



Cambridge English



Grammar AND Vocabulary FOR ADVANCED

MARTIN HEWINGS SIMON HAINES

with answers



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with answers

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Introduction

What does the book contain?

This book is updated for the new *Cambridge English*: Advanced examination introduced in 2015 and contains two sections: **Grammar** (Units 1–25) and **Vocabulary** (Units 26–45).

What does the book aim to do?

This book aims to provide complete coverage of the grammar and vocabulary needed for success in the Cambridge English: Advanced, also known as the Certificate in Advanced English (CAE). Regular exam practice is provided throughout the book.

Units 1-25 present grammar in context followed by a detailed analysis of the language for advanced learners of English. Units 26-45 extend vocabulary knowledge – including of collocations and idioms – and introduce ways of studying vocabulary which will help you pass the exam.

Who is the book aimed at?

This book is for anyone preparing for success in the Cambridge English: Advanced. It is designed primarily for students working alone who want to revise, extend and practise their knowledge and understanding of grammar and vocabulary, but it can also be used on a Cambridge English: Advanced preparation course in the classroom, or can be set as homework by a teacher.

How do I use the book?

You can work through the units in any order, but we advise you to study every unit if you want to prepare thoroughly for the exam. It is best to work through a unit from beginning to end, as exercises may revise grammar or vocabulary from an earlier part of the same unit.

Each of the 25 units in the **Grammar** section is divided into three sections. **Context listening** introduces the grammar of the unit in context to help you understand it more easily. **Grammar** provides detailed explanations of specific grammar points and includes *Start points* which act as a brief reminder of grammar you may already know. **Grammar exercises** provide practice of the grammar of each unit.

Each of the 20 units in the **Vocabulary** section is based on a general topic (e.g. *Cities*) and presents general exercises on vocabulary for two areas within the main unit topic (e.g. *Urban growth* and *Urban living*).

Each unit of the book includes an Exam practice section which provides practice of the types of tasks you will face in the Reading and Use of English, Writing and Listening sections of the Cambridge English: Advanced examination. Note: Some of the Exam practice tasks test mainly the grammar or vocabulary taught in the same unit, to give extra practice. However, in the real exam each question tests a different grammar/vocabulary point or a different aspect of language.

The Answer key contains answers to all the exercises in the book, including alternative answers where more than one correct answer is possible.

What does this symbol mean? •

This symbol appears in the Error warning! boxes of the Vocabulary section and indicates that the errors were found in the Cambridge Learner Corpus, a database made up of many thousands of exam scripts written by students taking Cambridge English exams around the world. The exam practice tasks have been informed by the English Vocabulary Profile. The English Vocabulary Profile is an online resource with detailed and up-to-date information about the words, phrases, phrasal verbs and idioms that learners of English know at each of the six levels of the Common European Framework (A1 to C2), which guarantees suitable treatment of words, phrases and phrasal verbs at C1 level.

When should I use a dictionary?

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

What material can I find online?

The following material for use with this book can be found online at www.cambridge.org/grammarvocabadvanced:

- Audio recordings for all listening exercises and for exam practice Listening tasks
- Complete Recording scripts for each audio file
- Reference notes which give further information and support on the grammar and vocabulary in this book
- Wordlists for key items in the Vocabulary section
- Model answers to the Exam practice: Writing tasks Parts 1 and 2

Exam summary

Reading and Use of English (1 hour 30 minutes)

Reading and Use of English (1 hour 30 minutes)			
Part	What are the tasks?	What do I have to do?	How many questions?
1	Multiple-choice cloze	You read a text with eight gaps. For each gap you choose the correct word from one of four possible answers (A, B, C or D).	8
2	Open cloze	You read a text with eight gaps. You must write one word in each gap.	8
3	Word formation	You read a text with eight gaps. For each gap you write the correct form of the word at the end of each line.	8
4	Key word transformation	You are given a complete sentence and a second gapped sentence. You complete the second sentence so that it has the same meaning using a given 'key word'.	6
5	Multiple choice	You read a text and answer six multiple-choice questions. You choose from four possible answers (A, B, C or D).	6
6	Cross-text multiple matching	You read four short texts on the same topic. You have to match each question to the correct text.	4
7	Gapped text	You read a text from which paragraphs have been removed and put in a jumbled order. You have to choose which paragraph fits into which space. There is a paragraph which does not fit into any space.	6
8	Multiple matching	You scan a text or several short texts and decide which part of a text or text each question refers to. Some questions may refer to more than one part of a text or text.	10

Writing (1 hour 30 minutes)

Part	What are the tasks?	What do I have to do?	How many questions?
1	Write an essay	You plan and write an essay on the topic given in the question paper. Your essay must be 220–260 words.	1
2	Write a text of a particular type	You choose, plan and write only one of the following possible text types: a letter, a proposal, a report or a review. Your text must be relevant to the situation described in the question. Your text must be 220-260 words.	1 from a choice of 3

Listening (40 minutes)

Listening (40 minutes)			
Part	What are the tasks?	What do I have to do?	How many questions?
1	Multiple choice	You hear three short extracts and have to answer two multiple- choice questions on each extract. For each question you choose one of three possible answers (A, B or C).	6
2	Sentence completion	You use information you hear to complete sentences with gaps.	8
3	Multiple choice	You hear a recording with six multiple-choice questions. For each question you choose one of four possible answers (A, B, C or D).	6
4	Multiple matching	You hear five short themed monologues with multiple-matching questions. You match a statement or opinion from a list of six options for each speaker.	10

Speaking (15 minutes)

Speaking (15 minutes)				
Part	What are the tasks?	What do I have to do?	How long is each part?	
1	General conversation	You answer questions about general topics such as your daily life, your interests or your experiences.	2 minutes	
2	Individual 'long turn'	You talk about a set of three pictures on your own for around a minute. Then you listen to your partner talk about a different set of pictures before commenting on what they have said.	4 minutes	
3	Discussion	You and your partner are given some written instructions for a discussion task.	4 minutes	
4	Discussion	You and your partner discuss topics related to the task in Part 3.	5 minutes	

Map of the book

GRAMMAR			
Unit	Title	Topics	Exam practice
1	Tenses	Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous	Reading and Use of English Part 2
2	The future	Will, be going to + infinitive, shall; present tenses for the future; future continuous, future perfect and future perfect continuous; be to + infinitive; future in the past	Reading and Use of English Part 8
3	Modals (1)	Ability; possibility; conclusions, willingness, habitual events; necessity, deduction; 'not necessary'; obligation	Listening Part 1
4	Modals (2)	Complex modal forms; dare and need; had better, be allowed to; be supposed to; other verbs with modal meanings	Reading and Use of English Part 4
5	Nouns, agreement and articles	Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns; articles	Reading and Use of English Part 2
6	Determiners and quantifiers	No, none, not a, not any; much, many, a lot of, lots of; all, both, whole; every, each; (a/the) few, little; less, fewer (than); much, many, etc. + (of)	Listening Part 2
7	Adverbs and adjectives	Position of adverbs; quite, rather, already, yet, still, even, only, really; position of adjectives; gradable adjectives; patterns after adjectives	Reading and Use of English Part 3
8	Comparison	Comparative and superlative forms of adjectives and adverbs; comparisons with as; comparisons with so, too, enough	Reading and Use of English Part 3
9	Verb patterns (1)	Verbs with two objects; verb + object + adjective; verb + reflexive pronoun; verb + each other / one another	Reading and Use of English Part 4
10	Verb patterns (2)	Verb + to-infinitive / -ing; verb + (object) + bare infinitive; verb + object + to-infinitive / -ing; verb + object / possessive + -ing; other patterns after verbs	Reading and Use of English Part 5
11	Relative clauses (1)	Defining and non-defining relative clauses; relative pronouns; other words beginning relative clauses; prepositions in relative clauses	Reading and Use of English Part 1
12	Relative clauses (2)	Participle clauses; to-infinitive clauses; adjective phrases; prepositional phrases	Reading and Use of English Part 5
13	Adverbial clauses	Adverbial clauses including time clauses, contrast and concession clauses, reason clauses, purpose and result clauses	Reading and Use of English Part 2
14	Conditionals	Real and unreal conditionals; if not and unless; even if and even though; if only and wish; other conditional expressions	Listening Part 4
15	Participle, to- infinitive and reduced clauses	Participle clauses including present participle (-ing) clauses, past participle (-ed) clauses, participle clauses after conjunctions and prepositions, to-infinitive clauses, reduced clauses	Reading and Use of English Part 3
16	Noun clauses	That-noun clauses; wh-noun clauses; whether and if	Reading and Use of English Part 1
17	Conjunctions and connectors	Before, hardly, first(ly), however, even so, on the other hand, etc.	Reading and Use of English Part 6
18	The passive	Using the passive; active and passive verb forms; passive forms of verbs with two objects; get + past participle; get/have + object + past participle	Reading and Use of English Part 7
19	Reporting	Structures in the reported clause: that-clause, to-infinitive and -ing, verb tenses in reporting; modal verbs in reporting; reporting questions; should in that-clauses	Listening Part 4
20	Substitution and ellipsis	One/ones; so + auxiliary verb + subject; neither, nor, not either; do so; leaving out words after auxiliary verbs and after to	Listening Part 3
21	Word order and emphasis	Fronting; cleft sentences; inversion; inversion in conditional sentences	Reading and Use of English Part 4
22	Nominalisation	Nominalised forms; do, give, have, make, take + noun	Reading and Use of English Part 8
23	It and there	Introductory it as subject and object; there; common expressions with it's no and there's no	Reading and Use of English Part 4

24	Complex prepositions and prepositions after verbs	proposition patterns, pinasar reros.	
	Prepositions after nouns and adjectives	Noun + preposition: related verbs and adjectives; noun + preposition + $-ing$ or noun + preposition + noun; noun + of or noun + to -infinitive; noun + in or noun + to -infinitive; noun + to	Reading and Use of English Part 1

VOCABULARY

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Unit	Title	Topics	Exam practice
26	Cities	Urban growth Urban living	Reading and Use of English Part 5
27	Personal history	Ancestry Autobiography	Writing Part 1 An essay
28	The arts	Arts events Reviews	Reading and Use of English Part 1
29	Migrations	Departures Personal stories	Listening Part 2
30	Risking it	Extreme sports Risk-taking	Reading and Use of English Part 7
31	Gender issues	Language Gender in sport	Reading and Use of English Part 4
32	Education	Learning Training	Reading and Use of English Part 6
33	Health	World health Water and health	Writing Part 2 A report
34	Getting about	Private journeys Public transport	Listening Part 1
35	Moods	Attitudes Memory	Reading and Use of English Part 1
36	Fame and fortune	Celebrity culture Reality television	Reading and Use of English Part 2
37	Relationships	Families Friends	Listening Part 3
38	Time off	Holidays Enjoying exercise	Reading and Use of English Part 8
39	Media	News and information Press freedom	Reading and Use of English Part 4
40	The world of work	Employment patterns Economic migration	Reading and Use of English Part 3
41	Economics and business	Economic problems Business tips	Writing Part 1 An essay
42	The living world	Animal life Trees and plants	Listening Part 4
43	Personal contact	Social networking Letter writing	Reading and Use of English Part 2
44	The environment	Issues Protection	Reading and Use of English Part 3
45	Science and technology	Discovery Solutions	Writing Part 2 A letter

Tenses

Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous

Context listening

Which of the callers, Karen, Liam, Sahar or Luka ...

1.1 You are going to hear part of a radio phone-in programme. Before you listen, look at the photos. What do you think the topic of the phone-in is?







1.2 Listen and check whether you were right. As you listen, answer the questions.

... lost something on the train one day? ______Sahar
 ... travels to work by bus? ______
 ... works at home permanently? ______
 ... may buy a motorbike? ______
 ... has always liked travelling by train? ______
 ... used to catch the train at a quarter past seven in the morning? ______
 ... is working at home temporarily? ______
 ... has never owned a car? ______

1.3 DO2 Listen again and fill in the gaps.

1 | commuted to London for over ten years.
2 | over an hour when they announced that the train was cancelled.
3 | of buying a motorbike.
4 | at home while our office block is being renovated.
5 | to her only a couple of times before then.
6 | travelling by train ever since | was young.
7 | to phone in to your programme for the last half hour.
8 | Yesterday, | all my work by 2.30 pm.

1.4 Identify the tenses you used in 1.3.

1 - past simple



2.1 Simple and continuous tenses

START POINT

Present continuous

I'm working at home while our office block is being renovated. (= temporary state)

I'm phoning from the train. (= action in progress)

Present simple

Public transport has a number of advantages over driving. (= permanent state)

I catch the train at 7.05 at the station near my home every morning. (= habit or regular event)

Past continuous

I was travelling home when the train broke down. (= action in progress at past point)

Past simple

I sold my car last week. (= completed past action)

I drove to work for a couple of years. (= past situation that doesn't exist now)

I caught the train every morning at 7.15. (= repeated past action)

We usually use simple tenses with verbs that describe an unchanging state rather than an action: I love trains.

We can use continuous tenses with state verbs to suggest that a situation is temporary or untypical:

I'm appreciating being able to get up later than usual. (= suggests a temporary arrangement)

Now that I work at home I appreciate being able to get up late. (= suggests a more permanent arrangement)

With some verbs that describe mental states (e.g. consider, understand) and attitudes (e.g. hope, regret), continuous tenses suggest a process going on at the time of speaking, or emphasise that the process continues to develop:

I'm regretting selling my car already. (= suggests that I have started to regret it and that this regret may grow)
I regret selling my car. (= describes an attitude that is unlikely to change)

Some verbs have different meanings when talking about states and describing actions:

I'm now thinking of buying a motorbike. (think of (action) = consider)

Do you think that's a good idea? (think (state) = asking about an opinion)

We usually use the present simple with verbs that describe what we are doing as we speak:

I admit that it can be frustrating at times. (= I agree that it is true when I say 'I admit')

I predict that increasing numbers of people will start working at home.

We often use the past simple in a narrative (e.g. a report or a story) to talk about a single completed past action, and the past continuous to describe the situation that existed at the time:

I dropped my purse while I was getting off the train.

When we talk about two or more past completed actions that followed one another, we use the past simple for both:

She woke me up and offered me a lift.

When we talk about two actions that went on over the same period of past time, we can often use the past continuous or the past simple for both:

I was listening to music while I was driving here. or I listened to music while I drove here.

We can use continuous tenses with the adverbs always, constantly, continually and forever to emphasise that something is typical of a person, group or thing because they do it so often:

I was forever arriving late for work.

1 Tenses

We can use either the present continuous or present simple to describe something we regularly do at a certain time:

At 8 o'clock I'm usually having a leisurely breakfast. or At 8 o'clock I usually have ...

We often use the present continuous or past continuous:

- to make an enquiry or a statement less certain because we don't know if we're right:
 I'm hoping we've got Dave Jones on the line. (= suggests that the speaker is not sure whether Dave Jones is there)
- to make a request or an offer more polite:
 Karen, were you wanting to say something?

2.2 Perfect tenses

START POINT

Present perfect

I've lived in Spain, and the trains are so much more reliable there. (past situation relevant to the present)

I've just sold my car and so now I go to work by bus. (recent action with consequences for the present)

I've enjoyed travelling by train ever since I was young. (situation continuing until the present)

Past perfect

This morning I'd read a couple of reports before I got off the train. (past event before another past event)

We use the present perfect to talk about a situation that existed in the past and still exists now, and the past simple when the situation no longer exists:

I've commuted to London every weekday for over ten years, and I actually enjoy it.

I commuted to London every weekday for over ten years before I started working at home.

We use the present perfect to talk about a repeated action that might happen again:

I've arrived late for work twice this week so far.

and the past simple for a repeated action that won't happen again:

I arrived late for work twice this week. (= the working week is over; I won't arrive late again this week)

When we give news or information, we often introduce a topic with the present perfect and then give details with other past tenses:

The new high speed rail link between the north of England and the Channel Tunnel has opened. It took 15 years to build and cost nearly ten billion pounds.

When we use a time expression (e.g. after, as soon as, before, when) to say that one event happened after another, we can use either the past simple or past perfect for the first event:

I'd read a couple of reports before I even got to work. or I read a couple of reports before I even got to work.

2.3 Present perfect continuous and past perfect continuous

We use the present perfect continuous (have been + -ing) to talk about an action in progress in the past for a period until now, and which is either still in progress or recently finished:

I've been working at home for the last five years. (= action still in progress)

Sorry I'm late. I've been trying to find a parking place. (= action recently finished)

We often prefer the present perfect continuous to say how long an action has been in progress:

I've been trying to phone in to your programme for the last half hour.

We use the present perfect to talk about a completed action or series of actions when we are interested in the result:

I've called the bus company a number of times to complain.

They've bought new trains and have really improved the service.

We use the past perfect continuous (had been + -ing) to talk about an action in progress over a period up to a particular past point in time:

I'd been waiting over an hour when they announced that the train had been cancelled.

If we are not interested in how long the action went on, we often use the past continuous rather than the past perfect continuous:

I was waiting on the platform when they announced that the train had been cancelled. rather than I'd been waiting on the platform when ... (= there is no mention of how long the person was waiting.)

We use the past perfect when we say how many times something happened in a period up to a particular past time:

I'd spoken to her only a couple of times before then.

We don't usually use the present perfect continuous or the past perfect continuous to describe states: I'd owned a car ever since I left college. (not I'd been owning ...)

Grammar exercises

3.1 Choose the correct or more natural answer in this radio news report.

Emergency services were bombarded with phone calls from all over the north of the country last night by people who (1) are reporting / reported seeing blue objects shoot across the sky. Mrs Sophia Olsen (2) drove / was driving along the main road at the time.

'I (3) 'm usually coming | usually came along that bit of road at about ten. As I (4) was going | go past the old barn, I (5) was seeing | saw a single bright blue light going across the road in front of my car. I (6) stopped | stop the car and (7) was watching | am watching it for about fifteen minutes. It (8) was travelling | travels quite slowly from east to west and then it (9) 's suddenly disappearing | suddenly disappeared. Until now I (10) wasn't believing | didn't believe in UFOs, although my son (11) is forever trying | forever tries to persuade me that they (12) are existing | exist. But now I (13) thought | 'm thinking that maybe he (14) was being | was right.'

Dr Maria Walker, a lecturer in astronomy at Trumpton University, (15) offers / is offering a simple explanation. 'The reports that (16) were coming / come in last night (17) are suggesting / suggest that it (18) was / is a meteor shower. This (19) is / was not unusual on a small scale, but last night's shower (20) is seeming / seems to have been very large. In fact, we (21) were getting / are getting an increasing number of meteor showers, and my department (22) is currently researching / currently researches possible reasons for this.'

But many witnesses to the events (23) believe | are believing that they (24) are observing | were observing more than a meteor shower, and that last night the Earth was actually visited by beings from outer space.

1 Tenses

3.2 Complete the sentences using the verbs in the box. Use the same verb in each pair of sentences. Use the present simple, present continuous, past simple or past continuous.

٥	llia	et expect imagnie measure see think				
1	a	I <u>'m thinking</u> about taking a gap year before I go to university and going travelling around South America.				
	b	A: Why's Yusuf having a party?				
		B: Ithink it's his birthday.				
2	a	A: How did the cat get up into the tree?				
		B: I he was chasing a bird.				
	b	A: Let me know when the post arrives.				
		B: Why, you something important?				
3	а	A: What happened to your wrist?				
		B: I the window for some new curtains and I fell off the ladder.				
	b	I was given this pedometer for my birthday. You just hook it on your belt and it how far you walk during the day.				
4	a	This month's special exhibition of South African art over 5,000 visitors a day to the museum, whereas we normally only get about 2,000.				
	b	As the home of William Shakespeare, Stratford tourists from all over the world.				
5	a	you that big house over there? It's my uncle's.				
	b	I split up with Alex when I found out that he someone else.				
6	a	I Giulia's under a lot of stress at the moment with moving house and starting a new job.				
	b	The baby's smiling in her sleep. I wonder what things she in her dreams.				
pe fo	rfe	Complete the sentences with an appropriate form of the verb given. Use the past simple, present ct, past perfect and past perfect continuous tenses. Use each tense only once in each group of entences.				
•		We <u>have played</u> 35 matches so far this season, so we're all feeling pretty tired.				
		After the match, she admitted that she badly.				
		you rugby or football at the school you went to?				
		Ireland really well all year, so it came as a big surprise when they were beaten by Wales				
	u	last December.				
2	m	ake				
	a	We the right decision in emigrating to Canada in the mid-1990s.				
		Henson never thought about retirement. In fact, he a documentary film about the indigenous people of Chile when he died.				
	С	A: When did you realise that you a mistake in joining the army?				
		B: When I was posted to a boiling hot jungle.				

working / have worked at your computer, take frequent breaks to rest your eyes. If that (17) hasn't solved /

doesn't solve the problem, come back and see me again.

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

	Planets beyon	d our solar system	
Throughout history we ha	ave wondered about the pos	ssibility (0)of	life beyond the Earth. It is
only in recent years, how	vever, that advances in techr	nology (1)	revealed the existence of
extrasolar planets (or 'ex	oplanets'); (2)	is to say, planets	which orbit not our own Sun, but
other stars in the univers	se. So (3),	astronomers have ide	entified a few thousand exoplanets,
but believe that billions r	nore exist.		
Although many astronon	ners believe that a large num	ber of planets in the	universe are capable of
supporting (4)	kind of living organi	sm, whether or not life	e has developed on any of them
(5) not	t yet known. An essential rec	quirement for life is liq	uid water. (6)
a planet is to have liquid	water on its surface, its terr	perature must be (7)	too hot nor too
cold. However, (8)	a planet, other	than the Earth, has ye	t to be discovered.

The future

Will, be going to + infinitive, shall; present tenses for the future; future continuous, future perfect and future perfect continuous; be to + infinitive; future in the past

Context listening

1.1 Which of these activities would you like to do on a visit to the USA?













1.2 Do3 Jessica is doing a course in American Studies at a British university. As part of this programme she will spend her third year studying at a university in Los Angeles in California. Her friend, Kelly, wants to visit her while she is there. Listen to them talking about their plans. Which of the activities shown in 1.1 do they mention?

1.3 Do3 Listen again and fill in the gaps.

- 1 1 m spending a few days sightseeing in New York.
- 2 I ______ in Los Angeles on the 20th.
- 3 I _____ for my own place.
- 4 It ______ a long time to catch up.
- 5 I _____ up there if it's not too expensive.
- you stop over anywhere on the way out?
 When I come to see you, you ______ in California for nearly six months.
- 8 You _____longer, won't you?
- 1.4 How many different ways of referring to the future did you use in 1.3?

Grammar

2.1 Will, be going to + infinitive and shall

START POINT

Will

I think I'll fly directly to Los Angeles. (= a decision made without planning)

I'm sure you'll have a fantastic time. (= a prediction based on opinion or experience)

I'll be 21 on 2nd January. (= a fact about the future)

I'll meet you at the airport. (= willingness)

Be going to + infinitive

First I'm going to stay with Daniel and Susanna. (= a decision already made)

The cloud's building up. It's going to rain this afternoon. (= a prediction based on outside evidence)

We can sometimes use will instead of be going to to make a prediction based on evidence, but when we do, we usually include an adverb:

The cloud's building up. It'll definitely rain / It's definitely going to rain this afternoon.

We can use will or be going to in the main clause of an if-sentence with little difference in meaning when we say that something is conditional on something else:

If I don't go now, I'll be / I'm going to be late for my next lecture.

We use will, not be going to, when the main clause refers to offers, requests, promises and ability:

If my plans change, I'll let you know, of course. (= promise)

If you bring your tent, we'll camp on the coast for a few days. (= ability; 'we will be able to camp')

In formal contexts, we can use shall instead of will with I or we:

· in questions that ask about intentions:

Shall I/we see you before you leave? (= Will I/we have the opportunity to see you?)

in statements about the future, although will is more usual:

When I finish my course I shall/will have some time to travel around America.

2.2 Present continuous and present simple for the future

START POINT

Present continuous

I'm spending a few days sightseeing. (= event intended or arranged)

Present simple

Lectures start on 27th July. (= event as part of an official schedule)

Compare the use of the present continuous for the future and be going to:

I'm flying on 15th July at ten in the evening. (= already arranged)

I'm going to fly up there if it's not too expensive. (= the speaker intends to fly but has not made the arrangements yet)

We tend to avoid be going to go and use the present continuous (be going to) instead:

Then I'm going to San Francisco. rather than Then I'm going to go to San Francisco.

We can't use the present continuous for future events which are not controlled by people:

It's going to rain this afternoon. (not It's raining this afternoon:)

We can use either the present simple or will to talk about formal arrangements made by, for example, a university or company:

The semester begins on 7th December. or The semester will begin on 7th December.

The present continuous is used in informal arrangements:

You're not staying with them the whole time, then? (= informal arrangement) (not You don't stay with them the whole time, then?)

We use the present simple, or sometimes other present tenses, to refer to the future in time clauses with a conjunction (e.g. after, as soon as, before, by the time, when, while, until); in conditional clauses with if, in case, provided and unless; and in clauses beginning with suppose, supposing and what if:

As soon as I book my tickets, I'll let you know. (not As soon as I will book ...)

It'll be good to know I can contact them in case I have any problems. (not ... in case I will have ...)

What if I don't like it? (not What if I won't like it?)

2.3 Future continuous, future perfect and future perfect continuous

We use the future continuous (will + be + present participle) to talk about something predicted to happen at a particular time or over a particular period in the future:

I'll be studying really hard during the semesters.

We use the future perfect (will + have + past participle) to make a prediction about an action we expect to be completed by a particular time in the future:

By the time you come I'm sure I'll have got to know the city really well.

We use the future perfect continuous (will + have been + present participle) to emphasise the duration of an activity in progress at a particular point in the future:

When I come to see you, you'll have been living in California for nearly six months.

We can also use the future continuous, future perfect and future perfect continuous to say what we believe or imagine to be true:

Dad won't be using his car, so I'm sure it's okay to borrow it. (= an activity happening now or at a particular point in the future)

They'll have forgotten what I look like. (= an event that took place before now or before a particular point in the future)

My plane's been delayed. Daniel and Susanna will have been waiting for me at the airport for hours. (= an activity continuing to now)

2.4 Be to + infinitive

Be to + infinitive is commonly used:

in news reports:

Extra lifeguards are to be posted at the beach after a shark was seen close to the shore.

to talk about formal plans, and rules or instructions:

Students are to hand in project reports at the end of semester two. (active)

Project reports are to be handed in at the end of semester two. (passive)

We only use am/is/are to + infinitive to talk about future events that people can control:

The weather will still be warm even in winter. (not The weather is still to be warm.)

We often use be to + infinitive in if-clauses when we mean 'in order to':

If she is to get a good grade in her project report, she needs to work on her statistics. (= in order to get a good grade, she needs to work on her statistics)

2 The future

miss / will miss

persuades / will persuade

2.5 Future in the past

A number of forms can be used to talk about a past activity or event that was still in the future from the point of view of the speaker:

I was going to see an aunt in Seattle a couple of years ago, but I cancelled the trip because she got ill. (= a plan that didn't happen)

is going to melt / is melting

am starting out / will start out

I knew I would be feeling awful by the end of the flight. (= a prediction made in the past)

will have / am having

will be enjoying / enjoys

Grammar exercises

3.1 Complete the sentences using the verbs in the box. Choose the most appropriate form.

_	will rise / alle to rise see / alle goilig to see
1	A: Do you want to come out for a meal tonight?
	B: 1 'm starting out early tomorrow morning - my flight's at six - so I don't think I'll come, thanks.
2	Isome friends over for dinner on Saturday. Do you want to join us?
3	They reckon the Greenland ice sheet within a few years.
4	A: Yoshi doesn't want to come on holiday with us, then.
	B: He says that now, but I'm sure Hannah him to change his mind.
5	By the middle of the week, temperatures to 30°C.
5	I'm not sure when I'll be home tonight. Expect me when you me.
7	A: The coach leaves Kiev at exactly 5.00 from the bus station.
	B: What if I it?
	A: You'll have to take the train.
8	A: It's Lucia's first week away at university. I wonder how she's getting on?
	B: I'm sure she herself.
3	Choose the correct future form.
1	You'll freeze if you'll go / go out dressed like that. Put on a warm coat!
2	When I retire next year, I'm doing I going to do a lot of travelling around South America.
3	Look at that stupid cyclist! He's going to cause / causes an accident.
1	A: What do you want done with this box?
	B: If you just leave it there, I'll take / 'm taking it upstairs when I go.
5	A: What are you doing / do you do this evening?
	B: Oh, I don't know. Maybe I'll Skype /'m Skyping Lydia.
5	Please note that next week's concert is commencing I will commence at 7.00, not 7.30 as advertised in

the programme.

- 7 A: Adele will do / is doing a concert in Milan next month.
 - B: Will / Shall I book some tickets?
- 8 When Stefan is / will be 50, Sofia is to be / will be 18.
- 3.3 Complete the sentences using a future form of the verbs given. Use the same future form for all three sentences in each group. Use:

	sent simple future continuous be to + infinitive be going to + infinitive are perfect present continuous future perfect continuous
a b	What time does our plane get (our plane) to Athens?
2 a	A: What are you going to town for? B: I some new shoes.
c	B: No, apparently, she a major operation.
3	negotiate watch work
b	On April 1st next year I at the university for 25 years. A: It's such a pity that Ella is away and can't watch the match with us. You know how much she loves tennis. B: I'm sure she it on TV in her hotel room.
c	The next statement from the trade union leaders is expected at ten o'clock tonight. By that time they with the employers for 36 hours.
a b	Justin's not feeling well, so he tonight after all. Who (you) in the world cup final, France or Brazil?
С	A: What do you think Lola at the moment? B: Oh, she'll still be in bed.
a b	The computer firm Clarken 300 new jobs at its assembly plant just outside Dublin. All mobile phones outside the examination room.
c	The government an enquiry next week into allegations of corruption in the civil service.

6 analyse have move

- a The bank predicts that by the end of next year, over 80% of its customers ______ to online banking.
- b Natasha ______ her exam results by now. I wonder how she's got on.
- c My research is going rather slowly at the moment, but I'm certain by the end of the year all of my data

7 go have make

- a She ______ a speech at the conference next week.
- b I _____ out there it's pouring with rain and I haven't got an umbrella.
- c We _____ risotto for dinner. Is that okay with you?

Exam practice

Reading and Use of English Part 8

You are going to read a magazine article in which five career consultants give advice on interview technique. For questions 1 – 10, choose from the consultants (A – E). The consultants may be chosen more than once.

Which consultant makes the following statements?	
nterviewers look for applicants with specific skills.	1
Try to make a good impression early in the interview.	2
Insufficient preparation by applicants is a common weakness.	3
Doing prior research helps distinguish you from other applicants.	4 .
Give yourself a moment to think about your answers to interviewers' questions.	5
You should be able to support your application with additional information at an interview.	6
Find out the opinion of other people who deal with the organisation.	7
Consider the match between the job requirements and your experience.	8
Getting an interview indicates that the employer believes you can do the job.	9
Use a number of sources to discover more about the organisation.	10

Exam practice

Job interviews: expert advice for graduates

Are you a graduate about to apply for jobs? We asked five career consultants to give some tips on performing well in interviews.

Consultant A

Ask recruiters what disappoints them most about the people they interview and the answer is often the same - lack of knowledge of their organisation. And lack of knowledge suggests lack of interest. You will have learned research skills in your university degree, so apply them to job hunting and don't forget that social networks can also provide a lot of inside information. Find out how the organisation you are applying for has developed in recent years, how its products or services and markets have changed, who its competitors are, what its ethos is. Then use that information intelligently - simply regurgitating facts won't impress the interviewers. Instead, you need to demonstrate an understanding of what it all means for you as a prospective employee, what the challenges would be and the skills and attributes you'll need to make a positive contribution.

Consultant B

Three-quarters of interviews are failed within three minutes of entering the room. Interviewers are put off by weak handshakes, a lack of eye contact, poor body language and poor posture (slumped shoulders suggest a lack of confidence). Many recruiters make early judgements about your trustworthiness, likeability and professionalism and spend the rest of the interview confirming these opinions. You should shake hands firmly and warmly, but wait to be invited to sit down. Strong handshakes communicate sociability and friendliness - normally desirable qualities in candidates - whereas weak handshakes may communicate introversion and shyness. At the start of the interview you should smile at and maintain good eye contact with the interviewer. Take a little time to consider your response to what the interviewers ask before speaking. Then, when you have decided what to say, speak clearly and not too fast.

Consultant C

Inevitably, you will be asked at some stage during the interview why you want to work for the organisation you are applying to. This is a great chance to show your business awareness, but you'll need to prepare. Before the interview, contact one of the organisation's

customers – you should be able to identify some through an internet search – and ask them questions such as: 'What's it like to do business with company X?', 'What makes them stand out?', 'What makes them successful (or not)?' And then at interview explain the research that you've done and include their customer's responses in your answers. That way you'll stand out from the crowd; not only will you give evidence of your personal enterprise and your genuine interest in the organisation, but also your understanding of the business world.

Consultant D

Most employers will want you to demonstrate a particular set of abilities which they believe are essential to the job role, for example team work, communication, problem solving and time management. At interview, you are likely to be asked to give specific examples of times when you have demonstrated those abilities. Employers recognise that you might not have lots of directly relevant work experience, so when they ask these questions they will usually be happy for you to provide examples from any aspect of your life, such as your studies, part-time work, volunteering, interests or extra-curricular activities. So before you go to an interview, check the job description for the skills and competencies required, then reflect on your experiences and think about examples that you could use as evidence.

Consultant E

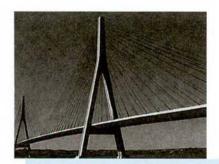
It's natural to be nervous, but if an employer thought you weren't good enough, they simply wouldn't waste their time on getting to know you in an interview. What interviewers aim to do is find out whether what's written in your application is genuine and how well you'll fit in. So the best advice I can give is: just be yourself in the interview. Of course, they'll also be testing your understanding, motivation and ability, most often by asking you to talk them through examples of your practical knowledge that show you have the expertise the job requires. You'll need to expand on what you've written and it's a good idea to have some new examples ready, too.

3 Modals (1)

Ability; possibility; conclusions, willingness, habitual events; necessity, deduction; 'not necessary'; obligation

Context listening

1.1 Look at these newspaper headlines and photos. What do you think the stories are about?



Borland link opened



More air travel chaos looms

School evacuation in South Wales

Sport the answer to obesity crisis

E	1.3 \(\bullet 04\) List	en again and fill in t	he gaps.				
1		could be hit ba					
2	The cabin staff	the new working conditions.					
3	Up to 200 teach	ers and pupilsevacuated from Northfield Primary School.					
4	Firefighters	the fire under control fairly quickly.					
5	I think it	of great benefit to the island.					
6	There	restrictions on the number of people moving here.					
7	They	their children whatever encouragement they can.					
8	lt	warm, sunny and dry, with temperatures up to 22°C.					
1	1.4 In which of ability?	the extracts do the	words you have written	refer to: possibility?			
2	necessity?		5	prediction?			
3	obligation?			N. CONSTRUCTION			

1.2 \(\sum_{04} \) Listen to a radio news summary and check whether you were right.

Grammar

START POINT

Can/could

We'll get wealthy people from the mainland who can afford second homes. (= general ability)
Before the bridge was built we could only get to the island by ferry. (= general ability in the past)

May/could/might

Up to 100,000 people may experience delays. (= it's possible this will happen)

Air passengers could be hit badly today. (= it's possible)

It might be a number of months before the sports centre is back in operation. (= it's possible this is true; less certain than may or could)

Will/would

That will push up house prices. (= prediction about the future)

If schools highlighted the importance of physical exercise, this **would** have a major positive impact on children's attitudes to sport. (= prediction about an imaginary situation)

Must

The cabin staff must accept the new working conditions. (= a rule or order)

This negative attitude to sport mustn't be allowed to continue. (= it's not allowed or not a good idea)

Don't need to / needn't / don't have to

Parents don't need to / needn't be very interested in sport themselves. (= it's not necessarily true)

I'm sure I don't have to spell out the chaos being caused in the airline industry. (= it's not necessary)

Ought to / should

Parents ought to / should give their children whatever encouragement they can. (= obligation and recommendation)

2.11 Can, could, be able to: ability

We can use be able to instead of can or could, particularly in more formal contexts:

The hotels on the island **are able to** accommodate hundreds of visitors. (more formal) or The hotels on the island **can** accommodate ... (less formal)

We use be able to to talk about ability on a specific occasion in the past:

Firefighters were able to bring the fire under control fairly quickly. (not Firefighters could bring ...)

We can use either could or be able to in negatives in the past:

They couldn't / weren't able to prevent the fire damaging the school's sports centre.

We usually prefer can or could with verbs of sense (e.g. feel, hear, see, smell, taste) and verbs of thinking (e.g. believe, remember, understand):

I can't believe Mr Wade is being so confrontational.

We use be able to in perfect tenses, -ing forms, infinitives and after modal verbs:

We've now been able to contact him.

The film star hates not being able to leave her house.

They've got to be able to adapt to change.

Parents might be able to help.

We prefer can and could in passives:

The news can be read on our website.

To talk about a future ability, we use will be able to:

Islanders won't be able to buy properties.

We use can or be able to to talk about possible future arrangements and can (or more politely could) to ask for permission:

The President can't / is not able to visit the country until next month.

Can/Could I ask you what you think of the new bridge?

2.2 May, might, can, could: possibility

To talk about a more general possibility of something happening we can use can or may:

The temperature in the mountains can/may fall below freezing even at this time of year.

We use could to say that something was possible in the past:

It could be a very rough journey, too.

We don't use may to ask questions about the possibility of something happening. Instead we use could or the phrase be likely to:

Could the negotiations finish today, do you think?

What time is the meeting likely to finish?

Might is sometimes used in questions, but is rather formal.

We can use these modals in negative sentences, including those with words like *only* or *hardly*, to say that things are not possible or that it is possible that things are not the case:

The company can hardly be described as a success. (= it is not possible to describe it as a success)

I think we should call off the strike, but other people may/might not agree with me. (= it's possible that people don't agree with me)

2.3 Will, would, used to: conclusions, willingness, habitual events

We can use will to draw conclusions or state assumptions about things we think are true:

No doubt you will have heard the news by now.

We use will (not) to talk about (un)willingness or refusal to do something:

The minister says he will resign if no solution is found.

We will not be bullied by management.

The computer won't let me print documents. (We can say that inanimate objects, such as machines, can be unwilling or refuse to do something.)

We use would to talk about willingness in the future, in conditionals, and when we say that we are willing but unable to do something:

Many people would be happy to pay higher taxes for better public services.

The minister would be pleased to accept the invitation if it were not for other commitments.

We don't use would to talk about willingness on a specific occasion in the past:

David Wade agreed to meet the union representatives. (not David Wade would agree ...)

We can use will (present) and would (past) to talk about characteristic behaviour or habits, or about things that are true now or were true in the past:

Some parents will actually discourage their children from taking up a sport.

Many passengers would get seasick during the crossing.

We can use either would or used to to talk about things that happened repeatedly in the past:

The crossing would/used to take over an hour at least.

We don't use would to talk about past states:

We used to be terribly isolated here because the ferry service was so bad. (not We would be terribly isolated ...)

2.4 Must, have (got) to: necessity, deduction

We can use either must or have to to say that it is necessary to do something, although have to is less formal and is also preferred in questions:

The cabin staff must / have to accept the new working conditions if the airline is to compete.

When we say that something was necessary in the past we use had to, not must:

Up to 200 teachers and pupils had to be evacuated from a school in South Wales today.

To say something is necessary in the future we use will have to:

To stay in business we will have to cut our costs.

We use must when we decide that, in our opinion, something is necessary or important:

I must give you my email address.

Have to suggests that the necessity comes from outside; for example, from a rule or official order:

The council has to close two city centre car parks following a health and safety report.

We usually use must, rather than have to, when we conclude that something (has) happened or that something is true.

The bridge must have cost a fortune.

When we conclude that something is impossible, we use can't or couldn't:

That can't be right, surely? (not That mustn't be right, surely?)

Sometimes we can use either have to or have got to, although have got to is more informal. We use have to with frequency adverbs and with other modal verbs:

Islanders normally have to queue for half an hour to get on the ferry.

The airlines will have to return to the negotiating table.

If have is contracted (e.g. I've), then we must include got:

They've got to be changed. (not They've to be changed.)

When we use the past simple we prefer had to rather than had got to:

The manager seemed to be doing a good job. Why did he have to go? (not Why had he got to go?)

2.5 Didn't need to, didn't have to, needn't have: 'not necessary'

To say it was not necessary to do something in the past, we use didn't need to or didn't have to: He didn't have to wait long for a response. (= he didn't actually wait long)

When we think something that was done in the past was not necessary, we use need not (needn't) have: The event organisers expected the bad weather to affect ticket sales. However, they need not have worried, as every ticket was sold. (= they worried but it was not necessary)

2.6 Should, ought to: obligation

We can often use either should or ought to to talk about obligation (in giving advice and recommendations, saying what we think is a good idea and talking about responsibility):

I think we ought to / should keep Borland for the islanders! (= it's a good idea)

The authorities ought to / should prosecute companies that cause pollution. (= talking about responsibility)

We can use either should or ought to to say that something is likely because we have planned it or expect it to happen:

They say the road will be ready in five years, but they should / ought to be able to build it faster.

We use shouldn't rather than oughtn't to if something is unlikely:

If you're in the south of the country, you shouldn't be troubled by any rain today.

Grammar exercises

3.1 Choose the correct verb.

- 1 Adult ladybirds may / might be black, red or yellow.
- 2 We can / 'll be able to get to the airport in 20 minutes when the new line is finished next year.
- 3 Heft home because I wasn't able to / can't find a job there.
- 4 A: I can't find my purse anywhere.
 - B: May / Could you have left it in the restaurant?
- 5 Not so long ago, more than 20 species of fish could / were able to be found in this river.
- 6 A: Apparently, there's been an accident in the High Street.
 - B: That might / is able to explain why the bus is taking so long.
- 7 A: Lena says she'll definitely pay the money back.
 - B: I wish I was able to I could trust her.
- 8 This camera is a bit cheaper than the other one, but it mightn't / can't be as good, of course.

3.2 Amir is talking to Martha just before and after a job interview. Choose the correct verb.

Before the interview

A: What time (1) have you to / have you got to / must you be there by?

M: 10.30.

A: You (2) must / have to / have got to be really nervous.

M: Terrified! But it doesn't matter, I know I won't get the job.

A: You (3) haven't got to / mustn't / can't be sure of that. You've got just the right experience and qualifications.

M: But I feel tense. I'm worried I (4) can't / couldn't / mightn't make a good impression in the interview.

A: I'm sure you'll be okay.

After the interview

M: I got it!

A: Congratulations! What (5) had you got to / must you / did you have to do?

M: Well, mainly I (6) had got to / had to / must tell them why I wanted to work there.

A: And does the job sound good?

M: Fantastic. I'll (7) have to / must / have got to do a lot of travelling.

A: Well that (8) oughtn't to / shouldn't / mustn't be a problem for you.

M: No, and I may (9) must / have to / have got to spend some time in Barcelona.

A: Well, I think we should certainly go out for a meal to celebrate.

M: Great idea.

3.3 Choose the correct sentence ending. Sometimes both are possible.

- 1 I have to get up early tomorrow, so I ...
 - a mustn't be too late going to bed tonight.
 - b don't need to be too late going to bed tonight.
- 2 When we got to the station, we found that the train was half an hour late, so we ...
 - a didn't need to rush after all.
 - b needn't have rushed after all.

3 Modals (1)

- 3 The meeting will be quite informal, so you ...
 - a don't need to wear a suit.
 - b don't have to wear a suit.
- 4 Fortunately, he wasn't badly hurt in the accident, so he ...
 - a needn't go to hospital.
 - b didn't need to go to hospital.
- 5 Gwen has lost a lot of weight during her illness, so you ...
 - a needn't look surprised when you see her again.
 - b mustn't look surprised when you see her again.
 - The tennis courts are open to the public, so you ...
 - a needn't be a member of the club to play here.
 - b mustn't be a member of the club to play here.
- 7 The house was in good condition when I bought it, so I ...
 - a didn't need to decorate before I moved in.
 - b didn't have to decorate before I moved in.
- 8 As it turned out, the exam was quite easy, so I ...
 - a didn't have to spend all that time revising.
 - b needn't have spent all that time revising.

3.4 Match a sentence beginning with one of the endings. You won't need to use all the endings.

- 1 I said I'd pay for her ticket but she
- 2 In just a few years from now people
- 3 I still remember how they
- 4 Forecasters are warning that heavy snow
- 5 Here's some really nice cheese that I don't think you
- 6 We live in an old house that
- 7 Writing my geography assignment

- a could cause dangerous driving conditions.
- b shouldn't take me too long.
- c can do 3D printing in their own homes.
- d wouldn't accept my offer.
- e would play together so well as children.
- f would be a school.
- g will be able to control their car using an app.
- h used to belong to a politician.
- i will have tasted before.
- j might have tried.

Exam practice

Listening Part 1

≥ 05 You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two people on a radio programme discussing music education for children.

- 1 They agree that young children should
 - A learn an instrument that requires a lot of concentration.
 - B be started on instruction at an early age.
 - C focus largely on music theory.
- 2 What does the woman say about the piano?
 - A It is not possible to play simple tunes on it.
 - B Playing it can discourage children from learning another instrument.
 - C Most young children are not mature enough to learn it.

Extract Two

You hear part of an interview with a rock climber called Ben.

- 3 In Ben's view, what is the best way to improve as a climber?
 - A take the advice of other climbers
 - B learn from the mistakes you make
 - C watch more experienced climbers
- 4 Why does Ben prefer not to climb alone in icy conditions?
 - A He can learn new techniques from other people.
 - B He gets nervous when rocks have ice on them.
 - C He lacks experience of climbing on ice.

Extract Three

You hear part of an interview with a restaurant critic called Amanda Downing.

- 5 How do most waiters react when they realise who Amanda is?
 - A They give her special attention.
 - B They are overcome with nerves.
 - C They provide her with free food.
- 6 In what way, according to Amanda, are most restaurant owners completely wrong?
 - A They think customers choose a restaurant only for its quality of service.
 - B They don't understand customers' motivation for eating in restaurants.
 - C They think their priorities are different to those of their customers.

4 Modals (2)

Complex modal forms; dare and need; had better; be allowed to; be supposed to; other verbs with modal meanings

Context listening

1.1 \(\sum_{06} \) Listen to this extract from a radio drama. Two police officers are discussing a major art theft from the fourth floor of a modern art gallery. Which of these pictures (a-f) do the police officers discuss?













- 1.2 206 Listen again and match the sentence beginnings and endings.
- 1 Anybody trying to do that would-
- 2 After that they might
- 3 So someone else must
- 4 Do you think he might
- 5 But of course, he might
- 6 I suppose he could
- 7 The driver must
- 8 The forensic team should

- a have opened the door from the inside.
- b be hiding some information from us.
- c have been seen from the street below.
- d have finished examining the building by now.
- e have been expecting them and that he was part of the gang?
- f have been lowered by rope from the roof.
- g have been waiting nearby.
- h be lying.
- 113 Which of the sentences in 1.2 include these grammatical patterns?
- 1 modal verb + have been + past participle
- 2 modal verb + have + past participle
- 3 modal verb + have been + present participle
- 4 modal verb + be + present participle

10	(would	have	been	seen

Grammar

2.1 May / might / could + be + present participle; may / might / could + have + past participle

START POINT

But of course, he might be lying. (not But of course, he can be lying.) (= in the present: it's possible he's lying)
They could have got in through a window up on the fourth floor. (= in the past: it's possible they got in)

With a future time reference we can use may / might / could + be + present participle and may / might / could + have + past participle to say it is possible that something will happen in the future:

Nik's flight was cancelled, so he may/might/could be arriving much later than expected.

The thieves may/might/could have left the country by the time we get to the airport.

[2.2] May / might / could + have been + present participle

We can use may/might/could + have been + present participle to talk about situations or activities that were possibly happening at a particular past time:

Do you think he might have been expecting them?

2.3 Would / will + have + past participle

We use would have + past participle to talk about an imaginary past situation:

People would have seen them from the street below.

To show that we think a past situation actually happened, we use will have + past participle: If they smashed a window to get in, people living nearby will certainly have heard something.

2.4 Should / ought to + have + past participle

We use should / ought to + have + past participle to talk about something that didn't happen in the past, particularly when we want to imply some regret or criticism:

He must know that he **ought to have called** the police as soon as he found the door open. We **should have been contacted** earlier. (passive)

We can also use should / ought to + have + past participle to talk about an expectation that something happened, has happened, or will happen:

The forensic team should have finished examining the building by now.

2.5 Must / can't / couldn't + have + past participle

START POINT

So someone else must have opened the door from the inside. (active)

It must have been opened from the inside. (passive)

We can use must have + past participle to draw a conclusion about something in the past.

To draw a conclusion about a past event, saying that it was not possible, we use can't have + past participle or couldn't have + past participle:

One man alone couldn't have carried all those paintings. (not ... mustn't have carried ...)

4 Modals (2)

To draw a conclusion about something happening at a particular past time, saying that it was likely or certain, we use *must have been* + present participle:

The driver must have been waiting nearby.

2.6 Must be + present participle

We can use $must\ be\ +$ present participle to draw a conclusion about something happening around the time of speaking. We can use $must\ be\ +$ present participle or $must\ be\ going\ to$ to draw a conclusion about something likely to happen in the future:

I'll speak to the curator of the museum later. She must be feeling devastated.

They're taking the head cleaner to the police car. They must be going to arrest him. Or They must be arresting him.

2.7 Dare and need

START POINT

He gets annoyed easily, so I daren't criticise him. / A good car needn't cost a lot.

She dared me to jump across. / We need to talk to them.

Dare and need can be used either as modal verbs (+ bare infinitive) or ordinary verbs (+ to-infinitive).

As modals, dare and need are mostly used in negative contexts. We can use either dare to or dare (without to) when it is not followed by not:

But no one would have dared (to) climb up the outside of the building.

I daren't tell him I've got another job. (not I daren't to tell ...)

We can't include to after needn't:

We needn't interview everyone in the block. (not We needn't to interview ...)

2.8 Had better

We can use had better instead of should / ought to, especially in spoken English, to say that we think it is a good idea (or not) to do something:

We'd better find out all we can about that guard as soon as possible.

We'd better not go in until the forensic team has finished.

We use should or ought to when we talk about the past or make general comments:

I should / ought to have phoned her earlier.

People should / ought to support the police more. (not People had better ...)

2.9 Be allowed to

We can use could or was/were allowed to to say that in the past someone had general permission to do something. Only the security guard could / was allowed to stay in the museum after it closed.

To talk about permission on a particular occasion, we use was/were allowed to (not could):

Although he had no ID, the man was allowed to enter the building.

In negative sentences we can use either *could* or *was/were allowed to* when talking about permission in general or on particular occasions:

They let reporters into the crime scene, but they couldn't / weren't allowed to take photos.

210 Be supposed to

We can use be supposed to to express a less strong obligation than with should or ought to. Using be supposed to often suggests that events do not happen as expected:

The entry code is supposed to be known only by the security guard. (= suggests that it was in fact known by others)

We can use be supposed to to report what people think is true:

The building is supposed to be one of the most secure in the country. (= people say it is.) (not The building should fought to be ...)

2111 Other verbs with modal meanings

A number of other verbs are used with similar meanings to modal verbs:

No one is to enter the building until the police give permission. (= obligation - formal)

Everyone present was required to give a statement to the police. (= obligation)

How did they manage to get in? (= ability)

We have succeeded in narrowing down the list of suspects. (= ability)

He might be prepared to tell us more. (= willingness)

The suspects have refused to co-operate. (= unwillingness)

From the evidence found, it follows that it was carefully planned. (= conclusion - formal)

We can conclude that the paintings were stolen by professionals. (= conclusion)

Grammar exercises

31 Choose the correct verbs.

- 1 You should / must have been mad to jump off the wall like that. You might / will have broken a leg.
- 2 I didn't dare to admit / couldn't be admitting that I'd dropped his laptop. He will have been / would have been so angry with me.
- 3 The weather forecast said it might be raining / can be raining later, so we'd better to / we'd better take an umbrella when we go out.
- 4 The work on repairing the bridge is supposed to start / ought to start next month, but there have been a lot of complaints about it. It's the height of the tourist season, so they couldn't / mustn't have chosen a worse time to do it.
- 5 Jan must have to know / must have known the brakes on the car weren't working properly. He really should have warned / had better have warned me when he sold it to me.
- 6 There have been yet more delays in building our new office block. They must / were supposed to have finished by now, but I'm starting to think that I might / can have retired before it's built.

		past participle peen + past participle	be + present p have been + pr	articiple resent participle	
ď	caus	e change find snov	v talk tempt	wait work	
1	A:	The clouds are getting	really dark.		
	B:	Yes, I think it could	be snowing by	y morning.	
2	A:	So how did the explosion	on happen?		
	B:	They think it may	by:	a gas leak.	
3	A:	You were born in Woo	on, weren't you?	It's supposed to be a lo	vely village.
	B:	It certainly used to be,	but it may	since then	- I haven't been there for years.
4	A:	I rang Wei's doorbell tw	vice, but there was	s no answer.	
		He must			
5	A:	Cutting those roses wa	s so difficult. I've s	still got thorns in my ha	ands.
		You might		to the second control of the second	
6	A:	I thought we were mee	ting Anika outsid	e the theatre.	
		Yes, but I can't see her.	1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		for us inside.
7		Did you apply for that			
,				• • • • • • • • • • • • • • • • • • • •	as even less than I'm earning now.
0		SALVAY 100 SALVAYOUR			0
8		When Aya said 'He's re- Well, she could			200
ar	rang		nderlined parts u		land. Their teacher is talking about the or phrases from the box. You need to
ŀ	allov	v are to compulsory	managed pos	ssibility of recommen	nd refused succeeded
of Yo ph sp ca	wea oasta ou m noto eake in yo	ather conditions it's not salfeatures, and (3) we mand if the mand to bring a can agraphs during our Icelanders (6) should be taken of the mand if the	safe at the momer a <u>y see</u> whales. So I nera, too. In past y In fieldwork. Let n on the trip, althou eryone must arran Ione this'	nt. Instead, (2) we've but think (4) you should be years, students have (5) me remind you, howeve gh (7) you may bring a nige their own private r	k on the glacier. Apparently, because een able to arrange a boat trip to study oring a pair of binoculars if you can. been able to take some excellent er, that no portable stereos with externa n MP3 player if you want to. And finally nedical insurance for the trip. I'll check
1		have refused to		5	
2				117	
3	-			7	

3.4 Read these extracts from newspaper and magazine articles. Choose <u>one</u> phrase from each of the pairs in the box to complete the sentences.

could be facing / can be facing could have been prevented / can have been prevented ought to give / ought to have given would not have been able to grow / will not be able to grow might be working / might have been working must get easier / must be getting easier

1	An enquiry into last year's explosion at the Amcon Refinery that killed 25 workers concluded that it <u>could have been prevented</u> if the refinery had installed a hazard warning system, as safety office
	had recommended.
2	There is some evidence to suggest that Jon Ricci as a secret agent during the 1960s, although even after the end of the Cold War this was never confirmed.
3	Mateus Weber, chief executive of the Schools Examination Authority, said: 'The newspapers claim that the improving results show that exams But we are absolutely certain the standards have remained the same.'
4	Mr Rosi will return to court on 31 January to hear his sentence, having been warned yesterday that he a long period in prison.
5	Mesi them the lead just before half time, but he shot straight at the goalkeeper, who made an easy save.
6	For centuries the flooding of the Nile was very important because, without it, the people crops in the dry desert. But global warming has changed the
	traditional patterns of agriculture in this part of the world.

Exam practice

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0	Those working with pre-school age children will probably find the course interesting.				
	INTEREST				
	The course is likely <u>to be of interest to</u> those working with pre-school age children.				
1	During the winter I prefer watching football to playing it.				
	SOONER				
	During the winter I it.				
2	Karen says it takes less than an hour to drive there, but I'm sure she has got it wrong.				
	MUST				
	Karen says it takes less than an hour to drive there, but she a mistak	e.			
3	Students wishing to enrol on the course should complete all sections of the application form.				
	order to wishing to enfor on the course should complete an sections of the application form.				
	REQUIRED				
		tion			
4	REQUIRED Students wishing to enrol on the course in all sections of the applications.	tion			
4	REQUIRED Students wishing to enrol on the course in all sections of the applications.	tion			
4	REQUIRED Students wishing to enrol on the course in all sections of the applicationm. I wish I had considered the question more carefully before answering.	tion			
	REQUIRED Students wishing to enrol on the course in all sections of the application. I wish I had considered the question more carefully before answering. THOUGHT	tion			
	Students wishing to enrol on the course in all sections of the application. I wish I had considered the question more carefully before answering. THOUGHT I should the question more carefully before answering.	tion			
4	Students wishing to enrol on the course	tion			
	Students wishing to enrol on the course	tion			
5	REQUIRED Students wishing to enrol on the course	tion			



Nouns, agreement and articles

Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns; articles

Context listening

1.1 Nazim has applied to do a college course in Environmental Science. You are going to listen to part of his interview for a place on the course. What questions do you think the interviewer will ask?



L	climate change	2	making	3	rain
1	river	5	saving	6	lighting
	scheme	8 the	arms	9	mountain
	Ignoring the shaded par	ts for now, co	mplete these pairs of sent	ences fro	om the interview with a
he	or – (=no article).				
he (or – (=no article). a There's been dr	ought there fo	r a number of months, and	river lev	els are low.
he i	or – (=no article). a There's been dr b The main problem has be	ought there fo	r a number of months, and of drought on foo	river lev	els are low.
he	or - (=no article). a There's been dr b The main problem has be a And what are your plans	ought there fo een the effect of for fo	r a number of months, and of drought on foo	river lev d suppli	els are low.
the d	or - (=no article). a There's been dr b The main problem has be a And what are your plans	ought there fo een the effect of for fo future wit	r a number of months, and of drought on foo uture? hout farming in an area like	river lev d suppli	els are low.
he d	or - (=no article). a There's been dr b The main problem has be a And what are your plans b It's hard to imagine a What do you want to do	ought there fo een the effect of for fo future wit after you've le	r a number of months, and of drought on foo uture? hout farming in an area like	river lev d suppli	els are low.

1.6 Can you explain the difference in meaning of the shaded parts of the sentences?

Grammar

2.1 Compound nouns and noun phrases

START POINT

Common compound noun patterns:

noun + noun	-ing form + noun	noun + -ing form
climate change	recycling scheme	energy-saving

Some compound nouns are usually written as one word (e.g. rainforest), some as separate words (e.g. river levels), and others with a hyphen (-) (e.g. decision-making).

The first noun in a compound usually has a singular form, even if it has a plural meaning: decision-making (not decisions-making)

Instead of a compound noun we can use:

- noun + 's + noun when the first noun is the user of the second noun:
 a women's clinic, a boys' school
- noun + preposition + noun:
 a book about energy conservation, a book about grammar (a grammar book is also common)

We can sometimes use noun + 's + noun or noun + of + noun with a similar meaning: the charity's aim or the aim of the charity

We are more likely to use noun + 's + noun:

when the first noun refers to a particular person or group of people or to talk about time:
 Mike's job, next year's field trip

We more often use noun + of + noun:

- when the second noun is a non-living thing: the title of the CD
- when we talk about a process or change over time: the destruction of the rainforest
- with a long noun phrase:

Mike is the brother of someone I went to school with.

Compounds often combine with other nouns or compounds to form longer combinations: decision-making process, energy conservation scheme

2.2 Subject-verb agreement

Some nouns with a singular form, referring to a group (e.g. government, class, department, team), can be used with either a singular or plural form of the verb, although in formal contexts a singular verb is often preferred: The government has (or have) introduced some really interesting projects.

We usually use a singular verb:

- when names and titles (e.g. of countries, newspapers, books, films) ending in -s refer to a single unit:
 The Netherlands has begun to tackle the problem.
- with a phrase referring to a measurement, amount or quantity:
 Only a few miles separates the villages.
- after percent (also per cent or %) referring to a singular or uncountable noun:
 - ... 10% of the country's energy comes from wind power.

But if percent refers to a plural noun we use a plural verb:

... 60% of people there are malnourished.

We usually use a plural verb:

 with nouns that normally have a plural form: congratulations, outskirts, clothes. But note that the following nouns ending in -s take a singular verb - news, linguistics, mathematics, physics, politics, statistics and economics when they refer to the academic subject:

Statistics is included in the course. (not Statistics are ...)

 after a/the majority of, a/the minority of, a number of, a lot of, plenty of, all (of), some of + a plural noun / pronoun:

The majority of people there are farmers.

But note that we use a singular verb with the number of:

The number of people suffering from malnutrition is increasing.

The following verb must agree with the main noun in a sentence with a complex subject:

Levels of income from the sale of handicrafts have increased.

When the subject follows the verb, the verb agrees with the subject:

Among the projects invested in by the government is the use of low-energy light bulbs.

2.3 Countable and uncountable nouns

START POINT

Many nouns in English are uncountable: they are not used with a/an or in the plural. For example: advice, equipment, information.

Some nouns are used uncountably when we are talking about the general idea, but countably when we are talking about particular examples:

You'd be able to get by with **a** basic **knowledge** of some statistical techniques. **but** The desire for **knowledge** is a fundamental human instinct.

The charity's project has been a success. (= a particular example of success)

Financial success isn't everything. (= success in general)

Other nouns like this include: business, education, sound. Some of these (e.g. education) are only used countably in the singular.

Some nouns (e.g. accommodation, speech, work) have a different meaning when they are used countably and uncountably. Compare:

She gave a speech about global warming.

Children usually develop speech in their second year.

We can use a good / great deal of and amount of before uncountable nouns:

There's a great deal of interest in recycling in the country.

It's saving an enormous amount of waste.

Using these before a plural countable noun is incorrect and you should avoid it in exams. However, they are sometimes used in this way in informal contexts.

We use a number of before plural countable nouns:

There's been a drought there for a number of months.

and plenty of and a quantity of before either uncountable or plural countable nouns:

There was plenty of opportunity for me to travel around the country.

I saw a huge quantity of trees being cut down.

Nouns, agreement and articles

2.4 Articles

We use the:

- with singular, plural or uncountable nouns when we expect the listener or reader to be able to identify the thing or person referred to:
 - It's a project run by a European charity. The charity's aim ...
- when a following phrase or clause identifies what particular thing we are talking about:
 the climate in this region, the impact of climate change, the ecology of mountain environments
- when we talk about things that are unique:
 in one part of the world, the sky, the future; the first/next time; the only/main problem; the smallest
 improvement, the arms trade, the environment
 - Some 'unique' nouns can be used with a/an when we describe a type or aspect of the thing. Compare: What are your plans for the future? and It's hard to imagine a future without farming in an area like that.

We use a/an:

- when a singular countable noun is introduced for the first time into a spoken or written text:
 He's the head of a project run by a European charity.
- to talk about an unspecified person, thing or event:
 I didn't have a shower for days.
- to describe someone/something or say what type of thing someone/something is:
 It's a beautiful country. It's an international organisation.
- to say what a person's job is:
 - You think that as a politician, you'd be able to do this?
 - But note that we use the or no article to give a person's title or their unique position: He's **the** head of a project there. or He's head of a project there.
- in number and quantity expressions:
 a month or so, a couple of weeks, half an hour, three times a year, 50 cents a litre, a huge number of, a bit

We use no article:

- with uncountable and plural nouns when we talk generally about people or things rather than about specific people or things:
 - I've always been fascinated by plants and animals. They haven't had rain for months.
- with some singular nouns referring to institutions (e.g. school, college, hospital, prison, university, work)
 when we talk about them generally. Compare: after you've left college and the course here at the college
- with most countries: Brazil, Switzerland, Norway but the Netherlands, the USA, the UK, the Philippines, the Gambia
- with the names of months and days of the week: in June, on Monday; special times of the year: during Ramadan, at Easter; (or the) with seasons: I like to go skiing in winter or ... in the winter. However, we generally use the to talk about a particular month, day, etc.: I'm going to Nepal in the summer (= next summer)
- with meals when we talk about the next one: What's for dinner?; a recent one: What did you have for breakfast?; or a meal in general: I usually have toast for breakfast. However, we generally use articles to talk about a particular meal or particular meals: We had an early dinner, The breakfast in the hotel is great.
- with by to talk about means of communication and transport: by post/email/phone; by car/taxi/bus/plane/air/sea

Grammar exercises

311 Choose the correct phrase.

- 1 I don't like tomatoes, so I left them at the side of the plate / the plate's side.
- 2 It was the decision of Adam / Adam's decision to take out the loan, so he has to take responsibility for repaying it.
- 3 I saw two great TV programmes last week. The first was an action film / a film about action, and the second a documentary about young entrepreneurs / a young entrepreneurs documentary.
- 4 John is someone I worked with in Malaysia's brother I the brother of someone I worked with in Malaysia.
- 5 He apologised without the hesitation of a moment / a moment's hesitation.
- 6 My house is by a children playground / a children's playground, so it can be quite noisy.
- 7 The construction of the new library / The new library's construction took so long that building costs were ten times higher than first expected.
- 8 When I got home I found that an envelope had been pushed through my letters box / letter box. In it was a congratulations card / a congratulation card from Aunt Alice.

3.2 Nazim has been accepted on the Environmental Science course (see 1.1). Read this email he sent to a friend during a field trip. Fill in the gaps with a present tense form of the verbs in brackets.

-□×
Hi Cathy, Greetings from Nepal! I'm sending this from an internet café in a small town north of Kathmandu. The town itself isn't very interesting, but the surroundings (1) (be) beautiful – I can see the Himalayas through the café window!
The lectures here are brilliant. The Politics and Ecology courses are great, but Economics (2)
I was planning on coming home at the end of June, but the college (9) (have) arranged for a few of us to stay during the summer on a WWF conservation project in a region in the north called Helambu – there (10) (be) just a few kilometres between the village where I'll be working and the border with China. Among the various projects that have been set up (11) (be) a scheme for producing biogas locally – that's gas produced from plant and animal waste. All my living expenses (12) (be) being paid for by the WWF. Hope all is well with you. I'll send more news when I can.
Nazim

Choose one word or phrase from each of the pairs in the box to complete the sentences. In some cases, both words or phrases are correct.

fr	esh	rtising / advertisements fruit / vegetables sh / empty bottles	advice / tips jobs / work salt / cups of coffe	explosives / ammu meetings / foreign e	Self-refresh a	
1	He	r job involves a good deal	of <u>foreign travel</u>			
2	Ma	ke sure you eat plenty of				
3	W	nat I don't like about the n	nagazine is the huge n	umber of	in it.	
4	I th	nink you ought to cut dow	n on the amount of _	you	have. It's not good for yo	u.
5	Th	e Students' Handbook inc	ludes a great deal of _	on s	tudy skills.	
6	Th	e police found a rifle and a	a large quantity of	in his a	partment.	
7	l h	ave a huge amount of	to do a	at the weekend.		
8	Iw	as shocked by the amoun	t of	left behind after the	party.	
Ac	ld a	Fill in the gaps using the /an if necessary.				n each pai
C	om	petition conversation	importance iron	knowledge paper s	nampoo time	
1	a	He lists his interests as re	ading, listening to mu	sic and goodconver	sation	
		It's difficult to hold a c				
2	a	Customers have benefite supermarkets.	d from lower prices re	esulting from	between the	
	b	A: I see you've bought a	new bike.			
		B: Actually, I won it in _				
3	a	Our council is encouragi	ng everyone to recycle	e		
	b	Professor Tench has rece	ntly published	on her res	earch.	
4		You can only tell whether				
	b	A: Do we need anything	g from the chemist's?			
		B: Just	and a tube of tooth	paste.		
5	a	Don't leave the flower po	ot outside. It's made o	far	d it'll rust.	
	ь	I burnt a hole in my trou				
6		Has there ever been			g to Australia?	
	ь	Definitions of poverty ha	ave changed over			
7		When parents take an actheir education.			s placing	on
	b	The manuscript is of great	at historical			
8	a	Humans are driven by th				
	b	Living in Dublin gave me	:of	f Irish history.		

3.5 Add a, an or the to these texts where necessary.

1 a an the (x 3)

My brother wasn't very good at taking exams and he left school at 16. At first he went to the work in \langle construction industry. But he didn't enjoy it, so he took evening course in accounting. Eventually, he started company offering financial advice. He's now managing director, and it seems that company's doing really well.

2 a (x 3) an the (x 3)

- A: Do you remember summer we went to Sweden? 1995, I think it was.
- B: It was wonderful holiday, wasn't it? And so good to see Joakim again. I'll never forget picnic we had with him.

 There were huge number of mosquitoes.
- A: Yes, I remember. And when sun was going down there was amazing red sky.
- B: And then his car broke down on the way home, and we had to go back by bus.
- A: No, we got taxi, didn't we?
- B: Oh yes, that's right.

3 a (x 4) the (x 5)

Fatimah has busy life as lawyer, but in her free time she really enjoys hiking. Most weekends she drives out into countryside and walks for few hours. She says she likes to forget about work, and she doesn't even take mobile phone with her. In summer she's going hiking in Philippines. She's never been there before, but friend she's going with knows country well.

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

		The origins of chess	
A great (0)	deal	has been written about the origins of modern ches	ss, and there
(1)	still	considerable debate about the subject. (2)	theory most widely
accepted is th	nat its earlie	st ancestor was Shaturanga, a game played in India fro	om around AD 600.
(3)	with	n modern chess, Shaturanga was played on a board w	ith 64 squares. Pieces such
as kings, que	ens and kni	ghts were able to move in different ways with (4)	aim of capturing
other pieces a	and, at the	end of the game, the opponent's king. Unlike chess, it	was played by four people.
In the form in	(5)	it is played today, chess appeared in southe	ern Europe around the end of
the fifteenth o	entury. Toda	ay, chess has become one of the world's (6)	popular games. It is
played by mil	lions of peo	ple both informally and in tournaments, and (7)	number of people
playing online	(8)	increasing with access to the Internet.	



Determiners and quantifiers

No, none, not a, not any; much, many, a lot of, lots of; all, both, whole; every, each; (a/the) few, little; less, fewer (than); much, many, etc. + (of)

Context listening

		Listen to three people giving lems you have listed do the speakers me	their views on running. Which of the benefits and possible ention?
1	1.3	■ Listen again and fill in the gap	ps.
100	a	Until then I did a bit of sport at school (Speaker 1)	, but I didn't do <u>much</u> outside school at all.
	b	In fact, I suppose I didn't have	interests. (Speaker 1)
	a	Now I run a few kilometres	day. (Speaker 2)
	b	You can be sure that	one of us will have a really good time. (Speaker 3)
	a	Inevitably you get ir (Speaker 3)	njuries, too – everyone gets aching muscles after a long run.
	b	It's one of sports wh	nere no special equipment's needed. (Speaker 2)
	a	I certainly go out a lot	
	b	Put surprisingly I soom to have	injuries now than when I was younger. (Speaker 3)

Grammar

2.1 No, none, not a, not any

START POINT

No two pairs of running shoes are the same. (= not any)

None of them like the thought of running long distances. (= not any of)

We use neither of instead of none of when we talk about two people or things: Neither of us did any exercise.

We don't usually use not a / not any at the beginning of a clause. Instead we use no and none of: **None of** the runners is under 60. (not Not any of the runners ...)

If it is clear from the context what is meant, we can use *none* without a following noun: I've had **none** so far. (= e.g. no injuries)

2.2 Much, many, a lot of, lots of

START POINT

Did you do much running last winter?

There could be **many** reasons for the current interest in running.

I get a lot of satisfaction out of it.

You get to meet lots of interesting people.

We use *much* (of) (+ uncountable noun) and *many* (of) (+ plural noun) particularly in negative sentences and in questions. In positive sentences we usually use a lot (of) or lots (of). However, in more formal contexts we usually prefer *much* (of) and *many* (of).

If the meaning is clear from the context, we can use much and many without a following noun:

I didn't do much outside school at all.

We can use much of and many of to mean 'a large part of' or 'a large number of':

I used to spend much of my free time sitting around.

I was in first place for much of the race.

We use many rather than a lot of or lots of with time expressions (e.g. days, minutes, months, weeks, years) and 'number' + of (e.g. thousands of dollars):

I spend many hours training.

Running clubs often have many hundreds of members.

2.3 All, both, whole

START POINT

All (of) my friends like watching sport on TV.

I suppose all exercise carries some risks.

By the time we got to the bus stop both of us were completely exhausted.

I thought the whole event was brilliant.

Sometimes I go whole weeks without running.

We usually put all after the verb be or after the first auxiliary verb:

Next spring we're all going to Madrid.

They could all have been Olympic athletes.

If there is no auxiliary, we usually put all before the verb:

We all went running together.

We sometimes use all after the noun it refers to:

My friends all think I'm crazy. or All my friends think I'm crazy.

To talk about two things or people we use both (of) in positive sentences or neither (of) in negative sentences:

We certainly both got a lot fitter. Both of us were completely exhausted.

Neither of us did any exercise. (not Both of us didn't do any exercise.)

Before singular countable nouns we usually use the whole rather than all (of) the:

I thought the whole event was brilliant.

Before day / week / night / month / summer, etc. we prefer all rather than the whole:

After I've been sitting at my computer all day I can't wait to go out for a run.

I might go all week without a run.

We can use all the or the whole before way and time:

I was really surprised when I managed to run all the way, or ... the whole way.

2.4 Every, each

START POINT

I go running on Wednesday and on Friday, and I try to run ten miles **each** day. **or** ... **every** day. **Every** one of us will have a really good time. **or Each** one of us ...

Before a singular countable noun, we use *each* (*of*) to talk about two or more things or people, and *every* to talk about three or more. Sometimes we can use either *every* or *each* with little difference in meaning.

We use every:

- with almost, nearly, practically, virtually to emphasise we are talking about a group as a whole: Now I run nearly every day.
- to talk about events at regular intervals: every other kilometre, every single day, every few weeks, every six months:

I go out running every couple of days.

We use each:

- when we talk about both people or things in a pair:
 I had to wear a bandage on each knee. or ... on both knees.
- as a pronoun:

We were each given a medal for completing the 5-kilometre fun run.

2.5 (A/the) few, little; less, fewer (than)

START POINT

A few of my friends are quite good at team sports.

I seem to have fewer injuries now than when I was younger.

There is little evidence that running causes major problems.

You should eat less protein as you prepare for a race.

There's not much you can do about it. (See 2.6 for more on much (and many))

Few (of) and little (of) are often rather formal. Less formally, we use phrases such as not many and not much.

We often use a few and a little to suggest that a small quantity or amount is enough, or more than we would expect: He's won a few medals. I've been starting to get a little pain in my knees.

In formal contexts, we often use few and little to suggest that a quantity or amount is not enough, or is surprisingly low:

Before I joined the club I had very few friends who lived nearby.

In comparisons, we use less with an uncountable noun, and fewer with a plural noun:

I should eat less chocolate. You should eat fewer biscuits.

The opposite of both less and fewer is more:

I should eat more chocolate. You should eat more biscuits.

In conversation, some people also use less (than) before a plural noun referring to a group of things or people: There were less than 20 competitors.

This is grammatically incorrect and would be marked wrong in a formal written exam. Fewer (than) should be used instead:

There were fewer than 20 competitors.

When we talk about a period of time, a distance or a sum of money, we use less than:

My aim is to complete the course and do it in less than six hours. (not ... fewer than six hours.)

2.6 Much, many, both, all, each, none, few, little + (of)

We usually need to put of after these words when they are followed by:

- a pronoun: We know that not all of us will finish the course.
- a determiner: Few of the runners were under 65.
- a possessive form: Many of Alice's friends are runners.

Informally after both and all we can leave out of before the, these, those; this, that (with all); possessive pronouns (e.g. my, mine) but not before them, you, us; it (with all):

I've been running regularly all of my life. or ... all my life.

Both of us decided to do more exercise. (not Both us decided ...)

Grammar exercises

1	3.1	Fill in the gaps using the correct form of the verb in brackets. Sometimes both are possible.
	be sp	ext week, my work colleagues are doing a bike ride across France for charity. They won't cycle the whole ay – they each <u>do</u> (do) 30 kilometres a day and follow by car the rest of the time. That's just as we ecause none of them <u>(have</u>) already agreed to consor them, and they hope to raise a lot of money.
2	l t	think that everything (be) now ready for the party. One of my sisters (have) reading the drinks, and each of the people coming (have) agreed to bring some food.
3	lo	n having trouble selling my house. Although a lot of interest (have) been shown in it – I've had ts of phone calls and visitors – the majority of potential buyers (seem) surprised at how small in And not everybody (like) the fact that there's no garden.
3	3.2	Choose the correct option.
1		ne nuclear power station is in an earthquake zone, and it's worrying that there have been <u>a few</u> / few mino emors here in the last couple of months.
2	Th	nere were four candidates in the election and every / each got about 5,000 votes.
3	Th	ne hurricane will go north of the city, so little / a little major damage is expected.
4	W	e were all / We all were astonished by her exam results.
5	Is	there less / fewer caffeine in green tea than in coffee?
6	Th	nese old bookshelves will all be / all will be replaced by cupboards.
7	lt	takes me fewer / less than 30 minutes to walk to work.
8	W	hen I was in hospital, Martha visited me each / every single day.
9		though the management said they were going to restructure the company, in fact they made a few $/$ w changes.
10	No	owadays, nearly every / nearly each new car is fitted with airbags.
11	W	hen I got on, all of the / the whole bus seemed to be full of screaming schoolchildren.
12	Th	ne company has fewer/ less than 20 employees.
on	.3 ly i	Complete the sentences using the pairs of words or phrases in the box. Use each word or phrase once neach pair.
n	nan	y / a lot of no / not any neither of / none of much / a lot of not any of / none of
1	a	A flight from Amsterdam overshot the runway at Heathrow Airport yesterday, but of the crew or passengers was hurt.
	b	My parents came all the way to Sydney to see me, even though <u>neither of</u> them likes flying very much.
2	a	I hope you like the present. I put effort into finding it.
	b	Among linguists, there is debate about the origin of the word 'quiz'.

6 Determiners and quantifiers

3	a	The new anti-malaria drug took
	Ъ	I've got friends who live in Hong Kong.
1	a	The government has allocated two million euros to the project, but the money has been spent yet.
	b	A: Have you been able to fix your car?
		B: No. It's the usual problems, so I'll have to take it to the garage.
5	a	major damage was done to the building by the earthquake.
		I tried to organise a tennis competition at my college, but there was interest, so I gave up the idea.
6.7	.4	Complete the newspaper article with one of these words or phrases. Use each word and phrase once
	II	all of all (of) both both of each of every few few of
1	ttle	little of many many of much much of none none of
10000	as inues 3) inues if fro 6) indm 8)	bite the government's '5 portions a day' recommendation to eat more fruit and vegetables, a recent study found that (1)
		er. I've got homework to do or friends to see.' (10) agreed that the government's
		paign wouldn't affect what they ate. Sam said: `(11) the posters and adverts are
		-hitting enough. Their message is just 'Eat fruit or veg with (12) meal.' If they want
		agers to eat more fruit and vegetables, they've got to convince us that it's really important.'
(13	scientists have warned that failure to eat fruit and vegetables, particularly by
4	our	ng people, can lead to obesity, cancer and a host of other diseases. Professor Jess Adams from Queen's
1	losi	bital said: '(14) the research points to a close relationship between levels of fruit and
	Section.	etable consumption and health, but surprisingly (15) this research is reported in the
	10000	s or on television. This means that the message is not getting across. The government tries to highlight
		problem with its campaigns, but unfortunately there is (16) sign that they have any
		-term impact. Ultimately, however, it's up to (17) us to think about what we eat and
		e healthy choices.

Exam practice

Listening Part 2

For questions 1 – 8, complete the sentences with a wo	rd or short phrase.
Janet can now do voluntary work because she is free of	of (1)
Most of Janet's friends were (2) by h	er decision to volunteer.
Janet disagrees with people who say that she is (3)	the people she is trying to help.
Janet advised on a project to improve (4)	in a farming community.
The scheme aimed to make the villagers less (5)	on outside assistance.
The villagers had relied on (6) from c	harities to survive.
Janet's job was to help the villagers sell any (7)	crops.
Janet believes that the (8) of the villa	ge have been changed dramatically by the scheme.

You will hear a woman called Janet Naylor talking about her experience as a volunteer in Tanzania.

Adverbs and adjectives

Position of adverbs; quite, rather, already, yet, still, even, only, really; position of adjectives; gradable adjectives; patterns after adjectives

Context listening

1.1 You are going to hear an interview with an author. In the interview he mentions three countries. Look at these photos (a-c). Which countries do you think they show?

1.2 Listen and check whether you were right. Why is each of these countries important to the author?

1.3 Read these eight extracts from the interview.

Where did the words in brackets appear? Choose position a, b or c.

- 1 I suppose (a) I'd (b) been (c) a writer. (always)
- 2 | I left teaching and (a) I started (b) writing (c). (professionally)
- 3 I go back (a) on (b) every (c) occasion. (possible)
- 4 (a) I (b) know (c) how a book is going to end. (always)
- 5 I'm (a) up at about (b) 7.00 in (c) the morning. (generally)
- 6 (a) I (b) prefer finding (c) information from books. (as a rule)
- 7 I (a) still speak (b) Swedish (c). (quite well)
- 8 My mother was a (a) gentle (b) woman (c). (rather)
- 9 I'm (a) sketching (b) out (c) the plot. (still)
- Listen again and check your answers.







- 1.4 Read these further extracts from the interview. Tick (\checkmark) those where you can add *very* before the underlined adjective and put a cross (X) where this is not possible.
- 1 Some of my close friends thought I was mad to give up my job.
- 2 I rarely have a <u>clear</u> idea at the beginning of how the characters will develop.
- 3 I was happy to teach during the day.
- 4 It felt fantastic having my first book published.
- 5 I've just finished his excellent novel Restless.
- 6 I felt <u>bad</u> leaving the children.
- 7 There are a lot of historical links between Norway and the north of Scotland.
- 8 My mother was a rather gentle woman and always <u>calm</u>.



211 Position of adverbs

START POINT

There are three main positions in a clause for adverbs:

- front position (before the subject):
 Normally, I write for about six hours a day.
- mid position (between the subject and verb, immediately after be as a main verb, or after the first or second auxiliary verb):
 - I usually start work by about 8.00. I'm generally up at about 7.00. I had never been to Norway before.

 If my books hadn't been successful, I would happily have stayed in teaching. or I would have happily stayed ...
- end position (after the verb; either immediately after it or later in the clause):
 He writes simply.

Many adverbs can go in any of these positions, depending on the context or style of writing: Gradually, they grow into real people. or They gradually grow or They grow gradually

Some adverbs tend to appear in particular positions:

- Always, never; adverbs of indefinite frequency (hardly ever, often, rarely, regularly, seldom); and degree adverbs (almost, hardly, nearly, quite, rather, scarcely) are usually put in mid position:
 I rarely have a clear idea. I always know how a book is going to end.
- Constantly, continually, regularly; absolutely, completely, entirely, greatly, perfectly are usually put either in mid or end position, but not in front position:
 I greatly admire William Boyd. or I admire William Boyd greatly. (not Greatly I admire ...)
- Adverbs of place are usually put in end position:
 I work upstairs (not Upstairs I work.) | upstairs work.)
- Adverbs of definite time and frequency are usually put in end position:
 I finished my previous book last January. (not Hast January finished ...)
- Adverbs of time or frequency consisting of more than one word (e.g. as a rule, from time to time, every so often) are usually put either in front or end position, but not mid position:
 As a rule, I prefer finding information from books. (not las a rule prefer ...)

We avoid putting an adverb between a main verb and a direct object, or following an -ing form or to-infinitive:

I still speak Swedish quite well. (not I-still speak quite well Swedish:)
I started writing professionally. (not I-started professionally writing.)
I'd like to go back again. (not I'd like to go again back.)

In end position we usually put adverbs of place before adverbs of time:

I hadn't been to Norway before. (not I hadn't been before to Norway.)

2.2 Quite, rather; already, yet, still; even, only; really

Quite, rather

The usual position for quite is before a/an and an adjective, where it means 'moderately': Elsa is quite a dominant figure.

Less often, quite is used between a/an and an adjective, where it means 'completely':

It's a quite remarkable story.

7

Adverbs and adjectives

The usual position for rather is between a/an and an adjective. Less often, but with a similar meaning, rather is used before a/an and an adjective:

My mother was a rather gentle woman. or My mother was rather a gentle woman.

Already, yet, still

Already can go in either mid or end position:

I'd already decided that I wanted to write ... or I'd decided already ...

Yet is usually put in end position in negatives, questions and expressions of uncertainty:

I don't know if I can tell you yet.

Still usually goes in mid position:

I'm still sketching out the plot.

Even, only

Even and only usually go in mid position:

He can even speak Swedish.

but if they refer to the subject they usually come before it:

Sometimes even I'm surprised. Only my close family had read anything I'd written.

Really

The meaning of really can change according to its position in a sentence. Immediately before an adjective it means 'very'. In other positions it can mean 'actually' or 'in fact':

I'd been feeling really tired.

My friends thought I was joking, but I really had decided to leave teaching.

2.3 Position of adjectives

START POINT

His excellent novel. His novel is excellent.

Many adjectives can be used either before the noun they describe, or following the noun and a linking verb such as be, become, feel and seem that connects a subject with a word or phrase that describes the subject.

The following adjectives can be used immediately after a noun:

 many participle adjectives (i.e. adjectives that end with -ing or -ed. See Unit 12, 2.1 for more on participle clauses):

There'll be a lot of people waiting eagerly to get hold of it. (= a lot of people who will be waiting)

Some of the geographical settings used in A Woman Alone are based on places I visited. (= settings which are used in A Woman Alone)

adjectives used after indefinite pronouns (e.g. something, nothing):

I really don't think it was anything special.

There was nothing extraordinary about my first novel.

2.4 Gradable adjectives

If an adjective is gradable, we can say that a person or thing can have more or less of the quality referred to (e.g. ambitious, busy). Gradable adjectives can be used with adverbs such as extremely, slightly or very: somewhat ambitious, extremely busy, slightly different, very rich, pretty strong

If an adjective is non-gradable, we don't usually imagine degrees of the quality referred to (e.g. huge, impossible). To emphasise the extreme or absolute nature of non-gradable adjectives we can use adverbs such as absolutely, completely or totally:

absolutely huge, completely impossible, practically unknown, almost unique, totally useless

Some adjectives have both gradable and non-gradable uses:

- some (e.g. common) have gradable and non-gradable uses with different meanings:
 Bardreth isn't a very common surname. (gradable: common = frequent)
 Elsa and my mother have certain common characteristics. (non-gradable: common = similar)
- some (e.g. diplomatic) have gradable and non-gradable uses with related meanings:
 You're being very diplomatic. (gradable because it refers to the quality the person has)
 He worked as the diplomatic correspondent of a national newspaper. (non-gradable because it refers to the type of correspondent he is)

2.5 Patterns after adjectives

When an adjective comes after a linking verb, we can use a number of patterns after the adjective, including a to-infinitive or an -ing form:

I was unwilling to leave teaching.

It felt fantastic having my first book published.

Some of my close friends thought I was mad to give up my job. or ... was mad giving up my job.

Many adjectives can be followed by a that-clause, including some that can also be followed by a to-infinitive or an -ing form:

I was aware that I needed rest.

I was greatly relieved that my subsequent books sold quite well. or ... was greatly relieved to find ...

I felt bad that I was leaving the children or I felt bad leaving ...

Grammar exercises

3.1	Complete the sentences by writing the words in brackets in the correct order. Give alternatives
where	e possible.

1	Not wanting to wake the children, I climbed	the stairs quietly	(quietly – stairs – the)
2	Sheher paren	ts. (ever – hardly – visits)	
3	When I bumped into his car, he began	at	me. (angrily – shout – to)
4	Juan thinks we should sell our car and buy b (absolutely - agree - I)	ikes instead, and	with him.
5	Natalie is on a working holiday in New Zeala the end of June. (last – left – week)	nd. She	and should be home at
6	for a meal after	er work to catch up on new	s. (go – occasionally – we)
7	Weto see a fil	m. (go – out – seldom)	
8	As I walked out of the room, she	(loudly	- singing - started)

(very) genuine

3.2 Complete the sentences using the adjectives in the box. Use the same adjective in each pair of sentences. If possible, include the adverb given in brackets.

(rather) odd

		hly) original newhat) technical		(thoroughly) professional	
1	a	She's <u>extremel</u>	y particular about wh	at she eats, and never touches p	rocessed food at all.
	b		hotels in the city to choose ur one?	e from. Why did you go for that	
2	a	The launch of the	space shuttle has been dela	yed due to a	fault.
	b	The operating inst	ructions were	and difficult to	understand.
3	a	The vase is a	ar	ntique, not a recent copy.	
	b	I'm sure Anya wou	ldn't lie to you – she's a	perso	on.
4	a	After protests on t decision to double		had to reconsider its	
	Ъ	He's admired arou	nd the world for his	style of §	guitar playing.
5	a	She is a dedicated	teacher,	and hard-working.	
	ь	I couldn't fix my co	omputer myself, so I had to	get some	help.
6	a	As soon as I'd eate	n the oysters, I had a	feeling i	n my stomach.
	Ъ	All the houses on	this side of the street have	nı	ımbers.
7	a	The strike comes a major new factory		time for the company, wh	nich has just invested in a
	b	The report was forced to resign.		of the Principal's management	of the college, and she wa
8	a	The disease was pa	assed on to chickens by	birds	•
	b	It's a	area of mo	oorland, a long way from roads a	nd settlements.
	3.3	Complete the sen	tences with a to-infinitive	or -ing form of the verb in brac	:kets.
1	W	hen the phone rang	she was busy <u>doing</u>	her homework. (do)	
2	W	hen I see pictures o	TV of the flooding near th	he coast, I'm thankful	inland. (live)
3	М	y teacher's rather ol	d and he's inclined	asleep during lessons. (fa	all)
4	۱r	ever felt comfortab	le in the sar	ne office as Theresa. (work)	
5	A	s soon as you're read	ly, I'll call fo	or a taxi. (leave)	
6			9.	awkward her for	more. (ask)
7	Ce	573		the government if anything	
8			her to do all the clearing	g up after the party. (leave)	

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

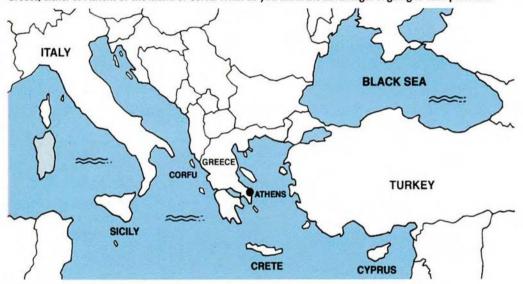
Sleep patterns		
It is estimated that around one in five people have a sleep		
(0) <u>disorder</u> of some kind, affecting their ability to get	ORDER	
enough sleep. In particular, people who are (1)	WEIGH	
- an increasing problem around the world - often suffer from sleeping		
difficulties. Most of the results of this lack of sleep are relatively minor,		
such as tiredness, irritability and (2), and the	FORGET	
effects are not long-lasting. However, longer-term sleep deprivation can		
have more serious consequences and can be (3)	HARM	
to physical and mental health. For example, it can result in high blood		
pressure and can affect a person's (4), reducing	ALERT	
their ability to think and respond quickly.		
Recent (5) research has shown that people	SCIENCE	
need seven to eight hours of sleep on average, although this figure is		
(6) on such factors as age and health. For	DEPEND	
example, for infants the (7) is much higher, about	REQUIRE	
16 hours a day, while older people tend to sleep less deeply and for a		
shorter time, often needing about the same amount of sleep as they do		
in late (8)	CHILD	

Comparison

Comparative and superlative forms of adjectives and adverbs; comparisons with as ...; comparisons with so ..., too ..., enough

Context listening

1.1 You are going to hear four friends discussing where to go on holiday. They have already decided to go to Greece, either to Athens or the island of Corfu. What do you think the advantages of going to each place are?



1.2 11 Listen to the discussion. How many of the advantages you identified do they mention?

1.3	▶11	Listen again and complete these extracts by writing three words in each sentence.
-----	-----	---

- 1 If we don't decide soon, it'll be too late to get anywhere to stay.
- 2 They all look pretty good, and they're right next to ______ beach _____ the island.
- 3 It says in my guidebook that there are reasonable hotel rooms for ______ 40 euros a night.
- 4 It was _____ holiday I've ever had.
- 5 And it would be _____ being in a city.
- 6 It's still supposed to be a really beautiful place, so we'll want to see _____ we can.

1.4 How are the comparative and superlative statements formed? For example:

- 1 _ too + adjective + to-infinitive
- 4 _____
- 2
- -
- 3
- 6

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Grammar

2.1 Adjectives and adverbs: comparative and superlative forms

START POINT

Accommodation would be cheaper in Athens.

It's probably the cheapest hotel in Athens.

I want to come home more relaxed and healthier / more healthy.

The walking tour in France was the healthiest / most healthy holiday I've had.

It will be more expensive to get to Corfu than Athens.

It's the most expensive flight that day.

There are exceptions to the comparative and superlative forms above.

We usually add -er/-est to one-syllable adjectives.	 However, we use more/most: before past participle adjectives (-ed or -ing adjectives): I want to come home more relaxed. before fun, real, right, wrong: It'd be more fun to go to Corfu.
We can usually add <i>-er -est</i> or put <i>more most</i> before two-syllable adjectives.	 However, we always use more/most with: participle adjectives: It was the most boring holiday I've ever had. adjectives ending -ful or -less: It would be more peaceful than being in a city. afraid, alert, alike, alone, ashamed, cautious, complex, direct, exact, famous, frequent, modern, special, recent: I'm more afraid of flying than travelling by boat. The Parthenon is one of the most famous buildings in the world.
We usually put more/most before three- or more syllable adjectives.	However, we can add -er/-est to unhappy, unhealthy, unlikely, unlucky, unsteady, untidy: I came back feeling unhealthier than when I went away. or I came back feeling more unhealthy

We can use a sentence with two comparatives to say that as one thing changes, another thing also changes: The longer we leave it, the more expensive it's going to be.

We can use less/least as the opposite of more/most with all adjectives:

Hotels in Corfu are quite cheap – although **less cheap** than they used to be. It was the **least expensive** flight I could find.

In informal contexts we usually prefer not as ... as rather than less than:

It's probably not as unspoilt as some of the other Greek islands.

The forms of comparative and superlative adverbs are similar to those of adjectives, although most adverb comparatives and superlatives take *more* and *most* rather than *-er/-est*:

We could live more cheaply in Athens. Most importantly, we need to book our flights soon.

Common adverbs which take -er/-est include hard and fast.

2.2 Superlatives: special cases

START POINT

That's the most convenient of the flights from London ...

It's one of the most famous buildings in the world.

They're right next to the best beach on the island.

After a superlative we usually use of before plural words and in or on before singular words for places or groups.

For emphasis we can put an of-phrase at the beginning of the sentence:

Of the flights from London, that's the most convenient ...

In informal contexts we sometimes leave out the after a linking verb (e.g. be, become, feel), particularly when the superlative is at the end: Which one's cheapest?

2.3 Comparisons with as ...

START POINT

Isn't Corfu likely to be **as hot as** Athens at that time of the year? (= equally hot)
Getting to Corfu is just **as easy as** getting to Athens. (= equally easy to get to)

Before the first as we use words and phrases such as about, almost, just about, nearly, and informally not anything like, nothing like, nowhere near, not nearly to indicate degree of similarity:

The heat is nowhere near as bad as people say. (=informal)

In negative forms we can use not as in informal contexts, or less commonly not so:

Corfu is certainly not as quiet as it used to be. or ... not so quiet as it used to be.

We use as much/many as or as little/few as to say that a quantity or amount is larger or smaller than expected:

There are reasonable hotel rooms for as little as 40 euros a night.

There are as many as 12 flights a day to Athens from London.

We also use as much/many as with a noun phrase, a clause or the words ever, possible and usual:

We want to see as much as possible.

We can put a singular noun between an adjective and the second as:

We want as cheap a flight as possible.

Notice that we use a/an in front of the noun.

The negative form of sentences like this can use either not as or not such:

Getting there is not as big a problem as you might think.

That's not such a bad idea.

Notice that we use not as + adjective + a/an + noun but not such a/an + adjective + noun.

As + clause

We can use a clause after as to compare two situations:

Maybe we could hire a car, as we did last year.

As or like

When followed by a noun, as is used to describe the job or role of someone, or the function of something: My friend Mark used to work there as an English teacher.

Like is used to say that one person or thing is similar to another:

I stayed in a hotel like that one last year.

2.4 Comparisons with so ..., too ..., enough

Comparative clauses with so, too and enough are followed by clauses beginning that or to-infinitive.

so + adjective + that-clause

It gets so hot (comparative clause with so) that a lot of people leave the city. (that-clause)

More formally we can use so + adjective + as + to-infinitive with a similar meaning. Compare:

The difference in price is **so small as to not be** worth bothering about. (**formal**)
The difference in price is **so small that** it's not worth bothering about. (**informal**)

too + adjective + to-infinitive

If we don't decide soon, it'll be too late (for us) to get anywhere to stay.

adjective + enough + to-infinitive

It's easy enough to get into the centre from there.

Grammar exercises

Complete the sentences with an appropriate comparative or superlative form of the adjective in brackets. Give alternative forms where possible.

1	they're also the	. (common, venomous)	country. Unfortunately,
2	The road seemed to be getting the forest. (narrow, deep)	as we drove	into
3	I know coffee isn't good for me, and certain early in the n difficult to give it up. (harmful, alert)	nly than to morning after a couple of cups of coffee	
4	It was the I h even then I realised that I was in the presen (close, magnificent)	ad ever come to a fully grown elephant ice of one of the	t, and I was terrified. But creatures on earth
5	The head of Presto Stores argued that with be and	out supermarkets to provide cheap and . (poor, unhea	
6	When Emily saw Liam at the party, she thousen and went over to speak to him. But she looking good than talking to her. (handsom)	e soon realised that he was	man she had ever with
7	discuss my research. He's one of the	when Professor Park agreed to scientists in his then he phoned to say that he couldn't	field. But I was
	that he's a very busy man. (thrilled, respected	d, sad)	

8 Comparison

3.2 Complete the sentences in this radio news report. Choose the correct or more likely option in each pair. Sometimes both are possible.

With just a few days before the general election, as (1) <u>many</u> / <u>much</u> as 100,000 people have demonstrated in the capital of Manistan as attacks on opposition candidates have continued. When voters were asked about their intentions in a recent opinion poll, as (2) <u>little / few</u> as 10% said they would be voting.

President Clarke has claimed that thanks to recent medical advances, malaria could be eradicated worldwide within as (3) little / few as ten years. In a speech to the World Health Organisation, she said that a cheap vaccine against malaria is just around the corner, (4) as it is / as is a cure for hepatitis B. She called on developed countries to invest (5) as much / so much as possible so that they can have the maximum impact on those most affected in poorer countries.

The former Formula One world champion Carl Nielsen left hospital today just six weeks after his horrific crash. Speaking to reporters outside his home, he said that damage to his back was not as (6) serious a problem | a serious problem as first thought, and he hoped to return to as (7) normal life | normal a life as possible. But there is (8) not such a | not a such positive outcome for the spectator who was hit by debris from Nielsen's car. He is said to be still in a critical condition.

A 64-year-old man who works (9) like / as a school crossing warden has become the country's biggest ever lottery winner. Mark Johns from London said that the win had come at the perfect time for him. He said: 'I'm not (10) so / as young as I was, and I can now look forward to a comfortable retirement.'

3.3 Ignoring the highlighted parts for now, complete the sentences with an adjective from the box. Use each adjective only once.

a	wful bright exhausted good loud small strong tall
1	The job offer was so good that I couldn't turn it down.
2	Adam is so that he has to bend down to get through doorways.
3	I was so that I couldn't go any further.
4	The comet is so that it can be seen with the naked eye.
5	The traffic outside the theatre was so that the actors couldn't make themselves heard.
6	The camera is so that it can fit easily into your shirt pocket.
7	The results were so that our teacher made us take the test again.
8	The earthquake was so that it shook buildings across the whole country.

3.4 The shaded parts of two of the sentences in 3.3 can be rewritten using too + adjective + to-infinitive and two others can be rewritten using adjective + enough + to-infinitive. Find these sentences and rewrite the highlighted part. One is done for you.

1 The job offer was too good to turn down.

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Cycling is good news - so what's stopping us?	
The government's recent campaign, providing (0) encouragement	ENCOURAGE
to leave our cars at home and get on our bikes, has been	
(1) to some extent, with a slight increase in	SUCCESS
the numbers cycling to work. We all now know that cycling is	
(2); cyclists have fewer health problems than	BENEFIT
non-cyclists, they have higher levels of (3), and	FIT
they don't damage the environment.	
But we won't become a nation of cyclists until we (4)	COME
two major barriers. First, exhaust fumes in (5)	HEAVY
congested streets can be as (6) to the lungs as	HARM
cigarette smoke. So there must be a greater (7)	of SEPARATE
cars and bikes in towns. Perhaps more importantly, town planners	must
(8) that destinations for daily needs, such as sch	ools, SURE
work and shopping, are within convenient cycling distance from ho	me.

Verb patterns (1)

Verbs with two objects; verb + object + adjective; verb + reflexive pronoun; verb + each other / one another

Context listening

1.1 You are going to listen to part of an introductory lecture in a course on first language learning. Do you know what your first words were? Or the first words of a child you know?

1.2 The lecturer tells the students about the first five lectures in the course. Here are the titles of these lectures. Listen and number them in the order they will take place.

Language learning problems: what and why?
Listening and learning: the interrelationships
Early communication: parents and play
Patterns of communication: learned behaviour?
Private conversations: talking to toys



1.3 12 Listen again and fill in the gaps.

- I recently (1) bought my two-year-old daughter a cuddly elephant , and it has become the 'person' she talks to each morning lying in bed.
- A broken toy handed to a parent with an 'Aaa' might mean
 (4) '
- (5) ______ is a similarly important part of this process of listening and understanding.
- Dr Jackman will be (6) _______ in detail in later talks.

1.4 Which of the following patterns do the phrases you have written have?

- a verb + person/people + thing(s) _____ and ___
- b verb + thing(s) + for + person/people _____ and ___
- c verb + thing(s) + to + person/people and

1.5 Decide whether the phrases in 1.3 could be rewritten using the other patterns.

- 1 a ✓=bought my two-year-old daughter a cuddly elephant
 - b /=bought a cuddly elephant for my two-year-old daughter
 - c X = bought a cuddly elephant to my two year-old daughter

Grammar

START POINT

Interactions between infants will often copy parental speech. (transitive)

Fetch me your hat. (transitive)

Infants are keen to interact with others. (intransitive)

A verb is transitive if it can be followed by one object (e.g. copy parental speech) or two objects (e.g. Fetch me your hat). If a verb has two objects, the first (the indirect object) is usually a person or group of people and the second (the direct object) is a thing. If a verb can't be followed by an object it is intransitive (e.g. interact) and it can't have a passive form.

2.1 Verbs with two objects

After many verbs with two objects, we can reverse the order of the objects if we put for or to before the indirect object:

I recently bought my two-year-old daughter a cuddly elephant. or I recently bought a cuddly elephant for my two-year-old daughter.

A child might offer their mother some food. or A child might offer some food to their mother.

We often use this pattern (with *for* or *to*) to focus particular attention on the indirect object or when the indirect object is much longer than the direct object:

She lent the book to one of the students who asked for some additional reading. (not She lent one of the students who asked for some additional reading the book.)

We use for + indirect object with verbs such as build, find and get:

Go to the toy box and find the car for me. or Go to the toy box and find me the car.

We use to + indirect object with verbs such as give, offer and show:

She gave a toy to me. or She gave me a toy.

We can use either for or to + indirect object with verbs such as play, read and write. Often there is a difference in meaning:

I couldn't find her email address, so I had to write a letter to her.

She was too young to write herself, so I wrote the letter for her. (= instead of her)

Sometimes the meaning is very similar:

Reading stories for/to young children is an important part of this process.

Some verbs with two objects cannot have their objects reversed with for/to, including ask, guarantee and refuse: Most parents ask themselves the question: 'Did they copy that from us?' (not ... ask the question for/to-themselves ...)

If the direct object is a pronoun, we usually use direct object + for/to + indirect object:

I bought it for my daughter. Give it to me.

While I bought my daughter it and Give me it might be heard in informal speech, this pattern is usually considered to be bad style and should be avoided in writing and in Cambridge English: Advanced.

Some verbs can only have two objects in the pattern direct object + for/to + indirect object:

- for (These verbs include collect, fix and mend.)
 Mend this for me. (not Mend me this.)
- to (These verbs include describe, explain and mention.)
 Dr Jackman will be describing this process to you in detail. (not Dr Jackman will be describing you this process in detail.)

9 Verb patterns (1)

2.2 Verb + object + adjective

Some verbs (e.g. believe, consider, prove) can be followed by an object + adjective:

We might consider first language learning natural ... (object = first language learning adjective = natural)

2.3 Verb + reflexive pronoun

START POINT

Let me introduce myself. I'd like to talk about what I call 'private' conversations – children talking to themselves. When the subject and the object of a sentence refer to the same person or thing, we use a reflexive pronoun as the object rather than a personal pronoun. The reflexive pronouns are: myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.

After some verbs we can use a reflexive pronoun or leave it out with little difference in meaning. These include acclimatise to, adapt to, (un)dress, hide, move, prepare for, shave and wash:

As my three year-old daughter dresses (herself), she likes to talk.

We include the reflexive pronoun for emphasis. In this example, we might include herself to emphasise that she dresses without help.

A few verbs are very often used with a reflexive pronoun followed by a particular preposition: busy ... with, distance ... from, pride ... on:

When children appear to be busying themselves with their toys ...

Some verbs are rarely or never used with a reflexive pronoun in English, but often are in other languages. These include: complain, concentrate, get up, get hot, get tired, lie down, meet, relax, remember, sit down and wake up:

From the moment they wake up ... (not From the moment they wake themselves up ...)

With verbs followed by direct object + preposition + indirect object we usually use a personal pronoun, not a reflexive pronoun, as indirect object:

Parents sometimes hide an object behind them. (not Parents sometimes hide an object behind themselves:)

If we need to make it clear that the subject and indirect object refer to the same person, we use a reflexive pronoun. Compare:

Maria didn't buy the teddy bear for her. (her = could mean either Maria or someone else)
Maria didn't buy the teddy bear for herself. (herself = Maria)

2.4 Verb + each other / one another

Compare the use of verbs with reflexive pronouns and each other / one another:

Sara and Noel blamed themselves when their daughter broke her arm. (= they said it was the fault of both of them)

Sara and Noel blamed each other / one another when their daughter broke her arm. (= Sara said it was Noel's fault and Noel said it was Sara's fault)

With some verbs (e.g. agree, coincide, play) we have to use the preposition with before each other / one another: It is wonderful to see two small children playing with each other peacefully.

After the verbs embrace, fight, hug, kiss, marry and meet we can use each other or (with) one another, but this can be omitted:

Two small children at a nursery school might hug (each other / one another) when they meet.

Grammar exercises

supermarket? I'll pay_____

A: Can you show _____ ?

5 A: Can I ask ______ B: Of course.

6 I'm sure they could repair ___ but it would probably cost _

THE RESERVE AND ADDRESS OF THE PERSON NAMED IN		
9 4	Describe each situation using <i>They</i> + verb + (<i>with</i>) + each other. Choose from the verbs in the l	1
	Describe each situation using They \pm verb \pm (with) \pm each other (hoose from the verbs in the l	nnx.
	rescribe each situation using they + verb + (with) + cach other, choose from the verbs in the	2000

agree	blame	compete	disagree	miss	resemble	respect	trust		
1 'W	look alik	e.' They res	semble eac	ch othe	er				
2 Yo	u were rig	ht!'							
1 'la	dmire you	r character.							
5 'l b	elieve that	t you're hon	est.'						
5 'I'm	sorry you	u're not here	e.'						
7 'It v	was your f	ault.'							
0/-									
3.2	Complet	e the senter	nces using	the pai	irs of object				
3.2 adding	Complet preposit	e the senter ions where ne	nces using	the pai		s in the b	ox. Give a		
3.2 adding some a £10	Complet preposit apples / r gift vouch	e the senter ions where me ner / me	nces using necessary.	your o	irs of object car / you our / you	s in the b	ox. Give a	all possible v	
3.2 adding some a £10 how t	Complets preposit apples / r gift vouch	e the senter ions where me ner / me ut a docume	nces using necessary.	your of a favor those	car / you our / you eletters / you	som you	ox. Give a ne chocola r glass / m t / you	all possible v	
3.2 some a £10 how t	Complets preposit apples / r gift vouch	e the senter ions where me ner / me ut a docume ne manager	nces using necessary.	your of a favor those	irs of object car / you our / you	som you	ox. Give a ne chocola r glass / m	all possible v	
some a £10 how t the m	Complet preposit apples / r gift vouch o print ou istake / th water / yo	e the senter ions where me ner / me ut a docume ne manager ou	nces using necessary. ent / me	your of a favor those a seat	car / you bur / you letters / you : / me	s in the b som you u a lo the	e chocola r glass / m r / you m / you	ate / myself	word order
3.2 adding some a £10 how t the m some	complet preposit apples / r gift vouch o print ou istake / th water / yo	te the senter ions where me me document a document manager ou	nces using necessary. ent / me	your of a favor those a seat	car / you our / you eletters / you eletters / you eletters / you	s in the b	e chocolar glass / m t / you n / you	ate / myself	word order
3.2 some a £10 how to the m some	complet preposit apples / r gift vouch o print ou istake / th water / yo	te the senter ions where me me document a document manager ou	nces using necessary. ent / me	your of a favor those a seat	car / you bur / you letters / you : / me	s in the b	e chocolar glass / m t / you n / you	ate / myself	word order
some a £10 how to the m some	complet preposit apples / r gift vouch o print ou istake / th water / yo be a bit lat on a diet, er dinner.	te the senter ions where me ner / me ut a docume ne manager ou te getting to	ent / me	your of a favor those a seat	car / you our / you eletters / you eletters / you eletters / you	son the b	e chocolar glass / mt / you m / you allow	ate / myself	word order

when you get back.

at Smallwood's garage. They're very good there,

and a week later she sent _______ to say 'thank you'.

7 In my local supermarket I noticed a sign saying 'Two for the price of won!' I pointed out

Verb patterns (1)

3.3 Complete the sentences by adding an appropriate personal or reflexive pronoun (e.g. her or herself), an adjective from box A and an ending from box B.

A	В
i	of the murder for its collapse to play again of the Soviet Union to sing to be alive of maintaining order
1	After undergoing a minor operation on her throat, she found herself unable to sing.
2	Although the police didn't have hard evidence against Karl Stevens, they still believed
3	The police officers lacked experience in crowd control and proved
4	After all his injury troubles, Marcuson has now pronounced
5	When I looked at the damage to my car in the crash, I considered
6	Mary Wallis had been the company's CEO for five years and the board of directors held
7	In 1991, Estonia declared
pr	Complete the sentences with a personal pronoun, a reflexive pronoun or a reflexive pronoun + eposition. In one sentence, no pronoun is necessary. Write the reflexive pronoun in brackets if it can be nitted. When the police came to arrest him, Thomson hid
2	He had always prided his physical fitness, so it surprised him when he found it so difficult to acclimatise walking in the mountains.
3	Sarah came in carrying a big box of chocolates. At first I thought they were for me, but she said she'd bought them for because she'd had such a bad day at work. So I had to content a couple of rather boring biscuits.
4	I tried to prepare the interview by looking at the company's website and familiarising their range of products.
5	Thanks for taking the children to the zoo last week. They enjoyed enormously. I'm looking forward to having lunch with you on Thursday. Shall I meet outside the restaurant at about 12.30?
6	My father had broken his arm and couldn't shave, so I had to do it for him. I found it really difficult and had to concentrate hard.

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0	A AMERICAN STATES	use the lift to leave the building.					
	EVENT						
	In the event of a fire,	you must not use the lift to leave the	e building.				
1	Nina was driving the car at the	e time of the accident, but I don't thin	nk it was her fault.				
	RESPONSIBLE						
	Nina was driving the car at the	e time of the accident, but I don't hol	dit.				
2	Jack has such a vivid imagina	tion that it's possible that he invente	d the whole story.				
	MADE	MADE					
	Jack has such a vivid imagina	tion that he might	the whole story.				
3	I had only just got home when	the phone rang.					
	SOONER						
	No	_ the phone rang.					
4	She is proud of being able to write clearly.						
	ABILITY						
	She prides	to write clearly.					
5	Once the lecturer had given us the experiment.	s a clear explanation of the procedure	re, we were able to go ahead with				
	EXPLAINED						
	Once the lecturer had, we were able to go ahead with the experiment.						
6	The government has banned all exports to the country except for food and medicine.						
	EXCEPTION						
			food and medicine				

10 Verb patterns (2)

Verb + to-infinitive / -ing; verb + (object) + bare infinitive; verb + object + to-infinitive / -ing; verb + object / possessive + -ing; other patterns after verbs

Context listening

1.1 Listen to part of an interview from a radio travel programme. The reporter is talking about his recent visit to the island of Lombok in Indonesia. Which of these problems did the reporter encounter on his trip?

seasickness _____ shark attack ____ passport left at home ____ volcanic eruption ____ hurricane ____ missed flight ____ stung by jellyfish ____ missed boat ____



1.2	13	Listen again and	fill in the gaps.
-----	-----------	------------------	-------------------

- 1 I'd been so anxious to get into the taxi that I <u>'d forgotten to pick</u> it up.
- 2 We were _____ outside the harbour for hours.
- 3 A number of people _______ to the coral reefs off the northwest coast.
- 4 When I was younger I used to in the sea.
- 5 As it swam past I ______ me across the stomach.
- 6 I really _____ me so well.
- 7 As we ______ the amazing sunset, it was almost possible to believe it.
- 8 I ______ the camera in my mobile phone, but the quality was pretty poor.

1.3 Notice that in each space in 1.2 you have written two verbs, and that the second verb has either a to-infinitive or an -ing form.

- 1 In three of these sentences you could use the other form of this verb and still have a correct sentence.
 Which three?
- 2 In only one of these three would the sentence have a similar meaning with either a to-infinitive or an -ing form. Which one? _____

Grammar

START POINT

I managed to find a friendly taxi driver.

I considered staying for a few more days.

I couldn't get out of the way.

When two verbs are used together, the second verb is in either a *to-*infinitive, an *-ing* or a bare infinitive form (i.e. an infinitive without *to*).

2.1 Verb + to-infinitive / -ing

Some verbs can be followed by either a to-infinitive or an -ing form with little or no difference in meaning: I started to scream. or I started screaming.

Other verbs like this include: begin, not bother, cease, continue. We normally avoid using two -ing forms together: I was beginning to feel quite at home there. (not I was beginning feeling ...)

After the opinion verbs hate, like, love and prefer we can use either a to-infinitive or an -ing form with little difference in meaning. However, we prefer a to-infinitive when we say we do something regularly. Compare:

When I was younger, I used to hate to swim in the sea. (= implies regular swimming)

When I was younger, I used to hate swimming in the sea. (= implies swimming in general)

After would ('d) with hate, like, love or prefer, we use a to-infinitive, not an -ing form:

I'd love to think that it could avoid a huge expansion in visitors.

Some verbs can be followed by either a to-infinitive or an -ing form but the meaning of the verb is different:

I came to realise that the Lombok people are very kind. (= talking about a gradual realisation)

It came swimming towards me. (= saying that something swam in your direction)

We use an -ing form after the preposition to:

I'd really been looking forward to staying at the Hotel Sanar in Mataram. (not ... looking forward to stay ...) and after the preposition of a phrasal verb:

I put off going home for as long as possible. (not I put off go...)

In negative sentences, the position of not can influence meaning. Compare:

I regretted not speaking the local language. (= I didn't speak the language and I regretted it)

I didn't regret speaking the local language. (= I spoke it and I didn't regret it)

I was told not to exercise. (= they said I shouldn't exercise)

I wasn't told to exercise. (= they didn't say I should exercise)

2.2 Verb + (object) + bare infinitive

When let and make have an object, this is followed by a bare infinitive:

They made us wait outside the harbour for hours.

But we use a to-infinitive after a passive form of make:

We were made to wait outside the harbour for hours.

When the verbs of perception feel, hear, notice, observe, overhear, see, watch have an object, this is followed by an -ing form or a bare infinitive:

I felt it stinging me across the stomach. or I felt it sting me across the stomach.

I sat on the beach and I watched the sun setting. or I watched the sun set and then went home.

10 Verb patterns (2)

We usually prefer an -ing form when the action is in progress or we want to emphasise that it continued for some time, and a bare infinitive when an action is complete or we want to emphasise that it lasted for a short time.

We use a bare infinitive in certain idiomatic phrases with dare, make, let and hear:

I dare say you're tired after your journey. (= I think this must be true; see Unit 4, 2.7 for more on dare.)

I had to make do with a less luxurious hotel.

I had to let go of the rope.

He let slip that he hadn't got a driving licence.

I heard tell there were sharks around.

After help we can use either a bare infinitive or to-infinitive:

Some of the villagers helped carry me back to my taxi. or Some of the villagers helped to carry me back to my taxi.

2.3 Verb + object + to-infinitive / -ing

After some verbs we have to include an object before a to-infinitive in active sentences:

A number of people had encouraged me to go to the coral reefs off the northwest coast of the island.

Other verbs like this include: advise, persuade, tell.

Some verbs can't include an object before a to-infinitive:

I decided to go ahead.

Other verbs like this include: agree, guarantee, refuse.

With some verbs we have to include the preposition for before an object + to-infinitive:

I arranged for the taxi to collect me.

Other verbs like this include: advertise, apply, campaign, pay, wait.

(See Unit 24, 2.2 for more on prepositions after verbs.)

Some verbs are only followed by an -ing form when they have an object:

I saw the jellyfish coming towards me.

Other verbs like this include: feel, find, hear.

2.4 Verb + object/possessive + -ing

Some verbs can be followed either by an object or, more formally, a possessive form:

I really appreciated them looking after me so well. or I really appreciated their looking after me so well.

Other verbs like this include verbs of (dis)liking (e.g. appreciate, detest, (dis)approve of, (dis)like, enjoy, hate, love, object to) and verbs of thinking (e.g. forget, imagine, remember, think of).

We can only use a possessive form to talk about a person or a group of people:

I'll never forget it swimming towards me. (not ... its swimming towards me)

We don't use a possessive form if the object is complex:

I really enjoyed Arun and his sister showing me around. (not ... Arun('s) and his sister's ...)

2.5 Other patterns after verbs

The to-infinitive can also have perfect, passive and continuous forms.

Verb + to have + past participle

We use forms of the perfect infinitive to talk about an event that happened earlier or is complete:

The Sasaks are thought to have originally come to Lombok from India or Burma.

This is particularly used to talk about actions that did not happen or may not have happened:

I was supposed to have arrived on the 14th October.

I was supposed to have been flying from London to Singapore.

The mountain's thought by some to have been created by the god Batara.

Verb + having + past participle

We use the perfect -ing form to emphasise that one action happens before another:

I really regret not having taken my camera with me.

This form is most often used with the verbs admit, deny, forget, recall, regret and remember.

Verb + to be + present/past participle

Future actions can also be indicated using the continuous infinitive (verb + to be + present participle) and the passive infinitive (verb + to be + past participle):

I hope to be going back again.

More flights to the island are expected to be introduced next year.

Grammar exercises

3.1 Choose the correct answer. Sometimes more than one option is possible.

- 1 The President has urged people vote / has urged to vote / has urged people to vote 'Yes' in tomorrow's referendum on joining the European Union.
- 2 After Chan injured his knee last year, a number of specialists advised him to give up / advised to give up / advised him giving up football, but he is still playing as well as ever.
- 3 A video recording from a security camera at the bank was used in Thomas's trial. It clearly showed pointing / showed him pointing / showed him to point a gun at the cashier.
- 4 If you have any questions, please write to me at the above address. I can't guarantee you to reply / guarantee to reply / guarantee you replying immediately, but I will certainly write back before the end of the month.
- 5 'You can lead a horse to water but you can't make it drink | make it to drink | make it drinking.' (a proverb)
- 6 We really appreciate you help / appreciate you helping / appreciate your helping us move house.
- 7 I've decided to look for a new job as I enjoy not sitting / don't enjoy to sit / don't enjoy sitting in front of a computer all day.
- 8 Now that Lena has bought a house in Brussels, I will have to advertise for someone to share / advertise someone sharing / advertise someone to share my flat with me.
- 3.2 Complete these texts using each verb in the appropriate form. If necessary, add a preposition and/or object before the verb.

A

be have sack steal talk

'I think it's fair to say that Jim Thompson wasn't liked in ou	r company and when he was made sales manager,
many of us objected to (1) his being promoted. (Over the next few weeks, things just got worse. When
we walked past his office, we often heard (2)	to his friends on the phone. Then one of my
colleagues caught (3) some money from	n the cash box. Eventually, a group of us went to the
Managing Director of the company and demanded (4)	Thompson dismissed. But despite our
objections, the MD said that he wasn't prepared (5)	his own son!'

В

capture call eat escape get

	→ • •			
KEEPERS CRITICISED AFTER BEAR ESCAP	HONEL NET TOTAL CONTROL OF THE SECOND CONTROL			
wasn't much the zookeepers could do. They failed (1) it w	ith the large net ome honey, the			
Since then, there has been a lot of criticism of the zoo staff by local residen of Sea Street said: 'I accept that keepers couldn't have done much to preve (4), but they didn't even bother (5) the p	ent			
The director of Dudland Zoo has said that an enquiry into the escape is now	v under way.			

:

collect do get have say see

) □ (×) Hi!		
here it is (please see attachme (2) my photo Until then, you'll have to make	that you wanted a recent ent). Yes, it's not very flattering, but taken. Can't wait (3) with this phose (4) with this phose (5)	ut you know how I hate you again in July. oto! Btw, let me know
Must go. We're off to the cine ready. Will email again soon.	ema tonight, so I have to hurry (6)	dinner
Love,		
Luis		

get more exercise

3.3 Complete the sentences with phrases from the box. Use a to-infinitive, bare infinitive or -ing form of the verb (including perfect and continuous forms).

be a successful businesswoman

	nave her around take a couple of paracetamol	talk on my mob		shout at anyone	
1	If your headache doesn't go so	oon, try	taking	a couple of paracetamol	
2	The Department of Health ha	s just launched a c	ampaign to en	courage people	
3	Around 2,000 people are belie	eved			
4	I didn't want to speak to Jakul	o, so when he walk	ed past I prete	nded	
5	He had such a bad temper tha	at no one dared			
6	They say that Mark can be qu	ite aggressive, but	personally I've	never heard him	
7	She started life as a teacher, but	ut went on			
8	Now that Laura has gone awa	v to college. I really	miss		

Reading and Use of English Part 5

You are going to read a newspaper article about the writer's experience as a cyclist. For questions 1 - 6, choose the answer (A, B, C or D) which you think fits best according to the text.

My life as a human speed bump

Giving up a car has not been quite the liberating experience that George Monbiot had hoped.

Seventeen years after giving up my car, I still feel like a second-class citizen. I am trying to do the right thing, but the United Kingdom just isn't run for people like me. Take our bus services. My home city, Oxford, has invested massively in a park-and-ride scheme: buses carry people into the centre from car parks on the outskirts. At first I thought this was a great idea. Now, having stood for what must amount to weeks at bus stops, watching the full double deckers go by every couple of minutes without stopping, I realise it's not just the roads which have been taken over by drivers, but also the public transport system.

Or take the bike lanes. Most consist of lines painted on the road where it is wide and safe, which disappear as soon as it becomes narrow and dangerous. One of them, in Oxford, has been surfaced with small stones, which shows that the people who designed them have never ridden a bicycle. When we asked for a bike lane on one of the city's busiest streets, the council chose instead to narrow the street and widen the pavements, in the hope that the bicycles would slow down the cars. The cyclists, reluctant to become human speed bumps, started travelling down the pavement.

Now there is almost nowhere reserved for people like me. Out of political cowardice, councils and the police have given up enforcing the law. Preventing people from parking on the pavement would mean cutting the number of parking places, as the streets are otherwise too narrow. In one part of Oxford they have solved the problem by painting parking places on the pavement. Since my daughter was born, and I have started pushing a pram, I have been forced to walk in the middle of the road. In one respect this makes sense: the pavements are so badly maintained that she will only sleep when she's being pushed down the smooth grey carpet laid out for the cars.

My problem is that by seeking to reduce my impact on the planet, I joined a political minority that is diminishing every year. As car ownership increases, its only remaining members are a handful of strange people like me, the very poor and those not qualified to drive. None of these groups have political power. Our demands run counter to the usual wish to be successful, and have a better home, job and car, and are therefore of little interest to either politicians or the media.

Now, to my horror, I find I am beginning to question even the environmental impact of my 17 years of moderation. It is true that my own carbon emissions have been reduced. It is also true that if everyone did the same thing the total saving would be enormous. The problem is that, in the absence of regulation, traffic expands to fill the available space. By refusing to own a car I have merely opened up road space for other people, who tend to drive more fuel-hungry models than I would have chosen. We can do little to reduce our impacts on the environment if the government won't support us.

There are some compensations, however. About three or four times a year I hire a car. When I stop at motorway service stations, I am struck by the staggering levels of obesity: it appears to be far more prevalent there than on trains or coaches. People who take public transport must at least walk to the bus stop. The cyclists among us keep fit without even noticing.

Being without a car in Oxford has forced me to become more engaged with my home town. It throws me into contact with far more people than I would otherwise encounter. There are a couple of routes which make cycling a real pleasure: the footpath along the River Thames, for example, takes me most of the way to the station. But overall, as far as self-interest is concerned, I would struggle to claim that giving up my car was a wholly positive decision.

- 1 In the first paragraph, the writer says his view of the Oxford park-and-ride scheme is that
 - A it has actually encouraged people to drive into town.
 - B it has been an unqualified success.
 - C it has had insufficient funding.
 - D its popularity has become problematic.
- 2 The writer thinks that cyclists started travelling down the pavement in one of Oxford's busiest streets because
 - A the council put in a speed restriction measure.
 - B the pavement is very wide.
 - C there is no bike lane.
 - D in the bike lane cyclists are too close to cars.
- 3 In the third paragraph, the writer says he believes that Oxford city council has shown 'political cowardice' because it
 - A is reluctant to stop cars being left in pedestrian areas.
 - B doesn't want cyclists on the city's roads.
 - C has narrowed some roads to discourage cyclists from using them.
 - D is unwilling to improve the standard of pavements.
- 4 In the fifth paragraph, the writer suggests that the effect of his actions has been to
 - A discourage the government from giving support.
 - B lower maintenance standards for pavements.
 - C create more room on the road for other cars.
 - D encourage others to drive bigger cars.
- 5 The writer's observations at motorway service stations suggest to him that
 - A car drivers are more overweight than public transport users.
 - B people who own cars are thinner than people who hire them.
 - C people who use public transport don't get enough exercise.
 - D cyclists ride bikes in order to keep fit.
- 6 According to the writer, being without a car in Oxford
 - A has been a completely positive experience.
 - B has increased the number of acquaintances he has made.
 - C has made him stay at home more.
 - D has been a complete mistake.

11

Relative clauses (1)

Defining and non-defining relative clauses; relative pronouns; other words beginning relative clauses; prepositions in relative clauses

Context listening

1.1 You are going to hear part of a commentary from an audio-guide in a museum of science and technology. Before you listen, look at these photos. What do you think the commentary is about?











- 1.2 14 Listen to the commentary. Number the photos in the order they are mentioned.
- 1.3 14 Listen again and fill in the gaps.
- 1 He devised an experiment _____in which ____ a spark jumped across a gap in a metal ring when a sparking coil was held a few metres away.
- 2 For most people, however, it is the Italian Guglielmo Marconi ______ name is mainly associated with the development of radio.
- 3 The first public demonstration of the power of radio came in 1901, ______ Marconi announced that he had received a transmission from across the Atlantic.
- 4 There are just a few of the 'wireless telegraphs' that the factory produced left in the world, an example you can see in Case 2.
- 5 Radio waves could not carry speech until a method had been developed ______ the low-frequency waves produced in a microphone could be combined with high-frequency radio waves.
- 1.4 What do the words in the gaps in 1.3 refer to?
- 1 He devised an experiment <u>in which</u> a spark jumped across a gap in a metal ring when a sparking coil was held a few metres away.



2.1 Defining and non-defining relative clauses

START POINT

The old photograph that you can see ahead of you shows Marconi at Signal Hill. (defining relative clause) The story of radio probably begins with Heinrich Hertz, who was the first to produce radio waves in a laboratory. (non-defining relative clause)

Relative clauses give more information about someone or something referred to in the main clause.

Defining relative clauses specify which (or which type of) person or thing we mean.

Non-defining relative clauses simply add extra information about a noun.

We put a relative clause as close as possible to the noun it refers to:

There are just a few of the 'wireless telegraphs' that the factory produced left in the world. rather than There are just a few of the 'wireless telegraphs' left in the world that the factory produced.

Some relative clauses refer back to the whole idea in the previous clause, not just the previous noun. Most of these begin with which:

The owner of the old radio claims that it is in excellent condition - which is obviously not the case.

2.2 Relative pronouns

Adding information about people

defining relative clause (subject pronoun – the relative pronoun is the subject of the relative clause):

pronoun

There were many people who doubted that Marconi would ever succeed.

(Or informally: There were many people that doubted Marconi would ever succeed.)

defining relative clause (object pronoun – the relative pronoun is the object of the relative clause):

object pronoun

Augusto Righi was an Italian physicist who Marconi studied with in the 1890s.

(Or informally: an Italian physicist (that) Marconi studied with.)

We can leave out the relative pronoun if it is the object of a defining relative clause.

non-defining relative clause (subject pronoun):

subject

The story of radio probably begins with Heinrich Hertz, \leftarrow who was the first to produce radio waves in a laboratory.

non-defining relative clause (object pronoun):

object propoun subject

Augusto Righi, who Marconi respected greatly, guided his research. (Very formally: Augusto Righi, whom Marconi respected greatly, guided his research.)

Note that whom is now used only in very formal styles, mostly in writing.

Adding information about things or animals

- defining relative clause (subject pronoun):
 - The invention **that** made this possible was the vacuum tube. **More formally:** The invention **which** made this possible ...
- defining relative clause (object pronoun):
 - The model (that) you can see in Case 1 shows how this works. More formally: The model which you can see ...
- non-defining relative clause (subject and object pronoun):
 - Marconi opened a 'wireless telegraph' factory in England, which employed around 50 people.

Marconi's 'wireless telegraph' factory, which he set up in England, employed around 50 people.

Although some people use that here, it is grammatically incorrect and should be avoided in Cambridge English: Advanced.

In both defining and non-defining relative clauses we can often use who, that or which with collective nouns referring to groups of people (e.g. company, government, orchestra):

The company who/which/that made the first radios was set up by Marconi.

2.3 Other words beginning relative clauses

We often use when after a noun referring to a time, or words such as day, period, time:

The first public demonstration of the power of radio came in 1901, when Marconi announced that he had received a transmission from across the Atlantic.

More formally, we can often use a preposition + which:

It was a period during which they met very infrequently, or ... a period when ...

Less formally, we can use that or no relative pronoun in defining relative clauses:

I can still remember the time (that) I first watched television. or ... the time when ...

We often use why after reason:

You can probably guess the reason why radio began to lose some of its popularity. or informally ... the reason (that) radio began to lose ...

We often use where after a noun referring to a location, and after the words case, condition, example, experiment, instance, point, process, situation and system:

Move now to room 36, where you can find information and displays.

Marconi's goal was to find a system where telegraphic messages could be transmitted.

More formally, we can use a preposition + which:

He devised an experiment in which a spark jumped across a gap in a metal ring.

We use whose + noun to talk about something belonging to or connected with a person, town, country or organisation:

For most people, however, it is the Italian Guglielmo Marconi whose name is mainly associated with the development of radio.

In formal uses, noun + of which can sometimes replace whose + noun:

Project Geneva is a computing project, the purpose of which is to analyse very large amounts of data on environmental change. or Project Geneva is a computing project whose purpose is to analyse large amounts of data on environmental change.

2.4 Prepositions in relative clauses

START POINT

These early radio systems could only be used for Morse code, in which each letter of the alphabet is represented by a combination of dots and dashes. (= These early radio systems could only be used for Morse code. In Morse code, each letter of the alphabet is represented by a combination of dots and dashes.)

A preposition usually comes before the relative pronoun in formal styles:

In 1901 Marconi made the announcement for which he will always be remembered.

After a preposition we usually use whom rather than who in formal styles:

Augusto Righi, with whom Marconi studied in the 1890s, was a physicist. or

Augusto Righi, whom Marconi studied with in the 1890s, was a physicist.

A preposition usually comes at the end of the clause in less formal styles:

In 1901, Marconi made the announcement which he will always be remembered for.

Augusto Righi, who Marconi studied with in the 1890s, was a physicist.

We can use of which and of whom (or very informally of who) after all, both, each, many, most, neither, part, several, some; a number (e.g. one, the first, half) and superlatives:

Radio entertainers, many of whom became household names, were highly paid.

We can use a preposition, usually from, with where and when:

Marconi set up a transmission station in Cornwall, from where the first transatlantic radio message was sent.

Grammar exercises

3.1 Match the sentence halves and join them with one of the words in the box.

when where which whose why

- 1 The new factory will be located in an area
- 2 The photograph reminded him of the time
- 3 Any complaints should be sent to the Broadcasting Regulator,
- 4 I couldn't see any reason
- 5 The university has introduced an initiative in

- a job it is to maintain standards in television programmes.
- b he used to live in Thailand.
- talented students can complete their degree in only two years.
- d Irina should be offended by my letter.
- e there are high levels of unemployment.
- 1 The new factory will be located in an area where there are high levels of unemployment.

11 Relative clauses (1)

3.2 Underline all the possible relative pronouns that can complete each sentence. ('-' means that the sentence is correct with no relative pronoun.) If there is more than one possible answer, decide which one(s) are less formal.

1	The new drug should	be of benefit for any	yone	suffers from se	vere back pain.
	A who	B -	C which	D that 'that'	is less formal than 'who'
2	Did the committee _	to	ok the decision on	the new housing est	ate meet local protestors?
	A -	B which	C who	D whom	
3	The wallpaper,design.	is avail	able in a number o	f colours, is based on	an eighteenth-century
	A which	B that	C -	D who	
4	Howard Stevens was	one of the artists _	c	arlson worked with it	n his youth.
	A whom	В -	C which	D who	
5	Conservationists hav the island.	e called for a progra	mme to eliminate	the rats	are killing seabirds on
	A that	В -	C which	D whom	
6	A government spoke disagreement between				that there had been a major
	A which	B that	C who	D -	
7	Were the coins	he dug	g up worth a lot of	money?	
	A who	В -	C that	D which	
8	He was survived by h	nis wife Anastasia,	h	e married in 1936.	
		B that			
	Complete these	sentences with an a	ppropriate prepo	sition.	
1	There were many exc France against Brazil		e World Cup, the l	pestof	which, in my view, was
	There were criticisms				
3	We climbed to the to	op of the mountain,		where it is possible t	to see three countries.
4	She has recently pub London Literary Mag		f short stories, mo	st	which first appeared in the
5	They showed enorm	ous kindness to me,		which I will always b	oe grateful.
	The Red Spider has s				
					nothing more is known.
	We're trying to speed				

es (1) 11

Relative clauses (1)

3.4 Complete the sentences using a phrase from A, a relative word or phrase from B and a phrase from C. Write the letters in the spaces.

A	В	С
a a Muslim doctor b a narrow piece of wood at the end of a swimming pool c housing for old and ill people d women's narrow trousers e an early period in human history f a person or company	g whose h from which i when j which k where I who	 m end just below the knee. n people made tools and weapons only out of stone then. o job is to organise the sending of goods from one place to another. p help can be given if it is needed. q uses traditional methods to treat people. r people can dive.

1	Sheltered accommodation: c + k + p	-
2	A diving board: + +	
3	Capri pants: + +	
4	A shipper: + +	
5	A hakim: + +	
6	The Stone Age: + +	

1 Sheltered accommodation is housing for old and ill people where help can be given if it is needed.

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

					Orig	ami		
Orig	gam	i is the art (0)	В	paper f	folding, th	ne aim of (1)		is to make objects
usir	ng fo	olds and crease	s. Altho	ugh other shape	es are pos	ssible, in (2)		, objects begin with
a so	quar	re sheet of pape	er (3)		sides may	y be different col	ours. Thi	s is usually folded without
cutt	ting.	. The origins of	origami	are not known for	or (4)		Some are	e of the (5)
that	it b	egan in Japan,	others t	hat it originated	in China,	, from where it w	as taken	to Japan in the seventh
cen	tury	. It may also ha	ve deve	loped independ	ently in th	ne West. What is	(6)	is that it
read	chec	d its greatest de	evelopm	ent in Japan. Pr	obably th	e most famous n	nodern o	rigami artist was Akira
Yos	hiza	wa, who died i	n 2005. I	He pioneered or	rigami as	a creative art, as	well as	(7) up
with	as	symbolic metho	d of rep	resenting paper	folding. I	n all, he created	more tha	an 50,000 models, only a
few	hur	ndred (8)		which were	shown in	his books.		
0	A	for	B	of	С	to	D	with
1	A	what	В	which	С	whose	D	how
2	A	all	В	addition	С	time	D	general
3	A	who	В	whose	С	who's	D	that
4	A	certain	В	definitely	С	conclusive	D	positive
5	A	idea	В	viewpoint	С	opinion	D	theory
6	A	admitted	В	final	С	clear	D	decided
7	A	coming	В	turning	С	ending	D	keeping
8	A	with	В	in	С	by	D	of

Relative clauses (2)

Participle clauses; to-infinitive clauses; adjective phrases; prepositional phrases

Context listening

1.1 You are going to hear an interview with a food photographer. Which of these items do you think she uses in her work and what for?



- 1.2 15 Listen and check whether you were right.
- 1.3 Listen again and fill in the gaps at the end of each sentence with what the speakers actually said.
- 1 When I was quite young 10 or 11 I started using an old camera which belonged to my father. belonging
- It was easy to find a photographer who wanted to take an assistant for no pay!
- She was really the first person who encouraged me to take up food photography.
- I was the youngest person in the competition who won any of the major categories.
- The biggest problem is the heat that is produced by the lights.
- Personally, I prefer food that is not made of cardboard!
- I generally have with me a spray bottle which contains glycerine mixed with water.
- We use cotton wool balls that have been soaked in water.
- 1.4 Look at your answers for 1.3. In which did the speakers use:
- 1 a present participle (-ing form)? _______,____
- a past participle (-ed form)?
- a to-infinitive? _____,

Grammar

2.1 Participle clauses

START POINT

I started using an old camera belonging to my father.

The food in photographs used to illustrate cookbooks and magazine articles isn't always entirely authentic. And then we put in some material to substitute for the food.

We can often reduce a defining relative clause so that it begins with a present participle (-ing), past participle (-ed), or to-infinitive.

-ing clauses correspond to defining relative clauses with an active verb, and -ed clauses correspond to defining relative clauses with a passive verb:

The editor working on the cookbook or magazine is often there, too. (= The editor who is working ...)

A challenge facing food photographers is how to keep food looking fresh. (= A challenge which faces ...)

The big problem is the heat produced by the lights. (= ... the heat that is produced ...)

Personally, I prefer food not made of cardboard! (= ... food which is not made of cardboard!)

Verbs which are not normally used in continuous forms may be used in reduced relative -ing clauses.

This spray bottle contains glycerine mixed with water. (not ... is containing ...)

However, we can say:

I generally have with me a spray bottle containing glycerine and water.

Other verbs like this include belong to, comprise, consist of, constitute, equal, own, possess, resemble, result from, surround.

It is not always possible to use a reduced form of a relative clause.

- We can't use a reduced form when the first verb in the relative clause is a modal verb:
 - A technique that might be used in photographing meat is to use a glycerine spray. Food that can't be frozen is particularly difficult to photograph.
- We can't use an -ing reduced form when we talk about a single, completed action. Compare:

Sometimes the chef who created the dish in their restaurant comes to the studio.

(not ... the chef creating the dish ...)

The chef preparing the food today works in a well-known restaurant.

(= The chef who is preparing the food today ...)

Reduced relative clauses can also be used instead of non-defining relative clauses, particularly in written English: Her photographs, taken in her studio in California ... (= ... which were taken in her studio in California ...) My parents - not having much money - rarely took us to restaurants, (= ... who didn't have much money ...) These are usually written between commas (,) or dashes (-).

2.2 To-infinitive clauses

We often use a to-infinitive clause instead of a relative clause after:

- a superlative + noun (phrase):
 - I was the youngest person in the competition to win any of the major categories.
- the first/second, etc. + noun (phrase):
 - She was really the first person to encourage me to take up food photography.
- the only / the next / the last / another / one + noun (phrase): By the time we photograph the food, it's completely cold. The only thing to do in that case is to create steam from elsewhere.

Often we can use an active or passive to-infinitive clause with little difference in meaning:
The only thing to do in that case is to create steam from elsewhere. or The only thing to be done ...

2.3 Adjective phrases

Adjectives and adjective phrases can be used after nouns with a meaning similar to a relative clause. Often the adjective is followed by a to-infinitive or preposition, or used with an adverb:

It was easy to find a photographer willing to take an assistant for no pay! (= ... a photographer who was willing to take an assistant for no pay!)

It's a job difficult for even a skilled photographer. (= ... a job which is difficult for even a skilled photographer.)
Glycerine's a liquid, completely colourless, that's often used to sweeten food. (= ... a liquid which is completely colourless, ...)

A few adjectives (e.g. affected, available, present) can be used alone after a noun with a meaning similar to a relative clause:

We use cardboard or any other material available. or ... material which is available. (See Unit 7, 2.3 for more on the position of adjectives.)

2.4 Prepositional phrases

We can give additional information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

The vegetables **around** that succulent piece of meat could be made from plastic. (= The vegetables **which are around** ...)

Grammar exercises

3.1 Complete each pair of sentences using a verb from the box. In (a) use a relative pronoun and a form of the verb; in (b) use a reduced relative -ing or -ed form.

be	elong	g carry injure play n	ot see want	
1	a	People who want	tickets for the cup final can expect to	pay over 100 euros.
	b	People wanting	tickets for the cup final can expect to	pay over 100 euros.
2	a	The Internet is bringing ab	oout a degree of cultural change	for centuries.
	b	The Internet is bringing ab	oout a degree of cultural change	for centuries.
3	a	All the passengers	in the train crash have bee	n released from hospital.
	b	All the passengers	in the train crash have bee	n released from hospital.
4	a	Our teacher,	a huge pile of textbooks, came h	nurrying into the room.
	b	Our teacher,	a huge pile of textbooks, came h	ourrying into the room.
5	a	Some jewellery	to the Queen has been stolen	from Buckingham Palace.
	b	Some jewellery	to the Queen has been stolen	from Buckingham Palace.
6	a	The woman	the piano over there – is she you	r sister?
	b	The woman	the piano over there – is she you	r sister?

demonstrators

3.2 Use the information in the brackets to complete these newspaper extracts. Use reduced relative clauses beginning with an -ing or -ed form, being + -ed or to be + -ed. If a reduced relative clause is not possible, use a relative clause + relative pronoun (e.g. which).

The government has brown	ught in new legislation				
(It will affect Britain's 5.4	million dog owners.). From next yea	ar all dogs will have to be			
tagged with tiny electron	ic chips	. (They will hold			
information about the do	og's owner.)				
The inquiry into the wreck	of the oil tanker Panmax,				
(It sank off the southwest coast in 2014.), has produced its final report. The report,					
, (It is to be published tomorrow.) is thought to					
show that the captain was	mainly responsible for the collision w	ith a smaller vessel.			
Demonstrators	(They	have been			
protesting.) against the pla	ay Global Strife at the Crest Theatre, c	laiming it to be 'anti-			
religious', have succeeded	in preventing it being performed. The	theatre management,			
The particular comments of the second contract of					
	(They were advised b	y police that security could			

caused damage to the theatre and terrified members of the audience.

group before being made more widely available.

(They broke through police lines.)

3.3 Complete the sentences with phrases from the box. Use a to-infinitive clause, an adjective phrase or a prepositional phrase. Make changes and additions as necessary.

ring today about the car very similar to Romanian take part in the London Marathon would be happy to help out announce large-scale redundancies you should contact the human resources manager the south side of the city orbit the Earth

- 1 In 1962, John Glenn became the first American ______ to orbit the Earth
- 2 If you want to find out if there are any job vacancies in the company, the person
- 3 It was really expensive living in the centre, so we've just bought a flat _____
- 4 You won't have to organise the party yourself. I'm sure there'll be a lot of people _
- 5 At 91, Abraham Weintraub is the oldest competitor ever _____
- 6 The state language of Moldova is Moldovan, a language ______.
- 7 With fewer cars being sold around the world, Nisda has become the latest car company
- 8 You're the tenth person _______. I'm sorry, but it's already been sold.
- 3.4 Underline the twelve relative clauses in this newspaper article (the first one has been done for you).
 Which ones could be rewritten as reduced relative clauses?

- a

Monitors to cut home electricity use

Monitors which show the real-time cost of electricity use are to be provided free of charge to homes across the UK in an effort to slow down climate change. Under the new government proposals, from next year electricity suppliers will have to provide the devices – which have cut power use by up to 6.5% in Canada – to all customers who want them. Domestic appliances which are left on unnecessarily are estimated to waste £900 million of electricity a year.

Traditional electricity meters are usually kept out of sight in cupboards. However, the monitors, which use microchip technology and a digital display, are intended to be placed in full view as a constant reminder of the electricity that is being used in a house at any given moment.

The Environment Secretary said: 'People want to do their bit to help protect the environment as well as save money, and visual display units that are provided free of charge will help people do both.' A spokeswoman for the Electricity Consumer Council said it supported any plan that would give customers access to free monitors. The shadow environment secretary said: 'Although it is an interesting and welcome measure, there are still many details that should be considered, not least the reliability of these meters.'

However, the Energy Retail Council has criticised the proposal, saying that it did not go far enough. In a statement, their chief executive said: 'We had hoped the government would recommend the introduction of 'smart meters' – which communicate electricity consumption to both the customer and the energy supplier – rather than meters that are only able to do half the job.'

Reading and Use of English Part 5

You are going to read a newspaper article. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Should children be taken to art galleries?

The debate about taking young children to art galleries has a long history. On one side are traditionalists – conservators and keen gallery-goers – who disapprove of the noise and disruption caused by children and worry about damage to fragile paintings and sculptures. In opposition are the progressives – educationalists and parents – who contend that viewing art enriches the lives of children. This dispute has resurfaced in the media recently following a claim by the visual artist Jake Chapman that dragging children round galleries is "a total waste of time". Parents are "arrogant", he says, for thinking children could understand the work of such complex artists as Jackson Pollock and Mark Rothko.

Current thinking, of course, sides with the progressives. Early exposure to art widens children's horizons, develops their curiosity about the world, and boosts their creativity. Further, it significantly increases the chances that they will have a life-long interest. With this in mind, many galleries have adopted a more child-friendly approach, encouraging parents to bring their children by arranging special events and handing out quizzes and worksheets to children as they arrive. From this perspective, expecting children to conform to adult behaviour in galleries is a form of punishment, which should be subverted at every turn.

But maybe Chapman does have a point. Developmental psychology suggests that before the age of 8 or 9 children view art only for what it represents in the real world. It is only in their early teens that children begin to go beyond representation and understand that art is created to express certain meanings and values beyond the literal. Art education is necessary before the adolescent can appreciate stylistic elements and develop a critical facility, making their own judgments about the merits of a piece. Faced with abstract expressionism such as Pollock's drips and looping swirls or Rothko's rectangles of colours, it's no wonder that young children quickly lose interest. We shouldn't be surprised if most prefer the joys of running up and down the polished gallery floors as they search the paintings for answers to worksheet questions, or even, heaven forbid, run their sticky fingers over priceless masterpieces. Should children be allowed to ruin other visitors' experience by causing a din among the Pre-Raphaelites? Of course not.

Against this, I think back to my own experience of viewing art as a young child. I was taken to galleries regularly – but for short visits to see just a handful of paintings each time. My parents would talk about each of the paintings and always ask me what I liked most about it. I wouldn't say that I understood everything they said, but through this exposure, over time I came to learn something about the subject matter of art, artistic techniques and, above all, the experience of viewing: what's most important is how a piece of art makes you feel. I was lucky enough, though, to have knowledgeable and sensitive parents, and local galleries available that we could visit again and again. Access to art has undoubtedly improved my quality of life, and I only have to watch a child engaging with a painting to realize it is the same for many others.

Jake Chapman was right to reignite the debate, but his conclusion is wrong. We shouldn't be excluding children from art galleries. Instead, we should be educating parents, helping them to improve the experience of their children's gallery visits — good both for their children and other visitors. First, parents should know some simple ground rules of gallery behaviour and make sure they and their children stick to them: don't touch paintings and sculptures (it can cause damage); don't have loud phone conversations (it's annoying for everyone else); and don't take photos of the artworks (paintings are meant to be looked at, not posed next to — buy a guidebook afterwards if you want a record of what you've seen). More importantly, though, they need advice on how to encourage their children to look at and talk about artwork. The worksheets given to children could be replaced with ones for parents, including relevant information and suggested discussion topics to share with their children. Through interaction of this kind, children will grow up believing that art is for all, not just for adults or for some exclusive group of 'art appreciators' to which they do not belong. And by being involved, interest and enthusiasm will replace boredom.

- 1 What view does the artist Jake Chapman put forward about art galleries?
 - A Parents think they are too difficult for children to understand.
 - B Parents overestimate their value.
 - C Children learn little about art by visiting them.
 - D Children tend not to enjoy visiting them.
- 2 According to the writer, 'progressives' believe that galleries
 - A should be organized with children in mind.
 - B should prioritize children over adults.
 - C should encourage children to paint more themselves.
 - D should not restrict how children behave.
- 3 In the third paragraph, the writer says that very young children
 - A can be taught to judge the quality of a painting.
 - B are not ready to appreciate abstract art.
 - C are reluctant to criticize paintings.
 - D are attracted only to paintings showing scenes of real life.
- 4 During the writer's visits to art galleries as a young child
 - A her parents told her which paintings were noteworthy.
 - B she accumulated knowledge of a large number of paintings.
 - C she was surprised at her parents' knowledge of art.
 - D she was encouraged to evaluate art.
- 5 What point does the writer make in the fifth paragraph?
 - A Parents need to learn more about art appreciation.
 - B Gallery rules need to be enforced more strictly.
 - C Not all parents can appreciate art.
 - D Adults should be more tolerant of children's behaviour in galleries.
- 6 An idea recurring in the text is that
 - A both adults and children behave badly in galleries.
 - B children know as much about art as their parents.
 - C it takes time for children to learn to appreciate art.
 - D galleries are not doing enough to help children understand art.

Adverbial clauses

Adverbial clauses including time clauses, contrast and concession clauses, reason clauses, purpose and result clauses

Context listening

1.1 Maria and Stefan are being interviewed about their eating habits. Before you listen, look at some definitions of words and phrases used in the interview. What do you think they are? Check your answers in the Key.

- 1 Food with substances added to it to preserve it or to give it a new colour or taste.
- 2 A meal cooked before you buy it so that you only have to heat it before eating.
- A combination of the correct quantities and sorts of food eaten every day.
- 4 The process of getting the right sorts of food and drink in order to keep you healthy.

1.2 16 Listen to the interview and fill in the gaps.

10 It's very hard to put a healthy diet into practice

- 1 At the weekend I like to make something myself 50 as not to eat processed food all the time. We'll usually go out to eat ______ none of us likes cooking. 3 She also talked to me about the food she made I'd learn about diet and nutrition. 4 If I get hungry, I'll eat some fruit, ______ at school I'd buy a bar of chocolate. 5 I don't eat much for breakfast _______ I'm always in a rush. 6 I have to get out by 7.30 _____ catch my bus. 7 Sometimes I get up in the night and have a snack, _____ I know it's bad for me. 8 I was absolutely exhausted ______ I had to run for the bus yesterday. 9 I don't have the opportunity to go shopping ______ I'm working. I know all about the theory.
- 1.3 Look at the word or phrase you wrote in sentence 5 in 1.2. What other word or phrase you wrote in 1.2 has a similar meaning? What other words or phrases are similar to the one in sentence 7?

Grammar

2.1 Adverbial clauses: general

START POINT

I seem to eat less healthily as I get older.

Although I'd like to eat more fresh food, I don't have time to prepare meals in the evenings.

An adverbial clause adds extra information to a main clause about things such as time, reason or purpose. Most adverbial clauses begin with a conjunction (e.g. as, although) and can come before or after the main clause.

An adverbial clause must be connected to a main clause; we can't use it as a separate sentence:

I don't eat much for breakfast because I'm always in a rush. (not I don't eat much for breakfast. Because I'm always in a rush.)

We only use one conjunction to connect an adverbial clause and a main clause: (not Because I'm always in arush, so I don't eat breakfast.)

2.2 Time clauses

START POINT

I generally have a sandwich and a packet of crisps as/when/while I'm sitting at my desk.

We can use as, when or while to talk about something that happens when something else takes place.

As can sometimes mean either 'because' or 'during the time that':

I opened the window as I was cooking. (= ... because I was cooking or ... while I was cooking)

We don't use will in a clause with a time conjunction (e.g. before, until, when) to talk about a future action or an action that is completed before another in the main clause:

I'd like to have something more substantial **before I leave** home in the morning. (not ... before I will leave home in the morning.)

When I've written up the research, I'll let you have a copy. (not When I will have written up the research, ...)

We use when (not as or while) at the beginning of an adverbial clause which:

- · refers to a point in time:
 - I remember once I was eating some sweets in my bedroom when my mother walked in.
- describes the circumstances in which the event in the main clause happens:
 - When I get home late, I take a ready meal out of the freezer.
- refers to a past period of our lives:
 - When I was younger, my mother used to keep an eye on what I ate.
- talks about 'every time' something happens:
 - When/Whenever I've had one of those ready meals, I feel hungry by the time I go to bed.

We prefer as to show that one thing changes at the same time as another:

As I put on weight, it gets more and more difficult to exercise. (rather than When/While I put on weight)

We can use as or when to highlight the moment that something happens:

As/When I turned the corner, the bus was just pulling up ... (not While I turned ...)

13 Adverbial clauses

2.3 Contrast and concession clauses

We use although or, less formally, though to say that there is a contrast between what happens in the main clause and the adverbial clause:

Sometimes I get up in the night and have a snack, although I know it's bad for me.

or to introduce a concession clause that suggests the opposite of the main clause:

Although I don't enjoy cooking, I prepare a meal for myself every evening.

We can use though at the end of a clause:

In some ways, it's better now, though. (not ... it's better now, although.)

We can use despite the fact that / in spite of the fact that or despite / in spite of + -ing with a similar meaning to although:

Despite the fact that I know all about the theory of a healthy diet, it's very hard to put it into practice. or In spite of the fact that I know ...

Despite (my) knowing all about the theory of a healthy diet, it's very hard to put it into practice. or In spite of (my) knowing ...

We can use while or whereas to say that there is a contrast with something in the main clause. The while/whereas clause may come before or after the main clause:

If I got hungry at school, I'd buy a chocolate bar, whereas nowadays I'll eat some fruit. or ... while nowadays ...

Whereas nowadays I'll eat some fruit, at school I'd buy a chocolate bar, or While nowadays ...

We can use whilst as a more formal alternative to while.

(See also Unit 14, 2.3 Even if and even though.)

2.4 Reason clauses

START POINT

I must be eating too much because I've been getting a bit overweight recently.

Because it's so easy to buy ready meals from the supermarket, it makes me quite lazy.

I have to get out by 7.30, so I really don't have time.

A very common way of giving a reason or explanation for something, particularly in speech, is to use an adverbial clause with *because*. A clause beginning so is also often used to express a similar meaning.

Most recipes in magazines are no use to me because of the time they take.

Because of can also be used before a noun or noun phrase to give a reason for something.

Formal alternatives to because are as and since:

She made a particular effort because/as/since I was often ill as a child.

Informal alternatives to because are seeing that and seeing as:

We'll usually go out to eat seeing that/as none of us likes cooking.

2.5 Purpose and result clauses

To talk about the purpose of an action we can use in order / so as + to-infinitive:

I have to get out by 7.30 in order to catch my bus. or ... so as to catch ...

Informally, it is more common to use a to-infinitive to express the same meaning:

I have to get out by 7.30 to catch my train.

In negatives we prefer in order not / so as not + to-infinitive rather than not + to-infinitive:

I like to make something myself so as not to / in order not to eat processed food all the time.

We also use in order that and so that to talk about a purpose:

She also talked to me about the food she made in order that I'd learn about diet and nutrition. or less formally ... so (that) I'd learn about ...

We often use modal verbs after in order / so that:

It'll be interesting to read the results of the research so that I can see how typical my diet is. She also talked to me about the food she made so that I'd learn about diet and nutrition.

Grammar exercises

3	Complete the sentences with as, when or while. Give all correct or likely alternatives.
1	You wouldn't think it now, but <u>when</u> I was very young I used to have curly, brown hair.
2	It's more and more important for business people to speak foreign languages business becomes increasingly international.
3	How old were you you got married?
4	I was so tired last night, I went to sleep my head hit the pillow.
5	my children get older, I find they get even fussier about food.
6	She always brings a bunch of flowers she comes to visit.
7	I sat down to take my maths exam, I realised I'd forgotten to bring my calculator with me
8	the level of pesticides in the potatoes is well below the legal limit, the public have been advised to avoid eating them for the time being.
De	Rewrite the underlined part of the sentence using a phrase with a similar meaning beginning spite
1	Although she fell heavily at the start of the race, she went on to finish second. Despite falling
2	Although we got lost on the way, we were eventually only a few minutes late.
3	Although she was badly hurt herself, she helped a number of passengers out of the crashed coach.
4	Although we lived in the same village, we had never spoken to each other.
5	Although the alarm went off when the house was broken into, nobody bothered to call the police.
6	Although there were plenty of warning signs, people were still swimming in the river.
7	Although it is hanned in public spaces smalling is an about

3.3 Complete the sentences using a phrase from A (use each one twice) and an ending from B. Write the letters in the spaces.

A	
a	n order that b so as not to c in that d seeing that
В	
i i	the front wheel is smaller than the back fit's so poorly paid h damage its roots larger planes can land there j she's so fit they are carnivorous l be overheard
1	The swimming pool had to be emptied $a + g$
2	People here don't put much effort into the job +
3	My bike is unusual +
4	You need to lift the plant carefully +
5	Pitcher plants are unique +
6	The runway is going to be extended +
7	She'll probably recover from the illness quickly +
8	We spoke very quietly +
1	The swimming pool had to be emptied in order that some broken tiles could be repaired

3.4 Choose the correct or more likely options in these texts.

A

Hello Alison.

I couldn't contact you this (1) <u>morning because</u> / morning. Because we had a power cut here. Sorry. Thanks for the invitation to lunch tomorrow. I'm not sure I'll be able to make it, (2) though / although. (3) In spite of that / In spite of the fact that we've got extra staff at work, we're struggling to meet the deadline to finish writing the software. This means I've got a huge amount of work to do (4) before I go / before I will go on holiday at the end of the week. I feel really guilty (5) seeing / seeing that this is the second time this year I've had to turn down your invitation.

Hope to see you in the near future.

Regards,

Ros

В

- A: I'm sorry I'm not here to take your call. Please leave a message after the tone and I'll get back to you as soon as I can.
- B: Hello, Omar, it's Martha. I'm afraid I have to cancel our meeting tomorrow. My father's just phoned to say my mother's been taken ill. (1) Because of | Because it sounds quite serious, (2) I'll have to | so I'll have to take time off to go and see her. I may be away for a few days, but I'll have my laptop with me (3) while | whilst I'm there (4) so as I can | so that I can do some work. When (5) you will get | you get the chance, give me a ring and we'll sort out another time to meet. Bye for now.

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

		Life in Spain	
Spain is a vas	st and varied country, and its peop	le have (0)few	things in common
			Spaniards have a reputation for not
letting work g	get in the way of enjoyment, and for	r spending as (2)	time and energy as
possible on the	neir social lives. Their frequent use	of the word mañana -	leave things (3)
tomorrow - is	seen as being characteristic of this	s tendency. While this	may be a stereotypical view of Spanish
			as to make the most of their
			othing better than spending time with
friends and re	latives. Eating together is an impor	rtant part of social life,	, and large groups often
(6)	up for dinner. Not (7)	, Spain is	s thought to have more restaurants
per head of p	opulation than any (8)	European count	try.

Real and unreal conditionals; if ... not and unless; even if and even though; if only and wish; other conditional expressions

Context listening

1.11 Look at these photos of places where wild animals can be seen. Which places are shown here?







1.2 17 Listen to part of a radio discussion programme where three people are being interviewed about the opening of a new zoo. Which speaker or speakers (Liam, Nadia or Mariam) make these points?

Most people don't have the opportunity to see wild animals in their natural environment. Liam and Mariam Captive breeding programmes are important in preserving wild animals. Animals may suffer when they are being taken to zoos. 3 Many animals now in zoos were born there. It is unacceptable to keep animals in cages or small enclosures. 5 Safari parks haven't always looked after animals well. The main purpose of zoos and safari parks is to make money. Game reserves need to be supported by governments in developed countries. 113 > 17) What word or phrase did the speakers use to link these ideas? Listen again if you are not sure. we didn't have zoos + most people would never see wild animals in real life we expand captive breeding + many more animals will die out wild animals are born in a zoo + it's still cruel to keep them in a small enclosure I'm all in favour of safari parks + the animals are well looked after they say they are concerned about the welfare of animals + they are still businesses mainly out to make a profit developed countries put money into these reserves + species will be preserved

If we didn't have zoos, most people would never see wild animals in real life.

Grammar

2.1 Real and unreal conditionals

START POINT

Conditional sentences may suggest that an event or situation is real – it is true, generally happens, has happened or is likely to happen; or unreal – it is imaginary or untrue, did not happen or is not likely to happen.

Real conditionals

If there is a health problem, vets **deal** with it quickly. (if + present simple, + present simple)

Before safari parks were opened, if people **wanted** to see lions and giraffes, they **had** to go to a zoo. (if + past simple, + past simple)

If we don't provide safe havens for animals, many will die out. (if + present simple, + will + bare infinitive)

Unreal conditionals

If they were in the wild, they would have more space to roam free. (if + past simple, + would + bare infinitive)
If we had introduced captive breeding programmes sooner, we would have prevented the extinction of a
number of animals. (if + past perfect, + would have + past participle)

Real conditionals

We can use a wide variety of other patterns in the if-clause and the main clause:

If we're going to protect animals in Africa, we'll need to invest much more money ... (if + going to, + will + bare infinitive)

If we close zoos, we might deprive people of the opportunity of seeing wild animals. (if + present simple, + might + bare infinitive)

If you think closing down zoos will improve the chances of survival of endangered species, you're making a big mistake. (if + present simple, + present continuous)

We don't usually use will in the if-clause:

If they're not eaten by the larger animals first, they'll be killed by visitors' cars. (not If they won't be eaten ...) However, we can use will in the if-clause:

- when we talk about a result of something in the main clause:
 ... we should have captive breeding programmes if it will help save species. or ... if it helps
- when we want to show that we strongly disapprove of something:
 - A: That zookeeper was really annoyed with me.
 - B: Well, if you will throw stones at the animals, it's not surprising!

Unreal conditionals

We can use modals other than would in the main clause:

If we'd introduced captive breeding earlier, animals now extinct might have survived.

We don't usually use would in the if-clause:

If we had more funding, we would be able to do even more... (not If we would have more funding ...)

Mixed conditionals

We can sometimes vary conditionals by mixing the tenses:

if + past tense, would have + past participle
 If it wasn't so expensive, we would have opened many more safari parks around the country. (= it is very expensive, so we didn't open any more)

14 Conditionals

if + past perfect, would + bare infinitive
 If game reserves had been set up earlier, there would now be fewer animals in danger ... (= game reserves were not set up earlier, so more animals are in danger)

In formal contexts we can use were instead of was in the if-clause:

If it were not for zoos, most people would never see wild animals or less formally If it was not for ...

We prefer to use were in the expression If I were you ... for giving advice.

We can use if ... were + to-infinitive rather than if + past simple to talk about imaginary future situations: If the government were to ban zoos, it would put captive breeding programmes at risk. or If the government banned zoos ...

We don't usually use this pattern with state verbs (e.g. belong, doubt, know, understand):

If we understood more about animal behaviour we would be in a better position to protect them. (not If we were to understand more about ...)

2.2 If ... not and unless

START POINT

In real conditional sentences, we can often use either unless or if ... not when the meaning is 'except if':

Unless we expand captive breeding, many more animals will die out or If we don't expand ...

We usually use if ... not instead of unless:

- when we say in the main clause that an event or action in the if-clause is unexpected:
 I'll be surprised if we don't get permission to build the zoo.
- usually in questions:

How will children learn about wild animals if they don't see them in zoos?

- when the meaning is similar to 'because ... not' rather than 'except if':
 If developing countries don't have the money to establish nature reserves, more developed countries must offer help.
- in unreal conditional sentences:
 If we didn't have zoos, most people would never see wild animals.

We use unless instead of if ... not when we introduce an afterthought:

We must have zoos if we want children to learn more about wild animals – unless their parents are rich enough to go on holiday to Africa, of course.

2.3 Even if and even though

We can use even if to mean 'whether or not' and even though to mean 'despite the fact that':

Even if wild animals are born in a zoo, it is still cruel to keep them in a small enclosure. (= whether or not animals are born in a zoo)

Even though they say they are concerned about the welfare of animals, they are still businesses mainly out to make a profit. (= despite the fact that they say they are concerned)

2.4 If only and wish

We can use if only / wish + past simple to say that we want a present situation to be different, and if only / wish + past perfect to say that we regret a past event:

I wish the situation was/were different. or If only the situation was/were different.

If only we had acted sooner, or I wish we had acted sooner.

We can use if only / wish + would to criticise someone, to say that we want someone to change their behaviour or that we want something to change:

I wish Nadia Muller and the people in Save the Animals would read the scientific research ...

We can't say I wish I would ...:

I wish I worked in a zoo. or I wish I could work in a zoo. (not I wish I would work ...)

2.5 Other conditional expressions

A number of other expressions are used at the beginning of conditional clauses:

I'm all in favour of safari parks provided (that) / providing (that) the animals are well looked after.

So long as / As long as developed countries put money into these reserves, species will be preserved.

I'm willing to support the proposal on condition that animals are kept in large enclosures.

In the event of the alarm sounding, visitors should leave the zoo by the nearest exit.

Supposing the proposal is rejected, what will you do then?

An alarm will sound in case of animals escaping from the safari park.

We must protect natural habitats, otherwise more animals will become extinct.

But for the existence of zoos, many people would never have seen wild animals.

Grammar exercises

3.1 Underline the correct answer(s) in (b) to make a second sentence with a meaning as close as possible to the sentence in (a).

- 1 a With a student card you can get a discount at the bookshop.
 - b If you will have / have a student card you can get a discount at the bookshop.
- 2 a I didn't know you were a vegetarian, otherwise I wouldn't have cooked lamb.
 - b If I know / had known you were a vegetarian, I wouldn't have cooked lamb for dinner.
- a By using more efficient light bulbs, there could be a 5% reduction in electricity consumption.
 - b If we used / have used more efficient light bulbs, there could be a 5% reduction in electricity consumption.
- 4 a You can borrow my e-reader as long as you promise to bring it back soon.
 - b If you promise / promised to bring it back soon, you can borrow my e-reader.
- 5 a I don't have a reliable car, so I probably won't drive to France.
 - b If I had / have a reliable car I will / would probably drive to France.
- 6 a I wasn't promoted, so I didn't have to move to our head office in Madrid.
 - b If I am promoted / had been promoted, I had to / would have had to move to our head office in Madrid.
- 7 a You'll have to leave the house by 7.00 to catch the 8.30 train.
 - b If you leave / will leave the house by 7.00, you will be able to catch / are able to catch the 8.30 train.
- 8 a I didn't study hard, and that's why I have such a poorly paid job now.
 - b If I studied / had studied harder, I won't have / wouldn't have such a poorly paid job now.

3.2 Complete the sentences using a word or phrase in the box and the verb in brackets.

1	I didn't tell my parents I was coming to annoyed. (know)	a club. It the	y knew wh	nere I was, they	d be really	
2	It's so cold, it would be surprising	we		snow to	onight. (not get)	
3	She didn't seem at all tired	she		all day. (drive)		
4	I haven't lost any weight	1				
5	it	soon, there will still be water rationing in this part of the				
	country. (rain)					
5	I could pick you up at about eight, and to go on your own, o			ether –	you	
7	a buyer	be found	for the comp	any, it is likely	to close by the end of	
	the week. (can)					
3	The latest opinion poll suggests that ruling party would again have a huge m		the election		to be held today, th	
00	3.3 Match the sentence beginnings and ox. Sometimes more than one word or p	hrase is possible	ı.			
i	n the event of on condition that but	for in case p	roviding ot	herwise		
L	I'll be in my office just before the exam-	\			ten-mile zone around n.	
	I'll be in my office just before the exam- Aid must reach the refugees before the rainy season starts.		the nucle	nined outside a ar power statio		
2	Aid must reach the refugees before the		the nucle	nined outside a ar power statio isn't too heavy	n.	
2	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed.	ed	the nucle b the traffic c a head-on	nined outside a ar power statio isn't too heavy	n. y on the motorway.	
3	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowe to go free Car airbags were designed to prevent ch	est	the nucle b the traffic c a head-on	ained outside a ar power statio isn't too heavy a collision. as any last-mine	n. y on the motorway.	
2 3	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed to go free Car airbags were designed to prevent chinjuries to the driver He would have gone on working until he	est	the nucle b the traffic c a head-or d anyone ha e his poor h	ained outside a ar power statio isn't too heavy a collision. as any last-mine	n. y on the motorway. ute questions.	
2 3	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed to go free Car airbags were designed to prevent chinjuries to the driver He would have gone on working until he was 65 We should get to the airport by 5.00	est	the nucleib the traffic a head-or danyone has poor h	ained outside a ar power statio isn't too heavy collision. as any last-mine health.	n. y on the motorway. ute questions.	
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2 3 4	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed to go free Car airbags were designed to prevent chainjuries to the driver He would have gone on working until he was 65 We should get to the airport by 5.00 I'll be in my office just before the experiment of the season	est exam in case of	the nucle b the traffic c a head-or d anyone has e his poor h f many tho unyone has	ained outside a ar power statio isn't too heavy collision. as any last-minu health. usands will die. any last-minu	n. y on the motorway. ute questions.	
2 3 4 5	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed to go free Car airbags were designed to prevent chinjuries to the driver He would have gone on working until he was 65 We should get to the airport by 5.00 I'll be in my office just before the control of the start of the star	est exam in case of	the nucle b the traffic c a head-or d anyone ha e his poor h f many tho anyone has	ained outside a ar power statio isn't too heavy collision. as any last-minu nealth. usands will die. any last-minu	on. y on the motorway. ute questions. ute questions.	
3	Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allowed to go free Car airbags were designed to prevent chainjuries to the driver He would have gone on working until he was 65 We should get to the airport by 5.00 I'll be in my office just before the experiment of the season	est exam in case of	the nucle b the traffic c a head-or d anyone ha e his poor h f many tho anyone has	ained outside a ar power statio isn't too heavy collision. as any last-minu nealth. usands will die. any last-minu	on. y on the motorway. ute questions. ute questions.	

3.4 Choose the correct verb forms in these conversations. Sometimes both are possible.

A

- A: I feel terrible.
- B: Well, if you (1) will stay / stay out until three in the morning, what do you expect?
- A: I don't think I'll go to school today.
- B: But supposing they (2) phone / would phone to find out where you are? What shall I tell them?
- A: Okay, I'll go if it (3) will make / makes you happy.

В

- A: Grandad, before you blow out the candles, you've got to make a wish.
- B: Well, I wish I (1) had bought / would have bought a house with a smaller garden. It's a lot of hard work to look after it.
- A: And what else are you going to wish for?
- B: I wish I (2) have / had more energy to play with my grandchildren.
- A: And anything else?
- B: I suppose I wish I (3) was / would be a young man again.
- A: And have you got any more wishes?
- B: Yes, I wish you (4) stopped / would stop asking me questions and let me eat my birthday cake!

Listening Part 4

You will hear five short extracts in which people are talking about cooking. While you listen you must complete both tasks.

TASK ONE

For questions 1 - 5, choose from the list (A - H) the person who is speaking.

- A a nurse Speaker 1 1
- B a retired person Speaker 2 2
- C a student Speaker 3 3
- D an author Speaker 4 4
- E a lawyer Speaker 5 5
- F a teacher
- G a lorry driver
- H an unemployed person

TASK TWO

For questions 6 - 10, choose from the list (A - H) what each speaker is expressing.

6

- A admiration for people who can cook well Speaker 1
- B a pride in their cooking ability Speaker 2 7
- C a reluctance to cook Speaker 3 8
- D a criticism of current trends in cooking Speaker 4 9
- E a desire to learn to cook Speaker 5
- **F** a wish to try food from other countries
- G an awareness of their poor diet
- H a dislike of unfamiliar food



15 Participle, to-infinitive and reduced clauses

Participle clauses including present participle (-ing) clauses, past participle (-ed) clauses, participle clauses after conjunctions and prepositions, to-infinitive clauses, reduced clauses

Context listening

11. 219 Sam Green has taken three months off work to do a sponsored walk through Italy raising money for charity. Each week he sends an article to his company for its newsletter. Listen to two of his colleagues talking about Sam's latest article. Which of the problems does Sam talk about?



12 219 Listen again and complete the sentences with the exact words Sam uses.

1 _	Having fallen over	a number of times, I was feeling thoroughly miserable.
2 _		by a difficult few days, I was only interested in finding a bed for the night.
3 _		Naples, I bought yet more walking socks.
4 _		the sprawl of the city behind me, I walked up into the hills.
5 _		my sleeping bag, I discovered a scorpion.
6 _		by a scratching sound, I found a large rat trying to get into my backpack.

Grammar

2.1 Participle clauses: general

START POINT

Walking into each village, I was met by a pack of unfriendly dogs.

Found mainly in the south of the country, scorpions in Italy can give a nasty bite but are rarely dangerous. Having spent a couple of hours exploring Amalfi, I'm now ready for an excellent Italian dinner.

Participle clauses are more common in writing, and are often used to express ideas in an economical way.

A participle usually refers to the subject of the main clause:

Snarling aggressively, the dogs were pretty terrifying at first. (= the dogs were snarling and the dogs were pretty terrifying)

We avoid using a participle clause when the subjects are different: Snarling aggressively, I kept away from the dogs. In this example, the writer is trying to say that the dogs were snarling and he kept away from them. However, it sounds as if he was snarling! The more accurate alternative is: The dogs were snarling aggressively, so I kept away from them.

In formal English, a participle clause can sometimes have its own subject, which is often a pronoun or a noun phrase including a pronoun:

Scorpions in North Africa, some measuring up to 20 centimetres, can kill adults. (Scorpions in North Africa = subject of the main clause; some = subject of the participle)

When we use not in a participle clause it usually comes before the participle:

Not wanting to carry my backpack any further, I went to the first hotel I came across.

2.2 Present participle (-ing) clauses

We can use a present participle clause to talk about something that takes place at the same time as, or just before, an action in the main clause:

Opening up my sleeping bag, I discovered a scorpion.

A present participle clause can be used to give background information:

Living mainly in warm climates, scorpions have existed for over 400 million years.

and after quoted speech, to say what someone was doing while they were talking:

'Wait for me here,' said Frank, running out of the house.

Present participle clauses can also be used to talk about a reason or result:

Arriving in Amalfi early in the afternoon, I had time to look around the town. (= because I arrived in Amalfi early in the afternoon)

2.3 Past participle (-ed) clauses

We can use a past participle clause to talk about reasons and conditions:

Made from the softest leather imaginable, they are as comfortable as a pair of slippers. (reason = because they are made from the softest leather imaginable)

Sold in Britain, the boots would have cost a lot more. (condition = if they were sold in Britain)

Past participles combine with forms of be and have to create passives and perfect forms:

Having fallen over a number of times, I was feeling thoroughly miserable. (= I was feeling thoroughly miserable because I had fallen over a number of times)

We can use either having + -ed or a present participle with a similar meaning to describe events that follow one after another. However, having + -ed emphasises that the action in the participle clause is complete before the action in the main clause begins:

Having climbed to the top of the hill, I could see all the way to the Mediterranean. **Or Climbing** to the top of the hill. ...

Being made so welcome at the hotel, I was reluctant to leave. (= because I was made so welcome)

Having been woken up by a scratching sound, I found a large rat trying to get into my backpack. (= after I had been woken up)

2.4 Participle clauses after conjunctions and prepositions

We can use a present participle clause after a number of conjunctions and prepositions, including: after, before, by, in, on, since, when, while, with, without, unless, until:

Before leaving Naples, I bought yet more walking socks. **or less formally Before I left** Naples, I bought yet more walking socks.

We can also use with (or informally what with) to introduce a reason for something in the main clause. Notice that a subject has to come between with and -ing:

With Naples being such a busy city, I was surprised to find a hotel room so easily.

What with sleeping badly, and some very steep hills to walk over, it was quite a relief to get to Amalfi this afternoon. (= because I had slept badly)

In formal contexts we can use a past participle after (al)though, as, if, once, when, while, unless and until:

Walking through Italy was a fantastic experience, but if asked, I'm not sure I'd do it again. Or ... but if I was asked ...

7.5 To-infinitive clauses

We can use a clause beginning with a to-infinitive to talk about purpose, result or condition:

I walked up into the hills to avoid the long trek around the coast. (= purpose)

I got to the hotel early, only to find that I couldn't check in until later. (= result)

To hear him grumbling last week, you'd think he was about to get on the next flight home. (= if you had heard him grumbling)

2.6 Reduced clauses

We can sometimes use a 'reduced' clause beginning with a conjunction or adjective, but with no verb. Reduced clauses are usually fairly formal:

While in Naples, I did what all visitors do. or While I was in Naples, ...

Exhausted by my walk, I went straight to bed. Or Because I was exhausted ...

Grammar exercises

_	Swimming	strongly, she was able to cross the river in just a few minutes. (She swam strongly.)
		in oil, Colin got out from under the car. (He was covered in oil.)
		in Latin, the two letters were sent in 1406 to the French king. (They were written in Latin
		them twice this year already, Bayern Munich are favourites to win again against Real
Ma	drid. (They ha	we beaten them twice this year already.)
		how to use the software, I found it easy to design my own website. (I was shown how to
ise	the software.)	
_		eaten anything for hours, I was starting to feel a bit faint. (I hadn't eaten anything for hours
_		her glasses, she began to read her speech. (She put on her glasses.)
		Portuguese, I found travelling in Brazil difficult. (I can't speak Portuguese.)
	and I o and wa grandfa Gallery	nile I was in London I just had to go to the British Museum. There's so much to see nly had time to spend a few hours there. First, I went to the collection of clocks tches. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money. They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong
	and I or and wa grandfa Gallery 2,000 y for so n (5) <u>Aft</u> y Unfortu	nile I was in London I just had to go to the British Museum. There's so much to see nly had time to spend a few hours there. First, I went to the collection of clocks tches. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong many years, I was very interested in this. Some of the jade objects were stunning. er I looked at the Chinese collection, I had hoped to see the Mexican collection. unately, (6) when I got there I found that it was closed. (7) Because I'd spent the
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3 If i	In these sentences, is the subject of the participle and the main clause the same (S) or different (D)? is different, think about how you could rewrite the sentence correctly.
1	Painted bright yellow, I could see the signs clearly from a distance.
2	Hearing a noise from one of the bedrooms, I quietly climbed upstairs
3	Laughing at her new hat, Jing looked really angry with me
4	Kept in the fridge, the cheese should stay fresh for weeks
5	Holding her umbrella tightly, she went out into the storm.
6	Talking to each other in the library, I asked them to keep quiet
7	Caught in traps put on the riverbed at night, many fishermen depend on crayfish for their livelihood.
8	Worried that Zahira hadn't arrived, I decided to phone her home
1	Because the signs were painted bright yellow I could see them clearly from a distance.
1 2	though before if once since while with without unless until Unless otherwise stated, all software contained on the CD is for demonstration purposes only. (state) my book on the European Union, I interviewed more than a hundred members of the
	European Parliament. (research)
3	no longer in the day-to-day running of the business, Mr Chen retains
	a keen interest in its development. (involve)
4	Defence Minister, he was head of the army for five years. (make)
5	her parents, she took their car and drove into town. When they found out, they were furious. (ask)
6	Not school had anyone told me to 'sit down and be quiet'. (leave)
7	The virus doesn't have serious effects, but it remains in the body for life. (catch)
8	the wind hurricane force, ships have been advised to head for
0	land. (reach)
9	I slept deeply by a fire engine going past the house. (wake)
10	guilty, she could face ten years in prison. (find)

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

	Water: a precious resource	
Access to a clean,	(0) reliable water supply is essential to or	ur RELY
survival. (1)	over 70 percent of the earth's surface	e, COVER
water is apparently	(2) But in fact, less than	PLENTY
1 percent of all the	water on earth is accessible for human use in lakes	3,
rivers and reservoir	rs. (3) by rain and snowfall, thi	is NEW
water supply is ava	ailable to us as a finite but (4)	SUSTAIN
resource. As the de	emand for access to this limited supply increases,	
it is thought that as	many as 3.5 billion people could experience water	
(5)	by 2025. A worldwide water management pla	in SHORT
is vital. An internation	onal campaign must be introduced both to raise	
public (6)	of the importance of conserving and	AWARE
(7)	this precious resource. Furthermore,	CYCLE
industry and agricu	lture must be made to reduce their water	
(8)	. Only in this way can water-related	CONSUME
international conflic	ets he avoided	

16 Noun clauses

That-noun clauses; wh-noun clauses; whether and if

Context listening

1.1 You are going to hear Joe Simpson, head of the Norton Wildlife Trust (NWT), encouraging some residents of Norton to volunteer for projects. Before you listen, look at these pictures and identify the activities.

O	of Norton to volunteer for projects. Before you listen, look at these pictures and identify the activities.							
1								
100								
	1.2 20 Listen to the talk. Which of the activities are mentioned?							
1	Listen again and decide whether these statements are true (T) or false (F).							
1	The NWT owns Norton MarshT							
2	Broadstone Park is now a wilderness							
3	The NWT gets its money from the Montague family.							
4	Initially, the most important task is clearing overgrown plants and trees.							
5	NWT volunteers are invited to barbecues							
6	One of the jobs that volunteers can do is publicise the NWT.							
7	Only members of the NWT can work on the project.							
8	The NWT was given the Marsh by Mr Reynold's brother.							
9								
	.4 Listen again and complete these extracts with the words you hear.							
1	I can guarantee, and we organise barbecues and other social events.							
2	We will be very grateful for							
3	Nine o'clock is, on Saturday and Sunday mornings.							
4	Just come along to the Marsh and we'll show you							
5	Can l ask ?							

1.5 Look at your answers to 1.4. What words begin each clause you have written?

Grammar

START POINT

What you've told us is very interesting. (= The information is very interesting.)

You've probably also heard that the Marsh has been given to the NWT to look after. (= You've probably also heard this report.)

Nine o'clock is when we usually meet. (= Nine o'clock is our usual meeting time.)

A noun clause functions in a sentence in a similar way to a noun (e.g. information, report) or noun phrase (e.g. our usual meeting time). Noun clauses usually begin with that or a wh-word (e.g. what, when, where, which, who, why; also whether, whatever, how).

2.1 That-noun clauses

In informal contexts we often leave out that at the beginning of a that-noun clause:

It's also good to know that they're helping the environment. Or ... to know they're helping ... I can guarantee that you'll make a lot of new friends. Or I can guarantee you'll make ...

We usually use the fact that (rather than that):

when the noun clause is subject:

The fact that you're not a member of the trust makes no difference. (rather than That you're not a member of the trust makes no difference.)

after a preposition or after verbs such as change, face (up to) and overlook:

We have to face (up to) the fact that we don't have enough resources at the moment.

We can often use words like argument, assumption, belief, claim, idea, notion and view instead of fact:

The idea that it's all hard work is just wrong.

2.2 Wh-noun clauses

When a wh-noun clause follows certain nouns (e.g. example, problem), we often have to include of before the wh-word:

We'd like to follow the example of what they've done at Broadstone Park.

Some verbs (e.g. advise, teach) must have an object before the wh-word:

I'll be happy to advise you when to come.

Noun clauses beginning how are commonly used after certain verbs (e.g. decide, know):

It's entirely up to you to decide how much time you can give.

We can use a wh-noun clause, but not a that-noun clause, after a preposition:

If you've got any questions **about what I've said so far**, I'd be happy to answer them. (not ... about that I've said so far ...)

We can also use noun clauses beginning with whatever (= anything, or it doesn't matter what), whoever (= the person/group who, or any person/group who) or whichever (= one thing or person from a limited number) to talk about things, people or times that are indefinite or unknown:

We will be very grateful for whatever time people can spare.

You can phone whoever is in charge of arranging lifts on the weekend you want to come.

Rather than a wh-noun clause, we can often use a noun or pronoun which has a meaning related to the wh-word:

Why most people volunteer is that they want fresh air and exercise. Or The reason (why khat) most people volunteer

Clearing the vegetation is **what** is urgently needed. **or** Clearing the vegetation is **something which/that** is urgently needed.

Other words used in this way include the place (rather than where), the time (rather than when), the way (rather than how) and somebody/someone (rather than who).

2.3 Whether and if

We can use whether as the wh-word in a noun clause when we talk about possible choices. Whether has a similar meaning to if:

I can't remember whether it runs on Sundays.

Notice the difference between sentences with whether- and that-noun clauses:

I didn't know whether/if the bus service has been cancelled. (= it may or may not have been cancelled)
I didn't know that the bus service had been cancelled. (= it was cancelled; now I know)

In more formal contexts, particularly in writing, we can use as to with a meaning similar to 'about' or 'concerning' before a whether-noun clause:

There was some debate as to whether he could legally give us the land.

We use whether, not if:

before or not:

I don't know whether or not I'd be able to come on a regular basis.

However

I don't know whether/if I'd be able to come on a regular basis or not.

before a to-infinitive:

I can't make up my mind whether to help on Saturdays or Sundays.

usually after a preposition, and also after the verbs advise, choose, consider, debate, discuss, enquire, question:
 You can think about whether you'd like to be involved.

You can choose whether you want to work indoors or outdoors.

in a clause acting as a subject or complement:

Whether you help with the outdoor or indoor work depends on you. (= subject)

What I'm not clear about is whether we can get a lift to the reserve. (= complement)

Grammar exercises

3.11 Read these comments by a resident, a fire officer and a climate change expert about a recent flood. Complete each text with that or the fact that.

Resident: Nobody really thought (1)	that	flooding this bad would happen again, but as the river
level rose, we had to face up to (2)		we'd have to leave our home. Personally, I blame the fire
		ly here for five days should have meant that they were
better prepared to help us.		
Fire officer: I really feel (4)	some	of the criticisms of my fire officers are unfair, although
		nean that many of our staff weren't here to help with the
		they might have to evacuate their houses
with little notice, and the difficulty in e	vacuating per	ople from their houses wasn't helped by
		ounts of personal belongings with them.
Climate change expert: We can't ignor	e (8)	climate change is going to increase the risk of
flooding, and a number of studies have	suggested (9) winter river levels throughout the
		unately, the situation in this area is complicated by
(10) so many trees h	ave been cut	down on the hills around here and rainwater flows more
) serious flooding could now happen
here every winter.		

3.2 Read this extract from the blog of an American woman living in Paris. Complete the text using a word from Box A and a phrase from Box B.

ow vhat vhether vhoever	if when whichever why	the way where who	the light shines through the cathedral was built designed the cathedral direction you approach conditions were like for t the building materials ca	t he builders	I'd make it to take a guided tour they managed to do tha it was built there wrote that
Charter the later (3) around the coope (8) winder patter and n (10) climb, magn	res is very flat. ndscape from (d on my own. E lent! She talked old us (5) es away – I'll n erative effort by ows were awes rns on the cath oticed that it m , and there wer ifficent view wa	That's probab 2) of But this time I d a lot about (4) ever understa is the stonema I some. I was so edral floor. Af entioned the et imes when as certainly we	the cathedral. I'm pretty ind decided to go for it, and I'm i) Some of the ston	was built if wasn't sur dependent really glad — it was e was trans as e days ar he also gaver ard life. I that my guide wer, so off or me it was the top, but was the top was the t	there . It dominates re and like to wander I I did – the guide was s begun before 1200 – resported from hundreds rechitecture was a re us some idea of rhought the stained-glass and creates rebook I went. But s a long, exhausting . The ut be warned!
Mr Kato difficult		managing dire	ector, and it will be a	a	is sitting in it.
I must h	ave that paintin	g, and will pay	\	b	side they are on.
The poli	ce have said tha	t to protect th	ne public they will take	c who	pever replaces him.
I've bou	ght this armcha	ir that adjusts	itself to the body shape of	d	action is necessary.
We've go	ot lots of cakes,	so just choose		е	it costs.
At the fi	irst modern Oly	mpic games in	1896, athletes could wear	f	comes first.
Houses	next to the river	are at risk of 1	flooding,	g	one you like the look
Both the	e number 45 an	d 47 buses go	nto town, so get on	h	they wanted to.

3.4 Complete the sentences using the notes in brackets and where, what, when, why or how. Add any ther words necessary.

1	Our Maths teacher made the examples of what would					
	(2)		aper, and he			
2	A: There's a job advert here for a train driver. Do you think I should go for it?					
	B: But (3)	(know / to drive) a trair	n?			
	A: No, but I'm sure they'll be able application form.	2 (4)	(teach / to do). I might send for an			
3	I was very anxious (6)	(would happ				
	(7)	(asked / the doctor) would be c	coming.			
4	A: Remember (8)were stolen?	(time / were) in	London and our wallets and train tickets			
	B: I certainly do. Then we had (9) without tickets or money.)	(problem / to get back) to Manchester			
		(reason / mention) now is paper. He's wanted for robbin	that the man who gave us the money to get g a bank!			

Exam practice

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

				Homev	vork: ho	w useful is it?		
Но	mev	vork is an (0)	В ра	rt of school life in	most co	ountries around	the world	I. However, there is still
COI	nside	erable debate a	mong te	achers about (1)		homework has a	a significa	ant educational value. On the
one	e sid	le are those who	o (2)	that it takes	too muc	h time away froi	m other n	nore useful activities. On the
oth	er a	re those who se	e home	work as reinforci	ng schoo	ol lessons so tha	at concep	ts will not be forgotten.
(3)		is often neg	lected in	this debate is th	ne role o	f parental involv	ement an	d (4) or not the
chi	ld's	home provides	support	for effective hom	nework.	Parents in low-in	ncome fai	milies often don't have the
tim	e to	make homewo	rk a prio	rity or aren't able	to affor	d a computer or	addition	al books. (5)money
the	y ha	ive goes on the	basic ne	ecessities of life -	- accom	modation, food,	clothing	and heating. However, the
(6)		that only mi	ddle-cla	ss parents suppo	ort their	children's educa	ition is qu	ite obviously wrong. Not
(7)		well-to-do p	parents g	give the support t	they sho	uld, and some p	arents liv	ring in the most impoverished
circ	cums	stances (8)	find	the time and ene	rgy to in	volve themselve	s in their	children's homework.
0	A	ingrained	B	established	С	allowed	D	accustomed
1	A	if	В	that	С	whether	D	supposing
2	A	tell	В	describe	С	claim	D	inform
3	A	Whatever	В	Which	С	That	D	What
4	A	whether	В	why	С	whatever	D	if
5	A	Whichever	В	That	С	Whatever	D	Which
6	A	fact	В	concept	С	idea	D	reason
7	A	each	В	all	С	any	D	every
8	A	imaginable	В	imagining	С	imagined	D	imagine

Conjunctions and connectors

Before, hardly, first(ly), however, even so, on the other hand, etc.

Context listening

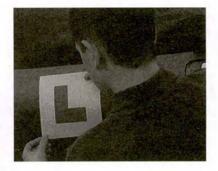
Which of these do you think learner drivers find most difficult?

reversing around corners parking getting into the correct lane

driving at night

completely cool.

overtaking starting on a hill changing gear using the rear-view mirror



1.2 21 Listen to Sahar and Claudio talking about their experiences of learning to drive. Which of the things in 1.1 were particular problems for them?

1	13 21 Listen again.
1	In what order does Sahar mention these advantages of being taught by a professional instructor?
	a he passed on useful tips
	b he was always encouraging
	c he used a dual-control car1
	d he could tell when she was ready to take her test
2	In what order does Claudio mention these advantages of being taught by his mother?
	e she was calm most of the time
	f he got lots of time to practise
	g she knew a quiet place to practise
	h he didn't have to pay for lessons
1	.4 What words or phrases are used to connect these ideas?
1	I stalled in the middle of a busy road + my instructor stayed completely cool even if
2	I had the mirror positioned + I just couldn't judge where the back of the car was
3	it was disappointing to have replacement instructors + the replacements were patient and helpful
4	it's expensive to have driving lessons + I would recommend it
5	my mum doesn't have a professional qualification + she has lots of experience
6	I didn't do anything stupid + she stayed calm
1	Even if I did something incredibly stupid like stalling in the middle of a busy road, he'd stay

Grammar

2.1 Sentence connectors and conjunctions: general

START POINT

My mum used to come and collect me from college in the car and I'd drive home. What's more, she'd let me drive when we went shopping.

A sentence connector (e.g. what's more) links one sentence with another.

My mum taught me to drive because I couldn't afford to pay for driving lessons.

A conjunction (e.g. because) links clauses within a single sentence.

To link two clauses, we use only one conjunction, not two:

Although it's expensive having driving lessons, I'd really recommend it. (not Although it's expensive having driving lessons, but I'd really recommend it.)

We usually put a comma between clauses linked by a conjunction:

As long as I didn't do anything stupid, she stayed pretty calm.

However, when because or while (referring to time) begin the second clause in a sentence, we don't need a comma.

Sentence connectors usually come at the beginning of a sentence and less often at the end or in another position. The only ones that can't come at the beginning are too and as well:

You can spend a lot more time practising, as well.

We usually put a comma after a sentence connector at the beginning or end of a sentence:

My mum thought I was ready to take my driving test. However, I failed first time.

When a sentence connector comes elsewhere in a sentence, punctuation is more variable.

There are lots of advantages in having your parents teach you. There's the cost, for instance ...

Sentence connectors can be used to link clauses in a sentence if the clauses are joined with and, but, or, so, or a semi-colon (;), colon (:) or dash (-):

My instructor was very experienced and, as a result, he had lots of useful tips to pass on.

Having a professional teach you to drive is best; however, it can be very expensive.

2.2 Conjunctions: before, until

Sometimes we can use either before or until with little difference in meaning:

She wouldn't let me drive on busy roads before/until I could control the car well.

We use until, not before, when an action continues to a particular time and then stops:

I just carried on having lessons until my instructor said I was ready to take the driving test.

2.3 Conjunctions: hardly, no sooner, scarcely

After hardly and scarcely the second clause usually begins with when or before; after no sooner it begins with than or when:

We'd hardly driven out of our road before we were shouting at each other.

I'd no sooner passed my test than/when my friends started asking me for lifts.

We often use the past perfect in a clause with hardly, no sooner or scarcely and a past simple in the other clause. (See Unit 21, 2.3 for word order in sentences with hardly, no sooner and scarcely.)

2.4 Sentence connectors: first(ly), at first; last(ly), at last

We use first or firstly to label the first point in a list and last or lastly to label the final point. We use at first to indicate that there is a contrast between two past situations, and at last to show that something happened later than hoped or expected:

Firstly, cars like the one I learnt in have dual controls.

At first, I couldn't get the hang of this at all.

I passed my driving test at last, after taking it five times.

We don't use at last to label the last point in a list:

First, I had to practise starting on a hill ... Finally/Lastly, the instructor made me reverse around a corner. (not At last, the instructor made me reverse)

2.5 However

However is often a sentence connector, but can also be used:

- as an adverb when it is followed by an adjective, adverb or much/many:
 My instructor never got annoyed, however badly I was driving. (= despite how badly)
- as a conjunction when it means 'in whatever way':
 However I had the mirror positioned, I just couldn't judge where the back of the car was.

2.6 Even so (sentence connector), even though (conjunction)

Even so has a meaning similar to however. We use it to introduce a fact that is surprising given what has just been said:

He was great and I didn't want to be taught by anyone else. Even so, I always found the replacements very patient and helpful.

We use even though to say that a fact doesn't make the rest of the sentence untrue:

Even though she doesn't have a professional qualification, she's got lots of experience to pass on.

2.7 Sentence connectors: on the other hand, on the contrary

We use on the other hand when we compare or contrast two statements. We sometimes introduce the first statement with on the one hand:

It may be that the quality of the tuition is better with a professional driving instructor. On the other hand, it's cheaper if your parents teach you. or On the one hand, it may be that the quality of the tuition is better with a professional driving instructor. On the other (hand), it's cheaper if your parents teach you.

On the contrary emphasises that we reject the first statement and accept the second:

Some people say that it's more expensive to be taught by a driving instructor than a friend or relative. On the contrary, it works out cheaper.

2.8 Prepositions commonly confused with conjunctions and connectors

These are prepositions, and can't be used as conjunctions or sentence connectors:

As well as being calm and patient, he was always very encouraging. (not As well as he was calm ...)

Apart from the cost of insurance, I think it's much better to be taught by your parents. (not Apart from the insurance costs were high ...)

I think there's a lot of other good things about having your parents teach you, besides saving money.

(not ... besides you can save money.)

I'd recommend professional driving lessons despite / in spite of the expense.

(not ... despite / in spite of they are expensive.)

The lesson was cancelled due to the heavy rain. (not ... due to it was raining heavily.)

We used to stop driving at some point during the lesson, and he would ask me how I felt I'd improved.

(not ... at some point during we were having the lesson ...)

Grammar exercises

3.1 Match the items, joining them with the conjunction or sentence connector given. Write either one or two sentences, as appropriate. There may be more than one way of joining the sentences.

1 ,	Amy was on the phone for hours	a	it's a public holiday	
2 !	she always finds time to talk to students	b	such a move would be controv	ersial
3	the restaurant's closed next Monday	С	we got onto the motorway	
1	he's a seismologist	— d	I noticed she'd been crying	
5 1	tuition fees have been increased	е	he studies earthquakes	
5 1	we travelled much faster	f	the number of applications has	fallen
	the government is being urged to build more nuclear power stations	g	his shoes were black	
3	he was wearing the same clothes as me	h	how busy she is	
1	d Amy was on the phone for hours. Later, I	notice	ed she'd been crying.	(later)
2				_(no matter)
3				(because)
1				(that is to say)
5				_(as a result)
5				(once)
7 .				_(however)
3				_(except that)

3.2 Choose the correct word or phrase.

- 1 She isn't very interested in science subjects. On the contrary / On the other hand, she really loves studying history.
- 2 He walked quickly down the corridor before / until he reached the last door.
- 3 My aunt was followed into the room by my two nieces and three nephews. Lastly / At last came my uncle, carrying all the suitcases.
- 4 I knew I had the right qualifications and experience for the job. Even though / Even so, I felt very nervous as I walked in to face the interview panel.
- 5 At college I had only two tutorials a week, but this didn't mean I wasn't busy. On the contrary / On the other hand, I studied at least six days a week.
- 6 Once he'd done the washing up and got the children to bed, Matt sat down in front of the fire. Lastly / At last he had some time to himself.
- 7 Even though / Even so the snow had stopped falling, it was still freezing cold.
- 8 We had no sooner / hardly started driving than the children said, 'Are we there yet?'

Complete the sentences using a word from box A and a phrase from box B. she's looking for a new flat it isn't very heavy in Marketing they get an hour meanwhile there's a power cut we'll have to walk miles to the bridge the weather's bad otherwise whereas I prefer Italian my parents are letting me borrow theirs 1 I'm saving up to buy my own car. Meanwhile, my parents are letting me borrow theirs 2 I always keep some candles in the house ____ 3 My husband adores Chinese food, 4 The boat is made entirely of fibreglass. 5 We should be able to wade across the river; 6 Your sister can stay with us 7 The lunch break in the Personnel Department is 30 minutes. We're planning on having a picnic in the park 3.4 Complete these extracts from emails. Choose from the words and phrases in the boxes. A although at first because because of despite during even so even though while firstly I'm in Jamaica for a week. (1) Although it's a work visit, I've had a few days free, so I decided to have a go at windsurfing (2) ______ I'm here. I'd never tried it I found it before (3) I'm not a very good swimmer. (4) really difficult to stay upright, but it wasn't long until I was going quite fast. I didn't go far from the beach. in addition in spite of no sooner until what's more as well as well as before even though hardly The weather here is terrible. (1) ______ heavy rain, we've had gale force winds. the bad weather, we're doing a lot of walking. Yesterday was typical. When we got up it was wet - of course - and we decided to wait (3) the rain stopped. The sun came out by midday and we set off for Wicklow Hill. We had _____started to climb when it began pouring down! (5)

the wind was so strong, we were almost blown over. But we still got to the top!

Exam practice

Reading and Use of English Part 6

You are going to read four reviews from a website in which different writers give their views on a book about what the Earth would be like if people disappeared from it. For questions 1 - 4, choose from the reviews A - D. The reviews may be chosen more than once.

The World Without Us

Four reviewers comment on author Alan Weisman's book called The World Without Us.

A

Alan Weisman imagines what the Earth would be like if humans were suddenly and completely wiped out. This starting point ignores the fact that nothing is likely to kill us off completely, at least not without taking a large part of the rest of life with us. Even if a virus appeared with a 99.99 percent kill rate, it would still leave more than enough naturally immune survivors to repopulate the Earth to current levels in 50,000 years. This said, Weisman's book is fascinating, readable and thought-provoking. The mass of scientific evidence of human impact that he compiles is mind-boggling. I did not know, for instance, that there are one billion annual bird deaths from flying into glass in the United States alone; or that graphic designers have been called in to imagine what warnings against approaching nuclear waste containers will be comprehensible 10,000 or more years from now. His solution is a mandatory one-child limit for all families worldwide. Radical, but undoubtedly necessary, as he convincingly argues.

В

Alan Weisman's 'thought experiment' in *The World Without Us* is to imagine what the world would be like if every human vanished tomorrow. But he offers no real context for the book, no rationale for exploring this fantasy other than his unsubstantiated belief that people find it fascinating. Perhaps they do, and we might guess their reasons. But none emerges in any compelling way to explain why it is important to know, for instance, that the Great Wall of China will crumble in a few centuries. Much of the book comprises revelations of this kind, but there is little information here that is all that new. If you follow environmental issues, nothing in *The World Without Us* is likely to shock or astound you. The way to avoid the apocalypse, so Weisman believes, is to limit to one child every human female on Earth. However, his draconian solution is only briefly described and comes much too late in the book to be convincing.

C

What Alan Weisman does is imagine what would happen to the world if we were all wiped out. And it is quite understandable, as we learn during the course of this book, to take this as a realistic prospect as we are very, very bad for our own environment. What starts out with promise continues disappointingly. For those well versed in the science of environmental degradation, the book provides numerous anecdotes about our appalling impact on the Earth that sound all too familiar. Personally, I found Weisman's journalistic style increasingly irritating as the book progressed. Is it really necessary to know that his interviewees include a 'curry-haired young director' or someone 'trim and youthful in their early fifties'? His most extreme solution, to limit families to one child, is unrealistic. Although readers might agree that there are too many of us, few will share Weisman's certainty that to trade a child for more birdsong is a good bargain.

Exam practice

D

What would the Earth be like if everyone was killed off by an astronomical event or disease? Such thought experiments are the stuff of Alan Weisman's new book *The World Without Us.* Weisman's argument would be an interesting read if it weren't for the nagging suspicion that there is something rather ludicrous about its very premise: that a world without human beings could possibly matter to us. The themes in Weisman's interviews with people from around the world are familiar. Over-harvesting, over-farming and over-industrialisation are destroying the planet. Unless we change our ways, we are doomed. But there isn't much new evidence to throw into the debate. The book is saved, however, by Weisman's writing. His engaging journalism makes for a gripping fantasy that will make most readers hope that at least some of us can stick around long enough to see how the journey of the human race on our planet turns out.

Which reviewer

has a different opinion from the others on how relevant Weisman's imagined situation is?	1
supports reviewer A's opinion on Weisman's writing style?	2
has a different view from the others on the originality of Weisman's evidence?	3
takes a similar view to reviewer C on Weisman's proposed solution?	4

18 The passive

Using the passive; active and passive verb forms; passive forms of verbs with two objects; get + past participle; get/have + object + past participle

-		1		
Con	text	liste	Tallet	9
	March Street,	or hard earth live live	distribution of	

	burglary firearm offences		STREET ART SPRAYED IN CAPITAL	b		ids attacked bile thefts
3	street crime					
	car crime		TROLS FAILING,	d Gang link		e VEHICLE THE
	vandalism	SAYS P	OLICE CHIEF	500 brea	k-ins	COST £800N
1	3 22 Listen aga					false (F)?
	The chance of being a				T	
	Peter Miles appointed					
	The government has s		Control of the Contro			
	The government copie			and the control of th		
	More people get mug					
	More people sell drug	s now than ten	years ago			
	More people sell drug The figures in the repo	s now than ten y ort are complete	years ago			
	More people sell drug	s now than ten y ort are complete	years ago			
1	More people sell drug The figures in the repo Violent crime is on the	s now than ten yort are complete e increase.	years ago ely accurate e these extracts wit	th the exact words	used in th	ne recording.
1	More people sell drug The figures in the repo Violent crime is on the	is now than ten yort are complete e increase. Lin and complete written in an activities are as a complete in an activities in activities ac	years ago ely accurate e these extracts with ive form or a passiv	th the exact words e form?	used in th	ne recording.
1	More people sell drug The figures in the repo Violent crime is on the Listen aga e the verbs you have w	s now than ten yort are complete e increase. in and complete pritten in an activated when I	years ago ely accurate ee these extracts wit ive form or a passiv the	th the exact words e form? figures.		
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2.1 Using the passive

START POINT

The government has published a report today. (active: focus on the government)
A report has been published by the government today. (passive: focus on a report)

We often use passive verbs:

- when the agent (the person or thing that performs the action) is not known: My house was broken into only
 last week.
- when the agent is 'people in general': The details can be found at the back of the report. (= anyone can find these details)
- when the agent is unimportant, or is obvious: A much higher proportion of offenders have been arrested.
 (= the agent is clearly the police)
- when we don't want to say who the agent is: It may be that some minor mistakes were made in collecting the
 figures. (= she might not want to say who was responsible for the mistakes)
- to describe procedures or processes, focusing on what was done rather than who did it: The figures were
 collected over a ten-year period.
- to avoid repeating the agent in a description or narrative: The police have made good use of CCTV. It's been
 introduced into many city centres, rather than The police have made good use of CCTV. The police have
 introduced it into many city centres.

In informal contexts we often use active sentences with a subject such as people, somebody/someone, something, we, they or you even when we do not know who the agent is. In more formal contexts we often use a passive to avoid mentioning an agent:

People are seeing less graffiti in city centres. or more formally Less graffiti is being seen ...

Some verbs describing states (e.g. have, become, seem) are not usually made passive:

Other countries have a similar policy. (not A similar policy is had by other countries.)

However, other verbs describing states can be passive (e.g. intend, know, own):

Our latest poster campaign is intended to reassure people.

2.2 Active and passive verb forms

Compare these passive forms of active verb patterns.

Active	Passive
They started to keep records ten years ago.	Records started to be kept only ten years ago.
This figure is expected to fall as they start using new technology to trace stolen phones.	This figure is expected to fall rapidly as new technology starts being used to trace stolen mobiles.
They made them repair the damage.	People found guilty of vandalism are made to repair the damage they've caused.
The police caught them selling drugs.	More people were caught selling drugs.
We expect the figure to fall rapidly. We want the crime rate to fall still further.	This figure is expected to fall rapidly. Some verbs in this pattern have no passive: (not The crime rate is wanted to fall still further.)

Perfect passive forms are also possible: More people claim to have been the victims of crime. More people have been caught selling drugs this year than ever before. This figure is expected to have fallen by next year.

Most passives with modal verbs are formed with modal + be + past participle or modal + have been + past participle:

The reason for this can be found in the huge increase in the number of mobile phones. Some of the fall might have been caused by lower rates of reporting. (past)

2.3 Passive forms of verbs with two objects

START POINT

I was delighted when our crime statistics department gave me the figures. (active) I was delighted when I was given the figures by our Crime Statistics Department. (passive) or I was delighted when the figures were given (to) me by our Crime Statistics Department. (passive) (See Unit 9, 2.1 for more on verbs with two objects.)

Verbs followed by object + complement in the active have one passive form: Attitudes have changed significantly since Peter Miles was appointed head of the police service.

2.4 Get + past participle; get/have + object + past participle

START POINT

It's true that more people get mugged today than they did ten years ago. or ... are mugged ... People think more carefully about committing a crime if they know they might get caught. or ... might be caught.

Particularly in speech, we can use get + past participle instead of be + past participle.

Get + past participle is most commonly used to talk about unwelcome events (e.g. get mugged), but we can also use it with positive events: When we got elected ten years ago ...

We don't use get + past participle with verbs describing states:

He was known to be a highly effective senior police officer. (not He got known to be ...)

We can use either have + object + past participle or (more informally) get + object + past participle:

- to say that someone arranges for someone else to do something for them: Virtually every person in my road has had/got a burglar alarm fitted recently.
- to say that something unexpected, and usually unpleasant, happens to someone: I had my TV and stereo taken. or very informally I got my TV and stereo taken.

We use a reflexive pronoun with get to suggest that the subject is responsible for their actions.

People will think more carefully if they know they're going to get themselves arrested.

Grammar exercises

3.1 Complete these texts with the appropriate form, active or passive, of the verb.

Acupuncture (1) has been practised (practise) in China for over 3,000 years, and today it (2) (widely use) alongside conventional medicine. In traditional Chinese medicine, no symptom (3) (view) in isolation. Instead, the body and the mind (4) (evaluate) together. The goal of acupuncture (5) (be) to create harmony in the body by restoring the flow of Qi (pronounced 'chee'). This (6) (consider) to be the life force involved in all body functions. Oi (7) (collect) in the organs and (8) (travel) through energy channels in the body. Acupuncturists (9) (believe) that diseases (10)_ (occur) when the circulation of Qi (11) (prevent), whether by injuries, heat, cold or other factors. By redirecting the flow of Qi, acupuncture can (12)(help) cure disease.

B

The first mobile phones (1)	(construct) in
Stockholm in the 1950s - but	were not very mobile! They could only
(2)	(use) in cars because the receiver and
transmitter (3)	(weigh) over 40 kilos and had to
	(carry) in the boot. But technology
(5)	(advance) so quickly that by the 1990s mobiles
	(hold) in the hand and people talking
	(become) a familiar sight.
	omed mobiles, and in the mid-1990s their use
	(ban) in many schools. Even recent
	(suggest) that prolonged
	obiles might be a health hazard
	(not discourage) their use, and analysts now
	(predict) that by 2025, 95% of all electronic
	(conduct) by mobile phone.

18 The passive

	They paid him a million dollars to appear in the film.
	He was paid a million dollars to appear in the film
	His name is Robin, but his friends call him Bobby.
	His name is Robin, but
	Dr Davies demonstrated the procedure to us in the chemistry lab. We
	The managing director will announce the news to staff later today. The news
	They have offered me a new job in Hungary.
	I
	The medical staff have declared the surgery a complete success. The surgery
	My English teacher suggested the idea to me.
	My uncle bought me this necklace when he was in Zimbabwe.
2	
0	This necklace
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Some of the box of the b
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. With a possible of the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, add the object in brackets where this is pplied and give alternatives where possible. A: Did you hear about Natasha?
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Win - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened?
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. With a break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college.
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. With a break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay?
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. With a break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college.
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Win - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired.
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Win - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog.
	Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. wn - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog. A: Don't they keep it inside at night?
	This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Win - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog.
300	Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. wn - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog. A: Don't they keep it inside at night?
o u	Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + bject) + past participle, or have + (object) + past participle. Add the object in brackets where this is pplied and give alternatives where possible. Win - break into

4	A: What an amazing house!
	B: It by Jason Norman. You know, the rock singer.
	A: I know him, yes.
	B: The problem is, he's never there, and it keeps
W	Rewrite the underlined part of the sentence using a passive form where possible. If it is not possible, rite 'No passive'.
1	When they invited Hugo to give the main presentation at the conference he was delighted and wrote immediately to accept.
	Hugo was invited to give
2	During our military training they made us run five kilometres before breakfast.
3	Ella felt that the pay and conditions at Trimco were unsatisfactory, and <u>many of her colleagues seemed to support her</u> .
4	We wanted Julia to come to the party.
5	I still have only a very vague memory of the explosion. I <u>remember someone asking me</u> to leave the building because there was a gas leak, but not much after that.
6	Although at first the children were frightened by Mr Demir's strictness, after a few weeks most of the children in the class came to like him.
7	They caught him trying to break into an expensive sports car.
8	Someone heard her remark that Ben was too old for the job.
9	Henry performed badly in the last match, and we need him to play better this week.
0	People expect over 100,000 demonstrators to march through the capital in protest against the government's
	decision to go to war.

Exam practice

Reading and Use of English Part 7

You are going to read a newspaper article. Six paragraphs have been removed from the article. Choose from the paragraphs A – G the one which fits each gap (1 – 6). There is one extra paragraph which you do not need to use.

Alexander McCall Smith: Terrible Orchestra?

Bestselling author Alexander McCall Smith explains why he started a band for useless musicians.

There are two emotions a parent can feel when watching the school orchestra perform. One is pride – the most common emotion in the circumstances – and the other is envy. Wouldn't it have been great fun to be in an orchestra and now ... it's too late. Or is it?

1

These musical islands are full of amateur orchestras, but most of these are really rather good. We wanted something that would cater for those who really were very weak players, those who might have got as far as Grade 4 on their instruments and hovered around that level for years. So we formed the Really Terrible Orchestra in Edinburgh, a city known for having a number of fine amateur orchestras. The name was carefully chosen: what it said was what you would get.

2

Those who joined generally lived up to the name. Some, though, stood out for their musical weakness. One cello player some years ago even had the notes played by the open strings written in pencil on the bridge of the instrument. Another – a clarinetist – had had only three or four lessons and could not go above the middle B flat. He played only the bottom notes, and not very well.

3

Our heads turned, we decided to hold a concert at the Edinburgh Festival Fringe. The important thing about the Fringe is that anybody can perform, with the result that there are always a certain number of appalling performances which attract tiny audiences.

4

The fortunes of the orchestra continued to improve, even if its playing did not. We presumed to make two CDs, which somehow got into the hands of radio stations abroad. We have now been played more than once by the Australian Broadcasting Corporation, by the Canadian Broadcasting Corporation, and by National Public Radio in the United States.

5

Even if the orchestra never gets to New York, that will be enough. Of course New York was where the famous Florence Foster Jenkins would appear, at the Carnegie Hall, and torture her audience with her terrible singing. Perhaps it's ready for an orchestra that will live up to her.

6

Which makes one wonder: what is it that makes people want to listen to a group of extremely bad musicians torturing a piece that most of them cannot play? Is there something about failure and its cheerful acceptance? Whatever it is, there's certainly something quintessentially British about it. And the orchestra does a very fine 'Land of Hope and Glory' – a semitone flat.

Exam practice

- A The response was overwhelming, particularly from clarinettists. I suspect that a very high proportion of the population is exposed to the clarinet at some stage and that British attics are crammed full of forgotten clarinet cases. Many of these were dusted off for the first meeting of the Really Terrible Orchestra, as were various other instruments. We appointed a professional conductor, Richard Neville Towle, a well-known Edinburgh musician and founder of the ensemble Ludus Baroque, and we began to rehearse. The result was cacophony.
- B The Really Terrible Orchestra, however, was an immediate hit. The concert sold out well in advance, as it has done every year since, attracting an audience of more than 500 people, some not actually related to the players.
- C 'We are pretty awful,' admitted one of the bassoonists. There is a very wide range of playing abilities, she added, noting that she herself had only passed Grade 3, the examination normally taken by 11-year-old British schoolchildren.
- D Eight years ago my wife and I decided that we would do something about never having played in the school orchestra. We are both very challenged musicians: at the time she played the flute hesitantly and I played the bassoon extremely incompetently.

- E Now what has become the world's most famous amateur orchestra is about to perform in London. The Cadogan Hall is the site of this imminent musical disaster, and all 800 tickets vanished in a trice.
- F An orchestra needs to perform, and we decided to hold a concert. Wisely, we took the view that the audience should be given a glass of juice, or even more than a glass, before the concert. This assisted their enjoyment and understanding of our idiosyncratic performance. Virtually every piece we played was greeted with shouts of applause and a standing ovation.
- G The orchestra's fame spread. Earlier this year the New York Times, for a mention in which many professional musicians would sell their souls, devoted a quarter of a page to an article about the Really Terrible Orchestra. A few days after the appearance of the article the orchestra's chairman, Peter Stevenson, received an approach from the same New York impresario who had first taken the Beatles to the US.

19 Reporting

Structures in the reported clause: that-clause, to-infinitive and -ing; verb tenses in reporting; modal verbs in reporting; reporting questions; should in that-clauses

Context listening

Leyla has been to a mee		d she tells Magnus about	here Leyla and Magnus live. it. Listen to their conversation vere mentioned at the meetin
Advantages		Disadvantages	
		-	
1.3 23 Listen ag	ain and complete these extr	acts with the words you h	near.
C. Michigan C. C. Company	the expansion would crea		
	a growing number of peo		rted the expansion.
10	us informed about future		
	there and look at the plan		
	_ the airport authorities wer		
She	_ to our local politicians with	n our objections.	
7 She also suggested in	viting the Minister for Transp	ort to hear our complaint	s. Ito her.
1.4 Put the past tens		one of the columns accor	ding to the pattern that follow
	verb + <i>to</i> -infinitive	verb + object + that-clause	verb + object + to-infinitive

Grammar

START POINT

We often report in our own words what people think or what they have said: 'There will be a public enquiry.'

Reporting clause with Reported clause reporting verb

Mr Kelly announced that there would a public enquiry.

2.1 Structures in the reported clause: that-clause

Reporting verbs can be followed by a number of structures in the reported clause. The most important ones with *that-c*lauses are given below:

verb + that

Sue reckoned that the expansion would damage tourism.

verb + object + that

He convinced me that noise wouldn't be a problem for us. (not He convinced that ...)

verb + (object) + that

She warned (us) that the airport authorities were not telling the truth.

Compare the use of tell and say in the reported clause:

They told us that the expansion would create around 2,000 jobs. (tell + object + that)

They said (to us) that it might increase tourism in the region. (say + (to + object) + that)

verb + that + verb or verb + object + to-infinitive

I found that his reassurances were quite convincing. or more formally I found his reassurances to be quite convincing.

verb + (to/with + object) + that

They admitted (to us) that they're not sure exactly how many people it will attract.

I agree (with the anti-expansion group) that the plans will change the area.

We often leave out that in informal contexts, particularly with the most common reporting verbs (e.g. reckon, say, tell, think). However, we don't usually leave it out if the that-clause doesn't immediately follow the verb: Sue reckoned (that) the expansion would actually damage tourism.

I agree with the anti-expansion group that the plans will change the area.

2.2 Structures in the reported clause: to-infinitive and -ing

These are the most important structures with a to-infinitive or -ing form in the reported clause:

verb + to-infinitive

I've decided to wait and see what happens next.

verb + object + to-infinitive

They encouraged us to go to the village hall.

verb + (object) + to-infinitive

I expected them to be confrontational. or I expected to hear more objections.

verb + to-infinitive or verb + that

They promised to keep us informed. or They promised that they would keep us informed.

verb + object + to-infinitive or verb + object + that

She advised us to write to our local politicians with our objections. or She advised us that we should write to our local politicians with our objections.

verb + -ing or verb + that

She **suggested inviting** the Minister for Transport to hear our complaints. **or** She **suggested that** we should invite the Minister for Transport (**not** She suggested to invite ...)

2.3 Verb tenses in reporting

START POINT

When reporting, we often change the tense that was in the original.

'The airport authorities are not telling the truth.' → She warned that the airport authorities were not telling the truth.

'We carried out the trial flights last month.' → Mr Kelly said that they had carried out the trial flights last month. or Mr Kelly said that they carried out ...

We don't usually change a past perfect verb:

'We had hoped for more support.' → He said they had hoped for more support.

We can use a present tense verb for a situation that still exists when we report it:

Magnus said he's worried about the nuclear power station on the coast. or ... said he was worried ...

We usually use a past tense in the reporting clause. However, we can use the present simple to report current news or views, what is always said, or what many people say:

I hear that Boeing 737s will be landing there.

Everyone I've spoken to thinks it's awful.

2.4 Modal verbs in reporting

A modal verb in the original sometimes changes in the report.

will changes to would, can to could, and may usually changes to might:

'It may increase tourism in the area.' > They said it might increase tourism in the region.

However, if the situation we are reporting still exists or is in the future, modals don't change if there is a present tense verb in the reporting clause:

'We'll be displaying copies of the plans in the village hall.' → They say they'll be putting copies of the plans in the village hall.

We can use either form if there is a past tense verb in the reporting clause:

'The expansion will create 2,000 jobs.' → They told us that the expansion will/would create around 2,000 jobs.

 shall changes to would to talk about the future, and to should to report suggestions, recommendations and requests for advice:

'I shall decide later.' > He said he would decide later.

'What shall we do next?' -> He asked what they should do next.

- must doesn't change or changes to had to when it is used to say it is necessary to do something:
 'You must look at the plans before making any decisions.' → He said I must / had to look at the plans before making any decisions. (Had to is more natural in speech.)
- could, should, would, might, ought to and used to don't usually change in the report:
 'We ought to write to our local politicians' → She suggested we ought to write ...

2.5 Reporting questions

START POINT

'What are your views on this?' → They asked what our views were or They asked (for) our views. 'Have you got any more questions?' → They wanted to know if/whether we had any more questions. (See Unit 16, 2.3 for more on the choice between whether and if.) The usual word order in the reported wh-, if- or whether-clause is the one we would use in a statement, and we don't use a question mark or the do auxiliary:

'How exactly will it boost tourism?' → I asked how exactly it would boost tourism.

'Where did you get your figures from?' → She asked where they had got their figures from.

We can use a negative form of do to report a negative question:

'Why don't you want the airport to expand?' -> He asked why I didn't want the airport to expand.

If the original question begins what, which or who, followed by be + complement, we can put the complement before or after be in the report:

'Who's Sue Ray?' → He asked who Sue Ray was. or He asked who was Sue Ray.

To report a question with should asking for advice or information, we can use a to-infinitive:

'What should we do to protest?' → Someone asked Sue what to do to protest. or ... what we should do to protest.

We don't use a to-infinitive to report a why question:

'Why should we believe them?' -> She wanted to know why we should believe them. (not She wanted to know why to believe them.)

Grammar exercises

3.1 Complete the sentences with an appropriate form of the reporting verbs in the box. Add a preposition or pronoun if necessary.

•	check claim commiserate emphasise explain grumble persuade i	reassure reveal whisper
1	Before I parked my car outside Diego's house, I <u>checked with</u> him that it	t was okay.
2	It took ages to feed all the customers, and by the time we got around to the that their food was cold. But I just ignored their complaints.	last ones they
3	I know that Tomas enjoys his work as a gardener, but when he world, I wasn't sure whether he was being serious or not.	to be the best job in the
4	The company hadn't paid me for the work I'd done for them, but when I pho that my payment was on its way.	oned, they
5	Carlson didn't want to speak to the police yet. He didn't want towho the murderer was until he had concrete evidence.	anyone that he knew
6	Teresa gave me the report but said it was only a first draft. She confidential until the statistics had been checked.	that it should remain
7	Just before I stood up to make my speech, my friend Jamir came up close and shirt was hanging out at the back.	dme that my
8	Terry said that he was going to re-paint the car himself, but I managed to bad idea.	that this was a
9	When I heard about her disastrous job interview, I phoned Martha to	her.
10	At first, the security guard stopped me going in, but when I	him that I had an

19 Reporting

3.2 Stephen is an engineering student who has applied for a job when he leaves university. Complete these extracts from Stephen's letter of application using the notes in brackets. Use a *that-*, *to-*infinitive or *-ing* clause in your answer and give alternatives where possible.

Monthly. I assume (1)th	to the post of Senior Research Engineer advertised in Engineering at the post is / the post to be (the post) still vacant. My supervisor,
Professor Ken Newton, ha	as advised (2) (apply) and has assured
documents, will be of inter	(my research), which is described in detail in the attached
A TANAMA TO A TANAMA TO A TANAMA TANAMA TANAMA TANAMA	(complete) my PhD by the end of the year, and I
propose (5)	(publish) the findings of my research soon afterwards.
I believe (6)	(my qualifications and experience) appropriate for
the post.	
I hope (7)	(hear) from you in the near future.
Yours sincerely,	
Stephen Finch	
Stephen Finch	
orking on a new hydrogen fue ork. They were very helpful. Th	(explain) the main purposes of my research. I (2) (tell) I was I cell. I admitted (3) (have problems) in the early stages of the ney suggested (4) (look at) Chris Hume's work at the University
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Listening Part 4

You will hear five short extracts in which people are talking about moving from the countryside to the city. While you listen you must complete both tasks.

TASK ONE

For questions 1 - 5, choose from the list (A - H) the reason each speaker gives for leaving the countryside.

- A slow broadband connection
- Speaker 1

B close friends had left

Speaker 2 2

1

5

C limited cultural activities

transport problems

Speaker 3 3

D lack of privacy

Speaker 4 4

Speaker 5

- F difficult to find a job
- G poor housing quality
- H limited shopping opportunities

TASK TWO

For questions 6 – 10, choose from the list (A – H) what each speaker says about their experience of living in the city.

- A happy to have efficient transport
- Speaker 1 6

B relieved to make friends

Speaker 2 7

C satisfied with accommodation

Speaker 3 8

D glad to have a hospital nearby

Speaker 4 9

E grateful for a reliable income

- Speaker 5 10
- F enjoying a variety of places to eat
- G pleased with sports facilities
- H excited by diversity of cultures

Substitution and ellipsis

and after to

Context listening

111 You are going to listen to two college friends talking about adventure holidays. What activities are shown in these pictures?



1.2 25 Listen to the conversation. Which of these items does Alison advise Ben to take with him?

air tanks for scuba diving	cooking equipment for camping	a face mask	
insect repellent	leather trainers	a life jacket	
plastic trainers	a sleeping bag	a snorkel	
a sun hat	a tent		

1.3 D25 Listen again. Change these sentences to show exactly what Alison or Ben said.

- 1 I went for the adventure holiday based in Brisbane.
- One of the local organisers met me at the airport.
- They should provide all the equipment.
- But you don't have to be a very good swimmer.
- Preferably plastic trainers.
- By the end of the holiday I was exhausted, but I was very fit!
- You'll certainly need some insect repellent.
- I don't imagine you'll need to take a tent and cooking things.

Grammar

2.1 Substitution: one/ones

START POINT

They do diving holidays in quite a few places. I went for the **one** based in Brisbane. (one = diving holiday; one replaces a singular countable noun or a noun phrase)

Take a couple of pairs of old trainers - preferably plastic ones. (ones = trainers; ones replaces a plural noun)

We don't usually use one/ones:

- to replace an uncountable noun. Instead we use some:
 Don't forget insect repellent. You'll certainly need some. (not... need one.)
- to talk about a specific item. Compare:

Do you know anyone who's got a sleeping bag? I was hoping to borrow one.

Have you still got your sleeping bag? Can I borrow it? (= a particular sleeping bag)

- after the, unless it follows an adjective:
 - 'Are these your trainers?' 'No, the leather ones are mine.' or unless there is a descriptive phrase after one/ones:

They had a number of adventure holidays on offer, and I chose the one that was cheapest. I went for the one based in Brisbane.

 after a possessive adjective (e.g. my). Instead we prefer a possessive pronoun (e.g. mine) or a phrase with an adjective:

You can borrow mine. or You can borrow my old one. rather than You can borrow my one. However, one/ones is sometimes used after a possessive adjective in informal speech.

We don't usually use ones on its own to replace a noun phrase. Compare:

'You'll need trainers.' Okay, I'll bring some.' or I'll bring some old ones.' (not I'll bring ones.)

We can either include or leave out one/ones after which, whichever, superlatives; either, neither, another, each (but not every); the first/second/last; the other, this, that, these, those; and often after colour adjectives:

'I can't decide whether to go on the adventure holiday to Thailand or Australia.' I'm sure you'll enjoy whichever (one) you go on.'

Get your own face mask. Buy the best (one) you can afford.

I've had three holidays with TransWorld Adventures, but the first (one) was the best.

I've got these two sleeping bags, but this (one) is rather dirty. (these ones and those ones are only used in informal speech)

We had two small boats to practise sailing in. One was green and the other (one) was red. I used to sail in the green (one)

2.2 Substitution: so + auxiliary verb + subject; neither, nor, not ... either

START POINT

'Was diving as difficult as you expected?' 'Perhaps even more so.' (so = difficult; replaces an adjective)

TransWorld Adventures provides all the equipment – at least I presume so. (so = TransWorld Adventures provides all the equipment; replaces a clause)

We can use so instead of a clause after certain verbs to do with opinions (e.g. expect, suppose, think), but not after others (e.g. accept, know, be sure, hear):

'Will I be met at the airport?' 'I expect so.'

'The mozzies are really bad at that time of year.' I've heard that, too.' (not I've heard so, too.)

Some verbs are commonly used before not or in not ... so in short, negative replies:

'You won't need a sleeping bag if it's really hot.' 'I suppose not.' or 'No, I don't suppose so.'

Other verbs like this include: appear, seem; believe, expect, imagine, think. (With the last four verbs we prefer not ... so in informal contexts):

'Do you think I'll need to take a tent?' 'I don't imagine so.' or formally 'I imagine not.'

Before not we can use be afraid (= showing regret), assume, guess, hope, presume, suspect:

'Do they offer any holidays in Africa?' 'I'm afraid not.' (not I'm not afraid so.)

We can use so + auxiliary verb + subject to say that a second person does the same thing as a person already mentioned. In the negative we use *neither*, nor or not ... either:

'I'd like to go to Tasmania.' 'So would I.'

'I'm not really a very good swimmer.' 'No, neither am I.' or 'Nor am I.' or 'I'm not either.' or 'I'm not a very good swimmer either.'

2.3 Substitution: do so

We can use a form of do so to replace a verb and the word or phrase that follows it to complete its meaning: When asked whether they intended to offer holidays in Africa, TransWorld Adventures said they had no plans to do so. (do so = offer holidays in Africa)

He planned to go to Australia this year, but now that he has lost his job he has little chance of doing so. (doing so = going to Australia)

We can use do so where the verb describes an action, but avoid it with verbs that describe states and habitual actions:

We went down the river by boat, and saw a lot of wildlife while doing so.

Some people didn't enjoy the hard work, but I did. (not but I did so ...)

Less formally, we use do it or do that with a similar meaning:

We put up our tents by the side of the river. We **did that** at about four o'clock every afternoon. **or formally** We **did so** ...

We use do (rather than do so) in informal English, especially after modals or perfect tenses (but note that we can often leave it out):

'Do they provide all the equipment?' 'They should (do).'

'Could you have gone to Thailand instead?' 'Yes, I could have (done).'

2.4 Ellipsis: leaving out words after auxiliary verbs and after to

START POINT

'Have you decided yet?' 'Yes, I have.' (= Yes, I have decided.)

A lot of people go to the Great Barrier Reef when they're in Australia. Were you able to? (= Were you able to go to the Great Barrier Reef?)

We often leave out or change verbs to avoid repeating them.

We can sometimes use to instead of a clause beginning with a to-infinitive when it is clear what we are talking about:

I'd certainly like to go back to Australia. I hope to next year. (= to go back to Australia)

We can use to or leave it out:

after certain verbs (e.g. agree, promise, start):

I want to read a lot about Australia before I go. I've started (to) already.

after most nouns (e.g. idea, opportunity) and adjectives (e.g. frightened, willing) that can be followed by a
to-infinitive clause:

I've always wanted to go, but I've never had the chance (to) before.

I hope they don't ask us to swim if there are sharks around. I'd be afraid (to)

after want and would like in if-clauses and wh-clauses:

We must talk about it more. You can come over whenever you'd like (to).

We don't use to after like:

You can come over whenever you like.

We have to use to:

after verbs (e.g. expect, mean, need) which must have a complement:
 You can borrow mine if you need to.

after a negative:

You don't have to sail on your own if you don't want to.

When have (got) is a main verb in the first clause or sentence, we can often use either have (got) or do to avoid repetition in the following clause or sentence:

Have you got a sleeping bag? I'm sure you have. (= I'm sure you have got a sleeping bag.) or I'm sure you do. (= I'm sure you do have a sleeping bag.)

When have is followed by a noun to describe an action (e.g. have a shower, have a shave, have a good time) we usually use do:

I wasn't really expecting to have a good time, but I did.

Grammar exercises

- 3.1 Read the underlined parts of these dialogues. Cross out the words which can be left out.
- 1 A: What was wrong with Sue?
 - B: She was frightened, or at least she appeared to be frightened.
- 2 A: You should have asked me. I could have given you a lift into town.
 - B: Thanks, but I didn't like to ask you. I know how busy you are.
- 3 A: Has Sarah eaten anything today?
 - B: No, I don't think she has eaten anything today.
- 4 A: My grandmother would have been shocked by all the changes in the village.
 - B: Yes, I'm sure she would have been shocked.
- 5 A: Don't forget we're going out tonight. Can you leave work early?
 - B: Okay, I'll try to leave work early.
- 6 A: We could get to the island across the new bridge.
 - B: But it hasn't been opened yet.
 - A: I thought it had been opened.
- 7 A: I hope I get promoted this time.
 - B: You certainly deserve to get promoted. You work really hard.
- 8 A: I didn't know you were getting married.
 - B: Sorry. I thought you did know I was getting married.
- 3.2 Replace the underlined word(s) with one or ones where possible. If it is possible to omit one or ones, put the words in brackets.
- 1 A: Do you want one of these sweets?

(ones)

- B: Are there any green sweets left?
- A: No, they've all gone.
- 2 A: It's about time we got some new curtains.
 - B: Okay, well, let's go out and buy some new curtains.
- 3 A: I know it's muddy outside, but shall we go out for a walk?
 - B: But I haven't got any boots.
 - A: You can wear my old boots.
- 4 A: To get to your house, do I take the first or second turning?
 - B: You can take either turning.
- 5 A: Why did you buy those green apples?
 - B: They were the cheapest apples I could find.

- 6 Have you seen the car keys? I can't find the car keys anywhere.
- 7 That mirror is like the mirror my parents have got in their sitting room.
- 8 This glass has got a crack in it. Have you got another glass?
- 9 I dropped my brother's mobile phone and had to buy him a new mobile phone.
- 10 We've got chocolate biscuits or these biscuits. Which biscuits would you prefer?

3.3 Complete the sentences where possible with so, do, do so or so do, using an appropriate form of do. If it is not possible, suggest an alternative.

1	She stood up slowly, and was obviously in pain as she <u>did so</u> .
2	A: Miller played really badly, didn't he?
	B: But the rest of the team.
3	A: Are you going to Spain again for your holidays?
	B: I might I haven't decided yet.
4	Louise will be meeting us at the airport. At least, I hope
5	A: Apparently, Harun's dropped out of college.
	B: Yes, I'd heard too.
6	We do more or less the same job, but he earns much more than I
7	A: We can take a shortcut if we wade across the stream.
	B: What's the point of? The bridge isn't far.
8	He has yet to win a tournament, but he came close to in Monaco.
9	A: Do you really think she'll lend you the money?
	B: I'm sure
10	Megan loves horse riding, and Victor

3.4 Improve this email by editing the underlined parts to avoid repetition.

Hi Chris,

I tried phoning you earlier, but you must have been out. But I just have to tell somebody about the terrible day I've had: - (!

It started badly and got worse! When I got up the kitchen was flooded – I'd left the freezer door open! I've never (1) left the freezer door open before. By the time I'd finished mopping up all the water it was getting late. I was going to take my big handbag to work, but I was so rushed I picked up my (2) small handbag by mistake, leaving my purse behind so I didn't have any money. Luckily, I bumped into Bob at the station and he was able to lend me (3) some money. My office key was also still at home, so when I got to work I had borrow (4) an office key.

Then I had to get to an important meeting. Our company is hoping to do some business with a Japanese firm. My boss thinks we have a good chance of signing a deal soon, but I don't think (5) we have a good chance of signing a deal soon. I thought the meeting was on the fourth floor – in fact, I was certain (6) it was on the fourth floor. But it had been rearranged and nobody had bothered to tell me. So I was 20 minutes late. I wasn't very happy, and (7) my boss wasn't very happy either. To make matters worse, I'd been hoping to run through my presentation over breakfast, but I'd had no (8) time to run through my presentation over breakfast. So my talk went really badly. Afterwards, my boss said she was disappointed with the way the meeting went. But (9) I was disappointed with the way the meeting went, too.

After such a dreadful day, I was hoping I'd have a quiet evening, but I (10) didn't have a quiet evening. When I got home I found that my cat had knocked over some glasses – you remember the beautiful old Swedish (11) glasses that my parents gave me? I wonder if I'll be able to replace them? I (12) don't expect I'll be able to replace them.

The only good thing is that it's the weekend. Come over whenever you (13) want to come over. In fact, are you able to come over tomorrow? If you (14) 're not able to come over tomorrow how about Sunday? Or are you still too busy decorating the house? I (15) hope you're not too busy decorating the house. But give me a call and let me know.

Love, Beth x

(1)	done that
(2)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
(12)	
(15)	

Listening Part 3

You will hear part of a radio interview in which David Evans, a chef in a British school, is talking about his work. For questions 1 – 6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What was the students' initial reaction to the food they were served?
 - A They didn't like being the subjects of an experiment.
 - B They would rather have eaten traditional British food.
 - C They were not sure whether it was good or bad.
 - D They felt that it was an adventure for them.
- 2 According to David, why do some students have difficulty in accepting the 'restaurant system'?
 - A They are uncomfortable eating meals with adults.
 - B They are not used to having meals with others.
 - C They don't like talking about food.
 - D They have to wait too long to be served.
- 3 What main role do the staff play in the school restaurant?
 - A They check that students are eating their meals.
 - B They find out about the students' home lives.
 - C They deal with students' complaints about the food.
 - D They help students find out about a balanced diet.
- 4 According to David, where does most of the food served in the restaurant come from?
 - A anywhere that can provide fresh ingredients
 - B the school grounds
 - C all over the world
 - D suppliers close to the school
- 5 In David's view, which of his previous jobs prepared him best for his work as a school chef?
 - A teacher
 - B manager
 - C waiter
 - D cook
- 6 Why does David think that his approach could be difficult to introduce in other schools?
 - A Students tend to be resistant to change.
 - B Not all students see healthy eating as important.
 - C Other schools don't see healthy eating as a priority.
 - D Parents would be unwilling to accept it.

Context listening

Word order and emphasis

commitment determined	confidence efficient	dedication energetic	enthusiasm patient	loyalty persuasive	modesty reliable	
d characterist	tics in 1.1 does	the speaker us	se to describe h	er?		r. Which of the qualities
y why.	isten again and	a say whether t	tnese sentences	are true (1)	or raise (F).	If a sentence is false,
Maria was a	violinist before	she became a c	conductor			
In the Music	in Schools proje	ect the council	gives children m	nusical instrun	nents	
Musicians are	e not paid to ta	ke part in the /	Music in Schools	project	_	

1.4 27 These ideas are expressed in a different way by the speaker. Listen again and write down exactly what he said. 1 We first met in the mid-1990s.

She sees making music as a fundamental part of a child's development.

Children in city schools now have to pay for their music lessons. Maria helps children go to other countries to play music.

- The way she calmly and clearly argued her case impressed us most.
- I have rarely met anyone with such passion for their beliefs.

It was in the mid-1990's that we first met.

- The council has tried to make changes to the Music in Schools project a number of times in order to save money.
- The council backed down only after Maria threatened to withdraw her support from the project.
- 1.5 What difference do you notice between the sentences given and the ones you have written in 1.4?

2 3

Grammar

2.1 Fronting

We can emphasise a particular part of a sentence by moving it to the front of the sentence, changing the usual word order:

She sees **making music** as a fundamental part of a child's development. → **Making music** she sees as a fundamental part of a child's development. (**fronting of object**)

She resisted this. → This she resisted. (fronting of object)

Maria had been writing to me for some weeks. → For some weeks Maria had been writing to me. (fronting of adverbial)

2.2 Cleft sentences

START POINT

It's among children from poorer backgrounds that the Music in Schools project has had most impact. (emphasising among children from poorer backgrounds)

What impressed us most was the way she calmly and clearly argued her case. (emphasising the way she calmly and clearly argued her case)

An it-cleft has the structure it + is/was + emphasised part + relative clause. The relative pronoun can be that, which, who or no relative pronoun. When and where are used only in informal English:

It was in the mid-1990s that we first met. or informally ... when we first met.

A sentence with a wh-cleft usually has the structure what-clause + is/was + emphasised part. Sometimes we use all instead of what:

What she was suggesting was that members of the YCO would volunteer their services.

All she ever wanted to do as she was growing up was play the violin. (= the only thing she ever wanted to do)

After the what-clause we usually use a singular form of be (is or was). However, informally, a plural form (are or were) is sometimes used before a plural noun:

What she hopes to see is/are children who enjoy a wide range of musical styles.

We can sometimes put a wh-cleft at the end of a sentence:

The way she calmly and clearly argued her case was what impressed us most.

The Music in Schools project is what came out of our meeting.

To emphasise an action we can use a wh-cleft with what + subject + form of do + form of be + (to) + infinitive: What she did was (to) convince us of the value of a musical education.

2.3 Inversion

START POINT

In front of the committee sat Maria. (= verb + subject)

Seldom did she raise her voice. (= do + subject + verb) = inversion of normal word order

Never have I heard such a persuasive speaker. (= auxiliary + subject + verb)

Word order is inverted after certain words and phrases when these are put at the beginning of a sentence or clause in order to emphasise them. This kind of inversion is found mainly in formal speech and writing.

Inversion occurs after words and phrases with a 'negative' meaning:

- the negative adverbs never (before), rarely, seldom; barely/hardly/scarcely ... when/before; no sooner ... than; nowhere; neither, nor:
 - Rarely have I met anyone with such enthusiasm.

No sooner had Maria walked through the door than she started to talk about her proposal.

I hadn't met Maria before, and nor had the other members of the committee.

(See also Unit 17, 2.3 for more on hardly, no sooner and scarcely.)

- only + a time expression (e.g. after, later, then) or a prepositional phrase:
 Only after Maria threatened to withdraw her support did the council back down.
- the prepositional phrases at no time, on no account, under/in no circumstances; in no way (or no way in informal language):

At no time has she ever accepted payment for her educational work.

She argued that under no circumstances should children from poorer backgrounds be made to pay for music lessons.

- expressions with not: not only, not until, not since, not for one moment, not once, not a + noun:
 Not only has she persuaded YCO members to give up their time, but she has also encouraged visiting musicians to give free concerts in schools.
- little with a negative meaning:
 Little did she realise when she set up the project that it would be so influential.

Inversion also occurs after:

time sequence adverbs such as first, next, now, then with be or come:
 And then came an invitation to be a special adviser to the government on music education.

If there is a comma (,) or an intonation break in speech after the adverb, normal word order is used: Then, an invitation came from the government. (not Then, came an invitation ...)

- so + adjective ... that, emphasising the adjective:
 So successful has Music in Schools been that those involved in music education around the world have visited the city to see the project in action.
- such + be ... that, emphasising the extent or degree of something:
 Such was her understanding of music education that the government wanted to draw on her expertise.
 (= Her understanding of music education was such that ...)

2.4 Inversion in conditional sentences

In formal or literary English, we can use clauses beginning were, should and had, with inversion of subject and verb, instead of a hypothetical conditional:

Were she ever to leave the orchestra, ... (= If she left ... or If she were to leave ...)

Were he here tonight, ... (= If he was/were here tonight ...)

Should you need any more information about Music in Schools, ... (= If you need ...)

Had Maria not been around, ... (= If she had not been around ...)

In negative clauses with inversion, we don't use contracted forms:

Had Maria not set up the Music in Schools project ... (not Hadn't Maria set up ...)

Grammar exercises

3.1	Write a new sentence with a similar meaning to the original. Emphasise the information underlined
using a	an it-cleft or a wh-cleft at the beginning of the sentence. Sometimes both are possible.

- 1 I want you to hold the cat tightly while I put on this collar.
- 2 She announced she was going to join the air force at her 18th birthday party.
- 3 A: So how did you get the car out of the mud?
 - B: We asked a farmer to pull us out with his tractor.
- 4 A: What do you think's wrong with the car?
 - B: The battery could be flat.
- 5 This huge bunch of flowers arrived for me this morning. I don't know who sent them.
- 6 My parents must have given Wei my telephone number.
- 7 The research shows a link between salt intake and rates of heart disease.
- 8 His nervous laugh made me think he was lying.
- 1 What I want you to do is hold the cat tightly while I put on this collar.

3.2	Match the sentence halves. Write new sentences with a similar meaning starting Should,
Had	or Were

- 1 If you require further details, -
- 2 If today's match has to be postponed,
- 3 If anyone had been looking at Maria when the police arrived,
- 4 If taxes were to be increased further,
- 5 If the doctors had operated sooner,
- 6 If I were president,
- 7 If your flight is cancelled,
- 8 If heavy snow had been forecast,

- a she might have made a full recovery.
- b the insurance covers a full refund.
- -c please contact our public information
- d there would be a huge public outcry.
- e we would not have begun the climb.
- f it will be replayed next week.
- g they would have noticed the expression of panic on her face.
- h I would introduce three-day weekends.

+ C	Should you	u require	further	details, p	lease con	tact our	publication	information	office.
-									

1	I thought the insurance policy would pay my hospital fees. At no time <u>was I told / was I informed</u> that it did not cover skiing injuries.
2	Seldom piano playing of such maturity from someone so young. I'm very impressed indeed.
3	He felt someone bump against him on the crowded bus, but only later that his wallet had been stolen.
4	I found the old bracelet while I was walking along the beach. Little then that I had made one of the most important archaeological discoveries of recent years.
5	Not since Philip and Gary Neville last played in 2004 two brothers in the England football team.
6	I asked her to describe her attacker, but only after several minutes me.
7	No sooner into bed than his flatmate started playing his drums.
8	The Atlantic crossing took eight days. I was in Isabella's company on several occasions, but not a word to me until near the end of the journey.
	Rewrite the underlined parts of the conversation, emphasising the word(s) in italics. In each case use onting, a cleft sentence or inversion.
	A: I hear you and Anna didn't have a great holiday on the island.
	B: No, not really, although (1) we liked the island a lot. (2) The hotel was the real problem.
	A: Why? What was wrong with it?
	B: Our room was just awful. The shower only had cold water and the air conditioning didn't work.
	A: Didn't you complain?
	B: Oh yes. Anna was pretty annoyed and went down to reception to complain. But they told her she was just being fussy and (3) she got really furious about that. She insisted on seeing the manager, and demanded that something should be done.
	A: And was it?
	B: Well, we had a steady stream of workers coming into the room after that. (4) An electrician came first and then the next day a plumber. But neither of the problems got fixed. (5) It took them three days to decide that we needed another room.
	A: You must have been fed up with the hotel by that time.
	B: I think (6) the attitude of the staff annoyed me most – they really just didn't care. (7) I have never seen such a total lack of interest from people who are supposed to be providing a service. (8) No one apologised once the whole time we were there
1	the island we liked a lot 5
2	6
3	7
4	8

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0	He always calls his house	his 'castle'.				
	REFERS					
	He always refers to hi	s house as his 'castle'.				
1	She was proud of her wo	rk, and she was also well resp	pected by her colleagues.			
	TAKE					
	Not only	her work, she wa	s also well respected by her colleagues.			
2	She hated publicity so mu	uch that she never gave any ir	nterviews to the media.			
	Such	of publicity, that she	never gave any interviews to the media.			
3	During her illness, she realised that the only choice she had was to take early retirement.					
	ALTERNATIVE					
	During her illness, she rea	lised that there	to take early retirement.			
4	I had only just complained about the new timetable when it was changed. MADE					
	No sooner	about the new	timetable than it was changed.			
5	I'm sure she would do an WERE	excellent job if she ever beca	me head of department.			
	I'm sure she would do an	excellent job	head of department.			
6	It is distinctly possible that	It is distinctly possible that I will get promoted in the near future.				
	OF					
	There is a	promoted in the	near feture			

22 Nominalisation

Context listening

1.1 You are going to listen to a radio news report. Look at the photos. What do you think the report is about?



Two power stations were built close to Lake Taal. People were evacuated from around Lake Taal.



1.2 28 Listen and check whether you were right. As you listen, number these events in the order the reporter mentions them.

C	The Taal volcano erupted and around a hundred people were killed.	-
d	Scientists found that the temperature of Lake Taal was increasing.	
е	The Taal Emergency Strategy was introduced.	
f	A state of high alert was declared.	
g	The Taal volcano erupted and over a thousand people were killed.	1
	Listen again. Complete each extract from the news repore position in the second.	rt with a noun in the first space and
1	The <u>breakdown</u> in communication cost at least a hundre	d lives.
2	There has been an the number of people li	ving close to the lake.
3	The the power stations would leave thous without electricity.	ands of homes and businesses
4	There was also a dramatic the level of rado	on gas in the soil.
	and the second s	1(116-1
5	Their concerns increased with the thousand	ids of dead fish.

Communication broke down and this cost at least a hundred lives.



2.1 Nominalisation

START POINT

There has been an increase in the number of people living close to the lake. Or The number of people living close to the lake has increased.

The danger of the situation made it necessary to bring in the army to oversee operations. or The situation was so dangerous that it was necessary to bring in the army to oversee operations.

We can sometimes use a noun or noun phrase for an idea usually expressed by a verb or adjective. This process is referred to as nominalisation. It is especially common in formal styles of writing.

An adverb modifying a verb changes to an adjective in a nominalised form:

Scientists noticed a sudden rise in the temperature of the lake. or Scientists noticed that the temperature of the lake had risen suddenly.

The main noun in a noun phrase is often followed by one or more prepositional phrases: The industrial development of the area has increased the number of people living near the lake. There was also a dramatic rise in the level of radon gas in the soil.

We use nominalisation for a number of reasons:

- to avoid mentioning the agent (the person or thing that performs the action); for example, if we want to be impersonal or to make the agent less important. Compare:
 Two days ago the authorities began to evacuate 30,000 people. (agent = the authorities)
 Two days ago the evacuation of around 30,000 people began. (no agent mentioned)
- to express two clauses more concisely as one clause:
 The building of two power stations just a few kilometres away was strongly criticised by environmentalists. or
 Two power stations were built just a few kilometres away. This was strongly criticised by environmentalists.
- to give a different focus to the sentence. Compare: The provision of temporary shelter in a safe location for those displaced is the army's top priority. (New, important information is usually placed at the end of the sentence or clause. The focus here is on the army's top priority.) Temporary shelter in a safe location for those displaced is being provided, and this is the army's top priority. (No particular focus: is being provided and the army's top priority are both in 'new information' position in

2.2 Do, give, have, make, take + noun

their clause.)

We can sometimes use a form with do/give/have/make/take + noun instead of a verb: The authorities took immediate action. or The authorities acted immediately.

The decision was made to evacuate the area. or It was decided to evacuate the area.

Often, the do/give/have/make/take + noun patterns are less formal than using a verb alone: When my mother was ill, I had to cook for the family. (more formal)
I had to do all the cooking last week because Mum was away. (less formal)

Grammar exercises

3.1	Rewrite the sentences to remove the agent. Use a nominalised form of the underlined verb and make
any ot	her changes needed.

- 1 The government released the prisoners unexpectedly.
- 2 They organised the conference very professionally.
- 3 Spectators turned out in huge numbers for the match.
- 4 The army withdrew the troops immediately.
- 5 We need to shake up top management for the company to be successful again.
- 6 The banks increased interest rates for the third time in two months.
- 7 They agreed on extra funding for the project.
- 8 They decided to postpone the race at the last moment.
- 1 The release of the prisoners was unexpected. / There was an unexpected release of prisoners.

3.2 Rewrite each sentence using a nominalised form at the beginning. Leave out the agent.

- 1 After scientists identified the HIV virus in the mid-1980s, there were enormous efforts to produce a vaccine.

 The identification of the HIV virus in the mid-1980s led to / resulted in enormous efforts to produce a vaccine.
- 2 Johan is obsessed with cars, and this started when he was quite young.
- 3 The government has expanded the nuclear power programme, but this has been criticised by opposition politicians.
- 4 The petrol companies have reduced the price of petrol, which is good news for drivers.
- 5 The council abolished parking charges in the city centre, and as a result shops have reported increased business.
- 6 Parent organisations are demanding healthier food in schools, and this results from growing concerns about childhood obesity.
- 7 The train will depart half an hour late because of engine problems.
- 8 A new college principal has been appointed, and staff may leave as a consequence.

3.3 Complete the extracts from newspaper articles using the information in the box. In each sentence, use a nominalised form.

		sponded to its recruitment dive
		ngly resisting increased taxation
ı	the damage to property is extensive the situation is	threatening animal and plant species
1	Detectives were last night questioning a man about the National Library over recent months.	ne disappearance of a number of valuable book
2	2 'The teaching method we have developed acknowledge	ges, ar
	guides children towards a better understanding in care	efully controlled stages.'
3		es. Last night the Health Minister said Illent', with 7,000 applications in two days.
4	4 Chinese remedies are rooted in 4,000 years of tradition medicines has increased environmental officers included some using the seedp	. Products confiscated by
5	The extra public spending will need to be paid for and putting up taxes. Given government's chances of being re-elected.	, with borrowing ruled out, that can only mean , this could undermine the
6	Residents of the south coast are beginning to return to However,	their homes after the recent severe flooding. means that some will be living in temporary
	3.4 Make these conversations more informal where	possible, replacing the underlined parts with
ap	appropriate do/give/have/make/take + noun forms.	
1	1 A: Have you (1) washed up yet?	
	B: I've (2) started on it. But there's such a lot to do, as	nd you know how much I hate it.
	A: Well, I'm going outside to (3) work in the garden.	
	B: (4) Shout if you need any help.	
	A: No, thanks. You just concentrate on the washing-u	ıp!
	1 done the washing-up	3
	2	4
2	2 A: Well, I've (5) decided. I'm going to apply for a job a	it Raggs.
	B: Good for you. I (6) feel you'd really get on there.	
	A: I've (7) arranged to see their head of personnel ne	xt Friday.
	B: And how will you tell Terry you're thinking of leavi	ng the company?
	A: Well, it won't be easy, but I suppose I'll just have to I want to go.	(8) breathe deeply and (9) explain to him why
	5	8
	6	9
	7	
	to the same of the	

3	A:	Did you (10) talk with Natasha about the holiday?
	B:	Yes, I (11) called last night and we (12) chatted about it then.
	A:	And how did she react when you said we weren't going with her?
	B:	She just (13) sighed and said 'That's okay'. But she was obviously upset.
	10	12
	11	13
4	A:	I'm exhausted. I'm going to (14) shower and (15) rest before we (16) cook.
	B:	I'm pretty tired, too. I'll (17) look at what's in the freezer, or maybe we could eat out?
	14	16
	15	17

Reading and Use of English Part 8

You are going to read four reviews of popular science books. For questions 1 - 10, choose from the reviews (A - D). The reviews may be chosen more than once.

Which review mentions	
a recent technological development that has become important for many people?	1
an ability to think in general terms?	2
the unexpected effects of scientific developments?	3
a scientist who began an area of scientific investigation important today?	4
an author's view that some people are likely to disagree with?	5
someone whose most influential work was done in the early part of their life?	6
a book aimed both at people who approve of technology and those who don't?	7
scientific investigations whose value was only later understood?	8
an author who combines practical experience with an ability to write well?	9
a skill that people are born with rather than learn?	10

A A Monk and Two Peas by Robin Marantz Henig

The work of an Augustinian monk from Brno laid the foundations of the science of genetics. Gregor Mendel was born in what is now the Czech Republic in 1822 and entered the monastery at the age of nineteen. In the mid-1840s he began to conduct a series of experiments with pea plants grown in the monastery garden and he continued these for twenty years. Over this period, by crossing pea plants which had clear differentiations in height, colour, etc and by carefully logging the results, Mendel was able to formulate the basic principles behind heredity. Mendel's work was only published in obscure journals, he was eventually led away from science by administrative duties at the monastery and it was only some years after his death that the significance of his work was appreciated. Mendel's life was a quiet one, but a very important one to the science of the twentieth century. A Monk and Two Peas tells the story very well, explaining clearly Mendel's experiments and drawing out their significance.

B The Maths Gene by Keith Devlin

For those who are mathematically challenged it's an attractive notion that everybody possesses a latent talent for maths and that it is just a question of finding the right key to access it. Devlin, despite the title of his book, is not suggesting that there is a gene for maths that the Human Genome project might identify but he is saying that we have a natural ability to do maths, that it exists in everybody and there are sound evolutionary reasons why this is the case. The ability to do maths, clearly, means an ability to handle abstract ideas and relationships and this provides advantages in evolutionary terms. As human language emerged, so also did a new capacity for abstraction and this formed the foundations on which mathematical thought has been built. Some readers might find Devlin's account of the evolution of language debatable but his ideas about the nature of our mathematical powers and his practical suggestions about how to improve them are constantly stimulating.

C Why Things Bite Back by Edward Tenner

Subtitled 'Technology and the Revenge of Unintended Consequences', Tenner's book is an entertaining look at the myriad ways in which advances in science and technology seem to recoil against us. What we gain on the roundabouts we lose on the swings. Antibiotics promise release from the perils of major diseases and end up encouraging microorganisms to develop resistance to them. Widespread use of air conditioning results in an increase in the temperature outdoors, thus requiring further cooling systems. American Football safety helmets become more efficient but this heralds an increase in more violent play and injuries actually rise. Tenner mounts up the evidence in a book designed to appeal to technophile and technophobe alike. And remember, the disaster at Chernobyl was triggered during a safety test. Ironies like that just aren't funny.

D A Brief History of the Future by John Naughton

So rapidly has the Internet become an integral part of many people's lives that it is easy to forget that only a few years ago it was known to the general public, if at all, as a playground for nerdy academics and that it is one of the most astonishing of all man's inventions. John Naughton, fellow of Churchill College, Cambridge and regular journalist on The Observer and other newspapers, has been on the net for many years himself and is the ideal person to write a history of what he calls this 'force of unimaginable power'. Starting with three little-known visionaries at MIT in the 1930s, Naughton traces the story through the engineers like Tim Berners-Lee who realised their vision, and on into what the future may hold. Written with the skill one might expect from a fine journalist and informed with the knowledge of an engineering professor, this is among the first histories of the net but is likely to remain among the best for some time to come.

23 It and there

Introductory it as subject and object; there; common expressions with it's no ... and there's no ...

Context listening

	dvantages and disadvantages of living in a town centre or on the edge of a town?
	.2 29 Listen to the conversation. Which of the advantages and disadvantages you thought of do z and her parents mention?
	Listen again. Do these statements refer to the town apartment (T) or the out-of-town partment in Canley (C)? (Ignore the letters a-m for now).
1	alt's been on the market for a long timeT
2	blt's obvious why they've been having problems selling cit.
3	dlt really shocked me to see how bad eit was.
4	flt's about 15 kilometres from 8there into the centre.
5	hThere's bound to be a regular bus service from there.
6	iThere's that lovely little river that runs nearby.
7	The rooms in kit are quite dark and that made lit feel cramped.
8	mThere is expected to be a lot of interest in the property.
	.4 Look again at the sentences in 1.3. Some of the examples of it and there (a-m) refer back to a thing or place that has been previously mentioned. Which ones are they? What do they refer back to?
1	a - It = the town apartment 5
2	6
3	7

Grammar

2.1 Introductory it as subject

START POINT

Mother: It struck me that the Canley apartment might be quite noisy with that busy road nearby.

Liz: But it's in such a lovely location. (it refers back to the noun phrase the Canley apartment)

If it's possible, I'd like to go back and look at the Canley apartment again. (it refers forward to going back and looking at the Canley apartment again)

It's going to be hard to choose between them. (introductory it as grammatical subject)
Living in town would make it so much easier to get to work. (introductory it as grammatical object)

Introductory it as grammatical subject is commonly used:

- to talk about weather, time, distance and to describe situations:

 It's raining again. It's five o'clock. It's quiet in this part of town.
 - It's about 15 kilometres from the Canley apartment into the centre.
- as an alternative to a that-, wh-, -ing or to-infinitive clause as the subject of the sentence:
 - It's a pity that the town apartment is so small. rather than That the town apartment is so small is a pity.

 It's obvious why they've been having problems selling it. rather than Why they've been having problems selling it is obvious.
 - It's certainly an advantage being able to walk to work, rather than Being able to walk to work is certainly an advantage.

It really shocked me to see how bad it was. rather than To see how bad it was really shocked me.

It is more usual to use introductory it in these contexts, although in formal language the alternative with a that-, wh-, -ing or to-infinitive clause as subject is often used.

In writing, we don't usually use introductory it as an alternative to a noun as subject:

The town apartment is more expensive. (not It is more expensive, the town apartment.)

However, this is quite common in informal speech in order to clarify what is being talked about:

It'd be good to live near work, but it's more expensive, the town apartment.

We often follow introductory it with be + adjective/noun, but other patterns are possible:

- it + verb + to-infinitive clause: It might help to run through the pros and cons.
- it + verb + object + to-infinitive clause: It shocked me to see how bad it was.
- it + verb + that-clause: It appears that they're having trouble selling the apartment.
- it + verb + object + that-clause: It struck me that the Canley apartment might be quite noisy.

In formal contexts, a common way of reporting what is said by an unspecified group of people is to use it + passive verb + that-clause or it + passive verb + wh-clause:

It is said that the cost of accommodation in the town centre will rise, or less formally They say that the cost of accommodation in the town centre is going to go up.

It was explained how difficult it is to prevent flooding in the area. or less formally They explained how difficult it is to prevent flooding in the area.

2.2 Introductory it as object

We can use it as the object of a verb in a number of patterns:

verb + it + that-/if-/wh-clause

I wouldn't like it if I had to get up at 6 o'clock.

I couldn't believe it when the agent said the decoration was 'in good condition'.

would appreciate + it + if-clause

I would appreciate it if you could send me further details of the apartment.

verb + (it) + that-clause

We've just got to accept that neither of the apartments is perfect. or informally We've just got to accept it that neither of the apartments is perfect.

verb + it + adjective + that-/wh-/to-infinitive clause

The owner didn't make it clear whether they were included in the price.

I think it's highly unlikely ... (informal) I think it highly unlikely that the seller will reduce the price. (formal)

leave/owe + it + to somebody + to-infinitive

I think we should leave it to the estate agent to talk to the owner about whether curtains are included.

verb + it + as + adjective + that-/if-/wh-clause

I see it as essential that there should be somewhere to park.

2.3 There

START POINT

There's a bus stop just outside the apartment block.

There are lots of new apartments being built in the city centre.

There + be is used to introduce new information, saying that a person or thing exists, happens, or is found in a particular place.

Because we use there to introduce topics, the noun after there + be often has an indefinite meaning, so we often use a/an, no article, any(one) + noun or some(thing), no(body):

There's a car park behind the Canley apartment block (not There's the car park ...)

There's something about parking in the information the estate agent gave us.

We use there, not it:

to say or ask if people or things exist or are found in a particular place:

There's nowhere to park. (not It's nowhere to park.)

Was there a dishwasher in the kitchen? (not Was it a dishwasher in the kitchen?)

• to introduce information about quantities and amounts:

There's a big grassy area at the back of the block. There wasn't much space in the bathroom.

There + be is often followed by:

noun + that-/wh-/-ing/to-infinitive clause

There's a chance (that) he might include carpets and curtains.

There are plans to build new apartments not far from the one we looked at.

bound/certain/(un)likely/supposed/sure + to be

There's bound to be a regular bus service from there.

There is also often followed by is, are, was or were. However, also common are:

there + auxiliary/modal verb + be

There must be someone we know who would redecorate it.

there + seem/appear + to be

There seem to be good and bad aspects of each apartment.

there + passive reporting verb + to be

There is expected to be a lot of interest in the property.

Other reporting verbs commonly used in this pattern are estimate, find, reckon, report, say, think.

verb + there + to be

I wouldn't **expect there to be** many people interested in buying the apartment. **or** I wouldn't expect many people to be interested ...

23 It and there

If the noun after there is singular or uncountable, the verb is singular; if the noun is plural, the verb is usually plural (although there's is often used in informal speech):

There's a supermarket within walking distance.

There are so many things to think about. or informally There's so many things ...

If a noun phrase after there consists of two or more nouns in a list, we use a singular verb if the first noun is singular or uncountable, and a plural verb if the first noun is plural:

There was just a bed, a small wardrobe and some bookshelves.

There were just some bookshelves, a bed and a small wardrobe. or informally There was just some bookshelves ...

2.4 Common expressions with it's no and there's no

Common expressions with it's no include: it's no secret that, it's no surprise that, it's no use/good + -ing, it's no coincidence/accident that, it's no longer necessary to, it's no bad thing to, it's no doubt true that, it's no doubt the case that, it's no exaggeration to say that.

It's no wonder they've been having problems selling the apartment.

Common expressions with there's no include: there's no doubt that, there's no chance/denying that, there's no choice/alternative but to, there's no chance/hope of + -ing, there's no need to, there's no point in + -ing, there's no question of + -ing, there's no reason to, there's no harm in +-ing.

There's no hurry to decide.

	Grammar exercises
3	Rewrite the underlined parts of the sentences where possible, beginning with there.
1	Some tickets are left for the concert. Do you want to go? There are some tickets left
2	I thought I heard voices, but when I opened the door <u>nobody was in the room</u> .
3	Omar's having a party this weekend even though his birthday isn't until next month.
4	You can find lots of bookshops in town. In fact, one is opposite the railway station.
5	Only ten places are available on the course, so you need to apply soon.
6	When I opened the fridge I found that no milk was left.
7	My hands were shaking as I walked into the exam room.
8	Something was on the radio this morning about using weeds in cooking.
3	Add the missing it or there to each sentence in an appropriate space (a, b or c).
1	When the weather (a) is dry, (b)it is estimated (c) that 50,000 people cycle to work in the city.
2	Fraser has said (a) he will retire from football if (b) is thought to be no chance of his ankle injury healing (c) in the foreseeable future.
3	Is (a) a swimming pool in the hotel (b) we're staying (c) at?
4	I'm afraid (a) worried (b) me to see (c) Mia looking so thin.

5		though (a) took (b) hours of practice, I eventually managed (c) to play a tune the flute.
6	22.0	ost people had left (a) the party and I decided (b) that (c) was time I went me, too.
7		ientists say that (a) is (b) very little evidence that (c) mobile phone use mages health.
8	Н	ow far (a) is (b) from (c) Paris to Berlin?
	2.0	
		Complete the sentences using an expression with it's no or there's no and one of the words from the dd any other words necessary.
	J	and any other words necessary.
•	han	ce good harm hurry longer need secret wonder
1	۸.	The opinion polls don't look good for President Broom, do they?
1		Well, he's raised income tax three times in the last year and over a million people are unemployed.
	ь.	It's no wonder he's so unpopular.
2	۸.	
2		If only I'd warned Rashid about the bad weather. blaming yourself for the accident. He knew it was stupid to go walking in the hills
	D.	when there was a risk of heavy snow.
2	۸.	Apparently, Lily's looking for a new job.
3		that she's thinking of leaving. She's been telling everyone about the jobs she's
	ь.	applied for.
4	A:	Do you think your sister would lend us her car?
A TOTAL		Well, asking her. She can only say 'no'.
5	A:	If we run, we might just get the 9.00 train.
		No, catching it now. Let's have a coffee and wait for the 9.30.
6	A:	I'm really sorry I missed the meeting.
		to apologise. We didn't discuss anything particularly important.
7	A:	We used to spend hours playing in the river when we were children.
		But it's so polluted now that possible to swim in it safely.
8	A:	Come on, we'll be late. The film starts at 7.30, doesn't it?
		.There's always lots of adverts on before the main film starts.
	2 1	Complete the conversations by reordering the words in brackets. If necessary, add it or there.
1		Why did you move out of the flat?
	В:	My flatmates were constantly shouting at each other, and I <u>hate it when people argue</u> all the time. (argue – hate – people – when)
2	A:	Do you think you've got a chance of getting the job?
	B:	Not really, but put in an application, does it? (doesn't - hurt - to)

3 A: Hello, I've got an appointment with Dan Jackman. What room is he in? B: I'm sorry, but ______ the name of Dan Jackman here. (by - is - nobody) 4 A: Did you find your car keys eventually? B: Yes, _____I'd left them at home. (out - that - turned) 5 A: Do you think the concert will be a sell-out? B: No, I _____ many people there at all. (be - don't - expect - to) 6 A: So as a classroom assistant, what do you do exactly? B: Well, I_ ____to help the weaker pupils keep up with the rest of the class. (as - my - role - see)7 A: Will you be able to email me from the hotel? B: Yes, I ______access in every room. (Internet - think - is) 8 A: Oh, great, lemon sorbet! My favourite. B: I ______you liked it. (remember - saying - that - you) 9 A: The forecast says it's going to be much cooler tomorrow. Not very good for our walk. B: Actually, ______it's chilly. I don't like hot weather. (I - if - prefer) 10 A: I'm not really looking forward to going to the dentist tomorrow.

B: You'll be fine. ______worried about it. (reason - get - to - no)

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0	People think that there are fewer than 4,000 tigers surviving in the wild in India. THOUGHT			
	There are thought to be	fewer than 4,000 tigers surviv	ing in the wild in India.	
1	It's no secret that John moved to a part-time job so that he could spend more time playing golf. ORDER			
	It's no secret that John moved to a playing golf.	part-time job	able to spend more time	
2	All the tickets have been sold, so it QUESTION	is impossible to rearrange the	e concert at this stage.	
	All the tickets have been sold, so _	th	e concert at this stage.	
3	I hadn't seen Mia for over 20 years, but I didn't find it difficult to recognise her at the airport. DIFFICULTY			
	I hadn't seen Mia for over 20 years,	, but I had	her at the airport.	
4	Although Clara and Mark have very different personalities and interests, they seem to have a good relationship.			
	ALONG			
	Although Clara and Mark have very different personalities and interests, they seem to another very well.			
5	They didn't mention the subject of unpaid holidays until the end of the interview. BRING			
	Not until the end of the interview _	the	e subject of unpaid holidays.	
6	I've made my mind up, so it is useless to discuss this further. POINT			
	I've made my mind up, so	this furth	er.	

Complex prepositions and prepositions after verbs

Complex prepositions; verb + preposition: common patterns; phrasal verbs: word order

Context listening

1.1 Osman is flying tomorrow afternoon to visit his friend Sofia in the south of France. What do you know about this part of France?

1.2 230 Listen to their telephone conversation. Which of these instructions best represents the advice Sofia gives to Osman?



- 1 Take a taxi from the airport to Montpellier station. Take the bus from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
- 2 Take the bus from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be at Café Mathis at two o'clock on Thursday afternoon.
- 3 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
- 4 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.

1.3 \(\bigcap_{\text{30}} \) Listen again and write the exact words from the recording. The number of words you should write in each space is given in the square brackets.

1	I'm really sorry, but I've messedup	[1] <u>our plans</u> [2] for tomorrow.
2	So I won't be able to pick	[1][1] at the airport after all.
3	I've found[1]	[3] from the SNCF website
4	You'll need to buy a ticket before you get _	[1][2].
5	so when you've checked	[1](2), I suggest you get a meal there.
6	I'll sort[1]	[2] when I pick you up on Thursday afternoon.
7	Relax on Thursday morning and walk	[1][1].

1.4 In which of the extracts can you reverse the order of the words in the first space and the words in the second space?

Grammar

2.1 Complex prepositions

Prepositions can be either simple (one word) or complex (two or more words):

I'm really, really sorry about this. (simple)

The bus will only take you as far as the main square. (complex)

Common examples of complex prepositions include: in accordance with, as against, along with, with effect from, in the event of, in exchange for, irrespective of, on the part of, in place of, for the sake of, thanks to, by way of.

Some complex prepositions have a meaning similar to a simple preposition:

I wasn't able to reschedule the meeting, in spite of my efforts. (= despite)

All the people in front of me had been queuing for a long time. (= before)

2.2 Verb + preposition: common patterns

START POINT

Don't forget to bring your camera with you.

I insist on paying your hotel bill.

After some verbs a preposition is needed to link the verb to what follows. If the preposition is followed by a second verb, the verb must be an -ing form.

- verb + object + prepositional phrase:
- I tried to reschedule the meeting for next week, but it's just impossible.
 verb + preposition + object + preposition + object:
 She complained to the company about the unreliability of their bus service.
- verb + preposition + -ing:
 Don't worry about getting lost.
- verb + object + preposition + -ing:
 I'd advise you against catching the bus.
- verb + preposition + object + -ing:
 You can depend on the train running on time.

2.3 Phrasal verbs: word order

START POINT

I've booked you into a hotel not far from the station. Book into is a transitive, two-word phrasal verb. The object here is you and the particle is into.

While you're strolling around, look out for Café Mathis. Look out for is a transitive, three-word phrasal verb.

The object here is Café Mathis and the particles are out and for.

Something's come up at work. Come up is an intransitive phrasal verb. There is no object.

Some phrasal verbs can be used transitively or intransitively with the same meaning: Feel free to call me back if there's anything that's not clear about tomorrow.

Call back later.

Others have different meanings when they are used transitively and intransitively: I've looked up the online timetable. (transitive verb = I've found the information)

The weather seems to be looking up now. (intransitive verb = improving)

With most phrasal verbs, the object can go before or after the particle:

I'll sort out the bill when I pick you up on Thursday morning. or I'll sort the bill out when I pick you up on Thursday morning.

With these verbs we tend to put the object after the particle if the object is long:

You might want to **take down** some of the information I'm going to give to you. **rather than** You might want to **take** some of the information I'm going to give to you **down**.

and we always put the object before the particle if the object is a pronoun:

I won't be able to pick you up at the airport after all. (not I won't be able to pick up you at the airport after all.)

If the object consists of two or more items connected with *and*, it can occur before or after the particle even if one or both of the items is a pronoun:

When I'm next in London I'll look you and your wife up. or ... I'll look up you and your wife. (look up = go and see them)

With some phrasal verbs, the object must go after the particle(s):

When you've checked into the hotel, I suggest you get a meal there. (not When you've checked the hotel into ...)

With a few phrasal verbs the object must go between the verb and the particle:

Although she was the youngest in the class, she used to order the other children about. (not ... she used to order about the other children.)

A few three-word phrasal verbs have two objects, one after the verb and the other after the particles: I'll take you up on your offer to buy me a meal. (verb = take up on; objects = you and your offer)

Grammar exercises

3.1	Complete the sentences using the notes in brackets. Use an appropriate tense for the verb. If two
word o	orders are possible, give them both.

1	Sam sings really well. He <u>takes</u> afte	r his father (take / his father / after).	
2	I decided it was time toaway).	(throw / some of my old e	xercise books from school /
3	Sofia got really angry during the meeting her papers / up) and stormed out.	ng, and eventually she	(gather /
4	I(bump	/ Lea / into) in town. She said she'll phon	e you later.
5 I really can't (tell / the twins / apart), they look so similar.		similar.	
6	I don't suppose there's any way we can is there?	(talk / you	/ leaving college / out / of)
7	Our neighbours are so inconsiderate. L me and my husband / up) at three o'clo		(wake /
8	The new shop has loads of computers of	on show so that you can	(try / them /

3.2 Complete the sentences using a complex preposition which includes the word in brackets followed by a sentence ending from the box. Use the common complex prepositions in 2.1 in this unit to help you.

	heir ability to pay in apology		a cut in their salaries an excellent art gallery	a strict protein-only diet 30th September
1	The workers got e	xtra paid holiday <u>in exc</u>	change for a cut in thei	r salaries . (exchange)
2	The concert attrac	cted only 2,000 people _		. (opposed)
3	I think healthcare	should be available to al	l people,	(regardles
4	She's lost a lot of v	veight recently,	100	(thanks)
5	My parents want t	o move somewhere out	of the city	. (sake)
6		nall town, but it has an i	nteresting natural history ((along)	museum
	-			
8	The road will be cl	osed for major repairs _		. (effect)
1	fire which has led was burned down	to the closure of the ma	in east coast rail line at Cre r damage to the track. Rail	witnesses / information) about the ewbury. A factory next to the line passengers are currently being
2	illegal arms sales, s	heaccusation would not _	(dismiss / the rep	reported that she personally approved orts) 'completely untrue'. She went (prevent do) her job, and that she
3	World Youth Math excellent results in	s Challenge. The Prime A the competition. He sai	Ainister d that they	er today after they competed in the(congratulate achieve)(benefit take part) age young people's enthusiasm for
4	the issue of fish co	nservation. During a dis		(quarrel / European counterparts) ish stocks, Ms Haddad got into a heate ne meeting.

3.4 Complete this letter by writing a preposition in each space.

Dear Jodi,	
Sorry I haven't been (1) touch (2) you for such a long time, but it's been a busy few months.	
Earlier this year I heard that my great-aunt had died. Apart (3) seeing her a couple of times at my parents' house, I didn't really know her. So you can imagine my surprise when I found (4) she'd left me a cottage along (5) some money in her will!	
When I saw the cottage, I just fell in love with it. It's close (6) a beautiful little village, and looks out (7) the sea. My great-aunt used it as a holiday home, and I've decided to do the same. Unfortunately, it's been badly looked (8) , so I've had to spend most weekends this year sorting the place (9)	
I knew it was (10) need (11) some work, and at first I thought I could get away (12) giving it a quick coat of paint. But I soon realised it was a much bigger job. There were holes in the roof, and the window frames were so rotten some of the panes of glass were (13) danger (14) falling out.	
I was walking around the village one Saturday, wondering what best to do, when who should I run (15) but Barney Adams. Do you remember him from school? As luck would have it, he now works in the village as a builder and decorator. We got talking, and he said he'd come (16) and look (17) the house.	
Naturally, I took him up (18) his offer! He got really enthusiastic about it. He talked me (19) replacing all the windows, and he's put in a new central heating system (20) place (21) the old coal fires. I've had to prevent him (22) extending the kitchen, which he was keen to do! He's checked the roof (23) , and fortunately that doesn't need replacing. Thanks (24) Barney, the house is now looking brilliant, and (25) comparison (26) other builders, he doesn't charge very much.	
The next project for me is to clean (27) the mess in the garden, as it's completely overgrown. If you want to come (28) and help me (29) some time, feel free! You'll always be very welcome.	
Love,	
Emily	

Listening Part 1

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

Extract One

You hear two friends talking about doing team sports in the schools they went to.

- 1 Which aspect of participating in team sports do the friends disagree about?
 - A that it kept them fit
 - B that they made good friends as a result
 - C that competition in team sports is positive
- 2 In the man's opinion, team sports at his school
 - A helped him to avoid failure in later life.
 - B distracted him from his academic studies.
 - C encouraged him to do sport as an adult.

Extract Two

You hear two friends talking about reading.

- 3 What is the woman doing during the conversation?
 - A persuading the man to use his e-reader
 - B complaining about paperback books
 - C encouraging the man to read more
- 4 What reason does the man give for preferring printed books to e-readers?
 - A They are easier to read.
 - B They display a person's interests.
 - C They can be shared with friends.

Extract Three

You hear two people talking about receiving marketing texts on mobile phones.

- 5 Why doesn't the man like marketing texts?
 - A They are not interesting.
 - B They are not effective.
 - C They are usually unwanted.
- 6 How does the woman respond to the man's criticism of marketing texts?
 - A She says people are interested in receiving them.
 - B She says she sends them to people who have agreed to receive them.
 - C She says it can be difficult to prevent companies breaking the rules.



25 Prepositions after nouns and adjectives

Noun + preposition: related verbs and adjectives; noun +

Context listening

1.1 Do you prefer reading the news online or in a newspaper? Why?

1.2 32 Kate Pearce has set up an online newspaper called Happening. Recently she visited her old school to talk to students about how she set up the paper. Listen to the question and answer session and number these steps in the order Kate mentions them.

a	contact advertisers
Ъ	learn how to design a website
c	give more information about famous people
d	gather feedback on the website
e	respond to criticism
f	borrow some money
g	design a prototype website
h	increase involvement of teenagers
i	have the idea of a newspaper for teenagers1
1	3 Listen again and write the exact words you hear in the spaces.
1	I'd also had the opportunity to do a course on website design, and the influenced y decision.
2	I felt that there was a big an online newspaper.
3	But we did money to live on.
4	We took the work on it for six months.
5	I think there'll always be a traditional newspapers.
6	And do many people Happening?
7	In the early days we used to get quite a lot of our news coverage.
8	Young people very high standards nowadays.
9	We've include a section on celebrities.
10	Young people may be able to have an government policies.
	.4 Underline the nouns you have written in 1.3, and find the related verb or adjective. Which nouns ed the same preposition as the related verb or adjective?

1 influenced (verb - no preposition) + 10 influence on

Grammar

START POINT

I felt that there was a big demand for an online newspaper.

It was difficult to generate business at first.

Many nouns and adjectives are typically followed by particular prepositions.

21 Noun + preposition: related verbs and adjectives

Many nouns are followed by the same prepositions as their related verb or adjective:

We used to get quite a lot of complaints about our news coverage. Or People used to complain a lot about our news coverage.

I wanted to increase young people's **awareness of** current affairs. **OF** I wanted to make young people more **aware of** current affairs.

A few are followed by different prepositions from their related adjective:

We take pride in the design of our website. Or We are proud of the design of our website.

Some take a preposition where their related verb does not:

Young people may be able to have an **influence on** government policies. **Or** Young people may be able to **influence** government policies.

Noun + preposition + -ing or noun + preposition + noun

Most noun + preposition combinations can be followed either by an -ing form or a noun:

There have been **protests about locating** a new nuclear power station on the east coast. **or** There have been **protests about the location of** a new nuclear power station on the east coast.

Some noun + preposition combinations are more often followed by a noun than an -ing form:

I felt there was a demand for the publication of an online newspaper. rather than I felt there was a demand for publishing an online newspaper.

2.3 Noun + of + -ing or noun + to-infinitive

Some nouns can be followed by either of +-ing or a to-infinitive with little difference in meaning:

The **idea of setting up** some kind of newspaper for young people came from that time. **OT** The **idea to set up** ... I had the **opportunity to do** a course on website design. **OT** I had the **opportunity of doing** a course on website design.

Some nouns have more than one meaning and are followed by either of + -ing or to-infinitive depending on which meaning is used:

Young people get the chance to contribute in various ways. (chance = opportunity)

The banks thought there was little chance of making it a commercial success. (chance = likelihood)

Some nouns can be followed by of + -ing, but not a to-infinitive:

The difficulty of persuading the banks to lend us money meant that we had to borrow money from our parents. (not The difficulty to persuade the banks ...)

Some nouns can be followed by a to-infinitive, but not of + -ing:

We took the decision to work on it for six months. (not We took the decision of working on it ...)

2.4 Noun + in or noun + of

We use increase/decrease/rise/fall + in when we talk about what is increasing or decreasing, and increase/decrease/rise/fall + of to talk about the amount of an increase or decrease:

The recent **increase** in hits on the website means that we can charge more for advertising space. (not The recent increase of hits ...)

We've had an increase of about 50% (not We've had an increase in about 50% ...)

Other nouns like this include: cut, decline, downturn, drop; gain, growth, jump, leap.

2.5 Adjective + preposition: expressing feelings

Many adjectives which refer to feelings or opinions are followed by particular prepositions:

Young people seem generally very enthusiastic about the site.

They were very wary of advertising on the site.

2.6 Adjective + preposition: different meanings

Some adjectives are followed by different prepositions, depending on meaning:

I knew they were concerned about what was going on. (concerned about = worried about)

We have a reviews section, which is concerned with films, CDs ... (concerned with = to do with)

Grammar exercises

3.1 Complete each sentence with an appropriate preposition.

1	1 I've been afraid of	the dark ever since I was young.	
2	Get Felix to do the decorating	. He's particularly good	wallpapering.
3	We ought to get our website r	edesigned. I think it would be good	business.
4	1 was really furious	Steve for turning up so late.	
5	Local people are furious	the decision to build a pov	wer station.
6	The teacher kept the whole cla who hadn't been behaving bac	ass in after school, which I thought was dly.	unfair those of us
7	7 I'm really sorry	the coffee on the carpet. I didn't no	tice your cup there.
8	I feel really sorry	Azra. She lost all her work when h	er computer crashed.
1		art of each sentence using a noun relat	
2			
3	Alex has done very well at university and we <u>are proud of</u> his achievement.		
4			
5	The flooding seriously damaged many of the houses in the village.		
6	To solve the problem of severe traffic congestion, drivers are to be charged £10 a day for bringing their car into the city centre.		

3.3 Choose the correct option. In some sentences both are correct.

- 1 Researchers have developed a treatment that they claim can significantly reduce the likelihood of getting / to get skin cancer.
- 2 After his heart attack, Tom had the sense of cutting / to cut down on the amount of fatty foods he ate.
- 3 The government has withdrawn its opposition to using / the use of private hospitals in the National Health Service.
- 4 Has there been an increase or decrease in visiting / the number of visitors to the National Park over the last ten years?
- 5 It was Nur who had the idea of organising / to organise a fashion show to raise money.
- 6 Have you ever regretted your decision of moving / to move to Sweden?
- 7 There seem to be two main factors behind closing / the closure of the car factory.
- 8 The focus of the conference is on protecting / the protection of endangered species in the rainforests of central Africa.
- 9 The party still shows no sign of recovering / recovery from its election defeat last year.
- 10 As she was writing, I noticed she had a very strange way of holding / to hold her pen.

3.4 Choose the correct prepositions.

A A conversation between two employees of the same company, Trimstep.

A: I'm really fed up (1) by / with / for my job. I've been doing the same thing at Trimstep for ten years, and I'm tired (2) of / in / to the same old routine.

B: But I thought you were keen (3) for I of I on your job. You've always seemed so enthusiastic (4) with I about I for it.

A: Well, I used to be very impressed (5) to / for / by the managers. But now they're only interested (6) in / to / with making money and they seem indifferent (7) in / to / by how the staff feel. There are rumours that business isn't going well, so a lot of people are worried (8) by / about / in their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied (9) with / for / in the way the company's being run. Maybe it's time I started looking around for something new, too.

B Part of a speech made by a senior manager of Trimstep to employees.

'I know that some of you have expressed anxiety (1) about / with / in Mr Madson's sudden departure (2) for / by / from the company last week. I was very disappointed (3) for / with / on his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves (4) by / in / about the future of the company. However, we have now developed an association (5) for / with / of a firm of retailers in Southeast Asia, and we're extremely pleased (6) with / for / in this development. We did at first have a disagreement (7) for / by / over safety standards, but this has been resolved and they have now indicated their satisfaction (8) for / to / with the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude (9) with / for / by your belief (10) in / with / about the company and your continuing support (11) in / for / by the management team.'

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

				Sea	asonal	affective disord	ler	
Sea	asona	al affective diso	rder, o	or SAD, is a typ	e of de	epression that fol	lows	the seasons, with most SAD sufferers
(0)	C	symptoms d	luring	winter months	. Symp	toms include dis	turbe	ed sleep and difficulty staying awake
								2) discomfort, but no severe
	-	the state of the s						owever, it is a serious illness which
	000.15.000.7	s) them I						
								ht in winter. It is mainly found egrees of the Equator, where
								d daylight and SAD is not (6)
	(C-0) #00 000	no transfer de suive servicioni ma						nin and melatonin, but precisely why
								nones is unknown. The most common
		sion is inggered	by a	Idii (1)	ine pro	duction of these	110111	iones is animate in the meet commen
	-4	-+ (0)	AD in	light thorony in	which	cufferers are eve	0000	
			AD is	light therapy in	which	sufferers are exp	ose	d to a very bright light for up to four
		nt (8) SA er day.	AD is	light therapy in	which	sufferers are exp	ose	
			AD is		which	sufferers are experiencing	D	
ho	urs p	er day.						d to a very bright light for up to four
ho 0	urs p	er day.	В	addressing	C	experiencing	D	d to a very bright light for up to four finding
0 1	A A	er day. confronting mild	ВВ	addressing weak	C	experiencing gentle	D D	d to a very bright light for up to four finding slight
0 1 2	A A A	confronting mild the	В В	addressing weak some	CCC	experiencing gentle a	D D	d to a very bright light for up to four finding slight no
0 1 2 3	A A A	confronting mild the limit weakness	В В В	addressing weak some prevent	0000	experiencing gentle a obstruct	D D D	finding slight no prohibit
0 1 2 3 4	A A A A	confronting mild the limit	B B B	addressing weak some prevent shortage	00000	experiencing gentle a obstruct failure	D D D	finding slight no prohibit shortening
0 1 2 3 4 5	A A A A	confronting mild the limit weakness by	B B B B	addressing weak some prevent shortage on	000000	experiencing gentle a obstruct failure among	D D D D D	finding slight no prohibit shortening between

26 Cities

Urban growth, urban living

Urban growth

1.1 Think of a city you know well. Which of these phrases do you associate with it? Put a (\$\sqrt{}\$).



1.2 Choose the best words to complete the text.

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

1.3	Find words in the text which match	these	definitions
-----	------------------------------------	-------	-------------

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

V

Vocabulary note

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

COLLOCATIONS = words frequently used together: densely populated, leafy suburbs, open spaces, violent crime

COMPOUND NOUNS = nouns made up of two or more words: tourist attraction, skyscraper, cost of living (See Unit 5, 2.1 for more on compound nouns.)

DEPENDENT PREPOSITIONS = some adjectives, nouns and verbs are followed by particular prepositions: steeped in history, plagued by crime (See Unit 24, 2.1 and Unit 25, 2.2 for more on dependent prepositions.)

PHRASAL VERBS = two- or three-part verbs with idiomatic meanings: break down, get around, look forward to (See Unit 25, 2.3 for more on phrasal verbs.)

IDIOMS = phrases with special meaning that cannot be understood from the individual words: go to town on something, hit the road, cut and dried 1.4 WORD BUILDING Complete the table with words which have related meanings.

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

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

a	ea attractions city fumes jams pollution rush traffic tr	ansport
1	The Eiffel Tower is one of the most popular tourist	in the world.
2	Our council is doing everything it can to combat congestion, including charging drivers every time they drive into the centre.	Some
3	The underground is an integral part of the public system in many large cities.	mean
4	Since the town centre became a traffic-free pedestrian, shopping has been a more pleasant experience.	-friend welco
5	Exhaust from cars, buses and lorries are the main cause of air in cities.	softwo
	There are frequent traffic during the morning and evening hours in many towns and cities. Complete the following sentences using the words in bold and a	obses footbo Note: is sin
su 1	fix from the Vocabulary note. Our neighbourhood doesn't have any crime. It's a	ERR In eve
2	There's a zone around the school where cars cannot go. It's a zone.	use person
3	The council is planning to make the city centre suitable for cyclists . It going to be a centre.	the tro
4	I need accommodation where they allow pets. I needaccommodation.	The p used forma
5	The young people around here are all obsessed with their cars. They'r	e all communication
6	Many of my colleagues are obsessive about their work. They're all	

Vocabulary note

Some adjectives have a special meaning as noun suffixes. -free = without an undesirable thing: I always buy fat-free yoghurt. -friendly = suitable for or

welcoming of: Child-friendly software comes pre-installed.

-mad = liking or doing something obsessively: My husband is football-mad.

Note: The noun in these phrases is singular.

ERROR WARNING (O)



In everyday speech and writing we use people as the plural form of person: There were a lot of people on the station, but only one person got on the train.

The plural form persons is rarely used in speech, but is used in certain formal contexts: The crime was committed by person or persons unknown.

Urban living

2.1 33 Listen by the speakers.	to two people talking about living in a city. Com	plete these sentences with words used
	and bustle.	
	ylife, I come into regular	with people from all over the world
Service and the service of the service and the	The state of the s	
17	ranted the incredible of entertainment	ent on offer.
	e is the of living.	
5 Her parents own a	flat in the of London.	
6 It was really conve	nient, just being able to on a bus or	take the
7 Crime	are higher in cities than in areas.	
2.2 What do you from 2.1 and add you	think are the advantages and disadvantages of cit or own ideas.	ty life? Make two lists. Use expressions
ADVANTAGES	convenient public transport,	
DISADVANTAGES	crime,	
Most people have We need some giv	ing up the pros and cons of commuting. ups and downs at work. e and take between residents and developers. ISFORMATION Complete the text with the cor	
the ends of the lines.	•	•
(CCTV) surveillance some countries. For benefit, as they take being watched and psocially (3)	growth in the number of closed-circuit teles systems in recent years is transforming city centres some people, the cameras have a (1)	PSYCHOLOGY BELIEVE INCLUDE RESIDE
that, in general, the	(6) of cameras has little impact on crime. In only one of the 14 area	INSTALL SURPRISE

Reading and Use of English Part 5

You are going to read a magazine article. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.



Exam tip

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

Rome: ancient life in a modern city

Sigmund Freud once compared the human mind to the city of Rome. He was talking about its intriguing layers. Just as the mind has a build-up of memories, Rome has a history that goes deeper and deeper: every modern building is on top of a renaissance one, and under that you find the medieval buildings, and then ancient Rome itself. Freud might also have said that – just as with the mind – as you go deeper into the city you find the unpleasant parts like the slums as well as the clean, splendidly 'proper' parts.

Ancient Rome was home to a million people and was, in its time, the biggest city in Europe. Most of that million, from the dockworkers to the hairdressers, didn't live in spacious marble villas. They were packed into tower blocks that lined narrow streets, with hardly any public services. It must have been a tough place to survive in.

So where can you still find signs of these ordinary 'high-rise Romans'? Amazingly, the answer is 'all over the city'. You only need to know where to look, and keep your eyes open. My favourite remnant of ordinary ancient Roman life is still standing in the heart of tourist Rome. It's part of a tower block, still surviving to five storeys in a modern square – just underneath the Victor Emmanuel monument. Most of these blocks have fallen down, but this one was lucky: it survived because it was turned into a church.

It's easy to work out the basic organisation of the block. At street level, there are shops and workshops. The principle was 'the higher you went, the worse it got'. On the first floor you can see some spacious family flats; and above that, bedsits. The question is, how many people were squashed into these rooms? If they were for one person, then this was very "tight living". But if they were single rooms without bathroom or cooking facilities, designed for whole families, they must have been really dreadful conditions.

And in ancient Rome – as this particular high-rise block reminds us – rich and poor lived and worked side by side. There weren't many zones given over exclusively either to the rich or the poor. In fact, if you look hard enough, you can find traces of ordinary people inside the most luxurious and ceremonial buildings of the city.

A visit to the ancient Roman Forum can be a disappointment. This was once the centre of Roman public life, where the senate met. It is now a rather mysterious set of ruins, with just a few standing landmarks: two splendid triumphal arches and the three vast columns of the Temple of Castor. The Forum becomes far more interesting if you also look down for the evidence of the ordinary men and women who shared this space with the great and the good — and who had their own things to do there, from a bit of gambling to basic dentistry.

Running along its south side are the now decidedly unimpressive ruins of what was once the splendid Basilica Julia, home of one of Rome's law courts, plus some government offices. Not much survives beyond the floor and the steps leading up to it. A barrier now prevents visitors from walking inside; but actually you don't need to. Look over the barrier on to the steps, and you will see the clear traces cut into the stone of scores of 'gaming boards'. We haven't a clue about the exact rules of the games, but never mind. It's clear that the Basilica Julia wasn't just a place for busy lawyers; go back 2,000 years and you would find the place littered with men with time on their hands, betting on some ancient equivalent of backgammon.

Next door to the basilica is the great Temple of Castor. Here you have to take your eyes off the columns, and look more carefully at the high platform on which they stand. Built into this is a series of little shops and storage units right underneath this grand monument. One of the corner units was a primitive dentist's surgery. Among the most memorable moments for me was going to see the almost 100 teeth discovered a few years ago in its drains, each one expertly extracted and rotten to the core. Each one a witness to human agony, I thought.

- 1 The main point the writer is making about ancient Rome is that
 - A it is completely hidden by modern buildings.
 - B traces of it can be seen everywhere.
 - C it was very similar to modern cities.
 - D it has had a long and fascinating history.
- 2 One of the tall buildings of ancient Rome has been preserved because
 - A it is still inhabited by ordinary people.
 - B it is used as tourist accommodation.
 - C it has been rebuilt.
 - D it was used for a different purpose.
- 3 When she uses the phrase "tight living" in line 17, the writer is pointing out that
 - A people lived in very small spaces.
 - B people did not have many possessions.
 - C people tended to live alone.
 - D people did not need much living space.
- 4 According to the article, the citizens of ancient Rome
 - A lived with people of a similar economic status.
 - B lived on the top floor of tall buildings if they were rich.
 - C were not all housed according to how wealthy they were.
 - D tended to live in large stone houses.
- 5 What unofficial activities does the writer claim took place in Basilica Julia?
 - A sculpture and other visual arts
 - B athletics and other sports
 - C games that involved gambling
 - D the giving of legal advice
- 6 Where were the little shops in relation to the Temple of Castor?
 - A at the same height
 - B below
 - C above
 - D alongside

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

Ancestry, autobiography

м	Ancestry
	MILLESUV

official records _____

websites _____

There is nothing more exciting than (1) opening / unlocking t additional clue, your (2) ancestors / associates will become in (3) genealogical / geological form. In this (4) process / progrordinary people, just like you and me.	nore than just names or dates on a
In genealogy you always start from the present and work (5) search as if you were a detective (6) conducting / concluding (7) resources / sources and carefully (8) documenting / discloneed to be able to prove that your line of (9) ascent / descent (10) descendant / successor of George Washington, but provi	an investigation; looking for clues, interviewing sing your facts. This is important because you is correct. Anyone can claim that they are a
1.3 Listen to the talk and answer these questions Who is this advice aimed at?	Error warning 0
What does the speaker warn listeners about?	Information is an uncountable noun and cannot be made plural: I'd like so information about my family. (not I'd
1.4 Salution to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3]
1.4 34 Listen to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct verience verience verience.	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3]
1.4 Sala Listen to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3] [1]
1.4 34 Listen to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct verience verience verience.	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3] [1]
1.4 Sala Listen to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3] [1] [3] [4]
1.4 Sa4 Listen to the talk again. Find words and phrass f words you should write in each space is given in the squar check your information is correct	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3] [1] [3] [4]
Listen to the talk again. Find words and phrase words you should write in each space is given in the square check your information is correct	es which match these definitions. The number e brackets. Use the recording script to help you. fy your facts [3] [1] [3] [4] [4] [4]

older relatives _____ old family photo albums ____ family diaries ____ local newspaper archives ____

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

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

1.6	Complete these sentences with words and phrases from	n 1.4 and 1.5.
-----	--	----------------

1	or the difficulties we faced when we moved to America, overcoming culture shock was the biggest
2	Even convincing liars usually include a few of truth in their stories.
3	Researching my family tree is just a hobby and I at spending any money on it.
4	Every time my father tells a story he adds some to make them funnier or more dramatic.
5	Historians have accused a new 'biographical' film about the king's personal life of being wildly
6	There's an animal living in the woods that makes a sound strangely of a crying baby.
_	.7 When we talk about secrets we often use the idea that there is something unseen or hidden, e.g. eletons in the cupboard. Underline the language of secrets in these sentences.
1	A recently published history of the local area exposes long-buried secrets of the family and their influence.
2	It's not fair to keep residents in the dark about development plans for the local area.
3	Journalists shouldn't spend their time digging up dirt on celebrities. It's not in the public interest.
4	The government seem to think that they can just sweep recent statistics on inner-city crime under the carpet.
5	Although he had tried hard to cover his tracks, all investigators had to do was follow the money.
6	The councillor tried to muddy the waters over the scrapped housing development when he raised the issue of anti-social behaviour.
1	.8 Match the expressions you underlined in 1.7 with their definitions.
1	investigate to find unpleasant or damaging information
2	make evidence more difficult or impossible to find
3	confuse an issue under discussion
4	not share information with people who are interested
5	make information public which was unknown for many years
6	ignore or avoid discussion of an issue

Autobiography

- 2.1 How is an autobiography different from a biography?
- 2.2 Complete the text with words from the box.

accurate appointments blank confront feelings forget hoarded myths reports traces



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

2.3 Which of these words are possible replacements for the words in italics in 2.2?

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

2.4 Complete these sentences with words related to the words in capital letters at the ends of the lines.

1	Many people read autobiographies out of			CURIOUS
2	I've read the ex-president's auto			
	experiences		FORGET	
3	An essential	of any autobiography is that it should be honest.		
4	It is very difficult to check the	of information in autobiographies.		ACCURATE
5	Authors often write about past		GUILT	
6	Authors who are	may not include important past events.		FORGET

Writing Part 1 An essay

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style.



Exam tip

Make sure that you read the question and notes carefully, so that you know exactly what you have to do. When you answer the question, remember to deal with the three methods listed. If you want to make use of any of the opinions expressed, use your own words. It is always a good idea to start by making a brief paragraph plan so that you cover all the points in the question.

Look at the exam task and answer these questions.

- 1 How many of the ways listed in the notes do you have to refer to in your essay?
- 2 In what way is expressing an opinion not enough?
- 3 If you express one of the opinions listed, what should you do?

Your class has attended a panel discussion on ways in which historical information relating to your neighbourhood can be collected and recorded for future generations. You have made the notes below.

Ways in which information relating to your neighbourhood can be collected and recorded for future generations:

- consult written records
- record personal interviews
- collect old photographs

Some opinions expressed in the discussion:

"Written records can provide facts but not personal opinions or feelings."

"Old people's memories can be unreliable."

"Photographs may be in poor condition and therefore difficult to interpret."

Write an essay discussing **two** of the ways to collect and record information in your notes. You should **explain which way you think would be more effective** for collecting and recording information for future generations, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Arts events, reviews

Arts events

1.1 Which of these events would you enjoy? Which would you choose not to go to? Put a (\checkmark) or a (X).

1	an exhibition	n or v	vork by a	contemporary sculptor	

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

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

a	an open-air stadium	
a	an open-air stadium	

- e a prestigious museum ___
- b a historic concert hall _____ f a theatre
- c a public art gallery _____ g a comedy club _____
- d a multiplex cinema _____ h a city park ____

1.3 Add your own words to these lists.

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

Error warning



In 1.1 there are two adjectives which are often confused with similar words.

classical/classic

classical = traditional in style or form; of the ancient civilisations of Greece and Rome: Classical literature usually makes heavy reading.

classic = established over time as popular, the best or most typical of its kind: The little black dress is a classic look.

historical/historic

historical = connected with or based on past times: It's a historical novel about the

historic = very important in history: These historic events will shape the nation's future.

Vocabulary note

Notice that we use the definite article the with the names of most entertainment venues: the Sydney Opera House, the British Museum, the O2 Arena, the Odeon cinema.

(See Unit 5, 2.4 for more on the use of the definite article.)

1.4 COLLOCATION Match each list of verbs with	th a noun.				
1 play, hear, write, read	a art				
2 shoot, watch, produce, show	b a venue				
3 appreciate, buy, create, view	c a film				
4 lead, conduct, join, hear	d music				
5 go on, take to, leave, appear on	e an orchestra				
6 book, fill, headline, choose	f the stage				
1.5 Complete these sentences using an adjective for	rom box A and a noun from box B				
A academic medical musical scientific surgical match-winning opening third-quarter	al B instrument performance				
1 A stethoscope is amedical_instrument	5 The saxophone is a				
2 A scalpel is a sharp	6 The was sold out.				
3 The striker gave a	7 The telescope was an early				
4 The company delivered a good	8 University entry depends upon				
Reviews 2.1 35 Listen to three people talking about an	rts events. Match the speakers with the events they				
describe (a-d). One of the events is not described.	impractive venue				
Speaker 1 a a comedy night at an uni					
Speaker 3 b a bizarre event at a mode an outdoor art installation					
d a memorable concert by	a new group				
2.2 35 Listen again and complete the sentence	es with words and phrases used by the speakers.				
1 It was one of the best live music events	I've ever been to.				
2 The venue was pretty ordinary – a					
3 They play their rather eclectic mix of material without	out				
4 They're gaining a devoted					
5 I've never been stand-up.					
6 He had the whole audience					
7 I'm not even sure 'exhibition'					
8 The shapes are all perfectly formed, but they were made entirely					

DF 30F 31	
	Match these reviews with two of the events in 1.1.
E A TO IT	Match these reviews with two of the events in 1.1.

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

			, and after the three months of performance in racter, the language and the play as a whole.			
2	.4 Find words and phrases in the reviews	which mate	h these definitions.			
1	past recordings of a musician	4	words an actor has to say			
2	largest crowd a venue can hold	5	role played by an actor			
3	pleasantly musical	6	repeat in order to remember			
2	Write the nouns related to these adject	ctives from t	he reviews in 2.3.			
1	chaotic	4	melodic			
2	melancholic	5	intimate			
3	exhilarating	6	euphoric			
wi		alics have sin	nilar meanings. Underline the word in each pair			
1	The portrait, which hangs in the National C	Gallery, is one	of his more difficult / challenging works.			
2	The band draws heavily on 1960s influences, giving this latest album a classic / dated sound.					
3	His prose is understated / bland and his use of narrative device is weak / subtle.					
4	They played in a cramped / an intimate venue to a boisterous / raucous crowd.					
5	This was a typically edgy / abrasive routine from the undisputed bad boy of comedy.					

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

The sweet / syrupy vocals and repetitive / insistent beat are reminiscent of club. She gives an emotional / a melodramatic performance as the late, great singer.

The Road has a beauty which is reminiscent (1) of classic twentieth-century novels such as Of Mice and Men and The Old Man and the Sea. The deceptively simple narrative is both gripping (2) revealing of human nature. The novel (3) the story of a father and son as they travel across a desolate landscape (4) food and shelter. It becomes clear (5) a huge disaster (6) befallen planet earth. The sun has stopped shining and, (7) light, plants do not grow, animals have starved and humanity is (8) _ extinction. Society has broken (9) and the few people that remain have turned against (10) As the father tries desperately to (11) his son alive, he learns that the greatest human need of all is not food. (12)hope for the future.

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

	history	-4	the	Catan	Droi	inat
м	nistory	OI	uie	Gotan	FIU	eci

Gotan Project, (0) _______ onto the music scene in 1999 and their debut album, *La Revancha del Tango*, released two years later, helped them to achieve international



Exam tip

Start by reading the whole text to get a general idea of what it is about. When choosing options, look for language clues in the text such as collocations and prepositions, as well as considering meaning.

Narrow your choice by eliminating options which are obviously incorrect.

two	yea	rs later, helped	them to	achieve internati	onal				
(1)		· · · · ·							
The	bar	nd members are	Philipp	e Cohen-Solal, a	former l	French compose	er, Christo	ophe Müller, a Swiss	
mu	sicia	n and Eduardo	Makaro	ff, an Argentinian	guitarist	t. Their sound ca	an be des	scribed as a fusion of	
elec	ctror	nic music and ta	ngo.						
Phi	lippe	and Christophe	e are the	e founding memb	ers of th	ne band, and fire	st met in	Paris in 1995. Philippe had	
alre	ady	(2)	a	name for himself	as a co	mposer and had	d also wo	rked in the film industry as	
a m	usic	consultant for	3)	Eur	opean fi	lm directors. Ch	ristophe,	whose background was in	J
elec	ctror	nica, had built up	a (4)		on the S	Swiss electro sc	ene.		
Bot	h Ph	nilippe and Chris	tophe s	shared a (5)		for electro	nica and	Latin American music,	
								eir own record label,	
								their two favourite	
								guitarist living in Paris.	
0	A	started	B	came	С	set off	D	launched	
1	A	competition	В	gain	С	ambition	D	fame	
2	A	made	В	succeeded	С	did	D	realised	
3	A	primary	В	leading	С	principal	D	chief	
4	A	repute	В	reputation	С	status	D	position	
5	A	enjoyment	В	feeling	С	love	D	interest	
6	A	got	В	did	С	knocked	D	hit	
7	A	begin	В	establish	С	create	D	form	
8	A	combining	В	joining	С	sticking	D	bridging	

29 Migrations

Departures, personal stories

Departures

1.1 Complete the text with words or phrases from the box.

asylum seekers contract workers expatriates illegal immigrants professionals refugees Settlers

g	starting with en- include: encase,
(1) Settlers are people who intend to live permanently in a new country. Most head for just a few main countries, for example, the USA.	encircle, engulf, enable, enlarge, enliven, enrich, enclose The prefix em- is used before words which begin with b or p:
Some will succeed in their aims and gain status as legal residents of the country they have moved to. These people are technically called	embed, embitter, embody, empower
(2) although this term is most commonly used by people f	rom
English-speaking nations to describe people from more developed nations liv	ing permanently abroad.
Migrants who leave their homes to escape danger or persecution may also be home. Until their claims are dealt with they are known as (3) accepted they will be classified as (4) In some cases of memory people escape across a border, they are immediately granted this status.	, and if their claims are
Looking for a job, a better income or perhaps just an experience, other migrar (5) They are allowed to stay in their destination country of for a specific period. Some are seasonal employees. Others will stay in the ne These include employees of multinational corporations who are moved aroun people are often (6), with specialist knowledge in their fie	on the understanding that it is w country for a year or more. d from country to country. These
Some migrants overstay their visas or work whilst in the country on tourist vibecome (7) in the eyes of the officials. They may also try t country', often endangering their own lives, by being smuggled in by people	sas. When this happens they o enter an 'immigration

1.2 Answer these questions.

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

1.3 Match these words with their definitions.

- multinational corporation
- seasonal employee
- overstay
- persecution

smuggle

take things or people to or from a country illegally or secretly

Vocabulary note

So endanger means 'to put in

danger'. Other common verbs

'provide with' to verbs.

The prefixes en- and em- add the

meaning 'put into', 'cause to be' or

- worker whose employment is related to a time of the year b
 - company that operates in more than one country
- remain beyond a specific time limit d
- cruel or unfair treatment of someone or a group of people

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

Noun	Verb	Adjective
	endanger	endangered
(positive)		(positive)
illegality (negative)		illegal (negative)
(problem) (person)	persecute	
(activity) (person)	smuggle	
(particular area) specialisation (process)(person)		specialist

Personal stories

2.1 \(\sum_{36} \) You will hear the first part of a radio programme about emigration. Listen and complete this summary. Write no more than two words for each gap.

Many people imagine th	at their life in a new country will be more
exciting than the (1)	of home. But in fact, although
their new (2)	are better, they often pine for aspects
of their old life. Jane Fore	man has experienced painful
(3) H	ler husband David's job (4)
them to Kuala Lumpur in	Malaysia 18 months ago. Now all she wants t
do is (5)	to Northumberland.

2.2 37 Now listen to the radio programme and answer these questions.

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





Error warning **②**



Many is commonly used in affirmative sentences in writing: Many people these days prefer to shop online.

However, many is very formal in spoken, affirmative sentences. We prefer to use a lot of or lots of more informally: I know many a lot of people like her. 'She has many lots of good friends.'

Many is used in questions and negative sentences whatever the level of formality. (See Unit 6, 2.2 for more on the use of many and a lot of / lots of.)

2	Match these definitions with words from the recordings.
1	needing or wanting something very much a pine for
2	miss something very much b insecure
3	having strong, supportive relationships c grieve
4	feel deeply sad because of a death d familiar
5	anxious, not confident e close-knit
6	well known and easily recognised f desperate
	The adjective prefix multi- means 'many'. Complete the sentences with an adjective starting th multi
1	The city is home to people from many different cultures. It's a <u>multicultural</u> city.
2	Many different languages are spoken in our country. It's a society.
3	HSBC is a bank which operates in many different nations. It's a company.
4	The fabric is printed with many contrasting colours. It's fabric.
5	My printer has many different functions. It's a printer.
E	Complete these sentences with phrases from the box.
1	sense of belonging sense of duty sense of humour sense of responsibility sense of urgency sense of loss
1	We're leaving in half an hour and he hasn't finished packing yet. He has no sense_ of urgency
2	I have a real even though I've only lived here for six months.
3	Nothing makes you laugh. You have absolutely no
4	He didn't really want to see his parents. He only visited them out of a
5	
77:27	She has looked after her brothers and sisters since they arrived in the country. She has an amazing
6	She has looked after her brothers and sisters since they arrived in the country. She has an amazing When my long-term neighbour moved house I was surprised by the I felt.
	When my long-term neighbour moved house I was surprised by the I felt.
	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts.
1	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. If you dream of pastures new, what do you want to do?
1 2	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. If you dream of pastures new, what do you want to do? If you say 'my heart is' somewhere, do you want to be in that place or not?
1 2 3	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. If you dream of pastures new, what do you want to do? If you say 'my heart is' somewhere, do you want to be in that place or not? If you find your feet, do you feel more or less comfortable in a situation?
1 2 3 4	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. If you dream of pastures new, what do you want to do? If you say 'my heart is' somewhere, do you want to be in that place or not? If you find your feet, do you feel more or less comfortable in a situation? If you do something like a shot, do you do it slowly or quickly?
1 2 3 4 5	When my long-term neighbour moved house I was surprised by the I felt. 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. If you dream of pastures new, what do you want to do? If you say 'my heart is' somewhere, do you want to be in that place or not? If you find your feet, do you feel more or less comfortable in a situation? If you do something like a shot, do you do it slowly or quickly? If you go off the beaten track, do you travel to popular tourist destinations or not?

Listening Part 2

	Lindsey Jones, a recent graduate, talking to a estions 1 – 8, complete the sentences with a w		travelling abroad
	y, Germany and Singapore are two of the more ork in other countries.	e unusual (1)	for young
Lindsey thinks that to like her.	he British jobs she could apply for are not the	right level for a (2)	\
Lindsey believes she healthier (3)	has a better chance of finding a job at home	if she has experience of v	working in a
Food and (4)	are more expensive in New Zealand	d than in Britain.	
A friend (5)	Lindsey not to expect to find work ea	asily in New Zealand.	
Some young people	like to use (6) to help them	organise their visits.	
Working as a waitres community.	s in Sydney made Lucy feel like a (7)	of the city and	part of the
Lucy's (8)	has increased as a result of working in	Australia.	

30 Risking it

Extreme sports, risk-taking

Extreme sports

1.1 Match the pictures with the sports.

- 1 bungee jumping <u>c</u> 5 scuba diving
- 2 hang-gliding ___ 6 skydiving
- 3 ice climbing ____ 7 white-water rafting _
- 4 potholing ____ 8 windsurfing

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



Vocabulary note

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

(See Unit 5, 2.1 for more on compound nouns.)

















1.3 Choose the best words to complete the text.

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

1.4 Match these words and phrases from the text with their definitions. Use a dictionary to help you.

- 1 marketing hype _____ a
- 2 physical exertion b exaggerated descriptions used in sales

result

- 3 outcome c poorly controlled or organised
 - d movement of the body which raises the heart rate
- characteristic e typical or noticeable quality

mismanaged

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

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

TAKE action

6 Older generations tend to

Error warning **②**



The verb take part is followed by the preposition in: He's hoping to take part in the next Olympic Games. (not He's hoping to take part of/at the next Olympic Games.)

M	AKE: a choice	
1	.6 Complete these sentences with one of the collocations from 1.5	
1 2 3 4 5	If you want to in any sporting activity, y from those who are more experienced than yourself. It's important that participants in extreme sports full the sports are extremely dangerous even if you do the sports about the level of risk	for their own actions.
ce	Risk-taking You are going to hear a news report which says that rtain groups of people are more likely to take risks than others. soose the statement you think is correct (1–3). Listen and check.	W Vocabulary note The speaker in 2.1 uses formal language in the report, e.g. conclusion = decision
	Women are more likely to take risks than men. Teenagers are more likely to take risks than children or adults. People from difficult social backgrounds are most likely to take risks. Listen again and complete these sentences with words phrases used by the speaker. Write up to three words.	determine = find out display = show engage in = take part in foresee = predict onset = beginning response = reaction, reply
1 2 3 4	A US study set out to determine why people take risks The study sampled 500 participants, divided into One option in the study was safer, but would result in a The second option resulted in a two-thirds chance of Gender was a predictor of a preference to as	coins.

when assessing risk...

2.3 What does the speaker mean by the onset of adolescence? Choose the best meaning.

- 1 The difficulties experienced by teenagers as they develop into adults.
- 2 The beginning of the stage that turns someone into an adult.
- 3 The attitude and behaviour of adolescents as compared with adults.

2.4 Cross out the word in each list which has a different meaning from the word in the first column.

1	adolescent	teenager youth sibling teen
2	satisfied	content amused happy pleased
3	foreseeing	predicting anticipating analysing
4	thrill	excitement enthusiasm buzz kick

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

How to assess the risks in your workplace

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

3.2 Answer these questions about a place you know well.

- 1 What are the most hazardous areas and objects?
- 2 What are the riskiest activites carried out on the premises?
- 3 Who might be harmed by these hazards?
- 4 What precautions could be taken to prevent people being harmed?

V

Vocabulary note

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

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

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

Reading and Use of English Part 7

You are going to read an extract from a magazine article about cycling safely. Six paragraphs have been removed from the extract. Choose from the paragraphs $\bf A - G$ the one which fits each gap (1 - 6). There is one extra paragraph which you do not need to use.

Should cyclists be forced to wear helmets?

A recent attempt in the UK to make cycling helmets compulsory failed. Now, after a serious crash that put one rider into a brain injury unit, the idea is back on the table. But how much protection do helmets offer?

1

When I was 13, with my helmet hanging from my handlebars, I wobbled out into the road and was hit by a car. Later that day I remember being told how lucky I was to be wearing it. I said nothing.

2

So if they can help reduce injury, shouldn't they be compulsory, just like motorbike helmets? Australia tried it in the early 90s and the result was a 15 to 20 per cent drop in the number of hospital admissions for head injuries.

3

A recent study has shown that cycling has a positive health impact far greater than the potential for injury. Essentially, there's a small chance that you'll have an accident, but a very large chance that you'll reduce your chances of suffering mental illness and heart disease.

4

A British cycling organisation has long argued against compulsory helmet laws for a similar reason. It claims they would make cycling seem more dangerous than it actually is, and put people off. The evidence for this is complex and contradictory, providing as much support for those who are deeply sceptical of helmets as for those in favour of them.

5

There's even evidence that wearing a helmet can put you at more risk. A study by Dr lan Walker from the University of Bath found that drivers passed closer to cyclists who were wearing helmets when overtaking than they did to those without them. The driver's subconscious obviously sees them as less vulnerable. Dr Walker, an enthusiastic cyclist, says: "It would be sensible, and would genuinely save a lot of lives, if everybody wore a helmet all of the time; but to suggest they are more necessary for cycling than a range of other activities – including walking down the street and driving a car – is misguided."

6

Personally, I believe that wearing a helmet has more pros than cons, even though cycling is not as risky as many suggest. But there are those out there who would rather not ride than be made to wear a helmet, and for that reason the idea is a non-starter.

- A It's undeniable that compulsory safety devices such as seatbelts in cars have been significant lifesavers. But neither had the same potential for harmful side-effects: dissuade motorcyclists from riding and they'll buy a car, which is actually far safer.
- B Cycling should be promoted as an essentially safe, normal and enjoyable transport and leisure activity, which anyone can do in whatever clothes they prefer to wear, with or without helmets.
- C In addition to this, there's the problem of enforcing new laws. In the first year after the Australian State of Victoria made helmets compulsory, nearly 20,000 fines were issued. Do we want to tie up that much police time on a crime which has no negative impact on a third party?
- D Last year, however, I had a nasty fall and cut my face. If it wasn't for my helmet, I'm sure it could have been worse. So, personally, I now almost never ride without a helmet. I'd rather have it and not need it, than need it and not have it. Studies disagree on the benefits, but some suggest that most head injuries could be prevented in this way.

- E Most people would rather not wear a helmet, especially in hot weather. It's a practical decision: ride long and often enough and one day all those years of unnecessary sweaty-hat hair could pay off.
- F That means laws can actually be counterproductive; they may reduce cycling injuries, but only by reducing the number of cyclists, and those people then become more likely to come to some other kind of lessdramatic harm.
- G That would have been great, but it also reduced the number of cyclists by around 35 per cent. The annoyance and, for teenagers, embarrassment of wearing one steered people away from bikes and towards public transport and cars.

31 Gender issues

Language, gender in sport

Language

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

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

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

- 1 language which does not specify gender
- 2 language which clarifies gender
- 3 language which is inclusive of both sexes
- 1.3 Complete the text with words from the box.

biased categorise connotations neutral sexes stereotypes

Vocabulary note

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

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

If we do not know, or do not want to specify the gender of the person, we can use they, them, their, themselves: If a student fails their exams, they will usually get a chance to resit.

W Vocabulary note

These relationship words refer to people of both genders: partner, spouse, colleague, relative, cousin, parent, friend, sibling

spouse = husband or wife (formal, legal); sibling = brother or sister (formal)

	connotations lead those who speal	
	by their gender. Human language is dee	
	a culture is clear evidence of the values	
	words exist in the English language. It	
	ety and culture. Does sexist language c	
	s it possible to impose a gender-(5)	
society? It is my view that our	society should be concerned about per	rpetuating gender
(6) through	language.	

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

1.5 Choose the correct prepositions for the word or phrase in bold in these sentences. There are similar sentences in 1.3.

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

1.6 240 Listen to an American talking about the use of the word 'girl' in the UK and complete the sentences.

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

1.7 \[\sum_{40} \] Listen again and complete these sentences with phrases used by the speaker.

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

Gender in sport

2.1 Which of the adjectives in the box do you associate with sports people? Put a (\checkmark) .

aggressive _____ arrogant ____ attractive ___ competitive ___ flexible ___ gifted ___ graceful ___ passive __ powerful ___ pure ___ submissive



2.2 Write the nouns related to the adjectives in 2.1.

aggressive - aggression

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

	of sport for gender (0)		_and women's
25 07 D	strained by gender-based (1		in all areas and
at all levels of sport and	physical (2)	This is	fuelled by continuing
stereotypes of women's	physical (3)	and soc	ial roles. Women are
specifically targeted at v	nvoluntarily into types of sp women. Women's access to —making is constrained fi	positions of	(5)
The value placed on wo	men's sports is often lower,	resulting in	(7)
The state of the s		7	edia, women's sport is not
	ften also presented in a diff		

EQUAL
DISCRIMINATE
ACT
ABLE
COMPETE
LEADER
DECIDE
ADEQUATE
EQUAL

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

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

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

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

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

C	omplete	deem	overt	participate	predominantly	pursue
1	do pur	sue		3	finish	
2	consider			4	mainly	

Vocabulary note

stand out = be visibly different / be clearly visible: My larger frame and muscular physique stood out among most other gymnasts.

Other phrasal verbs with stand:

stand by = not act to prevent something: I should not have stood by while she was bullied.

not stand for = refuse to accept: I will not stand for rude behaviour.

stand in for = do someone else's job: My colleague stood in for me when I was ill.

stand up for = defend and fight for: It's important to stand up for what you believe in.

5	open
6	take part in

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Exam tip

The second sentence must mean the same as the first sentence, must include the key word unchanged and must be grammatically correct. Look to transform the second sentence minimally according to the word given.

0	It was the first time I had seen women playing competitive football.	Look to transform the second sentence minimally according to the word given.			
	NEVER				
	I had never seen women playing compet	itive football before.			
1	The manager accepted that he was fully responsible for the v	way his team performed.			
	The managerperformance	ce.			
2	We should not accept sexist language and attitudes in the pla	aces where we work.			
	ACCEPTABLE				
	Sexist language and attitudes ought	our places of work.			
3	I find people's use of the word 'girls' to refer to adult women USING				
	I the word 'girls' to refer to	to adult women.			
4	I first participated in competitive sport when I was six years old. PART				
	I first at the age of six.				
5	His boss led him to believe that he would be promoted at the IMPRESSION	end of the year.			
	He that he would be pron	noted at the end of the year.			
6	They've cancelled this afternoon's match because of the bad	weather.			

32 Education

Learning, training

Learning

boarding school distance learning course faith school	fee-paying school independent school local state school	pre-school	technical college
capacity child-centre	xt with words from the box. ed classroom educators fos nethod needs potential wh		
She was the first woma interested in education When she went on to e approached their educa children and finding w. It soon became apparer which could be used w schools, lecturing about pioneer of (7) profound (8) Montessori saw that che (9) to (10) The Montessori approach to this approach is the letter of the same processor of	one of the most important early year to (2) from through her work as a doctor, trestablish schools for the disadvantion as a scientist. She used the (ays to help them to achieve their at that Dr Montessori had developith great success with each and eat the discoveries, and writing art education. Her innova on the education of you dildren learn best by doing and the of themselves as confident, successindependence and a love for each is holistic, that is, it aims to debelief that a child's early life, from	the University of Rome neating children with special taged children of working [4] as he full (5) as he full (5) as he full (5) as he began to the full (5) as he began to the full (5) are the full (5) as he began to the full (5) as he full (5) as	nedical school and became al (3) parents in Rome, she ler laboratory for observing thing (6) ravel the world, establishing in 1952. She was a true nd ideas have had a world. arners form positive specially designed resources became a child. Fundamental
the greatest (12)	200 000 000 000 000 000 000 000 000 000	isia	
1 special needs	rds and phrases with their defin	a person who is the firs	t to develop an idea
2 disadvantaged		was removing accommon who would	hing without encouragemen
achieve your potenti			physical or mental problems
4 pioneer		d new and original	, and production
5 child-centred		e suceed to the best of	your ability
6 innovative			nd interests of children
7 self-motivated		g without the necessary	education, money, etc. to

200		
1.4	Complete these sentences with the correct prepositions. There are similar sentences in 1	1.2.

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

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

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

1.6 COLLOCATION Choose the correct adverbs for the adjectives in bold in these sentences. Use a dictionary to help you.

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

Training

2.1 2 Listen to Peter describing his apprenticeship and answer these questions.

- 1 What happened to Peter after he left school?
- 2 What was the job market like when Peter's parents were younger?
- 3 What were the two major advantages of an apprenticeship for Peter?
- 4 Which industry do you think Peter works in?

W Vocabulary note

The word workshop has two meanings:

- a room or building where things are made or repaired: an engineering workshop
- a meeting of people to discuss and/or perform practical work:
 a drama workshop

2.2 242 Listen again and complete these sentences with words Peter uses.

1	Not being able to get a job without ex	perience	is an	situation.
2	You need experience and good		to get a job.	
3	Peter's apprenticeship provided him w	ith	work e	xperience.
4	Peter received a lot of		in engineering theory.	
5	Peter went on a number of health and	safety_		
6	Peter has been given his own team of_		to supervis	se.
7	Peter is now	to the c	ompany as an educator.	

2.3 Choose the correct words in these sentences.

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

Vocabulary note

Most collective nouns like team, staff and class can be used with either singular or plural verb forms:

The company is/are keen to recognise this extra time.

The government is/are bringing in new regulations related to apprenticeships.

(See Unit 5, 2.2 for more on subject-verb agreement.)

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

	eering is among the most diversified of the (0) olines. Mechanical engineers design and build ma		
(1)	humans to live and work in space, in the air,	on the ground, and	
under water. Thei	r machines can extend our physical (2)	and improve	
our health and sta	andard of living. Students acquire an (3)	of the	
fundamentals of	mechanics and of the thermal energy sciences. Th	ey learn to perform	
(4)			
a specific (5)	. They also become familiar with the	he chemical and	
(6)	sciences, which are often essential to the tot	al design and	
(7)	of a mechanical system. We have a small but active group of faculty		
(8) , graduate students and undergraduates who share a passion for			
Mechanical Engir	eering.		

TRADITION

ABLE CAPABLE UNDERSTAND

INTERACT APPLY ELECTRIC REALISE RESEARCH

Reading and Use of English Part 6

You are going to read four reviews of a book about bringing up children. For questions 1 – 4, choose from the reviews A – D. The reviews may be chosen more than once.

How children succeed

Four reviewers comment on a book called Helping Children to Succeed

A

I expected this book to enlighten me about why some children succeed at school and find work, while others drop out of education early, fail to find employment and continue living with their parents well into adulthood. I had hoped that Helping Children to Succeed would provide me with well-researched answers to my concerns, and maybe suggest ways in which all children can be helped to achieve success. However, the author chose to concentrate on the future of students from poor families and gave no indication that he felt such children's chances of future success might be improved. There was an interesting focus on the significance of taking students' personality into account as well as their academic test scores when predicting future success, but this is not new information. The same case has been established before, based on wider research.

B

I found *Helping Children to Succeed* to be a fascinating and inspiring book. What was most interesting to me was the research finding that children from wealthy families are no more prepared for a successful independent future than children from poorer families. The author demonstrates convincingly that children from all backgrounds need to learn how to work hard but also how to deal with failure without falling to pieces. The book shows convincingly how poor children as well as middle class children and those from wealthier homes are capable of learning these skills necessary for future success. This has made me feel very optimistic that no child needs to fail because of their family background and that something can be done to increase the life chances of poor children.

C

For me the most interesting aspect of *Helping Children to Succeed* is the amount of evidence which shows that children's characters as well as their academic performance play a crucial part in their future success. This seems to be especially true in the case of children from disadvantaged families. The author's central argument is that, even though children from poor backgrounds are less likely to succeed, determination and hard work can overcome inherited disadvantages. This is not a novel idea, but I found it interesting to hear it restated with reference to today's situation. Where I disagree with the author is his assertion that our education system requires fundamental reorganisation if we are to help children from poor families. He seems to ignore completely the excellent work being done by dedicated teachers in today's schools.

D

I enjoyed Helping Children to Succeed, but in many ways I also found it disappointing. Having finished reading the book, my main criticism is that the title itself is misleading because it focuses primarily on children who fail. Most research studies quoted by the author illustrate how difficult it is for children from poor, disadvantaged homes to succeed or indeed to escape from a cycle of failure. I bought the book for the library where I work, thinking it might offer parents strategies for bringing up children to be successful. In practice, the main strategies recommended by the author are the following: avoid becoming poor and don't expect your child to succeed at everything. He also suggests that children should get used to occasional failure. In my opinion this is an unnecessarily negative outlook.

Which reviewer

shares reviewer C's view that academic performance is not the only measure of a child's success?

expresses a different view from the others about poor children's chances of future success?

2

shares with reviewer A the feeling that the book did not live up to their expectations?

3

agrees with reviewer A about the originality of the ideas in the book?



Exam tip

Read the four texts to make sure you understand the subject. Pay particular attention to opinions and attitudes expressed by the writers. Look out for any similarities or differences of opinion.

33 Health

World health, water and health

TTT-	-1.1	1	141
Wo	Пa	nea	\mathbf{n}

1.1 Which of these	health issues are pr	roblems in your	country? Put a (✓).	
access to healthcare		heart disease		obesity
cancer	depression	influenza	malnutrition	waterborne disease
1.2 Explain the	difference between	n the words in ea	ach pair. Use a dictiona	ry to help you.
1 infectious / contagio	ous	4	transmit / contract	
2 starvation / malnuti	rition	5	epidemic / pandemic	
3 treatment / medicin	ie	6	acute / preventable	
1.3 Complete the se	entences using info	rmation from th	ne text.	
Despite incredible in should have been eas			here are still a number g:	of challenges which
One billion people				
			r amongst diseases glo of all global deaths.	bally. An estimated 17.5
	l million people di al or man-made cat		us diseases alone, far n nake headlines.	nore than the number
 HIV has spread rapidly. UNAIDS, the joint United Nations programme on HIV/AIDS, estimates are roughly: 33.4 million living with HIV, 2.7 million new infections of HIV, two million deaths from AIDS. 				HIV/AIDS, estimates are wo million deaths from
The Control of the State of the			and 1.75 million death	
1.6 million people vaccine-preventab	still die from pneu le cause of death v	amococcal disea vorldwide. More	ses every year, making than half of the victin	it the number one as are children.
Malaria causes mo	ore than 300 millio	n acute illnesses	and at least a million	deaths annually.
			utrition and preventab	
More than half a r immunisation cost	nillion people, mosts just 0.30 US dol	stly children, die lars per person,	ed from measles in 200 and has been available	3 even though effective for over 40 years.
1 Thirty percent of all	I			
2 In 2002, more peop	le died of			
3 Pneumococcal dise	ases are preventable	e, yet		
4 In 2003 over 500,00	0 people			
5 It costs only thirty of	cents to			

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

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

2.1	43	Listen to a talk about the smallpox virus. Answer the following questions:
-----	-----------	--

1	How many people are estimated to have had smallpox in the twentieth century?
2	When did the immunization program begin?

- 3 Who was Edward Jenner?
- 4 When was the decision made to try and prevent smallpox globally?

2.2 43 Listen again. Are these statements true (T) or false (F) according to the speaker? Correct the false statements.

- Smallpox was spread easily from person to person. _____
- 2 The symptoms of smallpox included fever and skin problems.
- 3 Smallpox, although devastating, was not a fatal disease.
- 4 Factory workers provided the key to a vaccine for smallpox.
- 5 The smallpox vaccine was often given to children.
- 6 Smallpox is still a problem in some countries.

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

W Vocabulary note

As a verb, spread is both transitive and intransitive:

Mosquitoes spread diseases like malaria. (transitive)

Spots can spread across the entire body. (intransitive)

(See Unit 9, 2.1 for more on transitive and intransitive verbs.)

	misconduct misdiagno	sis misfortune	misinformation	mismanagement	misrepresentation
1	1 While he was getting or	ut of the taxi, he h	nad themisfor	tune to fall ov	er and break his leg.
2	2 The director is being ac	cused of gross		f the hospital.	ent materials (1945 et al. 1945 et al.
3	3 The psychiatrist was for	and guilty of profe	essional		
4	4 The doctor's	meant th	nat the patient ne	arly died.	
5	5 The drug company's ad	vertising campaig	n was based on _		and has now been banned
6	6 The documentary on p	oor hospital hygie	ene was a	of the t	truth.

Water and health

3.1 Read the text about water and choose the best summary (a-d).

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

The benefits of drinking water are numerous, and recent studies suggest that you need to drink water to lose weight.

Drink more water to re-hydrate and detoxify your body.

Water is not only essential for health, but increases the rate at which the body burns calories, as well as being a natural appetite suppressant.

Water also plays an important role in metabolising food.

While we know that water is critical to the healthy functioning of the human body, studies suggest that water promotes the lowering of an individual's total energy intake and alters metabolism. Most people who are on a diet do not drink enough water.

To metabolise food, the body needs water.

our collective health.

For every gram of carbohydrate, the body requires three grams of fluid. So, drinking sufficient water can help your body burn up carbohydrates instead of storing them. Additionally, proper hydration while you are on a diet is vital for health, because you are more prone to water retention as your body starts losing fluid along with the weight. If you are dehydrated, your body will slow down its calorie-burning processes. So drink water to lose weight.

3	Find words and phrases in the text which match these definitions.
1	remove poisonous substances from your body
2	something which prevents hunger
3	the overall amount of energy consumed
4	change eating habits to reduce body fat
5	liquid substance
6	be likely to have a particular problem
7	have insufficient water in your body
	Complete these sentences using the correct prepositions. There are similar sentences in the text.
1	Regular meals are vital healthy living, especially if people do physical activities.
2	Although we should not eat too much of it, fat is essential our health.
3	You're more prone illness when you're tired or run down.
4	Exercise plays an important role keeping fit.
5	The rate which you lose weight depends on the number of calories you burn.
6	To remain healthy, a balanced diet is important, along regular exercise.
7	We live in an age where the public health infrastructure, its growth and its development are critical

Writing Part 2 A report

You see the following notice in your local health centre.

An International Health Development Agency is collecting information about attitudes to public health campaigns in countries around the world. Please help by writing a report on attitudes where you live.

Your report should outline some of the main current health concerns in your country, describe people's attitudes to any recent campaigns aimed at promoting healthy lifestyles and recommend ways in which you think people could be persuaded to take healthy living more seriously.

Write your report in 220 - 260 words in an appropriate style.



Exam tip

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

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

Give your report a title and organise your ideas into sections, each with its own heading. Start by outlining the purpose of your report. Use your own words rather than repeating the words in the question. Explain the reasons for any recommendations you make.

Getting about

Private journeys, public transport

Private journeys

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

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

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

1 board a packed, commuter __

a dinghy

2 catch a sightseeing, tourist

cab

3 fly in a light, twin-engine

- c ship
- book a cabin on a roll-on, roll-off
- d plane

5 pedal a three-speed, folding 6 hail an empty, black

ferry train

sail on a large, cargo

bus

row a leaky, inflatable

h bicycle

11.3 244 Listen to a talk about three bicycle-friendly cities. Match the features (1-7) with each city; A (Amsterdam), P (Portland) or C (Copenhagen).

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

Error warning **②**



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

Travel is an uncountable noun which refers to the general activity: Air travel is much cheaper than it was in the past.

Trip refers to an occasion when you go somewhere and come back: I can't afford to take another trip abroad this year.

Journey refers to an act of travelling from one place to another, especially in a vehicle: It's a two-hour train journey from London to York.

Travel is commonly used as a verb: I travel to work by bus.

Journey is only used as a verb in literary, descriptive writing. Trip has a different meaning as a verb (see page 198).



1.4 Listen again and complete these sentences with words and phrases used by the speaker. of the world. 1 People refer to Amsterdam as the of safe and fast cycle lanes in Amsterdam. There is an There is also an effective scheme designed to prevent the ______ of bicycles in the city. 3 It is possible for people who live in Amsterdam or visitors to bicycles. The creation of cycle paths in Portland has resulted in a ______ in the use of bicycles in the city. with commuter bicycles. Portland was the first city in America to provide adults on ____ 6 The bicycles are all everything needed to use them. The world's most successful community cycling can be found in Copenhagen. In Copenhagen the majority of bicycle paths are separated from the main 10 There is a 20 kroner _____ when you use one of Copenhagen's public bicycles. **Public transport** 2.1 Complete the text with the correct words from the box. Vocabulary note eco-friendly fossil fuels get around carbon emissions get around = travel to different places: private cars self-driving vehicles More and more people are getting around by bicycle, especially in big cities. get away with = escape without Dubai recently opened its first Metro network in a bid to punishment for something you have reduce the number of people using their cars and cut done wrong: They attacked the old man (1) <u>carbon emissions</u>. The \$7.42 billion project has so far in the park, but nobody saw them, so they been hailed as a success as thousands of people have opted to got away with their crime. use it to (2) the city, as opposed to their cars. get by = to cope in a difficult situation: It raises the question that, if governments are so enthusiastic I couldn't speak the language, but I got by about citizens relinquishing their (3) with gestures. the environment, what other alternatives are there? How else get out of = avoid doing something: He are people going to get to work conveniently, do their shopping tried to get out of going on the school trip, or generally travel with ease and relative cheapness? but in the end he had no choice. get round to = do something after a Currently, the majority of public transport runs on long delay: I've had her DVD for weeks, (4) which creates pollution and is reliant on but yesterday I eventually got round to finite resources. However, many alternatives, such as giving it back. (5) _____, are being researched. Some of them may seem like preposterous ideas drawn from science fiction, but the drive to find (6) forms of transport is on. 2.2 Answer these questions using appropriate phrasal verbs from the Vocabulary note. 1 If you were in an unfamiliar city, how would you travel from place to place? If you were abroad and couldn't speak the language, how would you cope?

3 How do you avoid doing things you don't want to do?

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

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

Driverless pods

These vehicles seat four people and run along guideways like miniature trams. The service will not be timetabled, and will resemble a taxi service



as a means of getting from A to B. Users will have the advantage of avoiding congested roads and will be able to travel at speeds of up to 32 km/h. Energy consumption per passenger is one quarter that of a car.

Backpack helicopter

Strap on a motor attached to a rotor and take to the skies with your very own backpack helicopter. Popular use of this personal flying machine would require individuals to undergo significant training in



navigation and safety. Jet-packs, as seen in science-fiction films, seem an even less realistic prospect.

Slidewalks

Keep moving even while you're standing still when slidewalks replace conventional pavements. In tests, these devices allowed walkers to move at speeds



of up to 9 km/h. Airports have long used similar systems in the form of travelators. However, equipping our city streets with slidewalks would be a costly business.

Zeppelins

A greener alternative to planes, these flying machines are finally making a comeback. Environmentalists praise the fact that they fly at lower altitudes than planes



and use a fraction of the fuel. Another key advantage is that zeppelins do not need a runway to take off.

Segway

Powered by electricity, these clean-running, two-wheeled machines allow individuals to travel at speeds of up to 20 km/h. However.



they cannot currently be used on most roads. Confined to pavements, users' speeds are restricted.

Magley Trains

These trains use the force of magnetism to drive them, slashing CO₂ emissions and significantly reducing noise pollution in the process. They're



even faster than conventional trains, with a potential top speed of 6,400 km/h. The only downside is that maglev trains are incompatible with the existent rail tracks and these would have to be replaced.

2.4 Complete these sentences with the correct prepositions. There are similar sentences in the texts.

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

Vocabulary note

means = method or way of doing something. Means can be both singular and plural:

The tram is a cheap means of getting around.

There are several means of transport we can use.

We will get there by any means possible.

Listening Part 1

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

Extract One

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

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

Extract Two

You hear two people talking about flying.

- 3 What did the woman think when the pilot started speaking?
 - A She was determined not to lose control of herself.
 - B She was afraid that the plane was in real danger.
 - C She thought the plane was going to turn back because of bad weather.
- 4 Which is the worst part of flying for the woman?
 - A the last few moments of the flight
 - B the time she spends waiting to board the plane
 - C when the plane is about to leave the ground

Extract Three

You hear part of an interview with a man who is talking about travelling on the London Underground.

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

Exam tip

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

Attitudes, memory

Attitudes

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

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











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

1.3 Use an adjective from 1.2 to complete the sentences.

1 The constant rain meant we had a thoroughly miserable time on holiday.

2 When it was time for us to go, she grew almost and I was sorry to leave.

3 When I told him what I'd done to his car, he was obviously very he was literally shaking with rage.

4 I may have looked outwardly but I was actually extremely nervous.

5 Your weekly shopping budget of £20 is hopelessly ... You'll end up spending much more than that.

14	Write the nouns	related to	these ad	iectives.
	tities suc mound			,

1	angry anger	5	confrontational	9	optii
	anxious	6	contented	10	patie
3	apprehensive	7	furious	11	posi
4	calm	0	miserable	12	relay

1.5 Complete these sentences with verbs related to the adjectives in 1.4 above.

1	Relax ! It'l	be okay. Nothing's going to go wrong, I promise.
	Just try to _	down.

- 2 The way to deal with bullies like that is simply to _____ then and say you're not going to put up with it any longer.
- 3 The arrogance of the minister's remarks ______ the opposition leader, who angrily demanded an apology.

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

1000	astonishing excrud petrifying superb	The second second		ALCOHOL STATE OF THE STATE OF T	
1	good supert)	5	scary	
2	hungry		6	silly	
3	painful		7	surprising	
4	sad		8	ugly	

1.7 COLLOCATION Choose the words which collocate with the words in bold to complete the sentences.

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

1.8 The words mood and attitude are used in many expressions. Match the sentences (1-5) with the expressions (a-e).

1	He's very up and down.	a
2	I wouldn't go near him just now.	b
3	He hates anyone with authority.	c
4	He's never put off by a challenge.	— d
5	He doesn't feel like going clubbing tonight.	e

9 optimistic ______

10 patient _____

11 positive _____

12 relaxed

W Vocabulary note

Angry is a gradable adjective. We can make it stronger or weaker using adverbs, e.g. very; quite; extraordinarily; a bit; rather; mildly.

Furious is an example of an extreme adjective as it includes the idea 'very'. This means we cannot use very with furious (not very furious). To make extreme adjectives stronger we use adverbs meaning 100%, e.g. absolutely; completely; thoroughly; utterly; totally: I was totally furious when my brother crashed my car.

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

There are many exceptions to these rules and it is useful to make a note of adverb + adjective collocations you see: faintly ludicrous, thoroughly miserable, bitterly disappointing, endlessly fascinating (See Unit 7, 2.4 for more on gradable adjectives.)

He's got a real attitude problem.

He's not in the mood.

c He's in one of his moods.

d He has terrible mood swings.
 e He's got a real can-do attitude.

Memory

2.1 Think about your own memory and complete these sentences.

1	I have a fantastic memory for	
2	I'm terrible at remembering	
3	A memorable event was	
4	I find it easy to memorise	
5	I always remember to	
6	As a shild I romambar	

W Vocabulary note

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

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

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

(See Unit 10, 2.1 and 2.3 for more on verb + to-infinitive / -ing patterns.)

2.2 Complete the text with words from the box.

forgotten memories mind photographic

As far as our (1)	memories	are concerne	d, my twin sister and I	couldn't be more	different. She only
has to see or hear	something one	e to remember i	t - it's what they call a	(2)	memory.
And she'll (3)		that image or th	at sound more or less	indefinitely. As fo	r me, I've got a
(4)	like a sieve	. If you say some	thing to me now, I'll h	ave (5)	it ten
minutes later. It's a	case of in one	(6)	and out the oth	ner. I'm like an old	person - I've
got a terrible (7) _		memory. By c	ontrast, my long-term	memory is fantas	stic. I can still
(8)	the names	of all the other of	children in my first cla	ss at school – that	t's over thirty years ago.
2.3 COLLOCA	ATION Read	the sentences at	oout memories. Put a	(√) if the senten	ce is about
remembering son	nething. Put a	(X) if the senten	ce is about not remer	nbering / being a	ble to remember.
1 The visit to my	old school tric	garad an aarly m	amore of my force wite	tooch on Ma Dell	

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

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

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

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Exam tip

Study the spaces one by one, paying careful attention to the words before and after the gap. The four options you have to choose from will be similar in meaning but only one will fit correctly in the gap. The correct answer may also be the only word to fit grammatically.

Learning new words in a foreign language

Rer	nem	bering words	successfu	illy is a char	ncy business,	but over the la	st forty ye	ears psychologists have
fou	nd th	ree methods	which cor	nsistently in	nprove this im	portant languaç	ge learnin	g (0)These are:
crea	ating	a visual (1)	for	the word yo	ou want to ren	nember; forming	g word as	sociations; and recalling
the	wor	d by (2)	of a sto	ry. (3)	_ into attemp	ots to remember	lists of w	ords has shown that these
me	thod	s (4) ir	memory	improveme	ents of ten per	rcent over simp	y reading	words once.
Nov	v, ne	ew studies hav	e shown	solid (5)	for a fou	rth method whi	ch can be	added to the other three;
it's	surp	risingly simple	e. It only (6) s	aying the wor	d you want to re	emember	to yourself. It doesn't even
see	m to	matter if you	don't say	the word a	loud - it only	has to be mout	hed. Acro	ss eight experiments in
								ound memory improvements
		nes in (8)						
0	A	capability	B	skill	С	capacity	D	competence
1	Α	impression	В	photo	С	сору	D	image
2	Α	means	В	ways	С	methods	D	processes
3	Α	Enquiries	В	Studies	С	Research	D	Questions
4	Α	result	В	lead	С	cause	D	produce
5	Α	indication	В	support	С	data	D	evidence
6	Α	includes	В	needs	С	involves	D	implies
7	Α	participants	В	applicants	С	contestants	D	contributors
8	A	surplus	В	excess	С	addition	D	extra

Fame and fortune

Celebrity culture, reality television

Celebrity culture

	AND THE RESERVE OF THE PERSON
1.1	Write the names of people you know that fit these descriptions

- 1 a national sporting legend ______ 4 a world-famous celebrity _____
- a television personality
- a big name in showbiz

- 5 someone who is famous for no particular reason

1.2 Choose the correct words to complete the first part of this text.

Celebrities have immense social capital: they have many social perks and get jobs that are (1) rarely / readily available to ordinary people. Long after they are at the peak of their career, celebrities can still get (2) expensive / lucrative work in areas unconnected to their (3) benefits / talents. A former footballer, for example, might be paid to attend a public (4) appearance / entrance and speak on a subject totally unrelated to their accomplishments.

The mass (5) medium / media plays a key role in promoting the (6) exposure / exposé of celebrities and this has led to celebrity becoming a sought-after status. While many people aspire to achieve fame and envy celebrities, the lifestyle is not without its drawbacks. Some stars who have (7) attained / undergone celebrity often suffer from life in the public eye and the risk of being (8) stalked | obsessed by fans.

Vocabulary note

The word celebrity can be a countable or uncountable noun. Some envy celebrities and many aspire to celebrity.

a celebrity = a person who is famous

That magazine is full of photographs of international celebrities.

celebrity = the state or quality of being famous Celebrity has become a soughtafter status.

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

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

1.4 Which word in each group is different? Why?

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

¹ Prosperity is not about how much people like you.

1.5 Complete the second part of the text from 1.2 with words from the box.

attaining	g rewards	consul	tancy	credibility	non-famous
reality	talented	royalty	sectors	value	

Celebrity culture has pervaded	almost all (1)sectors
	ricted to (2),
film stars and singers. However	
of people can achieve celebri	
	be huge. (4)
	, as is advertising branded products.
Watch any (5)	TV show and you will find
contestants who dream of (6)	celebrity.
	eve is likely to be fleeting and with
limited social or economic (7	
In many industries, such as the	ne arts, celebrity can be
advantageous. Many (8)	people working
	atively poorly paid even though
	as their more famous
	resentment amongst colleagues,
	loss of (10)

attention coverage empire endorsements

3

Vocabulary note

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

- adjectives: non-addictive, nondisposable, non-essential, nonjudgemental, non-political, non-profitmaking, non-specific, non-standard
- nouns: non-believer, non-smoker, non-swimmer, non-fiction

16	COLLOCATION	Complete the compound nouns in bold with a word from the box.
1.0	COLLOCATION	Complete the compound hours in bold with a word hom the box.

1	He has a global media empire worth billions of dollars and his wife is a supermodel.
2	She wanted to marry a footballer so that she could experience a celebrity
3	Designers try to get celebrity of their products as a kind of walking advertisement.
4	Media of the royal visit largely focused on the princess's wardrobe.
5	Celebrity, true or otherwise, sells a lot of newspapers these days.
6	The persistence of media from the likes of paparazzi can be uncomfortable and intrusive.
1	.7 Find and correct the two misspelt words in each sentence.
1	Paparrazi who stack celebrities can earn large sums of money. Paparazzi ,
2	I dislike famos people, but think I still envie them a bit,,

Celebrities who acheive fame very quickly are often forgetten just as quickly.

Many very tallented individuels never become famous.

Retired sports personnalities often earn money form speaking fees. _____ I highly recomend her biography. It's full of wierd celebrity anecdotes. _

Reality television

- 2.1 Choose the definition of reality television which is closest to your personal opinion.
- 1 A TV genre featuring ordinary people in unscripted dramatic or humorous situations.
- 2 Live television that monitors the behaviour of real people in manufactured situations.
- 3 A type of programming which shows how ordinary people behave in everyday life.

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

complete rubbish my kind o	f television α bit of an ϵ	embarrassment	relaxing entertainment
peaker 1 Sp	peaker 2	Speaker 3	
2.3 🔼 46 Listen again and	d complete these senten	ces with words u	sed by the speakers.
Speaker 1 compares watchin	ng a reality television prog	gramme to readir	ng a
Speaker 1 thinks people nee			
Speaker 2 compares reality t			
			of reality TV shows.
Speaker 3 is interested in ho			
Speaker 3 is fascinated by the			
	согр	copic who have i	iever met.
2.4 WORD BUILDING Co	omplete the table with w	vords which have	e related meanings.
Noun	Verb		Adjective
(person)	Verb		addictive
(problem)			(problem
drama			(problem
(film/TV ada	aptation)		3
(person)			
CONTRACTOR OF THE CONTRACTOR O			
fantasy (person)			
	manipula	ite	

Reading and Use of English Part 2

For questions 1 - 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



Exam tip

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

	The H	ollywo	ood Star System	
The star system was the m	ethod (0)of		_ creating, promoting and e	exploiting movie stars of
early twentieth-century Ho	llywood cinema. In t	he pas	st, studios used (1)	select promisir
young male and female ac	tors, then glamorise	and c	reate new personalities for ((2), off
inventing new names and	even new family and	socia	l backgrounds. Legendary a	actors (3)
were put through the star s	ystem include Cary	Grant	and Joan Crawford.	
The star system put an em	phasis (4)		_ the image rather than the	acting skill.
(5) was e	expected that wome	n wou	ld behave like ladies at all ti	mes, and were never
allowed to leave the house	without stylish cloth	nes an	d full make-up. Men always	had to behave like
gentlemen (6)	public.			
Just (7)s	studio executives, p	ublic re	elations staff and agents wo	orked alongside the actor
to create their star persona	lity, so they would w	vork to	gether to cover (8)	any incidents
that could damage the pub	lic image of the star	. A sta	r's personal problems, such	as divorce, would
be suppressed.				

Families, friends

Families

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

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

The role of grandparents in children's upbringing

- (1) The word grandparents is descriptive of the unique dual parenting role that this generation assume. It emphasises the vital part they play in family life. With a wealth of old world experience behind them, and with the unique ability to metamorphose from advisers or mediators into listeners or friends, they can offer support and stability in an ever-changing world.
- (2) The underlying sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and absolutely dependable.
- (3) Grandparents often bridge the gap between parents and their children. Rebellious, independent children who are trying to find their feet are almost always at loggerheads with their parents. The role of grandparents can be very important provided they act as impartial judges and are able to convey this feeling to both parties. Grandchildren prefer to listen to their grandparents rather than their parents, who often find themselves up against a brick wall.
- (4) One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing outlooks, children have started to question the validity of everything around them. Globalisation has eroded their sense of belonging and weakened identification with their roots. Science and technology force them to doubt every traditional belief.
- (5) Parents, who have so many demands on their time, are perhaps not in the best position to instil traditional values in their offspring. Children are very demanding and grandparents, without appearing to be pushy, have both the time and the experience to deal with tantrums. They can appease, soothe and impart values with tremendous ease. Our Indian culture is rich and varied, but how many children recognise this? Grandparents can teach them to appreciate cultural traditions and inform their moral development.

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

- 1 have a wealth of -
- 2 perform a balancing act
- 3 be at loggerheads
- 4 bridge a gap
- 5 be up against a brick wall

- a find it impossible to make progress
- b deal with different demands at the same time
- c provide a connection
- d be unable to agree
- have a lot of

-	
13	Read the text again and find words which match these definitions.
200	head the text again and find words which match these definitions.

- 1 a strong state which is unlikely to change or fail (paragraph 1)

 2 trustworthy and reliable (paragraph 2)

 3 not favouring one side in a disagreement (paragraph 3)

 1.4 Now complete these sentences using words and phrases from 1.2 and 1.3.
- Adults often have to perform <u>a balancing act</u> between looking after their children and caring for their ageing parents.
- 2 Money from parents often ______ between what students can earn and what they need to pay out.
- 3 My best friend is thoroughly ______ . She's always there when I need her.
- 4 My brother and I never really got on very well. We were constantly
- 5 Parents and grandparents provide the ______ which children need in their early years.
- 6 Parents should not take sides in their children's disputes. They should remain
- 1.5 Which of these verbs from paragraphs 4 and 5 have similar meanings? Use the text to help you.

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

appease - soothe

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

1 idyllic troubled traumatic turbulent

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

An idyllic childhood does not cause problems.

2 middle-class privileged tough sheltered

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

close-knit dysfunctional loving supportive

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

4 committed solid stable uneasy

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

5 concerned distraught pushy worried

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



The usual form of nouns from phrasal verbs is: verb + particle:

Communications broke down between the parties.

There was a breakdown in communication.

The rocket is due to lift off at 5.30 this afternoon.

Liftoff is at 5.30 this afternoon.

Another form these nouns take is: particle + verb:

The disease broke out in the poorest part of the city. The outbreak started in the poorest part of the city.

Here are some more examples:

set out / from the outset, take in / this year's intake, cry out / a public outcry

Friends

2.1 Read these quotes	about friendship. Put a (\checkmark) if you agree.	Put a (X) i	f you disagree.
1 'A true friend is one wh	no overlooks your failures and tolerates yo	ur successe	s.' (Doug Larson)
	iends in two months by becoming interest people interested in you.' (Dale Carnegie)		people than you can in two years
3 'Few friendships would	I survive if each one knew what his friend s	says of him	behind his back.' (Blaise Pascal)
2.2 Complete this em	ail to a radio programme with words from	m the box.	
advice conflicts cont	ribute go into partnership ruin		
but I am reluctant because Does anyone have any wo suggestions on how we sh	ke to (1)go intobusiness together of potential (2) that may about doing be ould structure our business (5) and can (6) in a range of	y (3) usiness with , give	friends? I'd also like some in that all of us will be making a
advise against going into	ole called the radio show to give their adv business with friends? Listen and check.		
2.4 247 Listen aga	in and match the speakers with the advic		
Speaker 1	 a warns against business part 		
Speaker 2	b suggests including people v		
Speaker 3	c advises against endangering		
Speaker 4	d stresses the importance of	written plai	ns and legal documents.
2.5 Match the phrasa	I verbs in italics with their definitions.		
1 If business partners fa	ll out, the business may suffer.	а	become less close over time
2 We really don't want t	to mess up our relationship.	b	begin to feel romantic love for
3 It looks like my brothe	er and his friend have broken up.	С	disappoint or fail someone
4 My father fell for my n	nother the first time they met.	d	end a romantic relationship
5 Real friends will never	let you down.	e	argue and be on bad terms
6 They used to be best	friends, but they've drifted apart.	f	create problems, damage
2.6 Complete the sen	tences with a noun from the box.		
break-up falling out	letdown		
	pectations of her, so this kind of behaviour of the star's marriage was all over the p		•
3 They had a terrible	. I don't think they'll be speaking to	each other	for a while.

Listening Part 3

You will hear part of a radio interview in which two psychologists, Stella Burrows and Simon Peres, are giving advice to office workers. For questions 1 – 6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 Why does Stella mention 'the smooth talker' and other office types?
 - A They are successful personas to adopt.
 - B They are people who don't contribute much to a company.
 - C They are kinds of people we should try to avoid in offices.
 - D They are characters every office worker will recognise.
- 2 According to Simon, what should 'live-to-work' employees consider?
 - A the best way to impress their boss
 - B what colleagues really think of them
 - C achieving a work-life balance
 - D perfection is desirable
- 3 According to Stella, why might colleagues be irritated by 'work-to-live' types?
 - A They seem to have no ambition.
 - B Their excuses may be unconvincing.
 - C They may not do their fair share of work.
 - D Their lack of effort goes unnoticed by senior staff.
- 4 Simon thinks the majority of employees
 - A are too conscientious.
 - B are neither of the types described.
 - C do not make enough effort.
 - D have a healthy work-life balance.
- 5 According to Stella, what will happen if someone does not take their job seriously?
 - A They will irritate their colleagues.
 - B Their colleagues will feel obliged to work harder.
 - C Their colleagues will envy them.
 - D They will lose the trust of their colleagues.
- 6 Stella warns employees against
 - A constantly seeking advice from superiors.
 - B asking colleagues for their views.
 - C giving advice which was not asked for.
 - D openly criticising other people's contributions.



Exam tip

Before you listen, read through the questions and underline the main idea in them. This will provide a focus for your listening. While listening, wait until the speaker has finished talking before you choose your answer. Listen for the idea expressed in the four possible answers rather than for specific words.

Holidays, enjoying exercise

100	olid		
	1116	CAN	-
	the same of		

1.1 A	nswer these o	uestions	from a	holiday	questionnaire.
-------	---------------	----------	--------	---------	----------------

- 1 What was your most recent holiday destination?
- 3 Why did you choose this destination?

2 How did you travel?

4 What kind of accommodation did you choose?

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

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

holidays to (2) were pretty much u (3) our aged car with the necessary	red to those offered by today's budget airlines. Package inheard-of. Instead my parents would belongings, and our family holiday would begin with a
Each year, my parents booked a different (5) (6) and invariably with no mod co There wouldn't even be a washing machine, never mi	cottage, usually next to an ns whatsoever. The beds were always lumpy and damp.
	breaks in the sun. Who wants all-inclusive resorts ? Who needs artificial lagoons featuring wave ear-old girl on a Scottish beach with a bucket and spade

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

a break for parents and their children <u>a family holiday</u>
a holiday with outdoor activities <u>a holiday in another country</u>
a day off from work for everyone <u>a holiday at the seaside</u>

to arrange and pay for a holiday _

W Vocabulary note

- verb + holiday: go on have a take a book a cancel a holiday
- adjective + holiday: publid annual two-week foreign exotic holiday
- noun + holiday: package/ beach/ family/ adventure holiday
- holiday + noun: holiday resort/ destination/ season/ insurance

- 1.4 Write sentences of your own which include these collocations.
- 1 cancel a holiday
- 2 winter holiday
- 3 holiday resort
- 4 holiday insurance
- 1.5 Match each word in the box with a word in italics with a similar meaning.

artificial authentic exotic extravagant isolated local spectacular unheard-of

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

Enjoying exercise

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

aerobics eycling football martial arts swimming tennis walking

- 1 <u>cycling</u> accident, enthusiast, helmet
- 2 class, routine, workout
- 3 ______instructor, fighter, expert
- 4 _____tour, boots, pace
- 5 _____ pitch, league, tournament
- 6 _____lesson, coach, court
- 7 _____ costume, goggles, pool
- 2.2 Complete the following sentences with collocations from 2.1.
- She's something of a <u>martial arts expert</u> and is a black belt in judo and karate.
- Our PE teacher used to make us run the length of the if we misbehaved.
- The traffic was so bad that we crept along at a ______ for most of the journey.
- 4 I can't come in the pool with you. I've left my
 _____ and my towel at home.
- 5 I go with some of the other girls to a regular which keeps me fairly fit.



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

For me aerobics is exhausting but exhilarating.

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

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

V Vocabulary note

Exercise can be uncountable or countable as a noun.

The uncountable noun describes physical activity that people do to keep fit and healthy:

Regular exercise is good for you. Swimming is my favourite form of exercise.

The countable noun has several uses:

- specific physical or mental activity to improve something:
 I do stomach exercises every day. I'm not keen on doing grammar exercises.
- a course of action to achieve something specific:
 The company statement is part of a public relations exercise.

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

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

2.6 Complete the phrases in bold in the questions with the correct prepositions. There are similar sentences in the recording script. Answer the questions about yourself.

- 1 What kind of things put you _____ exercising?
- 2 When do you catch _____ with gossip?
- 3 How do you burn _____ calories?
- 4 What do you do when you're low _____ energy?
- 5 What kind of social activities do you hang _____from?
- 6 How often do you **get out and** _____ in your neighbourhood?

V

Vocabulary note

The phrasal verb particle off has a number of meanings:

- departure or separation, e.g. get off, close off:
 - They've closed off the city centre because of a bomb scare.
- beginning, e.g. set off, start off, trigger off:
 - The incident triggered off a political debate.
- stop or cancel, e.g. call off, cut off, switch off.
 They've called off tomorrow's meeting.
- decrease or completion, e.g. burn off, wear off, tail off:
 The effect of the medicine is wearing off now.

Reading and Use of English Part 8

You are going to read an article about travelling in China containing advice for European tourists. For questions 1 – 10, choose from the people (A – E). Each person may be chosen more than once.

Which writer	
advises tourists not to spend time worrying about getting the best deals?	1
gives advice to tourists considering travelling alone?	2
expresses regrets about communication with local people?	3
mentions the advantages of being with somebody who can speak the local language?	4
suggests a way to meet ordinary people on public transport?	5
suggests a region where travellers can find cheap accommodation?	6
warns against travelling by plane?	7
suggests an economical way of paying for a range of services?	8
advises people to book before they travel by rail?	9
warns travellers that one of the nighttime travel options is illegal?	10

China on a shoestring?

A

You can probably manage on less than 30 euros per day. To do this, you'll have to look for the lowest fares on buses or trains and stay in hostels or budget hotels, of which there are many in southwest China. Taking the train is the best way of getting from one big city to the next, but buses are more economical. There are buses you can sleep on for long journeys – but having said that, they're pretty uncomfortable. One thing I can't stress enough: you'll miss out on the real China if you fly. Getting off the beaten track is best done by other means. However, in rural areas the language barrier was a challenge for me. I'm only sorry I wasn't able to converse more effectively.

B

I'd always liked the thought of being a solo traveller, but I think I'd probably had a better time going on something organised. My travel and accommodation cost about a hundred pounds a week, then there was food and flights to China on top of that. Once I'd paid, I didn't have to worry about money or anything else and I had people to share the experience with. I'd really recommend this option if you are in the same position. Our guide was a native speaker but fluent in English. He accompanied us everywhere and made everything so easy for the group.

C

Beijing seems really expensive to start with, but you soon find out how to get by on a budget and still eat well – the restaurants near the station are a good place to start. If you're going to travel around China by train, I'd suggest that you buy your ticket in advance, especially if you want to travel on a public holiday. And if you choose the cheaper seats, you'll be sure to get acquainted with the real Chinese. I can guarantee that they'll be interested in you. I've heard that you can travel pretty cheaply by plane these days, but I don't feel like I missed out. I would not have come into contact with so many locals if I had prioritised my own comfort whilst travelling.

D

If you go all the way to China, make sure you do as much as possible, instead of constantly looking for the least expensive ways of doing things. Obviously organised trips cost a little more than doing everything yourself, but I think you have a better experience. The travel reps are very efficient and want to make sure you get a good impression of the places you visit. As everything's set up in advance, you avoid misunderstandings and difficulties which can arise if you're trying to make arrangements in an unknown language.

E

Compared with travel in Europe, the cost of public transport in Chinese cities is incredibly cheap. In the capital, Beijing, for example, it only costs the equivalent of 30 cents to travel by underground anywhere in the city. If you buy what they call a "pass", you can travel around the city, but it can also be used to pay for public phones, for taxi fares or even to buy things in supermarkets. In many cities, taxis are a real option for travellers on a tight budget. If you share with other tourists, it can be cheaper than taking the bus. If you intend to go out at night, there may be night buses, but taxis are the most likely choice of transport, although some private citizens offer a taxi service in their private cars. These are often cheaper than taxis, but if you use them, you may be in danger, and you should remember that taking a "black taxi" is actually forbidden in China.

39 Media

News and information, press freedom

News and information

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

access to directly expert analyst media channels mobile devices reported stay up-to-date subscribe to targeted information tuning in Information sources of the future The first and most dramatic change is the advent of social news. Social news is rapidly becoming the means by which we (1)	_
Information sources of the future The first and most dramatic change is the advent of social news. Social news is rapidly becoming the means by which we (1) stay up-to-date with what is going on in the world. News is no longer (2) solely by journalists. News can now come from anyone – bypassing the traditional (3)	
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The number of these services is going to explode in years to come. In a world where we have	ea f
important element of delivery. And this will expand far beyond the simple geo-targeting that we see today.	a very ay.
1.3 Find words and phrases in the text which match these definitions. Vocabulary note	
1 ignore a normal part of procedure to progress more directly bypa.55 The original meaning of the word char a passage for water: The English Chan between England and mainland Europe.	annel lies
2 not edited or censored It is now also used to mean a way to	
3 news from websites where members decide the stories which are given priority communicate information: diplomatic television channel	atic channels,
Channel can also be used as a verb, m	meaning do
4 appear for the first time something in a particular direction: F 5 use channel his energy into something more	re positive.

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

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

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

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

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

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

Press freedom

Put a (✓) if you agree with a statement.

	What does the term freedom of the press mean to you?
4	what does the term freedom of the press mean to you:

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

Error warning **O**



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

- LARGE: a large number/a large quantity/a large amount
- GREAT: great pleasure/great importance/great fun/great success
- WIDE: a wide choice/a wide range/a wide variety
- BIG: a big increase/a big improvement/a big problem/a big surprise/a big impact

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

Politicians in Iceland are developing laws (1) improve freedom of speech. The 'Icelandic Modern Media Initiative' is their response to increasing pressures on the freedom of information. The laws, which are some of the most liberal in the world, are being introduced (2) the aim of protecting freedom of speech in Iceland as (3) as increasing the country's attractiveness to journalists.
The initiative aims to make (4) possible for journalists, bloggers and publishers to publish (5) fear of punishment and focuses on the need to protect sources from any investigation (6) their identity. (7) theory, foreign media companies operating out of Iceland could also benefit from these laws.

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

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

2.4 \(\) Listen to the first speaker again and complete the text with words she uses.

Iceland wants (1)	journalism to be free of
uniustified interference	e by the rich and powerful. Although I
theroughly approve o	f the idea, the difficulty is that the rich
	fit from freedom of (2)
by publishing materia	I which is either a gross infringement of
the (3)	of an individual, or misinforms the
general public on imp	ortant issues. Allowing international
media organisations to	o say what they like, free from any
	, creates a new form of totalitarian state.
Iceland risks creating	libel tourists - media corporations that
want to profit, withou	it fear of correction or sanction, at the
(5)	of the individual.

W Vocabulary note

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

- I thoroughly approve of the idea.
- I wholeheartedly support Iceland's move.

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

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

2.5 Complete these sentences with your own ideas.

- 2.6 Choose the correct definitions for the words in italics used by the speakers.
- 1 '... by publishing material ... '
 - a substance which objects are made from
 - b information used when writing something
- 2 '... without fear of sanction ... '
 - a an action taken to make people obey a law
 - b official approval or permission

- 3 '... one European country revises its laws ... '
 - a to study something previously learned
 - b to change something in order to improve it
- 4 ' ... a fantastic and innovative proposal ... '
 - a statement of opinion or judgement
 - b formal suggestion or plan

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).



Exam tip

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

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

	WONDERING					
I was won	dering whether you	could buy me a newspaper when you're out.				
When I leave	e university, I hope to b	become a serious investigative journalist.				
When I leave	e university,	to become a serious investigative journalist.				
Individuals a	ire not wealthy enough	n to take international media corporations to court.				
Individuals of	annot	international media corporations.				
Traditional n	Traditional newspapers will probably have disappeared by the year 2020. LIKELY					
By the year	2020,	will have disappeared.				
Regular telev	Regular television broadcasts began in 1937.					
SAW						
1937		regular television broadcasts.				
I don't think	I could live without a d	daily newspaper.				
IMAGINE						
1,	witho	out a daily newspaper.				
I spent all me	orning looking for the in	nformation I wanted.				
тоок						
It	for the	he information I wanted.				

Employment patterns, economic migration

Employ	yment patt	erns	·V	Vocabulary note
1.1 Which of the in where you live? P	ese industries are people ut a (🗸).	employed	en	ake an employee redundant; lay an nployee off (informal) = an employ o longer needs members of staff:
agriculture	entertainment	mining		father was/has been made
construction	finance			lundant. ey're laying me off next month.
customer services_	insurance	retail	• dis	smiss an employee; fire/sack an
education		technology	100000000000000000000000000000000000000	nployee (informal) = an employee insuitable:
1.2 Match each	word list with one of the	e industries in 1.1.	He in	was fired because he always came late.
1 coverage; premiu	ım; payout; policy <u>insu</u>	irance_		e management dismissed him for sconduct.
2 satisfaction; expe	ectations; bill; loyalty		100000000000000000000000000000000000000	sign = the employee chooses to
3 contractor; labor	urer; site; estate			ave the employer:
4 mineral; extraction	on; pit; drill			esigned two weeks ago. tire = an employee has come to th
5 harvest; pesticid	e; tractor; produce			nd of their career:
	y; promotion; festival		M	y dad retired when he was 62.
1.3 52 Liste Speaker 1	n to three people talkin Speak	g about work. Are these		true (T) or false (F)? aker 3
	iob in a local 3 He	has lost two jobs	5 H	His father used to run the farm.
		is quite relaxed about		Secretary and the province of the secretary of the secret
			6 H	He employs five people
		hese sentences with word		
1 When Speaker 1	left school, there was ve	ry little		•
	ained in			
3 The work Speak	er 1 did when she was yo	unger is now done in an Ir	ndian	
4 Speaker 2's fathe	т	at the age of sixty-	five.	
5 Speaker 2 has be	en	from two jobs.		
6 Speaker 2 thinks	it is more worrying to b	e	in m	iddle age.
7 Speaker 3 doubt	s that his children will		_ him on	the farm.
8 Speaker 3 finds i	t difficult to make enoug	th money to		

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

acquire	compensation	dictate	dismiss	disturbs	employer	enquiries

1	We always get a lot of a	uestions from customers	who have misplaced their bill	ls. enquiries
---	--------------------------	-------------------------	-------------------------------	---------------

- 2 Employment laws lay down the warnings we have to give an employee before we sack them.
- 3 What bothers me is the significant increase in the number of unemployed graduates.
- During the week you will pick up many of the IT skills needed in the modern workplace.
- 5 If you hurt yourself at work, your boss may have to give you some money.

1.6 Choose the correct word in these sentences.

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

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

Error warning **②**

Job is a countable noun which refers to a particular employment:

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

Work is an uncountable noun which describes the general activity in which we use effort:

I've got so much work to do. Work is also a verb.

J	ОВ	description	market	offer	opportunities	satisfaction	security	seekers
1	WORK	clothes	colleagues	environment	experience	load	permit	space
1	The job_	description	says you n	eed to have at l	east some releva	nt work		
2	I get abso	lutely no job _		when my w	ork	is so hi	gh.	
3	Job	c	annot be gua	ranteed during	an economic do	wnturn.		
4	To create considera			, lighting	, space and noise	e levels must b	e taken int	0
5	She's wait	ting for her wor	k	to arriv	e and then she ca	an accept that	job	
6	The job_		is particul	arly tough for jo	b	fresh from	n school o	r college.
7	Many of my work			are looking for new job		out	outside the company.	
8					able work	a	and please	remember to

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

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

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

Economic migration

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

1 Paula found Ireland depressing.

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

Ireland's brain drain

Complete with a degree from a top Irish University and ready to join the world of work Paula McGrath struggled to find a job at home, so she decided to try her luck in the USA and escape the doom and gloom of the Irish economy. Now she can be found working in a restaurant in New York.

I graduated in Media Studies and came here to the US, which for many is the land of opportunity. I haven't landed the job of my dreams yet, but the excitement of living and working in a city like New York is like a dream come true in itself.

I always thought that I would stay in Ireland after I had graduated. The days when the country had a thriving economy were long gone, but there were still jobs for the more educated members of the workforce. At university I was aware that I couldn't wait for a job opportunity to spring up though, as there were plenty of people to fill gaps in the labour market when jobs were created.

At the same time Ireland was continuing to *churn out* more and more highly educated and highly motivated graduates, so I needed a plan to be able to compete. I decided that I would study as hard as I could and get the grades I needed to embark on a career.

I graduated with good grades and I was lucky enough to find a job in Dublin that had really good prospects. From my first day there I imagined myself climbing the corporate ladder and becoming an executive in the company. It was not to be though; after six months the company went bust and, all of a sudden, I found myself without a job.

I spent about six months trying to find a permanent job, but apart from some *freelance* work I couldn't find anything. I started to feel my work *ethic* disappear. It was at this point that I decided that it was time for a change. I came to the decision that I would try my luck in America. I applied for and got my visa and I haven't looked back since.

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

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

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

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

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

I face new opportunities and challenges every day.



Exam tip

Read the whole text first for a general idea of the topic, then look at the gaps and try to work out what type of word is missing, for example, a noun, adjective, etc. When deciding how to change the words given, think about whether the words need prefixes or suffixes.

	My ideal work environn	nent	
I believe a work of	culture that matches employee	es' (0) personalities	PERSON
is vital for worker	rs' job (1) as	well as for a company's	SATISFY
business success	s. My ideal work environment	is creative, fun and	
relaxed. At work,	I always feel (2)	and there is a	APPRECIATE
spirit of teamwor	k and positive energy. I respec	ct my boss for his or her	
qualities of (3)	, integrity and	friendly positive nature.	LEADER
I know I can mak	e a real (4)	by using my unique talents	CONTRIBUTE
and skills in orde	r to make a difference in a cor	npany which is focused	
on achieving clea	arly defined (5)	. My team and the	OBJECT
company work to	ogether to introduce (6)	innovations.	TECHNOLOGY
Within the compa	any, each member of the (7)	is given	WORK
the chance to lea	arn and develop new skills to h	nelp the company achieve	
its goals. I look fo	orward to coming to work eve	ry day because I am an	
(8)	part of an organisation w	hose work I believe in.	ESSENCE

Economics and business

Economic problems, business tips

Economic problems

4 keep a _____ on our spending

1.11 Find expressions in the newspaper headlines which match the definitions. The first letters are provided. PENSION FUND CRISIS ECONOMIC DOWNTURN WORLDWIDE RECESSION CRASH ON WALL STREET! 500 firms could go bust Inflation soars Pound weakens against dollar Profits fall INTEREST RATES CLIMB Stocks tumble Slump worsens Credit crunch hits home 1 money set aside to provide income for people 5 a situation where the value of something suddenly when they are retired decreases pension fund 2 become bankrupt 6 increase in prices leading to an increase in the cost g_____b__ 3 period of economic decline (3 different words) r_____; s_____; d___ 7 the charge, in percent, for borrowing money i_____r_ 4 economic situation where banks stop lending 8 go down in value (3 different words) t_____; w_____; f_____ 1.2 53 Listen to two Americans talking about their family's financial situation. What rising costs concern each speaker? Speaker 1 _____ Speaker 2 ____ 1.3 \[\sum_{53} \] Listen again and complete the phrases in italics with words used by the speakers. Speaker 1 Speaker 2 1 the whole economy's in a _____ 5 people finance their college fees through _____ 2 _____ their mortgage repayments 6 college fees are going up at an _____ rate. 3 What's _____ my family the hardest 7 Some of our friends are already getting ___

8 with the economy in _____ anything could happen

1.4 Match the definitions (a-h) with the phrases	s in italics from 1.3.
a become nervous	e increase at a worrying speed
b continue paying off a loan	f control something tightly
c worsening uncontrollably	g pay for something by borrowing money
d in a depressed state	h most seriously affected
1.5 Complete the news article with words from to	
Low holiday spending	g due to economic worries
believed the situation was getting worse. This is bad news for (2) trying to since the survey showed that roughly 63% of responding the figure is unchanged since last year, when retaile	% of Americans rated the economy as 'poor' and 46% we eke out their earnings this holiday season, especially idents said they planned to spend less this holiday season. ers had one of the worst showings ever and had to slash
prices even before Christmas to help move (3) Even the news that household (4) indicated they'd be spending more on items like gas further cutting what they spend on (5)	inched up is a double-edged sword. People surveyed and groceries, but they're making up for this increase by
money left over after paying their bills, but expect the coming months. Most people have already cut their for average Americans trying to make ends meet. The	to fall even further in the spending to the bone, so it's not clear what lies ahead to stock (7) may be rising and some, but make no mistake: this data shows that we're
1.6 Find phrases in italics which match these del the article.	finitions in Vocabulary note
1 increase slowly inch_up	Notice these verbs used when reporting the findings of research:
2 survive financially 3 still in danger	New research found that 56% of Americans rated the economy as poor :::
4 reduce expenditure to a minimum	the survey showed that roughly 63% of respondents said they planned to spend less :
5 make something last longer	People surveyed indicated they'd be spending
6 both an advantage and a disadvantage	mora on itame like age
1.7 Add words and phrases with similar meaning	gs from the box to the lists (1–3).
cut disconcerting disturbing lower reduce	rise dramatically rocket soar worrying
1 shoot up <u>rise dramatically</u> , 2 slash,, 3 troubling,	

Business tips

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

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

Top tips for starting your own business	
nen seeking investment, make sure you put the time and effort into developing a solid business plan you present to potential investors. The personal touch is also important, so try to build a good working attionship with your bank manager – it makes a big difference.)u
en setting up a business, there's often no need to spend large sums on offices, fancy logos and design niture. It is far more important to keep a low cost base at the start, and keep costs as variable as you can ke sure you are not locked into long contracts, for example.	
all businesses often have advantages over their larger competitors. If you can respond quickly to cust feedback and always maintain the personal touch, your business may <i>thrive</i> where larger competitor e to struggle to react in such a dynamic way.	
a sponge, learn from others' mistakes, as well as your own, and proactively seek out mentors. The In especially social networking make it easy to connect with other small business owners. It's important of a buzzing business community.	

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

Word in 2.1	Possible repla	cements		
1 build	develop	establish	produce	maintain
2 set up	bring on	establish	launch	start
3 thrive	accomplish	flourish	prosper	succeed
4 seek out	meet up	look for	search for	try to find

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

- 1 We are putting extra resources into / for training our customer service team.
- 2 I will be presenting this quarter's figures to / at the board at this afternoon's meeting.
- 3 It is vital that we get every member of staff to focus about / on what we want to achieve as an organisation.
- 4 As the first to enter the marketplace we will have enormous advantages of / over rival firms.

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

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

Writing Part 1 An essay

You must answer this question. Write your answer in 220 - 260 words in an appropriate style.

You have listened to a radio discussion programme about the problem of young people not being prepared for employment. You have made the notes below.

Solutions to the problem of young people not being prepared for employment:

- school training programmes
- employers' programmes
- work experience

Some opinions expressed in the discussion:

"Employers should not be expected to train future employees in basic skills."

"It is the responsibility of schools to prepare students for the world of work."

"Young people should realise that starting work requires commitment and a readiness to learn new skills."

Write an essay discussing two of the solutions in your notes. You should explain which solution you think is more likely to be successful, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.



Exam tip

It is important that you make sure that what you write will make sense to the reader. This means presenting clear arguments in which the sentences and paragraphs are linked in a logical way. Remember to give reasons to support your ideas.

Animal life, trees and plants

					-
Ar	1111	na	П	П	re

Vav		
Answer t	hese o	questions.

- 1 Which animals are commonly found in your country? 3 Should we be worried about animal extinction?
- 2 Which animals are commonly eaten in your country? 4 How important are animal rights in your country?

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

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

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

1.3 Complete the table with the words in the box.

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

1.4 Which animal from 1.2 and 1.3 ...

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

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

- 1 calf; foal; grub; kitten ______ 4 burrow; den; enclosure; kennel _____
 - clone; rear; slaughter; vaccinate _______ 5 groom; hibernate; mate; nest ____
- 3 colony; herd; pod; shoal _______ 6 antennae; claw; fang; trunk ______

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

- Scientists are trying to protect bees from _______
- 2 The proportion of human food production which relies on bees is ______

1.7 Complete the article with words from the box.

declining disappear economic existence grains humans pesticides pollinate population vital

The bee (1)population		in recent years. Bees
are (3)	to humans and our (4)	is linked very closely to theirs.
We rely on bees to (5)	the crops we h	arvest and for almost every plant on Earth.
Crops such as cereals, (6) _	and pulses	which are pollinated by bees, form a major part
		we eat is dependent on bees. If bees were to
		ocial and (8)losses
would be huge. The impact other species that rely on be	wouldn't only be disastrous for ((9) but also for many
However, it's not all bad new	vs. We can all do something to h	elp maintain bee levels. We can make
(10)i		ttract bees and avoiding the use of





Vocabulary note

The word species has the same form in the singular and the plural:

The panda is an endangered species.

There are thousands of species of bees.

The word series is similar:

Have you seen the new wildlife series on TV?
There have been four series of these wildlife documentaries.

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

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

Trees and plants

- 1 We didn't use to recycle things, but we've turned over a new leaf and we recycle everything now.
- 2 The government should stop beating about the bush and tell us the truth about climate change.
- b deal with a problem before it gets worse _____
- 3 People had started leaving rubbish in the park, so the council introduced fines to nip it in the bud.
- 4 He doesn't look after himself any more. He's really gone to seed recently.
- deteriorate in appearance or condition ____
- d start behaving in a better way ___

2.2 >54 How do people use plants? Make a list. Listen and check your list against the uses mentioned by the speaker.

Error warning **O**

Plants provide (us) with the air we breathe. (not Plants provide us the air we breathe.)

2.3 Listen to part of the recording again. What do the following provide?

- 1 timber from trees
- 4 the bark of a yew tree

2 cotton plants

5 aloe and jojoba

- 3 willow trees
- 6 corn
- 2.4 Explain the difference in meaning between the words in each pair.
- 1 gardener / farmer
- 3 carnivorous / omnivorous
- 2 roots / branches
- 4 shelter / habitat
- 2.5 WORD BUILDING Match the adjectives in the box with the nouns to make collocations. Some adjectives match with more than one noun.

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

- 1 medicinal, + PLANT + ANIMAL + AIR + CLIMATE
- 2.6 Describe these using some of the adjectives from the box in 2.5.
- 1 the climate of your country
- 2 the air in your neighbourhood
- 3 your favourite animals and plants

Listening Part 4

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

TASK ONE

For questions 1 - 5, choose from the list (A - H) the person who is speaking.

- A a farmer Speaker 1 1
- B a vegetarian Speaker 2 2
- C a historian Speaker 3 3
- D an environmentalist Speaker 4 4
 E a vet Speaker 5 5
- F a zooworker
- G an electrician
- H an expert gardener

TASK TWO

For questions 6 - 10, choose from the list (A - H) the idea that each speaker is expressing.

- A to describe a typical day's routine Speaker 1 6
- B to describe the aims of a long-term project Speaker 2 7
- C to explain the origins of a public facility Speaker 3
- D to give advice to pet owners Speaker 4 9

 E to give useful advice to listeners Speaker 5 10
- F to describe a scheme which will save money
- G to recommend a place to visit
- H to suggest a money-saving device



Exam tip

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

Personal contact

Social networking, letter writing

Social networking

1	.1 Which of these r	neth	ods of contacting friends do	you u	se most often? P	ut a	(✓) .
1	phone call	3	email	5	video call	7	postcard
2	text message	4	social networking site	6	letter		
Т			unication methods in 1.1 wou	ıld yo			
a	organising a social ev	ent		е	making people t	ake	you seriously
b	sending an informal	gree	ting	f	sending a messa	ge w	hen on the move
c	maintaining casual fr	ienc	lships	g	sending someth	ing t	o multiple recipients

h expressing personal and private feelings

1.3 Complete the article with words from the box.

d having a face-to-face conversation __

business forums location members networks profile reconnect relationships share touch

	ing, people can use (1) <u>networks</u> of online friend
and group membership	to keep in (2) with current friends,
(3) wit	old friends or make real-life friends through similar
interests or groups. Bes	des establishing important social (4),
members can (5)	their interests with like-minded members by
joining groups and (6)	. Some networking sites can also help
members find a job or e	stablish (7)contacts.
Most social networking	sites also offer additional features like links to blogs.
(8)can	express themselves by customising their
(9)pag	to reflect their personality. These days, much social
naturarking is done on t	ne move by smartphone, so users can now share their
networking is done on t	



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

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

E	.5 Complete each question with a suitable word from 1.4 and then a	nswer them with your own ideas.
1	How can you establish your online?	
2	Have you met anyone that you share a with online?	
3	What problems have arisen from people creating new	for themselves online?
4	Is it possible to lose touch with when you use social r	networking sites?
E		
1	A former friend of the actor has revealed details of the star's personal life	to the tabloid press.
2	Loads of childhood friends that I haven't seen for years have added me to	their list of contacts.
3	The director is a personal friend of mine. If I recommend you, he's bound	to help you out.
4	A true friend would have trusted me with the money without asking wh	at it was for!
5	He hasn't called since I had the accident. He turned out to be a bit of a for	
6	I got chatting to a woman on the train and we realised we had several m	
a	A friend you know in your schooldays	W 7
b	A friend you knew in your schooldays Someone two people both have friendships with	Vocabulary note
c	A friend who disappears when you have problems.	Some informal synonyms for
d	A friend you socialise with outside work.	friend are mate, buddy and pal.
	Someone you have ended a friendship with.	befriend = deliberately make friends with someone:
e f	The course of th	He befriended me on my first day
	A friend who is loyal, supportive and dependable.	at school.
	Letter writing	
		V Vocabulary note
	Answer these questions about writing letters.	mich um the above an array The
1	When was the last time you wrote a letter? What kind of letter was it?	pick up the phone = answer: The phone rang, but when I picked it up
2	Have you ever sent or received these types of letter? Put a (✓).	there was no one there.
	a thank-you letter a letter of condolence	pick up a disease = catch: I picked up a stomach bug on holiday.
	a letter of resignation a handwritten letter	pick up a language = learn: I picked
	an apology a love letter	up quite a few words of Italian when I was on holiday in Rome.
	a complaint a poison-pen letter	pick someone up = collect
3	What is the difference between these types of written document?	somebody in a motor vehicle:
le	etter memo note card petition invoice diary	Would you like me to pick you up from the airport?
2	Listen to someone talking about letter writing and answer	these questions.
1	What does the speaker believe were some of the positive aspects of letter	
	The state of the s	
2	What other methods of communication does he mention?	

23	57	Listen again and complete these sentences with words used by the speaker.
4.3	3/	ciscen again and complete these sentences man me as a series , me of

1	Letters were once our only m	of c	
-			

- 2 Letter writing took t and c
- You would have to r if you made a mistake in a letter.
- 4 The telephone was much more i _____ than writing a letter.
- 5 Phone calls are becoming increasingly o_____
- 6 In our age of i communication, the opportunities to contact people are e_____

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

- The proliferation of ways to communicate _
- 2 Letter-writing took time and concentration
- 3 The telephone usurped letter writing
- If you had a heartrending message ...
- A soppy letter
- 6 For many it was a tedious process
- You could make your letter as heartfelt as you wanted

- giving attention to one thing only
- boring
- c causing great sadness or sympathy
- great or sudden increase
- e replace or take over from
- sincere
- g very emotional or sentimental

2.5 Answer these questions with your own ideas.

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

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

Extracts	Possible	replacements	
1 means of communicating	choice	method	way
2 component of communication	aspect	feature	piece
3 what the card is trying to convey	advise	communicate	express

2.7 Decide whether the underlined words and phrases in these sentences show positive or negative feelings.

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

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

	Bath	nwick Historical Cer	ntre	
Have any of your relatives (0)	ever	lived or worked in	Bathwick or in any of the su	irrounding
areas? Do you have an interest (1)	finding out m	nore about your family's past	? Are you
curious about your ancestors? Y				
know where to start, or alternative	vely, you mig	ht want to piece toge	ther the story of a branch of	your family
(3) a particular	relative. If s	o, we can help.		
We have a qualified local historia ancestral roots. Additionally, we	have built (4)	ar	n extensive database, which	goes back to
the 1600s and contains informati for a (5) We contain				
electoral registers, national censi				
(7) our service contact us.				

Issues, protection

Issues			
1.1 Which of these	issues have a negative effect	on the environment where	you live? Put a (✓).
coastal erosion	urban development	intensive agriculture	oil spills
overfishing	nuclear accidents	waste treatment	
nvasive species	deforestation	overgrazing	
1.2 Read the article from the expressions in	about environmental proble n 1.1.	ems in Australia. Choose he	eadings for paragraphs (1-6)
draining from such at 2	of trees are cut down, the sa reas can affect downstream venent is one of the main pressure plants time to recover has a has led to desertification an	water quality. ures on biodiversity. The ur modified vast areas of gras	sustainable use of grazed
Australia's fisheries a worse. There are two	are already close to collapse major factors which accoun letion of fish stocks by comm	because of this activity, and t for the problem: slow reg	
and, more recently, re and reductions in ran Weeds are an equally	ustralia gains around 20 new ed fire ants. Historically, fera ige for native species through significant pressure on ecos in the wild in Australia. They	al cats and foxes have been a combination of habitat rystems, with more than 2,5	a cause of local <i>extinctions</i> modification and predation. 00 species of introduced
near the shore. Estim	g is affecting Australia's coastates are that each year almost and into rivers flowing to the	st 19,000 tonnes of phospho	
of massive metropoli	rn for Australia is population itan centres with intensive po versity and 'high-value' agric	pulation density on Austra	

1.3	Are these statements true (T) or false (F) according to the text? Explain your answers using the
	talics in the text in 1.2. Use a dictionary to help you.

1	Deforestation leads to an increase in the level of salt in the soil. T - salinity of the soil can increase
2	The range of organisms in the environment has not been affected by overgrazing.
3	Overgrazing has gradually worn away fertile soil.
4	Fish stocks have been able to renew themselves quickly.
5	In the past, new species of animals and plants wiped out some native Australian species.
6	Unwanted wild plants have had no effect on the environment.

7 Parts of rivers near to the mouth have not been affected by intensive agriculture.

8 Population growth is particularly worrying in inland areas of Australia.

Vocabulary note

The verb suffix -ify adds the meaning 'make' or 'become' to some adjectives:

purify (= make pure), simplify (= make simple), solidify (= become solid)

These verbs can be converted into action nouns: purification, simplification, solidification

Some verbs and action nouns which follow a similar pattern are: identify/identification, modify/
modification, verify/verification

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

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

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

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

Protection

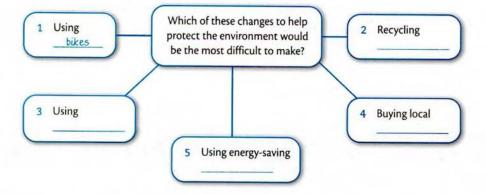
2.1	Match	these	words	with	their	definitions
-----	-------	-------	-------	------	-------	-------------

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

2.2 Complete these sentences with words from 2.1.

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

2.3 Listen to two Cambridge English: Advanced exam students discussing ways to protect the environment and complete the mindmap.



2.4 \(\sum_{58} \) Listen again and complete these sentences with words used by the speakers.

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

Exam practice

Reading and Use of English Part 3

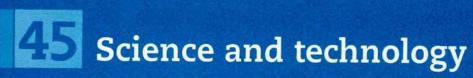
For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

	Brazil's habitats under t	hreat	
The ongoing (0)	expansion of agriculture	e in Brazil is seriously	EXPAND
threatening rare an	d vulnerable habitats such a	as the Amazon. The major	
threat to some of the	hese vast natural areas is the	e destructive power of	
the soya bean. Soy	va beans are one of Brazil's	main crops, with more	
than 21 million hec	tares under (1)	Another crop	CULTIVATE
which is causing c	oncern is cocoa, which has	been blamed for the	
widespread (2)	of Brazilian fo	orests. During the	DESTROY
(3)	boom of the 1970s, the g	rowth in importance	ECONOMY
of this crop was a	leading cause of the decline	of Brazil's	
(4)	Atlantic forest ecosystem	n, of which only	DANGER
about 10% remain	s. The Cerrado, an (5)	woodland	EXTEND
savanna ecosyster	m in Brazil, is threatened by	cattle farming. The	
(6)	_ of this business is closely	linked to the increase in	GROW
soya production, v	which poses serious concern	as about the impact of this	
industry on (7)	ecosystems.	In the forests of Brazil,	SENSE
some of the world	's most diverse ecosystems	have been converted to	
fast-growing (8)	, mainly of e	eucalyptus, a non-native	PLANT
species.			



Exam tip

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



Discovery, solutions

Discovery

1.1 Which three of these in	nventions or discov	eries do	you think are the most i	important? Put a (✔).
radio	television	1	electricity	the telephone
the personal computer	the Inter	net	nuclear energy	the microchip
the aeroplane	penicillin		birth control	sanitation
the internal combustion engine	·			
1.2 59 Listen to three	neonle talking abo	ut the m	ost important discoveri	or and inventions
Answer these questions for ea	ch speaker.	at the m	osc important discoveri	es and inventions.
1 What does each speaker ch	oose?	2 V	What are the reasons for	these choices?
Speaker 1			peaker 1	
Speaker 2			peaker 2	
Speaker 3			peaker 3	
1.3 59 Listen again and	d complete the sen	tences w	ith words used by the sp	peakers.
1 Without electric lighting ma	any	would	have been more difficul	lt.
2 Many parts of	depend on ele	ectricity.		
The discovery of penicillin s	aved			
Antibiotics have increased t	he average		in the developed world	i.
Microchips are the brain, he	art and	0	f digital devices.	
Since the early 1970s there h	nave been more		than in any other	period.
1.4 Match the branch of sci	ence (1–10) with t	he words	ilists (a-j).	
anatomy —	а	carnivo	re; invertebrate; mamma	al; prey; venom
anthropology	b	biodive	rsity; extinction; habitat;	; pollution; species
archaeology	c	asteroio	d; comet; galaxy; nebula;	orbit
astronomy	d	aftersho	ock; earthquake; magma	; tremor; volcano
ecology	e	culture;	custom; taboo; tribe; wa	arfare
genetics	1	joint; m	uscle; organ; spine; vein	
meteorology	g	atmosp	here; humidity; hurrican	e; pressure; temperatur
3 psychology	h		some; heredity; mutatio	A STATE OF THE STA
seismology	i		r; bone; dig; remains; set	
zoology	i		ur: instinct: intelligence:	

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

ANATOMY & 700LOGY

1	The common characteristic	of invertebrates	like insects is that they do not have a
A	NTHROPOLOGY & SEISMOL	.OGY	
2	Localho	ld the belief that the	is a god which erupts when it is angry.

ECOLOGY & GENETICS

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

ASTRONOMY & METEOROLOGY

- 4 If a ______ were to enter the earth's ______, the results would be catastrophic.
- 1.6 Which of the words in each box cannot replace the word in italics in the sentence below it? Why?
- hypothesised proved speculated suggested Researchers have *predicted* that there is a possible relationship between the two phenomena.
- 2 ascertain contradict demonstrate determine
 Only clinical trials can show whether or not the drug is truly effective.
- advance breakthrough development drawback
 This significant discovery contributes more to our knowledge than any past study.
- 4 carry out conduct experiment undertake

 Only when we get the funding to do the research, can we begin to recruit our team.
- 5 caused affected set off triggered

 It was observed that the introduction of the compound started an explosive chemical reaction.
- 6 conclusion finding outcome prediction
 The unexpected result of the experiment may disprove earlier theories.

Solutions

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

climate change disappearance of fossil fuels food shortages disease water shortages

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

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



2.3 Choose the correct words to complete the rest of the article from 2.2.

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

There are three key problems that will be difficult for manufacturers to (7) overcome / overtake: firstly, their range calculations may be too optimistic: to get a reasonable (8) life / living from batteries they should not be run from full to empty and should be kept at 20-80% of their charge.

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

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

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

Error warning 🧿



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

At last I'm old enough to drive. I've finally finished my essay.

We can use finally to introduce the last point in a piece of writing or a speech but we cannot use at last:

Finally, there can be no change without governmental support ... (not At last, there can be ...)

Finally, I'd like to thank you all for coming this evening ... (not At last, I'd like to thank ...)

(See also Unit 17, 2.4 for more on the use of at last and finally.)

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

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

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

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

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

1 I'd like to take you up on your offer of help.

Exam practice

Writing Part 2 A letter

Your local council is considering banning all private vehicles from the town centre between the hours of 8.00 am and 6.00 pm on working days. Outside these times and at weekends there will be no restrictions. Write a letter to the editor of your local newspaper expressing an opinion on this issue.

You may support or reject the idea. Give reasons for your position and state how this ban might affect you, the local economy and the environment.

Write your letter in 220 - 260 words in an appropriate style. You do not need to include postal addresses.



Exam tip

Before starting to write, think carefully about the purpose of the letter, who the reader will be and what this person will expect to read. Then, with this information in mind, decide how formal the language of your letter needs to be.

Answer key

1 Tenses

- 1.2 2 Liam 3 Karen 4 Liam 5 Luka 6 Karen 7 Sahar 8 Luka
- 1.3 2 'd (had) been waiting 3 'm (am) now thinking 4 'm (am) working 5 'd (had) spoken 6 've (have) enjoyed 7 've (have) been trying 8 'd (had) finished
- 1.4 2 past perfect continuous 3 & 4 present continuous 5 & 8 past perfect 6 present perfect 7 present perfect continuous
- 3.1 2 was driving 3 'm usually coming 4 was going 5 saw 6 stopped 7 was watching 8 was travelling 9 suddenly disappeared 10 didn't believe 11 is forever trying 12 exist 13 'm thinking 14 was 15 offers 16 were coming 17 suggest 18 was 19 is 20 seems 21 are getting 22 is currently researching 23 believe 24 were observing
- 3.2 2a expect b are ... expecting 3a was measuring b measures 4a is attracting b attracts 5a Do ... see b was seeing 6a imagine b is imagining
- 3.3 1b had played (played also possible) c Did ... play d had been playing (had played also possible) 2a made b had been making c had made (made also possible) d have made 3a have run b had been running c had run (ran also possible) d ran
- 3.4 2 has been dropping (this is more likely as a situation is being talked about which has changed over a period of time up to now and may well continue to change.) 3 has belonged 4 has been serving (this is more likely because we are told how long it has continued.) 5 Have you considered 6 Have you been swimming 7 've (have) tried
- 3.5 2 started 3 remember 4 had been working 5 was doing 6 I've been working 7 had just finished 8 was feeling 9 have you been sleeping 10 hits 11 I've been having 12 I notice 13 Have you had 14 haven't had 15 I suggest 16 are working 17 doesn't solve

Exam practice: Reading and Use of English Part 2 1 have 2 that 3 far 4 some 5 is 6 lf 7 neither 8 such

2 The future

- 1.2 The following activities are mentioned: 1 visiting the Golden Gate Bridge in San Francisco 2 camping on a beach
 3 sightseeing in New York 6 visiting the Grand Canyon.
- 1.3 2 arrive 3 'll (will) be looking 4's (is) going to take 5 'm (am) going to fly 6 Will 7 'll (will) have been living 8 'll (will) be staying
- 1.4 There are 6 different ways of referring to the future: present continuous (1), present simple (2), future continuous (3 & 8), be going to + infinitive (4 & 5), will (6), future perfect continuous (7)
- 3.1 2 'm (am) having 3 is going to melt 4 will persuade 5 will rise 6 see 7 miss 8 will be enjoying

- 3.2 2 'm going to do 3 's going to cause 4 'll take 5 are you doing; 'll Skype 6 will commence 7 is doing; Shall 8 is; will be
- 3.3 2a 'm (am) going to buy b 's (is) going to have c 're (are) going to need 3a will have been working b will have been watching c will have been negotiating 4a won't be coming b will you be supporting c will be doing 5a is to create b are to be left c is / are to launch 6a will have moved b will have had c will have been analysed 7a's (is) making b'm (am) not going c're (are) having

Exam practice: Reading and Use of English Part 8 1D 2B 3A 4C 5B 6E 7C 8D 9E 10 A

3 Modals (1)

- 1.3 2 must accept 3 had to be 4 were able to bring 5 will be 6 ought to be 7 should give 8 will be
- 1.4 2 necessity: 2 & 3 3 obligation: 6 & 7 4 possibility: 1 5 prediction: 5 & 8
- 3.1 2'll be able to 3 wasn't able to 4 Could 5 could 6 might 7 could 8 mightn't
- 3.2 2 must 3 can't 4 mightn't 5 did you have to 6 had to 7 have to 8 shouldn't 9 have to
- 3.3 2b 3a&b 4b 5b 6a 7a&b 8b
- 3.4 2g 3e 4a 5i 6h 7b

Exam practice: Listening Part 1 1 B 2 C 3 B 4 C 5 A 6 B

4 Modals (2)

- 1.1 The police officers discuss pictures a, b, d, & f
- 1.2 2f 3a 4e 5h 6b 7g 8d
- 1.3 1 2 f (might have been lowered) 2 3 a (must have opened); 8 d (should have finished) 3 4 e (might have been expecting); 7 g (must have been waiting) 4 5 h (might be lying); 6 b (could be hiding)
- 3.1 1 (must); might 2 didn't dare to admit; would have been 3 might be raining; we'd better 4 is supposed to start; couldn't 5 must have known; should have warned 6 were supposed to; might
- 3.2 2 have been caused 3 have changed 4 have been working 5 have found 6 be waiting 7 have been tempted 8 have been talking
- 3.3 2 we've (have) managed 3 there is a possibility of seeing 41 recommend you (to) / 1 recommend that you (should) 5 succeeded in taking 6 are to be taken 7 you are allowed to / we will allow you to 8 it is compulsory for everyone to
- 3.4 2 might have been working 3 must be getting easier 4 could be facing 5 ought to have given 6 would not have been able to grow

Exam practice: Reading and Use of English Part 4 1 would ('d) sooner watch football than play 2 must have made 3 are required to fill 4 have thought about 5 has succeeded in cutting 6 you'd (= had) better not miss

5 Nouns, agreement and articles

- 1.3 2 decision-making 3 rainforest 4 river levels 5 energysaving 6 lighting energy 7 recycling scheme 8 the arms trade 9 mountain environments
- 1.4 noun + noun: 3, 4, 8, 9 -ing form + noun: 6, 7 noun + -ing form: 2, 5
- 1.5 1a a b the 2a the ba 3a b the For more details and examples see Unit 5 Grammar: 2.4 Articles
- 1.6 1a the first time drought is mentioned b it seems that drought has been mentioned before so the listener would know what drought is being talked about
 2a talking generally about something that is unique there is only one future b a particular kind of future which is then specified
 3a talking about college (the institution) in general b talking about the particular college that Nazim hopes to study in
- 3.1 2 Adam's decision 3 an action film; a documentary about young entrepreneurs 4 the brother of someone I worked with in Malaysia 5 a moment's hesitation (we prefer noun + 's + noun to talk about time) 6 a children's playground 7 The construction of the new library 8 letter box; a congratulations card
- 3.2 2 is 3 is 4 live / lives 5 depend 6 has 7 is 8 has 9 has / have 10 is 11 is 12 are
- 3.3 2 fresh fruit / vegetables (both possible)
 3 advertisements 4 salt* 5 advice* 6 explosives / ammunition (both possible) 7 work* 8 rubbish*
 * The other word in each pair may be used in informal context only.
- 3.4 2a competition b a competition 3a paper b a paper 4a a shampoo b shampoo 5a iron b an iron 6a a time b time 7a an importance (no article + importance also possible) b importance 8a knowledge; b a knowledge
- 3.5 1 My brother wasn't very good at taking exams and he left school at 16. At first he went to work in (the) construction industry. But he didn't enjoy it so he took an evening course in accounting. Eventually he started a company offering financial advice. He's now the managing director and it seems that the company's doing really well. ('He's now managing director' is also possible.)

A: Do you remember **the** summer we went to Sweden? 1995 I think it was.

B: It was a wonderful holiday wasn't it? And so good to see Joakim again. I'll never forget the picnic we had with him.

There were a huge number of mosquitoes.

A: Yes I remember. And then when the sun was going down there was an amazing red sky.

B: And then his car broke down on the way home and we had to go back by bus.

A: No, we got a taxi didn't we?

B: Oh yes, that's right.

3 Fatimah has a busy life as a lawyer but in her free time she really enjoys hiking. Most weekends she drives out into the countryside and walks for a few hours. She says she likes to forget about work and she doesn't even take a mobile phone with her. In the summer she's going hiking in the Philippines. She's never been there before but the friend she's going with knows the country well.

Exam practice: Reading and Use of English Part 2

1 is 2 The 3 As/Along 4 the 5 which 6 most 7 the 8 is

6 Determiners and quantifiers

- 1.2 benefits: enjoyment, (personal) satisfaction, fitness (good for heart and lungs), sleep better, social contact / friendships
 - **problems:** time commitment, running injuries (aching muscles, back pain), running in bad weather is unpleasant
- 1.3 1b many 2a each b every 3a a few b the few 4a less b fewer
- 1.4 2a & 2b: we can say each / every day and every / each one of us.
- 3.1 1 is/are (both possible in this informal context; however is would be preferred in a formal context); have 2 is; has; has/have (both possible although have is more likely in this informal context.) 3 has; seem; likes
- 3.2 2 each 3 little 4 We were all 5 less 6 will all be 7 less 8 every 9 few 10 nearly every 11 the whole 12 fewer (fewer is grammatically correct although less might be used in an informal context)
- 3.3 2a a lot of (more natural than much in this informal context) b much (more natural than a lot of in this formal context) 3a many b a lot of (more natural than many in this informal context) 4a none of b not any of (none of would also be possible) 5a No b not any (probably written or said wasn't any; no would also be possible)
- 3.4 3 all (many would also possible be here) 4 few of 5 None 6 Both of 7 much 8 many of 9 much of 10 Both 11 None of 12 every 13 Many 14 All (of) 15 little of 16 little 17 each of

Exam practice: Listening Part 2

1 commitments 2 impressed 3 patronising 4 irrigation 5 dependent 6 handouts 7 surplus 8 prospects

7 Adverbs and adjectives

- 1.1 Photo a: Sweden, Photo b: Scotland, Photo c: Norway
- 1.2 The author used to live in Sweden. He was born in Scotland and he lives there now. He recently visited Norway.
- 1.3 2 c 3 b (c every occasion possible also possible.) 4 b 5 a (although not an option in the task, Generally I'm up ... would also be possible) 6 a (although not an option, ... finding information from books as a rule would also be possible. I prefer as a rule finding ... would be possible but less likely.) 7 c 8 a (Although not an option, was rather a gentle woman would also be possible.) 9 a (Although not an option, I'm sketching out the plot still would also be possible but less likely.)
- 1.4 2 / 3 / 4 X 5 X 6 / 7 X 8 /
- 3.1 2 hardly ever visits 3 to shout angrily 41 absolutely agree / I agree absolutely (both possible) 5 left last week 6 We occasionally go / Occasionally we go (both possible) 7 seldom go out 8 started singing loudly
- 3.2 2a technical b somewhat technical 3a genuine b very genuine 4a original b highly original 5a thoroughly professional b professional 6a rather odd b odd 7a critical b severely critical 8a wild b pretty wild
- 3.3 2 to live 3 to fall 4 working 5 to leave 6 asking 7 to blame 8 leaving

Exam practice: Reading and Use of English Part 3 1 overweight 2 forgetfulness 3 harmful 4 alertness

1 overweight 2 forgetfulness 3 harmful 4 alertness 5 scientific 6 dependent 7 requirement 8 childhood

8 Comparison

- 1.3 2 the best (beach) on 3 as little as 4 the most boring 5 more peaceful than 6 as much as
- 1.4 2 the best + noun 3 as + adjective + as 4 the most + adjective 5 more + adjective + than 6 as much as
- 3.1 1 most venomous 2 narrower / more narrow; deeper 3 more harmful; most alert 4 closest; most magnificent 5 poorer; unhealthier / more unhealthy 6 handsomest / most handsome; more concerned 7 more thrilled; most respected; more sad
- 3.2 2 few 3 little 4 as is 5 as much 6 serious a problem 7 normal a life 8 not such a 9 as 10 so / as (Both are possible in informal speech but as is more likely.)
- 3.3 2 tall 3 exhausted 4 bright 5 loud 6 small 7 awful 8 strong
- 3.4 3 too exhausted to go 6 small enough to fit 8 strong enough to shake

Exam practice: Reading and Use of English Part 3 1 successful 2 beneficial 3 fitness 4 overcome 5 heavily 6 harmful 7 separation 8 ensure

9 Verb patterns (1)

- 1.2 Correct order: 2 Early communication: parents and play 3 Listening and learning: the interrelationships 4 Patterns of communication: learned behaviour? 5 Language learning problems: what and why?
- 1.3 2 giving a toy to their mother 3 offering her some food 4 Mend this for me 5 Reading stories for young children 6 describing this process to you
- 1.4 a 1 & 3 b 4 & 5 c 2 & 6
- 1.5 2a giving their mother a toy b giving a toy for their-mother c giving a toy to their mother (focuses attention on their mother) 3a offering her some food b offering some food for her c offering some food to her (focuses attention on her) 4a Mend me this b Mend this for me c Mend this to me 5a Reading young children stories b Reading stories for young children (focuses attention on young children and suggests that the children themselves aren't able to read) c Reading stories to young children (focuses attention on young children and highlights that something is being read out loud)
 - 6a describing you this process b describing this process for you c describing this process to you (describing ... for and describing ... to have a similar meaning here)
- 3.1 2 They agreed with each other. 3 They always compete with each other. 4 They respect each other. 5 They trust each other. 6 They miss each other. 7 They blamed each other. 8 They disagreed with each other.
- 3.2 2 myself some chocolate 3 those letters for you (them for you also possible) 4 some apples for me / me some apples; you for them 5 you a favour (a favour of you also possible); me how to print out a document 6 your car for you; you a lot 7 the mistake to the manager; me a £10 gift voucher / a £10 gift voucher to me 8 me your glass / your glass to me; some water for you / you some water
- 3.3 2 him guilty of the murder 3 (themselves) incapable of maintaining order 4 himself fit to play again 5 myself lucky to be alive 6 her responsible for its collapse 7 itself independent of the Soviet Union
- 3.4 2 himself on; (himself) to 3 herself (herself makes it clear that the chocolates were for Sarah); myself with 4 (myself) for; myself with 5 themselves; you 6 (himself); – (no reflexive or personal pronoun needed)

Exam practice: Reading and Use of English Part 4

1 her responsible for 2 have made up 3 sooner had I got home than 4 herself on her / an ability 5 clearly explained the procedure (to us) / explained the procedure clearly (to us) / explained the procedure (to us) clearly 6 with the exception of -ing form.

10 Verb patterns (2)

- 1.1 passport left at home; missed flight; seasickness; stung by jellyfish
- 1.2 2 made to wait 3 had encouraged me to go 4 hate swimming 5 felt it stinging 6 appreciated them looking after 7 stopped to admire 8 tried using
- 1.3 1 4 (When I was younger I used to hate to swim / swimming in the sea.), 7 (As we stopped to admire / admiring the amazing sunset it was almost possible to believe it.) & 8 (I tried to use / using the camera in my mobile phone but the quality was pretty poor.)
 2 4 has a similar meaning with either a to-infinitive or an
- 3.1 2 advised him to give up 3 showed him pointing 4 guarantee to reply 5 make it drink 6 appreciate you helping / appreciate your helping (your is more formal) 7 don't enjoy sitting 8 advertise for someone to share
- 3.2 A: 1 him being is also possible 2 him talking 3 him stealing 4 to have 5 to sack
 B: 1 to capture 2 for the bear/it to get 3 to eat/eating (both possible) 4 it/the bear escaping 5 to call/calling (both possible)
 - C: 1 saying 2 having 3 to see 4 do 5 to collect 6 to get
- 3.3 2 to get more exercise 3 to have been killed in the earthquake 4 to be talking on my mobile 5 (to) argue with him 6 shouting/shout at anyone 7 to be a successful businesswoman 8 having her around

Exam practice: Reading and Use of English Part 5 1D 2C 3A 4C 5A 6B

11 Relative clauses (1)

- 1.1 The commentary is about the early development of radio.
- **1.2** The photographs and models are mentioned in the following order: b, d, e, a, c
- 1.3 2 whose 3 when 4 of which 5 whereby 6 by which time
- 1.4 2 whose refers to Guglielmo Marconi. 3 when refers to 1901. 4 of which refers to wireless telegraphs. 5 whereby refers to a method. 6 by which time refers to 1952.
- 3.1 2 when + b 3 whose + a 4 why + d 5 which + c
- 3.2 2 B / C (committee is a collective noun referring to a group of people so we can use either which or who; that would also be possible) 3 A 4 A (formal) / B / D 5 A / C (more formal) 6 C 7 B / C / D (more formal) 8 A (formal) / D
- 3.3 2 in 3 from 4 of 5 for 6 from 7 of / about 8 by
- 3.4 2 b, h, r A diving board is a narrow piece of wood at the end of a swimming pool from which people can dive.
 3 d, j, m Capri pants are women's narrow trousers which end just below the knee. 4 f, g, o A shipper is a person or company whose job is to organise the sending of goods from one place to another. 5 a, l, q A hakim is a Muslim doctor who uses traditional methods to treat people.

 $6 \, e, i, n-$ The Stone Age is an early period in human history when people made tools and weapons only out of stone then

Exam practice: Reading and Use of English Part 1 1B 2D 3B 4A 5C 6C 7A 8D

12 Relative clauses (2)

- 1.2 The photographer uses: studio lights for lighting the shot; glycerine to keep the food looking shiny and moist; cotton wool balls soaked in water and heated in the microwave to create steam; a blowtorch to brown or melt the food.
- 1.3 2 who wanted wanting 3 who encouraged to encourage 4 who won to win 5 that is produced produced 6 that is not made not made 7 which contains containing 8 that have been soaked soaked
- 1.4 11,2&7 25,6&8 33&4
- 3.1 2a which/that has not been seen b not seen 3a who/ that were injured b injured 4a who was carrying b carrying 5a which/that belongs b belonging 6a who is playing b playing
- 3.2 1 holding information about the dog's owner 2 which sank off the south-west coast in 2014; (to be) published tomorrow / being published tomorrow 3 protesting; advised by police that security could not be guaranteed; who broke through police lines 4 which might prevent memory loss in older people; suffering from dementia; derived from a plant found only in New Zealand
- 3.3 2 to contact is the human resources manager 3 on the south side of the city 4 happy to help out 5 to take part / to have taken part in the London Marathon 6 very similar to Romanian 7 to announce large-scale redundancies 8 to ring / to have rung today about the car
- 3.4 1 which show the real-time cost of electricity (or showing the real-time cost of electricity) 2 which have cut power use by up to 6.5% in Canada (no reduced relative clause possible) 3 who want them (or wanting them) 4 which are left on unnecessarily (or left on unnecessarily) 5 which use microchip technology and a digital display (or using microchip technology and a digital display) 6 that is being used in a house at any given moment (or being used in a house at any given moment) 7 that are provided free of charge (or provided free of charge) 8 that would give customers access to free monitors (or to give customers access to free monitors) 9 that should be considered (or to be considered) 10 which communicate electricity consumption to both the customer and the energy supplier (no reduced relative clause possible) 11 that are only able to do half the job (or only able to do half the job)

Exam practice: Reading and Use of English Part 5

13 Adverbial clauses

- 1.1 1 processed food 2 a ready meal 3 a balanced diet 4 nutrition
- 1.2 2 seeing that 3 so that 4 whereas 5 because 6 in order to 7 although 8 when 9 while 10 despite the fact that
- 1.3 Seeing that (sentence 2) has a similar meaning to because (sentence 5). You could use because in sentences 8 and 9 but it would have different meanings from when and while. whereas (sentence 4) and Despite the fact that (sentence 10) have similar meanings to although in sentence 7.
- 3.1 2 as 3 when 4 as/when* 5 As 6 when (= every time; whenever also possible) 7 As/When* 8 While (= Although)
 - *As and when have a similar meaning. However when is more common than as in informal contexts.
- 3.2 2 Despite getting 3 Despite being 4 Despite living5 Despite the alarm going off 6 Despite there being7 Despite being / Despite it being
- 3.3 2 d, f People here don't put much effort into the job seeing that it's so poorly paid. 3 c, e My bike is unusual in that the front wheel is smaller than the back. 4 b, h You need to lift the plant carefully so as not to damage its roots. 5 c, k Pitcher plants are unique in that they are carnivorous. 6 a, i The runway is going to be extended in order that larger planes can land there. 7 d, j She'll probably recover from the illness quickly seeing that she's so fit. 8 b, l We spoke very quietly so as not to be overheard.
- 3.4 A: 2 though 3 In spite of the fact that 4 before I go
 5 seeing that

 B: 1 Because 2 I'll have to 3 while (whilst would be
 - B: 1 Because 2 I'll have to 3 while (whilst would be very formal in this context) 4 so that I can 5 you get

Exam practice: Reading and Use of English Part 2 1 except (but also possible but unlikely in a more formal text such as this) 2 much 3 until / to / till 4 so 5 in 6 meet / turn 7 surprisingly 8 other

14 Conditionals

- 1.1 a a zoo b a game reserve c a safari park.
- 1.2 2 Liam & Nadia 3 Nadia 4 Liam 5 Nadia & Mariam 6 Liam 7 Nadia 8 Nadia
- 1.3 2 Unless we expand captive breeding, many more animals will die out. 3 Even if wild animals are born in a zoo, it's still cruel to keep them in a small enclosure ... 4 I'm all in favour of safari parks provided that the animals are well looked after. 5 Even though they say they are concerned about the welfare of animals, just like zoos, they are still businesses mainly out to make a profit. 6 So long as developed countries put money into these reserves, species will be preserved.
- 3.1 2 had known 3 used 4 promise 5 had; would 6 had been promoted; would have had to 7 leave; will be able to catch

- 8 had studied; wouldn't have
- 3.2 2 if (we) didn't/don't get 3 even though (she) had been driving / had driven / drove 4 even though (I) have been doing / have done / did 5 Even if (it) rains / rained 6 unless (you) prefer / would prefer 7 Even if / Unless (a buyer) can Even if ... means that the company is likely to close by the end of the week whether or not there is a buyer. Unless ... means that the company is likely to close only if no buyer can be found. 8 if (the election) was / were were is more formal.
- 3.3 2 f otherwise 3 a on condition that 4 c in the event of 5 e but for 6 b providing
- 3.4 A: 2 phone 3 will make / makes (similar meaning)B: 1 had bought 2 had 3 was 4 would stop

Exam practice: Listening Part 4 Task One: 1 F 2 G 3 A 4 C 5 D Task Two: 6 C 7 H 8 E 9 B 10 G

15 Participle to-infinitive and reduced clauses

- 1.1 1,2 & 4
- 1.2 2 Exhausted 3 Before leaving 4 Having left 5 But opening up 6 Having been woken up
- 3.1 2 Covered in oil 3 Written 4 Having beaten 5 Having been shown 6 Not having 7 Putting on/ Having put on 8 Not being able to speak / Not speaking
- 3.2 2 Seeing the pocket watches / On seeing the pocket watches (more formal) 3 Some (of them) being / With some (of them) being 4 Living in Hong Kong / Having lived in Hong Kong 5 After looking at / After having looked at 6 l got there to find / On getting there I found (more formal) 7 Having spent 8 (In order) to get 9 (When) looked at 10 Tired 11 before going out
- 3.3 1 D Other possible improvements: As the signs were painted bright yellow I could see them clearly from a distance. / Painted (or Being painted) bright yellow the signs could be clearly seen from a distance. (The alternatives with Painted ... and Being painted ... are more formal than those with Because ... and As ... and would be more appropriate in writing.) 2 S 3 D Because / When I laughed at her new hat Jing looked really angry with me. / Because I was laughing at her new hat ... 4 S 5 S 6 D Because they were talking to each other in the library I asked them to keep quiet.
 7 D Crayfish are caught in traps put on the riverbed at night and many fishermen depend on them for their livelihood. 8 S
- 3.4 2 While researching 3 Although (no longer) involved 4 Before/Until being made 5 Without asking 6 since leaving 7 once caught 8 With (the wind) reaching 9 until / before being woken 10 lf found

Exam practice: Reading and Use of English Part 3

1 Covering 2 plentiful 3 Renewed 4 sustainable 5 shortages 6 awareness 7 recycling 8 consumption

16 Noun clauses

- 1.1 1 birdwatching 2 using the Internet 3 giving someone a lift 4 bricklaying / building a brick wall 5 having / organising a barbecue 6 building a fence
- 1.2 2, 3, 5 & 6
- 1.3 2F 3F 4T 5T 6T 7F 8F 9T
- 1.4 1 that you'll make a lot of new friends 2 whatever time people can spare 3 when we usually meet 4 what to do 5 why the marsh was given to the NWT
- 1.5 that (1) and wh-words (2, 3, 4 & 5)
- 3.1 2 the fact that 3 The fact that 4 that 5 the fact that 6 that 7 the fact that 8 the fact that 9 that 10 the fact that 11 that
- 3.2 2 whichever direction you approach it 3 whether to take a guided tour 4 when the cathedral was built 5 where the building materials came from 6 how they managed to do that (the way they managed to do that also possible)
 7 Who designed the cathedral 8 what conditions were like for the builders 9 the way the light shines through them (how the light shines through them also possible)
 10 whoever wrote that 11 if I'd make it (whether I'd make it also possible)
- 3.3 2 e whatever 3 d whatever 4 a whoever 5 g whichever / whatever 6 h whatever 7 b whichever 8 f whichever
- 3.4 2 told us what questions 3 do you know how to drive 4 to teach me/you what to do (to teach me/you how to do it also possible) 5 showed me where to sit 6 about what would happen next 7 asked (her) when the doctor 8 the time when we were (the time we were also possible) 9 the problem of how to get back 10 The reason why I mention it (The reason I mention it also possible)

Exam practice: Reading and Use of English Part 1 1 C 2 C 3 D 4 A 5 C 6 C 7 B 8 A

17 Conjunctions and connectors

- 1.2 reversing around corners (Sahar), overtaking (Claudio), starting on a hill (Claudio)
- 1.3 1 c, b, a, d 2 h, f, g, e
- 1.4 2 However I had the mirror positioned, I just couldn't judge where the back of the car was. 3 Even so, I always found the replacements very patient and helpful. 4 Although it's expensive having driving lessons, I'd really recommend it. 5 Even though she doesn't have a professional qualification or anything, she's got lots of experience to pass on. 6 And as long as I didn't do anything stupid, she stayed pretty calm.
- 3.1 2 h She always finds time to talk to students no matter

- how busy she is. / No matter how busy she is she always finds time to talk to students. 3 a The restaurant's closed next Monday because it's a public holiday. / Because it's a public holiday the restaurant's closed next Monday. 4 e He's a seismologist. That is to say he studies earthquakes. / He studies earthquakes. That is to say he's a seismologist. 5 f Tuition fees have been increased. As a result the number of applications has fallen. 6 c We travelled much faster once we got onto the motorway. / Once we got onto the motorway we travelled much faster. 7 b The government is being urged to build more nuclear power stations. However such a move would be controversial. 8 g He was wearing the same clothes as me except that his shoes were black.
- 3.2 2 until 3 Lastly 4 Even so 5 On the contrary 6 At last 7 Even though 8 no sooner
- 3.3 1 Note that we can't use while here because it is a conjunction. A sentence connector is needed to link the two sentences. 2 in case there's a power cut 3 whereas I prefer Italian (while also possible) 4 Consequently it isn't very heavy 5 otherwise we'll have to walk miles to the bridge 6 while she's looking for a new flat 7 In contrast in Marketing they get an hour 8 unless the weather's bad
- 3.4 A: 2 while 3 because 4 At first 5 Even so
 B: 1 As well as 2 In spite of 3 until 4 hardly / no sooner (similar meaning) 5 What's more

Exam practice: Reading and Use of English Part 6 1 C 2 D 3 A 4 B

18 The passive

- 1.1 1 d 2 c 3 b (stealing mobile phones from children)4 e (car crime can refer to stealing cars or stealing things from cars)5 a (spraying graffiti)
- 1.2 car crime, vandalism (damage to property/graffiti), street crime (stealing mobile phones), drug-related crime burglary.
- 1.3 2 F (Peter Miles was appointed head of the police service) 3 T 4 F (Other countries are thinking of copying the government's scheme.) 5 T (She agreed that there had been an increase in street crime.) 6 F (She said she didn't know.) 7 F (She admitted that there might be mistakes in the figures.) 8 F (There is a campaign to reassure people it is falling.)
- 1.4 1 was given (passive) 2 have been arrested (passive)3 are seeing (active) 4 have become (active) 5 were caught (passive) 6 was broken into (passive)
- 3.1 A: 2 is widely used 3 is viewed 4 are evaluated 5 is
 6 is considered 7 collects 8 travels 9 believe 10 occur
 11 is prevented 12 help
 B: 1 were constructed 2 be used 3 weighed 4 be carried
 - B: 1 were constructed 2 be used 3 weighed 4 be carried 5 advanced 6 be held 7 became / had become 8 was banned 9 suggests / has suggested 10 has not discouraged 11 predict / are predicting 12 will be conducted

- 3.2 2 His name is Robin but he is called Bobby by his friends.
 3 (no passive) We might instead use We had the procedure demonstrated to us ... 4 The news will be announced to staff later today ... 5 I have been offered a new job in Hungary. 6 The surgery has been declared a complete success (by the medical staff). 7 (no passive) We might instead use I had the idea suggested to me ... 8 This necklace was bought for me by my uncle when he was in Zimbabwe.
- 3.3 Note that the alternatives with get are more informal.
 1 had/got her handbag stolen 2 was/got woken up; have been/got thrown out 3 had/got his hair cut; had/got his jacket cleaned 4's (is) owned; getting broken into
- 3.4 2 we were made to run 3 she seemed to be supported by many of her colleagues 4 no passive (there is no passive form of want + object + to-infinitive) 5 remember being asked 6 he came to be liked by most of the children in the class 7 He was caught trying 8 She was heard to remark 9 no passive (there is no passive form of need + object + to-infinitive) 10 Over 100,000 demonstrators are expected to march

Exam practice: Reading and Use of English Part 7 1D 2A 3F 4B 5G 6E (Cnot used)

19 Reporting

- 1.2 Advantages: it would create 2000 jobs at the airport; it might encourage tourism in the region; it would help local business
 - **Problems:** it would damage tourism; the noise; the danger of a plane crashing into the nuclear power station
- 1.3 2 said that 3 promised to keep 4 encouraged us to go 5 warned us that 6 advised us to write 7 've (have) volunteered to write

1.4

verb + that- clause	verb + to- infinitive	verb + object + that-clause	verb + object + to- infinitive
said	promised	told	encouraged
	volunteered	warned*	advised

*Warn can also be followed by that-clause (e.g. She warned that the airport authorities were not telling the truth).

- 3.1 2 grumbled / were grumbling 3 claimed it 4 reassured me 5 reveal to 6 emphasised 7 whispered to 8 persuade him 9 commiserate with 10 explained to
- 3.2 2 me to apply / me that I should apply 3 me that my research 4 to complete / that I will complete 5 to publish / publishing / that I will publish 6 my qualifications and experience to be / that my qualifications and experience are / that my qualifications and experience will be 7 to hear / that I will hear
- 3.3 2 told them (that) 3 (to them) that I had (had) problems

- / (to) having (had) problems 4 (that) I (should) look at / looking at 5 with me that my research 6 me to visit 7 me to write / that I (should) write / writing 8 to contact me / that they would contact me 9 to offer me / that they would/could offer me
- 3.4 2 (that) it's going to rain 3 (that) it was her coat. (She thought that it wasn't her coat also possible, although less likely.) 4 (that) I had to / must set the alarm when I leave / left the house. 5 where she left / had left her handbag. 6 (that) he was playing football 7 (that) he won't / wouldn't be able to give me a lift after all 8 how much I earn / earned. 9 (that) they might go to Italy 10 what he should do with the painting. / what to do with the painting.

Exam practice: Listening Part 4 1F 2C 3B 4G 5E 6B 7F 8H 9A 10D

20 Substitution and ellipsis

- 1.1 1 caving/potholing 2 camping 3 river rafting 4 skydiving/paragliding 5 (scuba) diving 6 surfing 7 sailing
- 1.2 a face mask; a snorkel; a sun hat; plastic trainers & insect repellent.
- 1.3 2 One of the local organisers did (met me at the airport).
 3 They should do provide all the equipment. 4 But you don't have to be a very good swimmer. 5 Preferably plastic ones trainers. 6 By the end of the holiday I was exhausted but I was very fit. 7 You'll certainly need some insect repellent. 8 I don't imagine so you'll need to take a tent and cooking things.
- 3.1 2 to ask you / to ask you 3 has eaten anything today / has eaten anything today 4 would have been shocked / would have been shocked / would have been shocked 5 to leave work early / to leave work early 6 had been opened / had been opened 7 to get promoted 8 did know was getting married / did know was getting married / did know was getting married.
- 3.2 2 No (ones is not used on its own to replace a noun phrase. We could say (some) new ones 3 ones 4 (one) 5 (ones) 6 No (talking about specific items; we could replace the car keys with them) 7 one 8 (one) 9 one 10 (ones) / (ones)
- 3.3 2 so did 3 do (do so would be unnaturally formal here)
 4 so 5 that 6 do 7 (doing) that (doing so would be unnaturally formal here) 8 doing so 9 (that) she will (do) (do so would be unnaturally formal here particularly after a modal yerb. Note that do is optional here.) 10 so does
- 3.4 2 small one 3 some 4 one 5 so 6 it was 7 neither was my boss / my boss wasn't either 8 time / time to 9 so was I / I was too 10 didn't 11 ones 12 don't expect so / expect not 13 want / want to 14 're not able to / can't 15 hope not

Exam practice: Listening Part 3 1 C 2 B 3 D 4 D 5 B 6 A

21 Word order and emphasis

- 1.2 In the order they appear in the recording: enthusiasm, persuasive, determined
- 1.3 2 F (the council lends them musical instruments) 3 T 4 F (the council backed down from their plan to make them pay) 5 F (People come from other countries to see the project)
- 1.4 2 <u>Making music</u> she sees as a fundamental part of a child's development 3 <u>What impressed us most</u> was the way she calmly and clearly argued her case. 4 <u>Rarely</u> have I met anyone with such passion for their beliefs. 5 <u>A number of times</u> the council has tried to make changes to the <u>Music in Schools</u> project in order to save money. 6 <u>Only after Maria threatened to withdraw her support from the project</u> did the council back down.
- 1.5 The difference in the word order in the sentences you wrote emphasises the information underlined in the key to 1.4, above.
- 3.1 2 It was at her 18th birthday party that she announced she was going to join the air force. 3 What we did was (to) ask a farmer to pull us out with his tractor. 4 It could be the battery that's flat. 5 What I don't know is who sent them. 6 It must have been my parents who/that gave Wei my telephone number. 7 What the research shows is a link between salt intake and rates of heart disease. 8 It was his nervous laugh that made me think he was lying. / What made me think he was lying was his nervous laugh.
- 3.2 2 f Should/Were today's match have to be postponed, it will be replayed next week. 3 g Had anyone been looking at Maria when the police arrived, they would have noticed the expression of panic on her face. 4 d Should/Were taxes to be increased further, there would be a huge public outcry. 5 a Had the doctors operated sooner, she might have made a full recovery. 6 h Were I president, I would introduce three-day weekends. 7 b Should/Were your flight to be cancelled, the insurance covers a full refund. 8 e Had heavy snow been forecast, we would not have begun the climb.
- 3.3 Suggested answers: 2 have I heard 3 did he discover/find/ realise 4 did I know/realise 5 have there been 6 did she answer/tell 7 had he got 8 did she say
- 3.4 2 It was the hotel that was the real problem. / What was the real problem was the hotel. 3 that she really got furious about 4 First came an electrician 5 Three days it took them 6 What annoyed me most was the attitude of the staff / It was the attitude of the staff that annoyed me most 7 Never have I seen 8 Not once did anyone apologise

Exam practice: Reading and Use of English Part 4
1 did she take pride in 2 was her hatred / dislike 3 was no
alternative (for her) but / was no alternative but for her
4 had I made a complaint 5 were she ever to become / if she
were ever to become / if she ever were to become
6 distinct possibility of my / me getting

22 Nominalisation

- 1.2 c, e, a, d, f, b
- 1.3 2 increase in 3 closure of 4 rise in 5 discovery of 6 evacuation of
- 1.4 Suggested answers: 2 The number of people living close to the lake has increased. 3 Thousands of homes and businesses would be left without electricity if the power stations closed. 4 The level of radon gas in the soil rose dramatically. 5 Scientists discovered thousands of dead fish which increased their concerns. 6 30,000 people began to be evacuated two days ago. / The army began to evacuate 30,000 people two days ago.
- 3.1 Suggested answers: 2 The organisation of the conference was very professional. 3 The turnout for the match was huge. / There was a huge turnout for the match. 4 The withdrawal of the troops was immediate. / There was an immediate withdrawal of troops. 5 A shake-up in/of top management is needed for the company to be successful again. 6 The increase in interest rates was the third in two months. / There was an increase in interest rates for the third time in two months. 7 An agreement was reached on extra funding for the project. / There was an agreement reached on extra funding for the project. 8 The decision to postpone the race was taken/made/reached at the last moment.
- 3.2 Suggested answers: 2 Johan's obsession with cars started when he was quite young. 3 The expansion of the nuclear power programme has been criticised by opposition politicians. 4 The reduction in the price of petrol is good news for drivers. 5 The abolition of parking charges in the city centre has led to / has resulted in increased business for shops. 6 The demand for healthier food in school is the result of / is due to growing concerns about childhood obesity. 7 The departure of the train will be delayed for half an hour because of engine problems.
 8 The appointment of a new college principal may lead to / result in staff leaving.
- 3.3 2 the complexity of the English spelling system 3 the response to its recruitment drive 4 the threat to animal and plant species 5 the strong resistance to increased taxation / the strength of the resistance to increased taxation 6 the extent of the damage to property
- 3.4 2 made a start 3 do some/the gardening 4 Give (me) a shout 5 made/taken a decision 6 l have a feeling
 7 made an arrangement 8 take a deep breath 9 give him an explanation of 10 have a talk with 11 gave her a call
 12 had a chat 13 gave a sigh 14 take/have a shower
 15 have a rest 16 do the cooking 17 have/take a look

Exam practice: Reading and Use of English Part 8 1D 2B 3C 4A 5B 6A 7C 8A 9D 10B

23 It and there

- 1.3 2T 3T 4C 5C 6C 7T 8C
- 1.4 2 c the town apartment 3 e the decoration in the town apartment 4 g Canley 5 i Canley 6 j 7 k and l the town apartment
- 3.1 2 there was nobody in the room 3 4 there is one opposite the railway station 5 There are only ten places available 6 there was no milk left 7 8 There was something on the radio
- 3.2 2 b there 3 a there 4 a it 5 a it 6 c it 7 a there 8 b it
- 3.3 2 It's no good 3 It's no secret 4 there's no harm in 5 there's no chance of 6 There's no need 7 it's no longer 8 There's no (need to) hurry
- 3.4 2 it doesn't hurt to 3 there is (there's) nobody by 4 it turned out that 5 don't expect there to be 6 see it as my role 7 think there is Internet 8 remember you saying that 9 I prefer it if 10 There's no reason to get

Exam practice: Reading and Use of English Part 4 1 in order to be 2 there is (there's) no question of rearranging 3 no difficulty (in) recognising 4 get along with one 5 did they bring up 6 there is (there's) no point (in) discussing

24 Complex prepositions and prepositions after verbs

- 1.2 Instruction 3
- 1.3 2 you; up 3 out; the train times 4 on; the train 5 into; the hotel 6 out; the bill 7 around; town
- 1.4 1 I'm afraid I've messed our plans up for tomorrow.
 3 I've found the train times out from the SNCF website
 ... 6 I'll sort the bill out when I pick you up on Thursday afternoon.
- 3.1 2 throw away some of my old exercise books from school (more natural than throw some of my old exercise books from school away because the object is long) 3 gathered her papers up / gathered up her papers 4 bumped into Lea 5 tell the twins apart 6 talk you out of leaving college 7 woke me and my husband up / woke up me and my husband 8 try them out
- 3.2 2 as opposed to the 10,000 predicted 3 regardless of their ability to pay 4 thanks to a strict protein-only diet 5 for the sake of their health 6 along with an excellent art gallery 7 by way of an apology 8 with effect from 30th September
- 3.3 1 advised against using 2 dismissed the reports as; prevent her (from) doing 3 congratulated them on achieving; had benefited from taking part in 4 has quarrelled/has been quarrelling with her European counterparts over; ended in/ with her walking
- 3.4 2 with 3 from 4 out* 5 with 6 to 7 over/on 8 after

9 out 10 in 11 of 12 with 13 in 14 of 15 into 16 over/round* 17 (a)round/at/over 18 on 19 into 20 in 21 of 22 from* 23 over/out* 24 to 25 in 26 with/to 27 up 28 over/round* 29 out*

* No preposition also possible in these answers

Exam practice: Listening Part 1 1 C 2 B 3 A 4 B 5 C 6 B

25 Prepositions after nouns and adjectives

- 1.2 2b 3g 4f 5a 6d 7e 8h 9c
- 1.3 2 demand for 3 need 4 decision to 5 need for 6 complain about 7 complaints about 8 demand 9 decided to 10 influence on
- 1.4 2 demand for & 8 demand (verb no preposition);
 4 decision to & 9 decided (verb) to;
 5 need for & 3 need (verb no preposition);
 7 complaints about & 6 complain (verb) about
- 3.1 2 at 3 for 4 with 5 about 6 on 7 about 8 for
- 3.2 Suggested answers: 2 had an influence on 3 take pride in 4 have great admiration for 5 caused serious damage to 6 As a solution to
- 3.3 2 to cut 3 using / the use of 4 the number of visitors to 5 of organising / to organise 6 to move 7 the closure of 8 protecting / the protection of 9 recovering / recovery 10 of holding
- 3.4 A: 2 of 3 on 4 about 5 by 6 in 7 to 8 about 9 with

 B: 1 about 2 from 3 with 4 about 5 with 6 with 7 over

 8 with 9 for 10 in 11 for

Exam practice: Reading and Use of English Part 1
1A 2B 3B 4D 5C 6C 7C 8B

26 Cities

- 1.2 2 construction 3 rural 4 outskirts 5 residents 6 consequences 7 environment 8 pollution
- 1.3 1 urban 2 commercial 3 area 4 undeveloped 5 residents

1.4

Noun	Verb	Adjective
demolition	demolish	demolished
development developer	develop	developed undeveloped
resident residence	reside	residential
environment environmentalist	x	environmental
pollution pollutant	pollute	polluted

Answer key

- 1.5 1 tourist attractions 2 traffic congestion; city centre 3 public transport system 4 pedestrian area 5 Exhaust fumes; air pollution 6 traffic jams; rush hours
- 1.6 1 crime-free 2 car-free 3 cyclist-friendly 4 pet-friendly 5 car-mad 6 work-mad
- 2.1 1 hustle 2 social; contact 3 range 4 cost 5 centre 6 hop; underground 7 rates; rural
- 2.3 2d 3e 4a 5c
- 2.4 1 psychological 2 belief 3 inclusive 4 residents 5 helpful6 installation 7 surprisingly 8 significant

Exam practice: Reading and Use of English Part 5

27 Personal history

- 1.2 2 ancestors 3 genealogical 4 process 5 backwards 6 conducting 7 sources 8 documenting 9 descent 10 descendant
- 1.3 1 people who have Irish ancestors 2 Family legends ... are rarely 100% accurate; The truth may be somewhat less attractive than ... in family tales; You will find it impossible to retain (all the information) in your head; Don't be too ambitious (or you may be disappointed).
- 1.4 2 reminisce 3 the biggest hurdle 4 a grain of truth5 skeletons in the cupboard 6 draw the line 7 branch of your roots 8 accumulate huge amounts of information

1.5

Noun	Verb	Adjective
accumulation	accumulate	accumulated
accuracy inaccuracy	x	accurate inaccurate
ancestry	x	ancestral
embellishment	embellish	embellished
reminiscence	reminisce	reminiscent
verification verifier	verify	verified verifiable

- 1.6 1 hurdle 2 grains 3 draw the line 4 embellishments 5 inaccurate 6 reminiscent
- 1.7 1 exposes long-buried secrets 2 keep residents in the dark 3 digging up dirt 4 sweep recent statistics on inner-city crime under the carpet 5 cover his tracks 6 muddy the waters
- 1.8 1 dig up dirt (on somebody) 2 cover your tracks 3 muddy the waters 4 keep (somebody) in the dark 5 expose longburied secrets 6 sweep (something) under the carpet
- 2.1 An autobiography is the story of someone's life written by that person. A biography is written by another person.

- 2.2 2 confront 3 forget 4 accurate 5 myths 6 traces 7 hoarded 8 reports 9 appointments 10 blank
- 2.3 2 created; originating: put together 3 countless; many; numerous 4 expensive; important; precious 5 bits; fragments; small pieces
- 2.4 1 curiosity 2 unforgettable 3 requirement 4 accuracy 5 guilty 6 forgetful

Exam practice: Writing Part 1 – An essay A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

28 The arts

- 1.2 a 3, 6, 9, 11 b 2, 3, 6 c 1, 10, 12 d 5 e 1, 7, 12 f 2, 3, 4, 6, 8, 11 g 3 h 1, 9
- 1.3 Model answers

visual arts	sculpture, painting, textiles, drawing, photography, ceramics, film
styles of music	soul, blues, rock, pop, hip-hop, funk, jazz, classical, R&B, electronic folk
types of literature	novel, poetry, poem, short story, essay, play, novella
genres of film	thriller, romantic, comedy, drama, action, fantasy, adventure, science-fiction
artists	composer, performer, comedian, painter, author, director, actor, sculptor, poet

- 1.4 2 c 3 a 4 e 5 f 6 b
- 1.5 2 surgical instrument 3 match-winning performance
 4 third-quarter performance 5 musical instrument
 6 opening performance 7 scientific instrument
 8 academic performance
- 2.1 1d 2a 3c
- 2.2 2 small provincial theatre 3 a hint of irony 4 following 5 a great fan of 6 in stitches 7 is the right word 8 by hand
- 2.3 16 24
- 2.4 1 back-catalogue 2 a capacity audience 3 melodic 4 lines/part 5 part/character 6 learn(ing) by rote
- 2.5 1 chaos 2 melancholy 3 exhilaration 4 melody 5 intimacy 6 euphoria
- 2.6 2 classic 3 understated; subtle 4 intimate; boisterous 5 edgy 6 sweet; insistent 7 emotional
- 2.7 2 and 3 tells/is 4 in 5 that 6 has 7 without 8 on 9 down 10 each/one 11 keep 12 but

Exam practice: Reading and Use of English Part 1 1D 2A 3B 4B 5C 6D 7B 8A

29 Migrations

- 1.1 2 expatriates 3 asylum seekers 4 refugees 5 contract workers 6 professionals 7 illegal immigrants
- 1.3 2a 3b 4d 5e
- 1.4

Noun	Verb	Adjective
danger	endanger	endangered dangerous
legality illegality legalisation	legalise	legal illegal
persecution persecutor	persecute	persecuted
smuggling smuggler	smuggle	smuggled
specialism specialisation specialist	specialise	specialist specialised

- 2.1 1 dreary routine 2 surroundings 3 homesickness 4 took 5 return (home)
- 2.2 1 strong expat community; exciting place; multicultural; amazing places to eat and drink; one of the best cities in Asia for shopping; summer all year round 2 wedding; met Jason's friends; joined a kickboxing class; going to have a baby
- 2.3 2a 3e 4c 5b 6d
- 2.4 2 multilingual 3 multinational 4 multicoloured 5 multifunctional
- 2.5 2 sense of belonging 3 sense of humour 4 sense of duty 5 sense of responsibility 6 sense of loss
- 2.6 1 make a life change, e.g. new job, move house, etc. 2 yes 3 more 4 quickly 5 not 6 less 7 easier 8 no

Exam practice: Listening Part 2

1 destinations 2 graduate 3 economy 4 accommodation 5 warned 6 travel companies/agencies 7 resident 8 confidence

30 Risking it

- 1.1 2g 3f 4b 5h 6a 7e 8d
- 1.3 2 participants 3 associated 4 released 5 fear 6 levels 7 exertion 8 tentative 9 recreational 10 accident 11 activity 12 individual
- 1.4 2d 3a 4c 5e
- 1.5 TAKE: advice, care, a chance, effect, exercise, part, precautions, responsibility, steps to MAKE: a decision, a difference, an effort, progress, sure, use of
- 1.6 2 take part; take advice 3 take (full) responsibility 4 take (the proper) precautions 5 make a choice (make a decision also possible)

- 2.1 2 Teenagers enjoy the excitement that comes from taking risks.
- 2.2 2 four main groups 3 worse outcome 4 losing (all) the 5 relatively minor 6 be more sensible
- 2.3 2 The beginning of the stage that turns someone into an adult.
- 2.4 2 amused 3 analysing 4 enthusiasm
- 3.1 2 employees 3 reasonable 4 avoid 5 expert 6 competent 7 representatives 8 responsible 9 chance 10 serious

Exam practice: Reading and Use of English Part 7
1E 2D 3G 4F 5C 6A (B not used)

31 Gender issues

- 1.1 M: cameraman; fireman
 N: actor; doctor; firefighter; midwife/nurse; police officer; solicitor; surgeon; teacher
 F: headmistress; waitress; policewoman
- 1.2 1 & 3
- 1.3 2 categorise 3 biased 4 sexes 5 neutral 6 stereotypes
- 1.4 1 comedian/comic 2 humankind/people/humanity 3 ancestors/predecessors/forebears 4 flight attendants 5 synthetic/artificial 6 companions/partners/spouses
- 1.5 2 of 3 on 4 to 5 on 6 about
- 1.6 1 shocking 2 takes responsibility 3 underpaid 4 pay attention
- 1.7 1 be treated as 2 make inroads 3 in a derogatory way 4 historical disadvantage
- 2.2 arrogant arrogance; attractive attraction/attractiveness; competitive competition/competitiveness; driven drive; flexible flexibility; gifted gift; graceful grace; passive passivity; powerful power; pure purity; submissive submission/submissiveness
- 2.3 1 discrimination 2 activity 3 abilities 4 competitions 5 leadership 6 decision 7 inadequate 8 unequal
- 2.4 1 F (She started at the age of three and finished when she was 18.) 2 T 3 F (She had never thought about it being a traditionally female sport.) 4 T 5 F (She says she can see that things are moving away from this gender-typing.)

2.5

Noun	Verb	Adjective
category	categorise	X
contribution contributor	contribute	contributory
discrimination	discriminate	discriminatory
equality	equalise	equal
involvement	involve	involved
perpetuation	perpetuate	perpetual
neutrality	X	neutral

2.6 2 deem 3 complete 4 predominantly 5 overt 6 participate

Exam practice: Reading and Use of English Part 4 1 took full responsibility for his/the team's 2 not to be acceptable [in/at] 3 object to people using 4 took part in competitive sport 5 was under the impression 6 has been called off due/owing

32 Education

- 1.2 2 graduate 3 needs 4 classroom 5 potential 6 method 7 child-centred 8 influence 9 images 10 foster 11 whole 12 capacity
- 1.3 2g 3e 4a 5f 6d 7b
- 1.4 2 with 3 about/on 4 on 5 by 6 of 7 for/of 8 to

1.5

Noun	Verb	Adjective
establishment	establish	established
graduation graduate	graduate	×
education educator	educate	educated educational
innovation innovator	innovate	innovative
influence	influence	influential
motivation motivator	motivate	motivated motivating motivational

- 1.6 1 newly 2 firmly 3 highly 4 poorly 5 highly 6 increasingly 7 strongly 8 politically
- 2.1 1 He struggled to get a job. 2 Much better than now. (They were able to walk into an office, talk to the manager and get a job.) 3 You get hands-on experience and you get paid while you learn. 4 Ship/boat building (trainee engineer, training in engineering theory and boat and ship design).
- 2.2 1 impossible 2 references 3 hands-on 4 training 5 courses 6 trainees 7 giving something back
- 2.3 2 apply 3 insight 4 team-building 5 learned
- 2.4 1 enable 2 capabilities 3 understanding 4 interactive 5 application 6 electrical 7 realisation 8 researchers

Exam practice: Reading and Use of English Part 6
1A 2B 3D 4C

33 Health

- 1.2 1 infectious = spread by germs; contagious = spread by bodily contact 2 starvation = state of suffering or death caused by having no food; malnutrition = physical weakness and bad health caused by lack of food 3 treatment = includes all of the things that are done to help a sick or injured person, e.g. surgery/counselling/medication; medicine = substance which is drunk or swallowed as part of medical treatment 4 transmit = pass a disease on to another person; contract = get a disease from another person 5 epidemic = outbreak of disease that spreads through one or more communities; pandemic = an epidemic which spreads throughout the world 6 acute = suddenly very serious; preventable = applying current medical knowledge can stop/reduce the incidence of the disease.
- 1.3 1 deaths globally are caused by cardiovascular diseases.
 2 infectious diseases than were killed by natural or manmade catastrophes.
 3 1.6 million people die from them each year.
 4 (mostly children) died from measles.
 5 immunise someone against measles.

1.4

Noun	Verb	Adjective
immunisation immunity	immunise	immune
infection	infect	infectious infected
medication	medicate	medical medicated
prevention	prevent	preventative preventable
treatment	treat	treatable untreated

- 2.1 1 300 million people. 2 In the 1700s. 3 An English doctor who developed the smallpox vaccination. 4 In 1959.
- 2.2 1 T 2 T 3 F (Smallpox often led to death.) 4 F (Farm labourers ...) 5 T 6 F (The last recorded case was in 1977 and the disease was declared defeated shortly after.)
- 2.3 2 mismanagement 3 misconduct 4 misdiagnosis 5 misinformation 6 misrepresentation
- 3.1
- 3.2 1 detoxify (your body) 2 appetite suppressant 3 total energy intake 4 be on a diet 5 fluid 6 be prone to 7 dehydrated
- 3.3 1 for/to 2 for 3 to 4 in 5 at 6 with 7 to

Exam practice: Writing Part 2 – A report A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

34 Getting about

- 1.1 2 trip 3 travel 4 trips 5 travel 6 trip
- 1.2 2g 3d 4e 5h 6b 7c 8a
- 1.3 1P 2A 3C 4C 5C 6A 7P
- 1.4 1 bike capital 2 extensive network 3 theft 4 rent 5 dramatic increase 6 low incomes 7 fitted with 8 programme 9 traffic lanes 10 returnable deposit
- 2.1 2 get around 3 private cars 4 fossil fuels 5 self-driving vehicles 6 eco-friendly
- 2.2 Model answers: 1 I'd get around by taxi so I wouldn't get lost. 2 I'd get by with gestures and pointing. 3 I get out of doing things I don't want to by saying I'm not feeling very well.
- 2.4 2 to 3 on 4 in 5 to 6 with

Exam practice: Listening Part 1

1 A 2 A 3 B 4 C 5 B 6 C

35 Moods

- 1.1 1 frowned; fly off illustration E 2 tragic; trembled; devastated illustration C 3 sails; care; laid-back illustration B 4 mind; bites; stammers illustration A 5 clouds; dreamers; lighten illustration D
- 1.2 2E 3D 4C 5A
- 1.3 2 tearful 3 angry 4 calm/relaxed 5 optimistic
- 1.4 2 anxiety 3 apprehension 4 calm 5 confrontation6 contentment 7 fury 8 misery 9 optimism/optimist10 patience 11 positivity 12 relaxation
- 1.5 1 calm 2 confront 3 angered/infuriated
- 1.6 2 ravenous; 3 excruciating: 4 devastating 5 petrifying: 6 ludicrous; 7 astonishing: 8 hideous
- 1.7 1 mildly 2 particularly; ravenous 3 ludicrous; a bit 4 completely; hideous 5 devastating; bitterly
- 1.8 2 c 3 a 4 e 5 b
- 2.2 2 photographic 3 retain 4 mind 5 forgotten 6 ear 7 short-term 8 recall
- 2.3 1 / 2 X 3 / 4 / 5 / 6 X
- 2.4 1 traumatic; bitter 2 early, childhood 3 trigger a memory; bring back a memory; jog someone's memory 4 vague

Exam practice: Reading and Use of English Part 1 1D 2A 3C 4A 5D 6C 7A 8B

36 Fame and fortune

- 1.2 2 lucrative 3 talents 4 appearance 5 media 6 exposure 7 attained 8 stalked
- 1.3 1 immense 2 sought-after 3 (social) perks 4 accomplishments 5 aspire to 6 envy 7 status 8 the public eye
- 1.4 2 benefit (is not an ability) 3 devotion (does not have a negative meaning) 4 entitlement (is not about people's opinions of you) 5 perk (does not consist of money)

- 1.5 2 royalty 3 rewards 4 Consultancy 5 reality 6 attaining 7 value 8 non-famous 9 talented 10 credibility
- 1.6 2 lifestyle 3 endorsements 4 coverage 5 gossip 6 attention
- 1.7 1 stalk 2 famous; envy 3 achieve; forgotten 4 talented; individuals 5 personalities; from 6 recommend; weird
- 2.2 Speaker 1: relaxing entertainment Speaker 2: a bit of an embarrassment Speaker 3: my kind of television
- 2.3 1 trashy novel 2 unwind 3 car crash 4 story lines 5 common ground 6 group dynamics
- 2.4

Noun	Verb	Adjective
addict addiction	addict	addictive addicted
drama dramatisation dramatist	dramatise	dramatic
fantasy fantasist	fantasise	fantastical
manipulation manipulator	manipulate	manipulative

Exam practice: Reading and Use of English Part 2 1 to 2 them 3 who / that 4 on 5 lt 6 in 7 as 8 up

37 Relationships

- 1.1 1 mediator; listener; friend; (impartial) judge 2 fifty or sixty years ago 3 globalisation
- 1.2 2b 3d 4c 5a
- 1.3 1 stability 2 dependable 3 impartial
- 1.4 2 bridges the gap 3 dependable 4 at loggerheads 5 stability 6 impartial
- 1.5 appreciate recognise; doubt question; erode weaken; impart – inform; instil – teach
- 1.6 2 A tough upbringing teaches you survival skills. 3 People do not feel lucky to have a dysfunctional family. 4 An uneasy relationship would make marriage difficult. 5 Pushy parents are not fragile, they are assertive.
- 2.2 2 conflicts 3 ruin 4 advice 5 partnership 6 contribute
- 2.3 Speaker 1 is the only speaker who advises against friends going into business together.
- 2.4 Speaker 1 c Speaker 2 b Speaker 3 d Speaker 4 a
- 2.5 2f 3d 4b 5c 6a
- 2.6 1 letdown 2 break-up 3 falling out

Exam practice: Listening Part 3

1D 2B 3C 4B 5A 6C

38 Time off

- 1.2 2 tropical resorts 3 pack 4 destination 5 self-catering6 isolated beach 7 spectacular scenery 8 entertainments9 two-week 10 local cuisine
- 1.3 2 an adventure holiday 3 a foreign holiday 4 a public holiday 5 a beach holiday 6 book a holiday
- 1.5 1 spectacular 2 authentic local 3 extravagant; artificial 4 exotic 5 unheard-of
- 2.1 2 aerobics 3 martial arts 4 walking 5 football 6 tennis 7 swimming
- 2.2 2 football pitch / tennis court 3 walking pace 4 swimming costume 5 aerobics class
- 2.4 1F 2T 3T 4F 5T 6T 7F 8F
- 2.5 1 minor adjustments 2 activating your muscles 3 extortionate fees 4 spectator 5 doing them a favour
- 2.6 1 off 2 up 3 off 4 on 5 back 6 about

Exam practice: Reading and Use of English Part 8 1D 2B 3A 4B 5C 6A 7A 8E 9C 10E

39 Media

- 1.2 2 reported 3 media channels 4 expert analyst 5 directly
 6 tuning in 7 subscribe to 8 targeted information
 9 mobile devices 10 access to
- 1.3 2 unfiltered 3 social news 4 emerge 5 consume

1.4

Noun	Verb	Adjective
analyst analysis	analyse	analytic analytical
domination dominance	dominate	dominant
emergence	emerge	emergent emerging
subscription subscriber	subscribe	oversubscribed undersubscribed
explosion explosive	explode	explosive
consumption consumer	consume	consumable

- 1.5 2 explosion 3 analyse 4 consumers 5 emergence 6 dominance/domination
- 1.6 1 explosive device what it does not how it works 2 digital device – how it works not how it is used 3 laboursaving device – a benefit not what it does
- 2.2 2 with 3 well 4 it 5 without 6 into 7 ln
- 2.3 1 All four speakers are in favour of the idea.
 2 Speaker 1 does not think that the laws will be wholly successful (media corporations that want to profit without fear of correction or sanction at the expense

- of the individual). Speaker 2 thinks they will be successful. Speaker 3 does not think they will be successful (for every move on the chessboard of free speech there is an equal and opposite move which negates openness). Speaker 4 does not think the laws will be successful (I don't think from the perspective of responsible news organisations that it's going to make much difference).
- 2.4 1 investigative 2 expression 3 human rights 4 accountability 5 expense
- 2.6 1b 2a 3b 4b

Exam practice: Reading and Use of English Part 4

1 it is my ambition / my ambition is 2 afford to sue 3 it is likely that traditional newspapers 4 first saw / saw the beginning/introduction of 5 can't imagine living / life 6 took (me) all morning to look

40 The world of work

- 1.2 2 customer services 3 construction 4 mining 5 agriculture 6 entertainment
- 1.3 1 F (Her first job was working for an insurance company.)
 2 F (Her job was moved to India but she herself doesn't work there.)
 3 T 4 T 5 T 6 F (Five people work on the farm including him and his wife.)
- 1.4 1 youth unemployment 2 general office skills 3 call centre 4 retired 5 made redundant 6 out of work 7 take over from 8 cover costs
- 1.5 2 dictate; dismiss 3 disturbs 4 acquire 5 employer; compensation
- 1.6 2 job 3 work; job 4 work 5 work; job
- 1.7 1 work experience 2 job satisfaction; workload 3 job security 4 work environment 5 work permit; job offer 6 job market; jobseekers 7 work colleagues; job opportunities 8 work clothes; work space
- 2.1 1 She applied for a US visa to escape the doom and gloom.
 2 Living and working in a city like New York is like a dream come true ... 3 ... there were still jobs for the more educated members of the workforce. 4 ... I imagined myself climbing the corporate ladder ...
- 2.2 2 freelance 3 doom and gloom 4 work ethic 5 churn out 6 prospects 7 spring up 8 thriving
- 2.3 1 Immigrants are sometimes needed to fill gaps in the labour market because there are not enough sufficiently well-qualified job seekers in a country or because there are not enough people willing to do low-level work.
 2 Ambitious people want to climb the corporate ladder.

Exam practice: Reading and Use of English Part 3

1 satisfaction 2 appreciated 3 leadership 4 contribution 5 objectives 6 technological 7 workforce 8 essential

41 Economics and business

- 1.1 2 go bust 3 recession; slump; downturn 4 credit crunch 5 crash 6 inflation 7 interest rate 8 tumble; weaken; fall
- 1.2 Speaker 1: fuel / gas* / heating Speaker 2: higher education / college fees
 - * In British English gas is used for heating houses and cooking. In American English gas (or gasoline) is fuel used in cars and other vehicles.
- 1.3 1 mess 2 keep up 3 hit 4 check 5 debt 6 alarming 7 jumpy 8 free fall
- 1.4 a7 b2 c8 d1 e6 f4 g5 h3
- 1.5 2 retailers 3 stock 4 spending 5 non-essentials 6 income 7 market 8 profits
- 1.6 2 make ends meet 3 not out of the woods 4 cut spending to the bone 5 eke out 6 a double-edged sword
- 1.7 1 rocket, soar 2 cut, lower, reduce 3 disconcerting, disturbing, worrying
- 2.1 A Get the finance you need B Focus on the essentials C Play to your strengths D Take advice
- 2.2 1 develop; establish; maintain 2 establish; launch; start 3 flourish; prosper; succeed 4 look for; search for; try to find
- 2.3 1 into 2 to 3 on 4 over
- 2.4 1 investors 2 partnership 3 productive 4 expenditure

Exam practice: Writing Part 1 – An essay A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

42 The living world

1.2 1 Fish 2 Mammals 3 Amphibians 4 Reptiles 5 Insects 6 Birds

1.3

Amphibians	Birds	Fish	Insects	Mammals	Reptiles
frog	owl	shark	bee	horse	snake
newt	swallow	mackerel	ant	whale	crocodile
toad	vulture	salmon	cricket	wolf	lizard

- 1.4 1 owl 2 bee 3 wolf 4 snake 5 salmon
- 1.5 1 young animals 2 things humans do to animals 3 groups of animals 4 animal homes 5 things animals do 6 animal body parts
- 1.6 1 extinction / becoming extinct. 2 25%
- 1.7 2 declining 3 vital 4 existence 5 pollinate 6 grains 7 disappear 8 economic 9 humans 10 pesticides

1.8

Noun	Verb	Adjective
decline	decline	declining
disappearance	disappear	disappearing

existence	exist	existing existent non-existent
extinction	x	extinct
pollination pollen	pollinate	pollinated
theorist theory	theorise	theoretical

- 2.1 b3 c4 d1
- 2.3 1 used to build homes 2 material for clothes 3 aspirin 4 taxol (cure for cancer) 5 (ingredients for) cosmetics 6 soap; glue; plastics
- 2.4 1 Unlike farmers, gardeners do not grow crops for profit. Gardeners' work is often aesthetic and they can be employed on other people's land. 2 Roots are parts of a tree or plant that spread underground whereas branches are parts of a tree that spread above ground.
 3 Carnivorous animals eat mainly meat but omnivorous creatures eat vegetable foodstuffs as well. 4 Shelter means protection from the weather and other possible threats while habitat refers to a specific living environment.
- 2.5 1 aquatic, endangered, wild, exotic, flowering 2 wild, marine, furry, domestic, endangered, exotic, aquatic 3 clean, thin, cold, humid, fresh 4 humid, cold, mild, harsh, arid, temperate

Exam practice: Listening Part 4
Task One: 1 D 2 C 3 A 4 E 5 H
Task Two: 6 B 7 C 8 F 9 A 10 E

43 Personal contact

- **1.2** Possible answers: **a** 1, 2, 3, 4 **b** 2, 3, 4, 7 **c** 2, 3, 4 **d** 5 **e** 1, 3, 6
 - f2, 3, 4 g2, 3, 4 h 1, 3, 6
- 1.3 2 touch 3 reconnect 4 relationships 5 share 6 forums7 business 8 Members 9 profile 10 location
- 1.4 2 a question 3 an opinion 4 a friend 5 an understanding
- 1.5 Possible answers: 1 credentials using scans of official documents 2 passion no I don't meet new people online 3 identities fraud and other serious crimes 4 reality yes I think people feel disconnected
- 1.6 1e 2a 3d 4f 5c 6b
- 2.1 3 letter addressed and put in an envelope communicating messages which may be detailed; memo short message about a practical subject often in work context; note short informal message; card usually communicates a social greeting on a specific occasion, has an attractive design; petition addressed to officials requesting a change to something with a large number of signatures; invoice a bill for goods or services; diary record of appointments or day-by-day account of events throughout the year

Answer key

- 2.2 1 Letters were something special and meaningful. It was a rich form of expression, you could really think about what you wanted to say. You could make your letter perfect and heartrending. 2 the telephone; the internet; email; smartphones; video conferencing; instant messaging; social networks and apps.
- 2.3 1 means (of) communication 2 time (and) concentration 3 rewrite 4 immediate 5 obsolete 6 instant; endless.
- 2.4 2a 3e 4c 5g 6b 7f
- 2.6 1 method; way 2 aspect; feature 3 communicate; express
- 2.7 1 She couldn't be bothered (negative); a badly written note (negative) 2 It was very thoughtful of you (positive); It really brightened up my day (positive) 3 these soppy messages (negative); her sound desperate (negative).
 4 response to our ideas was scathing (negative); very frustrating (negative) 5 He rambled on for hours (negative) 6 He's so articulate (positive); he dominates the conversation (negative); he's a pleasure to have around (positive)

Exam practice: Reading and Use of English Part 2

1 in 2 do 3 or 4 up 5 living 6 from 7 lf 8 would

44 The environment

- 1.2 1 Deforestation 2 Overgrazing 3 Overfishing 4 Invasive species 5 Intensive agriculture 6 Urban development
- 1.3 2 F (Overgrazing is one of the main pressures on biodiversity.) 3 T 4 F (The regeneration of marine populations happens slowly.) 5 T 6 F (Weeds are a significant pressure on ecosystems.) 7 F (Bio-intensive farming is affecting estuaries.) 8 (F Population growth on the coastline is cause for concern.)

1.4

Noun	Verb	Adjective	
agriculture	x	agricultural	
density	x	dense	
erosion	erode	erosive eroded	
intensity intensification	intensify	intensive	
modification	modify	modified	
population overpopulation	populate overpopulate	populated overpopulated	
regeneration	regenerate	regenerative regenerated	

- 1.5 2 modified 3 agriculture 4 intensify 5 regeneration 6 overpopulated
- 2.1 2a 3e 4b 5c
- 2.2 1 biodegradable 2 conservation 3 recyclable 4 renewable 5 reforestation

- 2.3 2 plastic 3 solar energy 4 produce/fruit and vegetables 5 lightbulbs
- 2.4 1 many cycle lanes 2 recycling plastic 3 expensive to install 4 pollute the environment 5 by air / so far 6 local farmers 7 wasteful of energy / bright

Exam practice: Reading and Use of English Part 3

1 cultivation 2 destruction 3 economic 4 endangered 5 extensive 6 growth 7 sensitive 8 plantations

45 Science and technology

- 1.2 1 Speaker 1: electricity Speaker 2: penicillin/antibiotics Speaker 3: the microchip
 - 2 Speaker 1: Without electricity many other important modern inventions would never have happened.

 Speaker 2: Penicillin has saved many lives. These people have gone on to contribute to progress.
 - **Speaker 3:** The microchip is central to every digital device on the planet.
- 1.3 1 medical advances 2 modern life 3 countless lives 4 life expectancy 5 nervous system 6 scientific breakthroughs
- 1.4 2 e 3 i 4 c 5 b 6 h 7 g 8 j 9 d 10 a
- 1.5 1 spine 2 tribes; volcano 3 variation; species 4 comet; atmosphere
- 1.6 1 proved certain rather than possible 2 contradict only a definite statement can be disproved 3 drawback is negative so does not contribute anything 4 experiment to experiment is to research 5 affected over time rather than suddenly 6 prediction happens before an experiment
- 2.1 Possible answers climate change: development of new clean sources of energy disappearance of fossil fuels: the development of new bio-fuels food shortages: development of new high-yield crops resistant to disease and pests diseases: discovery of new drugs and improved detection methods water shortages: rain harvesting and new efficient desalination techniques
- 2.2 Battery technology is primitive and has not kept up with other technological developments.
- 2.3 2 manufacturers 3 range 4 conditions 5 maintain 6 tank 7 overcome 8 life 9 obstacle 10 resources 11 models 12 emissions
- 2.4 1 gas emissions 2 petrol tank 3 family car 4 motor manufacturers 5 oil resources 6 diesel engines
- 2.5 2 taking on 3 taken over 4 took me through 5 take up 6 taken me off 7 take in

Exam practice: Writing Part 2 - A letter

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