

# Oxford Word Skills

UPPER-INTERMEDIATE – ADVANCED VOCABULARY

Ruth Gairns and Stuart Redman

*Learn to use the most important  
words and phrases in English  
topic by topic*



Oxford  
5000



SECOND  
EDITION

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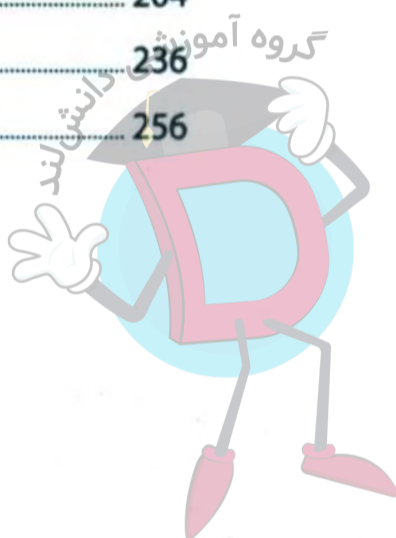
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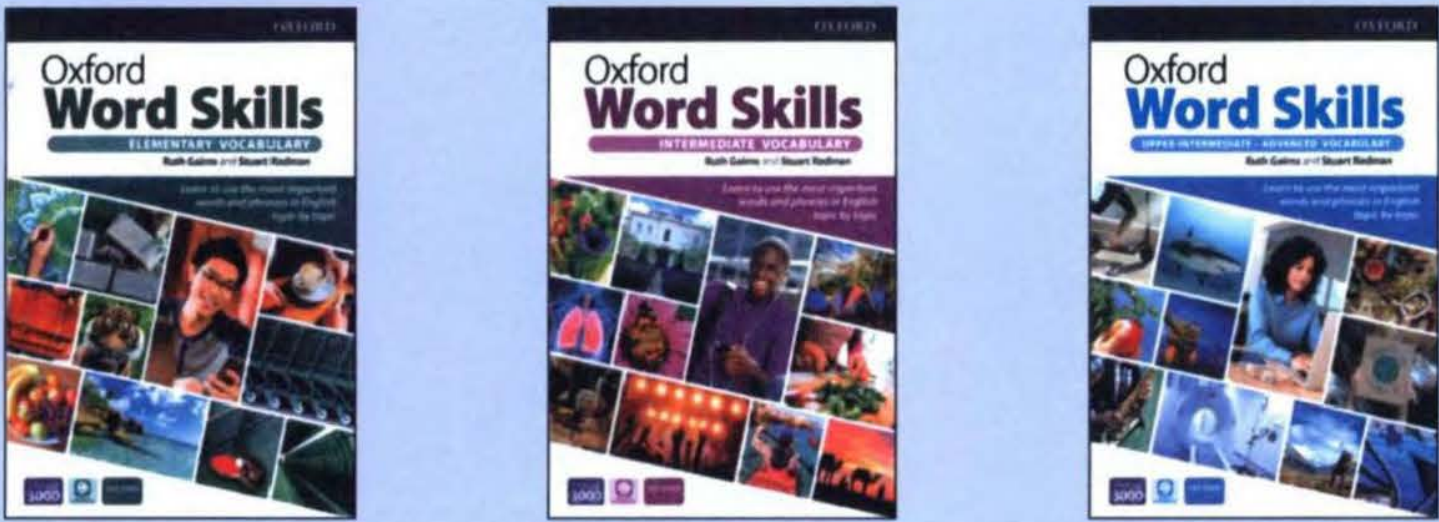
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# Introduction

## What is *Oxford Word Skills*?

*Oxford Word Skills* is a series of three books for students to learn and practise new vocabulary.



**Level 1:**  
Elementary (CEFR levels A1 and A2)

**Level 2:**  
Intermediate (CEFR level B1)

**Level 3:**  
Upper-Intermediate – Advanced (CEFR levels B2 and C1)

There are over 2,000 new words or phrases in each level, and all of the material can be used in the classroom or for self-study.


## How are the books organized?

Each level contains 100 units of vocabulary presentation and practice, with a unit being 1–2 pages, depending on the size of the topic. New vocabulary is presented in manageable chunks, then immediately followed up with practice exercises, often on the same page.

The units are grouped within modules containing 4–12 units. A majority of the modules are topic-based, e.g. People, Leisure and lifestyle, News and current affairs, but some modules have a language focus, e.g. Expand your vocabulary, Aspects of language.

The Upper-Intermediate – Advanced level also contains:

- an Answer key for all the exercises
- a Word list of all the vocabulary taught with a reference to the units where each item appears and the CEFR level for words/phrases in the Oxford 3000™/5000™ or Oxford Phrase List™.

*Oxford Word Skills* comes with the *Oxford Advanced Learner's Dictionary* app, which allows learners to find the meaning of new words in English and provides a pronunciation model for the words. You will find pronunciation exercises throughout the book which refer you to the  to check the correct pronunciation.

## What vocabulary is included?

At Upper-Intermediate – Advanced level, the vocabulary includes:

- a wide range of topic areas, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, time, old and new
- different fields of written English, e.g. literature, science, technical English
- a wide range of phrasal verbs and idioms
- various aspects of language, e.g. compounds, prefixes and suffixes, prepositional phrases


Throughout the three levels the main focus is on high-frequency vocabulary in everyday spoken English, although the higher levels increasingly add more language from different styles of English as well as more figurative use of language.

The selection of vocabulary at each level is based on frequency and usefulness, with the foundation being the Oxford 3000 or Oxford 5000. These are lists of 3,000 and 5,000 words, respectively, identified by the Oxford University Press ELT Dictionaries team as the most important words for learners of English. These items have been divided in the Oxford 3000 into four levels in accordance with the CEFR (A1, A2, B1 and B2), and the Oxford 5000 contains additional words at CEFR levels B2 and C1.



- The Elementary level includes many items from A1, but with the majority of items at A2 level.
- The Intermediate level has a focus on B1 items from the Oxford 3000, as well as recycling items from the A2 level.
- The Upper-Intermediate – Advanced level concentrates on B2 items from the Oxford 3000, but also includes additional B2 items and C1 words from the Oxford 5000.

The Oxford 3000/5000 lists are supplemented by the Oxford Phrase List, which contains just under 1,000 phrases considered important for students at each level. The Upper-Intermediate – Advanced word list also draws on topic lists from OUP's learner's dictionaries, which identify key vocabulary items across a range of 60 topics. By using the Oxford 3000/5000 alongside the topic lists, we are able to focus on high-frequency vocabulary, but also to include vocabulary that may not have a high frequency overall, but will have great value in particular contexts, e.g. **overtake** when talking about driving, **extinct/extinction** when talking about climate change and the danger to wildlife, or **self-catering** when talking about holidays. By using the Oxford Phrase List, we are also able to ensure the best coverage of both words and phrases at each level.

We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases by supplying a clear illustration, a simple definition, or an example of each word or phrase. Learners should be aware that many English words have more than one meaning. They should refer to the *Oxford Advanced Learner's Dictionary*  for information on other meanings.



## To the teacher

### How can I use the material in the classroom?

New vocabulary is presented through:

- **visuals**



- **sentences and short dialogues**

<b>Time Management tips</b>	<b>basis</b> <b>reminder</b> <b>prioritize</b>	<b>note of sth</b> a particular way in which sth is organized or done: <b>on a day-to-day/daily/weekly/regular basis</b> sth that makes you remember sth <b>remind sb (of/about sth) v</b> put tasks, problems, etc. in order of importance so that you can do the most important first <b>priority n: a high/low/top priority</b>
<b>Idiom</b>	<b>Meaning</b>	
<i>I'm going to do the essay again. ~ <b>What for?</b></i>	for what purpose or reason	
<i>Are you going to the party? ~ <b>You bet!</b></i>	used to emphasize that you are keen to do sth	
<i>I've got my exam today. ~ OK. <b>(The) best of luck.</b></i>	used to wish sb success in what they are going to do	

- **different types of extended written text**

<p>The Glasgow School of Art has been <b>devastated</b> yet again by a huge fire. More than 120 <b>firefighters</b> tackled the <b>blaze</b>, which began on Friday night and spread to a concert hall next door. There were no reported <b>casualties</b>, but police evacuated 27 people from nearby properties as a <b>precaution</b>. At the moment, there is no <b>suspicion</b> the fire was started <b>deliberately</b>, but the <b>intense</b> heat is preventing fire officers from getting in to <b>assess</b> the damage. First Minister, Nicola Sturgeon, <b>praised</b> the <b>courage</b> of the firefighters who fought to save the building.</p>	<b>GLOSSARY</b>
<b>devastate</b>	destroy or damage sth badly <b>devastation n</b>
<b>firefighter</b>	a person whose job is to stop fires, working for the <b>fire brigade</b>
<b>tackle</b>	make an effort to deal with a difficult problem or situation
<b>blaze</b>	a large and often dangerous fire
<b>casualty</b>	a person who is killed or injured in a war or accident
<b>precaution</b>	sth you do in order to avoid danger or problems
<b>suspicion</b>	a feeling or belief that sth is wrong or that sb has done sth wrong <b>suspicious (of sb) adj suspect v</b>
<b>deliberately</b>	in a way that was planned <b>deliberate adj</b> SYN <b>intentional</b>
<b>intense</b>	very great, strong or serious: <b>intense heat/cold/pressure intensity n</b>
<b>assess</b>	judge or form an opinion about sth <b>assessment n</b>
<b>praise</b>	say that sb is good and should be admired for sth <b>praise n</b>
<b>courage</b>	the ability to do sth dangerous without showing fear SYN <b>bravery; courageous adj</b>

- Visuals provide a clear guide to meaning; sentences, dialogues and extended text show words being used naturally, with the meaning explained in a glossary (or within a table). The input varies from approximately 15 items in a single A or B section, to 25–30 items on a full page of input. Here is a procedure you could follow:
- Students study the visuals or written text in the presentation for five–ten minutes for an A or B section, or ten–fifteen minutes for a full page. This allows time for them to reinforce the connection between the visual input and the meanings, or to read through the glossary carefully to check the meaning of new items in the presentation sentences, dialogues or extended text. With the information from the glossary, students should then go back to the presentation text and check that they fully understand the meaning of the new words in those contexts.

Tell students to look at the extra words in the **glossary** (opposites, synonyms, derivatives, collocations and further examples) as this will help them to expand their vocabulary with minimal effort in many cases. It is also important to look at the **spotlight** boxes. The spotlight box is an additional feature which picks out an item or items of particular value. For example:

**SPOTLIGHT** *accept*

**Accept** means 'say yes to an offer', but has some other meanings, too.

- 1 allow sb to be part of a group:  
*They **accepted me** as one of the family. (as in the text)*
- 2 agree to sth:  
*The council has **accepted** the latest proposal.*
- 3 admit you did sth wrong:  
*I **accept responsibility** for the mistakes.*

**SPOTLIGHT** *expressing family similarities*

If you **resemble someone/something**, you look like or are similar to another person/thing. The emphasis is more on looks than character. **resemblance** *n*

If you **take after someone**, you look or behave like an older member of your family.

If you **follow in someone's footsteps**, you do the same job or have the same lifestyle as someone else, usually a member of your family.

- While students are working through the presentation, you can answer any questions they may have about the items. This is also an opportunity to provide a pronunciation model for your students to repeat; otherwise, the presentation stage is going to be a long silent phase. You might want to read a text aloud, or get students to read sections of it, etc.
- Students can move on to the first exercise, which they can check for themselves using the Answer key, or you can go over the answers with the whole class. This is probably a better approach, as you can also discuss why they might have arrived at a wrong answer and focus on practising the pronunciation if necessary. It is sensible to work through the exercises chronologically, as they tend to progress from pronunciation practice to receptive practice to controlled productive practice, and then quite often to freer productive practice in the **ABOUT YOU** or **ABOUT YOUR COUNTRY** activities.
- When you are satisfied with their answers to the first exercise, you can ask students to go on to further exercises, while you monitor them as they work individually or in pairs, and assist where necessary. When they have finished an exercise, you will find that many of the exercises – sentence completion and particularly dialogue completion – lend themselves to controlled speaking practice. Students can practise dialogues in pairs, or take it in turns to read out complete sentences to each other.
- **TEST YOURSELF** When they have completed written exercises, students can test themselves on the new vocabulary. The material has been designed so that students can cover the new words beneath a picture (using a book, notebook or piece of paper) while they look at the visuals and test themselves. They can do the same with some of the tables and glossaries: cover the new vocabulary and look at the meaning, or vice versa. This is a simple, quick and easy way for learners to test themselves over and over again, so there is no pressure on you to keep searching for different exercises. It is also useful to demonstrate this so that students can revise vocabulary in their own time using this 'cover and check' approach.
- You will often notice **ABOUT YOU** or **ABOUT YOUR COUNTRY**. These are personalized exercises which give learners an opportunity to use the new vocabulary in a freer way and within the context of their own lives. Students can write answers to these, but they make ideal pairwork activities for students to practise their spoken English while using the new vocabulary. If you use these as speaking activities, students could then write their answers (or their partner's answers) as follow-up. In the Answer key, possible answers for these exercises are provided by both native speakers and proficient non-native speakers from different parts of the world. This may be of particular value to a self-study learner, as a way of comparing answers.

### How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If you want your learners to use the material for self-study, you can recommend that they use the book alongside the **APP**, as it gives them a pronunciation model for items of vocabulary, as well as further practice exercises. For self-study learners in particular, it is a good idea to start with the first module on expanding your vocabulary. Self-study learners can check their answers to exercises using the Answer key, and test themselves using the 'cover and check' procedure explained above. They can also select the topics that interest them, or the topics where they most need to expand their vocabulary.

# 1 Meaning and style

## A Asking about meaning

- A Would it be **accurate** to say that *student* and *pupil* are **synonymous**?
- B No, not exactly. A *student* is a person who studies in a school, college or university. *Pupil* has a more **restricted** use. A *pupil* is someone who only studies in a school, especially a primary school.
- A It's a bit **ambiguous** to say *she's a good student*, isn't it?
- B Yes, you can **interpret** it in different ways. *Good* can mean 'well-behaved' or 'hard-working'.
- A The meaning of *wrapping paper* is fairly obvious, isn't it?
- B Yes, it's **self-explanatory**: just paper for wrapping presents and stuff.
- A Can you give me a **precise** definition of *soul*?
- B Well, it's **virtually** the same as *spirit*: the part of you that is believed to exist after you die. But *spirit* has several other meanings too.

### GLOSSARY

<b>accurate</b>	exact and correct; without mistakes OPP <b>inaccurate</b> ; <b>accuracy</b> <i>n</i>
<b>synonymous</b>	having the same, or nearly the same meaning <b>synonym</b> <i>n</i>
<b>restricted</b>	controlled or limited
<b>ambiguous</b>	not clear; able to be explained in different ways <b>ambiguity</b> <i>n</i>
<b>interpret</b>	explain the meaning of sth <b>interpretation</b> <i>n</i>
<b>self-explanatory</b>	easy to understand and not needing more explanation
<b>precise</b>	clear and accurate SYN <b>exact</b> ; <b>precision</b> <i>n</i>
<b>virtually</b>	almost, very nearly: <b>virtually the same</b> <b>virtual</b> <i>adj</i>

### 1 Mark the stress on these words. Use the to help you.

- |            |              |             |                    |
|------------|--------------|-------------|--------------------|
| 1 accurate | 3 synonymous | 5 ambiguity | 7 interpretation   |
| 2 synonym  | 4 ambiguous  | 6 interpret | 8 self-explanatory |

### 2 Is the meaning the same or different? Write S or D.

- |   |       |
|---|-------|
| 1 The meaning is virtually the same. / The meaning is exactly the same.     | ..... |
| 2 They are both students in my school. / They are both pupils in my school. | ..... |
| 3 The meaning is quite precise. / The meaning is quite restricted.          | ..... |
| 4 The sentence is ambiguous. / The sentence can be interpreted in two ways. | ..... |
| 5 I don't know the exact meaning. / I don't know the precise meaning.       | ..... |
| 6 Tom is fairly inaccurate. / Tom makes very few mistakes.                  | ..... |
| 7 His soul will live on. / His spirit will live on.                         | ..... |
| 8 What she said was fairly ambiguous. / What she said was fairly accurate.  | ..... |

### 3 Complete the sentences with the correct form of the word in capitals at the end.

- |   |           |
|---|-----------|
| 1 If you want to make something clear, it's better to avoid .....           | AMBIGUOUS |
| 2 She always expresses herself with .....                                   | PRECISE   |
| 3 <i>Hide</i> and <i>conceal</i> are very similar, but not completely ..... | SYNONYM   |
| 4 Elsie is quite fluent but she lacks .....                                 | ACCURATE  |
| 5 I think this sentence is open to .....                                    | INTERPRET |
| 6 The instructions were .....; a child could understand them.               | EXPLAIN   |
| 7 They are ..... opposites.   | VIRTUAL   |

### 4 Answer the questions.

- What's the exact meaning of *huge*? .....
- Which word is more restricted: *get* or *acquire*? Why? .....
- Is the meaning of *waiting room* fairly self-explanatory? Why? / Why not? .....
- Are *slim* and *thin* synonyms? Why? / Why not? .....
- Is it accurate to say that a pupil studies in a secondary school? Why? / Why not? .....
- I picked up my bag*. Why could this sentence be ambiguous? .....

### TEST YOURSELF

## B Explaining style

Example	Meaning
'Thanks for your help, Sam,' she said <b>ironically</b> . Sam hadn't helped at all.	<b>ironically</b> using words to say the opposite of what you mean, often humorously <b>ironic adj; irony n</b>
The <b>literal</b> sense of <i>gold</i> is 'a valuable yellow metal used to make coins, jewellery, etc.'	<b>literal</b> (of words and phrases) being the basic or usual meaning <b>literally adv</b>
<b>Golden</b> is used <b>figuratively</b> in the sentence <i>Working in this company is a golden opportunity for him.</i>	<b>figuratively</b> (of words and phrases) not used in the basic or usual way, but in a way that makes a description more interesting ( <b>Golden</b> here means 'wonderful' or 'special'.) <b>figurative adj</b>
<i>She has a heart of gold</i> is an example of a <b>metaphor</b> . It means 'she is a very kind person'.	<b>metaphor</b> a word or phrase used to describe sb/ sth else in a way that is different from its normal use <b>metaphorical adj = figurative</b>
The dictionary marks <i>stupid</i> as <b>disapproving</b> .	<b>disapproving</b> (often used in dictionaries) showing that sth is bad or wrong
In <b>slang</b> , a <i>shrink</i> is a psychiatrist or a psychologist.	<b>slang</b> very informal words and phrases, used by particular groups of people in spoken language
<b>Swear words</b> are <b>offensive</b> to many people and not <b>appropriate</b> in most everyday conversations.	<b>offensive</b> rude in a way that causes you to be upset or angry <b>OPP inoffensive</b> <b>appropriate</b> suitable or correct <b>OPP inappropriate</b>
He called Tom 'an old woman'. How <b>insulting</b> !	<b>insulting</b> rude or offensive <b>insult n, v</b>

### SPOTLIGHT *swear*

**Swearing** is the use of **swear words** (= rude or offensive language). If you **swear at** somebody, you might make them angry. **Swear** can also mean to make a serious promise to do something.

- He **swore** that he would kill anyone who touched me.

### 5 Underline the words which usually suggest something negative.

disapproving      figurative      inappropriate      insulting      irony  
literal              metaphor              offensive              slang              swearing

### 6 Circle the correct word(s). Sometimes both words are correct.

- The *literal* / *figurative* meaning of *curtain* is a piece of cloth which covers a window.
- The *curtain* fell on her *career* is *figurative* / *metaphorical*. It means 'her career ended'.
- Irony* / *Slang* is commonly used to say the opposite of what you mean.
- Ana is so kind; she has a heart of *silver* / *gold*.
- It may be *appropriate* / *inappropriate* to ask someone how much they earn or how old they are.
- He was being *ironic* / *offensive* – he didn't mean to be rude.
- I think it was *a metaphor* / *an insult* to say you were stupid.
- Swearing is *offensive* / *inoffensive* to many people.

### 7 Complete the sentences with a suitable word.

- Naïve* often has a negative meaning and is marked '.....' in the dictionary.
- Flood* is one of those words that can be used literally or .....
- He said my food was tasteless, which I found incredibly .....
- Knackered* is very informal, means 'extremely tired', and is an example of British English .....
- The offer is a ..... opportunity for my brother to work abroad for a year.
- Pull your socks up* is often used as a ..... meaning 'you must work harder and do better'.
- A man ..... at me in the street because I got in his way. I was very upset.
- They live ..... just round the corner, so I see them every day.

### TEST YOURSELF

# 2 Familiar words, new meanings

## A Using words and phrases figuratively

Familiar words may appear with an unfamiliar meaning (often a figurative meaning), or surrounded by other words that together form an idiom or common phrase.

As I **crawled** along the motorway, I was **having second thoughts about** staying with Marcus. I'd **been in two minds about** going in the first place, but it was **sweet of** him to invite me, and I **wasn't tied up**, so I said 'yes'. But now it **struck me that** perhaps he wanted to go out with me! How could I be so **thick**? Marcus was very nice, but a romantic relationship **was the last thing on my mind**. How can I **get out of** this, I wondered? Just then, the traffic suddenly started to speed up, and something went into the back of me. I pulled my mobile out of my bag. 'Is that you Marcus? Listen, **you're not gonna believe this**, but ...'

### GLOSSARY

<b>crawl</b>	(of a vehicle) move very slowly
<b>have second thoughts (about sth)</b>	start having doubts about a decision you have made
<b>be in two minds about sth</b>	be unable to decide what to do about sth
<b>sweet (of sb)</b>	kind (of sb): <i>It was sweet of you to come.</i>
<b>be tied up</b>	be busy and unable to do other things
<b>strike sb (that) ...</b>	(of a thought or idea) suddenly come into sb's mind
<b>thick inf</b>	stupid
<b>be the last thing on sb's mind</b>	be the thing that sb is least likely to be thinking about
<b>get out of sth</b>	avoid doing sth
<b>you're not gonna believe this</b>	used to introduce surprising and often unwelcome news ( <i>gonna inf = going to</i> )

### 1 Make sentences from the jumbled words.

- gonna / not / lost / this / I / but / you're / believe. \_\_\_\_\_
- homework / out / I / this / get / doing / of / how / can? \_\_\_\_\_
- going / two / about / I'm / minds / to / in / Greece. \_\_\_\_\_
- thing / on / university / mind / is / the / last / my. \_\_\_\_\_
- it / take / of / sweet / to / us / was / him. \_\_\_\_\_

### 2 Complete the dialogues with a word or phrase.

- Do you still want to go? ~ Actually, I'm having \_\_\_\_\_.
- Are you thinking of getting married? ~ No, that's the last thing \_\_\_\_\_!
- Do you want to go to the wedding? ~ Not really, but I can't \_\_\_\_\_ it.
- You're not gonna \_\_\_\_\_, but ... ~ You've lost my keys, again! How could you?
- Did he invite all of you? ~ Yes, it was very \_\_\_\_\_ of him. He's a lovely man.
- Are you going or not? ~ I'm still in \_\_\_\_\_ about it, actually.
- Did you think she looked like her sister? ~ Yes, I was \_\_\_\_\_ by how similar they are.
- Could we talk about it this morning? ~ I'm afraid I'm \_\_\_\_\_ this morning.
- Why are you so late? ~ Half the road was closed. We were \_\_\_\_\_ along for ages.
- He may not have understood the instructions. ~ Yeah, he's a bit \_\_\_\_\_.

### 3 Complete the sentences using words from above with their more usual literal meanings.

- Leyla is only eight months, so she's still \_\_\_\_\_ across the living room floor.
- It's a very \_\_\_\_\_ book – almost 1,000 pages.
- These oranges are lovely. They're very \_\_\_\_\_.
- The men were \_\_\_\_\_, with both hands behind their backs.
- I saw him \_\_\_\_\_ the dog with a large stick. I was really angry.
- The policeman stopped me and asked me to \_\_\_\_\_ the car.
- I've just had a \_\_\_\_\_, Carrie. Do you think we could hire a car for the weekend?
- I think his \_\_\_\_\_ was disturbed when he had that accident.



### TEST YOURSELF

## B Common verbs with less familiar meanings

The words in **bold** in the examples are very common when the verbs are used with the meanings in the table.

Verb	Examples	Meaning
<b>get sb/sth to do sth</b>	<i>I couldn't <b>get</b> him to leave the house. I finally <b>got</b> the car to start.</i>	make or persuade sb/sth to do sth
<b>see what/how, etc. ...</b>	<i>We may be able to help. I'll <b>see</b> what Rob says. It may be ok. Let's <b>see</b> what happens.</i>	find out sth by looking, asking or waiting
<b>keep</b>	<i>We must eat the grapes – they won't <b>keep</b>.</i>	remain fresh
<b>put</b>	<i>I think he <b>put</b> it very well in his essay.</i>	say or write sth in a particular way ALSO <b>put sth into words</b>
<b>push sb/yourself</b>	<i>Some parents <b>push</b> their kids really hard.</i>	make sb work harder
<b>leave sth to/with sb</b>	<i>We need to book a table. I'll <b>leave that to you</b>.</i>	allow sb to take care of sth
<b>make sth sth</b>	<i>My watch says 10.20. What time do you <b>make</b> it? He bought ten more; I <b>make that</b> 25 now.</i>	think or calculate sth to be a particular time or number
<b>bring sb/sth + adverb/preposition</b>	<i>It was the war that <b>brought</b> him to power. What <b>brings</b> you here? ~ I've got a meeting.</i>	cause sb/sth to reach a particular condition or place
<b>come with/in sth</b>	<i>I'm sure the radio <b>comes with</b> batteries. The chairs <b>come in</b> four different colours.</i>	be sold or produced with a particular feature
<b>do (for sb/sth)</b>	<i>I peeled six potatoes. Will that <b>do</b>? Will these shoes <b>do for</b> the wedding?</i>	be enough/ acceptable in a particular situation

### 4 One word is missing in each sentence. What is it, and where does it go?

- How did you **get** him to do it? ~ I offered him money. ....
- These batteries **come** in all sorts of different sizes. ....
- If both brothers **bring** it, that will **do** it 20 altogether. ....
- It's the fishing that most people **put** to this part of the coast. ....
- When I speak to the staff tomorrow, I'll **see** what they think. ....
- We'd better finish the cream: it won't **keep** after today. ....
- He has great ideas but finds it difficult to **put** them into words. ....
- I've got a packet of noodles. Do you think that will **do for** six people? ....

### 5 Complete the dialogues with suitable verbs.

- A Hello. What (1) ..... you to this part of the building?  
 B I can't (2) ..... this new clock to work, and it didn't (3) ..... with instructions.  
 A OK, (4) ..... it with me. I'll (5) ..... what I can do.  
 B Thanks. Oh, one other thing, we've run out of paper for the photocopier.  
 A Er, there's some over there. Will that (6) ..... ?  
 B Yeah, that's plenty.
- A What are the bookings like for this evening?  
 B We had two more this morning, so I (7) ..... that 36 now.  
 A Ok, but we'll need more tables. Can I (8) ..... that with you?  
 B Well, I'll (9) ..... how things go, but I may have to (10) ..... Mario to do it.  
 A OK, but don't (11) ..... him too hard; he's had a very tough week.

### 6 ABOUT YOUR LANGUAGE Translate the verbs in the table into your own language. What verbs are used?



# 3 Word families

By learning words that are part of the same word family, you can often increase your vocabulary quickly and easily. For example, you will probably know the words in the left-hand column below, but do you know the related words?

Word	Related word and its meaning	Example
mistake <i>n</i>	<b>mistake sb/sth for sb/sth</b> <i>v</i> wrongly think that sb/sth is sb/sth else	I <b>mistook</b> the woman in the café for a friend of mine.
certain <i>adj</i>	<b>certainty</b> <i>n</i> the state of being completely sure about sth <b>OPP uncertainty</b>	Is there any <b>certainty</b> things will improve?
problem <i>n</i>	<b>problematic</b> <i>adj</i> difficult to deal with; full of problems	Some places can be <b>problematic</b> for journalists.
possession <i>n</i>	<b>possess</b> <i>v</i> formal have or own sth	Some players just <b>possess</b> natural ability.
benefit <i>n, v</i>	<b>beneficial</b> <i>adj</i> having a good or useful effect	The extra money has been very <b>beneficial</b> .
require <i>v</i>	<b>requirement</b> <i>n</i> sth that you need or that you must have or do	A university degree is a minimum <b>requirement</b> .
house <i>n</i>	<b>housing</b> <i>n</i> buildings for people to live in <b>household</b> all the people who live in one house	We need more family <b>housing</b> . Most <b>households</b> have at least one car.
likely <i>adv</i>	<b>likelihood</b> <i>n</i> the chance of sth happening	There's not much <b>likelihood</b> of success.
handle <i>v</i>	<b>handling</b> <i>n</i> the way sb deals with sth/sb	The situation needs careful <b>handling</b> .
guide <i>n, v</i>	<b>guidelines</b> <i>n</i> (usually pl) official rules <b>guidance</b> <i>n</i> help or advice	There are <b>guidelines</b> on repairing old buildings. Our teacher gave us some <b>guidance</b> .
apologize <i>v</i>	<b>apologetic</b> <i>adj</i> showing you are sorry	It's his fault and he's very <b>apologetic</b> .
notice <i>v</i>	<b>noticeable</b> <i>adj</i> easily seen/noticed	The scar on his face is quite <b>noticeable</b> .
include <i>v</i>	<b>inclusive</b> <i>adj</i> (of the cost of sth) including everything <b>inclusion</b> <i>n</i> the fact of including sb/sth; the fact of being included	Bed and breakfast is £80, <b>fully inclusive</b> . The <b>inclusion</b> of dancing as part of the entertainment was unnecessary.
compare <i>v</i>	<b>comparable</b> <i>adj</i> similar; able to be compared	This year looks good. Are there <b>comparable</b> figures for last year?
replace <i>v</i>	<b>replacement</b> <i>n</i> a thing that replaces sth that is old, broken, etc. <b>irreplaceable</b> cannot be replaced	The coffee machine isn't working, so can we get a <b>replacement</b> ? My wedding ring is <b>irreplaceable</b> .
human <i>n, adj</i>	<b>humanity</b> <i>n</i> all the people in the world <b>SYN the human race</b> <b>humanitarian</b> concerned with trying to make people's lives better	War crimes are crimes against <b>humanity</b> . The war has caused a <b>humanitarian</b> crisis.
race <i>n</i> (of people)	<b>racism</b> <i>n</i> the unfair treatment of people who belong to a different race. The person who does this is a <b>racist</b> . <b>racist</b> <i>adj</i>	We must take action to stop <b>racism</b> in the workplace. He was attacked by a group of <b>racists</b> . The newspaper was <b>racist</b> and was closed down.
recognize <i>v</i>	<b>recognition</b> <i>n</i> the fact that you can identify sb/sth that you see	She'd seen me several times but showed no sign of <b>recognition</b> .

### SPOTLIGHT related words with different meanings

Words in the same word family do not always have similar meanings. For example, the adjective **worth** can mean:

- 1 having a particular value;
- 2 used as a way of recommending: *The castle is **worth seeing**.*

It also has these related forms and meanings:

- The necklace is **worthless**. (= without value)
- He's a **worthy** champion. (= one who deserved to win)
- The meeting was **worthwhile**. (= important, interesting, etc.)

**1 Mark the stress on these words. Use the APP to help you.**

problematic	likelihood	requirement	benefit	beneficial
worthwhile	recognition	comparable	apologize	irreplaceable
apologetic	household	humanity	humanitarian	possess

**2 Circle the correct answer.**

- This painting is unique; it's *unreplaceable* / *irreplaceable*.
- You get flights, accommodation, and food; the holiday is fully *included* / *inclusive*.
- There is a *noticeable* / *noticed* difference between the two performances.
- We're amateurs and they're professionals, so we're not *comparable* / *comparative*.
- People are dying. It's a *humanitarian* / *humanity* crisis.
- I enjoyed the trip: it was very *worthy* / *worthwhile*.
- The delay was his fault, but he wasn't *apologizing* / *apologetic* about it.
- People are homeless because there's a shortage of cheap *households* / *housing*.

**3 Rewrite the sentences using a related word of the word in capitals. Keep the same meaning.**

- |  |           |   |
|--|-----------|---|
| ▶ Are you sure it will happen?                           | CERTAIN   | <i>Is there any certainty it will happen?</i> |
| 1 He deserved to win.                                    | WORTH     | .....   |
| 2 Is there a chance we'll win?                           | LIKELY    | .....   |
| 3 Most families earn more than in the past.              | HOUSE     | .....   |
| 4 Can you see that he's lost a lot of weight?            | NOTICE    | .....   |
| 5 It's an unusual vase but has no value.                 | WORTH     | .....   |
| 6 People don't realize the importance of these measures. | RECOGNIZE | .....   |
| 7 It was a very interesting conference.                  | WORTH     | .....   |
| 8 The tablets had a positive effect.                     | BENEFIT   | .....   |

**4 Complete the dialogues with a suitable word.**

- |   |                                     |
|---|-------------------------------------|
| 1 Are there enough homes in the area?               | ~ No, we need more .....            |
| 2 What can people do about the danger of infection? | ~ The government has issued .....   |
| 3 Was she sorry?                                    | ~ Yes, very .....                   |
| 4 Is that £65 for everything?                       | ~ Yes, it's fully .....             |
| 5 It's a difficult class to teach.                  | ~ Yes, they're very .....           |
| 6 Climate change affects everyone.                  | ~ Yes, it's a problem for .....     |
| 7 This lamp doesn't work                            | ~ Yes, I've already ordered a ..... |
| 8 It's a difficult situation.                       | ~ Yes, and it needs careful .....   |

**5 Complete the sentences with a suitable word.**

- Some young parents would benefit from more ..... on how to bring up children.
- Several charities have warned that we are facing a ..... crisis in parts of Africa.
- The post office said the parcel would be delivered tomorrow, but there's no ..... of that.
- The ..... of meals makes the total price very expensive.
- Do you think Ivan ..... the right qualities for the job?
- I walked off with someone else's coat: I ..... it for my own.
- Flats in big cities are expensive in England. A ..... flat in Spain would cost a lot less.
- Some say we will win, others say we'll lose. There is a lot of ..... about the result.

**6 ABOUT YOUR COUNTRY Write answers to the questions, or talk to another student.**

- Do hotels usually give a fully inclusive price for a room and breakfast? .....
- Is housing a particular problem in any part of the country? .....
- Are prices generally comparable with other countries nearby, or are they very different? .....
- Is there a minimum requirement for going to university? .....
- Do you feel there are any problems with racism in your country? .....
- Do you feel a degree of certainty about your future career? .....





# 4 Collocation

## A Verb + noun

**Collocation** is the common combination of particular words with each other, and particular **collocations** may be different in your language. In English, certain verbs **collocate with** certain nouns. You will need to learn many of these **collocations**.

In any school, the headteacher obviously has to **make an effort** to **set an example** to their staff and students, and that starts by **treating** everyone **with respect**. It is also their job to **take responsibility** for important decisions that the school makes. If things go well, the headteacher **gets the credit**; if they don't, he or she has to be prepared to **take the blame**.

Carrie had been **spreading** a **rumour** that Sean and Sophie were going to have a baby, although she told everyone else to **keep it a secret**. It was, therefore, quite a shock when Sean finally **broke the news** to everyone that they were going to get a cat. We all **roared with laughter** – everyone except Carrie.

### GLOSSARY

<b>make an effort (to do sth)</b>	attempt to do sth, especially when it is difficult
<b>set an example (to sb)</b>	do sth good or well that people can try to copy or achieve: <b>set a good example</b>
<b>treat sb with respect</b>	behave towards sb in a polite and caring way <b>OPP treat sb like dirt</b>
<b>take responsibility (for sth/sb)</b>	accept a duty to deal with sth/sb, so that it is your fault if sth goes wrong <b>OPP pass the buck</b> make sb else responsible for a difficult situation
<b>get the credit (for sth)</b>	be admired and given the praise for doing sth successfully
<b>take the blame (for sth)</b>	accept responsibility for sth that goes wrong
<b>spread a rumour</b>	tell a lot of people about a piece of news or information that may not be true
<b>keep (sth) a secret</b>	not tell anyone about sth that others must not know <b>ALSO keep a promise / an appointment / a record</b>
<b>break the news</b>	be the first person to tell others about sth important
<b>roar with laughter</b>	laugh loudly or a lot

### 1 Yes or No?

- If you keep a promise, is that a good thing? .....
- If you get the credit for something, are you pleased? .....
- If you pass the buck, are others happy? .....
- If you take the blame, is that positive? .....
- If you treat somebody like dirt, is that good? .....
- If you spread a rumour, is that a good thing to do? .....
- If you treat someone with respect, will they be pleased? .....
- If you take responsibility, is that a bad thing to do? .....

### 2 Complete the sentences with a suitable verb + noun combination.

- Teenagers respond well to her because she ..... them with .....
- I didn't tell anyone because Emma told me to ..... it a .....
- My sister has been ..... a ..... that I'm getting engaged. It's not true.
- Tanya does a fantastic job, but doesn't always ..... the ..... she deserves.
- It was a very funny joke, and everyone ..... with .....
- My parents ..... a good ..... to me, and now I always ..... an ..... to do the same with my children.
- I can't remember who ..... the ..... about the wedding, but we were all delighted.
- My boss never accepts responsibility for things. He always ..... the ..... and makes someone else ..... the ..... He's awful.
- Young people must learn to ..... for their actions; it's part of growing up.

### 3 There are many combinations with take, make and set. Do you know which verbs combine with each of these nouns?

control of sth	a limit	an impression	pleasure in doing sth	sth on fire
a profit	tablets	an offer	a look at sth	the standard
				a noise

take: ..... make: ..... set: .....



### TEST YOURSELF

## B Adjective + noun

There are also many common *adjective + noun* collocations that you may need to learn. For example, a person you know well and like is a **close friend** (NOT a **near friend** OR an **intimate friend**).

### EXAMPLE

*I gave them a **detailed description** of the burglary.*

*He speaks with a **strong accent**.*

*Our **main concern** for the party is the weather.*

*It was a **typical example** of his stupidity.*

*The house was **utter chaos** when I got home.*

*The children had a **narrow escape**.*

*Nice to see a **familiar face** at the party.*

*The **vast majority** of students passed.*

*My sister's ring is **pure gold**.*

*I thought he'd be tall but he was **the complete opposite**.*

### MEANING

a description full of information OPP **brief description**

a very noticeable accent OPP **slight accent**

most important worry SYN **principal concern**

very good example SYN **perfect example**

complete confusion ALSO **utter nonsense**

ideas that you think are stupid or not true

= they were lucky to escape safely

a person you recognize and know

a very large majority

not mixed with anything else ALSO **pure silk/cotton**

a person or thing that is as different as possible from

sb/sth else SYN **the exact opposite**

### 4 Cover the text above and match 1–8 with a–h.

- 1 a familiar .....
- 2 a typical .....
- 3 a vast .....
- 4 a slight .....
- 5 utter .....
- 6 a detailed .....
- 7 the exact .....
- 8 a narrow .....

- a escape
- b chaos
- c face
- d opposite
- e accent
- f majority
- g description
- h example

### 5 Answer the questions. What's ...

- 1 a synonym for a **typical example**? .....
- 2 the opposite of a **slight accent**? .....
- 3 a synonym for the **main concern**? .....
- 4 the opposite of a **detailed description**? .....
- 5 a synonym for **the complete opposite**? .....
- 6 a noun that combines with **utter**? .....

### 6 Complete the dialogues with a suitable *adjective + noun* combination.

- 1 Was it true what your dad said? ~ No, it was ..... Don't believe anything he says.
- 2 Did they all understand? ~ No, the ..... I had to explain it.
- 3 You managed to avoid the accident? ~ Yes, but it was a .....
- 4 Are you worried about the exam? ~ Yes, my ..... is that I get nervous.
- 5 Did the top feel nice when you tried it on? ~ Yes, lovely. It was .....
- 6 Do you know what she looks like? ~ Yes, my uncle gave me a .....
- 7 Did you see your old friends in Cardiff? ~ Yes, and it was great to see so many .....
- 8 Ingrid's English is good. ~ Yes, but she speaks with a .....
- 9 Do you get on well? ~ Yes, we're .....
- 10 Was everything tidy when you got there? ~ No, the place was in .....

### 7 ABOUT YOUR LANGUAGE How would you translate the phrases above? Would you use similar adjective and noun combinations, or would they be different?

.....

.....

### TEST YOURSELF

# 5 Compounds

## A Nouns

English has a large number of compound nouns formed from a **noun + noun**. Cover the compounds below and read the meanings. Do you know these compounds, or can you guess them?



drawing pin



paper clip



barbed wire



nail polish/varnish

Meaning	Compound noun
an official document that shows you are qualified to drive	driving licence
an official document showing when and where someone was born	birth certificate
a card given to customers by a shop to encourage them to shop there regularly. Each time they shop, they get money off goods they buy in the future.	loyalty card
a part for a car or machine to replace an old or broken part	spare part
confidence in yourself and your abilities	self-confidence
the number of years that a person is likely to live	life expectancy
a path or route that is quicker than the normal way	shortcut
the language that you first learn to speak as a child	mother tongue
food that is quick and easy to prepare and eat but not good for your health	junk food
a person that you admire and try to copy	role model

**1 Replace the crossed-out word with a word that forms a compound noun.**

- Do you know a short ~~way~~ to the school from here? .....
- Have you got any nail ~~paint~~? .....
- Does she have enough ~~personal~~ confidence? .....
- I ripped my shirt on the ~~twisted~~ wire around the field. ....
- What's the average life ~~length~~ for men in your country? .....
- I stepped on a drawing ~~nail~~ – it really hurt. ....
- I need some paper ~~staples~~ to put these notes together. ....
- Is it easy to get ~~new~~ parts for your car? .....

**2 Complete the compound in each sentence.**

- What is your mother .....? What other languages do you speak?
- Have you got a driving .....? How long have you had it?
- Do you know where your birth ..... is? If so, where?
- Do you have any ..... cards for different shops? If so, which?
- Are there any short ..... you often take? If so, where to?
- Who has been the most important role ..... in your life?
- Do you ever wear ..... polish? If so, what colour?
- Do you often eat ..... food? If so, what, and why?

**3 ABOUT YOU Write answers to the questions in Exercise 2, or ask another student.**

**4 Eight of the words below form compounds with *card*, one forms a compound with *pass*, and one forms a compound with *pass* and *card* (with the same meaning). Can you complete the compounds correctly?**

greetings identity bus credit rail post boarding debit SIM gift



**TEST YOURSELF**

## B Adjectives

Most compound adjectives have a hyphen (-).

It was very much a **last-minute** decision to go, but the kids loved it and were very **well behaved**.

My cousin is very **absent-minded**. We have a **long-standing** joke that whenever we meet, he pretends he doesn't know me.

These boots are **worn out** now, but they've been incredibly **hard-wearing**.

I have an uncle who is very **narrow-minded** and **self-righteous**. He thinks I'm **bad-tempered**, but it's only him who makes me angry; we argue all the time.

### GLOSSARY

<b>last-minute</b>	happening at the last possible moment
<b>well behaved</b>	(compounds with <i>well</i> are hyphenated before a noun but not after a noun) behaving in a way that people think is correct and polite: <b>a well-behaved child</b>
<b>long-standing</b>	that has existed or lasted for a long time
<b>worn out</b>	1 (of a thing) no longer useful because it has been used so much 2 (of a person) exhausted from work or exercise
<b>hard-wearing</b>	(of a product) remaining in good condition for a long time
<b>self-righteous</b>	believing that what you say or do is right and other people are wrong
<b>bad-tempered</b>	often angry and easily annoyed

### SPOTLIGHT adjectives with *-minded*

You can be **narrow-minded** (= not willing to listen to the ideas and opinions of others) OPP **broad-minded**, **open-minded**; **absent-minded** (= forgetful); or **single-minded** (= thinking in a concentrated way about sth and determined to achieve it).

#### 5 Answer the questions.

- 1 If something is worn out, is it *no use* or *very comfortable*?
- 2 If something is last-minute, is it *very quick* or *at the last possible moment*?
- 3 If someone is single-minded, are they *determined* or *closed to new ideas*?
- 4 If something is hard-wearing, is it *uncomfortable* or does it *last a long time*?
- 5 If someone is worn out, are they *exhausted* or *unhealthy*?
- 6 If someone is absent-minded, are they *stupid* or *forgetful*?

#### 6 Form six compound adjectives using words from the box.

long	worn	behaved	standing	minded	self
tempered	well	narrow	bad	righteous	out

.....

.....

#### 7 Complete the dialogues with a suitable compound adjective.

- 1 He always thinks he's right, doesn't he? ~ Yes, he's very .....
- 2 Had you planned to go? ~ No, it was a ..... decision.
- 3 Do you often meet up? ~ Yes, we have a ..... arrangement.
- 4 She's very determined, isn't she? ~ Yes, she's extremely .....
- 5 He gets angry very easily. ~ I know, he's a very ..... man.
- 6 Your parents are always open to ideas. ~ Yes, they're very .....

#### 8 Can you complete these compound adjectives using either *self* or *well*?

..... known                      ..... confident                      ..... employed

..... behaved                      ..... dressed                      ..... conscious

..... service                      ..... informed



# 6 Using a dictionary

A learner's dictionary includes a wide range of information that will help you to expand your vocabulary and use words more effectively when you speak and write. Look at these entries from the *Oxford Advanced Learner's Dictionary*.

The key (🔑) tells you that **reflect** is in the Oxford 3000 and is an important word.

**re-reflect** 🔑 B1 🗣️ /rɪ'flekt/ verb 1 🔑 B1 [T, usually passive] to show the image of sb/sth on the surface of sth such as a mirror, water or glass: **be reflected (in sth)** His face was reflected in the mirror. ◊ She could see herself reflected in his eyes. 2 🔑 B1 [T, I] to throw back light, heat, sound, ...  
 work. 4 🔑 B2 [I, T] to think carefully and deeply about sth: Before I decide, I need time to reflect. ◊ **~on/upon sth** She was left to reflect on the implications of her decision. ...

The numbers tell you that **reflect** has different meanings.

Prepositions that follow **reflect** are shown in bold.

The words before the definition give a general idea of the different meanings of **count**.

**ab-sorb** 🗣️+ B2 /əb'zɔ:b; NAmE -'zɔ:rb/ verb  
 • LIQUID/GAS 1 🔑+ B2 to take in a liquid, gas or other sub- ...  
 • INFORMATION 4 🔑+ C1 ~sth to take sth into the mind and learn or understand it **SYN take in**: It's a lot of information to absorb all at once. ...

**count** 🔑 A2 /kaunt/ verb, noun  
 ■ verb  
 • SAY NUMBERS 1 🔑 A2 [I] to say numbers in the correct order: Billy can't count yet. ◊ **~(up) to sth** She can count up to 10 in Italian. ◊ **~from sth (to/up to sth)** to count from 1 to 10  
 • FIND TOTAL 2 🔑 A2 [T, I] to calculate the total number of  
 • INCLUDE 3 🔑 B1 [T] ~sb/sth to include sb/sth when you calculate a total: We have invited 50 people, not counting the children.

Dictionaries often provide synonyms (**take sth in** is a synonym for one meaning of **absorb**) and opposites: these help you to expand your vocabulary.

The phrases in bold show common phrasal structures and/or collocations: they will help you to use **favour** naturally in typical contexts.

**Propose** is a formal word and more common in written English.

**pro-pose** 🔑 B2 🗣️ /prə'pəʊz/ verb  
 • SUGGEST PLAN 1 🔑 B2 [T] (formal) to suggest a plan, an idea, etc. for people to think about and decide on: ~sth The ...  
 ~that... She proposed that the book be banned. ◊ (BrE also) She proposed that the book should be banned. ◊ **it is proposed that...** It was proposed that the president be elected for a period of two years. ◊ **~doing sth** He proposed changing the name of the company. ◊ **it is proposed to do sth** It was proposed to pay the money from public funds.

**fa-vour** 🔑 B1 🗣️ (US favor) /'feɪvə(r)/ noun, verb  
 ■ noun  
 • HELP 1 🔑 B1 [C] a thing that you do to help sb: Could you **do me a favour** and pick up Sam from school today? ◊ I'll ask Steve to take it. He **owes me a favour**. ◊ Thanks for helping me out. **He return the favour** (= help you because you have helped me) some time. ◊ **as a ~ (to sb)** I'm going as a favour to Ann, not because I want to. ◊ **Do yourself a favour** (= help yourself) and wear a helmet on the bike. ◊ EXPRESS YOURSELF at PERMISSION

It is followed by a noun, a **that** clause, or an **-ing** form, so you cannot say: **He proposed us to go.**

The grammar of each word is labelled, e.g. whether a noun is countable [C], uncountable [U], plural, or usually plural (as here), etc.

Idioms and phrasal verbs are listed at the end of the entry.

**IDM** **no comment** (said in reply to a question, usually from a journalist) I have nothing to say about that: 'Will you resign, sir?' 'No comment!'  
**PHRV** **count a'gainst sb** | **count sth a'gainst sb** to be considered or to consider sth to be a disadvantage in sb: For that job her lack of experience may count against her. **count down (to sth)** to think about a future event with ...

**cir-cum-stance** 🔑 B2 🗣️ /'sɜ:kəmstəns, -stə:ns; NAmE 'sɜ:rkəmstəns/ noun 1 🔑 B2 [C, usually pl.] the conditions and facts that are connected with and affect a situation, an event or an action: Police said there were no suspicious circumstances surrounding the boy's death. ◊ **under... circumstances** Under normal circumstances, your white blood cells are able to fight infections. ◊ **in... circumstances** The company reserves the right to cancel this agreement in certain circumstances. ◊ In exceptional circumstances, detainees could be denied access to a lawyer. ...

1 Complete the sentences with the correct verb, and use the numbers opposite to say which meaning is being used.

- 1 There were about twelve on the bus, not ..... the teachers. ....
- 2 I think she'll have to go away and ..... on what we've said to her. ....
- 3 There's no liquid at the bottom because the sponge has ..... all the juice. ....
- 4 From the list, I have ..... fifteen who still haven't replied to the invitation. ....
- 5 There was too much information to ..... in one session; it was impossible. ....
- 6 In this game, one person closes their eyes and ..... up to 50, while the others hide. ....
- 7 He was standing behind me, but I could see his face ..... in the water. ....

2 Complete the sentences with a word from the opposite page.

- 1 Sam, could you ..... me a favour? ~ Sure. What is it?
- 2 How many people were there? ~ Lots, but I didn't actually ..... them.
- 3 There was so much information, I couldn't ..... it all in.
- 4 I only went to the party as a ..... to Anne.
- 5 Prime Minister, do you have anything to say? ~ No .....
- 6 You can change the date in certain .....
- 7 Could I ask a .....? ~ Yes, of course. What do you want?
- 8 I'm sure Bob will do it. He ..... me a favour.

3 Cross out the grammar mistake in each sentence and write the corrections at the end.

- 1 We could see our faces reflected on the water. ....
- 2 She proposed to leave the children behind. گروه آموزشی گره
- 3 You can take dogs into shops in certain circumstance. ....
- 4 There were ten people there, no counting the two of us. ....
- 5 I'll need to reflect in what he said. ....
- 6 He proposed us to take the car. ....

4 Use the APP to complete these sentences. You will find the answers in the full dictionary entries for the words shown on the opposite page.

- 1 I ..... myself lucky to have a job that I really enjoy.
- 2 I'm ..... favour ..... equal pay.
- 3 Under the ....., I would prefer not to say anything.
- 4 The whole incident ..... badly on everyone involved.
- 5 You can email us or leave a ..... on our website.
- 6 When you buy someone a present, it's the thought that .....

5 Look up these words in the APP. What special information is given for each one? Write an example sentence for each.

- inform .....
- observe .....
- finding .....
- immune .....

6 ABOUT YOUR DICTIONARY Look in the APP at the full entry for a very common word such as face, head or take. Note down five or six new collocations, phrases, or phrasal verbs that include the target word.

.....

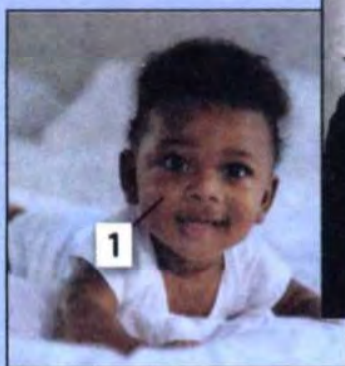
.....

.....



# 7 Describing appearance

## A Physical features



My little niece Keira is so cute. She's got **chubby cheeks**<sup>1</sup> and huge brown eyes.  
 My sister Jessica is a bit **skinny** and wears a lot of **make-up**.  
 Sophie is **gorgeous**, with a great **figure**, and always looks very **glamorous**.  
 One of my neighbours is **bald**<sup>2</sup>, **overweight** and has a **hideous tattoo**<sup>3</sup>.  
 My gran's **getting on for** 85 and has quite a few **wrinkles**<sup>4</sup> now.

### GLOSSARY

<b>cute</b>	pretty and attractive, often used to describe babies, puppies, etc.	<b>gorgeous inf figure</b>	very beautiful and attractive SYN <b>stunning</b> the shape of a person's body
<b>chubby</b>	slightly fat, but in an attractive way	<b>glamorous</b>	appearing more exciting and attractive than ordinary people
<b>skinny inf</b>	too thin ( <b>Slim</b> and <b>slender</b> are 'thin' in an attractive way)	<b>overweight</b>	rather fat
<b>make-up</b>	cream, powder, etc. that you put on your face to make you look more attractive: <b>wear make-up</b>	<b>hideous</b>	very ugly
		<b>be getting on for sth</b>	be nearly a particular age, time or number: <i>It's <b>getting on for</b> midnight.</i>

### 1 Would you be happy, unhappy or not sure to be described in these ways?

bald chubby cute full of wrinkles glamorous gorgeous hideous overweight skinny slim stunning

HAPPY: ..... UNHAPPY: ..... NOT SURE: .....

### 2 Find six pairs of words in the box and explain the connection.

chubby	gorgeous	overweight	wrinkles	babies	wear
cute	skin	make-up	cheeks	stunning	fat

.....

.....

.....

### 3 Complete the sentences.

- My brother has now got a ..... of a heart on his chest. I think it's horrible.
- My mother's ..... 50, but still has a great .....
- Most babies seem to have a round face and chubby .....
- I want people to think I'm ....., but not too skinny.
- He's got a few ..... now he's in his 70s, but I think they give his face character.
- There's a picture of the two kittens asleep on a chair. They look very .....
- My sister's boyfriends are usually quite ugly, but the new one is really .....
- Film stars always look so ....., don't they? I'm sure they're different in real life.
- My best friend Amelia is ..... I wish I was that beautiful.
- I don't ..... much make-up these days.

### TEST YOURSELF

## B Clothes and appearance

### DRESS FOR YOUR SHAPE

The **key to** dressing for your body shape is to **enhance** your best **features** and cleverly **conceal** the not so good ones. Here are a few **guidelines**:

- Wearing dark colours or **vertical stripes**<sup>1</sup> will **create the illusion** of being slimmer.
- For women, **high heels**<sup>2</sup> are **flattering** because they **exaggerate** the length of their legs.
- If you are pear-shaped (with narrow shoulders and **broad hips**<sup>3</sup>), jeans that sit below the **waist**<sup>4</sup> are flattering, as they **draw attention to** the waistline and make your bottom look smaller.



#### GLOSSARY

<b>key to sth</b>	the thing that makes you able to understand or achieve sth	<b>create an illusion (of sth)</b>	make sth appear true, which in fact is false
<b>enhance</b>	increase or improve the quality, value or status of sth	<b>flattering</b>	making sb look more attractive OPP <b>unflattering</b>
<b>feature</b>	a part of sb's face or body	<b>exaggerate</b>	make sth seem bigger, better, worse or more important than it really is <b>exaggeration</b> n
<b>conceal formal</b>	hide sth	<b>broad</b>	wide: <b>broad shoulders/hips</b> OPP <b>narrow</b> (We use <b>wide</b> more to talk about distance and geographical areas: <i>The room was 4 metres wide.</i> )
<b>guidelines</b>	information that can help you make a decision or form an opinion	<b>draw (sb's) attention to sth</b>	make sb notice sth
<b>vertical</b>	OPP <b>horizontal</b>		

#### 4 Underline the main stress on each word. Use the APP to help you.

conceal create enhance exaggerate exaggeration guidelines horizontal illusion vertical

#### 5 Circle the correct answer.

- 1 If you create an illusion, you make something appear **true / false**.
- 2 Guidelines usually **stop you doing something / help you**.
- 3 Enhancing something is a **positive / negative** change.
- 4 Lines that go up and down are **horizontal / vertical**.
- 5 If you exaggerate something, you make it seem **more / less** important than it really is.
- 6 People came to the music festival from a **broad / wide** area.
- 7 If you wear something that is flattering, it makes you look **worse / better** than usual.
- 8 If you conceal something, others **can / can't** see it.

#### 6 Complete the sentences.

- 1 The right clothes can show off your best \_\_\_\_\_, e.g. long legs or a slim waist.
- 2 I don't look good in jeans: my waist is quite small but I've got broad \_\_\_\_\_.
- 3 Clothes with vertical \_\_\_\_\_ make you look slimmer; high \_\_\_\_\_ make you taller.
- 4 The \_\_\_\_\_ to her success is talent, not good looks!
- 5 He wears a hat because he doesn't want to \_\_\_\_\_ attention to the fact he's bald.
- 6 To say he's the best-looking man in the world is a bit of an \_\_\_\_\_.
- 7 He's getting fat but he tries to \_\_\_\_\_ it by wearing very loose jackets.
- 8 Those trousers are very \_\_\_\_\_: they make her look fat.
- 9 I've got \_\_\_\_\_ shoulders, but quite a small \_\_\_\_\_. I've never put on much weight.
- 10 I think it's useful when fashion experts give you \_\_\_\_\_ on how to dress.



#### TEST YOURSELF



# 8 Body language

## A Reading the signs



**B**ODY LANGUAGE can tell you a lot, but if you **jump to conclusions** when you are trying to **interpret** a particular **gesture**, you may **misinterpret** what it means. For example, people who look away to avoid **eye contact** may **not necessarily** be lying: they could just be very shy. To understand body

language, therefore, we need to **observe** a **combination** of behaviour. With lying, for example, **look out for** any of these:

- avoiding eye contact
- **sweating** a lot
- **going red**
- **biting fingernails**<sup>1</sup>
- **constantly** moving about

### GLOSSARY

<b>jump to conclusions</b>	make a decision about sth too quickly, before you have thought about all the facts	<b>observe formal</b>	see or notice sth. An <b>observant</b> person is good at noticing things. <b>observation n</b>
<b>interpret</b>	decide that sth has a particular meaning	<b>combination</b>	two or more things that exist or are put together
<b>gesture</b>	a body movement you make to show a particular meaning	<b>look out for sth/sb</b>	look and try to see or find sth/sb
<b>eye contact</b>	looking into another person's eyes	<b>sweat</b>	If you <b>sweat</b> , water appears on the surface of your skin because you are hot or nervous. <b>sweat n</b>
<b>not necessarily</b>	used to say that sth is possibly true but is not always true	<b>go red</b>	become red in the face, often when you're embarrassed <b>SYN blush</b>
		<b>constantly</b>	all the time or very frequently

### 1 Good or bad? Write G or B.

- |   |                                     |       |
|---|-------------------------------------|-------|
| 1 He sweats a great deal.               | 5 He jumps to conclusions.          | ..... |
| 2 She goes red all the time.            | 6 She's very observant.             | ..... |
| 3 She has strong powers of observation. | 7 He always makes eye contact.      | ..... |
| 4 She never bites her fingernails.      | 8 He misinterprets what people say. | ..... |

### 2 Complete the sentences with a suitable word.

- 1 You should stop and think before ..... to conclusions.
- 2 The teacher said she'd ..... out for more articles on body language.
- 3 In groups, I like to sit and listen, so I can ..... how people react to each other.
- 4 I used to bite my ..... a lot, but not any more.
- 5 Is it difficult to ..... someone's body language if you don't know them well?
- 6 If you **go red**, does it mean you're angry? ~ No, not .....
- 7 I use hand ..... a lot. Sometimes it annoys people.
- 8 The increase in the number of students is the result of a ..... of different factors.
- 9 It was so hot in the room, I was starting to .....
- 10 I ..... move my feet when I'm nervous - I can't stop it.

### 3 ABOUT YOU Write answers to the questions, or talk to another student.

- 1 Do you use lots of gestures? If so, what type? .....
- 2 Do you think you are good at making eye contact with people? .....
- 3 Do you think you are observant? For example, do you notice what people are wearing? .....
- 4 Do you ever bite your fingernails? If so, why? .....
- 5 Do you blush easily? If so, does it worry you? .....
- 6 Do you like sitting and observing people when you are in public places? If so, why? .....

### TEST YOURSELF

## B Interpreting gestures

Here are some common interpretations of gestures, but remember the danger of **making generalizations about** body language.



1 A clenched fist<sup>1</sup> often shows anger.



2 People who fold their arms<sup>2</sup> and cross their legs<sup>3</sup> may be defensive, and may be signalling the fact that they disagree with you.



3 People who lean towards<sup>4</sup> each other are displaying an interest in one another.



4 Women who fancy someone often touch their hair. Women also lift their heads to show more of their neck when they're flirting.

### GLOSSARY

**make generalizations (about sth)**

make general statements about sth that may only be based on a few examples

**anger**

the state of being *angry*

**defensive**

showing that you feel sb is criticizing you

**signal**

If you **signal** sth, you do sth that sends a particular message. **signal** *n*

**display**

show signs of sth **display** *n*

**fancy** *inf*

be sexually attracted to sb

**flirt (with sb)**

behave towards sb as if you find them sexually attractive, but not in a serious way

### irlanguage

#### 4 Cross out the wrong word.

1 flirt *with / by* someone

2 *make / do* generalizations

3 a clenched *hand / fist*

4 cross your *body / legs*

5 lean *by / towards* somebody

6 fold your *arms / legs*

7 send a *signal / display*

8 fancy *someone / with someone*

#### 5 Complete the sentences.

1 Both girls like Conrad, and they're always ..... with him.

2 She ..... towards him and whispered something in his ear. I think she ..... him.

3 If you say negative things about his work, he becomes a bit .....

4 I think I often ..... my arms and ..... my legs when I'm sitting.

5 A clenched ..... sometimes indicates ....., but footballers also do it when they are happy because they've just scored a goal.

6 Certain gestures between couples clearly ..... that they fancy each other.

7 Hand and body gestures can mean different things in different countries, so it can be dangerous to make ..... about their meaning.

8 Even when he's angry, he doesn't really ..... any signs of emotion.

#### 6 ABOUT YOU Write your answers, or talk to another student.

1 Do you often fold your arms or cross your legs? If so, why? .....

2 Do you think you lean towards people to show you are interested? .....

3 Do you think you flirt much? .....

4 If you fancy someone, what gestures do you make? .....



### TEST YOURSELF

# 9 Physical actions



1 He's **crawling** along the floor.



2 She's **kneeling (down)** and **praying**.



3 She **spilt** the coffee.



4 He's **diving** into the water.



5 He's **sweeping** the floor.



6 She's **shrugging** her shoulders.



7 She's **putting on** lipstick.



8 He's **leaning** against a wall.



9 He's **dragging** the **cabinet** along the floor.



10 She's **tearing** a piece of paper in half.



11 He's **plugging** it in.



12 She's **combing** her hair.



13 She's **folding** the **blanket** in half.



14 He's **begging** for money.



15 He's **sewing** on a **button**.



16 He's **nodding** his head.



17 She's **screwing** it into the wall.



### SPOTLIGHT *nod and shake your head*

In some countries, including Britain, you can **nod your head** (= move it up and down) to say 'yes', and **shake your head** (= move it from side to side) to say 'no'.

**1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.**

- |                  |                   |
|------------------|-------------------|
| 1 put/shrug      | 6 sew / screw     |
| 2 shrug / button | 7 blanket / spill |
| 3 comb / nod     | 8 sew / comb      |
| 4 lean / tear v  | 9 lean / leant    |
| 5 sweep / kneel  | 10 kneel / comb   |

**2 Write the past tense and the past participle of these verbs.**

- |         |          |
|---------|----------|
| 1 beg   | 6 kneel  |
| 2 sweep | 7 sew    |
| 3 tear  | 8 put    |
| 4 shake | 9 lean   |
| 5 nod   | 10 spill |

**3 Complete the phrases.**

- |                             |                         |
|-----------------------------|-------------------------|
| 1 fold something ..... half | 5 plug ..... the kettle |
| 2 lean ..... the wall       | 6 kneel .....           |
| 3 dive ..... the lake       | 7 sew ..... a button    |
| 4 put ..... lipstick        | 8 beg ..... money       |

**4 Underline the correct answer.**

- |  |  |
|--|--|
| 1 He was leaning against a <u>piece of paper</u> / door. | 6 Kneel down on the <u>blanket</u> / kettle.   |
| 2 She folded the <u>towel</u> / cabinet in half.         | 7 She dived into the <u>water</u> / floor.     |
| 3 He dragged the <u>body</u> / wall to the door.         | 8 He spilt the <u>drinks</u> / blanket.        |
| 4 I'm going to put on my <u>hair</u> / lipstick.         | 9 She shrugged her <u>legs</u> / shoulders.    |
| 5 Could you plug in the <u>toaster</u> / button?         | 10 He crawled along the <u>water</u> / carpet. |

**5 Complete the sentences.**

- There are more and more homeless people ..... for money in the streets.
- People ..... to God in a church.
- I asked Dad if I could go, but he just ..... his head.
- She's only ten months, so she's still ..... along the floor most of the time.
- I tried to ..... in the kettle, but there seems to be a problem with the .....
- We all ..... down on the floor to try and find my wife's lost contact lens.
- Marta was so angry, she ..... his letter in half and threw it in the bin.
- Could you help me ..... these sheets?
- I tried to ..... the chest of drawers but it damaged the floor.
- He was ..... his head, so I assumed it was OK to go in.

**6 ABOUT YOU Write your answers, or talk to another student.**

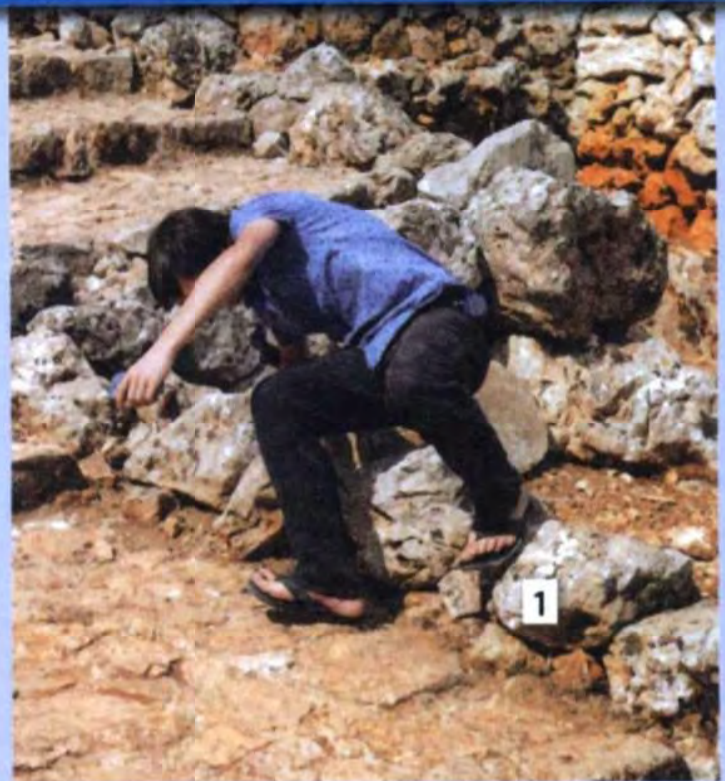
- Do you ever (or often) spill things? .....
- How often do you comb your hair? .....
- Do you ever wear lipstick? .....
- Are you good at sewing? .....
- Do you pray? If so, what do you pray for? .....
- Can you dive well? .....
- In your country, if you nod your head, does it mean 'yes'? .....
- In your country, are there a lot of people begging for money? .....
- In your country do you use kettles to boil water for tea or coffee? .....

**TEST YOURSELF**

# 10 Physical movement

## A Ways of moving

It was a nice day so we decided to **go for a stroll**.  
 I just spent the day **wandering** around town.  
 We were **hiking** in the countryside, and I **stumbled** on a rocky bit of path.  
 The soldiers **marched** along the street.  
 The police **charged** across the square towards the protesters.  
 I **rushed** to catch my train.  
 Two policemen **chased** the robber across the park.  
 I **ran flat out** to get home before the others.



### GLOSSARY

<b>stroll</b>	a slow, relaxed walk: <b>go for a stroll; stroll v</b>
<b>wander (around/about)</b>	walk somewhere slowly, often without any particular aim or in any particular direction
<b>hike</b>	walk a long way in the country: <b>go hiking</b>
<b>stumble (over/on sth)</b>	hit your foot against sth when you are walking or running and almost fall over <b>trip (over)</b>
<b>march</b>	walk fairly quickly with regular steps (like a soldier)
<b>charge</b>	run straight at sb/sth in a noisy or aggressive way
<b>rush</b>	move or do sth at great speed, usually for an important reason or because you are <b>late for sth</b>
<b>chase</b>	run after sb/sth in order to catch them <b>run after sb/sth</b>

### SPOTLIGHT idioms and phrasal verbs with run

- run flat out** run as fast as you can
- run off with sth** take or steal sth:
  - The thief **ran off with** my handbag.
- run sb/sth over** hit sb/sth with a vehicle:
  - I **ran over** the child's toy.
- run away** escape from somewhere:
  - The boy threw a stone then **ran away**.

### 1 Answer the questions.

- 1 Who often marches? .....
- 2 Who might run off with something? .....
- 3 Who might chase after people? .....
- 4 What animals sometimes charge at people? .....
- 5 Why do people rush? .....
- 6 Why do people trip over things? .....
- 7 Why do people wander around? .....
- 8 Where do people go hiking? .....

### 2 Correct any mistakes in the underlined verbs. Be careful: the answer may be correct.

- 1 We often go chasing in the countryside at the weekend. ....
- 2 About 100 angry demonstrators stumbled down the street. ....
- 3 The car appeared suddenly, so I had to stroll across the road. ....
- 4 I tripped over and hurt my ankle. ....
- 5 He was terribly upset when he marched over the cat. ....
- 6 My dog loves to charge rabbits. ....
- 7 It was a very hot humid day so we just ran flat out through the park. ....
- 8 The teenager ran away because she was unhappy living at home. ....

### 3 Complete the sentences.

- 1 When Jordan heard about his brother's accident, he ..... to the hospital.
- 2 I ..... and fell into some long wet grass.
- 3 We had lots of time so we decided to go for a .....
- 4 They broke into the shop then ..... with the money across the park.
- 5 The police car was ..... a black BMW through the streets at great speed.
- 6 My train was just leaving, and I had to run ..... to catch it.
- 7 We had nothing to do so we just ..... around for a couple of hours.



### TEST YOURSELF

## B Physical exercise

### My 20-minute workout

I'm not as **agile** as I used to be, and I was beginning to feel quite **stiff** early in the morning, so I asked a friend to **devise** a workout routine for me. First I **warm up** with some **stretching**<sup>1</sup> and **bending**, then I go on to more **demanding** activities, like **press-ups**<sup>2</sup> to **strengthen** my muscles. But the key for me is variety: I like a **constant** change of activity to stay **motivated**. It's also **vital** that you finish by **warming down** with fairly gentle activities.



#### GLOSSARY

<b>workout</b>	a period of physical exercise you do to keep fit <b>work out</b> v
<b>agile</b>	able to move quickly and easily <b>agility</b> n
<b>stiff</b>	feeling some pain, and unable to move easily
<b>devise</b>	invent a method or plan of doing sth SYN <b>think sth up</b>
<b>warm up</b>	do physical activities to prepare the muscles for exercise OPP <b>warm down</b>
<b>bend</b>	move your body forwards and downwards <b>bent</b> adj
<b>demanding</b>	(used about a task) needing a lot of effort or skill
<b>constant</b>	happening or existing all the time or again and again
<b>motivated</b>	wanting to do sth badly, often for a reason <b>motivation</b> n
<b>vital</b>	extremely important SYN <b>essential, crucial</b>

#### SPOTLIGHT verbs with -en

You can add **-(e)n** to a few nouns and some adjectives to form verbs.

- I want to **strengthen** my arms. (= make them stronger)
- They plan to **widen** the road. (= make it wider)
- The illness has **weakened** him. (= made him weaker)

4 Put these words in three groups according to the pronunciation of the letter 'i'. Use the APP to help you.

stiff agile agility crucial motivated devise demanding widen essential vital

5 Circle the correct answer(s). Sometimes both answers are correct.

- 1 I worked in the garden yesterday, so I feel a bit **stiff** / **demanding** today.
- 2 It's easier to touch your toes if you **stretch** / **bend** your knees.
- 3 It's **vital** / **crucial** that you do exercises that are suitable for you.
- 4 You should warm **up** / **down** when you have finished your exercises.
- 5 My brother **thought up** / **devised** this new training method last year.
- 6 I can reach the ceiling if I **stretch** / **bend** my arms.
- 7 I do a short **workout** / **press-up** every morning.
- 8 I can't do certain activities because I'm not **demanding** / **agile** enough.

6 Complete the sentences.

- 1 I couldn't finish my exercises because of the ..... phone calls I was getting.
- 2 I want to ..... a way of doing more exercise during my working day.
- 3 If I ..... forwards quickly, I get a bit of a pain in my back.
- 4 My brother does 30 ..... every day. He wants to stay fit so is very .....
- 5 You must do this exercise with your knees ....., not straight.
- 6 I've got a bad knee so I need to ..... the muscles to give my knee more support.
- 7 My brother usually ..... in the gym two or three times a week.
- 8 The problem is that a lot of people don't have the ..... to exercise regularly.
- 9 I want to run a marathon next year, but I know it will be very .....
- 10 I had much more ..... when I was younger. Now I feel stiff when I get up.



# 11 Sight

## A Are computers bad for your eyesight?

### eyesIGHT


Many of us spend hours every day working at a computer. As a result, **eye strain** and **blurred vision** are common complaints. Most people also **blink** less frequently when they are **concentrating**, resulting in poor **tear** production, which can **irritate** the eyes. Here's how you can change your computer use and **ease** your **discomfort**:

- ▶ **adjust** your computer screen so that it is 50-65 cm from your eyes, just below eye level
- ▶ adjust the lighting to **eliminate** any very bright lights
- ▶ take frequent breaks, blink often to stop your eyes becoming dry, and let your eye muscles relax by looking into the distance every 15 minutes.

Remember: if a problem continues, see an **optician**.

### GLOSSARY

<b>eyesight</b>	the ability to see ALSO <b>sight</b> SYN <b>vision</b> ; <b>good/poor eyesight</b>
<b>strain</b>	an injury in part of your body often from using it too much: <b>eye strain</b> , <b>back strain</b>
<b>blurred vision</b>	If your <b>vision</b> is <b>blurred</b> , you cannot see clearly.
<b>blink</b>	shut and open your eyes quickly
<b>concentrate</b>	give all your attention or effort to sth <b>concentration</b> <i>n</i>
<b>tear</b>	a drop of liquid that comes out of your eye when you cry
<b>irritate</b>	cause a part of the body to be painful or sore <b>irritation</b> <i>n</i>
<b>ease</b>	make sth less unpleasant or painful
<b>discomfort</b>	a slight feeling of pain and being uncomfortable
<b>adjust</b>	change sth slightly to make it more suitable <b>adjustment</b> <i>n</i>
<b>eliminate</b>	remove or get rid of sth <b>elimination</b> <i>n</i>
<b>optician</b>	a person whose job is to test people's eyes, sell glasses, etc. An <b>optician's</b> is a shop where an optician works.

1 The pronunciation of the letter 'i' is the same as in bit in eight of the cases underlined. Which four are different? Use the  to help you.

irritate    vision    blink    optician    strain    eliminate    eyesight    djscomfort

2 Circle the correct word(s). Be careful: sometimes both words are possible.

- 1 Did you know that pigs often have really poor sight / vision?
- 2 The optician can eliminate / adjust your glasses if they are too loose.
- 3 We are currently trying to eliminate / ease theft from our offices.
- 4 I can get eye strain if I irritate / concentrate for too long without taking a break.
- 5 These eye drops should adjust / ease the pain.
- 6 I could see a strain / tear in the corner of her eye.
- 7 If you get any discomfort / irritation, go and get your eyes checked.
- 8 She got a new pair of glasses from the doctor's / optician's.

3 One word is missing in each line. What is it, and where does it go?

- 1 Sore, tired or burning eyes are symptoms of eye. ....
- 2 I went to the chemist's to get some stuff to the pain. ....
- 3 I think these glasses will be fine with a small. ....
- 4 Even with glasses, there are some problems you can't completely. ....
- 5 The said I needed new glasses. ....
- 6 Bright lights for a period of time can your eyes. ....
- 7 People's vision can be a bit if they drink too much alcohol. ....
- 8 There were in her eyes when she told me the sad news. ....
- 9 The flash of a camera makes a lot of people. ....
- 10 If you work too long, tiredness will affect your powers of. ....

4 **ABOUT YOU** Have you suffered from any of these problems? If so, what did you do about it? Write your answer, or talk to another student.



### TEST YOURSELF

## B A peaceful sight

We stood at the top of the hill for ages, **gazing** at the **spectacular** view below. In the distance, the port was **barely visible** through the early morning **mist**, but we could just **make out** the island. As we drove back down, I **caught a glimpse of** a waterfall and asked Marcello to stop. Then, all of a sudden, a young **deer** appeared with its mother. They **stood** completely **still**, looking at us **suspiciously**, then ran off and **vanished into thin air**.



### GLOSSARY

<b>gaze at sb/sth</b>	look at sb/sth for a long time because you are interested in them/it or are thinking about sth else <b>gaze</b> <i>n</i>
<b>spectacular</b>	very impressive to see
<b>barely</b>	only with great difficulty or effort <b>SYN only just</b>
<b>visible</b>	Sth that is <b>visible</b> can be seen. <b>OPP invisible</b>
<b>mist</b>	a thin cloud just above the ground making it difficult to see <b>misty</b> <i>adj</i>
<b>make sth/sb out</b>	see, hear or understand sth/sb with difficulty
<b>stand still</b>	stand without moving at all: <b>keep/stay/sit still</b>
<b>suspiciously</b>	carefully because you think there may be sth wrong or dishonest <b>suspicious</b> <i>adj</i> ; <b>suspicion</b> <i>n</i>
<b>vanish</b>	disappear <b>vanish into thin air</b> disappear suddenly

### SPOTLIGHT ways of seeing

If you **catch a glimpse of sb/sth**, you see it/them for a very short time and not clearly or completely. If you **glance at sb/sth**, you look at them/it for a moment. If you **spot sb/sth**, you see or notice sb/sth, especially suddenly or when it is not easy to do.

- We **caught a glimpse of** the actress as she left the theatre.
- I **glanced at** my watch to see if it was time to go.
- I **spotted** several mistakes in my work just before I handed it in.

### 5 Correct the spelling mistake(s) in each sentence.

- |                                       |  |
|---------------------------------------|--|
| 1 The view was spectacular. ....      | 4 When the bird was stil, it was unvisible. .... |
| 2 She looked at us suspiciously. .... | 5 We just caught a glimse of the deer. ....      |
| 3 I could barily see them. ....       | 6 I granced at my friend. ....                   |

### 6 Underline the words which are possible. More than one word is often possible.

- 1 The bottom of the valley was *invisible / misty / suspicious*.
- 2 The castle was *visible / standing still / spectacular*.
- 3 The man was badly dressed and looked *suspicious / spectacular / misty*.
- 4 After an hour, we finally *caught a glimpse of / spotted / glanced at* the rare bird.
- 5 Could you please *stand / wait / keep* still?
- 6 When Lia came in, I quickly *glanced at / gazed at / spotted* John next to me. He smiled.
- 7 We could *suspiciously / only just / barely* see the church in the distance.

### 7 Rewrite the sentences using the words in capitals. The meaning must stay the same.

- |  |           |       |
|--|-----------|-------|
| 1 He sat without moving while I drew him.              | STILL     | ..... |
| 2 I was only just able to see the boat on the horizon. | MAKE      | ..... |
| 3 They were both watching me; I don't know why.        | GAZE      | ..... |
| 4 Those stars can't be seen without a telescope.       | INVISIBLE | ..... |
| 5 We could barely see the trees through the mist.      | ONLY      | ..... |
| 6 After a while I could see Leo in the crowd.          | SPOT      | ..... |
| 7 The thief ran out of the building and disappeared.   | THIN AIR  | ..... |
| 8 I briefly saw Blanca as she left the shop.           | GLIMPSE   | ..... |
| 9 Please don't move.                                   | KEEP      | ..... |
| 10 I didn't believe he was telling the truth.          | SUSPICION | ..... |

### TEST YOURSELF



# 12 Sounds and hearing

## A Things I don't want to hear

There are noises I love – when someone **bursts out laughing**, or people **cheer** at football matches, for example – but if I went **deaf**, there would also be noises I wouldn't miss:

- **background noise** of cars, machines, etc. that can be so **irritating**
- the sound of a child **in tears**
- the sound of someone **sneezing**<sup>1</sup> – that makes me worry I will be the next person to **catch their cold**.
- someone **whispering** behind me – I imagine they are talking about me!
- **overhearing** something unpleasant that I wasn't meant to hear
- someone **sighing**
- people **booing** at sports events or other occasions – it's very rude.
- my partner **snoring**!



### GLOSSARY

<b>burst out laughing</b>	suddenly start laughing, often loudly	<b>catch a cold</b>	get an illness: <b>catch a cold / (the) flu</b>
<b>cheer</b>	shout to show that you like sth or to encourage sb in a sporting event, etc. <b>OPP boo</b>	<b>whisper</b>	speak very quietly in sb's ear so others cannot hear <b>whisper n: He spoke in a whisper.</b>
<b>deaf</b>	unable to hear. <b>Blind</b> is unable to see.	<b>overhear</b>	hear what sb is saying, by accident, when they are speaking to sb else
<b>background noise</b>	sounds or noise that can be heard but aren't the centre of attention and are often unwanted	<b>sigh</b>	let out a long deep breath to show you are tired, sad, disappointed, etc.
<b>irritating</b>	annoying; making you angry	<b>snore</b>	breathe noisily through your nose and mouth when you are asleep
<b>in tears</b>	crying		

### 1 Correct the mistake in each sentence.

- There was a lot of background noises. ....
- We burst out laugh. ....
- The poor boy was into tears. ....
- Did you overhere what she said? .....
- Please stop wispering like that. ....
- My husband snorts in his sleep. ....

### 2 Find five phrases from the words in the box

background in catch in a burst out whisper tears laughing noise a cold

.....  
 .....

### 3 Complete the sentences with a suitable word or phrase.

- When you have a cold, you often ..... a lot.
- My next-door neighbour has been ..... for several years, and now has a guide dog.
- The poor man can't hear a thing: he's been ..... for years.
- If you spend time with someone with a cold, you might ..... their cold.
- If you don't want someone to hear what you are saying, you should .....
- Most people stood up and ..... when Liam won, but a couple ..... It was a bit embarrassing.
- One or two people have told me I ..... in my sleep.
- When my mother ..... like that, I can tell she's disappointed.
- I ..... two people on the bus talking about unpleasant noises. It was quite funny.
- A lot of young people talk very quickly and not very clearly. It's very .....



## B A sound story

It was a dark and stormy night. I shut my eyes ...

- I could hear a car **horn** in the distance.
- Several dogs were **barking**.
- I heard a **crash**.
- Someone **yelled**.
- A car door **slammed**.
- Something hit my window – it **cracked**.
- I heard **footsteps** in the hall.
- **Silence**. Then my door handle turned.
- I **screamed** and woke up.
- It was a **nightmare**. I **breathed a sigh of relief**.

### GLOSSARY

<b>horn</b>	the thing in a car that makes a loud warning noise
<b>bark</b>	(of dogs) make a loud short noise or noises
<b>crash</b>	a sudden loud noise made by sth hitting sth, etc. <b>crash v</b>
<b>yell</b>	shout very loudly
<b>slam</b>	shut or make sth shut very loudly
<b>crack</b>	break or make sth break so that a line appears on the surface but doesn't break into pieces: <i>The glass has <b>cracked</b>. The stone <b>cracked</b> the windscreen.</i> <b>crack n</b>
<b>footsteps</b>	the sound or marks made when you walk or run
<b>silence</b>	no noise or sound at all
<b>scream</b>	make a loud, high, unpleasant sound <b>scream n</b>
<b>(breathe) a sigh of relief</b>	let out a long deep breath when sth unpleasant stops

### SPOTLIGHT *nightmare*

A **nightmare** is a frightening or unpleasant dream. It is also used informally to describe a bad or unpleasant experience.

- *My trip to London was a **nightmare**: all the trains were delayed.*

#### 4 Put these words in three groups: 1 *no noise* 2 *a noise* 3 *a loud noise*.

crack bark sigh yell silence scream footsteps slam crash

1 ..... 2 ..... 3 .....

#### 5 Match 1–5 with a–e.

- |                   |             |
|-------------------|-------------|
| 1 The door .....  | a barked.   |
| 2 The car .....   | b cracked.  |
| 3 The dog .....   | c slammed.  |
| 4 The glass ..... | d screamed. |
| 5 The woman ..... | e crashed.  |

#### 6 Replace the underlined words with a single word. Keep the same meaning.

- I walked into the classroom. There was no noise at all. .....
- I opened the door and someone started shouting really loudly. .....
- My partner has had bad unpleasant dreams for some time now. ....
- I could hear the sound of somebody walking along the path towards the door. ....
- He walked out angrily and shut the door loudly. .....
- I heard the car's brakes and then a loud noise of it hitting something. .....
- After I dropped the glass, it had lines along the surface, so I got rid of it. ....
- A spider suddenly appeared, and Kasia let out a high unpleasant sound. .....

#### 7 Complete the text.

Where I work is terrible. For a start, there's constant background noise from the traffic, with drivers sounding their car (1) ..... all day long. Then there is a dog that's often tied to a tree outside, so of course it (2) ..... all the time. And in my office I have several colleagues who are always (3) ..... at each other – they can't talk in a normal voice – and can't seem to leave the office without (4) ..... the door. It's an absolute (5) ....., and I breathe a (6) ..... of (7) ..... every day at 5.30 when it's time to go home.

### TEST YOURSELF

# 13 Touch

## A Ways of touching



1 She squeezed the bottle.



2 I tapped him on the shoulder.



3 He grabbed my bag.



4 She pinched my arm.



5 He punched him.



6 The cat scratched me.



7 They hugged each other.



8 She slapped his face.



9 She rubbed the suntan lotion on.

### SPOTLIGHT verbs and nouns

Some of these verbs can be used as nouns with the same meaning.

- She gave him a **punch/slap** on the arm.
- He gave her hand a **squeeze**.
- Give him a **tap** on the shoulder.
- I got a **scratch** on the car.

### 1 Can you do this with one finger? Write Yes or No.

- |                         |       |                               |       |
|-------------------------|-------|-------------------------------|-------|
| 1 hug someone           | ..... | 5 scratch someone             | ..... |
| 2 rub someone/something | ..... | 6 tap someone on the shoulder | ..... |
| 3 grab something        | ..... | 7 slap someone                | ..... |
| 4 pinch someone         | ..... | 8 punch something             | ..... |

### 2 Answer the questions. Write Yes or No.

- 1 If you punch someone, do they usually laugh? .....
- 2 If you hug someone, are you trying to hurt them? .....
- 3 If you tap someone on the shoulder, are you trying to get their attention? .....
- 4 If you scratch your car, are you happy about it? .....
- 5 If you grab something, do you do it quickly? .....
- 6 If you pinch someone, is it nice? .....
- 7 If you slap someone, does it often hurt? .....
- 8 Can you squeeze a bottle of milk? .....

### 3 Complete the sentences.

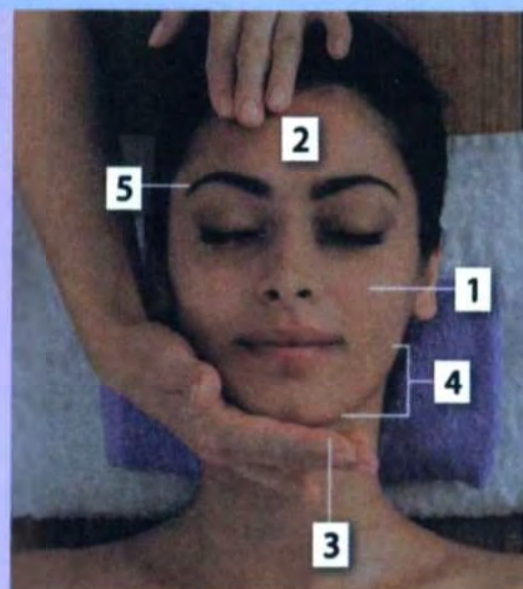
- 1 He ..... her hand until it started to hurt.
- 2 Someone ..... me a ..... on the shoulder, so I turned round.
- 3 The youth ..... the woman's purse and ran off down the road.
- 4 When Sam left for his trip, he said goodbye to his wife and ..... her a .....
- 5 People were horrified when the mother ..... the child round the face.
- 6 Oliver ..... his hands to keep warm.
- 7 The man ..... Joe in the stomach, and he dropped to the floor.
- 8 Don't ..... your mosquito bites – they'll start to bleed.

### TEST YOURSELF

## B Massage

### A Simple Face Massage

- 1 Start by **gently stroking** the whole face. With both hands, **slide** up the neck, across the **cheeks**<sup>1</sup>, then up and over the **forehead**<sup>2</sup>. **Apply** gentle **pressure** to the sides of the head.
- 2 **Stimulate** the skin by gently **patting** the cheeks and neck.
- 3 Use your **fingertips**<sup>3</sup> to **lightly massage** the skin around the **jaw**<sup>4</sup>.
- 4 To **release tension** around the eyes, **firmly** press down on the **eyebrows**<sup>5</sup> with your fingertips.
- 5 Massage the **scalp** **vigorously** as if shampooing your hair.



#### GLOSSARY

<b>massage</b>	(see picture): <b>have a massage</b> ; <b>massage</b> v
<b>stroke</b>	move your hand over sb's skin, hair, etc. gently and slowly
<b>slide</b>	move or make sth move smoothly along a surface
<b>apply pressure (to sth)</b>	press on sth hard with your hand, foot, etc.
<b>stimulate</b>	make a part of the body or skin more active
<b>pat</b>	touch sb/sth gently a number of times with a flat hand or both hands
<b>tension</b>	You have <b>tension</b> if your muscles are tight and not relaxed and you need to <b>release</b> (= free) the <b>tension</b> .
<b>scalp</b>	the skin that covers the part of the head where the hair grows

#### SPOTLIGHT adverbs of manner

**Gently** and **lightly** are soft, relaxed movements. **Firmly** is much stronger. If you move your hands **steadily**, you make regular movements. **Vigorously** means in a very energetic and active way. **energetically**.

#### 4 Are these actions usually gentle, or can they be quite vigorous?

stroke      massage      slide      apply pressure      pat      stimulate

GENTLE: .....

USUALLY VIGOROUS: .....

#### 5 Cover the text and look at the face. What does each number identify?

- |         |         |         |
|---------|---------|---------|
| 1 ..... | 3 ..... | 5 ..... |
| 2 ..... | 4 ..... |         |

#### 6 Complete the sentences.

- 1 I often ..... my forehead, cheeks and neck: it stimulates the skin.
- 2 I love going to have a ..... – it's so relaxing.
- 3 She sat quietly, gently ..... the cat.
- 4 The physio just used his fingertips to apply ..... to the back of my neck.
- 5 When the hairdresser washes my hair, he massages my ..... quite .....
- 6 The doctor ..... pressure to the wound to stop the bleeding.
- 7 Don't use the whole of your fingers for massage, just the .....
- 8 I think a massage is one of the best ways to release ..... in your body.
- 9 Massage and exercise help to ..... blood circulation in the body.
- 10 The doors ..... open automatically as you approach.
- 11 I tapped him ..... on the shoulder to get his attention.
- 12 I pressed the button ..... but still nothing happened.

#### TEST YOURSELF

# 14 Illness

## A Types of illness



### MORE MINOR

**hay fever:** an illness affecting the eyes, nose and throat, caused by breathing in **pollen**

**a rash:** an area of red spots **commonly** caused by an illness or an allergy

### MORE SERIOUS

**an allergy:** a condition that makes you ill when you eat, touch or breathe certain things that don't normally make people ill, e.g. eating nuts. Allergies can be minor or very serious. **allergic (to sth) adj**

**asthma:** a condition that gives people breathing difficulties

**diabetes:** a disease caused by an **inability** to control the level of sugar in the blood

### POTENTIALLY FATAL

**cancer:** e.g. **lung cancer, breast cancer;** a very serious illness in which a **lump** grows in the body

**a heart attack:** a sudden, serious illness when the **heart stops** working correctly

### GLOSSARY

<b>minor</b>	not very big, serious or important
<b>pollen</b>	the powder produced by some plants
<b>commonly</b>	usually; very often; by most people
<b>inability</b>	the fact of not being able to do sth
<b>potentially</b>	that may possibly happen or become sth <b>potential adj</b>
<b>fatal</b>	causing or ending in death: <b>a fatal accident</b>
<b>lump</b>	a swelling under the skin which can be small or large

1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- 1 heart breast ..... 3 diabetes fever ..... 5 diabetes minor ..... 7 allergy allergic .....
- 2 allergy rash ..... 4 allergy lung ..... 6 hay fatal ..... 8 potential asthma .....

2 Complete the sentences.

- I'm ..... to prawns. I get a ..... on my face if I eat just one.
- Drugs are a ..... used treatment for many illnesses.
- It's clear that smoking increases your risk of lung ....., which is ..... fatal.
- A friend of mine has a very serious ....., If he eats peanuts, he has a bad reaction.
- I get a bit of hay ..... every summer, but it's only a ..... problem. I don't worry about it.
- If you are seriously overweight, it is a ..... problem: you are more at risk from ..... and, of course, heart .....
- One of my friends died in a ..... road accident.
- The ..... to control the level of sugar in the blood is ..... very serious.

3 Combine words from the box to make sentences about the illnesses and their causes and symptoms.

hay fever    diabetes    asthma    breast cancer    rash  
breathing difficulties    allergy    sugar    pollen    lump

.....

.....

.....

.....

### TEST YOURSELF

## B Medicine labels

These tablets must be **dissolved** in water.

For **short-term** use only.

**DO NOT EXCEED THE STATED DOSE.**

Please read the **enclosed leaflet** before taking these tablets.

Possible **side effects** may include stomach **disorders**.

**Discard** any remaining solution 60 days after opening the bottle.

If symptoms **persist**, **consult** your doctor.

**Do not use after the expiry date.**

GLOSSARY	
<b>dissolve (in sth)</b>	(of a solid) combine with a liquid and become part of it
<b>short-term</b>	lasting only a short period: <b>a short-term solution</b> OPP <b>long-term: a long-term contract</b>
<b>dose (ALSO dosage)</b>	the amount of a medicine that you take at any one time
<b>enclosed</b>	included inside sth else, usually inside a letter or a packet
<b>leaflet</b>	one or several pages of printed free information about sth
<b>side effect</b>	an extra and usually bad effect that a drug has on you
<b>disorder</b>	illness to a part of the body
<b>discard</b>	get rid of sth you no longer want or need (especially of sth unpleasant) continue to exist <b>persistent</b> <i>adj</i>
<b>persist</b>	
<b>consult</b>	ask sb for some information or advice <b>consultation</b> <i>n</i>
<b>expiry date</b>	the date after which sth should not be used <b>expire</b> <i>v</i>

### SPOTLIGHT *exceed and excess*

- 1 do more of sth than is stated in an order or a law:  
Don't **exceed** the **stated dose**.  
You shouldn't **exceed** the **speed limit**.
- 2 be greater than a particular number, amount or quality:  
The cost won't **exceed** \$5,000. OR  
The cost won't be **in excess of** \$5,000.

### 4 True or false? Write T or F. Correct any false sentences.

- |  |  |
|--|--|
| 1 Drugs can have <i>side effects</i> .                 | 5 If something <i>persists</i> , it stops.               |
| 2 If something is <i>enclosed</i> , you can't open it. | 6 ' <i>In excess of 50</i> ' is more than 50.            |
| 3 You can read a <i>leaflet</i> .                      | 7 You can <i>dissolve</i> sugar in hot water.            |
| 4 A <i>disorder</i> means a machine isn't working.     | 8 If you <i>consult</i> someone, you disagree with them. |

### 5 Add a word to complete an instruction or a common phrase.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Don't exceed the stated ..... | 4 in ..... of 20 people   |
| 2 a long-..... solution         | 5 common side .....       |
| 3 the expiry .....              | 6 Read the ..... leaflet. |

### 6 Use one word to complete the sentences on the right with the same meaning as those on the left.

- |   |                                    |
|---|------------------------------------|
| 1 It's all there in the information they provide. | It's all there in the .....        |
| 2 He's got something wrong with his stomach.      | He's got a stomach .....           |
| 3 The information is included with this letter.   | The information is .....           |
| 4 One teaspoon is the amount you should take.     | One teaspoon is the .....          |
| 5 See a doctor if the symptoms don't go away.     | See a doctor if the symptoms ..... |
| 6 Don't use after the end of July.                | Don't use after the expiry .....   |

### 7 Complete the sentences.

- You can buy aspirin, which ..... in water; that avoids taking tablets.
- I've had a ..... cough for weeks now; the doctor thinks I should ..... a specialist.
- I ought to ..... the contents of this bottle: it's been open for months.
- The doctor gave me sleeping tablets, but it's only a ..... solution.
- This is a powerful drug so I mustn't ..... the stated dose.
- I've already had a ..... with one doctor, but he wasn't very helpful.

### TEST YOURSELF

# 15 Injuries

## A From head to toe



GLOSSARY	
<b>fracture</b>	break a bone or some other hard material
<b>unconscious</b>	in a state like sleep, often because of an injury or an illness <b>OPP</b> conscious
<b>dislocate</b>	put sth (usually a bone) out of its correct position
<b>sprain</b>	injure a part of your body, especially your wrist or ankle, by suddenly bending or turning it <b>SYN</b> twist your ankle (NOT USUALLY twist your wrist)
<b>blister</b>	a swelling on the surface of the skin that is filled with liquid and is often caused by rubbing or burning
<b>bruise</b>	get or make a blue, brown, etc. mark on the skin after sb has fallen, been hit by sth, etc. <b>bruise</b> n
<b>hundreds (of sth) inf</b>	a lot; a large amount: <b>hundreds of things to do</b> <b>SYN</b> masses (of sth)

My cousin **fractured** his skull<sup>1</sup> when he came off his motorbike. He was **unconscious** for several minutes. I once got a **black eye**<sup>2</sup> in a fight at school. I **dislocated** my shoulder playing rugby. I **sprained** my wrist when I fell off my bike. I **twisted** my ankle running for a bus. I used to get lots of **blisters**<sup>3</sup> on my feet from running. I've **bruised** myself **hundreds of times**.

**SPOTLIGHT** verbs, nouns and adjectives

A number of the verbs above can also be used as nouns, and some of the past participles from these verbs can be used as adjectives.

- He's got several **fractures**.
- I've got a large **bruise** on my arm.
- a **sprained wrist**
- a **twisted ankle**
- a **dislocated arm**

**1 Answer Yes or No.**

- 1 Can you talk when you're conscious? .....
- 2 Can you twist your eye? .....
- 3 Can you sprain your ankle? .....
- 4 Can you fracture a fingernail? .....
- 5 Can you bruise your hair? .....
- 6 Can you dislocate a finger? .....
- 7 Can you get a blister on your hand? .....
- 8 Can you write when you're unconscious? .....

**2 Put the following in order from most serious (1) to least serious (6). Give your reasons.**

- a twisted ankle .....
- a fractured skull .....
- a bruise on the arm .....
- a dislocated elbow .....
- a black eye .....
- a blister .....

**3 Complete the sentences.**

- 1 He's injured himself ..... of times playing rugby.
- 2 The man wasn't moving. I thought he was dead, but in fact he was .....
- 3 He told me he got a black ..... when his dog jumped up and hit him in the face.
- 4 When I ..... my finger, the doctor put it back into position – and it hurt!
- 5 His arm is black and blue from the ..... he got from falling off the wall.
- 6 Do you often get ..... on your feet from walking in new shoes?
- 7 Clara ..... her leg skiing and hasn't been able to walk for weeks.
- 8 I sprained my ....., and then the next day I twisted my .....

**4 ABOUT YOU Write your answers, or talk to another student.**

- 1 How many of the injuries at the top of the page have you had?
  - 2 Which of the injuries at the top of the page require a visit to the hospital? Which require a visit to the doctor?
- .....
- .....



## B First Aid

**FIRST AID:** To clean a **wound**, you need to **bathe** it **thoroughly**. For a small cut, just put on a **plaster**. For a more serious wound, especially if it is **bleeding** quite a lot, cover it with a clean **dressing** to prevent **infection**, and then hold that **in place** with a **bandage**. Most cuts **heal** within seven days. If a part of the body is **swollen**, apply a bag of frozen peas **wrapped** in a towel to reduce the **swelling**.



### GLOSSARY

<b>first aid</b>	simple medical treatment that is given to sb, often before a doctor comes or before the person can be taken to a hospital	<b>bleed</b>	lose blood <b>bleeding n</b>
<b>wound</b>	an injury to a part of your body, especially a cut, and often from a weapon <b>wound v (usually passive)</b>	<b>in place</b>	in the correct or usual position: <b>hold sth in place</b>
<b>bathe</b>	wash part of the body, often for medical reasons	<b>heal</b>	(especially of a cut) become healthy again
<b>thoroughly</b>	in a careful and complete way	<b>swollen</b>	bigger than usual because of an injury or an illness. A <b>swollen</b> arm or leg from an injury may also be blue or purple.
		<b>swelling n</b>	
		<b>wrap</b>	cover or tie sth around an object or part of the body

### SPOTLIGHT *infection*

An **infection** is an illness caused by **bacteria** or a **virus**. (Both are small living things that can only be seen through a microscope.) An **infectious** illness or disease travels easily from one person to another.

5 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- |                     |       |                         |       |
|---------------------|-------|-------------------------|-------|
| 1 bathe bandage     | ..... | 6 wound thoroughly      | ..... |
| 2 bandage infection | ..... | 7 thoroughly infectious | ..... |
| 3 bathe plaster     | ..... | 8 body swollen          | ..... |
| 4 heal bleed        | ..... | 9 wound swollen         | ..... |
| 5 virus infection   | ..... | 10 bacteria dressing    | ..... |

6 Complete the sentences.

- We did a bit of first ..... when I was at school.
- My arm was quite ..... after I fell and bruised it.
- If I hit my nose hard, it often ..... quite a bit.
- It's not a bad cut, so I think it will ..... quite quickly.
- If you want to prevent infection, you need to clean the wound .....
- Could you put your finger there to hold the dressing in ..... ?
- An infection can be caused by ..... or a .....
- He was ..... in the leg when he was attacked by a man with a knife.
- I put a large plaster on the cut to stop the .....
- If you ..... some packs of ice round the bruise, it will reduce the .....

7 Test your knowledge of first aid. Answer the questions.

- What is the purpose of doing first aid? .....
- What is the first thing you should do with a wound? .....
- What can you put on a small cut? .....
- Why do you need a clean dressing? .....
- What is the purpose of a bandage? .....
- How long does it take for most cuts to heal? .....
- Why would you wrap frozen peas in a towel? .....
- What is the main risk with an infectious disease or illness? .....





# 16 Character

## A Personal qualities

### Online dating: find your dream partner



#### Galina's profile:

My friends describe me as a real **extrovert**. I'm an **enthusiastic, talkative** sort of person, but at the same time I love to hear other people's opinions. I'm also quite **decisive** and feel able to **assert myself** in different social situations. I have a very positive **attitude to** life, and I'm **truly passionate** about health and fitness. My sister describes me as a **lively** and **dynamic** person.

#### GLOSSARY

<b>extrovert</b>	a lively, confident person who enjoys being with other people <b>OPP introvert; extrovert adj, introverted, introvert adj</b>
<b>enthusiastic</b>	feeling or showing a lot of excitement or interest about sth/sb <b>enthusiasm n</b>
<b>talkative</b>	A <b>talkative</b> person likes to talk a lot.
<b>decisive</b>	able to make decisions quickly and with confidence
<b>assert yourself</b>	behave in a confident way and say clearly what you think or want <b>assertive adj</b>
<b>attitude (to/towards/about/on sth/sb)</b>	the way you think or feel about sth/sb
<b>truly</b>	used to emphasize sth; very
<b>passionate (about sth)</b>	very enthusiastic or interested <b>passion (for sth) n</b>
<b>lively</b>	full of life and energy
<b>dynamic</b>	having a lot of energy and a strong personality

**1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.**

- |              |              |       |              |           |       |
|--------------|--------------|-------|--------------|-----------|-------|
| 1 dynamic    | truly        | ..... | 5 talkative  | introvert | ..... |
| 2 passionate | assert       | ..... | 6 assertive  | extrovert | ..... |
| 3 passion    | enthusiastic | ..... | 7 enthusiasm | decisive  | ..... |
| 4 lively     | dynamic      | ..... | 8 assertive  | attitude  | ..... |

**2 Correct the mistake in each sentence.**

- My sister is absolutely passionate for skiing. ....
- She can't make up her mind about the holiday. She's not very deciding about things. ....
- Maurice really needs to assert him in meetings. I never know what he thinks. ....
- The professor talked with great enthusiastic about the new developments in chemistry. ....
- Helene has a live personality and everyone likes her. ....
- Her colleagues appreciate Anna's pleasant and dynamism manner. ....
- My cousin has a passion of Scottish castles. He spends all his time visiting them. ....
- I'm true passionate about the problem of global warming. ....

**3 Complete the dialogues.**

- Su and Dan love climbing and they go all the time. ~ I know - they're ..... about it.
- Robina just concentrates on her own thoughts. ~ Yes, she's an .....
- She's full of ideas and has lots of energy. ~ Yes, she's very .....
- Oren is very confident and gets people to listen to what he thinks. ~ Yes, he's .....
- Ryan is very interested and excited about the new school plans. ~ Yes, he's very .....
- Ruby loves to chat - she never stops. ~ Yes, she's very .....
- Carly makes choices quickly and with confidence. ~ Yes she's very .....
- The children are running about and having fun. ~ Yes, they're very ..... today.
- Adam's confident, open and enjoys being with people. ~ Yes, he's an .....

**4 ABOUT YOU Write your answers, or talk to another student.**

Who among your friends and family is ...  
 an extrovert?      an introvert?      very talkative?      dynamic?  
 truly passionate about something? (What?)      assertive?      enthusiastic about cars?  
 ▶ My sister is an extrovert. She loves talking to people and is very confident.



## B Ideal match

### Galina describes her ideal match:

I'm attracted to men who are **considerate** and **sensible**, and they should be happy to show **affection** too. I'm not looking for a **saint** – just a normal guy who is **sincere** and is looking for a **genuine** relationship. I don't like people who **show off** or **boast** about things. I'm interested in someone with **integrity** who is **decent** and has **ethical** values. And if they like the outdoor life, so much the better!

### SPOTLIGHT *saint and holy*

- 1 A **saint** (abbreviations **S, St**) is a person that the Christian Church recognizes as being very **holy** (= good in a religious or moral way) because of the way they have lived or died.
- 2 In the text, a **saint** (*inf*) is a very good, kind person.

### GLOSSARY

<b>considerate</b>	thinking about other people's wishes and feelings SYN <b>thoughtful</b> OPP <b>inconsiderate</b> ; <b>consideration</b> <i>n</i>
<b>sensible</b>	make good judgements based on reason and experience rather than emotion
<b>affection</b>	the feeling of liking or caring about sth/sb <b>affectionate</b> <i>adj</i> SYN <b>loving</b>
<b>sincere</b>	(of feelings or beliefs) showing what you really think SYN <b>genuine</b> OPP <b>insincere</b>
<b>show off</b> <i>inf, disapproving</i>	behave in a way that is intended to attract people's attention and make them admire you. A person who does this is a <b>show-off</b> .
<b>boast</b>	talk with too much pride about sth you have or can do
<b>integrity</b>	the quality of being honest and having strong moral principles
<b>decent</b>	honest, good and fair
<b>ethical</b>	connected with beliefs and principles about what is good and right <b>ethic</b> <i>n</i> : They're looking for people with a strong <b>work ethic</b> .

### 5 Positive or negative? Write P or N.

- |                                       |                                 |       |
|---------------------------------------|---------------------------------|-------|
| 1 That woman is a real saint.         | 6 I find him quite insincere.   | ..... |
| 2 The decision is completely ethical. | 7 She shows a lot of affection. | ..... |
| 3 He's a decent guy.                  | 8 He's always boasting.         | ..... |
| 4 She shows off a lot.                | 9 I think she's inconsiderate.  | ..... |
| 5 He's very genuine.                  | 10 He has integrity.            | ..... |

### 6 Circle the correct word.

- 1 Angela arrived in an expensive outfit, covered in jewellery. I think she was **showing off / boasting**.
- 2 Mario adores his wife and is very **holy / affectionate** towards her.
- 3 I think you can trust Jamelia's judgement; she's very **affectionate / sensible**.
- 4 Do you think Mr Erickson is **ethical / sincere** about wanting to help us?
- 5 **Decent / Thoughtful** people don't go stealing from shopping malls.
- 6 We need people in this company who have a strong work **integrity / ethic**.
- 7 You have to be a **show-off / saint** to live with Duncan: he's a very difficult person.

### 7 Complete the sentences.

- 1 It's ..... to give your seat to an elderly person on a bus or train.
- 2 Where I live, you should never show any ..... to your husband or wife in the street.
- 3 A lot of people who ..... off are unsure of themselves and are seeking attention.
- 4 Some people ..... about their expensive holidays. It gets on my nerves.
- 5 ..... people are kind and friendly towards strangers or foreigners.
- 6 People who keep you waiting for over fifteen minutes are really .....
- 7 In my country, shop assistants smile a lot and seem friendly, but I don't think that it's .....
- 8 In my country, most politicians have ..... and can be trusted.

### 8 ABOUT YOUR COUNTRY Are the sentences in Exercise 7 true about your country? If not, what is the truth? Write your answers, or tell another student.

.....

.....





.....



# 17

## Assessing character

Interviews were conducted on July 30<sup>th</sup> for the flight attendant training programme. We require a calm, confident and hard-working person.

NAME	Interviewer's comments	?
 Joel Robbins	Joel seemed rather arrogant and immature. He started badly by saying some idiotic things about the company, showing that he wasn't at all knowledgeable about it. He struggled to answer the most basic questions.	no
 Makiko Yaguchi	I didn't know what to make of her at first, but as the interview progressed, I felt she was a very capable person, mature and motivated.	yes?
 Marek Novak	At first he came across as timid and lacking in confidence. However, as he relaxed, I could see he was actually quite charming. He seemed conscientious and efficient, and I think he would take the job seriously.	yes?
 Jacinta Ribeiro	I really took to Jacinta immediately. She struck me as a confident, straightforward candidate, and I feel she has great potential.	yes

### GLOSSARY

<b>arrogant</b>	behaving in a proud, unpleasant way <b>arrogance</b> <i>n</i>	<b>confidence</b>	a belief in yourself and your abilities <b>confident</b> <i>adj</i>
<b>immature</b>	behaving in a way that is typical of much younger people <b>OPP mature</b>	<b>charming</b>	very pleasant <b>charm</b> <i>n</i>
<b>idiotic</b>	very stupid <b>SYN ridiculous; idiot</b> <i>n</i>	<b>conscientious</b>	taking care to do things carefully and correctly
<b>knowledgeable</b>	knowing a lot <b>SYN well informed</b>	<b>efficient</b>	doing sth well without making mistakes or wasting time <b>efficiency</b> <i>n</i>
<b>struggle (to do sth)</b>	try very hard to do sth when it is difficult or there are a lot of problems <b>struggle</b> <i>n</i>	<b>take sth/sb seriously</b>	think that sth/sb is important and is worth your attention
<b>capable</b>	able to do things well	<b>take to sb/sth</b>	start liking sb/sth
<b>motivated</b>	wanting to do sth, especially sth involving hard work <b>motivation</b> <i>n</i>	<b>straightforward</b>	honest and open about your feelings and opinions
<b>timid</b>	shy and nervous	<b>potential</b>	qualities in a person that exist and can be developed <b>potential</b> <i>adj</i>
<b>be lacking in sth</b>	having none or not enough of sth <b>ALSO lack sth</b>		

### SPOTLIGHT creating and forming an impression

**make sth of sb** understand the character of sb:

*I didn't know what to **make of him**. **What do you make of the new receptionist?***

**come across (as sth)** make a particular impression **SYN come over (as sth):**

- *He **came over/across** very well in the discussion.*
- *He **comes over/across as** an efficient person.*

**strike sb as sth** give somebody a particular impression:

- *She **struck me as** someone with potential. He **struck me as** odd.*

**1 Complete the table.**

NOUN	ADJECTIVE
	arrogant
	confident
	efficient
	charming
motivation	
potential	
knowledge	
idiot	

**2 Is the pronunciation of the underlined letters the same or different? Write S or D.**

Use the **APP** to help you.

- |   |       |  |       |
|---|-------|--|-------|
| 1 mature <u>ch</u> arm                            | ..... | 5 ridicu <u>l</u> ous seri <u>o</u> usly             | ..... |
| 2 confidence idi <u>o</u> t                       | ..... | 6 ca <u>p</u> able a <u>r</u> rogant                 | ..... |
| 3 straight <u>f</u> orward well-in <u>f</u> ormed | ..... | 7 ridicu <u>l</u> ous str <u>u</u> gg <u>l</u> e     | ..... |
| 4 po <u>t</u> ential co <u>n</u> fid <u>e</u> nt  | ..... | 8 co <u>n</u> sci <u>e</u> ntious effi <u>c</u> ient | ..... |

**3 Complete the dialogues in a suitable way.**

- Is Mr Morris knowledgeable about the business? ~ Yes, he's very .....
- Does she say exactly what she wants? ~ Yes, she's very .....
- She seems like she's just out of school. ~ I agree. She's too ..... for our company.
- Would he be organized and work quickly? ~ I think so. His old boss said he was .....
- Was it easy to fill in that long form? ~ No, it was a real ..... I didn't understand it.
- That candidate's answers were idiotic! ~ Yes, they were ..... He'd be hopeless.
- I liked him, but I'm worried that he's quite shy. ~ Yes, he's rather ....., isn't he?
- Would she have the right qualities for managing the office? ~ Yes, she seemed ..... to me.

**4 Rewrite the sentences using the word or a form of the word in capitals. Keep the same meaning.**

- |   |           |        |
|---|-----------|--------|
| 1 What did you think of Aaron's character?                | MAKE      | .....? |
| 2 Josie found it hard to explain what she meant.          | STRUGGLE  | .....  |
| 3 Lawrence didn't seem that charming to me.               | LACKING   | .....  |
| 4 I didn't like Rollo at first.                           | TAKE      | .....  |
| 5 Parminder made a very good impression in the interview. | COME      | .....  |
| 6 Rupert gave me the impression of being capable.         | STRIKE    | .....  |
| 7 I think Ariana has qualities that can be developed.     | POTENTIAL | .....  |
| 8 Vicky didn't seem to have much motivation.              | MOTIVATED | .....  |

**5 ABOUT YOU Complete the answers in a way that is true for you. If possible, talk to another student.**

- I am well informed about .....
- I think people who are conscientious .....
- If people are charming towards me, I .....
- I feel confident when .....
- It's sometimes a struggle for me to .....
- If I meet someone who is arrogant, I .....
- If someone doesn't take me seriously, I .....
- I don't take to people who .....
- In an interview situation, I think I probably come across as .....
- If someone says something ridiculous in an interview, I think it could be because .....



# 18 Feelings

## A Strong feelings

Word/Phrase	Example	Meaning
<b>ecstatic</b>	<i>I was <b>ecstatic</b> about getting the new job.</i>	very happy, excited and enthusiastic <b>SYN delighted, over the moon</b> <i>inf</i>
<b>thrilled</b>	<i>Lou was <b>thrilled</b> to win the competition.</i>	very excited and pleased
<b>joy</b>	<i>It's always a <b>joy</b> to see the children.</i>	sb/sth that gives you great pleasure <b>joyful</b> <i>adj</i>
<b>astonished</b>	<i>I was <b>astonished</b> when they gave me the prize.</i>	very surprised about sth you did not expect <b>SYN astounded</b>
<b>shocked</b>	<i>I was <b>shocked</b> to hear she was so ill.</i>	surprised and upset <b>shock</b> <i>n, v</i>
<b>in tears</b>	<i>She was <b>in tears</b> by the time we got to the hospital.</i>	crying; <b>tear</b> a drop of water coming from your eye
<b>devastated</b>	<i>I was <b>devastated</b> when she left me.</i>	very upset <b>SYN heartbroken</b>
<b>desperate</b>	<i>Alone, without food or money, Janie was <b>desperate</b>.</i>	having little hope and ready to do anything to change a terrible situation <b>desperation</b> <i>n</i>
<b>ashamed</b>	<i>He stole the money, but felt very <b>ashamed</b> of himself afterwards.</i>	guilty or embarrassed that you have done sth wrong <b>shame</b> <i>n</i>
<b>disgusted</b>	<i>We were <b>disgusted</b> by the way the children were treated. It was awful.</i>	very angry and upset about sth you do not like or agree with <b>disgust</b> <i>n</i>

**1 Are these positive or negative? Write P, N or P/N.**

- |                 |       |               |       |                |       |
|-----------------|-------|---------------|-------|----------------|-------|
| 1 ecstatic      | ..... | 5 shame       | ..... | 9 astonished   | ..... |
| 2 disgust       | ..... | 6 delighted   | ..... | 10 in tears    | ..... |
| 3 shock         | ..... | 7 desperation | ..... | 11 thrilled    | ..... |
| 4 over the moon | ..... | 8 joy         | ..... | 12 heartbroken | ..... |

**2 Circle the correct word(s) in italics. Sometimes both answers are correct.**

- I was *ashamed* / *astounded* when I heard that I'd come top in the exam.
- Our daughter passed her driving test and we were *over the moon* / *devastated*.
- My cat was killed in front of me by a driver; I was *heartbroken* / *joyful*.
- There were cats on the table in the hotel kitchen. I was *thrilled* / *disgusted*.
- Our team won the championship and we were all *desperate* / *ecstatic*.
- The news about the flood was terribly sad: my sister was *in tears* / *delighted*.
- My son was born on New Year's Day, and my family were *delighted* / *shocked*.
- My brother has been missing for a week now and my dad and I are *ashamed* / *desperate*.

**3 Complete the dialogues using vocabulary from the table.**

- |  |                                       |
|--|---------------------------------------|
| 1 I think she was very surprised at the news.    | ~ She was – absolutely .....          |
| 2 Mac's lost 20 kg because of his illness.       | ~ Yes, I was ..... when I saw him.    |
| 3 Did he think he wouldn't be rescued?           | ~ Yes. He was .....                   |
| 4 Was he terribly upset about the results?       | ~ Yes, he was absolutely .....        |
| 5 That boy cheated in his exams.                 | ~ He should be very ..... of himself. |
| 6 I bet they were over the moon.                 | ~ Yes, they were absolutely .....     |
| 7 She was really emotional about losing her job. | ~ Yes, she was in .....               |
| 8 The hotel bedroom was really dirty.            | ~ Yes, I was ..... when I saw it.     |



**TEST YOURSELF**

## B Expressing your emotions

**A**RE YOU the kind of person who **bottles up your emotions**? Do you find it difficult to **handle intense** feelings, or do you just **suppress** them? Do you feel that if you **reveal** too much about yourself, you could make yourself rather **vulnerable**. **Psychologists** say that suppressing your emotions over a long period of time is often ineffective and can **worsen** the situation. It can even lead to **severe anxiety** and **depression** at a later stage.

### GLOSSARY

<b>bottle sth up</b>	stop yourself showing negative emotions or feelings especially over a long time: <b>bottle up your emotions/feelings</b>
<b>handle</b>	deal with sth/sb: <b>handle stress / your emotions</b>
<b>intense</b>	very strong, very great
<b>suppress</b>	stop yourself from having or expressing a feeling/emotion
<b>reveal</b>	make sth known to sb <small>SYN</small> <b>disclose formal</b>
<b>vulnerable</b>	weak and easily hurt, physically or emotionally
<b>worsen</b>	become or make sth worse than before
<b>severe</b>	extremely bad or serious
<b>anxiety</b>	the state of feeling nervous or worried that sth bad is going to happen <b>anxious adj</b>
<b>depression</b>	a medical condition in which sb feels very sad and anxious for a long time <b>depressed adj</b>

### SPOTLIGHT *psychology and related words*

**Psychology** is the study of the mind and how it affects people's behaviour. A person who is trained in psychology is a **psychologist**. **Psychological** problems relate to the way somebody's mind works, e.g. some pain can be psychological rather than physical.

#### 4 Underline the main stress on these words. Use the to help you.

reveal                  vulnerable                  anxiety                  worsen  
severe                  disclose                  psychological                  intense  
anxious                  psychology                  psychologist                  suppress

#### 5 Replace the underlined word(s) with a word that has the same meaning.

- I did a course in the study of the mind and behaviour at university. ....
- He wouldn't disclose information if he thought it was secret. ....
- It's a difficult time for him and he's weak and easily hurt. ....
- Things have got a lot worse since the elections. ....
- Donna has been suffering from a very serious depression. ....
- I don't think Steven is dealing with the stress of school very well. ....
- She has very strong feelings about Alastair; it's a love/hate relationship. ....
- Last year I suffered from a period of worry and nervousness. ....

#### 6 Complete the questions.

- Do top sports people tend to ..... stress well or badly?
- Is it good for powerful people to show they are ..... and have weaknesses?
- Can you think of any problems that ..... are currently studying?
- Are there times when it's good to ..... your emotions and stay silent?
- How can people deal with ..... feelings of loneliness?
- Are there any professions where you think people suffer a lot from ..... ?
- What's the best thing to do if you're feeling very ..... about something?
- If you ..... your emotions, do you think it affects your physical health?
- Do you ..... your anxieties or deeper emotions to a friend or a family member?
- Have you ever studied ..... at school or university? Would you like to?

#### 7 ABOUT YOU Write your answers to Exercise 6, or ask another student.

.....  
.....  
.....



# 19 Relationships

## A Difficult relationships

When I married Vince, he already had two children from his first marriage, and they **took an instant dislike to** me. They **blamed** me for all their problems. I tried hard to get their **respect**, but they wouldn't **forgive** me for taking the place of their mother. They either **stared at** me without saying a thing, or were openly **aggressive**. It was a **tough** time, and it was **inevitable** that it finally **put a strain on** my relationship with Vince. I began to **regret** my decision to marry him. Fortunately, he **stuck up for** me when the kids were difficult, and over time, things **settled down** a bit.



### SPOTLIGHT meanings of tough

**Tough** can mean:

- 1 difficult: *He had a **tough** childhood.* (as in the text)
- 2 strong and able to deal with difficult situations: *She'll be OK – she's **tough**.*
- 3 strict: *There are some **tough** new driving laws.*

### GLOSSARY

<b>take an instant/immediate dislike to sb</b>	dislike sb as soon as you meet them	<b>aggressive</b>	angry and ready to attack sb
<b>blame sb (for sth)</b>	think or say that sb is responsible for sth bad	<b>inevitable</b>	that you cannot avoid or prevent
<b>respect</b>	polite behaviour towards sb/sth that you think is important	<b>put a strain on sb/sth</b>	<b>inevitably</b> adv create pressure and anxiety for sb/sth
<b>forgive sb (for sth/for doing sth)</b>	stop feeling angry towards sb for sth that they have done wrong	<b>regret (sth / doing sth)</b>	feel sorry about sth you have done
<b>stare (at sb/sth)</b>	look at sb/sth for a long time	<b>stick up for sb/yourself</b>	support and defend sb/yourself when they/you are criticized
		<b>settle down</b>	become calmer, more relaxed and less excited

### 1 Positive or negative? Write P or N.

- 1 The protests are putting a strain on the country. ....
- 2 I think he's forgiven me. ....
- 3 He's very aggressive. ....
- 4 She can stick up for herself. ....
- 5 She blames me for what happened. ....
- 6 Things are tough at work now. ....
- 7 Being poor has made him tough. ....
- 8 I really regret contacting him. ....
- 9 Things have settled down since the strike. ....
- 10 The war was inevitable. ....

### 2 Complete the sentences.

- 1 I don't ..... leaving the job: it was the right decision.
- 2 As soon as I met him, I took an immediate ..... to him.
- 3 The food was my responsibility, so I don't ..... anyone else for the mistake in the order.
- 4 The lack of money put a terrible ..... on our relationship.
- 5 Some children do what they like and have no ..... for authority.
- 6 Please don't ..... at those people; it's rude.
- 7 My brother accepted that he caused the accident, but I ..... him; he's my brother.
- 8 Mum accused me of lying, but my sister ..... up for me and said I was telling the truth.

### 3 One word is missing in each line. Where does it go? Write it at the end of the line.

I've been having a time at work recently. A young man joined the department and for some reason an instant dislike to me. His desk was close to mine, and he just sat and at me without speaking, which made me feel uncomfortable. Over time, he started to shout at me and became more and more until I felt quite nervous being near him. It put a big on me and my work began to suffer. One day, I decided it was time to stick for myself, so I told him his behaviour was terrible. I was shocked when he suddenly started crying and, of course, I what I had said to him. He thought that I him for the poor results in the department, when in fact, that wasn't the case. Eventually, things down, and we got on much better.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....

### TEST YOURSELF

## B Successful relationships



Now two years on, things are **looking up**. **Initially** the kids were really **nasty** to me and **reluctant** to **accept** me, but I gave up work to spend more time with them, and that helped to create a closer **bond**. I realized that I had been too **strict** with them and not **caring** enough; I just wasn't **sensitive** to their needs. To be honest, it was my own **fault** – I'm the adult and should have known better. It takes a lot of **patience**, but I'm feeling optimistic and I really enjoy being with them now.

### GLOSSARY

<b>look up</b> <i>inf</i>	(of sb's situation or business) start to become better after a difficult period
<b>initially</b>	in the beginning <b>initial</b> <i>adj</i>
<b>nasty</b>	unkind; unpleasant <b>SYN mean</b>
<b>reluctant</b> (to do sth)	not wanting to do sth <b>SYN unwilling; reluctance</b> <i>n</i>
<b>bond</b>	a connection between people based on shared feelings or experiences
<b>strict</b>	If you are <b>strict</b> , you make people do what you want and do not allow them to behave badly.
<b>caring</b>	kind and showing that you care about people
<b>sensitive</b> (to sth)	understanding other people's feelings and being careful about them
<b>fault</b>	If sth bad is your <b>fault</b> , you made it happen.
<b>patience</b>	the ability to stay calm and not get angry when waiting for sth <b>patient</b> <i>adj</i>

### SPOTLIGHT *accept*

**Accept** means 'say yes to an offer', but has some other meanings, too.

- allow sb to be part of a group:  
*They **accepted me** as one of the family.* (as in the text)
- agree to sth:  
*The council has **accepted** the latest proposal.*
- admit you did sth wrong:  
*I **accept responsibility** for the mistakes.*

#### 4 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- |   |  |
|---|--|
| 1 <u>initially</u> <u>reluctant</u> ..... | 4 <u>fault</u> <u>bond</u> .....           |
| 2 <u>patience</u> <u>initial</u> .....    | 5 <u>look</u> <u>caring</u> .....          |
| 3 <u>strict</u> <u>accept</u> .....       | 6 <u>sensitive</u> <u>reluctance</u> ..... |

#### 5 Circle the correct word.

- |   |  |
|---|--|
| 1 She showed a <b>reluctance</b> / <b>unwilling</b> to speak about the event. | 4 She's a <b>caring</b> / <b>patience</b> nurse.                       |
| 2 The <b>initial</b> / <b>initially</b> problem was money.                    | 5 The mistake wasn't my <b>bond</b> / <b>fault</b> .                   |
| 3 He's <b>sensible</b> / <b>sensitive</b> to the feelings of others.          | 6 It can be a good thing if parents are <b>nasty</b> / <b>strict</b> . |
|   | 7 My business is finally <b>accepting</b> / <b>looking up</b> .        |

#### 6 Replace the underlined word(s) with a word or phrase that keeps the same meaning.

- It's not my responsibility if we're late. ....
- They were very unwilling to leave. ....
- She expects people to obey her all the time. ....
- In the beginning it was a difficult relationship. ....
- He admits responsibility for what happened. ....
- I have no ability to wait for things for a long time. ....
- It was strange moving to a different country, but I now feel welcome. ....
- I had a tough time last year but things are improving now. ....
- The children said some very unpleasant things about me. ....
- There is a special connection between parents and their children. ....

### TEST YOURSELF



# 20 Heroes and villains

## A Personal heroes

My **heroine** is my aunt Georgia, who worked with homeless teenagers. She was deeply **spiritual**, and I admire her **courage** and **dignity**. More than anyone, she has **inspired** me to **dedicate** my life to looking after people.

I really **looked up to** my grandfather. He was a lifeboat **captain** for 20 years, and showed remarkable **bravery** on many occasions – at times he was truly **heroic**.

### GLOSSARY

<b>heroine</b>	a woman who you admire for doing sth brave or good. A man is a <b>hero</b> . <b>heroic</b> <i>adj</i> showing extreme courage <b>heroism</b> <i>n</i>
<b>spiritual</b>	connected with your spirit, rather than the physical world
<b>courage</b>	the ability to do sth, even though it is dangerous, frightening or very difficult <b>SYN</b> <b>bravery; courageous, brave</b> <i>adj</i>
<b>dignity</b>	the ability to behave in a calm and serious manner in a difficult situation <b>dignified</b> <i>adj</i>
<b>inspire</b>	give sb the enthusiasm and desire to do sth <b>inspiration</b> <i>n</i> ; <b>inspirational</b> <i>adj</i>
<b>dedicate yourself/sth to (doing) sth</b>	give a lot of time and effort to a particular activity or purpose because you think it is important
<b>look up to sb</b>	admire and respect sb, often sb older or in a higher position
<b>captain</b>	the person in charge of a ship or plane

**1** Is the pronunciation of the underlined letters the same or different? Write **S** or **D**.

Use the **APP** to help you.

- |  |       |  |       |
|--|-------|--|-------|
| 1 h <u>e</u> ro h <u>e</u> roism         | ..... | 5 capt <u>a</u> in sp <u>i</u> ritual                | ..... |
| 2 cou <u>r</u> age cou <u>r</u> ageous   | ..... | 6 d <u>i</u> gnity cou <u>r</u> age                  | ..... |
| 3 insp <u>i</u> re insp <u>i</u> ration  | ..... | 7 d <u>i</u> gnif <u>i</u> ed br <u>a</u> very       | ..... |
| 4 insp <u>i</u> ration ded <u>i</u> cate | ..... | 8 h <u>e</u> ro <u>i</u> ne h <u>e</u> ro <u>i</u> c | ..... |

**2** Complete the sentences with the correct form of the word in capitals.

- |                                   |                    |                              |                  |
|-----------------------------------|--------------------|------------------------------|------------------|
| 1 He was so .....                 | <b>COURAGE</b>     | 5 I admired her .....        | <b>DIGNIFIED</b> |
| 2 She's a personal ..... of mine. | <b>HERO</b>        | 6 His behaviour was .....    | <b>HERO</b>      |
| 3 She showed great .....          | <b>BRAVE</b>       | 7 She was an ..... leader.   | <b>INSPIRE</b>   |
| 4 He ..... me in my work.         | <b>INSPIRATION</b> | 8 He is a very ..... person. | <b>SPIRIT</b>    |

**3** Complete the texts.

- The person who has always been my ..... is my mother. She looked after us all throughout the war. I was born during the war, and when the government tried to take us children away to another part of the country, she was very ..... and fought to keep us with her.
- I always ..... up to my uncle. He was a ..... in the navy and he ..... me to join the navy myself when I grew up. On several occasions he rescued migrants who were lost at sea. To me he was a .....
- Rosa Parks is a personal ..... of mine. She refused to give up her seat on the bus in Alabama, a protest which eventually led to the end of 'white only' buses. She acted with great .....

\* = decide that you want sth and try very hard to get it

**4** **ABOUT YOU** Write your answers, or ask another student.

- Do you have a personal hero or heroine? Who?  
 Who do you look up to? Why?  
 Do you know anyone who you would describe as courageous? Who?

.....  
 .....  
 .....

**TEST YOURSELF**

## B Personal villains

Pop stars often start off as **rebels** with strong moral **principles**. But when they achieve **fame** and become rich, their **values** can change completely. I **loathe** that.

A few boys **bullied** me at school, and since then I've always **despised** bullies.

I **can't bear** all the rich, **greedy** people who seem to run the country. They are responsible for such misery.

I don't **approve of** drivers who **lose their temper** with other road users.

### SPOTLIGHT *principles and values*

**Principles** are strong beliefs that influence how you behave. **Values** (pl) are beliefs about what is right, wrong and important in life. The words are very similar in meaning but are used in different expressions.

- Eating meat is **against my principles**.
- I won't go there **on principle**.
- She has a different **set of values**.

### GLOSSARY

<b>villain</b>	a person who is morally bad or responsible for causing trouble or harm	<b>bully</b>	use your power to hurt or frighten a weaker person, or make them do sth. The person who does the <b>bullying</b> is a <b>bully</b> .
<b>rebel</b>	sb who opposes people in authority <b>rebel</b> v; <b>rebellious</b> adj	<b>despise</b>	hate and have no respect for sb/sth <b>despicable</b> adj
<b>fame</b>	the state of being famous	<b>can't bear</b>	(usually in negatives and questions) If you <b>can't bear</b> sth, you cannot accept or deal with sth because it is unpleasant. SYN <b>can't stand</b>
<b>loathe</b>	dislike sb/sth very much SYN <b>detest</b>	<b>greedy</b>	wanting more food, power, etc. than you need <b>greed</b> n
<b>approve (of sb/sth)</b>	have a positive feeling towards sb/stb OPP <b>disapprove (of sb/sth)</b> ; <b>approval</b> n OPP <b>disapproval</b>	<b>misery</b>	great suffering of the mind or body SYN <b>distress</b>
<b>lose your temper</b>	become very angry		

### 5 Circle the words which are verbs.

rebel approval detest fame principles despise lose your temper disapprove loathe greed bully

### 6 Complete the sentences.

- 1 The opposite of **approval** is .....
- 2 **Detest** means the same as .....
- 3 The related adjective for **despise** is .....
- 4 The related adjective for **rebel** is .....
- 5 **Distress** is another word for .....
- 6 The related adjective for **greed** is .....
- 7 **Can't stand** means the same as .....
- 8 **Approve** is followed by the preposition .....
- 9 The noun related to **famous** is .....
- 10 **Values** and ..... have a similar meaning.

### 7 Complete the questions with words from the box in the correct form.

against	disapprove	rebellious	temper	villain	bear
greedy	rebel	values	bully	principle	despise

- 1 Do brothers sometimes ..... their sisters, or can the opposite be true?
- 2 Is there anything you won't eat on .....
- 3 Do you often lose your .....
- 4 Are there any types of car drivers that you can't .....
- 5 As a teenager, were you a .....? If so, what were you ..... about?
- 6 Is it ..... your principles to borrow money from friends?
- 7 Do you ..... of any of your friends' partners? Why?
- 8 In your country, do young people and older people have different sets of .....
- 9 Do you think rich people are ..... and just want more and more?
- 10 Is there anyone you ..... and would consider a .....

### 8 ABOUT YOU Write your answers to the questions in Exercise 7, or ask another student.

.....

.....

### TEST YOURSELF

# 21 Behaviour

## A Influences on behaviour

Why do we behave the way we do? Is it a case of **nature** or **nurture**? According to behavioural psychologist Michael Woods, various factors have an **impact on** our lives.

Parents **play a crucial part**; other **role models** are less **influential**.

**Peer pressure** is a significant factor.

People respond positively to **incentives**, but not the threat of punishments.

A **broken home** or **deprived** childhood needn't have a **damaging effect**.

### ABOUT YOU

.....  
 .....  
 .....

### GLOSSARY

<b>nature</b>	the basic character of a person: <i>Violence isn't in his nature.</i>	<b>peer pressure</b>	the influence on your behaviour of people around you of the same age
<b>nurture</b>	the care and attention given to help sb develop <b>nurture</b> v	<b>incentive (to do sth)</b>	sth that encourages you to do sth, work harder, etc.
<b>impact (on sth)</b>	an effect or influence (on sth)	<b>broken home</b>	a family in which the parents are divorced or separated
<b>play a part (in sth)</b>	be involved and influential in developing sth	<b>deprived</b>	without sufficient food, education or money <b>deprive</b> v; <b>deprivation</b> n
<b>crucial</b>	extremely important because it will affect other things	<b>damaging</b>	having a bad effect on sb/sth: <b>a damaging effect</b> OPP <b>beneficial</b>
<b>role model</b>	a person you admire and learn from		
<b>influential</b>	able to influence the way other people think or behave		

### 1 Find six compounds or phrases in the box.

effect    nature or    pressure    a part    a deprived    a beneficial  
 a broken    peer    play    childhood    home    nurture?

.....  
 .....

### 2 Are these positive or negative statements? Write P or N.

- |  |   |
|--|---|
| 1 She felt nurtured in the children's home. ....       | 5 More money proved to be a real incentive. ....    |
| 2 She's an influential role model. ....                | 6 A month's break was highly beneficial. ....       |
| 3 There is a lot of deprivation in this town. ....     | 7 He smoked because of peer pressure. ....          |
| 4 The amount of work had a damaging effect on me. .... | 8 Their broken home had an impact on the boys. .... |

### 3 Complete the text.

Danny's story is interesting. He came from a broken (1) ....., had a fairly (2) ..... childhood, and was stealing by the age of 13, largely because of peer (3) ....., He also got into fights, although it wasn't in his (4) ..... to be violent. Then he started going to a local boxing club, which had a real (5) ..... on his life. The man who ran it was Danny's first positive role (6) ....., and he played a (7) ..... part in changing Danny's attitude to life. His behaviour changed completely: he gave up crime and became dedicated to his sport. He might even win a place in England's amateur boxing team at the next Olympics, and that is a real (8) ..... for him to train hard.

### 4 ABOUT YOU Do you agree with the statements at the top of the page? Write your answers, or ask another student.



## B Teenage behaviour

### COPING WITH ADOLESCENCE

When **adolescents** are making the **transition** to **adulthood**, their **conduct** can change a lot and can be difficult for parents. Teenagers need you to be **supportive** and **sympathetic** as they try to find their way towards independence. Encourage them to talk about their problems, but only **in their own time** and at their own **pace**. If you are **wise**, you will try to be **consistent** in the way you deal with them, and help them **cope with** the changes in their needs and emotions. And remember that it's just a **phase** they're going through.

#### SPOTLIGHT stages of life

**Adolescence** is the time in someone's life when they develop from a child to an adult. An **adolescent** between the ages of 13 and 19 is called a **teenager**. **adolescent, teenage** *adj*

**Adulthood** is the time in your life when you are no longer a child or teenager and become an **adult**. **SYN grown-up; adult, grown-up** *adj*

#### GLOSSARY

<b>cope (with sth)</b>	deal successfully with sth difficult
<b>transition (from sth to sth)</b>	a change from one state or form to another
<b>conduct</b>	a person's behaviour in a particular place or situation
<b>supportive</b>	giving help or support to sb in a difficult situation
<b>sympathetic (to/towards sb)</b>	showing that you understand other people's feelings, especially their problems <b>sympathy</b> <i>n</i>
<b>in your own time</b>	when you are ready
<b>pace</b>	the speed at which sth happens: <b>at your own pace</b> (= as fast or as slowly as you like)
<b>wise</b>	able to make sensible decisions or give good advice because of your experience or knowledge <b>wisdom</b> <i>n</i> ; <b>gain wisdom</b> become wiser
<b>consistent</b>	always having the same opinions, standards, etc. and not changing them
<b>phase</b>	a stage in the development of sth: <b>go through a phase</b>

#### 5 Circle the correct word.

- 1 When you work with teenagers, you need to be *sympathetic* / *grown-up*.
- 2 My son has just become a *teenage* / *teenager*.
- 3 I think it's just a difficult phase she's going *through* / *to*.
- 4 What are the main problems for teenagers during *adolescents* / *adolescence*?
- 5 Just make your choices at your own *pace* / *time*.
- 6 Ariel's attitude changes all the time: she's not very *wise* / *consistent*.
- 7 Ollie's successfully made the transition from adolescence to *adult* / *adulthood*.
- 8 Cora is 17 now, so she isn't a *teenager* / *grown-up* yet.

#### 6 Complete the sentences using suitable words from the top of the page.

- 1 It's always ..... to think carefully before you speak.
- 2 The best way to ..... with difficult situations is to laugh about them.
- 3 The most difficult ..... of your life is in your twenties.
- 4 If you have problems, it helps to have a ..... friend or partner.
- 5 The ..... from childhood to adolescence is an easy one.
- 6 You need to be ..... when creating rules for your children to live by.
- 7 You can only gain ..... through years of life experience.
- 8 In order to get through your teenage years, you have to make decisions in your own ..... and at your own .....
- 9 When your mother starts asking you for advice, you know you're an .....
- 10 I have great ..... for families who are struggling with problem teenagers.
- 11 People accept bad ..... from teenagers but not so easily from adults.

#### 7 ABOUT YOU Do you agree with the sentences in Exercise 6? Why? / Why not? Write your answers, or talk to another student.

.....

.....

.....



# 22 Families

There is a **tendency** among some women to believe that **however hard** you try, you end up like your mother. Well, **it's hard to say** if that's **the case** with me because my mother **passed away** when I was only nine, and my father was left a **widower**. He did remarry several years later, and I was **brought up** by my father and **stepmother**. I know the **presence** of a new woman in the family can be difficult, but we have always had a really positive relationship. We are not **alike** in looks or character, but I think I've **picked up** one or two of her good habits. For example, I always remember to write **personally** to thank people for birthday or Christmas presents.

By my **teens**, my father told me that I was starting to **resemble** my mother a bit more, and it seems I have got one or two of her **characteristics**. (Like me, she didn't **take criticism** very well!) But I think it's now increasingly **apparent** that I **take after** my father more in character and behaviour. That's fine by me, although it seems to be the opposite with my two **siblings**, both sisters. My dad says that they **remind** him much more of my mother.

me with my mother when I was nine



me now at the age of 21

## GLOSSARY

<b>tendency</b>	If sb has a particular <b>tendency</b> , they are likely to behave or act in a particular way.	<b>alike</b>	very similar
<b>however</b>	used with an adjective or adverb to mean 'to whatever degree': <b>however hard</b> , <b>however much</b>	<b>pick sth up</b>	get a skill, habit, etc. by chance, without making an effort to get it
<b>it's hard to say the case</b>	= it's difficult to give an opinion the true situation	<b>personally</b>	by a particular person and not someone else
<b>pass away</b>	die. We sometimes use <b>pass away</b> to avoid saying <i>die</i> . SYN <b>pass on</b>	<b>teens</b>	the period between 13 and 19: <b>They're in their teens.</b>
<b>widower</b>	a man whose wife/husband has died. A <b>widow</b> is a woman whose husband/wife has died. We can use <b>late</b> in formal English to talk about sb's dead wife/husband: <i>the property of his late wife</i>	<b>characteristic</b>	a typical feature or quality that sb has <b>characteristic (of sb/sth) adj</b>
<b>bring sb up</b> (often passive)	care for a child, teaching them how to behave, etc. SYN <b>raise</b>	<b>criticism</b>	the act of expressing unhappiness and disapproval with sb/sth: <b>He can't take any criticism; criticize v</b>
<b>stepmother</b>	the woman who is married to your father but is not your real mother ALSO <b>stepfather/daughter/son</b> , etc.	<b>apparent</b>	easy to see or understand SYN <b>obvious</b>
<b>presence</b>	(of a person) the fact of being in a particular place	<b>sibling formal</b>	a brother or a sister
		<b>remind sb of sb/sth</b>	If sb/sth <b>reminds</b> you of sb/sth else, they make you remember or think about the other person, place, thing, etc. because they are similar in some way.

## SPOTLIGHT expressing family similarities

If you **resemble someone/something**, you look like or are similar to another person/thing. The emphasis is more on looks than character. **resemblance n**

If you **take after someone**, you look or behave like an older member of your family.

If you **follow in someone's footsteps**, you do the same job or have the same lifestyle as someone else, usually a member of your family.

1 How many syllables are there in each of these words?

tendency ..... widower ..... personally ..... resemblance .....  
alike ..... characteristic ..... criticism ..... apparent .....

2 Is the pronunciation of the underlined letters the same or different? Write S or D.

Use the **APP** to help you.

1 remind sibling ..... 3 presence remind ..... 5 apparent alike .....  
2 sibling widower ..... 4 tendency obovious ..... 6 criticize alike .....

3 Repace the underlined words with a word or phrase that keeps the same meaning.

- 1 She is between 13 and 19. ....
- 2 They aren't very similar. ....
- 3 She looks like her mother. ....
- 4 He has three brothers and sisters. ....
- 5 It's difficult to give an opinion whether it will work. ....
- 6 I'm not sure if that's the true situation with him. ....
- 7 Her mother died last year. ....
- 8 Constant optimism is just one of his typical features. ....

4 Complete the sentences

- 1 Her husband died in the war so she's been a ..... for many years.
- 2 If I speak to him ....., then I'm sure he'll understand.
- 3 There's a strong ..... between the two sisters. People often say they are .....
- 4 ..... hard I work, I still can't seem to understand this subject.
- 5 If you see them together, it's ..... that they are twins.
- 6 Lea was upset because her mum ..... her for wearing too much make-up.
- 7 I'm like Mum, but Martha ..... after Dad much more in the way she behaves.
- 8 My mum wants to be there. She thinks the ..... of a parent will make a difference.
- 9 My brother ..... up playing guitar just from watching and listening to other guitarists.
- 10 I have a ..... to talk too much when I'm nervous.

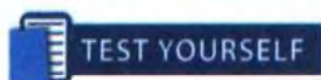
5 Complete the dialogues with a word or phrase.

- 1 Does Lucy ..... you ..... anyone? ~ Yes. She's just like Rachel, isn't she?
- 2 I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't take ..... very well, does he?
- 3 Will Joasia be a doctor like her dad? ~ Yes, I believe she's following .....
- 4 Have you always lived in London? ~ No, I was ..... in the country, and moved here when I was 18.
- 5 Do you think your family will like your new girlfriend? ~ I don't know. It's .....
- 6 Is Don your real father? ~ No, he's my .....
- 7 Have you ..... read the document? ~ Not yet, but I've heard what it contains.
- 8 Did his father run the company? ~ No, his ..... mother did until her death.

6 ABOUT YOU Write your answers, or talk to another student.

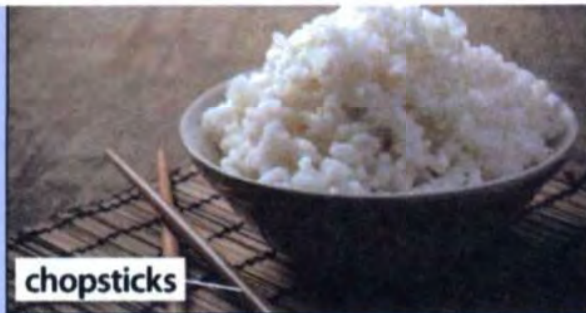
- 1 Do you resemble either your mother or father?
- 2 Do you think you take after one of your parents more than the other?
- 3 If you have siblings, do you think you are alike in either looks and/or character?
- 4 Do you think there are any characteristics that are common to different members of your family?
- 5 Do you agree that daughters usually end up like their mothers? Do you think it might also be true that sons end up like their fathers?
- 6 Do you think you take criticism well?

.....  
.....



# 23 Manners

## A Table manners



In Japan, it is **considered** rude to cross your chopsticks, lick them, or stick them vertically into a bowl of rice and leave them pointing upwards.

In France, don't offer to split the bill: it is not regarded as very sophisticated. You either pay the bill, or someone else does.

In the Philippines, it is considered good manners to eat all the food on your plate.

In Afghanistan, wasting food is unacceptable. Eating or talking with your mouth full is viewed as being discourteous.

In China, it is customary to pass food to the elderly first. It can be offensive to remove rice from a bowl with a spoon.

### GLOSSARY

<b>lick</b>	move your tongue over the surface of sth in order to eat it, make it wet or clean it
<b>stick upwards</b>	push sth, usually sth quite sharp, into sth else moving or pointing towards a higher position <b>OPP downwards</b>
<b>split</b>	divide sth into two or more parts, and share it between different people
<b>sophisticated</b>	having experience of the world and knowing about fashion, culture, etc. <b>OPP unsophisticated; sophistication n</b>
<b>manners pl</b>	behaviour that is considered polite in a particular society or culture: <i>It's good/bad manners to ...</i>
<b>unacceptable</b>	not agreed or approved of by most people in society <b>OPP acceptable</b>
<b>discourteous</b>	having bad manners and not showing respect for other people <b>OPP courteous; courtesy n</b>
<b>customary</b>	usually done in a particular place or situation
<b>offensive</b>	rude in a way that makes sb upset or annoyed <b>OPP inoffensive; offend v</b>

### SPOTLIGHT *consider, regard, view*

These verbs all mean to think about something in a particular way. They are commonly used in passive constructions like this:

- Apologizing is **considered (to be)** the correct thing to do.
- Apologizing is **regarded/viewed as** the correct thing to do.

### 1 Write the opposites.

- |                       |                   |                      |
|-----------------------|-------------------|----------------------|
| 1 sophisticated ..... | 3 upwards .....   | 5 acceptable .....   |
| 2 offensive .....     | 4 courteous ..... | 6 good manners ..... |

### 2 Complete the sentences using the correct form of the word in capitals.

- |   |               |
|---|---------------|
| 1 Their behaviour doesn't show much .....                   | SOPHISTICATED |
| 2 I'm sure it wasn't his intention to ..... you.            | OFFENSIVE     |
| 3 Is it ..... to arrive ten minutes late for a dinner?      | CUSTOM        |
| 4 His behaviour is occasionally rude and .....              | ACCEPT        |
| 5 The waiters are always very ..... and polite.             | COURTESY      |
| 6 It was an ..... remark, but for some reason it upset her. | OFFENSIVE     |

### 3 Complete the words in the sentences.

- It is quite c..... to eat chicken legs or wings with your fingers.
- Parents think it's important for children to have good table m.....
- It is c..... bad manners to eat everything you are given.
- It is v..... as polite to offer food to the elderly first.
- It's d..... to start eating your food before others have been served.
- It's r..... to criticize the host's food.
- Talking with your mouth full might not be considered very s.....
- It is customary among young people to s..... the bill in restaurants.
- It is viewed as rude to l..... your knife, fork or spoon when you have finished eating, or s..... your own knife, fork or spoon into dishes of food for the whole table.

### 4 ABOUT YOUR COUNTRY Are the sentences in Exercise 3 true or false, or does it depend on different factors? Write your answers, or ask another student.



## B Polite or impolite?

- Dan** Ella's behaviour is **exceptional** for a child of six.
- Beth** Yes, but that brother of hers is a bit **cheeky**.
- .....
- Jo** I don't think Giulio will **take offence** if you leave the party early.
- Tom** I just don't want to **put my foot in it**. I want to **impress** his family, and that wouldn't help.
- Jo** Well, you'd better **be on your best behaviour**, then!
- .....
- Kaz** I really **took exception to** Adam's remarks. He thought they were **humorous**, but actually, they were **deeply** offensive.
- Ben** Yes, I couldn't agree more. They showed a real lack of **judgement**. He has no **notion** of how to behave.

### GLOSSARY

<b>exceptional</b>	unusually good <b>SYN outstanding</b>
<b>cheeky inf</b>	(often used by adults about children) rude, often in an amusing way <b>cheek n</b>
<b>take offence (at sth)</b>	be upset or offended by sth that sb has said or done
<b>put your foot in it (with sb) inf</b>	accidentally say sth that offends or upsets sb
<b>impress</b>	If sth/sb <b>impresses</b> you, you admire it/them. <b>impressed adj</b>
<b>be on your best behaviour</b>	behave in the most polite way you can
<b>take exception (to sth)</b>	object strongly to sth and be angry about it
<b>remark</b>	a few words that give your opinion about sth <b>SYN comment</b>
<b>humorous</b>	funny and entertaining; showing a <b>sense of humour</b>
<b>deeply</b>	very; very much: <b>deeply offensive/ upsetting/hurtful</b>
<b>judgement</b>	the ability to form opinions or make sensible decisions: <b>show good/poor judgement</b>
<b>notion (of sth)</b>	an idea or an understanding of sth

### 5 Is the speaker happy or unhappy? Write *H* or *U*.

- |                                      |   |       |
|--------------------------------------|---|-------|
| 1 My wife has outstanding judgement. | 5 I made a really humorous comment.         | ..... |
| 2 I put my foot in it with Carla.    | 6 I took exception to the criticism.        | ..... |
| 3 She took offence at my remark.     | 7 The hosts impressed me.                   | ..... |
| 4 My boss has no sense of humour.    | 8 My little girl was on her best behaviour. | ..... |

### 6 Circle the words in italics which are possible. All three may be.

- He was *outstanding* / *put his foot in it* / *on his best behaviour*.
- She made *a humorous* / *an upsetting* / *a cheeky* remark.
- What she said showed *poor* / *impressed* / *good* judgement.
- Unfortunately, she took *exception to* / *offence at* / *her foot in* what I said.
- That little boy's behaviour is *exceptional* / *cheek* / *outstanding*.
- I thought the comment deeply *offensive* / *poor* / *upsetting*.
- He has *a sense of humour* / *no notion of politeness* / *poor judgement*.
- He's not always well behaved but today he *impressed me* / *had no sense of humour* / *was exceptional*.

### 7 Complete the texts.

I have a very unusual friend called Erwin who likes to try and (1) ..... people – he loves being admired. He's incredibly polite and has (2) ..... table manners. I always feel rather uncomfortable with him, because I feel I have to be on my best (3) ..... all the time. I'm very nervous about putting my (4) ..... in it, especially if I go to his place for dinner. If I get there even five minutes late, he seems to take (5) .....

I've taken a strong dislike to one of the guys who works for me. He's very rude; in fact, I'd say he's (6) ..... offensive. The other day he made a rude (7) ..... about my appearance, which frankly is none of his business, and I really took (8) ..... to it. Calling me 'carrot top' because of my red hair showed very poor (9) ....., I felt. He thought it was a (10) ..... comment, but I didn't find it funny at all.



### TEST YOURSELF



# 24 Food

## A Fruit, vegetables, etc.



1 avocado



2 mango



3 watermelon



4 grapefruit



5 apricots



6 raspberries



7 raisins (a type of dried fruit)



8 aubergines



9 celery



10 asparagus



11 courgettes



12 beetroot



13 spinach



14 broccoli



15 almonds  
(a type of nut)



16 basil  
(a type of herb)



17 lentils  
(a type of pulse)



18 ginger  
(a type of spice)

1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the to help you.

- 1 avocado apricot .....
- 2 grapefruit raspberry .....
- 3 aubergine avocado .....
- 4 asparagus almond .....



- 5 watermelon courgette .....
- 6 aubergine ginger .....
- 7 spinach ginger .....
- 8 aubergine celery .....

2 Complete the foods.

- 1 ma.....
- 2 au.....
- 3 bee.....
- 4 av.....
- 5 ra.....
- 6 asp.....

- 7 wat.....
- 8 cou.....
- 9 gra.....
- 10 sp.....
- 11 apr.....
- 12 bro.....

3 Complete the sentences in a logical way.

- 1 Celery is a type of .....
- 2 Basil is a type of .....
- 3 Almonds are a type of .....
- 4 Raisins are a type of ..... fruit.
- 5 Ginger is a type of .....
- 6 Lentils are a .....

4 Answer the questions.













- 1 Which of the fruits at the top of the page have a stone in the middle? .....
- 2 Which of the vegetables at the top of the page can you eat cooked or raw? .....
- 3 Why do you normally add basil or ginger to food? .....
- 4 Are nuts and lentils healthy or unhealthy? .....

5 ABOUT YOU AND YOUR COUNTRY Write your answers, or talk to another student.

- 1 Tick (✓) the foods that you often grow in your country.
- 2 Put a cross (X) by the ones you think you have never eaten.
- 3 Can you add to the list six more types of fruit, six vegetables, another nut, another herb, another dried fruit and another spice?



## B Kitchen equipment

Equipment	used to ...	what?	Equipment	used to ...	what?
 <b>deep-fat fryer</b>	<b>deep-fry</b>	<i>fish, potatoes, etc.</i>	 <b>grater</b>	<b>grate</b>	<i>cheese, e.g. parmesan</i>
 <b>casserole</b>	<b>braise/stew</b> (cook meat slowly in liquid in a closed container)	<i>meat, vegetables</i>	 <b>peeler</b>	<b>peel</b>	<i>vegetables, fruit</i>
 <b>food processor</b>	<b>chop, slice, mix</b>	<i>meat, vegetables, etc.</i>	 <b>lemon-squeezer</b>	<b>squeeze</b>	<i>lemons, oranges, limes</i>
 <b>whisk</b>	<b>beat</b> SYN <b>whisk</b>	<i>eggs, cream</i>	 <b>corkscrew</b>	<b>open</b>	<i>wine bottles</i>
 <b>colander</b>	<b>drain</b>	<i>vegetables, pasta, etc. that have been washed or cooked in water</i>	 <b>kitchen scales</b>	<b>weigh</b>	<i>all types of food</i>
			 <b>carving knife</b>	<b>carve</b>	<i>usually meat</i>
			 <b>frying pan</b>	<b>fry</b>	<i>meat, fish, vegetables</i>

**6 Find six compound words in the box.**

frying processor    lemon-fryer    kitchen pan    food knife    carving squeezer    deep-fat scales

.....  
 .....

**7 Write down the equipment you would need to ...**

- |  |                                |
|--|--------------------------------|
| 1 drain vegetables cooked in water ..... | 5 beat eggs .....              |
| 2 braise/stew meat .....                 | 6 weigh food .....             |
| 3 open a bottle of wine .....            | 7 cut meat into slices .....   |
| 4 chop and slice vegetables .....        | 8 fry meat or vegetables ..... |

**8 Write down a food or type of food you often ...**

- |                  |                |
|------------------|----------------|
| 1 squeeze .....  | 5 slice .....  |
| 2 grate .....    | 6 braise ..... |
| 3 deep-fry ..... | 7 carve .....  |
| 4 weigh .....    | 8 peel .....   |

**9 ABOUT YOU** How much of the kitchen equipment above do you think you have in your kitchen? Are there any items of equipment you don't have that would be very useful?

.....



# 25 Opinions about food

## A Taste

☆☆☆☆☆ ★☆☆☆☆ ★☆☆☆☆ ★☆☆☆☆ ★☆☆☆☆ ★☆☆☆☆

☆☆☆☆☆

I thought the food looked quite **appetizing**, but I soon changed my mind. First of all, the bread was **stale**. I then started with very **salty** ham with melon, which wasn't **ripe**. My main course was a type of curry, which I thought would be really **spicy**, but was actually quite **bland**. My husband ordered a **rare** steak (hoping it would be **lean** and **juicy**), but instead got a piece of grey meat that was **well done** and **tough**. And the cooked vegetables were almost **raw**. The chocolate tart for dessert was far too **rich** – and very **fattening**. That was probably my mistake. Anyway, we finished with coffee that was very **bitter**. We won't be going back!

wendy  
waytogo

### SPOTLIGHT adjectives ending in -y

Adjectives ending in -y are often used to describe flavours and smells, e.g. **salty**, **spicy**, **creamy**, **fruity**, **juicy**, **greasy** (= full of oil from cooking), etc. They can mean 'full of something'.

■ *This soup's very **salty**.*

Or they can mean 'having a similar flavour/smell'.

■ *chicken with a **spicy** sauce*

■ *a wine with a **fruity** smell*

### GLOSSARY

<b>appetizing</b>	(of food) that looks or smells attractive, making you feel hungry. An <b>appetite</b> is a strong desire for sth, especially food.	<b>lean</b>	(of meat) having little or no fat
<b>stale</b>	(of food, especially bread; also of air) old and not fresh	<b>tough</b>	(of meat) difficult to cut and eat OPP <b>tender</b>
<b>ripe</b>	(of fruit) ready to be picked and eaten	<b>raw</b>	not cooked
<b>bland</b>	(of food) lacking in taste and flavour SYN <b>tasteless</b>	<b>rich</b>	(of food) containing a lot of fat, butter, eggs, sugar, cream, etc, which makes you feel full very quickly
<b>rare</b>	(of meat) only cooked a short time (still red inside). Other ways of cooking meat are <b>medium</b> or <b>well done</b> .	<b>fattening</b>	(of food) that makes people fat
		<b>bitter</b>	having a sharp unpleasant taste; not sweet. We use <b>sour</b> to describe the taste of a lemon.

### 1 Underline the possible answers. One, two or three may be possible.

- |  |  |
|--|--|
| 1 The meat was very <u>lean</u> / bitter / tender. | 5 The soup was salty / tender / ripe.        |
| 2 The chocolate was greasy / sweet / rich.         | 6 My steak was rare / well done / tough.     |
| 3 The vegetables were tasteless / bland / stale.   | 7 The chips were ripe / greasy / sour.       |
| 4 The bread was fresh / raw / stale.               | 8 The peaches were tasteless / sweet / ripe. |

### 2 Complete the phrases in a suitable way.

- You don't want bread that is .....
- You don't want fruit that isn't .....
- You don't want meat that is very .....
- You don't want coffee that is too .....
- If you're on a diet, you don't want food that is .....
- And you always want food to look .....

### 3 Complete the words in the text.

We found a table by the window. I had quite an (1) a ..... after our long walk, and I started with the Thai soup which should be hot and (2) s ..... . It was, and the flavours were really good. Unfortunately, it was also a bit too (3) s ..... , so I needed to drink quite a lot of water with it. My steak was nice and (4) l ..... and cooked just as I like it, i.e. not completely (5) r ..... but very (6) r ..... . Unfortunately, the pepper sauce was quite (7) b ..... (I like it hot and very peppery), and the chips with it were a bit (8) g ..... . I finished with a chocolate pudding. It was quite (9) r ..... but still very nice.



### TEST YOURSELF

## B Live to eat or eat to live

While some people live to eat, I **couldn't care less** about food. In the morning I have a **mug**<sup>1</sup> of **instant** coffee and **cereal** if I'm lucky. I then take a **packed lunch** (a sandwich and a banana) or **pop in** to the **self-service canteen** for something around 12.30. In the evening, I generally **heat something up** that I've bought in the supermarket, then eat it on a **tray**<sup>2</sup> on my **lap**<sup>3</sup> while watching TV. At the weekend, I **treat myself to a takeaway**. I think my most important piece of kitchen equipment is probably my **tin opener**.



### GLOSSARY

<b>I couldn't care less (about sth/sb) inf</b>	= it does not matter to me at all (This can sound a bit rude.)	<b>self-service</b>	(of a restaurant, shop, etc.) where you serve yourself and then pay.
<b>instant</b>	(of food) that can be prepared quickly and easily, usually by adding hot water: <b>instant coffee</b>	<b>canteen</b>	the place in a school, office, factory, etc. where the people who work there can get meals
<b>cereal</b>	a food that is made of grain, often eaten for breakfast with milk	<b>heat (sth) (up)</b>	become or make sth hot or warm
<b>packed lunch</b>	food that you prepare at home and take with you to eat at work or school	<b>treat sb/yourself (to sth)</b>	give sb/yourself sth special; pay for sth for sb else
<b>pop in (to somewhere)</b>	make a quick visit somewhere, e.g. a shop or a person's home	<b>takeaway</b>	food that you buy in a restaurant but eat somewhere else
		<b>tin opener</b>	a tool that you use for opening a tin of food SYN <b>can opener</b>

#### 4 Finish the words or phrases.

- Where's the tin \_\_\_\_\_?
- This restaurant is self-\_\_\_\_\_.
- You just have to heat the meal \_\_\_\_\_.
- Have a chocolate. Go on, treat \_\_\_\_\_!
- You decide. I couldn't care \_\_\_\_\_.
- Mum made me a packed \_\_\_\_\_.

#### 5 Complete the dialogues.

- Are you going out tonight? ~ Yes, I'm \_\_\_\_\_ less to an expensive meal.
- I haven't got real coffee. ~ That's OK. \_\_\_\_\_ is fine.
- Could I have tea rather than coffee? ~ Sure. Cup or \_\_\_\_\_?
- Where shall I put the \_\_\_\_\_ of drinks? ~ Oh, on the dining-room table, please.
- Do you want to stay in or go out? ~ I couldn't \_\_\_\_\_ less. You decide.
- Shall we go out to eat? ~ No, let's get a \_\_\_\_\_ and come back here.
- Why were you late? ~ Oh, I just \_\_\_\_\_ in to see Carmen on my way home.
- Do they have waiters in the new café? ~ No, it's all \_\_\_\_\_.

#### 6 Complete the questions.

- Do you drink real coffee or \_\_\_\_\_ coffee?
- Do you drink coffee out of a cup or a \_\_\_\_\_?
- Do you have \_\_\_\_\_ with milk for breakfast, or do you prefer something hot?
- Would you be happy with a \_\_\_\_\_ lunch instead of a cooked meal?
- Do you eat in a school or office \_\_\_\_\_?
- Do you always cook fresh food or are you happy to \_\_\_\_\_ prepared or frozen food?
- Do you often get a \_\_\_\_\_ rather than cook at home?
- How do you \_\_\_\_\_ yourself if you want to eat something special?
- Do you ever eat food on your \_\_\_\_\_ while watching TV?

#### 7 ABOUT YOU Write your answers to Exercise 6, or talk to another student.

.....

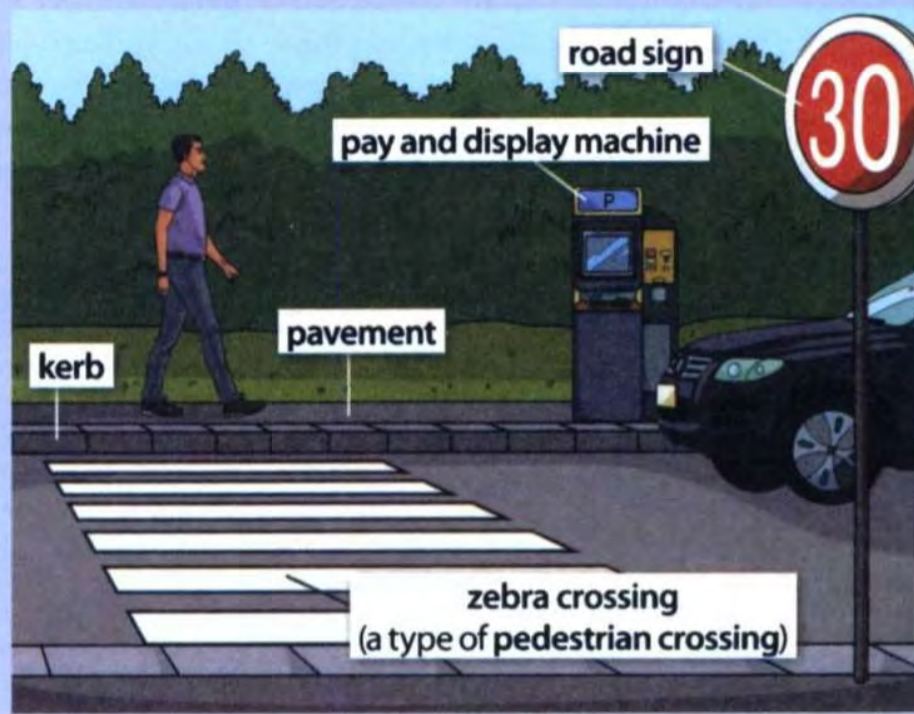
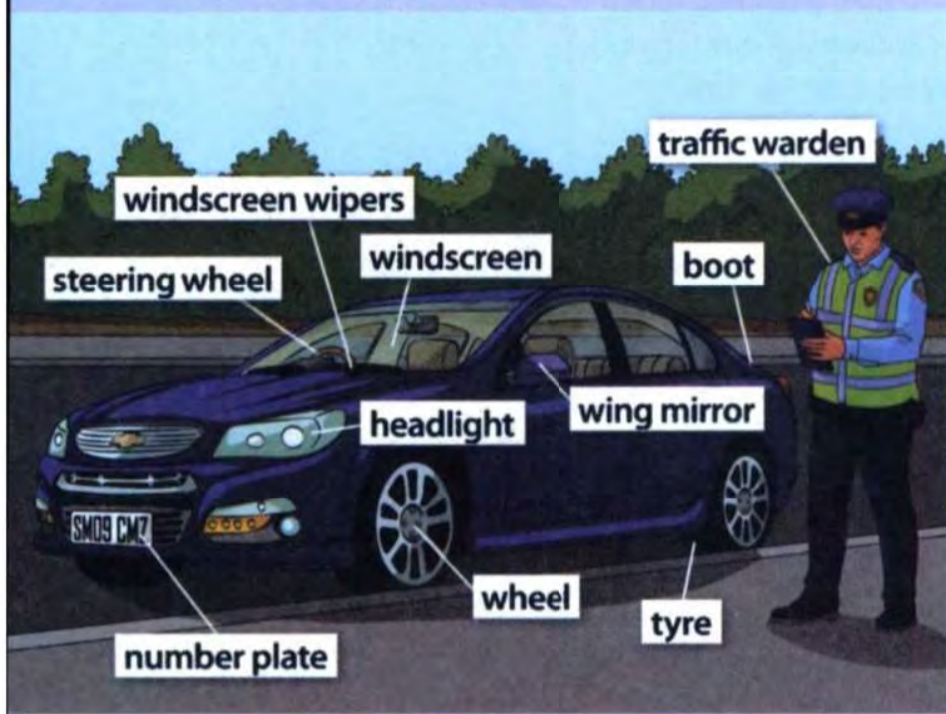
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.....



# 26 Cars and driving

## A The car



1 Combine words in the box to form eight compound nouns.

wing	steering	pedestrian	road	parking	traffic	windscreen	warden
number	crossing	wheel	wiper	mirror	plate	meter	sign

.....

.....

2 What is it?

- 1 It's on the outside of the wheel.
- 2 You look through it when you're driving.
- 3 It's where people walk.
- 4 You park next to it.
- 5 It identifies your car.
- 6 It helps people to cross the road.

.....

.....

.....

.....

.....

.....

3 Complete the sentences.

If you want to ...

- 1 change direction, turn the .....
- 2 store luggage, open the .....
- 3 see in the rain, turn on the .....
- 4 see at night, turn on the .....
- 5 overtake, look in your .....
- 6 know the speed limit, look for a .....

4 ABOUT YOU AND YOUR COUNTRY Write your answers, or talk to another student.

- 1 Do you have zebra crossings in your country? Do motorists stop for pedestrians? .....
- 2 Do you have and use pay and display machines? What methods of payment are there? .....
- 3 Do you have traffic wardens? What is your attitude to them? .....
- 4 Do you fit special tyres on your car in the winter? .....
- 5 Do you have automatic headlights and/or windscreen wipers? If so, are they helpful? .....
- 6 Do people park on the pavement in your country? .....



TEST YOURSELF

## B Driving a car

- The first thing you have to do is start the car and **pull away** from the kerb.
- You **steer** the car to control its direction.
- If you want to go faster, you **accelerate**.
- If you want to **slow down**, you **put on the brakes**.
- If you want to go back, you **reverse**.
- If you change direction suddenly, e.g. to avoid hitting something, you **swerve**.
- If you drive fast on a wet road and **brake** too quickly, you may **skid**.
- If you pass another car going in the same direction, you **overtake**.
- With a **manual** car, you need to **change gear** all the time (from 1 to 5/6 and reverse).
- You need to be **alert** at all times and **on the lookout** for any **potential hazards**.

### GLOSSARY

<b>pull away (from sth)</b>	(of a vehicle) start moving
<b>accelerate</b>	(of a vehicle or person) start to go faster <b>SYN speed up</b> ; <b>OPP slow down</b> ; <b>accelerator</b> <i>n</i> the pedal in a car, etc. that you press to control the speed
<b>skid</b>	slide sideways or forwards in an uncontrolled way
<b>manual</b>	With a <b>manual</b> car, you operate the gears by hand. <b>OPP automatic</b>
<b>alert</b>	watching or listening with all your attention: <b>be on the alert (for sth/sb)</b>
<b>be on the lookout (for sth/sb)</b>	pay attention in order to see, find or avoid sth
<b>potential</b>	that may possibly happen <b>SYN possible</b>
<b>hazard</b>	a danger or risk <b>hazardous</b> <i>adj</i>

### 5 Cover the text and glossary, then complete the definitions.

- 1 **pull away** = start .....
- 2 **manual** = operated by .....
- 3 **be on the lookout** = pay .....
- 4 **swerve** = change direction .....
- 5 **steer** = control the ..... of the vehicle
- 6 **skid** = slide because you have ..... control of the vehicle

### 6 Replace the underlined words with words that keep the same meaning.

- 1 You need to speed up. .....
- 2 I can't go back any further. ....
- 3 Ice can be a real danger. ....
- 4 Birds are a possible problem. ....
- 5 You can't pass another car here. ....
- 6 You have to be on the alert. ....
- 7 I changed direction suddenly to avoid the child crossing the road. ....
- 8 OK, you can move forward now. ....

### 7 Complete the sentences in a suitable way.

- 1 You shouldn't ..... on a bridge.
- 2 You shouldn't ..... the car with one hand.
- 3 When you slow ....., you should ..... gradually, not suddenly.
- 4 You should always be ..... when you drive. If you feel tired, take a break.
- 5 People shouldn't drink and drive: otherwise, they are a ..... danger to themselves and others.
- 6 If you skid, take your foot off the brake and change to a higher .....
- 7 I don't know why people drive manual cars. It's much better to drive an .....

### 8 ABOUT YOU Do you agree with the sentences in Exercise 7, and do you always follow the advice? Write your answers, or talk to another student.

.....

.....

.....



# 27 Accidents



ambulance



helicopter



We reported earlier this morning on a major **incident** on the M5 just before the Gloucester **Service Station**. **Eyewitness** reports say a large lorry **pulled out** from the **inside lane** and **collided with** a BMW that was overtaking. The lorry then **spilled** part of its **load** of wood, causing a **massive pile-up** as vehicles crashed into falling **logs**. The driver of the BMW was reported to be in a **critical condition** and has been taken by **helicopter** to Bristol Southmeads Hospital, while **ambulances** have taken a further six or seven **casualties** to a nearby Gloucester hospital. We understand a passenger in the BMW died at **the scene** of the accident.

Two **lanes** of the **motorway** are now completely **blocked** and will be for some time, according to accident investigators. 'Vehicles are **scattered** all over the motorway and the damage is **extensive**,' said one. 'It's just **chaos** at the moment.' The police are advising motorists to **exit via Junction 12**, or avoid the area completely, if at all possible.

## GLOSSARY

<b>incident</b>	sth that happens, especially sth unusual or unpleasant	<b>log</b>	a thick piece of wood that has fallen or been cut from a tree
<b>service station</b>	a place at the side of a motorway where there is a restaurant, toilets, petrol, etc.	<b>critical</b>	dangerous or serious: <i>a patient in a <b>critical condition</b></i>
<b>eyewitness</b>	a person who has seen a crime, accident, etc. and can describe it afterwards <b>SYN witness</b>	<b>casualty</b>	a person who is killed or injured in an accident or a war
<b>pull out lane</b>	(of a car, etc.) move away from the side of a road a section of a road that is marked by white lines to keep traffic separate: <b>inside lane</b> ; <b>overtaking lane</b>	<b>scene</b>	the place where sth happens: <b>at the scene of the crash/crime</b>
<b>collide (with sth/sb)</b>	crash into sth; hit sth very hard while moving <b>collision n</b>	<b>block</b>	make it difficult or impossible for sth/sb to pass
<b>spill</b>	go over the edge of a container by accident; make sth do this	<b>scatter</b>	spread over a large area
<b>load</b>	sth that is being carried (usually in large amounts) by a person, vehicle, etc. <b>load v</b> put a large amount of sth into sth else	<b>extensive</b>	large in area or amount: <b>extensive damage</b>
<b>massive</b>	very big <b>SYN huge</b>	<b>chaos</b>	a state of great confusion and a lack of order <b>chaotic adj</b>
<b>pile-up</b>	a crash that involves several cars	<b>exit</b>	a place where traffic can leave a road or motorway <b>exit v</b>
		<b>via</b>	through a place
		<b>junction</b>	a place where roads meet; here, the place where a road goes off a motorway

1 The pronunciation of the letter 'i' is the same as in *bit* in eleven of the cases underlined. Which four are different? Use the APP to help you.

incident service witness colide spill critical colision pile-up massive extensive via exit

2 How many syllables are there in each of these words? Use the APP to help you.

blocked casualty via exit scattered chaos ambulance helicopter

3 Divide these words into the four groups below. A word may go in more than one group.

lane eyewitness collide ambulance exit junction pile-up helicopter casualties

TRANSPORT PEOPLE ROADS ACCIDENT

.....

.....

.....

.....

4 What can you remember from the text? Write T (True) or F (False). Correct any sentences that are wrong.

- |   |   |
|---|---|
| 1 The incident happened in the morning. ....                | 7 There were two or three other casualties. ....                                    |
| 2 Nobody saw what actually happened. ....                   | 8 Two lanes of the motorway are now open. ....                                      |
| 3 A lorry collided with a BMW. ....                         | 9 There is a lot of damage to vehicles. ....  |
| 4 The lorry spilled a load of bricks. ....                  | 10 Police are now advising motorists to enter via junction 12 of the motorway. .... |
| 5 One person died on the way to hospital. ....              |   |
| 6 An ambulance took the driver of the BMW to hospital. .... |   |

5 Right or wrong? Write R or W, and correct any definitions that are wrong.

- |  |   |
|--|---|
| 1 If you <i>pull out</i> in a car, you get out while it is moving. ....  | 6 <i>Scattered</i> means in lots of different places. ....          |
| 2 A <i>junction</i> is a place where you turn left or right. ....        | 7 If you <i>collide with</i> something, you almost hit it. ....     |
| 3 <i>Massive</i> means very big. ....                                    | 8 <i>Chaos</i> is complete confusion. ....                          |
| 4 A <i>lane</i> is the side of a road. ....                              | 9 An <i>ambulance</i> takes ill or injured people to hospital. .... |
| 5 <i>Casualties</i> are people walking by when an accident happens. .... | 10 If you <i>block</i> somebody, you hit them. ....                 |

6 Complete the sentences.

- We stopped at a ..... on the M4 for petrol and to get something to eat.
- If the road is clear, you should stay in the inside ..... of a motorway.
- We passed one lorry carrying a ..... of material to one of the building sites.
- Lorry drivers, protesting against the rising cost of fuel, ..... two lanes of the M32 today. The protest ended after an hour, and police described it as only a minor .....
- I was going to go on the motorway, but then decided to go ..... the smaller villages, which was a nicer route. Unfortunately, there was an accident, with vehicles everywhere. It was .....
- Keep going until you get to a large ..... with the A420. Turn right there.
- It was a bad accident and several cars suffered ..... damage.
- The car crashed into a pile of ..... at the side of the road. The wood went everywhere.
- There was a huge ..... on the M3 this morning involving half a dozen vehicles. One person died and several are in a ..... condition.
- If you're going to Bristol, take the M4 and ..... at Junction 19 or 20.





# 28 Weather

## A Conditions

English weather is unreliable, **to say the least**. We can have winters that are **bitterly cold** or extremely **mild**, and summers with long **spells** of hot weather when it can get very **humid**, or ones that stay generally cloudy and **dull**. Almost any day outside of summer can be mild or **chilly**. Equally possible are **torrential rain**, **thick fog**, **flashes of lightning**, **scattered showers** and the **odd rainbow**.

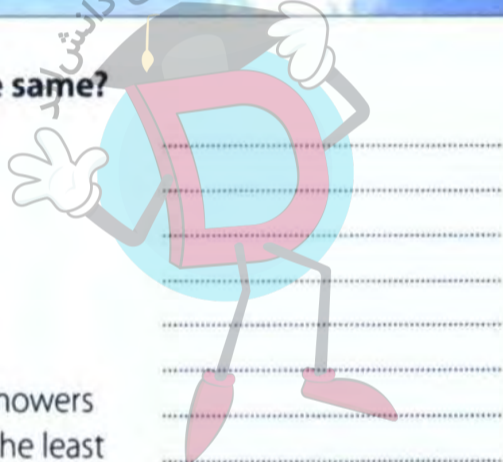
rainbow

### GLOSSARY

<b>to say the least</b>	used to say that sth is much worse or more serious than you are saying	<b>chilly</b>	(of the weather) too cold to feel comfortable
<b>bitterly cold</b>	extremely cold	<b>torrential rain</b>	heavy rain <b>SYN a downpour</b>
<b>mild</b>	during cold weather, warmer than you expect	<b>thick fog</b>	= fog that is difficult to see through <b>SYN dense fog</b>
<b>spell</b>	a short period of time: <b>a spell of hot/cold weather</b>	<b>flash</b>	a sudden bright light that comes and goes quickly: <b>a flash of lightning</b>
<b>humid</b>	(of climate) warm and feeling slightly wet <b>humidity n</b>	<b>scattered showers</b>	rain spread over a large area or happening several times during a period of time
<b>dull</b>	(of the weather) not bright, with a lot of clouds	<b>odd</b>	not regular or fixed; happening occasionally

### 1 Which is worse, or are they the same?

- 1 cold OR bitterly cold
- 2 thick fog OR dense fog
- 3 hot OR hot and humid
- 4 a chilly day OR a mild day
- 5 torrential rain OR a downpour
- 6 a dull day OR a bright day
- 7 the odd shower OR scattered showers
- 8 quite wet OR quite wet, to say the least



### 2 Replace the underlined word(s) with a single word that keeps the same meaning.

- 1 We've had a number of showers today. \_\_\_\_\_
- 2 We had a short period of cold weather last week. \_\_\_\_\_
- 3 It's been really cold this winter. \_\_\_\_\_
- 4 We had very heavy rain this morning. \_\_\_\_\_
- 5 I drove through some very bad fog. \_\_\_\_\_
- 6 It was too cold to feel comfortable today. \_\_\_\_\_
- 7 I thought it would be cold, but actually it was warmer than I expected. \_\_\_\_\_
- 8 We get the occasional spell of hot weather. \_\_\_\_\_

### 3 Complete the texts.

While we were out, we had a sudden (1) \_\_\_\_\_ of rain followed by several (2) \_\_\_\_\_ of lightning. It was a bit frightening and we also got very wet, to say the (3) \_\_\_\_\_. But then the rain stopped, the sun came out and there was a beautiful (4) \_\_\_\_\_. By the end of the day I was sweating: it was hot and the (5) \_\_\_\_\_ was unbearable.

It was (6) \_\_\_\_\_ cold for May, and even by midday it still felt quite (7) \_\_\_\_\_. Yesterday had been quite hot, but today was cloudy and (8) \_\_\_\_\_ with (9) \_\_\_\_\_ expected later, though not heavy or lasting for any period of time.



## B Effects of weather

Many people in this country listen to the **weather forecast** very **closely**, as it can have a **significant** impact on people's lives. Farmers are obviously **dependent on** weather conditions for the success of their crops, but the weather affects everyone:

- \* A **heatwave** can eventually lead to **water shortages** and **drought**.
- \* When there is heavy snow and **blizzards**, traffic **comes to a standstill**, and this causes **widespread disruption** on the roads.
- \* **Gales** cause damage to people's property, and this may be **widespread**.

### GLOSSARY

<b>weather forecast</b>	a description of the weather that is expected in the coming days
<b>closely</b>	carefully and with interest
<b>significant</b>	important enough to be noticed and have an effect
<b>dependent (on sth/sb)</b>	needing sth/sb to support you
<b>heatwave</b>	a period of unusually hot weather
<b>shortage</b>	a situation where there is not enough of sth <b>OPP surplus</b>
<b>drought</b>	a long period without rain
<b>blizzard</b>	a bad storm with strong winds and a lot of snow
<b>come to a standstill</b>	reach a situation in which all activity or movement has stopped <b>ALSO bring sth to a standstill</b>
<b>widespread</b>	found or happening over a large area: <b>widespread damage</b>
<b>disruption</b>	a situation in which it is difficult for sth to continue in the normal way
<b>gale</b>	a very strong wind. A <b>breeze</b> is a light, usually pleasant, wind.

### 4 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the to help you.

- |   |  |
|---|--|
| 1 <u>w</u> idespread <u>h</u> eatwave ..... | 4 <u>g</u> ale <u>d</u> amage .....        |
| 2 <u>s</u> hortage <u>d</u> amage .....     | 5 <u>s</u> urplus <u>d</u> isruption ..... |
| 3 <u>s</u> urplus <u>b</u> lizzard .....    | 6 <u>d</u> rought <u>t</u> hought .....    |

### 5 Circle the correct answer.

- 1 A surplus is *too much* / *not enough* of something.
- 2 A breeze is a *strong* / *light* wind.
- 3 Disruption *causes* / *doesn't cause* problems.
- 4 If you are dependent on something, you *need* / *would like* it.
- 5 A blizzard usually has *strong winds* / *very low temperatures*.
- 6 A significant effect is quite *small* / *large*.
- 7 A forecast talks about the *future* / *past*.
- 8 A heatwave is a *day* / *period* of hot weather.

### 6 Complete the texts.

The weather (1) ..... yesterday predicted heavy snow during the night, and they were right. Traffic came to a (2) ..... on the A4 this morning, and there was widespread (3) ..... on many of the minor roads as well. I will certainly listen (4) ..... to the forecast tonight!

Farmers in this country are (5) ..... on rain for their crops to grow and flourish, and if the current (6) ..... continues with no further rain, it will be a second year of (7) ....., and that means serious water (8) .....

We had 65 mph (9) ..... today, and this has caused (10) ..... damage to a number of houses. If these conditions get worse, the damage will become more (11) .....

### 7 ABOUT YOUR COUNTRY Write answers to the questions, or ask another student.

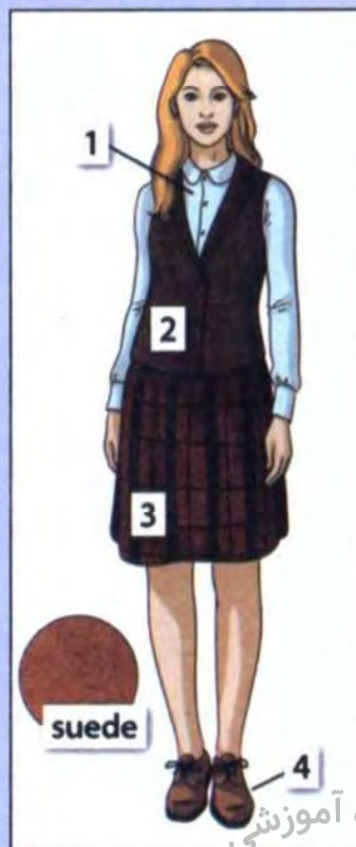
- 1 Which of the weather conditions on pages 64 and 65 are common in your country? .....
- 2 What effect do they have on people's lives? .....
- 3 Which of the weather conditions are rare in your country? .....

### TEST YOURSELF

# 29 Clothes

## A Different styles

- 1 plain top (without a pattern)
- 2 waistcoat
- 3 check/checked skirt
- 4 suede shoes
- 5 cap
- 6 strap
- 7 short-sleeved shirt
- 8 V-neck(ed) sleeveless jumper
- 9 sandals
- 10 silk top
- 11 tight-fitting skirt (OPP loose-fitting)
- 12 bracelet
- 13 high-heeled shoes



**1 Who wears the following most often? Is it men, women, or both equally?**

- |                        |       |                     |       |
|------------------------|-------|---------------------|-------|
| 1 caps                 | ..... | 6 V-neck jumpers    | ..... |
| 2 suede shoes          | ..... | 7 high-heeled shoes | ..... |
| 3 silk shirts          | ..... | 8 sandals           | ..... |
| 4 short-sleeved shirts | ..... | 9 waistcoats        | ..... |
| 5 bracelets            | ..... |                     |       |

**2 Complete the sentences with a suitable word.**

- 1 I really like men in three-piece suits, with trousers, jacket and .....
- 2 I've got one really tight-fitting dress, but usually I prefer ..... clothes.
- 3 My sister wears flat shoes most of the time but ..... shoes for special occasions.
- 4 I don't like bright patterns, so I usually wear ..... shirts.
- 5 My sister has a very glamorous, tight-fitting black and white ..... skirt.
- 6 I wear ..... a lot in the summer because my feet get so hot.
- 7 Most men only wear short-..... shirts in the summer.
- 8 Since my dad went bald, he has started wearing a ..... to keep his head warm.
- 9 I've got a grey backpack with adjustable shoulder .....
- 10 Some men like wearing .....-fitting T-shirts to show off their muscular bodies.

**3 ABOUT YOU Write your answers, or talk to another student.**

- 1 Do you have any clothes in suede or silk? If so, what? .....
- 2 Do you often wear sandals in the summer? If not, what do you prefer? .....
- 3 Do you wear a lot of short-sleeved tops or shirts? If so, when? .....
- 4 Do any members of your family wear a cap? If so, why? .....
- 5 Do you tend to prefer plain tops and shirts, or something with a pattern? .....
- 6 Do you ever wear waistcoats or V-neck jumpers? .....



## B Special occasions

For my brother's **stag party**, we all had to march round town wearing **kilts**<sup>1</sup>, with large **badges**<sup>2</sup> on our chests saying: *If lost, return to Scotland.*

At a recent **fancy-dress** party, my husband went as a woman cleaner wearing a **wig** and **apron**<sup>3</sup>, and carrying a **bucket**<sup>4</sup> of water and a **mop**<sup>5</sup>. He looked silly.

I like to **dress up** for weddings and wear something **elegant**. The only problem in Britain is the weather. You can be standing around in a **glamorous outfit**, **shivering** at the same time.

In my house, **barbecues** are very **casual affairs**: T-shirt, shorts and **flip-flops**<sup>6</sup>.



### GLOSSARY

<b>stag party</b>	(ALSO <b>stag night</b> ) a party for men only given for a man shortly before his wedding. A <b>hen party</b> is the same for women.	<b>glamorous</b>	looking more exciting or attractive than ordinary people
<b>fancy dress</b>	special clothes you wear to a party where people dress up to look like a different person	<b>outfit</b>	a set of clothes that are worn together for a particular occasion
<b>wig</b>	a covering made of real or false hair that you wear on your head	<b>shiver</b>	shake slightly, especially because you are cold or frightened
<b>dress up</b>	put on more formal clothes, usually for a special occasion	<b>barbecue</b>	( <i>abbreviation</i> <b>BBQ</b> ) an outdoor meal or party when food is cooked on a metal frame on an open fire
<b>elegant</b>	attractive and showing a good sense of style	<b>casual affair</b>	very relaxed and informal an event or situation

**4** Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- 1 fancy dress ..... 3 wig g stag g ..... 5 glamorous elegant ..... 7 glamorous bucket .....  
 2 stag casual ..... 4 shiver casual ..... 6 affair apron ..... 8 bucket dross up .....

**5** What's the answer?

- 1 You might wear one if you haven't got any hair. ....
- 2 You might wear one to do the cooking. ....
- 3 You go to one of these pretending to be someone else. ....
- 4 You might need this to wash the kitchen floor. ....
- 5 People from Scotland sometimes wear these. ....
- 6 You might do this if you are very cold. ....
- 7 Men and women sometimes wear these on their feet on a beach. ....
- 8 People may wear one of these to show they belong to an organization or support something. ....
- 9 People often like to do this to look elegant for special occasions. ....
- 10 You have these outdoors and cook food on an open fire. ....
- 11 People like to look this to appear more attractive and exciting than ordinary people. ....
- 12 You might buy this to look elegant at a special occasion. ....

**6** ABOUT YOU Write your answers, or talk to another student.

- 1 Have you ever been to a stag or hen party? If so, what was it like? .....
- 2 Have you been to any fancy-dress parties? If so, who did you pretend to be? .....
- 3 Do you like dressing up? If so, what occasions do you dress up for? .....
- 4 When you buy clothes, do you often buy complete outfits? If so, why? .....
- 5 Do you prefer to wear casual clothes most of the time? If so, what do you usually wear? .....
- 6 Do you often go to barbecues? If so, are they fairly casual affairs, and what do you usually wear? .....

**TEST YOURSELF**

# 30 At home

## A Furniture and household objects



1 socket



2 plug



3 stool



4 (door)mat



5 Hoover / vacuum cleaner *n*  
hoover/vacuum *v*



6 ironing board



7 (dust)bin



8 smoke alarm



9 radiator (part of a central heating system)



10 broom



11 chest of drawers



12 drawers



13 doorbell



14 bunk beds



15 bookcase



16 letter box

1 Is the pronunciation of the underlined letters the same or different? Write S or D.

Use the **APP** to help you.

- 1 vacuum plug ..... 3 broom book ..... 5 hoover broom ..... 7 bookcase broom .....  
2 plug dustbin ..... 4 drawer door ..... 6 bunk dustbin ..... 8 vacuum radiator .....

2 Combine words in the box to form compounds for ten household objects.

bunk cleaner book heating central dust alarm door ironing chest  
smoke board beds bell of drawers case vacuum box bin letter

3 Do you need one hand or two hands to use these objects? Could you use any without hands?

doorbell ..... broom ..... doormat ..... plug ..... radiator ..... dustbin ..... hoover ..... socket .....

4 Complete the sentences.

- Have you got a .....? I need to sweep the kitchen floor.
- It's cold in here. The central heating is working, but one ..... isn't enough for a big room.
- I haven't got any chairs in the kitchen, but you can sit on this .....
- I can only use three-pin plugs in this .....
- Could you wipe your feet on the ..... when you come in?
- Would you take that rubbish out and put it in the .....
- I need to buy a new chest of .....
- Could you ..... the living room? There's some stuff on the carpet.
- My sister and I slept in ..... beds when we were little. I always wanted the top one.
- I had to fit a new letter ..... because ours was too small.

5 **ABOUT YOU** Which of the items at the top of the page do you have in your home, and where are they? Write your answers, or tell another student.



## B Household chores



### MUST DO THIS WEEK!

- clean the inside of the oven - it's very **greasy**
- order a **dozen** bottles of wine for Jacinta's party
- **get hold of** a **plumber's** number to fix the dripping tap in the **loo**
- get new **blinds**<sup>2</sup> for the **spare** bedroom
- paint **step**<sup>3</sup> in front of the **porch**<sup>4</sup>
- get **rough estimate** for painting the **outside** of the house

### GLOSSARY

<b>greasy</b>	covered in fat and oil from cooking <b>grease</b> <i>n</i>
<b>dozen</b>	twelve <b>half a dozen</b> = six
<b>get hold of sth</b>	find sth that will be useful <b>get hold of sb</b> find or make contact with sb
<b>plumber</b>	a person whose job is to fix problems with water, pipes, radiators, etc.
<b>loo</b> <i>inf</i>	a toilet
<b>spare</b>	not used now but kept for possible future use: <b>a spare room/tyre</b>
<b>estimate</b>	a clear idea of the cost, size, etc. of sth: <b>a rough estimate</b> (= an approximate idea) <b>estimate</b> <i>v</i>
<b>outside</b>	the outer side or surface of sth SYN <b>exterior</b>

6 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- |   |                     |                        |
|---|---------------------|------------------------|
| 1 estimate <i>n</i> estimate <i>v</i> ..... | 3 dozen rough ..... | 5 rough plumber .....  |
| 2 estimate blind .....                      | 4 half spare .....  | 6 plumber blinds ..... |

7 Replace the underlined words with words that have a similar meaning.

- 1 Could you get me six eggs? .....
- 2 Is anyone in the toilet? .....
- 3 Is the room at the end a free room? .....
- 4 I need to contact a builder. ....
- 5 Do you have the number of a person who can fix leaking pipes? .....
- 6 I need to get an idea of the cost? .....
- 7 The inside of the oven gets covered in fat and oil. .....

8 Complete the sentences.

- 1 I want to get ..... of some wood to make a small gate for the front garden.
- 2 The ..... of the house needs painting. We'll do it when the weather improves.
- 3 Be careful walking down the ..... : they're a bit dangerous when it's been raining.
- 4 You always get some ..... on the wall around the cooker - it's from all the fat.
- 5 We decided to build a ..... to give the front door more protection from the rain.
- 6 The tap in the sink keeps ..... I must ring the plumber.
- 7 Six won't be enough. Could you get me a ..... bottles of fizzy water?
- 8 We used to have curtains in the bedroom, but now we've got .....



# 31 Sleep

## A Before, during and after sleep



**BEFORE:** You might be **exhausted** after a busy day, perhaps feel **sleepy**, start **yawning**<sup>1</sup> and decide it's time for bed. You might wear **pyjamas**<sup>2</sup> or, if you're a woman, possibly a **nightdress/nightie**<sup>3</sup> (*inf*). When you get into bed, you might **set the alarm**<sup>4</sup>. Soon, if you're lucky, you will **fall asleep**.

**DURING:** When you're asleep, you have dreams and possibly **nightmares**. Some people **snore**. At this point they're **fast asleep**.

**AFTER:** 7.00am. The alarm **goes off**. It might wake you up, or you might be **wide awake** already. People without an alarm might **oversleep**, others might decide to **have a lie-in**.

### GLOSSARY

<b>exhausted</b>	very tired, either physically or mentally SYN <b>worn out</b>
<b>sleepy</b>	tired and ready to go to sleep
<b>fall asleep</b>	start sleeping SYN <b>go to sleep/get to sleep; get back to sleep</b> sleep again after you have woken up
<b>nightmare</b>	a bad or frightening dream
<b>snore</b>	breathe noisily while you are asleep
<b>fast asleep</b>	sleeping deeply SYN <b>in a deep sleep</b> OPP <b>wide awake</b>
<b>go off</b>	(of an alarm) ring or make a noise
<b>oversleep</b>	sleep longer than you should or want
<b>have a lie-in</b>	stay in bed later than usual

### SPOTLIGHT *sleep*

There are a number of words and phrases derived from **sleep**:  
 A **heavy sleeper** sleeps well. A **light sleeper** wakes easily.  
 A **sleeper** can also be a night train with beds for passengers.  
 A **sleeping bag** is a large bag you sleep in when you are camping.  
 A **sleeping pill/tablet** is a medicine you take to help you sleep.

### 1 Cover the glossary and spotlight. What words or phrases are being defined?

- |  |  |
|--|--|
| 1 very tired, physically or mentally ..... | 6 stay in bed later than usual .....               |
| 2 clothes some women wear in bed .....     | 7 a night train with beds for passengers .....     |
| 3 medicine to help you sleep .....         | 8 open your mouth wide because you are tired ..... |
| 4 sleep longer than you want to .....      | 9 You sleep in this in a tent. ....                |
| 5 a bad dream .....                        | 10 breathe noisily while asleep .....              |

### 2 Replace the underlined word(s) with words or phrases that keep the same meaning.

I was really tired, so I went to bed quite early last night. I got to sleep without a problem and very soon I was in a deep sleep. Unfortunately, in the middle of the night, I had a bad dream, which woke me up. After that, I was awake for ages and didn't fall asleep again until about half past four, so when the alarm rang just after seven, I didn't hear it and I carried on sleeping. When I finally woke up, I still felt a bit tired.

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

### 3 Complete the questions?

- 1 Are you a ..... sleeper or a ..... sleeper?
- 2 Do you normally wear ..... in bed?
- 3 Do you normally set an ..... when you go to bed?
- 4 Do you usually feel ..... awake as soon as you wake up?
- 5 Do you often have a ..... at the weekend?
- 6 Do other people ever tell you that you ..... when you're asleep?
- 7 Have you ever taken sleeping ..... ?
- 8 Do you own or ever use a sleeping ..... ?

### ABOUT YOU

.....

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.....

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.....

### 4 ABOUT YOU Write your own answers to the questions in Exercise 3, or talk to another student.



## B Sleep habits

**Antonio**  
I sleep like a log wherever I am.

**Ella**  
If I eat late, it disturbs my sleep and I often have a restless night.

**Hiroko**  
I work late and get up early so that restricts my sleep to about five hours.

**Raul**  
Lack of sleep makes me really irritable.

**Suzanna**  
I sleep well as long as I establish a good routine and stick to it.

**Carla**  
I'm sensitive to light and need to sleep in total darkness.

**Nick**  
I suffer from insomnia, so I never get much sleep.

**Agnieszka**  
During the day, I often have a nap.

**Omar**  
When there are things on my mind – like exams – I sleep badly.

GLOSSARY				
<b>sleep like a log</b>	sleep very well	OPP <b>have a restless night</b>	<b>sensitive (to sth)</b>	easily affected by sth which may cause pain or upset
<b>disturb</b>	stop sb doing sth, e.g. working, sleeping or thinking		<b>darkness</b>	the state of being dark: <i>in total darkness</i>
<b>restrict</b>	put a limit on sb/sth		<b>insomnia</b>	If you suffer from <b>insomnia</b> , you are often unable to sleep.
<b>irritable</b>	becoming angry easily		<b>have a nap</b>	have a short sleep, e.g. for half an hour
<b>as long as</b>	on condition that	SYN <b>provided that</b>	<b>on my mind</b>	If sth is <b>on your mind</b> , you're thinking or worrying about it.
<b>establish</b>	start or create sth such as a system, organization, etc.			
<b>stick to sth</b>	inf continue with sth and not change to anything else			

5 The pronunciation of the letter 'i' is the same as in *bit* in most of these examples. Which two are different? Use the APP to help you.  
 dɪsturb    rɪstrɪkt    ɪrɪtəbəl    estəbʃɪʃ    stɪk    sɛnsɪtɪv    prəvɪdɪd    ɪnsɒmniə

6 The pronunciation of the letter 's' is the same as in *sit* in most of these examples. Which two are different? Use the APP to help you.  
 slɪp    dɪsturb    rɛstləs    estəbʃɪʃ    əs lɒŋ əs    stɪk    dɑːknɪs    ɪnsɒmniə

7 Combine words in the box to form six phrases.

have	sleep	insomnia	have a restless	a nap	in total
night	suffer from	like a log	my mind	darkness	have something on

.....

.....

- 8 Complete the sentences with a word or phrase.
- I get very ..... if I don't sleep well.
  - I sleep well ..... I'm in my own bed. I don't sleep well in strange beds.
  - After a relaxing bath and a hot drink, I always sleep .....
  - Try to go to bed at the same time every night. Have a routine and ..... to it.
  - I had too much to eat and drink last night, and I had a very ..... night.
  - I didn't sleep well last night because I've got a lot of things on .....
  - Most experts say that you need to ..... a bedtime routine to sleep well.
  - I've been staying up late to revise for exams and that has ..... the amount of sleep I get.
  - If I'm ..... during the night, I find it difficult to get back to sleep.

9 **ABOUT YOU** Read the statements at the top of the page again. Are they true for you? Write your answers under each statement, or ask another student.

**TEST YOURSELF**



# 32 Personal finance

## A Spending and saving

**Are you good at looking after your money?** For example, do you:

- keep a clear record of **outgoings**, e.g. **debit card** payments, or do you find you are largely **unaware** of how much you are spending?
- keep your account **in credit** all the time, or are you sometimes **overdrawn**?
- pay your credit card bills **promptly**, or do you allow **debts** to **mount up**?
- check all the **transactions** in your **bank statements**, or do you just **ignore** them?
- think you're **cautious** with money, or do you waste large **sums** of money?

### GLOSSARY

<b>outgoings (pl)</b>	the amount of money a person or business has to spend regularly, <b>SYN expenditure</b> OPP <b>income</b> the money you earn from work or savings
<b>debit card</b>	a plastic card used for taking money directly from your bank account
<b>unaware (of sth)</b>	not knowing or realizing that sth is happening OPP <b>aware</b> ; <b>awareness n</b>
<b>be in credit</b>	If you <b>are in credit</b> , there is money in your bank account. OPP <b>be overdrawn</b>
<b>promptly</b>	without delay <b>prompt adj</b>
<b>debt</b>	the amount of money you owe sb
<b>mount up</b>	increase gradually in size <b>SYN build up, accumulate</b>
<b>transaction</b>	a piece of business between people. In banking, you <b>put money into</b> an account, or <b>take it out / withdraw</b> it.
<b>bank statement</b>	a printed record of activities in an account over a particular period
<b>ignore</b>	pay no attention to sth
<b>cautious</b>	careful about what you say or do, to avoid mistakes; not taking risks
<b>sum (of sth)</b>	an amount of money

1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- |   |                                       |                                       |
|---|---------------------------------------|---------------------------------------|
| 1 expenditure transaction .....         | 3 <u>debt</u> <u>debit</u> .....      | 5 <u>aware</u> <u>cautious</u> .....  |
| 2 <u>cautious</u> <u>withdraw</u> ..... | 4 <u>aware</u> <u>overdrawn</u> ..... | 6 <u>withdraw</u> <u>ignore</u> ..... |

2 Complete the sentences.

- I'm completely ..... of how often I make ..... card payments because I never write them down. I have to go online to look at my bank ..... in order to see all the ..... I've made.
- I keep a reasonable ..... of money in my bank account – enough to keep it in ..... And I like to pay all my bills .....; that way I don't forget.
- I didn't keep a record of my ..... this month. Now I'm ..... and I've got various .....
- My sister is very stupid: she even ..... letters from her bank telling her she needs to ..... money ..... her account.

3 Complete the dialogues with a single word.

- |  |  |
|--|--|
| 1 Did you take some money out?         | ~ Yes, I ..... £100.                               |
| 2 Is there money in your account?      | ~ No, I'm afraid I'm .....                         |
| 3 Do you know what you spend?          | ~ Yes, I keep a record of all my .....             |
| 4 Do you always pay credit card bills? | ~ Yes, otherwise debts can ..... up.               |
| 5 Is he careful with money?            | ~ Yes, he's very .....                             |
| 6 Does the company want the money now? | ~ Yes, they have asked for ..... payment.          |
| 7 She doesn't earn much, does she?     | ~ No, she's on quite a low .....                   |
| 8 Does he waste a lot of money?        | ~ Yes, he has no ..... of what things should cost. |

4 ABOUT YOU Write your answers to the questionnaire at the top of the page, or talk to another student.

.....

.....

.....



## B Looking after your money

### Creating a personal budget

Few people bother to **budget**, which is why so many are in debt. You must **calculate** the total income coming in each month, and the total going out, both regular outgoings and all other expenses. Then, **subtract** the expenses from the income. If there's a **surplus**, don't spend it: **pay off** any money you **owe** (in other words, your debts), and keep the rest for emergencies. If there is a **shortfall**, then you must take action. Consider where you can **economize** and **make cutbacks**. And don't expect anyone else to **subsidize** you and pay your debts.

#### GLOSSARY

<b>budget</b>	plan how much to spend and what to spend it on. A <b>budget</b> is the amount of money available to spend with a plan for spending it.
<b>calculate</b>	use numbers to find a total number, amount or distance SYN <b>work (sth) out</b> ; <b>calculation</b> <i>n</i>
<b>subtract sth (from sth)</b>	take one number from another to calculate the difference SYN <b>take sth away (from sth)</b>
<b>pay sth off</b>	finish paying money that you owe for sth
<b>owe</b>	have to pay sb for sth that you have received or borrowed
<b>economize</b>	reduce the amount of money, time, goods, etc. that you use SYN <b>make cutbacks</b>
<b>subsidize</b>	give money to sb to help them pay for sth <b>subsidy</b> <i>n</i>

#### SPOTLIGHT *surplus, deficit, shortage, shortfall*

A **surplus** is more of something than is necessary. If it is money, the opposite is a **deficit**; if it is food, petrol, etc, the opposite is a **shortage**.

A **shortfall** is the difference between what you have and what you need.

#### 5 Underline the words connected with money, and tick the words connected with numbers.

budget      owe      calculate      economize      work something out  
subsidize      subtract      pay sth off      deficit      take sth away

#### 6 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

1 subtract    subsidize    .....      4 cutback    calculate    .....  
2 subsidize    economize    .....      5 budget    cutback    .....  
3 deficit    subsidy    .....      6 owe    economize    .....

#### 7 Circle the odd one out, then write what the other two words have in common.

1 a) shortfall      b) surplus      c) deficit      .....  
2 a) shortage      b) calculation      c) shortfall      .....  
3 a) economize      b) take away      c) subtract      .....  
4 a) economize      b) make cutbacks      c) subsidize      .....  
5 a) deficit      b) shortage      c) budget      .....  
6 a) work out      b) calculate      c) pay off      .....

#### 8 Complete the texts.

The floods in the spring are now causing severe food (1) ..... throughout the country, and this will leave many farmers with a significant (2) ..... in their income, and perhaps hoping for a government (3) ..... to help them.

I'm not careful with money and don't often budget, but then I decided to keep a record of my regular outgoings. At first, it was difficult to (4) ..... all my expenses, but I managed after a while. One month, I realised I had a (5) ....., and that I would have to (6) .....

I'm ashamed to say that when I went to university I was still unable to (7) ..... So, I borrowed money and ended up (8) ..... lots of money to different people. Eventually my parents came to the rescue and (9) ..... me for much of the three years during my degree.

#### TEST YOURSELF

# 33 Crime

## A Types of crime

Some of these crimes involve **threatening** people (= saying you will cause trouble for them, and possibly hurt them if they do not do what you want). Most of these crimes are also **deliberate** (= you intend to do them; SYN **intentional**), but not always.

### GLOSSARY

<b>manslaughter</b> ( <i>slaughter</i> pronounced like <i>daughter</i> ) killing sb illegally but not deliberately	<b>blackmail</b> demanding money from a person by threatening to tell sb else a secret about them <b>blackmail</b> v. The person is a <b>blackmailer</b> .
<b>arson</b> deliberately setting fire to sth, especially a building. The person is an <b>arsonist</b> .	<b>kidnapping</b> taking sb away illegally and keeping them prisoner, especially in order to get money <b>kidnap</b> v. The person is a <b>kidnapper</b> .
<b>rape</b> forcing sb to have sex, especially using violence <b>rape</b> v. The person is a <b>rapist</b> .	<b>shoplifting</b> stealing goods from a shop by leaving without paying for them. The person is a <b>shoplifter</b> .
<b>fraud</b> cheating sb in order to get money or goods illegally	<b>mugging</b> attacking sb, or threatening to attack sb in order to steal their money, especially in a public place <b>mug</b> v. The person is a <b>mugger</b> .
<b>bribery</b> giving money to sb to persuade them to help you, especially by doing sth dishonest <b>bribe</b> v	

1 Put the crimes in the three columns below. گروه آموزشی گدوه آمورسی

shoplifting arson	mugging kidnapping	manslaughter rape	bribery fraud
<b>involves violence</b>	<b>may involve violence</b>	<b>doesn't involve violence</b>	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	

2 Circle the crimes which usually involve money.

arson	fraud	mugging
manslaughter	bribery	blackmail
shoplifting	rape	kidnapping

3 Write down the person who commits these crimes.

- |                      |                     |
|----------------------|---------------------|
| 1 shoplifting/ ..... | 4 kidnapping/ ..... |
| 2 blackmail/ .....   | 5 rape/ .....       |
| 3 arson/ .....       | 6 mugging/ .....    |

4 Complete the sentences.

- I was ..... outside my office by a man with a knife who demanded money from me.
- He wasn't guilty of murder, but was found guilty of .....
- The boy was ..... outside his home and held prisoner for weeks.
- There is often a notice in stores saying that '..... will be prosecuted'.
- He stopped the woman in the street, ..... her with a knife, and took her money.
- The man accused of ..... the girl insists that she agreed to have sex with him.
- He ..... the policeman with both money and expensive holidays.
- He said he did it, but claims it was not .....
- She ..... him by threatening to tell the police about the money he stole.
- He went to prison for credit card .....

### TEST YOURSELF

## B Causes of crime

### What do you think?

- Some people think that it is the people closest to us when we are growing up who have the greatest responsibility for shaping our **moral** standards.
- Crime rates tend to be higher in **slum** areas, and for children from these areas, crime can become an **attraction** because it offers a way of becoming richer. They join **gangs** and **drift into crime**.
- Another cause is the **abuse** of alcohol and drugs which can force people into crime.
- Some argue it is personal weakness or **parental neglect**, made worse by a lack of **discipline** at home or in school, that leads people into crime.
- Some believe that if **penalties** for **offenders** were **harsher**, crime would go down.

### GLOSSARY

<b>moral</b>	concerned with principles of right and wrong behaviour <b>morals</b> <i>n pl</i>
<b>slum</b>	an area of a city that is very poor and where the houses are in bad condition
<b>attraction</b>	a feature or quality that makes sth seem interesting and enjoyable
<b>gang</b>	a group of young people who often cause trouble
<b>drift into sth</b>	start doing sth without a particular plan or purpose
<b>abuse</b>	the use of sth in a way that is wrong or harmful: <b>suffer abuse</b> <b>abuse</b> <i>v</i>
<b>parental neglect</b>	connected with parents the fact of not giving enough care or attention to sb/sth <b>neglect</b> <i>v</i>
<b>discipline</b>	the practice of training people to obey rules and punishing them if they do not
<b>penalty</b>	a punishment for breaking a law, a rule or a contract
<b>offender</b>	a person who commits a crime
<b>harsh</b>	severe, strict or cruel

### 5 Circle the words which have a negative meaning.

slum                      attraction                      gang                      abuse                      discipline  
neglect                      penalty                      parental                      moral                      harsh

### 6 Replace the underlined words with a single word that keeps the same meaning.

- 1 It's basically a very poor area of the city with houses in bad condition. .....
- 2 The parents have not given enough care and attention to these children. ....
- 3 Some of the children need better training to obey rules. ....
- 4 There's a very unpleasant group of youths waiting at the end of the street. ....
- 5 The children have suffered from wrong and harmful treatment. ....
- 6 Many people who commit crimes go on to commit further crimes. ....
- 7 It's all about knowing the difference between right and wrong. ....
- 8 If you see no future for yourself, crime is an exciting idea with possibilities of money. ....

### 7 Complete the sentences on the right. Keep the same meaning as the sentences on the left.

- |  |  |
|--|--|
| 1 It's the responsibility of the parents.          | It's a .....                           |
| 2 They have abused the children.                   | The children have .....                |
| 3 The teenagers do what they like.                 | The teenagers lack .....               |
| 4 The issue is all about right and wrong.          | It's a .....                           |
| 5 The law is too soft.                             | We need .....                          |
| 6 I committed crimes with no real plan or purpose. | I just .....                           |
| 7 There hasn't been enough care and attention.     | There has been a lot of .....          |
| 8 Young people like money.                         | For young people, money is a big ..... |

### 8 ABOUT YOU Look at the opinions about the causes of crime at the top of page. Do you agree? What about crimes committed by people who aren't poor?

.....

.....

.....



# 34 Urban living

## A The inner city

... the **inner** city streets became very narrow, so I parked the car and went the rest of the way on foot. I soon **regretted** that decision. The pavements were **filthy** with **litter**, and there was a gang of **youths hanging around** on one of the street corners. I started to feel **concerned for** my safety, so I turned into a long **passage** at the back of a factory. It was covered in **graffiti**, and two **homeless** young men were sleeping on the cold **damp** ground. It was a **depressing** place altogether.

### GLOSSARY

<b>inner</b>	close to the centre of a place. The <b>inner city</b> is often associated with social and economic problems.
<b>regret</b>	(with an <i>-ing</i> form or noun) feel sorry that you did sth or that you did not do sth <b>regret</b> <i>n</i>
<b>filthy</b>	very dirty
<b>litter</b>	the paper that people don't want and leave on the ground
<b>youth</b>	a young man, usually one you do not have a good opinion of
<b>hang around/ about</b> <i>inf</i>	stay in or around a place not doing very much
<b>concerned</b> (about/for sth)	worried <b>concern</b> <i>n, v</i>
<b>passage</b>	a long narrow area with walls on either side that connects one room or place with another
<b>graffiti</b> <i>pl</i>	pictures or writing on a wall in a public place
<b>homeless</b>	having no home
<b>damp</b>	a little wet
<b>depressing</b>	making you feel very sad and without enthusiasm
<b>depressed</b>	very sad and without enthusiasm

### 1 Circle the words which usually suggest a negative idea.

regret          filthy          litter          abandon          damp  
homeless      hang around      graffiti      depressing      concerned

### 2 Complete the definitions with a single word.

- 1 filthy = very .....
- 2 the inner city = ..... parts of a city close to the centre
- 3 regret = feel ..... you did or did not do something.
- 4 litter = paper left on the .....
- 5 damp = a little .....
- 6 concerned = .....
- 7 depressing = making you feel .....
- 8 graffiti = ..... on a wall in a public place

### 3 Complete the sentences.

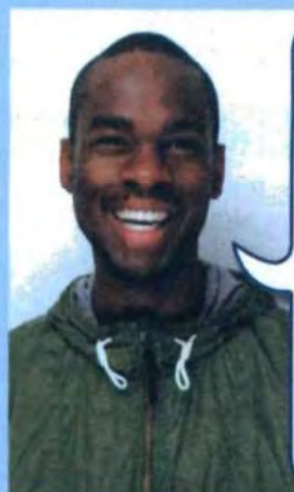
- 1 You sometimes see quite a lot of ..... people in big cities; it's very sad.
- 2 We walked along a narrow ..... from the park to the road.
- 3 There was a lot of ..... in the family when the children didn't arrive.
- 4 It's not a nice area: you get a lot of ..... hanging around.
- 5 Two workmen were cleaning the ..... off the side of a bridge.
- 6 The street was filthy, and it was pouring with rain. It was very .....
- 7 You often see teenagers ..... around in the centre of town with nothing to do.
- 8 It started to rain so I ..... not taking an umbrella.

### 4 ABOUT YOUR COUNTRY Do you often see these things in your country? Write your answers, or talk to another student.

- litter on the ground .....
- graffiti .....
- homeless people sleeping in the street .....
- filthy pavements .....
- gangs of youths .....

### TEST YOURSELF

## B In the suburbs



I live in a block of flats that is **surrounded by trees**, which is rather nice. **On the whole**, it's considered a **desirable district** because it's a nice quiet **suburb**, near local shops and good schools, but also **handy** for town. The main **drawback** is that, although there is a pub **nearby**, it's not a particularly **lively** area – there's not much **going on** in the evenings, so you have to go into town for a **decent** nightlife. The other thing is that as time **goes on**, the area is getting more **built-up**, and **that's a shame**.

### SPOTLIGHT *go on*

This phrasal verb has several meanings:

- 1 **be going on** be happening or taking place (as in the text)
- 2 (of time) pass SYN **go by**: *As time went on/by, things improved.*
- 3 (of a situation) continue: *It could go on like this for a long time.*

### GLOSSARY

<b>surround</b>	be or go all around sth: <b>be surrounded by sth</b> ; <b>surrounding</b> <i>adj</i>	<b>drawback</b>	sth that is not good or causes problems SYN <b>disadvantage</b>
<b>on the whole</b>	generally, but not true in every case SYN <b>in general, generally</b>	<b>nearby</b> <i>adv, adj</i>	not far away in distance: <i>We went to a nearby restaurant.</i> (NOT <i>We went to a near restaurant.</i> )
<b>desirable district</b>	wanted, often by many people an area of a town or country that has particular features	<b>lively</b>	full of interest, with things to do
<b>suburb</b>	an area where a lot of people live, outside the centre of a town	<b>decent</b>	of a high enough standard: <i>They have decent food there.</i>
<b>handy (for sth) inf</b>	located near to things you need SYN <b>convenient (for sth)</b>	<b>built-up</b>	(of an area of land) with a lot of buildings
		<b>shame</b>	a fact or situation that makes you feel disappointed SYN <b>pity</b> : <i>That's a shame/pity. What a shame/pity.</i>

### 5 Do the words and phrases in *italics> have the same meaning? Write S or D.*

- |  |   |
|--|---|
| 1 <i>In general / On the whole</i> it's a nice place. .... | 5 A <i>handy / lively</i> area. ....                |
| 2 They live <i>nearby / next door</i> . ....               | 6 What's <i>going on / happening</i> here? ....     |
| 3 It's <i>convenient / decent</i> . ....                   | 7 The school is very <i>handy / built-up</i> . .... |
| 4 What a <i>pity / shame</i> . ....                        | 8 It's quite a poor <i>suburb / district</i> . .... |

### 6 Complete the sentences with a word or phrase.

- 1 There used to be lots of open spaces, but now it's a really ..... area.
- 2 I live in a pleasant ....., about two kilometres from the centre.
- 3 Unfortunately, the whole area is ..... by factories, which is a big .....
- 4 It's very ..... because it's close to my children's school and the place where I work. The ..... area is also nice, with a park, children's playground and open spaces.
- 5 It's close to the centre and quite a poor ..... There are good shops ..... but in the evening it can be dangerous. The council say the area will improve, but I expect it to ..... like this for ages.
- 6 For young people it's not that ..... in the evenings, which is a ..... However, it does have a few ..... restaurants, which is good.
- 7 There are one or two drawbacks, but ..... it's a nice place to be.
- 8 For many families, the most ..... aspect of the area is that it has good schools.

### 7 ABOUT YOU Write your answers, or ask another student.

- 1 Is the area where you live built-up, or is there a feeling of space? .....
- 2 What is your home surrounded by? .....
- 3 What shops do you have nearby? .....
- 4 Is your home handy for most things? .....
- 5 What are the drawbacks? .....
- 6 As time goes on, do you think the area will improve or get worse? Why? .....

### TEST YOURSELF

# 35 Rural life

## A Living in the country

I live **on the outskirts** of a village. There's a **shallow stream** that runs along the bottom of my garden, and **beyond** that, a lovely **meadow**. So, it's a very **quiet spot**. Of course, not everything is perfect. Public transport in the country is very **infrequent**, and in the winter you can **occasionally** feel a bit **isolated**. **Nevertheless**, I wouldn't **swap** rural life for life in a town or city.

### GLOSSARY

<b>outskirts</b>	the part of a town furthest from the centre: <b>on the outskirts of a town/city/village</b>
<b>shallow</b>	not having much distance between the top and the bottom <b>OPP deep</b>
<b>stream</b>	a very small river
<b>beyond</b>	on or to the further side of sth
<b>meadow</b>	a field covered in grass, often used for hay
<b>spot</b>	a particular area or place: <b>a quiet spot</b>
<b>infrequent</b>	not happening often <b>OPP frequent; frequency n</b>
<b>occasionally</b>	sometimes but not often
<b>isolated</b>	without much contact with other people <b>isolation n</b>
<b>nevertheless</b>	despite sth you have just mentioned
<b>swap</b>	exchange one thing for another
<b>rural</b>	connected with the country and country life

### 1 Correct the spelling mistakes.

- |             |       |                |       |
|-------------|-------|----------------|-------|
| 1 meadow    | ..... | 5 occasionally | ..... |
| 2 frequent  | ..... | 6 nevertheless | ..... |
| 3 outskirts | ..... | 7 swap         | ..... |
| 4 shallow   | ..... | 8 stream       | ..... |

### 2 Replace the underlined word(s) with a single word that keeps the same meaning.

- I wouldn't exchange my old cottage for a modern house. ....
- There's a very small river running through the village. ....
- The bottom of the garden is a very quiet area. ....
- We feel we lack contact with other people. ....
- We do get snow in winter but it's not often. ....
- I walked through a lovely field covered in grass. ....
- On the further side of the river there is a church. ....
- We go there sometimes but not often. ....
- It's very quiet in the evenings. Despite that, I still like it. ....
- I used to live on the edge of the village. ....

### 3 Complete the sentences.

- You can walk across if you take your shoes off – the stream is very .....
- There isn't much contact with the neighbours, so they do suffer from .....
- Rain isn't ..... in the east of the country. The climate is surprisingly dry.
- There isn't much to do in the evening in a village. ...., I still love it.
- A feeling of peace and calm is one of the joys of ..... life.
- My cousin lives on the ..... of the town, quite close to the countryside.
- What about the ..... of the bus service? How often do buses run?
- Just ..... the post office, you can see the bridge on your right.
- We walked across the meadow and found a quiet ..... for our picnic.
- The river is very ..... here, so don't let the children go in.

### TEST YOURSELF

## B Farming

Martin Dobbs runs a **mixed** animal and **arable** farm. He **keeps** a **herd** of 75 **dairy** cows, which supplies milk and cream to local suppliers in the area, but that is in **combination** with a range of **crops**, including both **cereals** and fruit.



Although farming is becoming an **increasingly** difficult way to **earn a living**, Martin has never considered doing anything other than working in agriculture, which both his father and grandfather did before him. His son and one full-time **labourer** help him. When he dies, he will **pass on** the farm to his son.

### SPOTLIGHT *mixed*

**Mixed** can refer to:

- 1 different types of thing: **mixed farming** (as above)
- 2 good and bad qualities: *I have **mixed feelings** about the farm.*
- 3 consisting of different kinds of people: *People of **mixed race**.*

### GLOSSARY

<b>arable</b>	connected with growing crops
<b>keep</b>	own and care for animals: <b>keep cows, sheep, etc.</b>
<b>herd</b>	a group of cows, elephants and deer
<b>dairy</b>	(of a cow) that is kept for the production of milk
<b>combination</b>	the act of joining or mixing together two or more things; two or more things joined/mixed to form a single unit
<b>crop</b>	a plant that is grown in large quantities, especially as food: <b>cereal crop</b>
<b>cereal</b>	one of various types of grass that are produced for food, e.g. <i>wheat</i>
<b>increasingly</b>	more and more
<b>living</b>	money to buy the things you need in life: <b>earn/make a living</b> <b>What do you do for a living?</b>
<b>labourer</b>	a person whose job involves hard physical work <b>labour</b>
<b>pass sth on (to sb)</b>	give sth to sb else, especially after using it yourself

#### 4 Combine words in the box to form six phrases.

arable	cereal	mixed	physical	earn	herd
labour	crop	a living	feelings	of cows	farm

.....

.....

#### 5 Complete the sentences on the right. Keep the same meaning.

- |   |                       |
|---|-----------------------|
| 1 We are an <u>arable farm</u> .                | We mostly .....       |
| 2 We have <u>over 100 cows</u> .                | We have a .....       |
| 3 We <u>grow cereals and keep animals</u> .     | We are a .....        |
| 4 We <u>grow cereals and vegetables</u> .       | We are an .....       |
| 5 We only have <u>milking cows</u> .            | We are a .....        |
| 6 <u>How does he earn a living?</u>             | What .....            |
| 7 My son will get the farm <u>after I die</u> . | I will .....          |
| 8 We grow many <u>types of grass for food</u> . | We grow various ..... |

#### 6 Complete the questions.

- 1 Do most farms in the area grow a ..... of cereals and fruit/vegetables?
- 2 Do they now rely ..... on machines to do the work?
- 3 What kinds of animals do farmers ..... ?
- 4 What kinds of ..... do farmers grow?
- 5 Do many people ..... a living from farming?
- 6 Is it common for farmers to ..... on a farm to their children?
- 7 Is there a shortage of ....., or is it easy to employ farm .....
- 8 Do people have ..... feelings about machines replacing human labour?

#### 7 ABOUT YOUR COUNTRY Write answers to the questions in Exercise 6, or talk to another student.

.....

.....

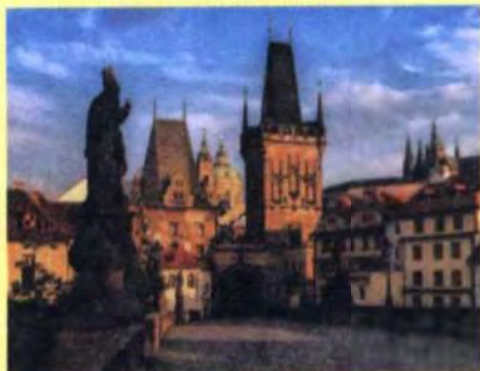
.....



TEST YOURSELF



# 36 Holidays



## CITY BREAKS IN PRAGUE

Prague is a **stunning** city, and this **thriving** capital of the Czech Republic makes a romantic and **vibrant** city-break destination. A stroll through Prague's streets is a **delight**: its architecture is **remarkably diverse**. Charles Bridge and the Astronomical Clock have both **undergone restoration**, but the city was amazingly untouched by the Second World War.

## UNWIND ON THE ALGARVE

The **resorts** on the Algarve, with their golden sandy beaches, are a great place to relax. **Laze around** on the golden sandy beaches, enjoy the atmosphere of traditional fishing villages like Alvor, or just **wander round** Albufeira's old town, which still **retains** its wonderful **charm**.



## OFF THE BEATEN TRACK ON THE GREAT WALL OF CHINA



Our China **trek** offers a **unique** experience for the **adventurous** traveller who wants to **get away from it all**. Apart from the spectacular scenery, you will have the rare opportunity to camp in a **remote** part of rural China and experience local life in its most **unspoilt** state.

### GLOSSARY

<b>stunning</b>	extremely attractive or impressive	<b>laze around/about</b>	relax and do very little
<b>thriving</b>	growing and developing, and very successful <i>SYN flourishing</i>	<b>wander around/round</b>	walk slowly without a real purpose or direction
<b>vibrant</b>	full of life and energy; exciting	<b>retain formal</b>	keep sth
<b>delight</b>	sth that gives sb great pleasure <i>delightful adj</i>	<b>charm</b>	a pleasant or attractive quality or feature <i>charming adj</i>
<b>remarkably</b>	in an unusual or surprising way <i>remarkable adj</i>	<b>off the beaten track</b>	far away from other people and houses <i>SYN remote</i>
<b>diverse</b>	very different from each other, and of various kinds	<b>trek</b>	a long hard walk, often in the mountains being the only one of its kind
<b>undergo</b>	experience a process of change	<b>unique</b>	liking to try new things <i>adventure n</i>
<b>restoration</b>	the work of repairing old buildings, paintings, etc. <i>restore v</i>	<b>adventurous</b>	go somewhere different to have a rest or holiday
<b>unwind inf</b>	relax, especially after working hard <i>SYN take it easy</i>	<b>get away from it all</b>	(of a place) beautiful because it has not been changed or built on
<b>resort</b>	a place which is known as a holiday destination: <i>a beach/ski resort</i>	<b>unspoiled</b> (ALSO <i>unspoilt</i> )	

**1 Complete the dialogues.**

- 1 Is the town centre quite different now? ~ Yes, it has ..... major changes.
- 2 Is it still a thriving place? ~ Yes, it's .....
- 3 Is the restaurant quite cheap? ~ Yes, it's ..... good value.
- 4 There's nowhere like Cuenca. ~ That's true. It's .....
- 5 The village hasn't changed at all. ~ No, it's completely .....
- 6 I've heard the villa is miles from anywhere. ~ Yes, it's very .....
- 7 Have you been there before? ~ Yes, it's a very popular beach .....
- 8 Is it a really enjoyable place? ~ Yes, an absolute .....

**2 Replace the underlined word(s) with a single word that keeps the same meaning.**

- 1 He's running a flourishing clothes business. ....
- 2 Just look at that beautiful view of the mountains. ....
- 3 My son's interests are very varied. ....
- 4 That particular building is the only one in existence. ....
- 5 The villa was really off the beaten track. ....
- 6 The old town is a surprising and unusual place. ....
- 7 We just want to relax and do very little. ....
- 8 The old buildings in the centre need to be repaired. ....

**3 Complete the text.**

**Great Expectations ...**

After a hard time at work, I was looking forward to taking it (1) ..... for a couple of weeks on a Greek island. The villa was by the sea and off the (2) ..... At least, that's what I had understood from the holiday brochure, but the reality was somewhat different. The villa was undergoing (3) ..... so I had to stay in a nearby beach (4) ..... where most people were trying to do the same as me: (5) ..... around on the beach during the day, and then (6) ..... round the streets in the evening. Sadly, the place turned out to be (7) ..... noisy and unpleasant, so my idea of getting (8) ..... all just didn't happen.

**4 Replace words in the text with words from the box so that the meaning stays the same.**

unwind thriving diverse vibrant stunning restore remarkable wander retain

Lisbon is surrounded by seven hills, and from most of them you have beautiful views of this unusual and surprising city, which has managed to keep so much of its varied architecture and cultural heritage. But it is also a modern, flourishing European capital, and in recent years the city has managed to repair many of the old buildings. For tourists, one of the most popular parts is the *Alfama* where you can casually walk around and enjoy the charms of the old town. The *Chiado* district is famous for shops and restaurants, but for really exciting nightlife, head for the *Bairro Alto*. Then, after all that, you can relax on the nearby beaches of *Cascais* and *Estoril*: wonderful places to visit.

.....  
 .....  
 .....

**5 ABOUT YOU Write your answers, or ask another student.**

- What do you want from a holiday?
- Do you want to go somewhere vibrant and exciting? .....
- Do you want to laze around on a beach and unwind? .....
- Do you want to go somewhere off the beaten track and get away from it all? .....
- Do you want a holiday with adventure? .....
- Do you like to wander around interesting towns and villages? .....

**TEST YOURSELF**

# 37 Holiday accommodation

## A Luxury accommodation



When we go away, the last thing we want is to find that everywhere is **fully-booked**, no **vacancies** anywhere, ending up in a **miserable B and B** (or **Airbnb**), possibly in **the middle of nowhere**. Therefore, we always **book well in advance** and go for something fairly **exclusive**, preferably in a town. It doesn't have to be a **grand** or **impressive** building, but we do expect **luxury** and first-class service in order to **justify** the high prices these places charge. **Having said that**, high prices are no **guarantee** of high quality.

### SPOTLIGHT accommodation

**A B and B** (ALSO **B & B** – abbreviations of **bed and breakfast**; ALSO **guest house**) is like a fairly cheap hotel but it does not serve evening meals.

**Airbnb** is a private company in which members offer accommodation in a room, flat or house they own. This is all arranged online.

### GLOSSARY

<b>fully-booked</b>	(of a hotel, restaurant, theatre, etc.) full; no places available	<b>preferably</b>	used to show which person or thing would be better or preferred
<b>vacancy</b>	a room in a hotel that is available: <b>no vacancies</b>	<b>luxury</b>	beautiful and expensive things <b>luxurious</b> <i>adj</i>
<b>miserable</b>	unpleasant, making you feel unhappy	<b>impressive</b>	causing a feeling of admiration because of its size, quality, importance, etc. SYN <b>grand</b> ; <b>impress</b> <i>v</i>
<b>in the middle of nowhere</b>	far away from other people and houses	<b>justify</b>	give or be a good reason for sth
<b>in advance</b>	before a particular time or event: <b>book well in advance</b> (= book a long time before you go)	<b>having said that</b>	used to introduce an opinion that makes what you have just said seem less strong
<b>exclusive</b>	expensive and reserved for special people	<b>guarantee</b>	a promise that sth will be done or that sth will happen <b>guarantee</b> <i>v</i>

### 1 Underline the main stress on these words.

justify vacancy luxury in advance miserable guarantee luxurious exclusive preferably fully-booked

### 2 Good news, bad news, or could it be either? Write G, B or either.

- |   |   |
|---|---|
| 1 The meal was impressive.                        | 5 The B&B was in the middle of nowhere. |
| 2 The hotel was fully booked.                     | 6 The weather was miserable.            |
| 3 They gave us a guarantee a taxi would be there. | 7 This area is rather exclusive.        |
| 4 There were still vacancies at the hotel.        | 8 The room wasn't luxurious.            |

### 3 Complete the dialogues with a suitable word or phrase.

- |  |   |
|--|---|
| 1 Was the breakfast good?                | ~ Yes, very good. ...., there wasn't a lot of choice.           |
| 2 Which floor do you want?               | ~ I don't mind, but ..... overlooking the garden.               |
| 3 Have you reserved a room?              | ~ Yes, we booked well .....                                     |
| 4 Will they refund your money?           | ~ Yes, they ..... that when I rang and cancelled.               |
| 5 It's very expensive.                   | ~ I know, but they ..... that by the high quality of the rooms. |
| 6 Are there still rooms available?       | ~ No, we got the last ....., so they're ..... now.              |
| 7 Was the building very grand?           | ~ Yes, we were .....  |
| 8 It's a very expensive place, isn't it? | ~ Yes, but I like a bit of ..... on my holidays.                |

### 4 ABOUT YOU Write your answers, or talk to another student.

- Do you book your holidays well in advance? .....
- Do you often stay in fairly luxurious hotels? .....
- Do you ever stay in a B&B or use Airbnb? .....
- Do you like being in the middle of nowhere for your holiday? .....
- Do you think high prices usually guarantee high quality in your country? .....
- What do you look for most in holiday accommodation? .....



## B Budget accommodation

We're not **mean**, but we've generally **opted for** holidays which only require a fairly limited **budget**: occasionally in a **caravan**<sup>1</sup>, but more often we go camping or stay in a **youth hostel**. The thing that **appeals to** me about camping is not just **expense** – it's cheap – but it also **enables** us to move around more freely, and we like that **flexibility**. And **given that** we generally **live in comfort**, I think it's good for the children to experience a type of holiday which is a bit different. When we **go away** we are quite **strict** about them not using their phones.



### GLOSSARY

<b>mean</b>	wanting to keep money and not spend it on others <b>OPP generous</b>	<b>enable sb/sth to do sth</b>	make it possible for sb/sth to do sth
<b>opt for sth</b>	choose sth	<b>flexibility</b>	the ability to be changed easily <b>flexible adj</b> <b>OPP inflexible</b>
<b>budget</b>	an amount of money you are able to spend on sth	<b>given (that)</b>	when you consider sth
<b>youth hostel</b>	a cheap and simple place to stay, especially for young people	<b>comfort</b>	the state of having a life with everything you need, or being physically relaxed: <b>live in comfort</b>
<b>appeal (to sb)</b>	be attractive or interesting to sb <b>appealing adj</b>	<b>go away</b>	leave home for a period of time, especially for a holiday
<b>expense</b>	the money that you spend on sth: <b>an extra expense</b>	<b>strict</b>	not allowing people to break rules or behave badly

### 5 Complete the dialogues with a word or phrase.

- Can you choose when you travel? ~ Yes, there's lot of ..... with dates and times.
- It's a very expensive holiday. ~ Yes, especially ..... that he doesn't earn much.
- My uncle is paying for my holiday. ~ Wow, that's very ..... of him.
- Are you here this weekend? ~ No, we're ..... for a few days.
- Are you hiring a car as well? ~ No, that's an extra ..... We'll take buses.
- We need to stay somewhere really cheap. ~ OK, how about a ..... or a .....?
- Some people love camping but it doesn't ..... to me personally.
- Do you always eat together, even on holiday? ~ Yes, my parents are very ..... about that.

### 6 Rewrite the sentences using words from the box. Keep the meaning the same.

flexible budget opt for mean enable appealing expense comfort

- He never wants to spend money. ....
- If it's a cheap place, we can stay a bit longer. ....
- We have a limited amount of money to spend. ....
- The date can be changed easily. ....
- We chose something quite simple. ....
- I want to have a pleasant life and everything I need. ....
- A room with a balcony costs more money. ....
- A caravan doesn't interest me. ....

### 7 ABOUT YOU Write your answers, or talk to another student.

- Have you ever stayed in a caravan or youth hostel? If so, what were they like? .....
- Do budget holidays appeal to you, or do you prefer to stay somewhere in comfort? .....
- Do you have a limited budget when you go on holiday? .....
- Do you restrict using your phone (for work) when you're on holiday? .....
- Do you like staying in one place or the flexibility of being able to move around? .....
- Do you remember your parents being strict with you about anything on holiday? .....

### TEST YOURSELF

# 38 Buying and renting

## A Buying



Hi Matt

Just wanted to let you know we've sold our **terraced**<sup>1</sup> house, and moved in to a larger **semi-detached**<sup>2</sup> property further out of town. It doesn't look that big from the outside, but the **interior** is really **spacious**: large **entrance hall**, with a wide **staircase**, and **open-plan** kitchen, dining room and living room. The bedrooms are also a good size, which is great. We need to do some **decorating** and probably **put in** a new kitchen, but **basically** the **overall** condition is quite good. The other **bonus** is that it was actually cheaper than our other house, **largely** because of the location, so we don't need such a big **mortgage**. ...

Send

### GLOSSARY

<b>interior</b>	the inside part of sth <b>OPP exterior</b>
<b>spacious</b>	having a lot of space; large in size
<b>entrance hall</b>	the area directly inside the front door of a building
<b>staircase</b>	a set of stairs
<b>open-plan</b>	(of the inside of a building) not divided into separate rooms
<b>decorating</b>	the act of putting paint, etc. on a wall or ceiling of a room or house: <b>do (some / a bit of) decorating</b>
<b>put sth in</b>	fix equipment or furniture into position so it can be used <b>SYN install</b>
<b>basically</b>	used to say what the most important or most basic aspect of sth is <b>SYN essentially</b>
<b>overall</b>	generally; when you consider most things
<b>bonus</b>	sth good that you get in addition to what you expect
<b>largely</b>	mostly
<b>mortgage</b>	money you borrow in order to buy a house or flat: <b>take out a mortgage</b> (= organize a mortgage)

1 Find an underlined letter in the right-hand box with the same pronunciation as the underlined letter(s) in the left-hand box. Use the **APP** to help you.

spacious	staircase	mortgage	camera	late	saw
detached	entrance	overall	flat	care	damage

2 Complete the sentences.

- There are one or two small differences, but \_\_\_\_\_ the flats are the same.
- We've got a narrow \_\_\_\_\_ up to the second floor.
- The \_\_\_\_\_ of the house needs money spent on it, but the \_\_\_\_\_ is fine.
- The price is \_\_\_\_\_ to do with location.
- We didn't need a \_\_\_\_\_.
- There's also a garage at the back. That's a \_\_\_\_\_.
- There are a few things wrong with it, but \_\_\_\_\_ it's fine.
- We are going to do some \_\_\_\_\_ in the bedrooms.
- The living room is really \_\_\_\_\_.
- We plan to \_\_\_\_\_ a new shower.

3 Complete the questions.

- Are \_\_\_\_\_ and semi-\_\_\_\_\_ houses common?
- Is it common in flats to have a large entrance \_\_\_\_\_?
- Do people often prefer an open-\_\_\_\_\_ design?
- Do most people \_\_\_\_\_ a mortgage to buy a flat or house?
- Do people usually do the \_\_\_\_\_ themselves, or employ someone to do it for them?
- When people buy a new home, do they often \_\_\_\_\_ new bathrooms or kitchens?

4 **ABOUT YOUR COUNTRY** Write your answers to Exercise 3, or talk to another student.



## B Renting



I've finally found somewhere to rent. It's been difficult as there aren't many **rental properties on the market** at the moment. It's on the top floor of a three-storey house – I guess it was originally the **attic** – and I've taken out a one-year **lease**, but the **landlord** is happy for me to **extend** that if I want to. It's **unfurnished**, so I will have to buy a lot of new stuff, but it has recently been redecorated, and there's quite a lot of **storage** space. It's a two-bedroom flat, and I've already got a **flatmate** to share the rent with me, so it's not too expensive. I've just got to sign the **contract** now and pay the **deposit** along with one month's rent. I move in next week.

### GLOSSARY

<b>rental</b>	A <b>rental property</b> is a property that you rent rather than buy.	<b>extend</b>	make sth longer or larger, in space or time: <b>extend a building; extend a lease; extension n</b>
<b>on the market</b>	available for sb to buy or rent	<b>unfurnished</b>	without furniture <b>OPP furnished</b>
<b>storey</b>	one floor or level of a building: <b>a multi-storey car park</b>	<b>storage</b>	the process of keeping sth in a particular place until it is needed; space where things can be kept
<b>attic</b>	the space or room under the roof of a house ALSO <b>loft</b>	<b>flatmate</b>	a person who shares a flat with one or more people
<b>lease</b>	a legal agreement that lets you use a building for a fixed period of time in return for rent	<b>contract</b>	a written legal agreement: <b>sign a contract</b>
<b>landlord</b>	a person who rents out a house/flat or room to people for money. A <b>landlord</b> can be a man or a woman; a <b>landlady</b> is a woman only.	<b>deposit</b>	money that you pay when you rent sth and that you get back when you return it without damage

### 5 Underline the main stress on these words. Use the APP to help you.

rental    attic    landlord    extend    unfurnished    flatmate    contract    deposit

### 6 Underline the correct answer. Both answers may be possible.

- 1 Is the flat a *rent* / *rental* property?
- 2 Who is the *landlord* / *landlady*?
- 3 I'm storing stuff in the *attic* / *loft*.
- 4 I need to find a *flatguy* / *flatmate*.
- 5 There's lots of *storey* / *storage* space.
- 6 It's a six-month *rent* / *lease*.
- 7 I'll move in after I *write* / *sign* the contract.
- 8 I hope I can *intend* / *extend* the lease.

### 7 Complete the dialogues in a suitable way.

- 1 Are you moving in soon? ~ Yes, I just have to sign the ..... tomorrow.
- 2 Are you living there on your own? ~ No, I've got a couple of .....
- 3 Is there plenty of space to put things? ~ Yes, there's loads of ..... space.
- 4 Do you have to pay anything before move in? ~ Yeah. You pay a ..... – usually about a month's rent.
- 5 What if you want to stay more than a year? ~ I've already asked about an ..... to the lease.
- 6 Do you need to buy much furniture? ~ No, the flat is fully .....
- 7 Have you bought the flat? ~ No, it's a .....
- 8 You're on the first floor? ~ Yes, that's right, but it's a four-..... building.

### 8 ABOUT YOUR COUNTRY Write your answers, or talk to another student.

- 1 Is it common to rent flats? .....
- 2 Are they usually furnished or unfurnished? .....
- 3 Is a one-year lease the normal length of a contract? .....
- 4 Are landlords/landladies usually happy to extend a rental contract? .....



### TEST YOURSELF

# 39 Gardens and gardening

## A A natural garden

I've always wanted a garden that copies the best of **nature**. So, having **acquired** a country cottage with land around it, I'm now creating my own **wildlife** garden. I will need to remove a few old tree **roots**<sup>1</sup> that make planting difficult, but generally the project is going well. A gentle **slope** drops down from the cottage to a **pond**<sup>2</sup>, where I've discovered quite a rare **species** of **frog**<sup>3</sup>, which I obviously want to protect.

Near the pond is a **greenhouse**<sup>4</sup>. I will grow tomatoes, but it's largely **intended** for more **tropical** fruits that you can't normally grow in England, such as melon and guava. There's already a variety of **mature** plants in the garden, and a **shed** where I can keep all my tools. Finally, I'm hoping to attract birds to build their **nests** in an old **hollow** tree in the small **wood** I have along one side of the garden.



### GLOSSARY

<b>acquire</b> <i>formal</i>	get sth by buying it or being given it
<b>wildlife</b>	animals, birds, and insects that live in a natural state
<b>slope</b>	a piece of land that is higher at one end than the other <b>slope</b> v
<b>species</b>	a group of plants or animals that are all similar and can breed together
<b>intended (for sth)</b>	planned or designed for sth
<b>tropical</b>	coming from or found in very hot parts of the world
<b>mature</b>	fully grown or fully developed
<b>shed</b>	a small simple building, usually built of wood, and often found in gardens
<b>nest</b>	a place where birds lay their eggs and live with their young <b>nest</b> v
<b>hollow</b>	with a hole or empty space inside
<b>wood (ALSO woods)</b>	an area of trees, smaller than a forest

### SPOTLIGHT *nature*

We can say someone is interested in **nature** ([U] = the physical world and everything that lives in it). We don't talk about being **in the nature**. We can say:

- I like being **in the countryside** OR looking at **beautiful scenery**.

### 1 Circle the correct answer(s). Sometimes both answers are possible.

- |   |   |
|---|---|
| 1 The <i>lake / pond</i> is about 30 cm deep.           | 5 How did you <i>get / acquire</i> the land?          |
| 2 The trees are <i>fully grown / mature</i> .           | 6 I'm very interested in <i>nature / the nature</i> . |
| 3 There's a great view of the <i>scenery / nature</i> . | 7 We need to protect <i>wildlife / wildliving</i> .   |
| 4 We have a lot of <i>tropic / tropical</i> fruit.      | 8 I like being in the <i>scenery / countryside</i> .  |

### 2 Find five pairs of words in the box. Write a sentence to explain the connection each pair has.

frog tools birds wildlife trees nature nest pond shed roots

### 3 Complete the sentences.

- The ..... is spectacular: beautiful lakes surrounded by mountains.
- For the plants to grow, water has to get down to the .....
- I often go for a walk in the ..... It's a great place to see birds.
- The garden isn't big, but there may be a chance to ..... more land next to it.
- The lights are ..... for the garden when we sit out on warm summer evenings.
- I read that there are 369,000 ..... of flowering plants in the world.
- From one end of the garden, there is a gentle ..... which goes down to the river.
- I love pineapple, but growing ..... fruit in this country is not easy.
- It gets very hot in the ....., so it's great for growing tomatoes and cucumber.
- The tree was ....., so birds could go in and out very easily.



## B Gardening through the seasons

**SPRING:** Add **compost** to improve the **soil**.

**Cut back** any **bushes** that have got too big.

**Dig** the ground if it's not too **muddy**.

**SUMMER:** **Mow** the lawn once a week.

**Weed** the garden, little and often.

Find a nice **bench**, **put your feet up**<sup>1</sup> and enjoy the garden.

**AUTUMN:** Tidy **hedges** and fallen leaves.

Routine **maintenance**, e.g. clean tools and clean the shed.



mow  
pt mowed pp mowed / mown

### GLOSSARY

<b>compost</b>	a mixture of decaying plants and food that is added to soil to help things grow. <b>Compost</b> makes soil more <b>fertile</b> .	<b>weed</b>	remove <b>weeds</b> (wild plants growing where they are not wanted, especially in a formal garden) <b>weeding</b> n: <b>do some weeding</b>
<b>soil</b>	the top part of the earth in which trees and plants grow	<b>put your feet up</b>	sit down and relax, especially with your feet raised and supported
<b>cut sth back</b>	remove some of a plant's stems or branches to improve future growth	<b>hedge</b>	a line of bushes growing close together around a garden or field
<b>muddy</b>	(of the earth) wet from too much rain <b>mud</b> n	<b>maintenance</b>	keeping sth in good condition by checking or repairing it regularly <b>maintain</b> v

#### 4 Good news or bad news? Write G or B.

- |  |  |
|--|--|
| 1 The ground is muddy. ....                      | 5 There's loads of digging to do. .... |
| 2 We've got lots of compost for the garden. .... | 6 I'll be able to put my feet up. .... |
| 3 I've just mowed the lawn. ....                 | 7 The soil is fertile. ....            |
| 4 The lawn is full of weeds. ....                | 8 The hedges need cutting back. ....   |

#### 5 Replace the underlined words with a word or phrase that keeps the same meaning.

- |  |                        |
|--|------------------------|
| 1 Have you got <u>something</u> I can use for <u>digging</u> ? | Have you got a .....   |
| 2 I'm going to <u>sit down and relax</u> .                     | I'm going to .....     |
| 3 He's going to <u>cut</u> the <u>grass</u> .                  | He's going to .....    |
| 4 You'll need to <u>reduce the size of</u> this bush.          | You'll need to .....   |
| 5 I'm going to <u>improve the soil</u> .                       | I'm going to add ..... |
| 6 Where's the <u>machine to cut the grass</u> ?                | Where's the .....      |
| 7 There's a <u>line of bushes</u> round the field.             | There's a .....        |
| 8 I need to <u>take out the weeds</u> .                        | I need to do .....     |

#### 6 What do you know about gardening? Answer the questions.

- 1 Why add compost? .....
- 2 Why is mud a problem? .....
- 3 Do you need to weed the garden? .....
- 4 How frequently might you mow the lawn? .....
- 5 What do you do with plants and bushes that are getting too big? .....
- 6 What's the purpose of a garden bench? .....
- 7 Do you ever need to tidy a hedge? .....
- 8 Give examples of routine maintenance. ....



TEST YOURSELF



# 40 Personal technology

## A Downloading an app on your phone

- **Launch** the chosen app store on your device.
- **Scroll down** to **browse** the available apps.
- **Tap** the app you want.
- **Tap** 'get' if it is free, or the price if it is to be paid.
- Select **install** if it is free, or 'buy' when the **icon switches**.
- **Key in** your password or use touch ID when **prompted**.

If you have a problem downloading an app, you may not have enough available **storage** on your device. You can manage your storage in **Settings**.

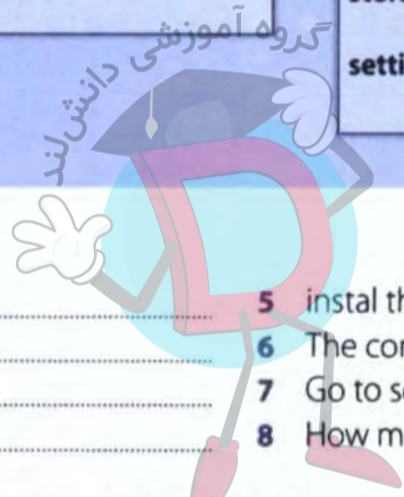
### SPOTLIGHT *launch*

In computing, **launch** means 'start a program'. **Launch** is also used with the meaning 'start an activity' with a range of nouns in other contexts.

- **launch a campaign / an investigation / an appeal / an enquiry / an attack**

### GLOSSARY

<b>scroll up/down</b>	move text up or down on the screen so that you can read the different parts
<b>browse</b>	look through different websites without reading everything <b>browsing</b> <i>n</i> A <b>browser</b> is a program that lets you see documents on the internet.
<b>tap (on) sth</b>	hit sth/sb quickly and lightly: <b>tap the icon</b> to open the app
<b>install</b>	put a new program onto a computer or device <b>installation</b> <i>n</i>
<b>icon</b>	a small symbol on a computer or smartphone screen that represents a program or a file
<b>switch</b>	change or make sth change from one thing to another
<b>key sth (in)</b>	put information into a computer using a keyboard
<b>prompt</b>	encourage or tell sb to do sth on a computer
<b>storage</b>	the process of keeping information on a computer and the way that it is kept
<b>settings</b> <i>pl</i>	the place on a computer or device where you can choose the way it looks or works



### 1 Correct the errors.

- |                               |       |  |       |
|-------------------------------|-------|--|-------|
| 1 stroll up a document        | ..... | 5 instal the program                   | ..... |
| 2 tap the ikon                | ..... | 6 The computer will prompt you to act. | ..... |
| 3 lanch the programme         | ..... | 7 Go to setting to change sounds.      | ..... |
| 4 brouse the website for help | ..... | 8 How much data storige have you got?  | ..... |

### 2 Cover the glossary. Which words are being defined?

- |   |       |
|---|-------|
| 1 put information into a device using a keyboard            | ..... |
| 2 touch something, e.g. an icon, quickly                    | ..... |
| 3 change from one thing to another                          | ..... |
| 4 start a program, an app, etc.                             | ..... |
| 5 a program that lets you read documents on the internet    | ..... |
| 6 the process of keeping information and the way it is kept | ..... |
| 7 move text on a screen up so that you can read it          | ..... |

### 3 Complete the dialogues.

- |   |   |
|---|---|
| 1 Did you manage to put the program on your computer?   | ~ Yes, I ..... it successfully.                                 |
| 2 Where did you find out about that new restaurant app? | ~ I was just ..... on a food website.                           |
| 3 How will I know what to do next?                      | ~ The program will ..... you to continue or cancel.             |
| 4 How do I open the app?                                | ~ You just ..... the icon on the screen.                        |
| 5 Where are the answers to the quiz questions?          | ~ They're at the bottom of the document. Just ..... down a bit. |
| 6 How do I check the battery on my phone?               | ~ Go into ..... and click on 'battery'.                         |
| 7 What are the police doing about computer crime?       | ~ They've ..... various investigations.                         |
| 8 How do I send a message?                              | ~ Tap on this .....   |

### TEST YOURSELF

## B Routine maintenance

1. Don't leave your device charging all the time. When fully charged, **unplug** the power **cable**.
2. Use an **antivirus** program, and keep it **updated**.
3. Remember to do regular **backups** of your data. If you use your computer a lot, **back** your work **up** every day.
4. Don't turn the computer off every time it **freezes**. Wait a while before you decide whether or not to **reboot**.
5. Clean your computer screen by **wiping downwards** with a **damp** cloth. Don't let any water drops get into the computer; they could **ruin** the **internal components**.

### GLOSSARY

<b>unplug</b>	remove the plug of a piece of electrical equipment from the power supply <b>OPP plug (sth) in</b>
<b>cable</b>	a set of wires covered in plastic or rubber that carries electricity, etc.
<b>antivirus update</b>	designed to find and destroy computer viruses make sth more modern by adding new parts or information <b>update n</b>
<b>backup</b>	a copy of the information on your computer that you keep in case you lose the information <b>back sth up</b>
<b>freeze</b>	When your computer <b>freezes</b> , you cannot move any images because of a system problem.
<b>reboot</b>	switch off a computer then start it again immediately
<b>wipe</b>	remove dirt, liquid, etc. from sth using a cloth or your hand
<b>downwards damp</b>	towards the ground or towards a lower level <b>OPP upwards</b> a little bit wet
<b>ruin</b>	damage sth so badly that it loses its value, pleasure, etc.
<b>internal</b>	connected with the inside of sth <b>OPP external</b>
<b>component</b>	one of several parts of which sth is made

4 Is the pronunciation of the underlined letters the same or different? Write **S** or **D**. Use the **APP** to help you.

- |  |   |  |
|--|---|--|
| 1 ruin antiv <u>i</u> rus .....          | 3 up <u>u</u> wards plu <u>g</u> in ..... | 5 da <u>m</u> p exte <u>r</u> nal .....        |
| 2 antiv <u>i</u> rus w <u>i</u> pe ..... | 4 ca <u>b</u> le up <u>d</u> ate .....    | 6 down <u>u</u> wards antiv <u>i</u> rus ..... |

5 Answer the questions.

- 1 If you **ruin** something, can you still use it? .....
- 2 If you **reboot** your computer, do you turn it on or off? .....
- 3 When you **wipe** something, are you cleaning it? .....
- 4 Does a computer have one **component** or many? .....
- 5 Is a computer mouse an **internal** or **external** component? .....
- 6 If you don't have a **backup** of your data, is that sensible? .....
- 7 Does a **cable** connect something to a power supply? .....

6 Complete the questions with a suitable word.

- 1 Does your computer screen often .....?
- 2 Have you got ..... software to protect the data on your device?
- 3 How do you clean your screen? With a ..... cloth or some other way?
- 4 And do you wipe the screen upwards or .....?
- 5 How often do you ..... your software?
- 6 What time of day do you usually ..... in your phone to charge it?
- 7 Do you ..... your data once a day/week/month or never?
- 8 If you use a desktop computer, do you ever ..... it after you've shut down?

7 ABOUT YOU Write your answers to the questions in Exercise 6, or tell a partner.

.....

.....

.....

**TEST YOURSELF**

# 41 Competitive football

## A The championship

### THE PREMIER LEAGUE

As the championship **reaches** its **climax**, Manchester City and Liverpool are still challenging for the **title**. Man City's next **opponents** are Fulham, **at home**, which looks to be a **relatively** easy game. Liverpool, however, face much **tougher opposition**, **away at** Arsenal. The manager is not **underestimating** the difficulty of the task. 'Arsenal are a quality side and still **contenders** for a place in the top four, so our **priority** is just that one game, and not to think about the championship title.'

#### GLOSSARY

<b>league</b>	a group of sports clubs that compete with each other for a prize
<b>climax</b>	the most important and exciting part of a book, film, game, etc.: <b>reach a climax</b>
<b>title</b>	the position of being the winner in a competition, especially in sport: <i>She has three world <b>titles</b> in cycling.</i>
<b>opponent</b>	(in sports or competitions) a person/team who plays against sb
<b>at home</b>	If a team plays <b>at home</b> , they play in their own stadium. <b>OPP away (at Arsenal, etc.); home adj, away adj: an away/home game</b>
<b>relatively</b>	to quite a large degree, especially when compared with others
<b>tough</b>	difficult
<b>(the) opposition</b>	the person or team you compete against in sport
<b>underestimate</b>	think that sb/sth is not as strong, good, etc. as they really are <b>OPP overestimate</b>
<b>contender</b>	a person or team with a chance of winning a competition
<b>priority</b>	sth that is more important or you must do before anything else: <b>a top priority</b>

**1 Underline the main stress on these words. Use the APP to help you.**

- |            |               |            |              |
|------------|---------------|------------|--------------|
| climax     | underestimate | opponent   | contender    |
| relatively | priority      | opposition | overestimate |

**2 Answer the questions.**

- If something is **relatively** easy, is it quite easy or extremely easy? .....
- If it's a **tough** game, is it a very physical game, or a difficult game? .....
- Is the **opposition**, a team you are playing against or a team you don't like? .....
- In a competition, is a **contender** the team who is going to win it? .....
- If something is a **priority**, is it quite important or very important? .....
- If you've observed the opposition carefully, are you likely to **underestimate** them, **overestimate** them, or judge them well? .....
- Does a **climax** come at the beginning or the end? .....
- Does a **league** involve one team or many teams? .....

**3 Complete the sentences.**

- Our ..... in the next game are a team that have won two championships, so it will be a very ..... match.
- After his injury, Brown's top ..... now is to get back to full fitness.
- There are no weak teams in the League, so you should never ..... the opposition.
- There are 20 teams in the Premier .....
- Last week's game was ..... easy, but the next match will be much tougher.
- Inter Milan are playing well, so they will be ..... again for the championship.
- We are at ..... this week to Spurs, and ..... at Liverpool the following week.
- With just one round of games to go, the championship is now ..... a climax.
- Chelsea have now won three premierships ..... in recent years.

**TEST YOURSELF**

## B What do football supporters think?

### CHELSEA

We lack a bit of **consistency** and the manager is **under pressure**. However, I still think we have a **real chance** of being in the top four and **qualifying** for The Champions League.

### MANCHESTER UNITED

The new manager has **transformed** our season, and getting players back from injury has been a **real boost**. We had **no chance** of qualifying for Europe at Christmas, but now it's a possibility.

### SPURS

We have a habit of **dominating** the opposition, then we **throw it away** at the end. Last week's **defeat** was a bad one, but I still think we **stand a chance** of getting into the top four.

### ARSENAL

We've **sorted out** one or two problems off the **pitch**, but after three defeats **in a row**, there may only be an **outside chance** of making the top four.

### GLOSSARY

<b>consistency</b>	the quality of always behaving in the same way or having the same standard, etc. <b>consistent</b> <i>adj</i> <b>OPP inconsistent</b>	<b>dominate</b>	be more powerful, important or noticeable than others <b>domination</b> <i>n</i> ; <b>dominant</b> <i>adj</i>
<b>under pressure</b>	in an anxious situation, often because sb is forcing you to do sth in a certain way	<b>throw sth away</b>	waste or not use an opportunity
<b>qualify (for sth)</b>	win the right to enter a competition or continue to the next stage of it <b>qualification</b> <i>n</i>	<b>defeat</b>	an occasion when sb fails to win or be successful against sb else <b>OPP victory</b>
<b>transform</b>	change sth completely, usually in a positive way <b>transformation</b> <i>n</i>	<b>sort sth out</b>	find a solution to a problem
<b>boost</b>	sth that helps or encourages sb/sth	<b>pitch</b>	an area of ground where you play certain sports: <b>a football/rugby pitch</b>
		<b>in a row</b>	one after another, without a break

### SPOTLIGHT *chance*

**Chance** is used in many phrases.

- *There's **no chance** that we will reach Sydney before night.*
- *We've only got an **outside chance** of promotion to the Premier League. (= a very small chance) **OPP a real/good chance***
- *Do you think we **stand a chance** of winning? (= have a possibility of winning)*
- *This season could be my **big chance**. (= opportunity for success) **He's retiring soon, so this is his last chance** to lead the team. (= final opportunity)*

#### 4 Complete the sentences.

- The noun from qualify is .....
- The opposite of defeat is .....
- The opposite of consistent is .....
- The noun from dominate is .....
- The noun from transform is .....
- The noun from consistent is .....

#### 5 Positive or negative? Write P or N.

- It's been a real boost. ....
- We've sorted it out. ....
- Another defeat. ....
- He transformed the team. ....
- We're inconsistent. ....
- Three victories in a row. ....
- I threw it away. ....
- I've been under pressure. ....
- We've got a real chance. ....
- We were dominant. ....

#### 6 Complete the sentences.

- Next season could be my last ..... of winning the championship.
- The ..... is in bad condition because of the heavy rain.
- If we win the next two games, it will be a ..... for the players and supporters.
- One more victory and it will be three wins in a .....
- We just ..... away games that we really should win easily.
- One week we play well, the next we're rubbish; we lack .....
- If we win on Saturday, we will ..... for the next round in the competition.
- I know the team is under ....., but they have to ..... out their problems.
- Unfortunately, in our last four games, we've had one victory and three .....
- I don't think we ..... a ..... of winning the title.

#### 7 ABOUT YOU Do you support a team? If so, how have they been playing recently? Write sentences using vocabulary from above, or tell a partner.



## Will a song stand the test of time?

What is it about a pop song that makes it **compelling** not only as a **hit single** when it's released, but for future generations as well? Take, for example, *Bohemian Rhapsody* by Queen. Is it the interesting **lyrics**, the **melodies** or the fascinating changes of **rhythm** that make it so popular? Much less **complicated**, on the **surface** at least, but no less successful is: *All You Need is Love* by the Beatles. The **sentiment** in its **catchy chorus** couldn't be simpler, and it is such an easy song to **sing along to**. Or is it the personality and quality of the singer or the band that **determine** whether the song will **engage** the listener or not? David Bowie's music is certainly **memorable** for those reasons; the colourful characters he created, such as Ziggy Stardust, only add to that.



Are great songs ones that you recognize as great the first time you **encounter** them, or are there some that you need to listen to several times before they have an effect? *Eleanor Rigby* by The Beatles is perhaps an example of one which you need to listen to carefully because of its complex lyrics (e.g. 'wearing the face that she keeps in a jar by the door'), but also because it was such an original and different type of pop song at the time.



But whatever **criteria** you use to measure the greatness of a pop song (or any **genre** of music), one thing seems true for all of them: they have the ability to stand the test of time because people can **relate to** them and still see them as **relevant** decades after they were first written.

### GLOSSARY

<b>stand the test of time</b>	If sth <b>stands the test of time</b> , it is remembered positively for a long time, or functions successfully for a long time.	<b>catchy</b>	(of a tune or the words of a song) easy to remember
<b>compelling</b>	that makes you pay attention to it because it is so interesting and exciting	<b>chorus</b>	the part of a song that is repeated
<b>hit</b>	a popular and successful song, often called a <b>hit single</b>	<b>sing along (to sth)</b>	sing a song at the same time as listening to it
<b>lyrics</b>	the words of a song	<b>determine</b>	discover the facts about sth or calculate sth exactly <b>SYN establish; determination n</b>
<b>melody</b>	a tune, especially the main tune in a piece of music written for several instruments or voices <b>SYN tune</b>	<b>engage formal</b>	succeed in attracting and keeping sb's attention and interest
<b>rhythm</b>	a regular repeated pattern of sounds or movements	<b>memorable</b>	worth remembering or easy to remember <b>SYN unforgettable</b>
<b>complicated</b>	difficult to understand <b>SYN complex; complicate v</b>	<b>encounter formal</b>	meet sb unexpectedly <b>encounter n</b>
<b>surface</b>	the outer appearance of a person, thing or situation; the qualities you see or notice that are not hidden	<b>criteria pl (sing criterion)</b>	the standards that you use when you make a decision or form an opinion about sb/sth
<b>sentiment</b>	a feeling or an opinion, especially one based on emotions	<b>genre formal</b>	a particular type or style of literature, art, film or music
		<b>relate to sth</b>	feel able to understand sth
		<b>relevant</b>	important and useful <b>OPP irrelevant; relevance n</b>

**1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.**

- |   |   |
|---|---|
| 1 <u>c</u> atchy <u>ch</u> orus .....               | 6 <u>r</u> hythm <u>l</u> yrics .....                   |
| 2 <u>r</u> elate <u>e</u> ngage .....               | 7 <u>g</u> enre <u>e</u> ngage .....                    |
| 3 <u>m</u> emor <u>a</u> ble <u>r</u> elevant ..... | 8 <u>c</u> riter <u>i</u> a <u>s</u> ing <u>e</u> ..... |
| 4 <u>r</u> elate <u>s</u> ur <u>f</u> ace .....     | 9 <u>g</u> enre <u>e</u> ngage .....                    |
| 5 <u>c</u> ompelling <u>m</u> el <u>o</u> dy .....  | 10 <u>s</u> entiment <u>m</u> emor <u>a</u> ble .....   |

**2 Circle the words in the box which we usually associate with music.**

rhythm	compelling	tune	encounter	catchy	sing along
melody	chorus	criteria	hit single	lyrics	genre

**3 Answer the questions.**

- 1 What's the noun formed from *determine*? .....
- 2 What's a synonym for *complicated*? .....
- 3 What's the opposite of *relevant*? .....
- 4 What's the singular form of *criteria*? .....
- 5 What is the related noun for the verb *encounter*? .....
- 6 What's a synonym for *memorable*? .....

**4 Replace the underlined words with a word or phrase that keeps the same meaning.**

- 1 The song is very easy to remember. ....
- 2 He played a series of musical notes on the piano. ....
- 3 *One Direction* had a number of very successful songs in the 2010s. ....
- 4 I really like the bit of the song that gets repeated. ....
- 5 The words of the song are interesting. ....
- 6 This type of music is difficult to understand. ....
- 7 The band thinks it's important that young people are able to feel and understand the music. ....
- 8 I just love that regular repeated pattern of sound. ....

**5 Complete the sentences.**

- 1 Websites often choose the 'best' pop songs, but what are the ..... for selection?
- 2 I like the song because of the lyrics and the catchy .....
- 3 Marie likes pop, but classical is still her favourite music .....
- 4 I first ..... Hungarian folk music on a visit to Budapest five years ago.
- 5 Many protest songs were written about the Vietnam war, but they still seem just as ..... today, and many young people can still ..... to them.
- 6 Great performers have a natural ability to ..... their audiences.
- 7 The most ..... concert I've ever been to was in Edinburgh last year. It was amazing!
- 8 Many young people seem to see the ..... of music to their lives more than art or literature.
- 9 Music journalists often try to ..... what makes a great singer. Is it the qualities in their voice or their ability to convey a range of emotions?
- 10 On the ....., a song may seem quite positive, but when you listen to the lyrics a few more times, it can sometimes reveal a deeper and more pessimistic meaning.

**6 ABOUT YOU Write answers to the questions, or talk to another student.**

- 1 Do you agree with the text about the features of a great song? .....
- 2 Is there anything else you think is important in a great pop song? .....
- 3 What attracts you the most? Is it: the melody? the rhythm? the lyrics? .....
- 4 Do you often sing along to pop songs in English? .....
- 5 Is the sentiment expressed in a song important? Why? .....
- 6 Can you think of several more pop songs that have stood the test of time? .....



# 43 Plays and films

## A A fabulous play

★★★★★

*The Woman in Black* is a **fabulous ghost story**. With just a minimal set and few **sound effects**, this drama will **scare you to death**!

★★★★★

A **superb adaptation** of Susan Hill's **classic novel**. The **tension** is maintained throughout the production, and the **cast** of two are **sensational**! The **applause** went on and on.

★★★★★ The critics have been **unanimous** in their **praise**. A must-see thriller!



### GLOSSARY

<b>fabulous</b>	extremely good, excellent <b>SYN sensational, superb</b>	<b>classic</b>	(of a book, play, etc.) one of the best and most important, and having lasting value
<b>ghost story</b>	a story about the spirit of a dead person that sb hears or sees	<b>tension</b>	a feeling of anxiety or stress because you are nervous <b>tense adj</b>
<b>set</b>	the scenery and furniture used in a play, film, etc.	<b>cast (+ sing OR pl verb)</b>	all the people who act in a play or film
<b>sound effects</b>	sounds that are made artificially in a play, film, etc. to make it more realistic, e.g. wind, thunder	<b>applause</b>	the sound of an audience showing approval by hitting their hands together <b>applaud v SYN clapping; clap v</b>
<b>scare sb to death</b>	make sb very frightened <b>Scared stiff</b> means 'very scared'.	<b>unanimous</b>	agreed by everyone
<b>adaptation</b>	a book or play that has been made into a film, TV programme, etc.	<b>praise</b>	words that show approval of or admiration for sb/sth <b>praise v</b>

1 Put the words in the correct column below based on the pronunciation of the underlined letters. Use the APP to help you.

fabulous      sensational      scare      adapt      classic  
 cast      appause      audience      unananimous      praise

<b>ACTOR</b>	<b>PLAY</b>	<b>FAR</b>	<b>HAIR</b>	<b>CAUGHT</b>	<b>THEATRE</b>
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

2 Circle the correct word. Both answers may be possible.

- |  |  |
|--|--|
| 1 I didn't like the acting, but I thought the <u>set</u> / <u>cast</u> was good. | 5 The book is a <u>classic</u> / <u>classical</u> .                        |
| 2 The play was frightening. It scared me to <u>die</u> / <u>death</u> .          | 6 The play is an <u>adaption</u> / <u>adaptation</u> from a book.          |
| 3 There were great sound <u>affects</u> / <u>effects</u> .                       | 7 Are you keen on <u>ghost</u> / <u>spirit</u> stories?                    |
| 4 I thought the play was absolutely <u>superb</u> / <u>sensational</u> .         | 8 Did they <u>applause</u> / <u>applaud</u> at the end?                    |
|  | 9 These scary stories can create a lot of <u>praise</u> / <u>tension</u> . |

3 Complete the dialogues.

- |  |   |
|--|---|
| 1 Were you frightened?                     | ~ Yes, I was scared .....                   |
| 2 Is it based on an original story?        | ~ No, it's an ..... of a novel.             |
| 3 Was the acting good?                     | ~ Yes, the whole ..... was excellent.       |
| 4 Did everyone agree?                      | ~ Yes, the decision was .....               |
| 5 Have people liked the play?              | ~ Yes, it's had ..... from almost everyone. |
| 6 The audience just kept clapping.         | ~ I know. The ..... was incredible.         |
| 7 Will we still be reading it in 50 years? | ~ Definitely. It's a .....                  |
| 8 Were people nervous?                     | ~ Yes, I felt a bit .....                   |

### TEST YOURSELF

## B A disappointing film

- A I went to see the latest **blockbuster** at the local cinema last night. I wasn't **convinced** by it.
- B Me neither. I had quite **high expectations** because the critics seem to like it, but I thought the action **sequences** were **somewhat predictable**, and it just lacked any **originality**.
- A Yes, they were **poor**. I think the worst **aspect**, though, was the **screenplay**, which was not **convincing** at all. And I couldn't hear some of it either – **subtitles** might've helped.

### SPOTLIGHT *subtitles and dubbing*

**Subtitles** translate what is said in a film into a different language; they appear at the bottom of the screen. They are also used to help deaf people. If a film is **dubbed**, the spoken words of the film are replaced by words in another language.

### GLOSSARY

<b>blockbuster</b> <i>inf</i>	a very popular and successful film or book
<b>convinced</b>	completely sure about things <b>convincing</b> making sb believe that sth is true
<b>expectation</b>	a hope that sth good will happen: <b>have high/low expectations (of sth); live up to expectations; exceed expectations</b>
<b>sequence</b>	a set of events, actions, etc. which have a particular order and lead to a particular result to some degree <b>SYN rather</b>
<b>somewhat predictable</b>	If sth is <b>predictable</b> , we know in advance that it will happen or what it will be like. <b>OPP unpredictable</b>
<b>originality</b>	the quality of being new and interesting and not seen before
<b>poor</b>	not good; lower in quality than was expected
<b>aspect</b>	a particular part or feature of sth
<b>screenplay</b>	the words that are written for a film and how they are to be acted

### 4 Underline the stress on these words. Use the to help you.

- |             |                         |               |
|-------------|-------------------------|---------------|
| aspect      | expectation گروه آموزشی | somewhat      |
| blockbuster | screenplay              | subtitles     |
| convinced   | sequence                | unpredictable |

### 5 Yes or No?

- If a film is predictable, do you know what will happen? .....
- If a film is somewhat long, is it very long? .....
- Does a sequence always involve more than one? .....
- If the plot of a film is convincing, is that positive? .....
- If something exceeds your expectations, is it what you expected? .....
- Can you go to a screenplay? .....

### 6 Complete the sentences.

- I knew what was going to happen at the end. ~ Yes, it was very .....
- My sister thought the ending was good, but I didn't think it was very .....
- Did the film live up to your ..... ?
- There's a great action ..... in the film involving a car chase.
- The film was OK, but overall I came away feeling ..... disappointed.
- The actors were good, but they were helped by a fabulous .....
- Some people don't like foreign films with subtitles and prefer it when they are .....
- In the summer they often show these big ..... at the cinema, largely for kids.

### 7 Complete the responses, agreeing with the first speaker but without repeating the underlined words.

- |   |                                      |
|---|--------------------------------------|
| 1 The screenplay <u>wasn't good</u> , was it?               | ~ No, it was .....                   |
| 2 Was it <u>better than you thought it would be</u> ?       | ~ Yes, it .....                      |
| 3 I wasn't <u>completely sure about the story</u> .         | ~ No, I wasn't .....                 |
| 4 I didn't like that <u>particular feature</u> of the film. | ~ No, I didn't like that .....       |
| 5 Is the film <u>in the original language</u> ?             | ~ Yes, but it has .....              |
| 6 I didn't know <u>what was going to happen</u> .           | ~ I agree, the ending was very ..... |
| 7 The film needed <u>some new and interesting ideas</u> .   | ~ Yeah, there was no .....           |
| 8 I thought the plot was <u>rather</u> confusing.           | ~ I agree. I found it .....          |

### TEST YOURSELF



# 44 Socializing

## A Organizing a party

- The **host** is expected to do most of the **preparation**, such as providing food and drink. This can be expensive and **time-consuming**, so consider asking others to **make a contribution** and bring something.
- You don't want the **prospect** of too much to **clear up**, so consider **disposable** plates and cutlery, which can be recycled after use.
- Don't advertise it on the internet **beforehand**. You don't want **gatecrashers**.
- Parties take a while to **get going**. Music or party games will **liven things up**.
- Finally, don't **get carried away**. You're planning a party, not a theme park.

### GLOSSARY

<b>host</b>	a person who invites guests to a meal, a party, etc. <b>Hostess</b> can be used for a woman.
<b>preparation</b>	the act or process of getting ready for sth or making sth ready
<b>time-consuming</b>	needing a lot of time: <b>a time-consuming process</b>
<b>contribution</b>	sth that you give or do to help sth be successful: <b>make a contribution (to sth); contribute v</b>
<b>prospect</b>	the possibility that sth will happen
<b>clear (sth) up</b>	make sth clean and neat, often by putting things back where they belong
<b>disposable</b>	made to be thrown away after single use
<b>beforehand</b>	before sth else happens or is done
<b>gatecrasher</b>	sb who tries to get into a party without an invitation
<b>get going</b>	(of a party or event) start to become enjoyable
<b>liven (sth) up</b>	become or make sth more exciting
<b>get carried away</b>	become too excited or lose control of your feelings

**1 Underline the stress on these words. Use the APP to help you.**

time-consuming                      contribution                      beforehand                      get going  
 contribute                      disposable                      gatecrasher                      liven up

**2 Complete the dialogues with a suitable word.**

- 1 Whose party is it? ~ Paula and Stefano are the .....
- 2 Can we throw these plates away? ~ Yes, they're .....
- 3 Can we spend what we like on the party? ~ Yes, but don't get carried .....
- 4 Did this take long? ~ Yes, it was very .....
- 5 Why didn't you tell me Will was going to be there? ~ I didn't know .....
- 6 Why did you turn up the music? ~ To ..... things up a bit.
- 7 Did people help out at the party with the food? ~ Yes, everyone made a .....
- 8 I wouldn't like the ..... of organizing a wedding ~ Oh, it's ok as long as there are other people to help.

**3 Complete the words in the text.**

... and the party was great! There was lots of food, but I think Lia did most of the **(1)** .....  
**(2)** ....., so she still had time to enjoy herself. And most of the guests **(3)** .....  
 something, either by bringing a bottle of something, or some food. She also put a couple of big guys near  
 the door to stop **(4)** ....., which was sensible. It was quiet to start with, but it soon got  
**(5)** ....., and when the disco started, things really **(6)** ....., I imagine there was a lot  
 to **(7)** ..... the next day, but I hope Lia thought it was worth it.

Send

**4 ABOUT YOU** What do you think of the advice in the text? Is there anything that would be unusual or unacceptable in your country? Write your answers, or ask another student.

.....  
 .....  
 .....



## B In other people's company

Shall we **pop round** and see Gina? Yes, she may **fancy** a bit of **company**.

It's been lovely, Ela, but we'd **better be off**.

That's ok. It was really **good of you** to come.

Is Aaron a bit **awkward in company**? Mm. I don't think he enjoys **socializing**.

You always get a **warm welcome** at Laura's.

Yes, we **have a good laugh** whenever we go there.

**SPOTLIGHT** *company* [U]

- I enjoy **company**. (= being with other people)
- She's **good company**. (= enjoyable to be with)
- They enjoy **their own company**. (= being by themselves)
- He's not very **good in company**. (= with other people)
- I'll **accompany** you. (formal = go with you)

GLOSSARY			
<b>pop round/over/in inf</b>	make a short visit to a person or place SYN <b>call round, call on sb</b>	<b>be off</b>	leave a place: <i>I must be off. / I'd better be off.</i>
<b>fancy sth / doing sth inf</b>	want sth or want to do sth	<b>good of sb (to do sth)</b>	willing to help; showing kindness to other people
<b>awkward</b>	embarrassed or not relaxed with other people	<b>warm welcome</b>	If sb gives you a <b>warm welcome</b> or <b>welcomes you with open arms</b> , you feel relaxed in their home: <b>welcome</b> v, adj: <i>make sb feel welcome</i>
<b>socialize (with sb)</b>	meet and spend time with people in a friendly way	<b>have a (good) laugh</b>	enjoy the occasion SYN <b>have a good/great time</b>
<b>you, etc. had better do sth</b>	you should do sth		

**5 Rewrite the sentences without using the underlined words. Keep the same meaning.**

- |  |                            |
|--|----------------------------|
| 1 She's not very good <u>with other people</u> . | She's not very good .....  |
| 2 What <u>would you like to do</u> ?             | What do ..... ?            |
| 3 We always <u>enjoy the occasion</u> .          | We always have .....       |
| 4 I think I <u>should leave now</u> .            | I think I'd .....          |
| 5 He's very <u>uncomfortable with people</u> .   | He's very .....            |
| 6 She <u>made me feel relaxed</u> in her home.   | She gave me a very .....   |
| 7 I think he likes <u>being by himself</u> .     | I think he likes his ..... |
| 8 Someone will <u>go with you</u> .              | Someone will .....         |
| 9 Did you <u>feel relaxed at her place</u> ?     | Did she make you ..... ?   |
| 10 We'll <u>make a short visit</u> a bit later.  | ~ We'll ..... a bit later. |

**6 Complete the dialogues with a suitable word or phrase.**

- 1 She is always nice to be with. ~ Yes, she is. She's very .....
- 2 Where have you been? ~ We just ..... round to see Charlotte.
- 3 Was your dad there? ~ Of course. He was at the door to ..... us.
- 4 He doesn't like being with people much, does he? ~ No, he prefers his .....
- 5 Max stays in a lot these days. ~ I know. He doesn't ..... as much as he used to.
- 6 Did Miles move your stuff? ~ Yes, it was very ..... to help.
- 7 Do you prefer being on your own? ~ Not at all. I enjoy ....., you know that.
- 8 Were the locals friendly when you moved in? ~ Oh yes, they welcomed us with .....
- 9 Do you want to ..... round tonight on your way home? ~ Yes, that would be great.
- 10 We must ..... now, but it was great seeing you. ~ You too. Have a good trip.

**TEST YOURSELF**

# 45 Describing change

## A Types of change

Example	Meaning
<i>I find it difficult to <b>adapt to</b> so much new technology.</i>	change your behaviour because the situation has changed <b>SYN adjust (to sth)</b>
<i>We've <b>altered</b> our plans: we're now arriving at 6.00, not 7.00.</i>	make sth different but without changing it completely <b>alteration n</b>
<i>Civil servants are now <b>amending</b> the document.</i>	change sth slightly, usually to correct a mistake in a statement, document, etc. <b>amendment n</b>
<i>Democracy has <b>evolved</b> over hundreds of years.</i>	change gradually, often from sth simple to sth more complicated <b>evolution n</b>
<i>There are new proposals to <b>reform</b> the prison system.</i>	change a law, system, organization, etc. to make it better <b>reform n</b>
<i>Some people want to <b>restore</b> the monarchy in certain countries.</i>	return sth to its former state or condition, e.g. a building, a painting <b>restoration n</b>
<i>They were going to let him go, but they <b>reversed</b> their decision.</i>	change sth so it is the opposite of what it was before: <b>reverse a decision/policy; reversal n</b>
<i>Computers have <b>transformed</b> our lives.</i>	completely change the appearance or character of sth, often to make it better <b>transformation n</b>
<i>It's a big <b>transition</b> from school to full-time work.</i>	a period of change from one state or condition to another: <b>in transition</b>

**1 Write the nouns related to these verbs.**

- 1 restore ..... 3 transform ..... 5 evolve .....
- 2 amend ..... 4 reverse .....

**2 Organize these words into the categories below.**

evolve   restore   amend   adapt   alter   reform   reverse   transform   adjust

- a verb that describes complete change: .....
- two verbs that describe changing something back: .....
- a verb that describes gradual change: .....
- two verbs that describe a change to improve something: .....
- two verbs that involve a change in behaviour: .....
- a verb that describes changing only a part of something: .....

**3 Complete the sentences with a suitable word.**

- The new furniture has completely ..... their living room.
- Part of the 18<sup>th</sup> century tower was damaged, but they are planning to ..... it.
- As a company we believe in ....., not revolution.
- They've changed their minds completely: this is a ..... of the previous policy.
- Solicitors want to ..... some of our outdated divorce laws.
- I've lost so much weight that I'll need to ..... some of my clothes.
- Now he has children, he will have to ..... to a very different lifestyle.
- I had to ..... one of the documents as there were several errors in it.
- We've had to make one or two ..... to the timetable because of the extra course.
- He will remain in charge during the period of .....



## B Change management

### Managing change

Most employees **resist** change that is **enforced** and **imposed upon** them. So, if a company wants to **pursue** a policy that aims to **bring about sweeping**, or even **subtle** changes, managers need to remember that their role is to **facilitate** change and not impose it. This requires an **ongoing consultation** process with the staff, so that any changes have their support before they are **implemented**.

#### GLOSSARY

<b>resist</b>	refuse to accept sth and try to stop it happening <b>resistance</b> <i>n</i>
<b>enforce</b>	make people obey sth; <b>enforce the law</b> ; <b>enforcement</b> <i>n</i>
<b>impose sth (on/upon sb)</b>	make sb accept sth against their wishes
<b>pursue</b>	follow or try to achieve sth over a period of time: <b>pursue a policy/goal</b>
<b>bring sth about</b>	make sth happen
<b>subtle</b>	not easy to notice or understand: <b>a subtle difference</b> ; OPP <b>obvious</b>
<b>facilitate</b>	make an act or process easier to achieve
<b>ongoing</b>	continuing to develop: <b>an ongoing process/investigation</b>
<b>consultation</b>	the act of discussing sth with sb before making a decision <b>consult sb</b> <i>v</i> ; <b>consultative</b> <i>adj</i> : <b>a consultative process/committee</b>
<b>implement</b>	make sth that has been decided start to happen SYN <b>put sth into practice</b> ; <b>implementation</b> <i>n</i>

#### SPOTLIGHT adjective + change

- A number of adjectives are commonly used with the noun **change**.
- **sweeping/radical/major/wholesale** changes (= big changes)
  - **a refreshing/welcome** change (= pleasantly new or different)

#### 4 Good or bad management, according to the text? Write G or B.

- |   |   |
|---|---|
| 1 They've enforced the change. ....           | 4 They've imposed change. ....                |
| 2 They've resisted any change. ....           | 5 They've introduced refreshing changes. .... |
| 3 There has been a consultative process. .... | 6 They want to facilitate change. ....        |

#### 5 Replace the underlined words with different words that keep the same meaning.

- It's only a small difference but we believe it will have an effect. ....
- He wants to introduce radical changes. ....
- The new furniture is a welcome change. ....
- They have the power to make people obey the law. ....
- They plan to implement a number of changes. ....
- The new measures will create further changes. ....
- Staff have refused to accept any changes. ....
- Suggesting change is one thing but putting it into practice is more difficult. ....
- I believe there is a continuing investigation into the disappearance of the funds. ....
- She has tried to make discussions easier between staff and management. ....

#### 6 Complete the text.

When the new headteacher arrived, it was rumoured that she planned to (1) ..... a policy of (2) ..... changes to the way the school was organized, and that she wouldn't be very sympathetic to staff who showed any real (3) ..... However, unlike the former head who tried to (4) ..... change without discussing it with anyone first, Mrs Palmer has (5) ..... members of staff, and that has been a (6) ..... change. She set up a staff committee, and we have been involved in an (7) ..... process of (8) ..... for about two months. And we have already (9) ..... a few changes, which have made an (10) ..... difference.



# 46 Energy conservation

## Easy ways to **conserve** energy in the home

- **Switch to energy-saving eco light bulbs.** They are better for the environment and they last much longer. They are more expensive to buy, but they greatly reduce your energy consumption and in the long run are a significant financial saving.
- Never leave electrical appliances on standby, or leave your mobile phone charging<sup>1</sup> unnecessarily. Get rid of your tumble dryer: it consumes masses of energy.
- Every year we throw away thousands of batteries. If these are not disposed of safely landfill sites will become even more toxic. Use rechargeable batteries<sup>2</sup> or, better still, solar chargers.
- With a 'smart' meter, you can monitor the amount of energy you use, and even control your consumption when you are away from home.
- If you are not planning to move in the near future, solar panels<sup>3</sup> are a good long-term investment. You will make a saving on your electricity bills as well as receiving money for the electricity you generate and sell back to National Grid\*.

\* The National Grid is the network in the United Kingdom connecting power stations and ensuring that electricity generated anywhere can be used to satisfy demand anywhere.



### GLOSSARY

<b>conserve</b>	avoid wasting sth	<b>conservation</b> <i>n</i>	pass electricity through sth to store it there
<b>switch (to sth)</b>	change or make sth change from using one thing to using another		<b>charger</b> <sup>2</sup> <i>n</i>
<b>-saving</b>	not wasting anything: <b>energy-saving</b> , <b>a labour-saving device</b>		<b>tumble dryer</b>
<b>eco-</b>	(short for <b>ecology/ecological</b> ) relating to the environment: <b>an eco-disaster</b>		<b>dispose of sth</b>
<b>consumption</b>	the act of using energy, food or materials. A person is a <b>consumer</b> .		<b>landfill (site)</b>
<b>consume</b> <i>v</i>			<b>toxic</b>
<b>saving</b>	an amount of sth, such as money or time, that you do not need to spend or use		<b>better still</b>
<b>appliance</b>	a machine you use at home, e.g. a fridge, a washing machine		<b>monitor</b>
<b>on standby</b>	If a TV is <b>on standby</b> , it is connected to the power supply but is not in use.		<b>investment</b>
			<b>generate</b>

### SPOTLIGHT *in the short/medium/long term*

These expressions are used to describe what will happen a short, medium or long time in the future.

- *The reforms won't happen **in the short term**.*
  - *We plan to move **in the long term** (SYN **in the long run**).*
- Short-/medium-/long-term** can also be used as adjectives.
- *Hiring unqualified staff is only a **short-term** solution.*

**1 Mark the stress on these words and phrases. Use the APP to help you.**

- |              |                 |              |
|--------------|-----------------|--------------|
| appliance    | disposal        | on standby   |
| better still | energy-saving   | tumble dryer |
| conserve     | in the long run | conservation |

**2 Good or bad, in terms of energy-saving? Write G or B.**

- 1 I left the TV on standby overnight. ....
- 2 We don't use eco-light bulbs. ....
- 3 I switched to rechargeable batteries. ....
- 4 Our energy consumption didn't increase over the winter. ....
- 5 The machine gives out toxic substances. ....
- 6 The company has introduced energy conservation measures. ....
- 7 He left the phone charger on all day. ....
- 8 We've reduced what we send to the landfill. ....
- 9 I've removed the water-saving device from our taps. ....
- 10 We have fitted solar panels. ....

**3 Complete the phrases in these sentences.**

- 1 We spend too much time just looking at ..... solutions.
- 2 I think dishwashers are one of the best ..... devices.
- 3 We've just had 12 ..... fitted on the roof.
- 4 I'm afraid I often leave the TV .....
- 5 I've got a washing machine, but there isn't room for a ..... dryer.
- 6 The oil spill off the coast was an .....
- 7 Wind turbines will provide us with a lot of our energy needs in the .....
- 8 A lot of rubbish still gets buried in .....
- 9 It's more eco-friendly and economical to use rechargeable .....
- 10 I have decided to ..... to a different energy supplier.
- 11 We need to get rid of any ..... chemicals.
- 12 Where can we ..... of these batteries in the most ecological way?

**4 Complete the questions.**

- 1 Have you got a tumble .....? If so, could you manage without it?
- 2 When you ..... your mobile phone, do you leave it plugged in overnight?
- 3 Do you ..... the amount of electricity you use every day/week?
- 4 Do you know how much electricity you ..... in an average week?
- 5 How many electrical ..... in your kitchen do you use regularly?
- 6 Do you always turn off lights in rooms you aren't using to ..... energy?
- 7 Do you use rechargeable ....., or better ....., a solar ..?
- 8 Which energy-..... steps in the article on the opposite page do you actually take?
- 9 Are you an above-average or below-average ..... of electricity?
- 10 Do you think solar panels are a waste of money or a good ..?
- 11 Do you know how much electricity (%) in your country is ..... by solar energy?
- 12 Do you think you have made financial ..... in recent years by using public transport more?

**5 ABOUT YOU Answer the questions in Exercise 4, or ask another student.**

.....

.....

.....



# 47 Wildlife under threat

## A Conservation

With the ongoing **clearing** of forests (also called **deforestation**), many animals are losing their **natural habitat** and starting to **decline** in numbers. In some **regions**, **conservation** groups **point out** that some animals are already **dying out** and are **in danger of extinction**. One **instance** of this is the African elephant, which is now **considered to be an endangered species**.

**SPOTLIGHT** *extinction n and extinct adj*

If a plant or animal is **extinct**, it no longer exists.

- Some sharks are **becoming extinct**.
- Some sharks are **in danger of extinction**.
- This species is **on the verge of extinction**. (= very close to extinction)

**GLOSSARY**

<b>clear</b>	remove sth that may not be wanted
<b>habitat</b>	the place where a plant or animal is usually found: <i>the elephant's natural habitat</i>
<b>decline</b>	become smaller, weaker, or less good <b>decline n: be in decline</b>
<b>region</b>	a part of a country or the world <b>regional adj</b>
<b>conservation</b>	the protection of the natural world <b>conserve v</b>
<b>point sth out</b>	mention sth in order to give people information about it and make them notice it
<b>die out</b>	disappear
<b>instance (of sth)</b>	an example or case (of sth): <b>for instance</b>
<b>consider sb/sth to be sth</b>	think of sth/sb in a particular way ALSO <b>consider sb/sth as sth</b>
<b>endangered species</b>	in danger of becoming extinct ( <i>see spotlight</i> ) a group of plants or animals that are all similar and can breed together

**1 Is the meaning of the sentences the same or different? Write S or D.**

- The tiger population is in decline. / There are fewer tigers than there were. ....
- We are destroying their natural habitat. / We are destroying their natural habits. ....
- Tigers are on the verge of extinction. / Tigers are almost extinct. ....
- There are laws to conserve their habitat. / There are laws to clear their habitat. ....
- Flooding is a regional problem. / Flooding is a problem everywhere. ....
- This species of butterfly is endangered. / This species of butterfly has died out. ....
- I've seen widespread deforestation. / I've seen many forests cleared. ....
- Large numbers are declining. / Large numbers are dying out. ....

**2 Complete the phrases with suitable words.**

- in ..... of extinction
- point something .....
- ..... habitat
- ..... decline
- on the ..... of extinction
- endangered .....

**3 Complete the dialogues with a single word in each space.**

- Has the dodo died .....? ~ Yes, it's .....
- Are forests still being .....? ~ Yes, it's all part of the process of .....
- 25% of birds are in danger of ..... ~ Yes, and many more are in .....
- Are there water shortages everywhere? ~ Yes, but they're a lot worse in some .....
- You can see animals in a zoo. ~ Yes, but it's better to see them in their natural .....
- Which animals in particular are .....? ~ Well, the snow leopard, for .....
- What can people do to help with .....? ~ It's mostly about education and being aware of your surroundings.
- Many birds are also ..... in numbers. ~ Yes, and if we're not careful some of our birds could ..... out altogether.
- We can't go on consuming as much energy as we do. ~ I know. I keep ..... this out to my family.
- Your aunt knows all about this. ~ Oh yes, she is ..... an expert on conservation.



## B The rhino

### Under threat: the rhino<sup>1</sup>

- **Poaching** poses the greatest threat to this species, despite the ban on trade in **rhino horn**, which is **sought after** for **decorative** purposes and used in some forms of medicine.
- **Civil war**: War **diverts funds** from conservation, and the high levels of poverty in affected areas increase the **likelihood** that people will **end up** poaching. In some African countries, civil war has led to a serious decline in rhino populations.
- **Habitat loss**: Deforestation has **wiped out** a great deal of rhino **territory**, with a serious drop in the numbers of rhinos that are **breeding**.



#### GLOSSARY

<b>threat (to sb/sth)</b>	the possibility of trouble or danger: <b>be under threat</b>	<b>divert sth/sb (from sth, to sth)</b>	change the direction of sth, especially away from its original purpose
<b>poaching</b>	hunting animals, birds, etc. illegally. The person is a <b>poacher</b> .	<b>likelihood</b>	SYN <b>probability</b>
<b>pose</b>	create or give sb sth that they must deal with: <b>pose a threat/risk/problem</b>	<b>end up (doing sth)</b>	find yourself in a place/situation that you did not plan/expect to be in
<b>sought after</b>	wanted by many people because it is of high quality or rare	<b>wipe sth out</b>	destroy sth completely
<b>decorative</b>	(of an object or a building) intended to look attractive or pretty	<b>territory</b>	an area that an animal considers as its own <b>territorial</b> adj: <i>Wolves are territorial animals.</i>
<b>civil war</b>	war between groups from the same country	<b>breed</b>	(of animals) have sex and produce young animals

#### 4 Cross out the error in each sentence. Write the correct word at the end.

- 1 Cash will need to be divested from one project to another. ....
- 2 They want to increase numbers but some animals won't feed in zoos. ....
- 3 The factory puts a real danger to wildlife in the area. ....
- 4 Opposing groups have been fighting a civic war for years. ....
- 5 This disease could kill out the whole breed. ....
- 6 The horn of the animal is sought over by poachers. ....
- 7 Rhino horn and elephant tusk have a decorative use. ....
- 8 This poses a threaten to both humans and wildlife. ....

#### 5 Complete the sentences.

- 1 The disagreement could result in ..... war.
- 2 Poachers want rhino .....
- 3 Can we ..... the money from there to here?
- 4 Crocodile skin is highly sought .....
- 5 We could end ..... in a difficult situation.
- 6 Poaching ..... a real danger to the species.
- 7 This breed of penguin could be wiped .....
- 8 Poachers are a real ..... to the rhinos' survival.

#### 6 Replace the underlined word(s) with a word or phrase that has the same meaning.

- 1 There is little probability of things improving soon. ....
- 2 You should avoid going into the lions' land. ....
- 3 He was sent to prison for illegal hunting. ....
- 4 These animals are in real danger. ....
- 5 The animal is extremely protective of its land. ....
- 6 He is a person who kills tigers illegally. ....
- 7 Some species find it difficult to produce young animals. ....
- 8 We finally found ourselves in the middle of the forest. ....



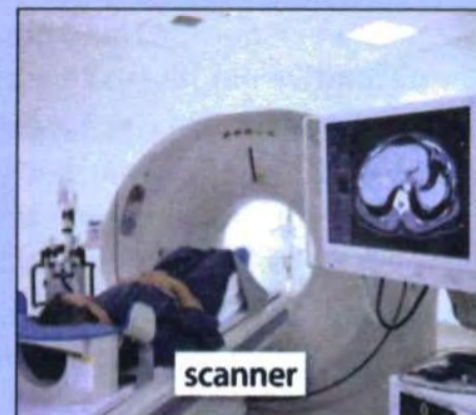


# 48 Medical advances

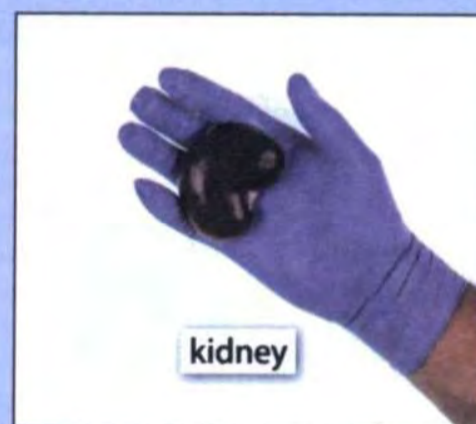
## A revolutionary era in medical advances

In recent decades, we have seen **radical** changes in **conventional** medicine:

- 60 years ago, **scanners** did not exist. **Diagnostic** tools were **restricted** to basic X-ray machines.
- Children suffered from **infectious** diseases, for which there was no effective **cure**. Now **vaccines** have **eradicated** some of these illnesses and diseases.
- In the past, if you had a major **operation**, you would be **confined to bed** for weeks. Today, many operations use **procedures** requiring day **surgery** only.
- In the past, the **mortality rate** for patients with **organ** failure, such as heart, lung or **kidney** failure, could be 100%. Today, **transplants** enable many patients to **resume** a normal life.
- The **survival** rate for many cancers has improved considerably over the last forty years.
- **Vitamins** and **minerals** are necessary for good health. There are more **supplements** on the market now for people who do not get enough of certain vitamins or minerals from their normal diet.



scanner



kidney

GLOSSARY			
<b>revolutionary era</b>	producing great changes <b>revolution n</b> a period of time that has a particular quality or character	<b>be confined to bed / a wheelchair</b>	have to stay in bed / a wheelchair
<b>advance (in sth)</b>	progress made in science, medicine, technology, etc.	<b>procedure</b>	a medical operation that may or may not require your body to be cut open
<b>radical</b>	new, different and likely to have a great effect	<b>rate</b>	the number of times sth happens within a particular period: <b>survival rate, birth rate, mortality rate</b>
<b>conventional</b>	usual or traditional; not new or different <b>convention n</b>	<b>organ</b>	a part of the body that has a particular function e.g. the heart, the brain
<b>diagnostic</b>	used for finding out what physical or mental problem sb has <b>diagnose v; diagnosis n</b>	<b>transplant</b>	an operation in which a damaged organ is replaced with one from a <b>donor</b> (= sb who gives part of their body, blood, etc.) <b>transplant v</b>
<b>restrict</b>	limit the size, number or amount of sth <b>restriction n</b>	<b>enable sb/sth to do sth</b>	make it possible for sb/sth to do sth
<b>infectious</b>	(of a disease / an illness) can easily be passed on to another person <b>infection n; infect v</b>	<b>resume formal</b>	begin sth again after an interruption
<b>cure</b>	a medical treatment that makes a sick person well again <b>cure v</b>	<b>vitamin</b>	one of several substances in certain foods that help us grow and be healthy, e.g. <b>vitamin C, vitamin D</b>
<b>vaccine</b>	a substance which is put into the blood and protects the body from disease. The process of giving <b>vaccine</b> is <b>vaccination</b> . <b>vaccinate v</b>	<b>mineral</b>	a natural substance, such as coal, salt, etc. Some <b>minerals</b> are present in food and drink and important for good health.
<b>eradicate formal</b>	destroy or get rid of sth completely <b>SYN wipe (sth) out</b>	<b>supplement</b>	sth that is added to sth else. <b>Vitamin supplements</b> , usually taken in the form of tablets, add vitamins to your diet.

**SPOTLIGHT** *surgery*  
**Surgery** is medical treatment in which your body is cut open so that a part can be removed or repaired. **SYN an operation, operate v**. The place where this happens is an **operating theatre**, and the person who does it is a **surgeon**. **surgical adj**

**1 Is the pronunciation of the underlined letters the same or different? Write S or D.**

Use the **APP** to help you.

- |   |  |  |
|---|--|--|
| 1 revolutionary <u>er</u> .....                     | 4 vaccine vacc <u>in</u> ate .....                                       | 7 <u>er</u> <u>en</u> able .....                     |
| 2 vitamin m <u>in</u> eral .....                    | 5 confined vacc <u>in</u> e .....  | 8 revolution <u>ar</u> y adv <u>an</u> ces .....     |
| 3 rad <u>ic</u> al d <u>i</u> agn <u>o</u> se ..... | 6 <u>co</u> n <u>fi</u> ned <u>co</u> n <u>ve</u> nt <u>io</u> nal ..... | 9 res <u>u</u> me inf <u>ec</u> t <u>io</u> us ..... |

**2 Complete the table.**

NOUN	VERB	ADJECTIVE
revolution	-	.....
.....	restrict	-
surgery	-	.....
vaccine, .....	.....	-
diagnosis	.....	.....
.....	transplant	-
infection	.....	.....

**3 Yes or No?**

- |  |  |
|--|--|
| 1 If a disease is eradicated, does it mean it has been restricted? ..... | 4 If you have a disease which is diagnosed, does it mean you are better? ..... |
| 2 Does an organ donor receive an organ from someone else? .....          | 5 Does it matter if your diet doesn't contain any vitamins? .....              |
| 3 Does a radical change mean a very big change? .....                    | 6 Is conventional medicine new and different? .....                            |
| .....  | 7 If a disease is infectious, can you catch it? .....                          |
| .....  | 8 Does surgery involve an operation? .....                                     |

**4 Complete the sentences.**

- Her injuries were serious, so they took her straight to the operating .....
- There are prizes for the most important technological .....
- Most people get the vitamins and minerals they need, but doctors recommend ..... for some people if they lack certain things in their diet.
- Many changes have taken place since the Victorian .....
- I wanted to know the current survival ..... for breast cancer.
- The ..... involves inserting a tube into the ear to reduce infection.
- His life was saved thanks to an organ .....
- Some foods contain a lot of vitamins and .....
- There are some treatments available, but sadly no effective .....
- Alongside conventional ....., other forms of treatment have become popular in recent years.

**5 Complete the dialogues.**

- Polio has been ....., I believe. ~ Yes, it's been almost completely .....
- In some areas, lung cancer treatment is ..... to non-smoking patients only.  
~ Yes, I think that may be true for patients needing an organ ..... as well.
- The government has a policy to ..... the elderly against flu. ~ I know, but there's often a shortage of the appropriate ..... when it's needed.
- I don't like all these drugs some doctors give you. I don't trust ..... medicine. ~ Really? But there have been some fantastic ..... in drugs in recent decades.
- Are hospitals much cleaner places than they were many years ago? ~ Yes. Better hygiene has greatly reduced the spread of .....
- The surgeons had to ..... on Jason; it was a difficult .....  
~ Yes, he was ..... to bed for ages. Fortunately he's now recovering.
- My aunt is having a ..... new procedure for her damaged hip. ~ I know. If it succeeds, she'll be able to walk again and ..... a normal life.
- Why did doctors fit the tube in Malcolm's throat? ~ I think it ..... him to breath more easily.



# 49 Migration

## A People on the move

Word	Meaning	Example
<b>flee (from) sth/sb</b> <i>pt/pp fled</i>	escape from a dangerous situation, place or person very quickly	<i>Thousands of people are fleeing the bombing in the city.</i>
<b>refugee</b>	sb who is forced to leave their country for political, religious or environmental reasons	<i>Many refugees have crossed the border to escape the war.</i>
<b>refuge</b>	shelter or protection from trouble or danger	<i>The men had to take/seek refuge in the French embassy.</i>
<b>asylum</b>	the protection a country gives to a refugee	<i>The numbers seeking / applying for asylum have increased recently.</i>
<b>ethnic</b>	connected with or belonging to a nation or race that shares a cultural tradition	<i>an ethnic community</i>
<b>minority</b>	a small group within a community or country that is different because of race, religion, etc.	<i>Ethnic minorities make up 10% of the town's population.</i>
<b>racial discrimination</b>	existing between people of different races the practice of treating sb or a group in society less fairly than others	<i>racial tension/violence</i> <i>a victim of racial/sex discrimination</i>
<b>prejudice (against sb/sth)</b>	a strong dislike of sb, especially based on race, religion or sex, and not on reason or experience	<i>Their decision was based on prejudice and a complete lack of understanding.</i>

### SPOTLIGHT migration

**Migration** is the movement of people or animals from one place to another. People are **migrants**.  
**Immigration** is the process of coming to live in a country that is not your own. People are **immigrants**. **migrate** v  
**Emigration** is the process of going to live in another country that is not your own. **emigrate** v

1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.

- 1 flee refugee ..... 3 prejudice refuge ..... 5 ethnic minority ..... 7 racial emigration .....  
 2 refuge asylum ..... 4 migration minority ..... 6 prejudice refuge ..... 8 asylum migrant .....

2 Circle the correct word(s). Sometimes both words are possible.

- In 2017–2018, *immigration* / *emigration* from the UK to other parts of the world increased.
- Most refugees who *seek* / *apply* asylum do so in a country neighbouring their own.
- Representatives of the city's *ethnic* / *racial* communities are involved in the discussions.
- The villagers took *refugee* / *refuge* in nearby towns.
- In the past, there was more racial *prejudice* / *discrimination*.
- People *fled* / *flew* in terror to escape the flood.
- Ignorance is often behind the prejudice against *migrants* / *immigrants*.
- Women and children were forced to *seek* / *take* refuge in the local church.

3 One word is missing in each line. What is it, and where does it go?

- There's no limit on the number of people given political in this country. ....
- Racial and sexual is against the law in matters of employment. ....
- Economic to richer countries has existed for centuries. ....
- There are over 2,000 seeking political asylum in this country. ....
- Nearly half a million people were forced to their homes during the civil war, and many of them refuge in the mountains, away from the fighting. ....
- My neighbour has always had a against people whose skin is a different colour. ....
- Asians only form a small within the population. ....
- There has been a lot of tension between different ethnic groups. ....

### TEST YOURSELF

## B Migration: a personal experience

Moving from my **native** country was a huge **culture shock**. There was a lot to get used to – not least of all the food! But I didn't suffer the prejudice or **hostility** that some migrants experience. **For the most part**, people have accepted me for what I am, including my religious **faith**. They've seen beyond the **stereotype**. And **for my part**, I recognize the need for **integration** in order to be able to **live in peace with** my neighbours. I still have feelings of **nostalgia** for my **country of origin**, and I suppose I will always be a foreigner in some respects; but this is home now, and I have no **desire** to go back.



### GLOSSARY

<b>native</b>	connected with the place where you were born and lived for the first few years of your life: <b>your native country/land/city</b>
<b>shock</b>	the feeling you get when sth unpleasant happens. <b>Culture shock</b> is the confusion and anxiety that sb may feel when they visit or first live in another country.
<b>hostility (to/ towards sb)</b>	very strong aggressive feelings against sb/sth <b>hostile adj</b>
<b>faith</b>	a strong belief in sth, often a <b>religious faith</b>
<b>stereotype</b>	a fixed idea of what a particular type of person or thing is like, but which is often not true <b>stereotypical adj</b>
<b>integration</b>	the process of becoming a full member of a group or society <b>integrate (into sth) v</b>
<b>live in peace (with sb)</b>	live without arguing with other people
<b>nostalgia</b>	a feeling of sadness mixed with pleasure when you think of happy times in the past <b>nostalgic adj</b>
<b>origin</b>	a person's social and family background: <i>a person's country of origin</i> (= where they were born)
<b>desire</b>	a strong wish: <b>have a desire / no desire to do sth</b>

### SPOTLIGHT idioms with part

- for the most part** mostly; usually
- for my part** speaking for myself ALSO **for his/her, etc. part**
- in part** partly; to some extent: *His success was due in part to luck.*
- have a part to play (in sth)** be able to help sth
  - *We all have a part to play in the fight against racial discrimination.*

#### 4 Combine words/phrases in the box to form six phrases.

culture	live	faith	have no	to play	country
desire to do sth	have a part	of origin	in peace	shock	religious

.....

.....

#### 5 Cross out the word which is wrong. Write the correct word at the end.

- Why is there so much hostility for politicians in this town? .....
- The problems are due in partly to overcrowding. ....
- Do you have feelings of nostalgic for your childhood? .....
- He doesn't fit the stereoscope of a typical 30-year-old businessman. ....
- The government policy is to aid newcomers' integrity into society. ....
- I'm a natural New Yorker: in fact, I've never lived anywhere else. ....

#### 6 Complete the dialogue.

**Beth** When you first emigrated, what things did you have to get used to?

**Amy** Well, obviously the climate! But seriously, in my (1) ..... country, many people no longer have a strong religious (2) ....., whereas here, religion is at the heart of people's lives, so that added to my sense of culture (3) ..... I discovered that for the most (4) ..... people had a (5) ..... view of how western women behave, as they seemed surprised when they got to know me. I dressed appropriately and behaved sensitively, as I had no (6) ..... to upset people. Basically, (7) ..... my part, I just wanted to (8) ..... into society as best I could.

**Beth** And do you feel that's happened?

**Amy** To be honest, people have never been (9) ..... towards me – quite the opposite. People here just want to live in (10) ..... with each other, as I do. Having said that, I will always be something of a foreigner here, and I still feel (11) ..... sometimes when I think of home.

### TEST YOURSELF

# 50 Politics: ideology

**Capitalism:** the economy is owned and run by companies and individuals, not the state. In Britain, capitalism is **associated with** the **Conservative Party** (called **Conservatives** or **Tories**), which tends to **favour the status quo** and is **opposed to radical** change.

**Socialism:** the economy of a country is **partly** controlled by the state, and there is a belief that **wealth** should be **distributed** equally. In Britain, **socialists** are usually **left-wing**, but not **extremists**. Socialism is usually associated with the **Labour Party**, although the party has generally favoured a **moderate** form of socialism.

**Liberalism:** this is a belief in personal and economic freedom, supporting gradual social and political change. In Britain, many **liberals** vote for **centre parties**, the most **prominent** being the **Liberal Democratic Party**.

**Communism:** a **communist** system is based on common **ownership** of the **means** of production, and everyone is supposed to share the wealth it creates.

## GLOSSARY

<b>ideology</b>	a set of ideas that an economic or political system is based on <b>ideological</b> <i>adj</i>	<b>distribute</b>	share sth among a number of people <b>distribution</b> <i>n</i>
<b>associated with sth/sb</b>	connected with sth/sb <b>associate</b> <i>v</i> , <b>association</b> <i>n</i>	<b>left-wing</b>	strongly supporting the ideas of socialism <b>right-wing</b> strongly supporting the ideas of capitalism <b>also on the left / on the right</b>
<b>favour</b>	support and agree with sth/sb <b>favour</b> <i>n</i> : <b>be in favour (of sth/sb)</b>	<b>extremist</b>	a person whose political views are generally not considered to be normal or reasonable <b>extreme</b> <i>adj</i> <b>moderate</b> <i>n, adj</i>
<b>status quo</b>	the existing situation: <b>maintain the status quo</b>	<b>centre party</b>	a political party that is neither left-wing nor right-wing: <b>in the centre</b>
<b>opposed to sth/sb</b>	disagreeing strongly with sth/sb <b>oppose</b> <i>v</i> ; <b>opposition</b> <i>n</i> . <b>The Opposition</b> is the main political party that is opposed to the government.	<b>prominent</b>	important or famous
<b>radical</b>	in favour of complete political or social change	<b>ownership</b>	the state of owning something: <b>public/private ownership</b>
<b>partly</b>	in part but not completely <b>to some extent</b>	<b>means (of sth / doing sth)</b>	an action, object or system by which a result is achieved; a way of doing sth: <b>the means of production</b> (= the materials and equipment needed to produce things); <b>a means of transport; a means of identification / of contacting sb</b>
<b>wealth</b>	a large amount of money that a person or country owns <b>wealthy</b> <i>adj</i>		

## SPOTLIGHT suffixes -ism and -ist

The suffix **-ism** is often associated with beliefs and ideologies, and the suffix **-ist** is often used for both the person and adjective derived from these beliefs.

- **capitalism**      **capitalist**
- **socialism**      **socialist**
- **communism**    **communist**
- **extremism**      **extremist** (BUT the adjective is **extreme**.)
- **conservatism**   **conservative**

There are exceptions.

- **liberalism**      **liberal**

**1 Mark the stress on these words. Use the APP to help you.**

ideology ideological capitalism conservative status quo oppose  
 opposition extremism associate association distribute distribution

**2 Complete the table.**

NOUN	PERSON	VERB	ADJECTIVE
ideology	-	-	.....
conservatism	.....	-	.....
socialism	.....	-	.....
.....	.....	-	liberal
.....	-	associate	.....
.....	extremist	-	.....
.....	-	distribute	-

**3 True or false? Write T or F, then change one word to make the false sentences true.**

- A capitalist economy is owned by the people and run by the state. ....
- People associate liberals with personal freedom. ....
- Socialists believe that wealth should be shared equally. ....
- A liberal believes in economic freedom and radical political change. ....
- The Conservative Party in Britain believes in socialism. ....
- Socialists believe that everyone should own the means of production. ....
- Extremists tend to have moderate beliefs. ....
- Capitalism and communism are ideologies with different beliefs. ....

**4 Complete the sentences with the opposite meaning to the first half of the sentence.**

- He's left-wing, but she's .....
- I'm poor, but he's .....
- He's in favour of it, but she's .....
- He wants change, but she prefers to maintain the .....
- She has extreme views, but his are quite .....
- They're on the left and right, but I'm .....
- They were in government, but now they're .....
- He's a capitalist, but I'm a .....

**5 Complete the sentences.**

- I believe in the equal ..... of wealth.
- I'm in ..... of reducing the age at which young people can vote.
- Do you believe that water should be in public or private .....
- I don't ..... the Conservative Party with radical change.
- Is it important to ..... the status quo?
- The US is an extremely ..... country, and yet many people there are very poor.
- I agree with their policies to some .....
- Angela Merkel was the most ..... politician in Western Europe from 2000 to 2020.
- It may not be completely the government's fault, but they are ..... responsible.
- He may not be an actual member of the Labour Party, but does he have any ..... with it?

**6 ABOUT YOU AND YOUR COUNTRY Write answers to the questions, or ask another student.**

- What are the main political parties in your country? Are they right-wing, left-wing or centre parties? .....
- Would you describe yourself as quite radical or fairly moderate in your views? .....
- Do you generally favour the status quo? .....
- Are you often opposed to the policies of the government? .....
- Would you describe yourself as quite liberal in many of your views? .....
- Do you usually carry any means of identification with you? .....
- What means of transport operate in your town? .....



# 51 Local government

## A Local election manifesto

Independent party **manifesto** for the local **council** elections. We will:

- **stand up for** the community and speak **on behalf of residents** on **green** issues.
- **take** complaints **seriously** and **give** neighbourhoods **a say** in local decisions.
- **allocate** better funding for youth projects and **ensure** they are properly managed.
- provide **grants** for **voluntary** organizations that help with the elderly and disabled.

### GLOSSARY

<b>manifesto</b>	a written statement by a political party saying what they believe in and what they intend to do	<b>take sth/sb seriously</b>	think that sth/sb is important and deserves respect
<b>council</b>	the organization that provides local government in a city or area. A <b>councillor</b> is an elected member of the council.	<b>say</b>	the right to give your opinion before a decision is made: <b>give sb a say</b> ; <b>have a say in sth</b>
<b>stand up for sth/sb</b>	support or defend sth/sb SYN <b>stick up for sb inf</b>	<b>allocate sth (to sb/sth) (for sth)</b>	give sth officially to sb/sth for a particular purpose
<b>on behalf of sb / on sb's behalf</b>	as the representative of sb; in order to help sb	<b>ensure</b>	make sure that sth happens or is definite
<b>resident</b>	a person who lives in a particular place. A <b>citizen</b> also means a person with the legal right to belong to a particular country.	<b>grant</b>	a sum of money given, often by the government, for a particular purpose (of work) done by people (called <b>volunteers</b> ) who choose to do it without being paid. The <b>voluntary sector</b> refers to charity organizations.
<b>green</b>	connected with protecting the environment	<b>voluntary</b>	

### 1 Complete the words.

- |                         |                             |                            |
|-------------------------|-----------------------------|----------------------------|
| 1 r _ _ s _ _ d _ _ nt  | 4 ce _ _ nc _ _ l           | 7 c _ _ _ n _ _ _ ll _ _ r |
| 2 _ _ ns _ _ r _ _      | 5 _ _ ll _ _ c _ _ te       | 8 v _ _ l _ _ _ t _ _ _ r  |
| 3 v _ _ l _ _ nt _ _ ry | 6 m _ _ n _ _ f _ _ _ t _ _ |                            |

### 2 One word is incorrect in each sentence. Cross it out and write the correct word at the end.

- I've read the manifest and didn't agree with any of it. ....
- They should have a say to what happens in our city. ....
- Do you think the councillors will make our ideas seriously? ....
- My sister's done a lot of work for the volunteer sector. ....
- She spoke on behalf for all of us. ....
- They should stand out for people who don't have a say. ....
- We must assure that the councillors keep their promise. ....
- The council are giving us a grand to help with the work. ....

### 3 Complete the sentences.

- There are no local ..... in my town willing to speak on my .....
- We don't have paid staff. We rely solely on ..... and the voluntary .....
- I don't really feel I ..... a say in local politics.
- Local politicians should ..... up for people and ..... their ideas seriously.
- Do you think you can get a ..... from the council to make your home greener?
- Christian has been a ..... in the UK for ten years, but he remains a Danish ..... with a Danish passport.
- We need to take ..... issues more seriously if we are really concerned about the planet.
- We can't touch the money: it has already been ..... to social services.
- Local government has to ..... that accurate records are kept of all expenditure.
- The ..... takes all complaints very seriously.



## B The role of the mayor

THE MAYOR OF LONDON is elected by any Londoners **eligible** to vote, and has quite a **high profile**. The mayor is the capital's **spokesperson** with a range of powers and duties. He or she **sets** the annual **budget** for the Greater London Authority, and plays a key role in the running and **funding** of various projects. The mayor **heads** the Mayor's Office for Policing and Crime who provide **policing** in the capital. The mayor also **chairs** Transport for London, and sits on various **committees**.



### GLOSSARY

<b>mayor</b>	the most important chosen or elected official in a town or city
<b>eligible</b>	allowed by rules or laws to do or receive sth <b>OPP ineligible</b>
<b>high profile</b>	Sb/sth with a <b>high profile</b> gets attention and is easily noticed.
<b>spokesperson</b>	sb who speaks on behalf of a group or an organization
<b>budget</b>	the amount of money a person or an organization has to spend on sth: <b>set the budget</b> (= decide what the budget should be)
<b>authority</b>	the people or an organization who have the power to make decision or who have a particular area of responsibility
<b>funding</b>	money for a particular purpose
<b>head</b>	lead or be in charge of sth, e.g. a department or an organization <b>head n</b>
<b>policing</b>	the activity of keeping order in a place with police <b>police v</b>
<b>chair</b>	be in charge of a meeting: <b>chair a meeting</b> (see spotlight)
<b>committee</b>	a group of people who are chosen to make decisions or deal with a particular subject: <b>a committee meeting; sit on a committee</b>

### SPOTLIGHT gender and people nouns

These titles can be used about a man or a woman.

- **chair/chairperson/chairman**
- **spokesperson/spokesman**
- **mayor**

The titles of **chairwoman, spokeswoman and mayoress** are also used but only refer to a woman.

#### 4 Circle the words which are possible. One, two or three words may be possible.

- 1 The *budget / mayor / funding* is not sufficient.
- 2 The *committee / authorities / policing* have the power to change the rules.
- 3 My uncle is the *spokesperson / mayoress / chairman*.
- 4 The town has a high *profit / policing / profile*.
- 5 David Tomkins is the *chairman / chairperson / chair* of the transport committee.
- 6 We heard the *spokesperson / spokesman / mayoress* making a statement to the press.
- 7 He's the new *mayor / budget / head*.
- 8 She *chairs / sits on / sets* the committee.

#### 5 Complete the sentences with a suitable word.

- 1 We need a large force to ..... the city.
- 2 People under 21 are ..... to vote.
- 3 Mrs Bryant will ..... the meeting.
- 4 He was reported to the immigration .....
- 5 She sets the annual .....
- 6 I sit on a number of .....
- 7 He was elected ..... last year.
- 8 She ..... the department.
- 9 It's a very high-..... job.
- 10 We need more ..... for medical research.

#### 6 ABOUT YOUR TOWN/CITY Write your answers, or ask another student.

Do you have a mayor? If so, are they elected or appointed? .....

Is it a high-profile job? .....

Do you know what their duties are? .....



### TEST YOURSELF



# 52 Health care services

## A What is available?

### HEALTH CARE: FREQUENTLY ASKED QUESTIONS

- ▶ Do I need to **register with** a GP?
- ▶ How do I get **referred to** a **specialist**?
- ▶ Can I get free **prescriptions**?
- ▶ **What if I suspect** a doctor has made a mistake?
- ▶ How do I become a **participant in** a **clinical trial**?
- ▶ Can I get **cosmetic surgery free of charge**?
- ▶ Are all medical records **confidential**?

### GLOSSARY

<b>health care</b>	the service of providing medical care	<b>suspect</b>	have an idea that sb is guilty of sth, but without definite proof
<b>register (with/for sth)</b>	put your name on an official list. You can also <b>enrol on a course</b> or <b>enrol at a school</b> .	<b>participant (in sth)</b>	sb who is taking part in an activity or event related to the examination and treatment of patients and their illnesses: <b>a clinical trial</b> ; <b>clinical research</b>
<b>refer sb (to sth)</b>	send sb to sb/sth for help, advice, etc.	<b>clinical</b>	related to the examination and treatment of patients and their illnesses: <b>a clinical trial</b> ; <b>clinical research</b>
<b>specialist</b>	a person who is an expert in a particular area of work or study <b>specialist adj</b>	<b>cosmetic surgery</b>	medical treatment intended to improve sb's appearance
<b>prescription</b>	an official piece of paper given to you by a doctor that enables you to get a particular medicine from a pharmacy <b>prescribe v</b>	<b>free of charge</b>	If sth is <b>free of charge</b> , it costs you nothing.
<b>What if ...?</b>	What would happen if ...?	<b>confidential</b>	meant to be kept secret: <b>strictly confidential</b>

### 1 Form five phrases from words in the box.

of charge free care clinical strictly surgery trial cosmetic confidential health

### 2 Complete the sentences.

- 1 The patient has a rare illness, so she will need ..... treatment.
- 2 All medical treatment has to be strictly ..... between the doctor and patient.
- 3 Some cosmetic ..... is available on the National Health Service.
- 4 Go and see if the doctor will ..... something for that terrible cough.
- 5 What ..... I need urgent health .....? Where should I go?
- 6 When I moved to Brighton, I had to ..... with a doctor near my home, and at the same time, I ..... on a free first-aid course.
- 7 I asked the doctor to ..... me to a ..... because of my long-term problem with my skin.
- 8 How many ..... are taking part in the clinical ..... for the new cancer drug?

### 3 Complete the text.

When you move to a new area, in order to get free health (1) ....., you need to (2) ..... with a doctor. For many common illnesses, the doctor will give you a (3) ....., which you collect from a pharmacy. They are free (4) ..... if you are under 16, over 60, or pregnant. If you have a serious problem which involves seeing a (5) ....., you can get (6) ..... to one by your doctor. Your medical records are (7) ....., but you can see your own records by asking at your surgery. If you (8) ..... that somebody has made a mistake with your treatment, you should speak to the medical staff first about your case before taking any further action.

### 4 ABOUT YOUR COUNTRY Can you answer the questions at the top of the page about your health service? Write your answers, or ask another learner.

.....

.....



TEST YOURSELF

## B In hospital: patients' experiences

The doctors and nurses were very **dedicated** and **kept me informed** at all times.

I know the staff were **rushed off their feet**, but nobody took any notice of my calls for help.

I felt **miserable** when I was admitted, but I had **absolute** confidence in the nursing staff and soon felt **my old self** again.

I was **admitted** to the **ward**, seen by a **junior** doctor, then nothing happened for two days.

I felt the whole time that my **well-being** was the staff's **prime concern**.

### SPOTLIGHT staying in hospital

You can be **admitted to hospital** (= taken there and treated). After treatment, you are **discharged** (= given permission to leave). Then you go home to **convalesce** (= spend time recovering). SYN **recuperate**; **convalescence** n SYN **recuperation**

### GLOSSARY

<b>dedicated</b>	working hard at sth because it is important to you	<b>absolute</b>	total and complete
<b>inform</b>	tell sb about sth: <b>keep sb informed (about sth)</b>	<b>self</b>	the type of person you are: <b>my old self; my real self</b>
<b>be rushed off your feet</b>	be extremely busy with too many things to do	<b>ward</b>	a room or an area in a hospital for patients with the same type of condition
<b>take (no) notice of sb/sth</b>	pay (no) attention to sb/sth	<b>junior</b>	having a low rank in an organization or profession OPP <b>senior</b>
<b>miserable</b>	very unhappy or uncomfortable	<b>well-being</b>	general health and happiness
		<b>prime</b>	main; most important: <b>a prime concern</b>

### 5 Circle the correct answer(s). Both answers may be possible.

- I was rushed off my *foot* / *feet*.
- She took *no* / *any* notice of me.
- I was *admitted* / *discharged* to the cancer ward.
- He's back to his *old self* / *self*.
- I need to *convalesce* / *recuperate*.
- They *kept* / *made* me informed.
- They were *junior* / *senior* doctors.
- His health was my *main* / *prime* concern.
- Patients need rest and *recuperation* / *well-being*.
- The staff are *admitted* / *dedicated* to patient care.

### 6 Replace the underlined words with a word or phrase that keeps the same meaning.

- They didn't pay any attention to me. They took .....
- They told me what was happening. They kept .....
- I was incredibly busy. I was rushed .....
- That's part of his true character. That's part of his .....
- She needs to spend time getting better. She needs to .....
- I felt really unhappy and uncomfortable. I felt .....
- I'm worried about his general health and happiness. I'm worried about his .....
- The staff work hard and care a lot. The staff are .....

### 7 Complete the sentences with a suitable word.

- When you are ..... to hospital, you are taken to a ..... for your stay.
- In hospital, patients are always ..... informed about their treatment.
- Staff in hospitals are ..... off their feet all the time.
- For the doctors and nurses, the patient's ..... is their ..... concern.
- There are more senior doctors than ..... doctors.
- Most patients have ..... confidence in the staff.
- Recuperation (or ..... ) usually takes place at home.
- When you have recovered sufficiently, you will be ..... from hospital with all the medicines you need for the first week.

### 8 ABOUT YOUR COUNTRY Do you know if the sentences in Exercise 7 are true for your country?

.....

.....



# 53 The police

## Police procedures

An arrest is when a police **constable** **detains** someone **suspected** of an **offence**. In the UK, the police can arrest you if they have a **valid** arrest **warrant** (**issued** by a **magistrate**), or if they have reasonable **grounds** for suspecting you have committed or **are about to** commit an offence. You are **cautioned** and then taken to a police station as soon as possible. Once you are **in custody**, you have the right to legal advice from a **solicitor**. If there is sufficient evidence, the police will **charge** you, and you will then appear in court where a magistrate will decide whether you should be **remanded in custody** or **released on bail**.

If your case goes to trial, you will either be **convicted** of the crime, or found **innocent** and **acquitted**. If you are found guilty, you will be **sentenced** by a judge.



### SPOTLIGHT *the police*

A **police officer** is any member of the **police force**. In the UK, a (**police**) **constable** (abbreviated as **PC**) is an officer of the lowest **rank** (= position in an organization). Above the rank of constable is the **sergeant**, the **inspector**, and so on. The **chief constable** is the head of each regional police force.

### GLOSSARY

<b>procedure</b>	the usual or correct way for doing sth	<b>custody</b>	the state of being in prison while waiting for trial: <b>in custody</b>
<b>detain</b>	keep sb in an official place, e.g. a police station, and prevent them from leaving: <b>be detained in custody</b>	<b>solicitor</b>	a lawyer who gives legal advice and prepares legal documents
<b>suspect sb of (doing) sth</b>	believe that sb is guilty of sth, though you do not have proof. A person is a <b>suspect</b> .	<b>charge sb (with sth)</b>	say officially you believe sb has committed a crime
<b>offence</b> <i>formal</i>	a crime: <b>commit an offence</b>	<b>remand sb</b>	send sb away from court until their trial: <b>be remanded in custody</b>
<b>valid</b>	legally or officially acceptable <small>OPP</small> <b>invalid</b>	<b>bail</b>	money left with a court of law to ensure that a prisoner will return for their trial. A judge can either <b>grant bail</b> or <b>refuse bail</b> .
<b>warrant</b>	a legal document signed by a judge that allows the police to do sth. A <b>search warrant</b> is a warrant to search sb's property.	<b>convict sb (of sth)</b>	say officially in court that sb is guilty of a crime
<b>issue</b>	give or say sth to sb officially: <b>issue a warrant/visa</b>	<b>acquit sb (of sth)</b>	state formally that a person is not guilty of a crime
<b>magistrate</b>	an official who acts as a judge in the lowest courts of law	<b>sentence sb (to sth)</b>	(of a judge) tell sb who has been found guilty of a crime what their punishment will be: <b>He sentenced him to two years in prison.</b>
<b>grounds (for sth/ doing sth)</b> <i>(usually pl)</i>	a reason for sth		
<b>be about to (do sth)</b>	be going to do sth very soon		
<b>caution sb</b> <i>formal</i>	warn sb officially that anything they say may be used against them as evidence in court		

**1 Underline the stress on these words. Use the APP to help you.**

detain      suspect v      suspect n      offence      invalid      magistrate  
 custody      solicitor      remand      convict      acquit      constable

**2 Write the missing preposition.**

- 1 be detained ..... police custody
- 2 have grounds ..... doing something
- 3 charge someone ..... an offence
- 4 convict someone ..... an offence
- 5 acquit someone ..... a crime
- 6 sentence someone ..... five years

**3 Complete the phrases with suitable words.**

- 1 a police .....
- 2 commit an .....
- 3 ..... a search warrant
- 4 remand someone in .....
- 5 ..... bail OR refuse bail
- 6 convict OR ..... someone

**4 Write your answers.**

- 1 Who issues an arrest warrant? .....
- 2 Who detains someone? .....
- 3 Who offers legal advice? .....
- 4 Who is able to grant bail? .....
- 5 Who is remanded in custody? .....
- 6 Who cautions someone? .....
- 7 Who has a lower rank than a sergeant? .....
- 8 Who is above a sergeant? .....
- 9 Who is the head of a regional force? .....
- 10 Who sentences someone? .....

**5 Complete the sentences.**

- 1 A PC is the lowest ..... in the police force.
- 2 A search ..... allows the police to search someone's property.
- 3 After someone has appeared before a magistrate and is awaiting trial, they will often be ..... in custody.
- 4 Police have to follow very strict ..... when they arrest someone, otherwise solicitors may argue that an arrest is not .....
- 5 The police can detain someone if they ..... that this person has committed an .....
- 6 When police arrest someone, the first thing they do is ..... them.

**6 Complete the text with words from the opposite page.**

**ARRESTED IN ROAD RAGE INCIDENT**

An 82-year old man is facing prison after an angry incident at a road junction in which he pointed a gun at another driver and was, possibly, (1) ..... to use it. A young police (2) ..... arrested the man, before taking him to the police station, where he was (3) ..... . Once he was in (4) ....., the (5) ..... refused to say anything, and also refused his right to speak to a (6) ..... . The police later (7) ..... him with several (8) ....., including the illegal possession of a weapon. The man will now appear before a (9) ..... tomorrow morning, where he hopes to be (10) ..... bail. However, his case will almost certainly go to trial, and if he is (11) ....., he could be (12) ..... to a lengthy period in prison.



# 54 Prisons

## A The prison system

An important element of the criminal justice<sup>1</sup> system is punishment for breaking the law. Since the **abolition** of **capital punishment** in the UK, **imprisonment** has been the most serious punishment. It satisfies our need for **justice**<sup>2</sup> and longer prison sentences are meant to be a **deterrent**. Furthermore, criminals who are **locked up** are no threat to society, and **rehabilitation** programmes in prison give criminals a chance to change their behaviour. However, the current system is **in crisis**. More people are being **imprisoned**, a significant percentage **reoffend**, and for some criminals, prison is simply **regarded** as an **occupational hazard**. Is it just our way of taking **revenge**? If so, can we **justify** its continued existence?

### GLOSSARY

<b>abolition</b>	the official ending of a law, system or institution <b>abolish v</b>
<b>capital punishment</b>	punishment by death
<b>imprisonment</b>	the act of putting sb in prison <b>imprison v</b> SYN <b>lock sb up inf</b>
<b>justice</b>	<b>1</b> the legal system that punishes people who have committed crimes <b>2</b> the fair treatment of people
<b>deterrent</b>	a thing that makes sb less likely to do sth <b>deter v</b>
<b>rehabilitation</b>	the process of helping people to live a normal life after they have been ill or in prison <b>rehabilitate v</b>
<b>crisis</b>	a period of great difficulty and uncertainty: <b>be in crisis</b>
<b>reoffend formal</b>	commit a crime again. A person is a <b>reoffender</b> .
<b>regard sth/sb as sth</b>	think about sth/sb in a particular way
<b>hazard</b>	a risk or a danger. An <b>occupational hazard</b> is a risk that is part of a particular job.
<b>revenge</b>	action you take to punish sb because they made you suffer: <b>take revenge (on sb) (for sth)</b>
<b>justify</b>	show that sth is right or fair <b>justification n</b> ; <b>justifiable adj</b>

**1 Underline the stress on these words. Use the APP to help you.**

abolish	abolition	capital punishment	deterrent
rehabilitate	rehabilitation	reoffender	occupational
hazard	justify	justification	justifiable

**2 Rewrite the sentences on the left, using the sentence beginnings on the right. Keep the same meaning.**

- |   |                               |
|---|-------------------------------|
| 1 He's been imprisoned.                           | He's been locked .....        |
| 2 She thinks of me as a friend.                   | She regards .....             |
| 3 They hang people for some crimes.               | They have .....               |
| 4 Can we justify the prison system?               | Is the prison system .....    |
| 5 He was imprisoned for life.                     | He got life .....             |
| 6 It changed after they abolished the law.        | It changed after the .....    |
| 7 It's one of the risks of the job.               | It's an .....                 |
| 8 Do many people commit a crime again?            | Are there many .....          |
| 9 She wants him to suffer for what he did to her. | She wants to take .....       |
| 10 It's a period of great difficulty.             | At the moment we are in ..... |

**3 Complete the words in the questions.**

- Do you believe you can r..... most criminals?
- Why do so many people r..... and go back to prison?
- Do you think prison is an effective d.....?
- Do you believe in c..... punishment?
- Would you like to a..... anything in your criminal justice system?
- Is there ever any j..... for taking r..... on someone who has harmed you?
- Is the prison system in c..... in your country?
- Do you believe in the criminal j..... system? In your view, does it represent true j.....?

**4 ABOUT YOU Write your answers to Exercise 3, or ask another student.**



## B A different system

**GRENDON** is not a typical **institution** within the prison system. It is constructed **exclusively** on the **principles** of **group therapy**, and operates more as a community than a prison for offenders. The **inmates** are all serving long sentences, and a high **proportion** are guilty of violent crime. Yet the prison is different from the normal system in almost every way, with an absence of physical force and **segregation**. The prison is divided into five **self-contained** communities, the prisoners are not **confined in cells**, and decisions are only taken with their **consent**.

### SPOTLIGHT *self*

Before nouns and adjectives, **self-** means 'of, to or by yourself'.

- **Self-contained** communities are able to exist without outside help.
- On a **self-catering** holiday, you do the cooking yourself.
- **Self-assessment** is judging your own progress.

### GLOSSARY

<b>institution</b>	a large important organization with a particular purpose. An <b>institute</b> is similar but usually for education or a particular profession.	<b>segregation</b>	the policy of separating people of different sex, race, religion, etc, and in prison, by the type of crime committed <b>segregate</b> v
<b>exclusively</b>	completely; with nothing else: <i>We rely <b>exclusively</b> on aid.</i>	<b>confine sb/sth in sth</b>	keep sb/sth within an enclosed area
<b>principle</b>	a law, rule or theory that sth is based on	<b>cell</b>	a lockable room for prisoners in a prison or police station
<b>group therapy</b>	the use of group discussion for the treatment of a physical or mental problem or illness	<b>consent</b>	agreement about sth <b>by common consent</b> with everyone's agreement; <b>by mutual consent</b> with the agreement of both of the sides involved
<b>inmate</b>	one of the people living in an institution such as a prison		
<b>proportion</b>	a part or share of the whole amount or number		

### 5 Circle the correct answer(s). Sometimes both answers are possible.

- 1 Solitary **confinement** / **consent** is part of the punishment.
- 2 The **prisons** / **cells** are quite small.
- 3 The management course is based on **self-catering** / **assessment**.
- 4 I think the trip requires the parents' **agreement** / **consent**.
- 5 The prison had to **segregate** / **confine** the men and women in separate cells.
- 6 It is based **exclusively** / **partly** on the original model.
- 7 Most of the **inmates** / **prisoners** are female.
- 8 Prisons have similarities with many other **institutions** / **institutes**.

### 6 Complete the dialogues with a single word.

- 1 Do they discuss each other's problems? ~ Yes, it's a type of group .....
- 2 Do they separate men from women? ~ Yes, there's a policy of .....
- 3 Do you do the cooking yourselves? ~ Yes, it's all self-.....
- 4 Are they locked up every night? ~ Yes, and the ..... are very small.
- 5 Did everyone agree with the change? ~ Yes, it was made by common .....
- 6 Are many of the men violent? ~ Yes, quite a high .....
- 7 Did you both agree to the deal? ~ Yes, it was by ..... consent.
- 8 They want prisoners to work together. ~ Yes, The system is based on the ..... of teamwork.
- 9 Was he kept in a cell on his own? ~ Yes, he was in solitary .....
- 10 Do they rely on charities? ~ No, not ..... They get some money from the government.

### 7 ABOUT YOU What do you think of this prison? Is it likely to be more successful than a normal prison? Write your answers, or ask another student.

.....

.....

.....



# 55 The armed forces

## The US Military

comprises five branches in its field of operations: the army, the navy, the air force, the marine corps and the coast guard, all under civilian authority. More than 1.35 million people serve in the professional full-time military, with a further 800,000 in the reserve army. (There is no longer compulsory military service, though men aged 18-25 must register for it if the need arises.) The US military distinguishes between enlisted personnel, who make up about 85% of the armed forces and carry out fundamental operations such as combat and administration; and officers, who manage and supervise operations. The range of jobs is vast, but encompasses such diverse activities as running a hospital, commanding a tank, flying military aircraft, programming computers, maintaining weapon systems, etc.



tank



helicopter



parachute



missile

### GLOSSARY

<b>the military</b>	a country's army, navy and air force SYN <b>the armed forces</b> ; <b>military</b> <i>adj</i>	<b>enlisted</b>	(especially US English) relating to members of the permanent armed forces below officer rank. <b>Enlist</b> is to join the armed forces.
<b>branch</b>	a part of a large organization: <b>a branch of a bank</b>	<b>armed</b>	carrying a gun or other weapon <b>arms</b> <i>n (pl)</i>
<b>operation</b>	an organized activity, often involving the military or police	<b>fundamental</b>	central and forming the necessary basis of sth
<b>guard</b>	a person or group of people who protect sth/sb <b>guard</b> <i>v</i>	<b>combat</b>	fighting between forces: <b>armed/unarmed combat</b> (= fighting with/without guns, bombs, etc.)
<b>civilian</b>	not belonging to the armed forces. A person is a <b>civilian</b> .	<b>vast</b>	extremely large: <b>the vast majority</b> ; <b>vast numbers</b> ; <b>a vast amount</b>
<b>serve</b>	do useful work: <b>serve your country / in the army</b> , etc.	<b>encompass</b> <i>formal</i>	include sth within an area or area of activity
<b>the reserve(s)</b>	an extra force that performs part-time duties and is available if needed	<b>diverse</b>	different from each other and of various kinds <b>diversity</b> <i>n</i>
<b>compulsory</b>	If sth is <b>compulsory</b> , you have to do it. SYN <b>obligatory</b> ; OPP <b>optional</b>	<b>command</b>	be in charge of sb. A person can also <b>be in command (of sth/sb)</b> .
<b>military service</b>	time spent serving in the military, especially as a compulsory period for young people	<b>aircraft</b>	any vehicle that can fly and carry goods or passengers
<b>distinguish between A and B</b>	recognize a difference between two people or things SYN <b>differentiate (between) A and B</b> , <b>make a distinction (between A and B)</b>	<b>weapon</b>	an object such as a knife, gun or bomb that is used for fighting: <b>nuclear/chemical weapons</b> ; <b>a deadly/lethal weapon</b> (= that can kill sb)

### SPOTLIGHT *comprise, consist of, make up*

These verbs describe the way in which something is formed.

- The group **comprises / consists of / is made up of** 30 people.

When you mention some of the parts first, use **make up** or **comprise**.

- Men **make up / comprise** the majority of the group.

**1 Answer the questions. Use the APP to help you.**

- The pronunciation of the letter 'a' is the same as in park in five of the cases underlined. Which one is different?  
armed   branch   command   encompass   guard   vast .....
- Which three underlined letters are pronounced the same as in bit, and which three are pronounced the same as in bet?  
civilian   deadly   differentiate   encompass   enlisted   weapon  
 .....
- The pronunciation of the letter 'i' is the same as in bit in nine of the cases underlined. Which three are different?  
civilian   comprise   distinguish   diverse   enlisted   military   missile   obligatory  
 .....

**2 Use word(s) from the box to form nine compound words or phrases.**

unarmed	majority	the armed	lethal	service	your country
forces	combat	be in	a distinction	make	serve
military (x 2)	weapon	command	aircraft	the vast	

**3 Replace the underlined word(s) with a single word that has a similar meaning.**

- To run an army requires a very large amount of money. ....
- The decision will be taken by the armed forces. ....
- A brigade is made up of approximately 5,500 men and women. ....
- The right to self-defence is one of their central beliefs. ....
- There was very little armed fighting. ....
- The men are from very different backgrounds. ....
- Six soldiers were on duty to protect the camp. ....
- I wanted to serve my country, so I joined as a soldier. ....
- This knife is a lethal weapon. ....
- They don't recognize a difference between men and women. ....
- The work includes many different tasks and responsibilities. ....
- Is military service obligatory? .....
- A brigadier is a high-ranking officer, and is in charge of a large group of soldiers. ....
- Ensuring the safety of the ships will be a large organized military activity. ....

**4 Complete the text with suitable words.**

The British (1) ..... forces is (2) ..... of the army, the navy and the air force. As head of state, the Queen is theoretically in (3) ..... of the armed forces, but in practice that is the job of the British Prime Minister. Approximately 146,000 men and women (4) ..... in the professional armed forces (often referred to as the 'regulars'), with a further 36,500 in the (5) ..... The armed forces are also supported by a number of (6) ..... agencies owned by the Ministry of Defence. The navy is the (7) ..... of the armed forces which is responsible for Britain's nuclear (8) ....., which (9) ..... four Trident nuclear missile submarines.

**5 ABOUT YOU AND YOUR COUNTRY Write your answers, or ask another student.**

- Has your country got a professional military? .....
- Do you have a reserve army? .....
- Do you have military service? .....
- Are the police usually armed in your country? .....
- Have you ever:
 

stood next to a tank? .....	flown in a helicopter? .....
owned or used a deadly weapon? .....	dropped from a parachute? .....
been in a professional army? .....	done military service? .....





# 56 News headlines

Headlines	Meaning
<b>Arms deal probe</b>	<b>arms</b> <i>formal</i> weapons, especially used by the armed forces <b>deal</b> an agreement, especially in business <b>probe</b> an investigation into sth <b>probe</b> v
<b>Mother's plea to kidnappers</b>	<b>a plea (for sth)</b> <i>formal</i> an important and emotional request <b>kidnapper</b> sb who takes a person away illegally and keeps them as a prisoner, usually in order to get money (called a <b>ransom</b> ) <b>kidnap</b> v
Government <b>pledges</b> more aid	<b>pledge</b> formally promise to give or do sth <b>pledge</b> n <b>aid</b> money, food, etc, that is sent to a country to help them
Senate <b>urges</b> caution	<b>urge</b> advise or try hard to persuade sb to do sth
<b>Bid to axe rail chief</b>	<b>bid</b> an effort to do sth or get sth <b>bid</b> v <b>axe</b> remove sb from their job; get rid of a service, system, etc: <i>Bus company plans to axe part of rural service.</i> <b>chief</b> the most important or one of the most important people in a company, often used in job titles: <b>a police chief</b>
<b>Minister vows to quit</b>	<b>minister</b> a senior member of a government who is in charge of a government department or a branch of one <b>vow</b> make a formal and serious promise to do sth <b>vow</b> n
Bomb <b>blast</b> wrecks factory	( <b>bomb</b> ) <b>blast</b> an explosion <b>wreck</b> destroy sth <b>wreck</b> n
<b>Boost</b> for voters	<b>boost</b> sth that helps or encourages people <b>boost</b> v
<b>Go-ahead</b> for road <b>scheme</b>	<b>go-ahead</b> formal permission to do sth <b>scheme</b> an official plan or system for doing sth
IMG <b>cease</b> trading	<b>cease</b> <i>formal</i> stop (sth) happening or existing. A <b>ceasefire</b> is an agreement between two sides to stop fighting.
Doctor <b>cleared</b> of negligence	<b>clear sb (of sth)</b> prove that sb is innocent of doing sth wrong
<b>Injury blow</b> for United	<b>blow</b> shock or disappointment
New flood <b>alert</b>	<b>alert</b> a warning
Police <b>foil</b> bomb <b>plot</b>	<b>foil</b> prevent a plan from succeeding <b>plot</b> a secret plan by people to do sth wrong or illegal SYN <b>conspiracy</b> ; <b>plot</b> v
<b>PM rules out</b> referendum	<b>rule sth out</b> reject the possibility of sth
<b>Lords back</b> hunting ban	<b>the Lords (OR the House of Lords)</b> in Britain, the second and higher part of Parliament, after <i>the House of Commons</i> , whose members are not elected by the people of the country <b>back</b> give help or support to sb/sth <b>backing</b> n <b>hunting</b> the act of killing wild animals for food or sport

### SPOTLIGHT headline words

Certain words often appear in newspaper headlines because they are very short, e.g. *bid, plea, quit*. Other words give stories a more dramatic effect, e.g. *blast, boost*.

**1 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.**

- |   |        |        |       |   |          |            |       |
|---|--------|--------|-------|---|----------|------------|-------|
| 1 | plea   | pledge | ..... | 5 | axe      | alert      | ..... |
| 2 | boost  | blow   | ..... | 6 | wreck    | scheme     | ..... |
| 3 | pledge | ahead  | ..... | 7 | scheme   | cease      | ..... |
| 4 | probe  | vow    | ..... | 8 | minister | conspiracy | ..... |

**2 Good news or bad news for the people in the headlines? Write G or B.**

- |   |                                     |       |   |   |       |
|---|-------------------------------------|-------|---|---|-------|
| 1 | Further blow for house buyers       | ..... | 5 | PM gets backing from parliament for new rail system | ..... |
| 2 | Company axes chairman               | ..... | 6 | New deal for manager                                | ..... |
| 3 | Doctors given go-ahead for new drug | ..... | 7 | Boost for farmers                                   | ..... |
| 4 | Company ceases operations           | ..... | 8 | Army foils criminal plot                            | ..... |

**3 Match 1–10 with a–j.**

- |    |            |       |   |                |
|----|------------|-------|---|----------------|
| 1  | vow        | ..... | a | secret plan    |
| 2  | plea       | ..... | b | official plan  |
| 3  | bid        | ..... | c | request        |
| 4  | conspiracy | ..... | d | explosion      |
| 5  | blow       | ..... | e | investigation  |
| 6  | alert      | ..... | f | promise        |
| 7  | probe      | ..... | g | warning        |
| 8  | scheme     | ..... | h | disappointment |
| 9  | blast      | ..... | i | agreement      |
| 10 | deal       | ..... | j | attempt        |

**4 Replace the underlined words to create typical headlines.**

- |    |   |       |
|----|---|-------|
| 1  | New <u>weapons agreement</u>  | ..... |
| 2  | Government <u>promises</u> to <u>support</u> new hospital           | ..... |
| 3  | <u>Permission</u> for rail plan                                     | ..... |
| 4  | Company <u>managing director forced from his job</u>                | ..... |
| 5  | <u>Help and encouragement</u> for big banks                         | ..... |
| 6  | Latest statistics a <u>shock and disappointment</u> for the economy | ..... |
| 7  | <u>Men who took child demand money for her return</u>               | ..... |
| 8  | <u>Senior members of the government strongly advise delay</u>       | ..... |
| 9  | Motorcyclist <u>found innocent</u> of child's death                 | ..... |
| 10 | PM <u>rejects the possibility of</u> further tax cuts.              | ..... |

**5 Write your own headlines for these news stories. Keep to a maximum of six words for each headline and use the present tense for verbs.**

- |   |   |       |
|---|---|-------|
| 1 | An explosion has destroyed a new shopping centre                          | ..... |
| 2 | Senators reject the possibility of more money and help for poor countries | ..... |
| 3 | Shareholders attempt to force the chairman to resign                      | ..... |
| 4 | Officers prevent a secret plan to escape from prison                      | ..... |
| 5 | Attempt to change law on killing wild animals for sport                   | ..... |
| 6 | There are new warnings about the dangers of certain food                  | ..... |



# 57 Writing for a newspaper

## WRITING A NEWS STORY

The first thing to consider is the type of story you are writing and the type of **publication** you are writing for: this will determine the style of writing.

Here are a few guidelines:

- 1 When you look at your **blank** screen, imagine your reader and what will interest them most.
- 2 If it is a **specialist** publication, you can **assume** a greater knowledge **on the part of** the reader. If it is a serious newspaper, you can also use longer sentences. But remember that space is the most **precious commodity** in a print newspaper; long sentences **take up** space. Avoid difficult words and long sentences, especially in **mass-market** publications, but don't **talk down to** your readers.
- 3 Your **opening** has to engage the reader **instantly** and summarize what the story is about. A good introduction will state why the story is being written and **grab** the reader's **attention**. This **sets the tone** for the rest of the piece.
- 4 **Quotes** are good – they add colour and personal experience – but if you are **citing** from specific sources, **keep it short**; **otherwise** the story will lose **pace** and direction. Sometimes the quote has to be there to provide **precision** – when the actual words are crucial to the message.

### GLOSSARY

<b>publication</b>	a book, magazine, etc. that is available to the public; the act of printing a book, etc. or sth in a newspaper	<b>talk down to sb</b>	speak to sb as if they were less important or intelligent than you
<b>blank</b>	empty, with nothing written on it	<b>instantly</b>	immediately <b>instant</b> <i>adj</i>
<b>specialist</b>	having or involving knowledge in a particular area of work or study	<b>grab sb's attention</b>	get sb's attention or interest
<b>assume</b>	think or accept that sth is true but without proof <b>assumption</b> <i>n</i>	<b>tone</b>	(of a piece of writing) the general character and attitude of sth: <b>set the tone</b>
<b>on the part of sb / on sb's part</b>	experienced or done by sb	<b>quote</b> <i>inf</i>	( <i>abbreviation of quotation</i> ) the exact words that sb uses. If you <b>quote</b> sb, you repeat the exact words that sb uses.
<b>precious</b>	valuable or important	<b>otherwise</b>	used to state what the result would be if sth didn't happen or sth weren't true
<b>commodity</b> <i>formal</i>	a thing that is useful or has a useful quality	<b>pace</b>	the speed at which sth happens
<b>take up sth</b>	fill or use an amount of space or time	<b>precision</b>	the quality of being exact, accurate and careful <b>SYN accuracy</b>
<b>mass</b>	affecting or involving a large number of people: <b>mass-market books</b> , <b>mass unemployment</b> . A <b>mass</b> is a large amount or quantity of sth.		

### SPOTLIGHT *opening*

**Opening** (*n*) has three meanings:

- 1 the beginning or first part of sth (as above):  
*The story has a strange **opening**.*
- 2 an act of making sth open:  
*I went to the **opening** of the Picasso exhibition.*
- 3 a small hole that sb/sth can pass through:  
*There's a small **opening** in the wall where you can see the castle.*

**Opening** can also be used as an adjective.

*My **opening** sentence was a bit too long.*

**1 Underline the adjectives.**

mass print blank precious quote instantly otherwise pace specialist opening

**2 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the APP to help you.**

- |   |   |
|---|---|
| 1 <u>c</u> ite <u>c</u> ommodity .....      | 5 <u>s</u> pecialist <u>p</u> recious .....   |
| 2 <u>t</u> one <u>q</u> uote .....          | 6 <u>o</u> therwise <u>p</u> ublication ..... |
| 3 <u>i</u> nstantly <u>c</u> ommodity ..... | 7 <u>o</u> pening <u>t</u> one .....          |
| 4 <u>a</u> ssume <u>a</u> ssumption .....   | 8 <u>p</u> ace <u>m</u> ass .....             |

**3 Complete the sentences.**

- Every time I write a story, I start with a ..... piece of paper.
- I started with a fairly gentle ..... paragraph.
- He started with a joke and that set the ..... for the rest of the story.
- Don't ..... you know what people are thinking: that's dangerous.
- Certain journalists are always ..... various authors and sources.
- One of the first rules of journalism: never ..... down to your audience.
- I think I put in too much detail, and that slows down the ..... of my writing.
- It's a specialist paper, so it's my ..... that readers will already know the background to the story.
- It was a mistake on the ..... of the readers to believe I was totally objective.

**4 Replace the underlined words with a word or phrase that keeps the same meaning.**

- |   |                                 |
|---|---------------------------------|
| 1 I went to the <u>first night</u> of the exhibition. | I went to .....                 |
| 2 You must <u>get</u> the reader's <u>interest</u> .  | You must .....                  |
| 3 I can recognize his style <u>immediately</u> .      | I can recognize his style ..... |
| 4 It was <u>my</u> mistake.                           | It was a .....                  |
| 5 We'll be late <u>if</u> we <u>don't</u> leave now.  | We must leave now, .....        |
| 6 There are <u>thousands unemployed</u> .             | There is .....                  |
| 7 Did you <u>use</u> her <u>exact words</u> ?         | Did you ..?                     |
| 8 Freedom is <u>valuable and important</u> .          | Freedom is .....                |

**5 Complete the questions.**

- Why is it important to consider the type of ..... you are writing for?
- What can you assume if you are writing for a ..... magazine or newspaper?
- What must you never do if you are writing for a ..... market?
- What is the most precious ..... in a newspaper?
- What are two or three things your ..... has to achieve?
- ..... are good, but why is it important to keep them short?

**6 Now answer the questions in Exercise 5 without looking back at the text.**

.....

.....

**7 ABOUT YOUR COUNTRY Write your answers to the questions below, or talk to another student.**

- Can you think of:
- any specialist publications written for very knowledgeable readers?
  - any mass-market newspapers?
  - any famous people who are often quoted in newspapers or on TV?

.....

.....

.....



# 58 Politics in practice

## A A referendum

In 2016 there was a **referendum** in the UK **concerning** membership of the EU: to remain in the EU, or to leave the EU. The **debate divided** the nation and created a huge amount of **conflict**, even within families. Eventually, in a very **closely-fought contest**, there was a **narrow majority** for 'leave' (51.9% versus 48.1%). The **turnout** was high (just over 72% of the **electorate** voted), but that still meant that the outcome was decided by only 37% of the total electorate, and some have questioned, therefore, to what extent the result really represents the democratic **will** of the people. The British government then spent three years trying to **negotiate** an agreement that the British parliament could support.

### GLOSSARY

<b>referendum</b>	an occasion when all the people of a country can vote on an important issue
<b>concerning</b>	about sth; involving sb/sth SYN <b>regarding</b>
<b>debate</b>	an argument or a discussion expressing different opinions
<b>divide</b>	cause disagreement <b>division</b> <i>n</i>
<b>conflict</b>	a situation in which people, groups or countries are involved in a serious disagreement
<b>closely</b>	used to indicate that two or more things differ by only a small amount: <b>a closely-fought contest</b> (= a contest won or likely to be won by a small amount)
<b>contest</b>	a struggle to gain control of sth
<b>majority</b>	the number of votes by which one party wins an election, a discussion, etc: <b>a narrow majority</b> , e.g. 52% OPP <b>a clear majority</b> , e.g. 66%
<b>turnout</b>	the number of people who vote in a particular election
<b>electorate</b>	the people in a country or an area who have the right to vote
<b>will</b>	what sb wants to happen in a particular situation: <b>the will of the people</b>
<b>negotiate</b>	try to reach an agreement by formal discussion <b>negotiation</b> <i>n</i>

**1 Underline the stress on the following words. Use the APP to help you.**

concerning      debate      conflict      divide      contest  
turnout      negotiate      referendum      electorate

**2 Replace the underlined words with a word or phrase that keeps the same meaning.**

- The politician refused to answer questions on the subject of his private life. ....
- They managed to get just over 50% of the votes. ....
- The issue has caused disagreement across the country. ....
- The result represented about 70% of the people who have a right to vote. ....
- The number of people who vote is often low in local elections. ....
- Both sides will have to discuss this to reach an agreement. ....

**3 Complete the sentences.**

- There was a ..... in the UK in 1973 on membership of the Common Market.
- If banning cars is the ..... of the people, politicians may have to go along with it.
- The two countries have been in ..... for months now, but nothing has been decided.
- There has also been a long ..... in the media in Scotland about Scottish independence.
- The two parties are very ..... matched, so it will be an interesting ..... between them.
- There has been serious ..... in England for decades over membership of the EU. People have very strong and different opinions.

**4 What can you remember? Cover the text and answer the questions.**

- What took place in June 2016 in the UK? .....
- What was it about? .....
- How did the people react to this event? .....
- What was the result? .....
- How many people voted? .....
- What happened after that? .....



## B Coalition government

In a parliamentary system, a **coalition** government is one in which two or even **multiple** political parties **cooperate**, thus reducing the **dominance** of any one party. Broadly speaking, there are two models. The first is to form a coalition before the election. The second is to form a coalition after the election, retaining a party's **core philosophy** and ideals, but then negotiating with other parties to form an administration that can **govern** the country. **Advocates** say that coalition government leads to **consensus**-based politics, which produces **compromise**, while opponents say that no-one gets what they voted for.

### GLOSSARY

<b>coalition</b>	a government formed by two or more parties working together
<b>multiple</b>	involving many different people or things
<b>cooperate (with sb)</b>	work together with sb else in order to achieve sth
<b>dominance</b>	the fact of being more powerful or important than sb else <b>dominant</b> <i>adj</i>
<b>core</b>	the most important or central part of sth
<b>philosophy</b>	a set of beliefs or an attitude to life that guides sb's behaviour
<b>govern</b>	legally control a country or its people and be responsible for laws, etc.
<b>advocate</b>	a person who supports or speaks in favour of sb/sth, especially a public plan of action <b>advocate</b> <i>v</i>
<b>consensus</b>	an opinion that all members of a group agree with
<b>compromise</b>	[C] an agreement made between two people or groups in which each side gives up some of the things they want so that both sides are happy at the end; [U] the act of reaching a <b>compromise</b> ; <b>compromise</b> <i>v</i>

**5 Is the pronunciation of the underlined letters the same or different? Write S or D.**  
Use the **APP** to help you.

- |                     |                   |       |              |           |       |
|---------------------|-------------------|-------|--------------|-----------|-------|
| 1 coalition         | coal              | ..... | 5 philosophy | consensus | ..... |
| 2 govern            | dominance         | ..... | 6 cooperate  | soon      | ..... |
| 3 advocate <i>n</i> | advocate <i>v</i> | ..... | 7 compromise | consensus | ..... |
| 4 advocate          | philosophy        | ..... | 8 compromise | dominant  | ..... |

**6 Complete these words.**

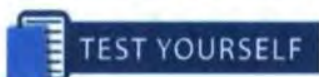
- |             |             |             |
|-------------|-------------|-------------|
| 1 gov.....  | 4 comp..... | 7 coal..... |
| 2 coop..... | 5 phi.....  | 8 dom.....  |
| 3 advo..... | 6 mul.....  | 9 cons..... |

**7 Answer the questions.**

- What is required for a **coalition**? .....
- If you reach a **consensus**, how many people agree with you? .....
- If you **govern** a country, how much control do you have? .....
- If you advocate something, are you **for it** or **against it**? .....
- Is dominance a fact of being **richer** or **more powerful** than others? .....
- If you reach a **compromise**, what are you prepared to do? .....

**8 Complete the sentences.**

- It's a complicated government policy and will involve ..... governmental agencies.
- It's not easy to give up certain things you want and accept certain things you don't, but in the end we all have to ..... sometimes.
- Whoever gets a majority will have the opportunity to ..... the country.
- The CDU (Christian Democratic Union) have been the ..... political party in Germany in recent years.
- If we don't ..... with other groups, we'll never achieve anything.
- The belief in democracy is at the ..... of their political and moral .....
- The prime minister has always been a strong ..... of personal choice and freedom.
- If no single party gets a majority, there will have to be some type of ..... to form a government.



# 59 Protest movements

## Extinction Rebellion protest blocks the Strand

During the *Extinction Rebellion*\* **demonstrations** in April, the police arrested over 1,000 people and charged 53 **in connection with** the climate change protests across five UK cities. In response to these arrests, the group **staged** another demonstration yesterday outside the Royal Courts of Justice. They **occupied** much of the Strand, and by **erecting barriers** and sitting in the road, they effectively blocked the **entire** area for almost eight hours. No arrests were made and the police have recognised their right to protest. Nevertheless, the Chief Constable has made it clear that the police do have a duty to **uphold** the rule of law, and cannot **tolerate** significant **disruption** to communities across the capital.



Meanwhile, the group has **called on activists** to participate in a summer of 'creative acts of civil **disobedience**', which they hope will force government into taking action.

\**Extinction Rebellion* is a political **movement** with a **mission** to **avert** climate catastrophe and **minimise** the risk of ecological collapse, and with it the extinction of **human beings** altogether. They aim to do this through non-violent **resistance**.

### GLOSSARY

<b>rebellion</b> [U, C]	opposition to authority by an organized group	<b>tolerate</b>	allow sb to do sth that you do not agree with <b>SYN put up with sth</b>
<b>protest</b> [U, C]	the expression of strong disagreement with or opposition to sth. A person is a <b>protester</b> . <b>protest</b> v	<b>disruption</b>	a situation in which it is difficult for sth to continue in the normal way
<b>demonstration</b>	a public meeting or march at which people show they are protesting against sth or supporting sth. A person is a <b>demonstrator</b> . <b>demonstrate</b> v	<b>call on sb to do sth</b>	ask or demand that sb do sth
<b>in connection with sth/sb</b>	for reasons connected with sth/sb	<b>activist</b>	a person who works to achieve political or social change
<b>stage</b>	organize and take part in action that needs careful planning	<b>disobedience</b>	refusal or failure to obey
<b>erect</b>	put sth in position and make it stand <i>upright</i> (= in a vertical position)	<b>movement</b>	a group of people who share the same ideas or aims
<b>barrier</b>	an object like a fence that stops people moving forward	<b>mission</b>	particular work that you feel it is your duty to do
<b>entire</b>	including everything, everyone or every part	<b>avert</b>	prevent sth bad or dangerous from happening
<b>uphold</b>	support sth that you think is right and make sure it continues to exist	<b>minimize</b>	reduce sth, especially sth bad, to the lowest possible level
		<b>being</b>	a living creature: <b>a human being</b>
		<b>resistance</b> [U, <i>sing</i> ]	opposition to or dislike of an idea, plan, etc; refusal to obey

### SPOTLIGHT *occupy*

**Occupy** has several meanings:

- 1 enter a place in a large group and take control of it (as above)
- 2 fill or use a space, an area or an amount of time: *The bed **occupies** half the room.*
- 3 live or work in a room, building, etc: *We **occupy** the 12<sup>th</sup> floor of the building.*

1 Underline the stress on these words. Use the APP to help you.

rebellion      minimise      protester      uphold      demonstrators      avert  
erect      occupy      demonstration      meanwhile      protest n      disobedience

2 Circle the words which suggest public protest.

demonstration      mission      disruption      rebellion  
uphold      disobedience      tolerate      resistance      occupy

3 True or false? Write T or F. If false, explain why.

- 1 If you erect something, you make it stand upright. ....
- 2 If someone upholds the law, they are trying to break it. ....
- 3 If you avert an accident, you see it. ....
- 4 If you tolerate something, you stop it happening. ....
- 5 A building which is occupied is empty. ....
- 6 A barrier is put somewhere to prevent someone from going somewhere. ....
- 7 If you minimize something, you reduce it slightly. ....
- 8 A rebellion is a person who is demonstrating against something. ....

4 Replace the underlined word(s) with a word or phrase that keeps the same meaning.

- 1 The protesters pulled down the metal fences that the police had put across the road. ....
- 2 There was even greater refusal to obey today at the march. ....
- 3 The people who are working to get political change are meeting in the square. ....
- 4 The demonstration caused considerable problems and interruptions. ....
- 5 There could be a lot of opposition to this plan. ....
- 6 A new political group has formed around concerns about hate crimes. ....
- 7 The government has asked people to cooperate with them at this time of crisis. ....
- 8 We're organizing a march through the city to protest about cuts to public spending. ....
- 9 The whole village is opposed to the council plan for more new homes. ....
- 10 The local community won't put up with any more disruption. ....

5 One word is missing in each sentence. What is it, and where does it go?

- 1 We weren't treated like human at the demonstration – more like animals. It was disgusting. ....
- 2 The organizers of the march have called activists to avoid any forms of violence. ....
- 3 Although the demonstration will cause problems, the police are keen to the disruption. ....
- 4 Reporters want to interview the protesters in with the events of last night. ....
- 5 The offices have been by an employment agency for over forty years. ....
- 6 They were careful to any potential danger to the neighbourhood. ....
- 7 We joined a group of who were carrying banners protesting about climate change. ....
- 8 The airline has attempted to avert during the pilots' strike. ....
- 9 We should no longer up with our politicians continually ignoring global warming. ....
- 10 It was the protesters who the barriers in order to keep themselves safe. ....

6 Complete the texts.

Economic instability in the country has led to the emergence of a new protest (1) ..... called 'Fight to Survive'. Their (2) ..... is to bring about political change through civil (3) ..... : acts such as marching, sitting in the road or strikes. At the same time, they wish to (4) ..... any disruption to the general public, and they are aware that actions such as (5) ..... government buildings are rarely (6) ..... by the authorities.

A group of (7) ..... have been protesting in front of Parliament about animal rights. The (8) ..... started at 8.00 a.m. in Hyde Park, and led to a march towards Parliament Square with (9) ..... carrying signs saying 'Meat is Murder' and 'Think with your heart, not your stomach'. They are (10) ..... on Members of Parliament to pass laws ensuring that animals have equal rights with human (11) ....., and they are planning to (12) ..... further demonstrations in the coming weeks.





# 60 Disasters

## A An earthquake

### Earthquake hits Pakistan

Last night a sudden earthquake **struck** a region in Kashmir, and reports suggest that hundreds lost their lives as buildings **collapsed** while they slept. Thousands are now being **evacuated**, but there are fears that many are still **trapped** inside their homes, so the **death toll** could rise **significantly**. The exact **scale** of the damage will not be known for several days or even weeks, but it has already been **considerable**, and reports are coming in of **numerous tremors** in the surrounding area. The next 48 hours will be crucial, not only to **rescue** more people but also to **maintain** supplies of water and electricity.

#### GLOSSARY

<b>hit</b>	happen suddenly and have a harmful or damaging effect on sth/sb <b>SYN strike</b>
<b>collapse</b>	(of a building) fall down or fall in suddenly
<b>evacuate</b>	move sb away from a dangerous place <b>evacuation n</b>
<b>trap</b>	If sb is <b>trapped</b> , they are inside sth and cannot get out.
<b>death toll</b>	the number of people killed in a disaster, accident, etc.
<b>significantly</b>	to a degree that is important or easily noticed <b>significant adj: a significant effect/improvement</b>
<b>scale</b>	the size of sth, especially when compared with other things
<b>considerable</b>	very large in size or amount
<b>numerous formal</b>	existing in large numbers
<b>tremor</b>	An <b>earth tremor</b> is a small earthquake.
<b>rescue</b>	take sb from a dangerous place to safety <b>SYN save; rescue n</b>
<b>maintain</b>	make sth continue at a certain level or standard

1 The pronunciation of the underlined letters is the same in all but one example. Which one? Use the APP to help you.

collapse significant numerous evacuate considerable tremor .....

2 Replace the underlined words with a word or phrase that keeps the same meaning.

- 1 Many buildings fell to the ground during the earthquake. ....
- 2 We've had many reports of possible earth tremors. ....
- 3 The villagers have all been moved from the village. ....
- 4 There are people who are inside their homes and cannot get out. ....
- 5 Scientists believe the hurricane will reach and attack Florida within 24 hours. ....
- 6 The number of people killed could be as high as 2,000. ....
- 7 The storm has caused a great deal of damage. ....
- 8 Many of those trapped were taken to safety by the helicopter. ....
- 9 Experts will try to assess the relative size of the problem when all the facts are known. ....
- 10 The situation has become quite a lot worse with the continuing bad weather. ....

3 Complete the text.

When an earthquake (1) ..... a city, there is always a danger that buildings will (2) ..... and people will be (3) ..... inside. As soon as the immediate danger has passed, the first job will be the (4) ..... of people from the area, and to (5) ..... anyone still in danger. While the government will send in supplies of food, it is very difficult to (6) ..... a supply of clean drinking water. There is also the risk of further earth (7) ....., which can have a (8) ..... effect on the level of damage. It may be weeks later before anyone can really judge the (9) ..... of the disaster, and what the final death (10) ..... might be.

#### TEST YOURSELF