of ... judgement / time / concentration
  - 8 an intense ... dislike / fear / loathing

## Unit 60

- 60.1**
- 1 The whole country seems to be in a **state** of euphoria after winning the World Cup.
  - 2 I heaved a **sigh** of relief when I heard Joe had finally passed his driving test.
  - 3 As the starting whistle blew, a **surge** of adrenalin helped me get off to a good start.
  - 4 I still always feel a **shiver** down my spine when I set off on a long journey.
  - 5 It was a difficult climb but we had a marvellous **sense** of achievement as we stood at the top.
  - 6 Agreeing to do a bit of overtime could **work** to your advantage, you know.
  - 7 Dominik seems to have lost his **sense** of purpose.
  - 8 As winter ends I always seem to feel a **burst** of energy.
  - 9 It was **pure** luck that the answer suddenly came to me in the middle of the exam.
  - 10 I don't think those engineers ever got the **recognition** they deserved.

- 60.2**
- |               |              |              |
|---------------|--------------|--------------|
| 1 derive      | 4 expressed  | 7 optimistic |
| 2 high; lived | 5 heart      | 8 great      |
| 3 come        | 6 takes/took | 9 joy        |

- 60.3** *Possible answers:*
- 1 a hope or a wish
  - 2 a friend, a habit or a dream
  - 3 easy, certain or jealous
  - 4 luck, willpower, nonsense or coincidence
  - 5 an effect, a hope or a change

- 60.4** *Author's answers:*
- 1 I think that most people are more likely to find long-lasting happiness in a relationship than a career – though you can find plenty of happiness in a career too, of course.
  - 2 I have profound admiration for a twelve-year-old girl I know who takes most of the responsibility for looking after her seriously disabled mother and who always appears cheerful.
  - 3 Getting my first writing commission was a matter of pure luck, of bumping into someone at the right moment.
  - 4 I enjoy both, but I think I derive more pleasure from reading.
  - 5 I last experienced a sense of achievement when I finished writing the units for this book.

# Index

- abandon** a policy 52  
**abide** by a decision 10  
**ability**  
demonstrate an ~ 17  
proven ~ 17  
**abject** apology 22  
**abortive** attempt 56  
**abrasive** manner 45  
**absolutely**  
~ delighted 7, 57  
~ essential 30  
~ furious 59  
~ vital 31  
utterly **absurd** 7  
**abuse** trust 40  
**academic** year 17  
**accent**  
broad ~ 2, 47  
trace of an ~ 47  
remote **access** your email 36  
**accomplished** actor 29  
**account**  
detailed ~ 22  
exhaustive ~ 18  
give an ~ of 9  
open a current ~ 33  
**accumulate** experience 44  
amazing degree of **accuracy** 48  
sense of **achievement** 60  
belittle someone's **achievements** 43  
**acquaintance**  
casual ~ 40  
make someone's ~ 8  
**acquire**  
~ knowledge 17  
~ a taste for 27  
get a message **across** 9  
**act**  
~ your age 45  
~ as a go-between 21  
~ as a referee 44  
**act on**  
~ a suggestion 28  
~ a tip-off 10  
take industrial **action** 12  
flurry of **activity** 54  
**accomplished** actor 29  
financial **acumen** 44  
**adapt** to changing circumstances 51  
**address** *noun*  
jot down an ~ 10  
**address** *verb*  
~ an issue 35  
~ a problem 49  
**adhere**  
~ to beliefs 10  
~ to ideals 10  
~ to a philosophy 10  
~ to principles 1, 10  
~ to standards 30  
**adjourn**  
~ a meeting 2  
~ a trial 38  
**admiration**  
express ~ 60  
profound ~ 60  
**admit** defeat 59  
**adopt** a method 48  
surge of **adrenalin** 60  
**advanced**  
~ computer skills 44  
~ knowledge 44  
**advantage**  
work to someone's ~ 60  
advantages outweigh the disadvantages 55  
**adventure**  
sense of ~ 26  
thirst for ~ 26  
**adverse**  
~ reaction 37  
~ weather conditions 49  
**affect** the bottom line 15  
keep **afloat** 33  
**after** careful consideration 28  
**against**  
~ your better judgement 13  
make a stand ~ 8  
take a firm stance ~ 22  
**age**  
act your ~ 45  
feel your ~ 41  
look your ~ 45  
**age-old** tradition 23  
mental **agility** 17  
anti-**aging** properties 24  
**agreed** credit limit 33  
**agreement**  
arrive at an ~ 30  
in broad ~ 2  
broker an ~ 21  
enter into an ~ 21  
reach ~ 21, 30  
state an **aim** 9  
**air** a grievance 22  
**air** quality 25  
low-cost **airline** 26  
free **airtime** 15  
set off a fire **alarm** 52  
**alight** from a bus 1  
**all**  
deny ~ knowledge 38  
open ~ hours 32  
with ~ due respect 58  
**all-star** cast 29  
**allay** fears 52  
**allocate**  
~ part of a budget 15  
~ resources 34  
**alternative** *adjective*  
~ energy source 31  
**alternative** *noun*  
be left with little ~ 59  
come up with an ~ 10  
feasible ~ 48  
**amazing**  
~ chain of events 29  
~ degree of accuracy 48  
**ambition**  
lifelong ~ 60  
**amount**  
inordinate ~ 50  
large ~ 50  
significant ~ (of) 50  
small ~ 50  
substantial ~ (of) 50  
**ample** room 46  
source of **amusement** 4  
critical **analysis** 18  
pent-up **anger** 45  
**announce** record profits 14  
**annual** tradition 23  
give a straight **answer** 58  
eager **anticipation** 28  
**antisocial** behaviour 35  
**apology**  
abject ~ 22  
give a full ~ 58  
make an ~ 8  
download an **app** 36  
**appear** in court 38  
put in an **appearance** 19  
work up an **appetite** 10  
put in an **application** 30  
step-by-step **approach** 48



**approve** a plan 30  
**arduous** journey 26  
 run-down **area** 35  
**argument**  
   be drawn into an ~ 20  
   lose an ~ 20  
   other side of the ~ 55  
   thrust of an ~ 18  
   win an ~ 20  
**arises**  
   difficulty ~ 49  
   dispute ~ 21  
   opportunity ~ 3  
   problem ~ 49  
 disband an **army** 39  
 rumour flies **around** 20  
**arouse** someone's interest 1  
 make **arrangements** 8  
**arrive** at  
   ~ an agreement 30  
   ~ a conclusion 28  
 thoroughly **ashamed** 7  
**ask** for an extension 5  
**aspects** of the job 11  
**assess** something's value 4  
 carry out a risk **assessment** 30  
 immense **asset** 48  
**assignments**  
   hand in ~ 5  
   submit ~ 5  
 give repeated **assurances** 58  
**astronomical** fees 50  
**atmosphere**  
   convivial ~ 19  
   create an ~ 8, 29  
   evoke an ~ 29  
   poison the ~ 43  
   soak up the ~ 10  
**attack**  
   come under ~ 40  
   massive heart ~ 27  
   unprovoked ~ 39  
 spate of **attacks** 3  
**attempt**  
   abandon an ~ 52  
   abortive ~ 56  
   make an ~ 8  
**attend**  
   ~ a formal function 19  
   ~ school 17  
**attention**  
   hold someone's ~ 29

undivided ~ 41  
 ~ wanders 17  
 formal **attire** 24  
 have an **attitude** problem 43  
 stunningly **attractive** 3  
**auburn** hair 2  
**authority**  
   exercise ~ 30  
   leading ~ 17  
   in a position of ~ 50  
**automatic** car 25  
 broad **avenue** 2  
**awaken** your interest 29  
**award** *noun*  
   ~ presenting an 42  
**award** *verb*  
   ~ damages 38  
 be **awarded** a penalty 27  
 become **aware** 13  
 totally **awesome** 5  
 troop of **baboons** 54  
**baby**  
   have a ~ 41  
   newborn ~ 41  
**back** *adverb*  
   ~ in fashion 24  
   bring ~ memories 46  
   go ~ on a promise 58  
   pay ~ a loan 33  
   push ~ the frontiers 36  
   tradition dates ~ to 23  
   traffic tails ~ 25  
**back** *noun*  
   ~ of beyond 32  
   glad to see the ~ of 57  
   put your ~ into 56  
**back up** conclusions 18  
 have the **backbone** to 56  
**bad**  
   ~ language 20  
   create a ~ impression 8  
   on ~ terms 40  
 take something **badly** 49  
**balance** *noun*  
   keep your ~ 27  
   strike a ~ (between) 55  
**balance** *verb*  
   ~ the books 14  
 online **banking** 36  
**barbecue**  
   have a ~ 19  
   organise a ~ 19

**barrage**  
   ~ of insults 3  
   ~ of questions 3  
 loosely **based** on 7  
**basic** principle 48  
 win the **battle** 4  
**be**  
   ~ awarded a penalty 27  
   ~ drawn into an argument 20  
   ~ given leave 22  
   ~ given a sentence 38  
   ~ given a yellow card 27  
   ~ joined in matrimony 23  
   ~ left with little alternative 59  
   ~ open to offers 11  
   ~ the only option open to someone 28  
   ~ in poor health 37  
   ~ prospects for 12  
   ~ in for a shock 59  
**bear**  
   ~ left 25  
   ~ little resemblance to 55  
   ~ in mind 13  
   ~ a striking resemblance to 55  
   ~ the suspense 29  
   not ~ comparison with 55  
   not ~ the thought of 57  
 off the **beaten** track 26  
 exclusive **beauty** salon 24  
**become**  
   ~ aware 13  
   ~ a habit 41  
**bed** of rice 54  
 swarm of **bees** 54  
**behaviour**  
   antisocial ~ 35  
   disorderly ~ 22  
   good ~ 38  
   unacceptable ~ 45  
 put the past **behind** you 3  
 widespread **belief** 13  
 adhere to **beliefs** 10  
**belittle** someone's achievements 43  
 claim **benefits** 35  
**best**  
   give it your ~ shot 56  
   put your ~ foot forward 56  
**betray** someone's trust 43, 58  
 against your **better** judgement 13

**between**

draw a comparison ~ 55  
 put some distance ~ 40  
 strike a balance (~) 55

**beyond**

~ reasonable doubt 38  
 back of ~ 32  
 change ~ recognition 51  
 the highest **bidder** 42

**bill**

foot the ~ 6  
 run up a ~ 1, 33

flock of **birds** 54

**bitter** enemy 39

**black** economy 34

**blame**

~ rests with 43  
 shoulder the ~ 6

**blank** expression 45

**blatantly** obvious 7

wedded **bliss** 23

**blissfully** happy 1

lift a **blockade** 39

**blond** hair 1

severe **blow** 49

take a **boat** 4

**bold** experiment 29

**bombard** someone with  
 questions 20

**bone** idle 43

heavy **book** 6

balance the **books** 15

**booming** voice 47

**boost**

~ your confidence 45  
 ~ sales 14  
 ~ spirits 26  
 ~ profits 14

**bored** rigid 32

**borrow** heavily 33

**bottle** up your feelings 59

alleviate **bottlenecks** 25

affect the **bottom** line 14

**boundless** energy 45

**bow** to pressure 21

**brand**

build ~ awareness 15  
 ~ identity 15

drop of **brandy** 54

spoilt **brat** 41

**breach** *noun*

in ~ of the law 30

**breach** *verb*

~ a contract 58

hunk of **bread** 54

**break** *noun*

~ with tradition 23

**break** *verb*

~ the cycle 35  
 ~ diplomatic relations 52  
 ~ through the defence 27  
 ~ the journey 26  
 ~ news 9  
 ~ a promise 58  
 ~ into a run 52  
 ~ into song 52  
 ~ a task down 48

law and order **breaks down** 35

dawn **breaks** 52

relationship **breaks down** 40

trouble **breaks out** 21

mutter under your **breath** 47

**breed** resentment 53

**bridge** the gap 55

**bring**

~ to a close 52  
 ~ to a halt 52  
 ~ to justice 38  
 ~ stability 39

**bring back** memories 46

**bring up** the subject 20

**broach** the subject 20

**broad**

~ accent 2, 47  
 ~ avenue 2  
 ~ generalisation 20  
 ~ hint 2  
 ~ range 2  
 ~ shoulders 2  
 ~ smile 2  
 in ~ agreement 2

**broker** an agreement 21

**bubbly** personality 45

**budget**

~ doesn't stretch to 26  
 allocate part of a ~ 14

**build** on the success 34

**build up**

~ your strength 37  
 ~ resistance 37

derelict **building** 32

**builds up**

traffic ~ 25  
 suspense ~ 29

**bumper** crop 50

heavy **burden** 6

faceless **bureaucrats** 30

**burst** *noun*

~ of energy 60

**burst** *verb*

~ into laughter 11  
 ~ into song 3  
 ~ into tears 10

**bursting** with energy 45

get off the **bus** 1

city **bus** 27

**business**

generate ~ 14  
 make sound ~ sense 14  
 state your ~ 9  
 talk ~ 9

**bustling** centre 32

knob of **butter** 54

**buying** habit 15

**bygone** era 46

make **calculations** 8

**call**

~ for a ceasefire 39  
 ~ for a celebration 19  
 ~ an election 21  
 ~ a halt to 52

**call in**

~ a loan 33  
 ~ the receivers 15

**call off**

~ a match 52  
 ~ a search 21, 52

**car**

hybrid ~ 31

**carbon**

offset ~ emissions 31  
 reduce your ~ footprint 31

**card**

be given a yellow ~ 27  
 swipe a ~ 36

after **careful** consideration 28

**carry** a risk 49

**carry on** a conversation 20

**carry out**

~ a risk assessment 30  
 ~ a survey 16

**car-sharing** programmes 25

**carve** a niche for yourself 12

**case**

dismiss a ~ 38  
 make the ~ for 18

overstate a ~ 20  
 put the ~ for 18  
**cast** *noun*  
 all-star ~ 29  
 star-studded ~ 29  
**cast** *verb*  
 ~ light on a situation 6  
 ~ in the role of 29  
**casual** acquaintance 40  
 suffer **casualties** 39  
 environmental **catastrophe** 31  
**catastrophic** results 49  
 herd of **cattle** 54  
**caught** in the crossfire 39  
**cause**  
 establish a ~ 53  
 primary ~ 53  
 root ~ 53  
**cautiously** optimistic 60  
**ceasefire**  
 ~ comes into effect 39  
 call for a ~ 39  
 festival **celebrates** 23  
 call for a **celebration** 19  
**celebrity** endorsement 15  
 impose **censorship** 21  
 bustling **centre** 32  
 amazing **chain** of events 29  
**chair** a committee 14  
**challenge**  
 face the ~ 4  
 relish a ~ 49  
 take up a ~ 27  
 tough ~ 4  
 meet the **challenges** 44  
**chance**  
 fat ~ 6  
 have (got) the ~ 4  
 jump at the ~ 27  
 pass up a ~ 3  
 precious little ~ 27  
 slim ~ 6  
**change** *noun*  
 ~ comes about 51  
 ~ takes place 51  
 dramatic ~ 51  
 force for ~ 35  
 fundamental ~ 51  
 have a ~ of heart 11  
 implement a ~ 51  
 irreversible climate ~ 31  
 it would make a ~ 51  
 radical ~ 51  
 slight ~ of plan 28  
 sweeping ~ 51  
**change** *verb*  
 ~ dramatically 51  
 ~ fundamentally 51  
 ~ gear 25  
 ~ imperceptibly 51  
 ~ radically 51  
 ~ beyond recognition 51  
 ~ the subject 20  
 ~ your ways 31  
**changed**  
 ~ man 51  
 ~ woman 51  
 make **changes** 51  
 adapt to **changing** circumstances 51  
**channel** of communication 58  
 switch **channels** 36  
 display **characteristics** 45  
 reject a **charge** 58  
 trumped-up **charges** 38  
**charm**  
 rustic ~ 32  
 have a special ~ 26  
 idle **chatter** 20  
**cheap** source 4  
**child** prodigy 41  
**childhood** friends 40  
 gifted **children** 17  
 wide **choice** 50  
 suffer from **chronic** disease 37  
 manageable **chunk** 48  
 sprinkling of **cinnamon** 54  
**circle** of friends 40  
**circumstances**  
 adapt to changing ~ 51  
 extenuating ~ 38  
 mitigating ~ 2, 38  
 inner **city** 32  
**claim** *noun*  
 fraudulent ~ 33  
**claim** *verb*  
 ~ benefits 35  
**clap** of thunder 47  
**clarify** a position 22  
 touch of **class** 54  
 spotlessly **clean** 7  
**clean-shaven** face 24  
**clear** *adjective*  
 ~ distinction 55  
 set yourself ~ objectives 15  
**clear** *verb*  
 ~ a debt 33  
 ~ your desk 13  
**clear up** confusion 52  
**climate**  
 current economic ~ 34  
 irreversible ~ change 31  
**clinically** proven 24  
**close** *adjective*  
 ~ confidant 40  
 ~ friend 40  
**close** *noun*  
 bring to a ~ 52  
**close off** a street 52  
**cloud** your judgement 43  
**clove** of garlic 54  
 go **clubbing** 19  
**clue**  
 haven't a ~ 5  
 vital ~ 21  
**coin**  
 ~ a phrase 8  
 ~ a term 8  
**cold**  
 shake off a ~ 37  
 streaming ~ 37  
 talks **collapse** 52  
**collateral** damage 39  
 launch a new **collection** 24  
 long-lasting **colour** 24  
**coma**  
 come out of a ~ 37  
 fall into a ~ 37  
**come**  
 ~ under attack 40  
 ~ out of a coma 37  
 ~ to a conclusion 28  
 not ~ to any harm 41  
**come down** heavily on 10  
**comes**  
 ceasefire ~ into effect 39  
 change ~ about 51  
 dream ~ true 60  
**come up**  
 ~ with an alternative 10  
 ~ with an idea 28  
 ~ to standard 16  
 ~ with a suggestion 1  
 live a **comfortable** life 41  
**comment**  
 decline to ~ 22  
 fair ~ 58  
 throwaway ~ 22

**commit** a minor offence 38  
**commitment**  
 honour a ~ 16  
 make a ~ 58  
 reaffirm a ~ 58  
 chair a **committee** 14  
**common** knowledge 13  
**communication**  
 channel of ~ 58  
 establish ~ 58  
**common** knowledge 13  
**commuter**  
 ~ route 25  
 ~ town 25  
 ~ train 25  
**comparison**  
 not bear ~ with 55  
 draw a ~ between 55  
 pale in ~ 55  
**compelling** reason 53  
**competition**  
 fierce ~ 14  
 healthy ~ 16  
**complaint** grounds for ~ 16  
 handle a ~ 16  
 lodge a ~ 8  
 make a ~ 16  
 take a ~ seriously 16  
**complete**  
 ~ disaster 49  
 ~ stranger 40  
**completely**  
 ~ dependent 7  
 ~ different 7  
 ~ separate 7  
 near **completion** 52  
 flawless **complexion** 24  
 deal with the **complexities** 49  
**comply** with the law 30  
**comprehensive** knowledge 44  
**computer**  
 advanced ~ skills 44  
 good ~ skills 44  
 shut down a ~ 36  
**concentrate** the mind 48  
**concentration** wavers 17  
 mounting **concern** 3  
 tell your **concerns** 42  
**concerted** effort 56  
**conclusion** arrive at a ~ 28  
 come to a ~ 28  
 foregone ~ 13  
 jump to a ~ 6

**conclusions** back up ~ 18  
 jump to ~ 13  
 serious medical **condition** 37  
**conditions**  
 adverse weather ~ 49  
 cramped ~ 46  
 face severe weather ~ 26  
 poor sanitary ~ 35  
**conduct** an investigation into a  
 crime 5  
 hold a press **conference** 21  
 close **confidant** 40  
**confidence**  
 boost your ~ 45  
 have every ~ in 44  
 shatter someone's ~ 59  
**confined** space 46  
**conform** to safety regulations 16  
**confront** issues 18  
**confusion** clear up ~ 52  
 state of ~ 49  
**congested** road 32  
**congestion** charge 25  
**consequences**  
 dire ~ 53  
 disastrous ~ 31  
 face the ~ 53  
**considerable**  
 ~ experience 44  
 ~ reputation 29  
 under ~ pressure 11  
 after careful **consideration** 28  
**constant**  
 ~ nagging 43  
 ~ struggle 49  
**constructive** criticism 28  
**consult** 5  
**consummate** professional 29  
 network of **contacts** 11  
**contain** your excitement 26  
 hold someone/something in  
**contempt** 43  
**contest** a verdict 38  
**contract** breach a ~ 58  
 draw up a ~ 3  
 enter into a ~ 58  
 terminate a ~ 52  
 flatly **contradict** 1  
 in marked **contrast** to 55  
**contributing** factor 53  
**contribution**  
 lasting ~ 46  
 make a ~ 8

**control**  
 exercise greater ~ over 28  
 by remote ~ 36  
 tighten **controls** 30  
**conversation**  
 carry on a ~ 20  
 engage someone in ~ 20  
 hold a ~ 20  
 lull in the ~ 52  
 firm **conviction** 13  
**convincing** victory 27  
**convivial** atmosphere 19  
**cool** reception 45  
**cordial** relations 40  
**core** subject 17  
**cost-cutting** measure 33  
 push up **costs** 34  
 launch a **counter-attack** 39  
**course**  
 ~ of medication 37  
 enrol on a ~ 17  
 sign up for a ~ 17  
 stay the ~ 12  
 over the ~ of time 46  
 appear in **court** 38  
**cover**  
 ~ every eventuality 28  
 ~ a lot of ground 18  
 cramped **conditions** 46  
 systems **crash** 36  
 drive someone **crazy** 53  
**cream**  
 dash of ~ 54  
 dollop of ~ 54  
**create**  
 ~ an atmosphere 8, 29  
 ~ a bad impression 8  
 ~ a good impression 8  
 ~ an effect 1  
 ~ an impression 8  
 ~ instability 39  
 agreed **credit** limit 33  
**credit-card** fraud 33  
**crime**  
 conduct an investigation  
 into a ~ 5  
 dig out info about a ~ 5  
 investigate a ~ 5  
 look into a ~ 5  
 probe a ~ 5  
 soaring ~ rates 38  
 go through a midlife **crisis** 41  
**crinkly** eyes 24

**critical** analysis 18  
**critically** ill 22, 37  
**criticism**  
 constructive ~ 28  
 mounting ~ 3  
 in-depth **critique** 18  
 bumper **crop** 50  
 caught in the **crossfire** 39  
**crowded** street 32  
 let out a **cry** 47  
**cultural** heritage 23  
**curb** inflation 34  
**current**  
 ~ economic climate 34  
 open a ~ account 33  
 run up **curtains** 8  
 steep learning **curve** 48  
**custodial** sentence 38  
 remand in **custody** 38  
 take your **custom** elsewhere 16  
**customer**  
 ~ loyalty 15  
 regular ~ 16  
 ~ satisfaction 15  
 satisfied ~ 16  
 slippery ~ 43  
**cut** *noun*  
 power ~ 36  
**cut** *verb*  
 ~ through red tape 30  
**cut down** on luxuries 33  
**cutting-edge** design 36  
 put together a **CV** 11  
 break the **cycle** 35  
 collateral **damage** 39  
 award **damages** 38  
**damaging** disclosure 22  
 perform a **dance** 23  
**danger**  
 grave ~ 49  
 minimise ~ 30  
**dash** of cream 54  
 tradition **dates** back to 23  
**daunting** task 12  
**dawn** breaks 52  
**dazzling**  
 ~ display 29  
 ~ smile 45  
**dead**  
 ~ easy 7  
 ~ keen 60  
 pronounce someone ~ 9

**deal** with the complexities 49  
**death**  
 hasten someone's ~ 59  
 premature ~ 37  
 untimely ~ 37  
**deathly** hush 47  
 re-open a **debate** 22  
**debt**  
 clear a ~ 33  
 get into ~ 33  
 outstanding ~ 33  
 run up a huge ~ 33  
 write off a ~ 33  
**decades** elapse 46  
 a **decent** night's sleep 57  
 the **deciding** factor 28  
**decision**  
 abide by a ~ 10  
 reach the ~ 28  
**declare**  
 ~ independence 21  
 ~ outright hostility 28  
 ~ outright opposition 28  
 ~ someone the winner 9  
**decline** *noun*  
 ~ in demand 14  
 experience a ~ 14  
 see a ~ 14  
 show a ~ 14  
**decline** *verb*  
 ~ to comment 22  
**decrease** show a ~ 51  
 slight ~ 14  
 substantial ~ 14  
**deeply** offensive 7  
**default** on repayments 33  
**defeat**  
 admit ~ 59  
 humiliating ~ 21  
**defence**  
 break through the ~ 27  
 spring to someone's ~ 40  
 vigorous ~ 18  
 amazing **degree** of accuracy 48  
 lengthy **delays** 25  
 take **delight** in 60  
 absolutely **delighted** 7, 57  
 juvenile **delinquent** 41  
**deliriously** happy 2  
**deliver** a speech 21  
 next-day **delivery** 16

**demand** *noun*  
 decline in ~ 14  
 satisfy a ~ 14  
**demand** *verb*  
 ~ an explanation 53  
**demographic** profile 15  
**demonstrate** an ability 17  
 hold a **demonstration** 21  
 issue a **denial** 58  
**deny** all knowledge 38  
**depart** from a pattern 1  
**dependent**  
 completely ~ 7  
 entirely ~ 7  
 totally ~ 7  
**deploy** troops 39  
 put down a **deposit** 33  
**derelict** building 32  
**derive** pleasure from 60  
 silence **descends** 47  
 fit the job **description** 12  
 get the recognition you **deserve** 60  
**design**  
 cutting-edge ~ 36  
 eco-friendly ~ 31  
**designer** label 24  
**desirable** place to live 32  
**desired** effect 53  
 clear your **desk** 12  
 shape your **destiny** 46  
**detailed** account 22  
**determined** effort 56  
**develop** a good relationship 44  
**diet**  
 go on a ~ 37  
 stick to a ~ 19  
**differ** widely 55  
**difference** subtle ~ 55  
 world of ~ 55  
**different**  
 completely ~ 7  
 entirely ~ 7, 55  
 explore ~ ways 48  
 fundamentally ~ 1  
 slightly ~ 7  
 strikingly ~ 55  
 totally ~ 7  
**difficult**  
 handle a ~ situation 44  
 ~ to pin down 4



**difficulties**

experience ~ 49

have ~ 49

**difficulty**

~ arises 49

encounter a ~ 49

**dig out** info about a crime 5

**dim** and distant memory 46

wine and **dine** 19

wining and **dining** 19

**dip**

~ into funds 10

~ into savings 10

break **diplomatic** relations 52

**dire** consequences 53

**dirty**

get your hands ~ 56

play a ~ trick 43

the advantages outweigh the

**disadvantages** 55

**disaffected** youth 41

**disaster**

~ strikes 49

complete ~ 49

spell ~ 53

unmitigated ~ 29

**disastrous** consequences 31

**disband** an army 39

damaging **disclosure** 22

offer a **discount** 16

make a **discovery** 8

leave something to someone's

**discretion** 28

enter into a **discussion** 52

**disease**

infectious ~ 37

suffer from a chronic ~ 37

downright **disgrace** 43

thinly **disguised** 45

intense **dislike** 59

**dismal** failure 29

**dismiss**

~ a case 38

wrongfully ~ 12

public **disorder** 35

**disorderly** behaviour 22

**disparaging** remark 59

growing **disparity** 55

**dispel** a rumour 52

**display** *noun*

dazzling ~ 29

put on a ~ 23

**display** *verb*

~ characteristics 45

**disposal** of household waste 31

**dispute** arises 21

**disruptive** influence 43

**disseminate** information 9

**dissenting** voice 22

**distance**

put some ~ between 40

within walking ~ 32

**distant**

dim and ~ memory 46

~ echo 47

**distinction** clear ~ 55

subtle ~ 55

**distinguished** scholar 17

**divided** opinions 13

pay **dividends** 14

**divorce**

file for ~ 10

**divulge**

~ a secret 9

~ a source 9

**do**

~ a job-share 11

~ plenty of exercise 37

~ research 8, 18

~ the shopping 16

~ the sights 26

~ sport 37

~ extreme sports 27

~ a survey 16

~ work 11

**dodge** the question 58

pack of **dogs** 54

**dollop** of cream 54

**dolphins**

pod of ~ 54

exceed the recommended **dose** 37

**doubt**

nagging ~ 14

beyond reasonable ~ 38

**doubts**

plant ~ 53

**download** an app 36

**downright**

~ rude 7, 45

~ disgrace 43

show a **downward** trend 51

**draconian** measures 35

**dramatic**

~ change 51

~ shift 51

**dramatically**

change ~ 51

increase ~ 51

**draw** a comparison between 55

**draw up**

~ a contract 3

~ a list 3

~ a schedule 28

be **drawn** into an argument 20

fill someone with **dread** 59

**dream** comes true 60

**dress**

formal ~ 23

wear traditional ~ 23

underage **drinking** 35

**drive** *noun*

go on an economy ~ 1

fresh ~ 35

**drive** *verb*

~ recklessly 3

~ someone crazy 53

**drop**

~ of brandy 54

~ the subject 20

**drum up** support 28

run **dry** 31

with all **due** respect 58

**dull** thud 47

**dump** waste 31

relieve someone of their **duties** 12

residential **dwellings** 32

**dysfunctional** family 35

**eager** anticipation 28

**earn** a good living 11

undeclared **earnings** 34

with remarkable **ease** 48

traffic **eases** off 25

**easy**

~ option 48

dead ~ 7

take the ~ way out 48

take it ~ for a while 3

watch what you **eat** 37

distant **echo** 47

**eco-friendly** design 31

**economic**

current ~ climate 34

uninterrupted ~ growth 34

**economy**

black ~ 34  
go on an ~ drive 1  
steer the ~ 34

highly **educated** 7, 44

**education**

formal ~ 17  
good level of ~ 44

**effect**

ceasefire comes into ~ 39  
create an ~ 1  
desired ~ 53  
feel the full ~ 53  
have an ~ on 53  
have a knock-on ~ 53

**effects**

ill ~ 53  
side ~ 37

**effort**

concerted ~ 56  
determined ~ 56  
joint ~ 56  
make an ~ 56  
strenuous ~ 56  
team ~ 56  
valiant ~ 56  
worth the ~ 48

decades **elapse** 46

call an **election** 21

mislead the **electorate** 22

herd of **elephants** 54

take your custom **elsewhere** 16

**email**

drop someone an ~ 57  
remote access your ~ 36

**emergency**

~ meeting 14  
dip into ~ funds 10  
respond to an ~ 49

evidence **emerges** 22

**emissions**

offset carbon ~ 31  
vehicle ~ 31

flicker of **emotion** 54

whole gamut of **emotions** 54

**empty** promise 20

**encounter** a difficulty 49

**encyclopaedic** knowledge 44

**endless** supply 50

make **enemies** 8

bitter **enemy** 39

**energy**

alternative ~ source 31  
boundless ~ 45  
burst of ~ 60  
bursting with ~ 45  
renewable ~ 31  
summon up the ~ 27

**engage**

~ someone in conversation 20  
~ in hostilities 39  
~ with customers 15

**engineering** works 25

**enjoy**

~ good health 37  
thoroughly ~ 7

**enlist** help 48

**enrol** on a course 17

**enter**

~ into an agreement 21  
~ into a contract 58  
~ into a discussion 52  
~ into talks 21  
~ your PIN 36

**entertainment** provide ~ 4

source of ~ 4

unbounded **enthusiasm** 50

**entirely**

~ dependent 7  
~ different 8, 55  
~ separate 7

passionate **entreaty** 22

meet the **entry** requirements 17

**environment**

harmful to the ~ 31  
stable ~ 41

**environmental** catastrophe 31

**epic**

~ proportions 50  
sheer ~ grandeur 26

simultaneous **equation** 4

install **equipment** 36

**era**

bygone ~ 46  
golden ~ 46

run **errands** 12

**error**

~ of judgement 13  
see the ~ of your ways 41  
spot an ~ 49

**erupts**

riot ~ 35  
violence ~ 39

violence **escalates** 39

**escape** *noun*

make an ~ 8

**escape** *verb*

~ punishment 38

absolutely **essential** 30

**establish**

~ a cause 53  
~ communication 58  
~ a good relationship 44

research **ethics** 18

state of **euphoria** 60

**event** marks 23

**events**

amazing chain of ~ 29  
series of ~ 29

cover every **eventuality** 28

**every**

cover ~ eventuality 28  
have ~ confidence in 44  
pander to someone's ~ whim 41

**evidence**

~ emerges 22  
give ~ 38  
unreliable ~ 38

**evoke** an atmosphere ~ 29

**exact** opposite 55

**exacting** standards 30

wildly **exaggerated** 7

**exaggerated** the recommended  
dose 37

provide an **excellent** service 16

take **exception** to 59

**exchange** *noun*

~ rates fluctuate 51

**exchange** *verb*

~ news 20  
~ pleasantries 20

**excite** speculation 22

**excitement** contain your ~ 26  
flurry of ~ 54

social **exclusion** 34

**excruciatingly** uncomfortable 24

**exercise** *noun*

do plenty of ~ 37  
gentle ~ 37

**exercise** *verb*

~ authority 30  
~ greater control over 28

physical **exertion** 56

**exhaustive** account 18

vast **expanse** 46



live up to **expectations** 10, 60

**experience** *noun*

accumulate ~ 44  
considerable ~ 44  
have an ~ 27  
lack ~ 44

**experience** *verb*

~ a decline 14  
~ difficulties 49  
~ a fall 14  
~ a growth 14  
~ a rise 14

bold **experiment** 29

team of **experts** 1

**explanation**

demand an ~ 53  
full ~ 18  
offer an ~ 58  
provide an ~ 22

**explore** different ways 48

intrepid **explorer** 26

**exports** are five times greater  
than imports 15

**express** admiration 60

blank **expression** 45

**extend** opportunity 34

**extension**

ask for an ~ 5  
request an ~ 5

**extensive** knowledge 44

**extenuating** circumstances 38

gruff **exterior** 45

do **extreme** sports 27

**extremely** successful 60

have an **eye** for 6

keep your **eyes** peeled 26

the social **fabric** 35

**face** *verb*

~ the challenge 4  
~ the consequences 53  
~ (up to) the facts 6  
~ a grilling 58  
~ a problem 49  
~ the thought of 57  
~ trial 38  
~ severe weather conditions 26

**faceless** bureaucrats 30

**factor**

contributing ~ 53  
deciding ~ 28  
mitigating ~ 2, 38

face (up to) the **facts** 6

**fail** miserably 3

dismal **failure** 29

**faintly** ridiculous 7

**fair**

~ comment 58  
~ few 50  
~ number (of) 50

**fall** *noun* experience a ~ 14

see a ~ 14

show a ~ 14

**fall** *verb*

~ into a coma 37  
~ into a pattern 41

festival **falls** on 23

**falsify** records 33

**family**

~ gathering 19  
dysfunctional ~ 35  
low-income ~ 35  
support a ~ 41

offshore wind **farm** 31

**fare** rises 25

**fashion**

~ victim 24  
back in ~ 24  
high-street ~ 24  
what's in ~ 24

**fast-track** scheme 11

**fat** chance 6

compare **favourably** with 55

**fears**

allay ~ 52  
fuel ~ 59  
spark ~ 52

**feasible** alternative 48

movable **feast** 23

**feeble** excuse 57

**feel**

~ your age 41  
~ the full effect 53

know the **feeling** 57

bottle up your **feelings** 59

astronomical **fees** 50

get itchy **feet** 26

**fertile** imagination 13

**festival**

~ celebrates 23  
~ falls on 23  
~ marks 23  
hold a ~ 23  
observe a ~ 23

**festive**

~ mood 23  
~ season 23

join (in) the **festivities** 19, 23

reach **fever** pitch 27

**few**

fair ~ 50  
good ~ 50

**field** *noun*

take the ~ 27

**field** *verb*

~ questions 58

**fierce** competition 14

**fight** *noun*

pick a ~ 43

**fight** *verb*

~ for your life 37  
~ for survival 49

lull in the **fighting** 52

**file** for divorce 10

**fill** someone with dread 59

**financial** acumen 44

**find**

~ guilty 38  
~ not guilty 38  
~ happiness 60  
~ a solution 31  
~ time 19

**findings**

present ~ 18  
publish ~ 36

**fine**

~ bone structure 24  
~ lines 24

**finite** number 50

**fire** *noun*

set off a ~ alarm 52

**fire** *verb*

~ someone's imagination 29

**firm**

~ friends 40  
it is my ~ conviction 13  
take a ~ stance against 22

**first-hand** knowledge 18

shoal of **fish** 54

**fit** *adjective*

~ for purpose 16  
pretty ~ 27

**fit** *noun*

~ of jealousy 59

**fit** *verb*

~ the job description 13  
~ in with plans 10

take the **flak** 43  
**flat-screen** TV 36  
**flatly**  
 ~ contradict 1  
 ~ reject 22  
**flawless** complexion 24  
**flicker**  
 ~ of emotion 54  
 ~ of hope 54  
 ~ of interest 54  
 rumour **flies** around 20  
**flock**  
 ~ of birds 54  
 ~ of sheep 54  
 widespread **flooding** 31, 49  
**flout** a rule 30  
**fluctuate**  
 ~ wildly 51  
 exchange rates ~ 51  
 share prices ~ 51  
 temperatures ~ 51  
**flurry**  
 ~ of activity 54  
 ~ of excitement 54  
 ~ of snow 54  
 ~ of speculation 54  
**flying** visit 19  
**foam** at the mouth 3  
 haven't the **foggiest** idea 5  
**focus** groups 15  
**food**  
 ~ miles 31  
 plain ~ 19  
**foot** *noun*  
 put your best ~ forward 56  
**foot** *verb*  
 ~ the bill 6  
 reduce your carbon **footprint** 31  
**force**  
 ~ for change 35  
 ~ for good 35  
**foregone** conclusion 13  
**foreseeable** future 46  
**forge** new relationships 40  
**formal**  
 ~ attire 24  
 ~ dress 23  
 ~ education 17  
 attend a ~ function 19  
 restore to its **former** glory 46  
**formulate** a theory 18  
**forthright** manner 45

**fortune**  
 spend a ~ 33  
 tell someone's ~ 9  
**forward**  
 put your best foot ~ 56  
**foul** language 20  
**four-letter** word 20  
**fragile** peace 39  
**frame** a question 58  
 credit-card **fraud** 33  
**fraudulent** claim 33  
**free**  
 ~ kick 27  
 ~ up time 10  
 go **freelance** 11  
**fresh** drive 35  
**friend** for life 40  
**friendly**  
 ~ smile 45  
 perfectly ~ 45  
 remain on ~ terms 40  
**friends**  
 childhood ~ 40  
 circle of ~ 40  
 close ~ 40  
 firm ~ 40  
 lifelong ~ 40  
 make ~ 1  
 to and **fro** 2  
 push back the **frontiers** 36  
 give vent to your **frustration** 59  
**fuel**  
 ~ fears 59  
 ~ speculation 13  
**full**  
 ~ explanation 18  
 ~ lips 24  
 ~ marks 17  
 ~ refund 16  
 feel the ~ effect 53  
 give a ~ apology 58  
 make a ~ recovery 37  
 qualify **fully** 4  
 source of **fun** 4  
 attend a formal **function** 19  
**fundamental** change 51  
**fundamentally**  
 ~ different 1, 55  
 ~ similar 55  
 change ~ 51  
 source of **funding** 4  
 dip into emergency **funds** 11

absolutely **furious** 59  
 mounting **fury** 3  
 kick up a **fuss** 16  
**future**  
 foreseeable ~ 46  
 not-so-distant ~ 46  
**gain** *noun*  
 modest ~ 51  
**gain** *verb*  
 ~ marks 1  
 ~ respect 4  
 opening **gambit** 20  
 whole **gamut** of emotions 54  
**gap**  
 bridge the ~ 55  
 yawning ~ 55  
 clove of **garlic** 54  
 family **gathering** 19  
**gauge** reaction 22  
 broad **generalisation** 20  
**generally** speaking 9  
**generate** business 14  
 stroke of **genius** 54  
**gentle** exercise 37  
**get**  
 ~ into debt 33  
 ~ your hands dirty 56  
 ~ the hang of 27  
 ~ hitched 23  
 ~ itchy feet 26  
 ~ a message across 9  
 ~ a place 17  
 ~ your priorities right 11  
 ~ the sack 12  
 ~ the recognition you deserve 60  
 really ~ to someone 57  
**get off** the bus 1  
**gift** for languages 4  
**gifted** children 17  
**girls'** night out 19  
**give**  
 ~ an account of 9  
 ~ it your best shot 56  
 ~ evidence 38  
 ~ a full apology 58  
 ~ permission 30  
 ~ a reason 9  
 ~ repeated assurances 58  
 ~ a straight answer 58  
 ~ something some thought 13  
 ~ vent to your frustration 59

**given**

- be ~ leave 22
- be ~ a sentence 38
- be ~ a yellow card 27

in the full **glare** of publicity 42

raise your **glasses** 23

**glimmer**

- ~ of hope 54
- ~ of interest 54
- ~ of light 54
- ~ of understanding 54

restore to its former **glory** 46

**glossy** magazine 24

**glowing**

- ~ review 29

**go** *verb*

- ~ clubbing 19
- ~ on a diet 37
- ~ on an economy drive 1
- ~ freelance 11
- ~ hand in hand with 6
- ~ out for a meal 19
- ~ through a midlife crisis 41
- ~ on the offensive 39
- ~ part-time 11
- ~ through a phase 41
- ~ into production 14
- ~ shopping 16
- ~ on strike 12
- ~ trekking 26
- ~ wild 27

**go** back on a promise 58

**go** down in history 46

be on the **go** 57

act as a **go-between** 21

**goal**

- score an own ~ 27
- state a ~ 9

it **goes** without saying 9

**golden** era 46

**good**

- ~ behaviour 38
- ~ computer skills 44
- ~ few 50
- ~ knowledge 44
- ~ level of education 44
- ~ number (of) 50
- ~ size 50
- create a ~ impression 8
- develop a ~ relationship 44
- earn a ~ living 11
- enjoy ~ health 37
- establish a ~ relationship 44

force for ~ 35

with ~ qualifications 44

really ~ 5

well ~ 5

juicy **gossip** 20

have **got** the chance 4

**grab**

- ~ a seat 4
- ~ a snack 5

**graduate** from university 17

sheer epic **grandeur** 26

**grant** permission 30

take for **granted** 41

**grasp** the importance of 14

**grave** danger 49

**great**

- ~ pleasure 60
- ~ significance 50
- (of) ~ importance 1, 50
- place ~ value on 4

**greater**

- exercise ~ control over 28
- exports are five times ~ than imports 15

**greatly**

- ~ appreciate 7
- ~ influence 7

introduce **green** taxes 31

**grief**

- inconsolable ~ 59
- outpouring of ~ 59

air a **grievance** 22

face a **grilling** 58

cover a lot of **ground** 18

**grounds** for complaint 16

necessary **groundwork** 28

**growing** disparity 55

**growth**

- experience a ~ 14
- see a ~ 14
- show a ~ 14
- steady ~ 34
- stimulate ~ 14, 34
- uninterrupted economic ~ 34

**gruff**

- ~ exterior 45
- ~ voice 47

**grumpy** old man 41

**guerrilla** marketing 15

**guilty**

- find ~ 38
- find not ~ 38

sweat our **guts** out 56

**habit**

- become a ~ 41
- make a ~ of 8

unfit for human **habitation** 35

**hail** a taxi 32

**hair**

- auburn ~ 2
- blond ~ 1
- sun-damaged ~ 24

**halt** *noun*

- bring to a ~ 52
- call a ~ to 52

**halt** *verb*

- ~ production 36

**hand** *noun*

get your (**hands**) dirty 56

go ~ in hand with 6

reject out of ~ 28

**hand** *verb*

- ~ in assignments 5
- ~ in your resignation 11

**handle**

- ~ a complaint 16
- ~ a difficult situation 44

suffer at the **hands** of 59

get the **hang** of 27

threat **hangs** over 59

find **happiness** 60

**happy**

- blissfully ~ 1
- deliriously ~ 2

**hard**

- ~ slog 56
- ~ work 49

**harebrained** scheme 59

**harm**

- not come to any ~ 41
- not mean any ~ 57

**harmful** to the environment 31

**harness** technology 36

judge someone **harshly** 13

**hasten** someone's death 59

**have**

- ~ an attitude problem 43
- ~ a baby 41
- ~ the backbone to 56
- ~ a barbecue 19
- ~ (got) the chance 4
- ~ a change of heart 11
- ~ difficulties 49
- ~ an effect on 53

~ every confidence in 44  
 ~ an experience 27  
 ~ an eye for 6  
 ~ a go at 57  
 ~ a knock-on effect 53  
 ~ the muscle to 56  
 ~ an obligation 30  
 ~ an operation 37  
 ~ a party 8  
 ~ a quality 45  
 ~ no respect for 43  
 ~ a snack 5  
 ~ a special charm 26  
 ~ a stopover 26  
 ~ a whale of a time 27  
 ~ a word with 5

wreak **havoc** 53

**hazy** memory 41

**head** a team 6

**health**

be in poor ~ 37  
 enjoy good ~ 37  
 risk to public ~ 31

**healthy** competition 16

**heart**

~ leaps 60  
 have a change of ~ 11  
 learn by ~ 17  
 massive ~ attack 37  
 open your ~ to 20  
 with a light ~ 6

**heart-to-heart** chat 40

searing **heat** 31

solar **heating** 31

**heavily**

~ influenced 29  
 borrow ~ 33  
 come down ~ on 10

**heavy**

~ book 6  
 ~ burden 6  
 ~ rain 1  
 ~ responsibility 6  
 ~ traffic 25  
 ~ workload 12

**hectic** pace of life 32

enlist **help** 48

**herd**

~ of cattle 54  
 ~ of elephants 54  
 cultural **heritage** 23

**high**

~ hopes 60  
 ~ percentage 50  
 ~ risk 49  
 ~ turnover of staff 12  
 hit the ~ street 24  
 spirits are ~ 26

**high-definition** TV 36

**high-street** fashion 24

natural **highlights** 24

**highly**

~ educated 7, 44  
 ~ recommend 29  
 ~ recommended 7  
 ~ unlikely 7  
 ~ valued 44  
 speak very ~ of 9  
 think ~ of 29

**hike**

face a ~ 16  
 ~ in prices 14

**hinder** progress 49

broad **hint** 2

go down in **history** 46

**hit**

~ the high street 24  
 ~ the rocks 6

get **hitched** 23

**hold** *noun*

put someone on ~ 16

**hold** *verb*

~ someone's attention 29  
 ~ someone/something in contempt 43  
 ~ a conversation 20  
 ~ a demonstration 21  
 ~ a festival 23  
 ~ a press conference 21  
 ~ a position 11

**home**

leave ~ 41  
 second ~ 41  
 there's no place like ~ 1

**hone** your skills 44

to be brutally **honest** 57

**honestly** think 13

**honour** a commitment 16

**hope** *noun*

flicker of ~ 54  
 glimmer of ~ 54  
 high hopes 60  
 vain ~ 3

**hope** *verb*

sincerely ~ 57  
 very much ~ 57

**hopelessly** lost 26

**hopping** mad 6

play **host** to 19

engage in **hostilities** 39

**hostility**

declare outright ~ 28  
 open ~ 45

wireless **hotspot** 36

pack of **hounds** 54

**hours**

long opening ~ 32  
 open all ~ 32  
 unsocial ~ 12

disposal of **household** waste 31

affordable **housing** 35

run up a **huge** debt 33

**hugely** popular look 24

unfit for **human** habitation 35

**humiliating** defeat 21

touch of **humour** 54

**hunk** of bread 54

overcome a **hurdle** 49

**hurl** insults 59

deathly **hush** 47

**husky** voice 47

**hybrid** car 31

**hypothesis**

supports the ~ 18  
 working ~ 18

**idea**

bright ~ 57  
 come up with an ~ 28  
 have absolutely no ~ 5  
 haven't the foggiest ~ 5  
 laughable ~ 59  
 rough ~ 13  
 toy with an ~ 28

adhere to **ideals** 10

**identity** theft 33

**idle**

~ chatter 20  
 ~ threat 3  
 bone ~ 43

rural **idyll** 32

profess **ignorance** 9

**ill**

~ effects 53  
 critically ~ 22, 37

**illegal** substance 35

rare **illness** 37  
**imagination** fertile ~ 13  
 fire someone's ~ 29  
**immense** asset 48  
**impact**  
 withstand the ~ 3  
**impart**  
 ~ knowledge 9  
 ~ wisdom 9  
 change **imperceptibly** 51  
**implement**  
 ~ a change 51  
 ~ a plan 28  
 trust someone **implicitly** 44  
**importance**  
 grasp the ~ of 13  
 (of) great ~ 1, 50  
 of paramount ~ 44  
**imports**  
 exports are five times greater than ~ 14  
**impose** censorship 21  
**impression** create an ~ 8  
 create a bad ~ 8  
 create a good ~ 8  
 indelible ~ 29  
 lasting ~ 29  
**improvement**  
 marked ~ 17  
 modest ~ 51  
 room for ~ 17, 51  
 show an ~ 51  
 make **improvements** 8  
**in-depth**  
 ~ critique 18  
 wildly **inaccurate** 7  
**incessant** noise 47  
 not trust an **inch** 43  
**incite** violence 35  
**inclement** weather 2  
**income**  
 source of ~ 4, 33  
 supplement your ~ 33  
**inconsolable** grief 59  
**increase** *noun*  
 modest ~ 51  
 show an ~ 51  
 slight ~ 14  
 substantial ~ 14  
**increase** *verb*  
 ~ dramatically 51  
 ~ output 34

~ significantly 51  
 ~ your stress levels 59  
**indelible** impressions 29  
 declare **independence** 21  
 research **indicates** 18  
 take **industrial** action 12  
 thriving **industry** 34  
**infectious** disease 37  
**infinite** patience 50  
**inflation**  
 curb ~ 34  
 rampant ~ 34  
**influence** *noun*  
 disruptive ~ 43  
**influence** *verb*  
 greatly ~ 7  
 strongly ~ 7  
**influenced**  
 heavily ~ 29  
 strongly ~ 29  
 dig out **info** 5  
**information** disseminate ~ 9  
 item of ~ 48  
 snippet of ~ 3  
 invest in **infrastructure** 25  
**infringe** the regulations 30  
 show **initiative** 17  
**inner** city 32  
 protest **innocence** 9  
**inordinate** amount 50  
 create **instability** 39  
**install** equipment 36  
**instantly** recall 48  
**instigate** measures 52  
**insults**  
 barrage of ~ 3  
 hurl ~ 59  
**intense** dislike 59  
**intensely** personal 3  
**interest**  
 arouse someone's ~ 1  
 awaken your ~ 29  
 flicker of ~ 54  
 glimmer of ~ 54  
 keen ~ 44  
 raise ~ rates 34  
**interest-free** overdraft 33  
**interests**  
 promote ~ 14  
 pursue your ~ 44  
 safeguard someone's ~ 34  
**interpersonal** skills 44

**interview**  
 ~ exclusive 42  
 ~ in-depth 42  
**intrepid** explorer 26  
**introduce**  
 ~ green taxes 31  
 ~ a levy 34  
 ~ a neighbourhood watch scheme 35  
 ~ new legislation 30  
 ~ regulations 30  
 see off an **intruder** 10  
**invest** in the long-term 34  
**investigate** an arms deal 5  
**investigation**  
 conduct an ~ into an arms deal 5  
 subject to police ~ 5  
 touch of **irony** 54  
**irreversible** climate change 31  
**issue** *noun* address an ~ 35  
 confront an ~ 58  
 tackle the ~ 18  
 take ~ with 22  
**issue** *verb*  
 ~ a denial 58  
 ~ a statement 22  
 confront **issues** 18  
 get **itchy** feet 26  
**item** of information 48  
 simplicity **itself** 48  
 fit of **jealousy** 59  
**job**  
 aspects of the ~ 11  
 fit the ~ description 12  
 land a ~ 12  
 walk straight into a ~ 6  
 do a **job-share** 11  
**join**  
 ~ in the festivities 19, 23  
 ~ the staff 11  
 be **joined** in matrimony 23  
**joint** effort 56  
**jot down**  
 ~ an address 10  
 ~ a phone number 10  
 ~ a room number 10  
**journey** arduous ~ 26  
 break the ~ 26  
 leg of a ~ 26  
 jump for **joy** 60  
**judge** someone harshly 13

**judgement**

against your better ~ 13  
 cloud your ~ 43  
 error of ~ 13  
 lack of ~ 13  
 lapse of ~ 59  
 pass ~ on 13  
 poor ~ 13

**juicy** gossip 20**jump**

~ at the chance 27  
 ~ to a conclusion 6  
 ~ to conclusions 13  
 ~ for joy 60

**justice**

~ is served 38  
 bring to ~ 38  
 miscarriage of ~ 38

**juvenile** delinquent 41**keen**

~ interest 44  
 dead ~ 60

**keep**

~ afloat 33  
 ~ your balance 27  
 ~ your eyes peeled 26  
 ~ a promise 58  
 ~ in shape 27  
 ~ someone on their toes 6

**keep up**

~ a foreign language 10  
 ~ the tradition 23

free **kick** 27**kick up** a fuss 16**knob** of butter 54have a **knock-on** effect 53tie the **knot** 23**knowledge**

acquire ~ 17  
 advanced ~ 44  
 common ~ 13  
 comprehensive ~ 44  
 deny all ~ 38  
 encyclopaedic ~ 44  
 extensive ~ 44  
 first-hand ~ 18  
 good ~ 44  
 impart ~ 9  
 thirst for ~ 17

designer **label** 24sweated **labour** 12**lack**

~ experience 44  
 ~ of judgement 13  
 move up the **ladder** 11

**land** a job 12**language**

bad ~ 20  
 foul ~ 20  
 keep up a foreign ~ 10  
 strong ~ 20

gift for **languages** 4**lapse** of judgement 59**large**

~ amount 50  
 ~ number 50  
 ~ percentage 50  
 ~ quantity 50

**lasting**

~ contribution 46  
 ~ impression 29

run **late** 25think **laterally** 13the **latest** scores 27**laughable** idea 59burst into **laughter** 10**launch**

~ a counter-attack 39  
 ~ a new collection 24  
 ~ a scheme 28

**law**

~ and order break down 35  
 in breach of the ~ 30  
 comply with the ~ 30

pass **laws** 30**lay off** staff 11**lay** out the results 18**lead** a seminar 1**leading** authority 17**leafy** suburbs 32heart **leaps** 60**learn** by heart 17quick **learner** 17**learning** *noun*

seat of ~ 17

**learning** *adjective*

steep ~ curve 48

**leave** *noun* maternity ~ 11

be given ~ 22

**leave** *verb*

~ something to someone's  
 discretion 28

~ unchecked 34

~ home 41

~ room 46

**left** *adjective*

be ~ with little alternative 59

**leg** of a journey 26introduce new **legislation** 30**lengthy**

~ delays 25  
 ~ tailbacks 25

**let**

~ out a cry 47  
 ~ someone in on the secrets 42  
 ~ someone out of your sight 41

**level**

good ~ of education 44  
 reduce your stress ~ 37  
 stoop to that ~ 43

increase your stress **levels** 59**levy** *noun*

introduce a ~ 34

**levy** *verb*

~ a tax 34

**lick** of paint 1**life**

~ is turned upside-down 51  
 fight for your ~ 37  
 friend for ~ 40  
 hectic pace of ~ 32  
 live a comfortable ~ 41  
 shape someone's ~ 46

**lifelong**

~ ambition 60  
 ~ friends 40

lavish **lifestyle** 42**lift** a blockade 39**light** *adjective*

~ reading 6  
 with a ~ heart 6

**light** *noun*

cast ~ on a situation 6  
 glimmer of ~ 54

there's no place **like** home 1agreed credit **limit** 33push yourself to the **limits** 27affect the bottom **line** 14pride of **lions** 54full **lips** 24**list**

draw up a ~ 3  
 narrow the ~ down 12



**literature** review 18

**little**

be left with ~ alternative 59  
bear ~ resemblance to 55  
precious ~ chance 27

**live**

~ a comfortable life 41  
desirable place to ~ 32

**live up to** expectations 10, 60

lose your **livelihood** 12

**living**

~ wage 12  
earn a good ~ 11  
make a ~ 11  
urban ~ 32  
within ~ memory 46

**loan**

call in a ~ 33  
pay back a ~ 33

picturesque **location** 2

swarm of **locusts** 54

**lodge** a complaint 8

**long** opening hours 32

**long-lasting** colour 24

**long-standing** tradition 23

**long-term**

~ relationship 40  
~ solution 28  
invest in the ~ 34

**look** *noun*

new season's ~ 24  
hugely popular ~ 24

**look** *verb*

~ your age 45  
~ into an arms deal 5  
really / very much ~ forward to 57

**loosely** based on 7

widespread **looting** 49

**lose**

~ an argument 20  
~ your livelihood 12  
~ your voice 47

hopelessly **lost** 26

**lot**

cover a ~ of ground 18  
take up a ~ of room 46  
take up a ~ of space 46  
talk a ~ of sense 9  
under a ~ of pressure 11

**low-cost** airline 26

**low-income** family 35

**luck**

not have much ~ 57  
pure ~ 60  
stroke of ~ 3, 54, 60

**lull** *noun*

~ in the conversation 52  
~ in the fighting 52

**lull** *verb*

~ someone to sleep 26  
cut down on **luxuries** 33

**luxury** cream 24

hopping **mad** 6

glossy **magazine** 24

**maintain** quality 14

**majority** overwhelming ~ 50

secure a ~ 21

slim ~ 21

**make**

~ someone's acquaintance 8  
~ an apology 8  
~ arrangements 8  
~ an attempt 8  
~ calculations 8  
~ the case for 18  
~ changes 51  
~ a commitment 58  
~ a complaint 16  
~ a contribution 8  
~ a difference 4  
~ a discovery 8  
~ an effort 56  
~ enemies 8  
~ an escape 8  
~ friends 1  
~ a full recovery 37  
~ a habit of 8  
~ improvements 8  
~ a living 11  
~ mistakes 1, 49  
~ an offer 8  
~ a payment 33  
~ plans 28  
~ a plea 35  
~ a proposal 8  
~ a relationship work 40  
~ room for 8  
~ a sound 47  
~ sound business sense 14  
~ a stand against 8  
~ a success of 8  
~ some suggestions 8  
~ someone welcome 19  
it would ~ a change 51

**man**

changed ~ 51  
grumpy old ~ 41

**manageable** chunk 48

**manner**

abrasive ~ 45  
forthright ~ 45

narrow profit **margins** 14

**marked**

~ improvement 17  
in ~ contrast to 55

**market**

play the stock ~ 1  
conduct ~ research 15  
~ segmentation 15  
~ share 15  
target ~ 14

**marketing**

~ campaign 15  
in-house ~ team 15

**marks** *noun*

full ~ 17  
gain ~ 1

**marks** *verb*

event ~ 23  
festival ~ 23

**massive**

~ heart attack 37  
~ overdose 50

**master** new skills 12

call off a **match** 52

**maternity** leave 11

be joined in **matrimony** 23

weighty **matters** 6

**mature** student 17

**meal**

go out for a ~ 19  
rustle up a ~ 8

cost-cutting **measure** 33

**measures**

draconian ~ 35  
instigate ~ 52

serious **medical** condition 37

course of **medication** 37

practise **medicine** 11

**meet**

~ the challenges 44  
~ the entry requirements 17  
~ with a stony silence 47  
~ with success 34  
~ a target 14



**meeting**

adjourn a ~ 2  
 emergency ~ 14  
 pencil in a ~ 12

**member** of staff 11

**memories**

bring back ~ 46  
 rekindle ~ 41

**memory**

dim and distant ~ 46  
 hazy ~ 41  
 within living ~ 46

**menial** tasks 12

**mental** agility 17

get a **message** across 9

**meteoric** rise to fame 42

adopt a **method** 48

in the **middle** of nowhere 32

go through a **midlife** crisis 41

**mildly** surprised 7

food **miles** 31

pass a **milestone** 4

**mind**

bear in ~ 13  
 concentrate the ~ 48

**mindless** violence 43

**minimise**

~ danger 30  
 ~ a risk 49

**minor**

~ giggles 43  
 commit a ~ offence 38

small **minority** 50

**miscarriage** of justice 38

professional **misconduct** 12

fail **miserably** 3

**mislead** the electorate 22

**miss**

~ a penalty 27  
 ~ the point 58

make **mistakes** 1, 49

**mitigating**

~ circumstances 2, 38  
 ~ factor 2

**modest**

~ gain 51  
 ~ improvement 51  
 ~ increase 51  
 ~ recovery 51

senior **moment** 41

**money**

recovery of ~ 21  
 value for ~ 16, 34

troop of **monkeys** 54

festive **mood** 23

provide **moral** support 40

set the wheels in **motion** 53

spectacular **mountains** 1

**mounting**

~ concern 3  
 ~ criticism 3  
 ~ fury 3

foam at the **mouth** 3

**movable** feast 23

**move up** the ladder 11

**muffled** voice 47

have the **muscle** to 56

store **music** 36

**mutter** under your breath 47

**nagging** *adjective*

~ doubt 13

**nagging** *noun*

constant ~ 43

**narrow** *adjective*

~ profit margins 14

**narrow** *verb*

~ the list down 12

**nasty**

~ piece of work 43  
 ~ shock 59

**nationwide** search 21

**natural**

~ highlights 24  
 ~ talent 17

**near** completion 52

**necessary** groundwork 28

**needless** to say 9

**negotiate** a settlement 21

introduce a **neighbourhood**

watch scheme 35

pre-wedding **nerves** 23

**network**

bus ~ 25  
 ~ of contacts 11  
 cycle ~ 25  
 rail ~ 25  
 social ~ 40

**new**

~ season's look 24  
 forge ~ relationships 40  
 introduce ~ legislation 30  
 launch a ~ collection 24  
 master ~ skills 12

**newborn** baby 41

**newly** qualified 4

**news**

break ~ 9  
 exchange ~ 20  
 ~ travels fast 57

**next-day** delivery 16

carve a **niche** for yourself 11

minor **niggles** 43

girls' **night** out 19

**no**

have absolutely ~ idea 5  
 have ~ respect for 43  
 there's ~ place like home 1  
 wouldn't say ~ to 9

incessant **noise** 47

talk **nonsense** 9

put the **nose** to the grindstone 56

the **not-so-distant** future 46

**notify** the police 9

**novel** solution 35

**novelty** value 4

in the middle of **nowhere** 32

**number**

fair ~ (of) 50  
 finite ~ 50  
 good ~ (of) 50  
 jot down a phone ~ 10  
 jot down a room ~ 10  
 large ~ 50  
 opposite ~ 11  
 significant ~ (of) 50  
 small ~ 50  
 substantial ~ (of) 50

set yourself clear **objectives** 14

have an **obligation** 30

**observe** a festival 23

render **obsolete** 53

**obtain** permission 30

blatantly **obvious** 7

special **occasion** 19

**occasional** twinge 41

**occurs**

problem ~ 49

**off** the beaten track 26

commit a minor **offence** 38

**offensive**

deeply ~ 7  
 go on the ~ 39  
 slightly ~ 7

**offer** *noun* make an ~ 8

tempting ~ 11

**offer** *verb*

- ~ a discount 16
- ~ an explanation 58

be **open** to offers 11

**office**

- resign from ~ 21
- take up ~ 10

**offset** carbon emissions 31

**offshore** wind farm 31

grumpy **old** man 41

**online**

- ~ banking 36
- ~ shopping 16

be the **only** option open to someone 28

**open** *adjective*

- ~ all hours 32
- ~ hostility 45
- be ~ to offers 11
- be the only option ~ to someone 28

**open** *verb*

- ~ a current account 33
- ~ your heart to 20

**opening**

- ~ gambit 20
- ~ remarks 52
- long ~ hours 32

have an **operation** 37

divided **opinions** 13

**opponent**

- see off an ~ 10
- a vociferous ~ 22

**opportunity**

- ~ arises 3
- extend ~ 34
- pass up an ~ 3

**opposite**

- ~ number 11
- exact ~ 55
- polar ~ 55

declare **outright** opposition 28

cautiously **optimistic** 60

**option**

- be the only ~ open to someone 28
- easy ~ 48
- viable ~ 48

**order** *noun*

- law and ~ break down 35
- place an ~ 16
- totally out of ~ 43

**order** *verb*

- ~ a takeaway 19

**organise** a barbecue 19

startling **originality** 29

the **other** side of the argument 55

pending the **outcome** 4

provoke an **outcry** 53

broad **outline** 2

**outpouring** of grief 59

increase **output** 34

**outright**

- declare ~ hostility 28
- declare ~ opposition 28

**outstanding** debt 33

the advantages **outweigh** the disadvantages 55

**over**

- ~ the course of time 46
- exercise greater control ~ 28
- take priority ~ 11
- threat hangs ~ 59

**overcome** a hurdle 49

**overcrowded** train 25

**overdose**

- massive ~ 50
- take an ~ 37

**overdraft**

- interest-free ~ 33
- run up an ~ 33

**overstate** a case 20

unpaid **overtime** 12

**overturn** a verdict 38

**overwhelming** majority 50

score an **own** goal 27

hectic **pace** of life 32

**pack**

- ~ of dogs 54
- ~ of hounds 54
- ~ of wolves 54

lick of **paint** 1

**pale** in comparison 55

**pander** to someone's every whim 41

of **paramount** importance 44

**park-and-ride** scheme 25

vacant **parking** space 46

allocate **part** of a budget 14

go **part-time** 11

**party**

- have a ~ 8
- send out a search ~ 26

surprise ~ 19

throw a ~ 19

**pass**

- ~ judgement on 13
- ~ laws 30
- ~ a milestone 4

**pass up**

- ~ a chance 3
- ~ an opportunity 3

**passionate** entreaty 22

put the **past** behind you 3

infinite **patience** 50

**pattern**

- depart from a ~ 1
- fall into a ~ 41

weather **patterns** 31

**pay**

- ~ dividends 14
- ~ someone a visit 19

**pay back** a loan 33

make a **payment** 33

**peace**

- fragile ~ 39
- restore ~ 39

keep your eyes **peeled** 26

**peak** time 25

feel **peckish** 24

**penalty**

- be awarded a ~ 27
- miss a ~ 27

**pencil** in a meeting 12

**pending**

- ~ the outcome 4
- ~ the response 4
- ~ the results 4

**pent-up** anger 45

**percentage**

- small ~ 50
- high ~ 50
- large ~ 50

**perfect** *adjective*

- the ~ venue 19

**perfect** *verb*

- ~ a technique 48

**perfectly** friendly 45

**perform**

- ~ a dance 23
- ~ a task 44

put up a **performance** 27

**permission**

- give ~ 30
- grant ~ 30

obtain ~ 30  
 seek ~ 22, 30  
 intensely **personal** 3  
**personality**  
 ~ traits 45  
 bubbly ~ 45  
 go through a **phase** 41  
 adhere to a **philosophy** 10  
 jot down a **phone** number 10  
 coin a **phrase** 8  
**physical** exertion 56  
**pick** a fight 43  
**picturesque**  
 ~ location 2  
 ~ town 2  
 ~ village 1, 2  
 nasty **piece** of work 43  
 difficult to **pin** down 4  
 enter your **PIN** 36  
 reach fever **pitch** 27  
**place** *noun*  
 change takes ~ 51  
 desirable ~ to live 32  
 get a ~ 17  
 secure a ~ 17  
 there's no ~ like home 1  
**place** *verb*  
 ~ great value on 4  
 ~ an order 16  
**plain**  
 ~ food 19  
 ~ truth 3  
**plan**  
 approve a ~ 30  
 implement a ~ 28  
 slight change of ~ 28  
 unveil a ~ 28  
**plans**  
 fit in with ~ 10  
 make ~ 28  
**plant** doubts 53  
**platonic** relationships 40  
**play**  
 ~ brilliantly 27  
 ~ a dirty trick 43  
 ~ host to 19  
 ~ the stock market 1  
 ~ truant 17  
 make a **plea** 35  
 exchange **pleasantries** 20  
**pleasure**  
 derive ~ from 60  
 great ~ 57, 60

do **plenty** of exercise 37  
 plummeting **profits** 34  
**pod**  
 ~ of dolphins 54  
 ~ of whales 54  
**point**  
 miss the ~ 58  
 strong ~ 45  
 take someone's ~ 58  
 unique selling ~ 14  
 refuse **point-blank** 22  
**poison** the atmosphere 43  
**polar** opposite 55  
**police**  
 notify the ~ 9  
 subject to ~ investigation 5  
 abandon a **policy** 52  
**poor**  
 ~ judgement 13  
 ~ quality 16  
 ~ sanitary conditions 35  
 be in ~ health 37  
 hugely **popular** look 24  
**pose** a threat 49  
**position**  
 in a ~ of authority 30  
 clarify a ~ 22  
 hold a ~ 11  
 take up a **post** 11  
 preserve for **posterity** 46  
 realise your **potential** 12  
**power**  
 ~ cut 36  
 restore ~ 36  
 seize ~ 21, 39  
**practical** value 4  
 put into **practice** 28  
**practise** medicine 11  
 heap **praise** on 42  
**pre-emptive** strike 39  
**pre-wedding** nerves 23  
**precious** little chance 27  
 terminate a **pregnancy** 52  
**premature** death 37  
**prenuptial** agreement 42  
**preparations** are underway 28  
**present**  
 ~ findings 18  
**preserve** for posterity 46  
**press**  
 hold a ~ conference 21  
 ~ coverage 15

**pressure**  
 bow to ~ 21  
 under considerable ~ 11  
 under a lot of ~ 11  
 withstand ~ 3  
**pretty** fit 27  
**prices**  
 hike in ~ 14  
 share ~ fluctuate 51  
**pride** of lions 54  
**primary** cause 53  
**prime-time** television 21  
 basic **principle** 48  
 adhere to **principles** 1, 10  
 get your **priorities** right 11  
 take **priority** over 11  
**probe** an arms deal 5  
**problem**  
 ~ arises 49  
 ~ occurs 49  
 address a ~ 49  
 face a ~ 49  
 have an attitude ~ 43  
 tackle a ~ 49  
 wrestle with a ~ 13  
 weighty **problems** 6  
 standardise **procedures** 30  
**proclaim** a victory 21  
 child **prodigy** 41  
**produce** a result 53  
**product**  
 ~ development 15  
 ~ placement 15  
**production**  
 go into ~ 14  
 halt ~ 36  
**profess** ignorance 9  
**professional** *adjective*  
 ~ misconduct 12  
**professional** *noun*  
 consummate ~ 29  
**profit**  
 narrow ~ margins 14  
 turn a ~ 8  
**profits**  
 announce record ~ 14  
 boost ~ 14  
 plummeting ~ 34  
**profound** admiration 60  
 hinder **progress** 49  
**promise** break a ~ 58  
 empty ~ 20

go back on a ~ 58  
 keep a ~ 58  
 rash ~ 20  
**promote** interests 14  
**prompt**  
 ~ service 16  
 ~ speculation 53  
**pronounce** someone dead 9  
 public **pronouncement** 22  
 speak **properly** 9  
 epic **proportions** 50  
 make a **proposal** 8  
**propose** a toast 23  
 be **prospects** for 12  
**protest** *noun*  
 stage a ~ 8  
**protest** *verb*  
 ~ innocence 9  
**proud** tradition 23  
**proven** ability 17  
**provide**  
 ~ entertainment 4  
 ~ an excellent service 16  
 ~ an explanation 22  
 ~ moral support 40  
 ~ a rationale 18  
 ~ a reference for 44  
 ~ relief 35  
 ~ shelter 35  
 ~ simultaneous translation 4  
**provoke** an outcry 53  
**public**  
 ~ disorder 35  
 ~ pronouncement 22  
 ~ spending 34  
 reliable ~ transport 32  
 risk to ~ health 31  
**publish**  
 ~ findings 36  
 ~ research 36  
 escape **punishment** 38  
**pure** luck 60  
**purpose**  
 fit for ~ 16  
 sense of ~ 60  
 state a ~ 9  
**pursue** your interests 44  
**push**  
 ~ back the frontiers 36  
 ~ up costs 34  
 ~ yourself to the limits 27

**put**  
 ~ your back into 56  
 ~ your best foot forward 56  
 ~ the case for 18  
 ~ some distance between 40  
 ~ someone on hold 16  
 ~ the nose to the grindstone 56  
 ~ the past behind you 3  
 ~ into practice 28  
 ~ a question to someone 58  
 ~ a stop to 52  
 ~ together a CV 11  
**put down** a deposit 33  
**put in**  
 ~ an appearance 19  
 ~ an application 30  
**put on**  
 ~ a display 23  
 ~ standby 26  
 ~ trial 38  
**put up** a determined  
 performance 27  
 with good **qualifications** 44  
**qualified**  
 newly ~ 4  
 well ~ 44  
**qualify** fully 4  
**quality**  
 have a ~ 45  
 maintain ~ 14  
 poor ~ 16  
 spend ~ time 19  
 top ~ 16  
**quantity**  
 large ~ 50  
 sheer ~ 50  
 significant ~ (of) 50  
 small ~ 50  
 substantial ~ (of) 50  
 unknown ~ 50  
**quell** unrest 52  
**question**  
 dodge the ~ 58  
 frame a ~ 58  
 put a ~ to someone 58  
 tough ~ 20  
**questions**  
 barrage of ~ 3  
 bombard someone with ~ 20  
 field ~ 58  
**quick** learner 17  
**quiet** backwater 32

**radical** change 51  
 change **radically** 51  
**rain**  
 ~ sets in 52  
 heavy ~ 1  
**raise**  
 ~ your glasses 23  
 ~ interest rates 34  
 ~ your voice 47  
**rampant** inflation 34  
**range**  
 broad ~ 2  
 stunning ~ 24  
 wide ~ 1, 50  
**rare** illness 37  
**rash** promise 20  
**rates**  
 exchange ~ fluctuate 51  
 raise interest ~ 34  
 soaring crime ~ 38  
 provide a **rationale** 18  
**re-open** a debate 22  
**reach**  
 ~ agreement 21, 30  
 ~ the decision 28  
 ~ fever pitch 27  
**reaction**  
 adverse ~ 37  
 gauge ~ 22  
**read** a subject at university 17  
**reading**  
 background ~ 18  
 light ~ 6  
**reaffirm** a commitment 58  
**realise**  
 ~ your potential 12  
**reason**  
 compelling ~ 53  
 give a ~ 9, 53  
 the simple ~ 57  
 beyond **reasonable** doubt 38  
 instantly **recall** 48  
 call in the **receivers** 14  
 cool **reception** 45  
 drive **recklessly** 3  
**recognition**  
 change beyond ~ 51  
 get the ~ you deserve 60  
**recommend**  
 highly ~ 29  
 thoroughly ~ 29  
 wholeheartedly ~ 44

**recommended**

exceed the ~ dose 27  
highly ~ 7

announce **record** profits 14

falsify **records** 33

**recovery**

~ of money 21  
make a full ~ 37  
modest ~ 51

**recycle** waste 31

cut through **red** tape 30

**reduce**

~ your carbon footprint 31  
~ your stress level 37

act as a **referee** 44

provide a **reference** for 44

take up **references** 12

full **refund** 16

**refuse** point-blank 22

urban **regeneration** 32

**regime** topples 21

**regular**

~ customer 16  
~ update 22

**regulations**

conform to safety ~ 16  
infringe the ~ 30  
introduce ~ 30

silence **reigns** 47

**reject**

~ a charge 58  
~ out of hand 28  
flatly ~ 22

**rekindle** memories 41

**relations**

break diplomatic ~ 52  
cordial ~ 40

**relationship**

~ breaks down 40  
develop a good ~ 44  
establish a good ~ 44  
long-term ~ 40  
make a ~ work 40  
stable ~ 40

**relationships** forge new ~ 40

platonic ~ 40

**reliable**

~ public transport 32  
~ source 4

**relief**

provide ~ 35  
sigh of ~ 60  
welcome ~ 57

**relieve** someone of their duties 12

**relish** a challenge 49

**remain**

~ on friendly terms 40  
~ unchanged 51

**remand** in custody 38

disparaging **remark** 59

with **remarkable** ease 48

opening **remarks** 52

**remote** *adjective*

by ~ control 36

**remote** *verb*

~ access your email 36

**render** obsolete 53

**renewable** energy 31

default on **repayments** 33

give **repeated** assurances 58

**replacement** bus service 25

submit a **report** 18

**reputation**

a considerable ~ 29  
a well-deserved ~ 29

**request** an extension 5

**requirements**

meet the entry ~ 17  
satisfy the ~ 30

**research**

~ ethics 18  
~ indicates 18  
do ~ 8, 18  
publish ~ 36  
select a ~ topic 18

**resemblance**

bear little ~ to 55  
bear a striking ~ to 45

breed **resentment** 53

**residential** dwellings 32

**resign** from office 21

hand in your **resignation** 11

build up **resistance** 37

allocate **resources** 34

**respect** *noun*

gain ~ 4  
have no ~ for 43  
with all due ~ 58

**respect** *verb*

~ someone's wishes 41

**respond**

~ to an emergency 49  
~ well to treatment 37

pending the **response** 4

shirk **responsibilities** 43

**responsibility**

heavy ~ 6  
take on ~ 12

**restore**

~ to its former glory 46  
~ peace 39  
~ power 36

the blame **rests** with 43

produce a **result** 53

**results**

catastrophic ~ 49  
lay out the ~ 18  
pending the ~ 4

**reveal**

~ a talent 44  
~ secrets 42

get into **reverse** 25

**review**

glowing ~ 29  
literature ~ 18

undergo a **revival** 51

substantial **reward** 21

bed of **rice** 54

**rich**

~ source 4  
~ tradition 23

**ridiculous**

faintly ~ 7  
utterly ~ 7

heal the **rift** 40

get your priorities **right** 11

bored **rigid** 32

give someone a **ring** 57

**riot** erupts 35

**rise**

experience a ~ 14  
see a ~ 14  
show a ~ 14

**rising** unemployment 34

**risk**

~ to public health 31  
carry a ~ 49  
carry out a ~ assessment 30  
high ~ 49  
minimise a ~ 49

**road**

congested ~ 32  
~ closure 25

hit the **rocks** 6

cast in the **role** of 29

**room**

~ for improvement 17, 51

ample ~ 46  
 jot down a ~ number 10  
 leave ~ 46  
 make ~ for 8  
 take up a lot of ~ 46  
 the **root** cause 53  
**rough** idea 13  
 downright **rude** 7  
**rule**  
 flout a ~ 30  
 simple ~ 48  
**rumour**  
 ~ flies around 20  
 dispel a ~ 52  
 spread a ~ 20  
**run** *noun*  
 break into a ~ 52  
**run** *verb*  
 ~ into difficulties 6  
 ~ dry 31  
 ~ errands 12  
 ~ smoothly 36  
 ~ into trouble 6  
**run up**  
 ~ a bill 1, 33  
 ~ curtains 8  
 ~ a huge debt 33  
 ~ an overdraft 33  
**run-down** area 35  
**rural** idyll 32  
**rush** hour 25  
**rustic** charm 32  
**rustle** up a meal 8  
 get the **sack** 12  
 touch of **sadness** 54  
**safeguard** someone's interests 34  
 conform to **safety** regulations 16  
 boost **sales** 14  
 stay the **same** 51  
 poor **sanitary** conditions 35  
 a shoal of **sardines** 54  
 use **satnav** 36  
**satisfied** customer 16  
**satisfy**  
 ~ a demand 14  
 ~ the requirements 30  
 dip into **savings** 10  
**say**  
 needless to ~ 9  
 not ~ a word 9  
 wouldn't ~ no to 9  
 it goes without **saying** 9

**schedule**  
 draw up a ~ 28  
 stick to a ~ 28  
**scheme**  
 fast-track ~ 11  
 harebrained ~ 59  
 introduce a neighbourhood  
 watch ~ 35  
 launch a ~ 28  
 tree-planting ~ 32  
 distinguished **scholar** 17  
 win a **scholarship** 17  
**school**  
 ~ of fish 54  
 ~ of sardines 54  
 attend ~ 17  
**score** *noun*  
 ~ stands at 27  
**score** *verb*  
 ~ an own goal 27  
 the latest **scores** 27  
**search**  
 call off a ~ 21, 52  
 nationwide ~ 21  
 send out a ~ party 26  
**searing** heat 31  
**season**  
 festive ~ 23  
 new ~'s look 24  
 ~ ticket 25  
**seat**  
 ~ of learning 17  
 grab a ~ 4  
**second** home 41  
**secret**  
 divulge a ~ 9  
 tell a ~ 9  
**secure**  
 ~ a majority 21  
 ~ a place 17  
**see**  
 ~ a decline 14  
 ~ the error of your ways 41  
 ~ a fall 14  
 ~ a growth 14  
 ~ off an intruder 10  
 ~ off an opponent 10  
 ~ a rise 14  
**seek** permission 22, 30  
**seize** power 21, 39  
**select** a research topic 18  
 unique **selling** point 14

lead a **seminar** 1  
**send** out a search party 26  
 give someone a good **send-off** 57  
**senior** moment 41  
**sense**  
 ~ of achievement 60  
 ~ of adventure 26  
 ~ of purpose 60  
 make sound business ~ 14  
 talk a lot of ~ 9  
**sentence**  
 be given a ~ 38  
 custodial ~ 38  
 serve out a ~ 38  
**sentimental** value 4, 41  
**separate**  
 completely ~ 7  
 entirely ~ 7  
 totally ~ 7  
**series** of events 29  
**serious** medical condition 37  
**seriously**  
 take a complaint ~ 16  
 take someone ~ 20  
**serve** out a sentence 38  
 justice is **served** 38  
**service**  
 next-day ~ 16  
 prompt ~ 16  
 provide an excellent ~ 16  
 unrivalled ~ 24  
**set** *adjective*  
 ~ text 17  
**set** *verb*  
 ~ yourself clear objectives 14  
 ~ off a fire alarm 52  
 ~ a trend 24  
 ~ the wheels in motion 53  
 ~ to work  
 rain **sets** in 52  
 negotiate a **settlement** 21  
**severe**  
 ~ blow 49  
 face ~ weather conditions 26  
**shake** off a cold 37  
**shape** *noun*  
 keep in ~ 27  
**shape** *verb*  
 ~ your destiny 46  
 ~ someone's life 46  
**share** prices fluctuate 51  
**sharp** wit 45



**shatter** someone's confidence 59  
flock of **sheep** 54

**sheer**  
~ epic grandeur 26  
~ quantity 50  
~ size 50

provide **shelter** 35

**shift**  
dramatic ~ 51  
sudden ~ 51

**shirk** responsibilities 43

**shiver** down your spine 60

**shoal**  
~ of fish 54  
~ of sardines 54

**shock**  
be in for a ~ 59  
come as a bit of a ~ 57  
nasty ~ 59  
in a state of ~ 59

**shopping**  
do the ~ 16  
go ~ 16  
online ~ 16

**short of space** 46  
give it your best **shot** 56

**shoulder** the blame 6  
broad **shoulders** 2

**show** *noun*  
~ of unity 21

**show** *verb*  
~ a decline 14  
~ a decrease 51  
~ a downward trend 51  
~ a fall 14  
~ a growth 14  
~ an improvement 51  
~ an increase 51  
~ initiative 17  
~ a rise 14  
~ an upward trend 51

**shut** down a computer 36

**sick**  
~ with worry 59  
worried ~ 59

throw a **sickie** 12

**side**  
~ effects 37  
the other ~ of the argument 55

take a **sideswipe** 59

**sigh** of relief 60  
let someone out of your **sight** 41

do the **sights** 26  
**sign** up for a course 17  
great **significance** 50

**significant**  
~ amount (of) 50  
~ number (of) 50  
~ quantity (of) 50  
increase **significantly** 51

**silence**  
~ descends 47  
~ reigns 47  
meet with a stony ~ 47  
fundamentally **similar** 55

**simple**  
~ rule 48  
~ truth 3

**simplicity** itself 48

**simultaneous**  
~ equation 4  
provide ~ translation 4

**situation**  
cast light on a ~ 6  
handle a difficult ~ 44

**size**  
good ~ 50  
sheer ~ 50

**skills**  
advanced computer ~ 44  
good computer ~ 44  
hone your ~ 44  
interpersonal ~ 44  
master new ~ 12

**sleep**  
lull someone to ~ 26  
not lose any ~ 57

**slight**  
~ change of plan 28  
~ decrease 14  
~ increase 14

**slightly**  
~ different 7  
~ offensive 7

**slim**  
~ chance 6  
~ majority 21

standards **slip** 3

**slippery** customer 43

hard **slog** 56

**slur** your words 47

**small**  
~ amount 50  
~ minority 50

~ number 50  
~ percentage 50  
~ quantity 50

**smile**  
broad ~ 2  
dazzling ~ 45  
friendly ~ 45  
warm ~ 45

run **smoothly** 36

**snack**  
grab a ~ 5  
have a ~ 5  
tasty ~ 24

**snippet** of information 3

flurry of **snow** 54

**soak** up atmosphere 10

**soaring** crime rates 38

temperature **soars** 31

**social**  
~ exclusion 34  
~ fabric 35  
~ network 40  
~ whirl 19

**soft** whisper 47

**solar** heating 31

**solution**  
find a ~ 31  
long-term ~ 28  
novel ~ 35

**song**  
break into ~ 52  
burst into ~ 3

**sound** *adjective*  
make ~ business sense 14

**sound** *noun*  
~ travels 47  
make a ~ 47

**sound** *verb*  
sounds like hard work 49

**source**  
~ of amusement 4  
~ of entertainment 4  
~ of fun 4  
~ of funding 4  
~ of income 4, 33  
alternative energy ~ 31  
cheap ~ 4  
divulge a ~ 9  
reliable ~ 4  
rich ~ 4  
valuable ~ 4

**sources** close to 42



**space**

confined ~ 46  
 short of ~ 46  
 take up a lot of ~ 46  
 vacant parking ~ 46  
 waste of ~ 46

**spark** fears 52

**spate**

~ of attacks 3, 39  
 ~ of thefts 3

**speak**

~ properly 9  
 ~ very highly of 9

**speaking**

generally ~ 9  
 strictly ~ 9

**special**

~ occasion 19  
 have a ~ charm 26

**spectacular** mountains 1

**spectacularly** successful 29

**speculation** excite ~ 22

flurry of ~ 54  
 fuel ~ 13  
 prompt ~ 53

deliver a **speech** 21

**spell** disaster 53

sunny **spells** 26

**spend**

~ a fortune 33  
 ~ quality time 19

public **spending** 34

shiver down your **spine** 60

**spirits**

~ are high 26  
 boost ~ 26

**spoil** brat 41

do **sport** 37

do extreme **sports** 27

**spot** an error 49

**spotlessly** clean 7

**spread** a rumour 20

**spring**

~ to someone's defence 40  
 ~ a surprise on 19

**sprinkling** of cinnamon 54

bring **stability** 39

**stable**

~ environment 41  
 ~ relationship 40

**staff**

high turnover of ~ 12

join the ~ 11

lay off ~ 11

member of ~ 11

**stage**

~ a protest 8  
 ~ a strike 12

take a firm **stance** against 22

**stand** *noun*

make a ~ against 8

**stand** *verb*

~ trial 38

come up to **standard** 16

**standardise** procedures 30

**standards**

~ slip 3  
 adhere to ~ 30  
 exacting ~ 30

put on **standby** 26

score **stands** at 27

**star-studded** cast 29

**startling** originality 29

**state** *noun*

~ of confusion 49  
 ~ of euphoria 60  
 in a ~ of shock 59

**state** *verb*

~ an aim 9  
 ~ your business 9  
 ~ a goal 9  
 ~ a purpose 9

issue a **statement** 22

**stay**

~ the course 12  
 ~ the same 51

**steady** growth 34

**steep** learning curve 48

**steer** the economy 34

**step-by-step** approach 48

**stick**

~ to a diet 19  
 ~ to a schedule 28

**stimulate** growth 14, 34

**stinking** rich 7

play the **stock** market 1

**stockpile** weapons 39

meet with a **stony** silence 47

**stoop** to that level 43

put a **stop** to 52

have a **stopover** 26

**store** music 36

sell your **story** 42

**straight**

~ -A student 17  
 give a ~ answer 58  
 walk ~ into a job 6

in a **straightforward** way 48

complete **stranger** 40

stubborn **streak** 45

**streaming** cold 37

**street**

close off a ~ 52  
 crowded ~ 32  
 hit the high ~ 24

**strength**

build up your ~ 37  
 test of ~ 21

**strenuous** effort 56

**stress**

increase your ~ levels 59  
 reduce your ~ level 37

budget doesn't **stretch** to 26

**strictly** speaking 9

**strike**

~ a balance (between) 55  
 go on ~ 12  
 pre-emptive ~ 39  
 train ~ 25  
 stage a ~ 12  
 surgical ~ 39

disaster **strikes** 49

bear a **striking** resemblance to 45

**strikingly** different 55

**stroke**

~ of genius 54  
 ~ of luck 3, 54, 60  
 ~ of work 54

**strong**

~ language 20  
 ~ point 45

**strongly**

~ influence 7  
 ~ influenced 29

**struggle**

constant ~ 49  
 uphill ~ 56

**stubborn** streak 45

**stuck** in traffic 25

**student**

mature ~ 17  
 straight-A ~ 17  
 undertake a **study** 18

**stunning** range 24

**stunningly** attractive 3

**subject** *adjective*  
~ to police investigation 5

**subject** *noun*  
bring up the ~ 20  
broach the ~ 20  
change the ~ 20  
core ~ 17  
drop the ~ 20  
read a ~ at university 17

**submit**  
~ assignments 5  
~ a report 18

**subscribe** to the theory 13  
illegal **substance** 35

**substantial**  
~ amount (of) 50  
~ decrease 14  
~ increase 14  
~ number (of) 50  
~ quantity (of) 50  
~ reward 21

**subtle**  
~ difference 55  
~ distinction 55

leafy **suburbs** 32

**success**  
build on the ~ 34  
make a ~ of 8  
meet with ~ 34

**successful**  
extremely ~ 60  
spectacularly ~ 29

**sudden** shift 51

**suffer**  
~ casualties 39  
~ from chronic a disease 37  
~ at the hands of 59

**suggestion**  
act on a ~ 28  
come up with a ~ 1  
tentative ~ 28

make some **suggestions** 8

**summon** up the energy 27

**sun-damaged** hair 24

**sunny** spells 26

**supplement** your income 33  
endless **supply** 50

**support** *noun*  
drum up ~ 28  
provide moral ~ 40

**support** *verb*  
~ a family 41  
~ the hypothesis 18

**surge** of adrenalin 60

**surgical** strike 39

**surprise**  
~ party 19  
spring a ~ on 19  
mildly **surprised** 7

**survey**  
carry out a ~ 16  
do a ~ 16

fight for **survival** 49

**suspense**  
~ builds up 29  
bear the ~ 29

**swarm**  
~ of bees 54  
~ of locusts 54

**sweat**  
~ blood 56  
~ our guts out 56

**sweated** labour 12

**sweeping** change 51

**swipe** a card 36

**switch** channels 36

**systems** crash 36

**tackle**  
~ the issue 18  
~ a problem 49

**take**  
~ something badly 49  
~ a boat 4  
~ a complaint seriously 16  
~ your custom elsewhere 16  
~ delight in 60

~ it easy for a while 3  
~ the easy way out 48  
~ exception to 59  
~ the field 27

~ a firm stance against 22  
~ the flak 43  
~ for granted 41  
~ industrial action 12

~ issue with 22  
~ an overdose 37  
~ someone's point 58  
~ priority over 11  
~ someone seriously 20  
~ a sideswipe 59  
~ the time to 48  
~ the view that 13  
~ something the wrong way 40

**take on** responsibility 12

**take up**  
~ a challenge 27

~ office 10  
~ a post 11  
~ references 12  
~ a lot of room 46  
~ a lot of space 46  
order a **takeaway** 19  
change **takes** place 51

**talent**  
natural ~ 17  
reveal a ~ 44

**talk**  
~ business 9  
~ nonsense 9  
~ a lot of sense 9

**talks**  
~ collapse 52  
enter into ~ 21  
cut through red **tape** 30

**target**  
~ audience 15  
~ market 14  
meet a ~ 14

**task**  
break a ~ down 48  
daunting ~ 12  
perform a ~ 44  
menial **tasks** 12  
acquire a **taste** for 27  
levy a **tax** 34  
introduce green **taxes** 31  
hail a **taxi** 32

**team**  
~ effort 56  
~ of experts 1  
head a ~ 6  
work as a ~ 12  
wear and **tear** 36  
burst into **tears** 10  
perfect a **technique** 48  
harness **technology** 36  
prime-time **television** 21  
**tell**

~ someone's fortune 9  
~ a secret 9

**temperature** soars 31  
**temperatures** fluctuate 51  
**tempting** offer 11  
**tentative** suggestion 28  
coin a **term** 8

**terminate**  
~ a contract 52  
~ a pregnancy 52

**terms**

on bad ~ 40  
 remain on friendly ~ 40

**test** *noun*

~ of strength 21

**test** *verb*

~ a theory 18

set **text** 17

identity **theft** 33

spate of **thefts** 3

**theory**

formulate a ~ 18  
 subscribe to the ~ 13  
 test a ~ 18

**there's** no place like home 1

**think**

~ highly of 29  
 ~ laterally 13  
 honestly ~ 13

**thinly** disguised 45

**thirst**

~ for adventure 26  
 ~ for knowledge 17

**thoroughly**

~ ashamed 7  
 ~ enjoy 7  
 ~ recommend 29

**thought**

give something some ~ 13  
 ~ occurred to me 57

turn your **thoughts** to 4

**threat**

~ hangs over 59  
 idle ~ 3  
 pose a ~ 49

**thriving** industry 34

**throw**

~ a sickie 12  
 ~ a party 19

**throwaway** comment 22

**thrust** of an argument 18

dull **thud** 47

clap of **thunder** 47

**tie** the knot 23

**tighten** controls 30

**time**

find ~ 19  
 free up ~ 10  
 have a whale of a ~ 27  
 over the course of ~ 46  
 spend quality ~ 19  
 take the ~ to 48  
 exports are five **times** greater

than imports 14

act on a **tip-off** 10

propose a **toast** 23

keep someone on their **toes** 6

put **together** a CV 11

weighty **tome** 6

**top** quality 16

select a research **topic** 18

regime **topples** 21

**totally**

~ awesome 5  
 ~ dependent 7  
 ~ different 7  
 ~ out of order 43  
 ~ separate 7

picturesque **town** 2

**touch**

~ of class 54  
 ~ of humour 54  
 ~ of irony 54  
 ~ of sadness 54

**tough**

~ challenge 4  
 ~ question 20

**toxic** waste 31

**toy** with an idea 28

**trace** of an accent 47

off the beaten **track** 26

**tradition**

~ dates back to 23  
 age-old ~ 23  
 annual ~ 23  
 break with ~ 23  
 keep up the ~ 23  
 long-standing ~ 23  
 proud ~ 23  
 rich ~ 23  
 uphold a ~ 23

wear **traditional** dress 23

**traffic**

bring ~ to a standstill 25  
 ease ~ congestion 25  
 getting stuck in ~ 25  
 ~ gridlock 25

**train** operator 25

personality **traits** 45

undergo a **transformation** 51

provide simultaneous **translation** 4

**transport** *noun*

local ~ links/services 25  
 reliable public ~ 32

**travels**

sound ~ 47

respond well to **treatment** 37

**tree-planting** scheme 32

go **trekking** 26

**trend**

show a downward ~ 51  
 show an upward ~ 51  
 set a ~ 24

**trial**

adjourn a ~ 38  
 face ~ 38  
 put on ~ 38  
 stand ~ 38

**tribute**

pay ~ to 4  
 play a dirty **trick** 43

**troop**

~ of baboons 54  
 ~ of monkeys 54

**troops**

deploy ~ 39  
 withdraw ~ 39

**trouble**

~ breaks out 21  
 cause any ~ 57  
 go to any ~ 57  
 put someone to any ~ 57  
 run into ~ 6

play **truant** 17

uneasy **truce** 39

dream comes **true** 60

**trumped-up** charges 38

**trust** *noun*

abuse ~ 40  
 betray someone's ~ 43, 58  
 win someone's ~ 40

**trust** *verb*

~ someone implicitly 44  
 not ~ an inch 43

**truth**

plain ~ 3  
 reveal the ~ 42  
 simple ~ 3

**turn**

~ your thoughts to 4  
 ~ a profit 8

life is **turned** upside-down 51

high **turnover** of staff 12

**TV**

flat-screen ~ 36  
 high-definition ~ 36

occasional **twinge** 41  
**unacceptable** behaviour 45  
**unanimous** verdict 38  
**unbounded** enthusiasm 50  
remain **unchanged** 51  
leave **unchecked** 34  
excruciatingly **uncomfortable** 24  
**undeclared** earnings 34  
**underage** drinking 35  
**underestimate** the value of 4  
**undergo**  
~ a revival 51  
~ a transformation 51  
glimmer of **understanding** 54  
**undertake** a study 18  
preparations are **underway** 28  
**undivided** attention 41  
**uneasy** truce 39  
rising **unemployment** 34  
**unexplored** wilderness 26  
**unfit** for human habitation 35  
**uninterrupted** economic growth 34  
**unique** selling point 14  
show of **unity** 21  
**university**  
graduate from ~ 17  
read a subject at ~ 17  
**unknown** quantity 50  
highly **unlikely** 7  
**unmitigated** disaster 29  
**unpaid** overtime 12  
**unprovoked** attack 39  
**unreliable**  
~ evidence 38  
~ witness 38  
quell **unrest** 52  
**unsocial** hours 12  
**untimely** death 37  
**unveil** a plan 28  
be **up** for doing something 57  
regular **update** 22  
**uphill** struggle 56  
**uphold** a tradition 23  
life is turned **upside-down** 51  
show an **upward** trend 51  
**urban**  
~ living 32  
~ regeneration 32  
**use** SATNAV 36  
not **utter** a word 47

**utterly**  
~ absurd 7  
~ ridiculous 7  
**vacant** parking space 46  
**vain** hope 3  
**valiant** effort 56  
**valuable** source 4  
**value**  
~ for money 16, 34  
assess something's ~ 4  
novelty ~ 4  
place great ~ on 4  
practical ~ 4  
sentimental ~ 4, 41  
underestimate the ~ of 4  
highly **valued** 44  
wide **variation** 55  
wide **variety** 50  
**vast** expanse 46  
**vehicle** emissions 31  
give **vent** to your frustration 59  
perfect **venue** 19  
**verdict**  
contest a ~ 38  
overturn a ~ 38  
unanimous ~ 38  
**viable** option 48  
fashion **victim** 24  
**victory**  
convincing ~ 27  
proclaim a ~ 21  
take the **view** that 13  
**vigorous** defence 18  
picturesque **village** 1  
**violence**  
~ erupts 39  
~ escalates 39  
incite ~ 35  
mindless ~ 43  
go **viral** 15  
**visit**  
flying ~ 19  
pay someone a ~ 19  
whirlwind ~ 19  
**vital**  
~ clue 21  
absolutely ~ 31  
**vociferous** opponent 22  
**voice**  
booming ~ 47  
dissenting ~ 22  
gruff ~ 47

husky ~ 47  
lose your ~ 47  
muffled ~ 47  
raise your ~ 47  
**volume** of work 11  
living **wage** 12  
**walk** straight into a job 6  
within **walking** distance 32  
attention **wanders** 17  
**warm** smile 45  
**waste**  
~ of space 46  
disposal of household ~ 31  
dump ~ 31  
recycle ~ 31  
toxic ~ 31  
**watch** *noun*  
introduce a neighbourhood  
~ scheme 35  
**watch** *verb*  
~ what you eat 37  
concentration **wavers** 17  
**way**  
in a straightforward ~ 48  
take the easy ~ out 48  
take something the wrong ~ 40  
**ways**  
change your ~ 31  
explore different ~ 48  
see the error of your ~ 41  
stockpile **weapons** 39  
**wear**  
~ and tear 36  
~ traditional dress 23  
**weather**  
~ patterns 31  
adverse ~ conditions 49  
face severe ~ conditions 26  
inclement ~ 2  
**wedded** bliss 23  
fairytale **wedding** 42  
**weighty**  
~ matters 6  
~ problems 6  
~ tome 6  
**welcome**  
make someone ~ 19  
**well**  
~ good 5  
~ qualified 44  
respond ~ to treatment 37  
a **well-deserved** reputation 29

have a **whale** of a time 27

**whales**

pod of ~ 54

**what**

~'s in fashion 24

watch ~ you eat 37

set the **wheels** in motion 53

take it easy for a **while** 3

pander to someone's every **whim** 41

social **whirl** 19

**whirlwind** visit 19

soft **whisper** 47

**whole** gamut of emotions 54

**wholeheartedly** recommend 44

**wide**

~ choice 50

~ range 1, 50

~ variation 55

~ variety 50

differ **widely** 55

**widespread**

~ belief 13

~ flooding 31, 49

~ looting 49

go **wild** 27

unexplored **wilderness** 26

**wildly**

~ exaggerated 7

~ inaccurate 7

fluctuate ~ 51

**win**

~ an argument 20

~ the battle 4

~ a scholarship 17

~ someone's trust 40

offshore **wind** farm 31

**wine** and dine 19

**wining** and dining 19

declare someone the **winner** 9

**Wi-Fi** hotspots 36

**wisdom**

impart ~ 9

words of ~ 1

respect someone's **wishes** 41

sharp **wit** 45

**withdraw** troops 39

**within**

~ living memory 46

~ walking distance 32

it goes **without** saying 9

**withstand**

~ the impact 3

~ pressure 3

unreliable **witness** 38

pack of **wolves** 54

changed **woman** 51

absolutely **wonderful** 7

**word**

four-letter ~ 20

have a ~ with 5

not say a ~ 9

not utter a ~ 47

**words**

~ of wisdom 1

slur your ~ 47

**work** *noun*

do ~ 11

hard ~ 49

nasty piece of ~ 43

sounds like hard ~ 49

stroke of ~ 54

volume of ~ 11

**work** *verb*

~ to someone's advantage 60

~ as a team 12

~ from home 25

make a relationship ~ 40

**work up** an appetite 10

**working** hypothesis 18

heavy **workload** 12

**world** of difference 55

**worried** sick 59

sick with **worry** 59

**worth** the effort 48

**wouldn't** say no to 9

**wreak** havoc 53

**wrestle** with a problem 13

banish **wrinkles** 24

**write off** a debt 33

take something the **wrong** way 40

**wrongfully** dismiss 12

**yawning** gap 55

academic **year** 17

be given a **yellow** card 27

disaffected **youth** 41