



Cambridge English

Vocabulary for Advanced

with answers

Self-study vocabulary practice

SIMON HAINES



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





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Map of the book

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

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

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

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Introduction

What does the book aim to do?

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

Who is the book aimed at?

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

How do I use the book?

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

When should I use a dictionary?

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

What does this symbol mean?

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

What is included in the exam practice?

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

How do I best use the exam Writing practices?

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

What is on the CD?

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

How do I use the Wordlists?

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

When should I do the tests?

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

Cambridge English: Advanced Exam summary

Paper 1 Reading (1 hour 15 minutes)

There are 34 questions in total.

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

Paper 2 Writing (1 hour 20 minutes)

The two parts of the test carry equal marks.

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

Paper 3 Use of English (1 hour)

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

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

Paper 4 Listening (40 minutes)

There are 30 questions. You hear every recording twice.

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

Paper 5 Speaking (15 minutes)

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

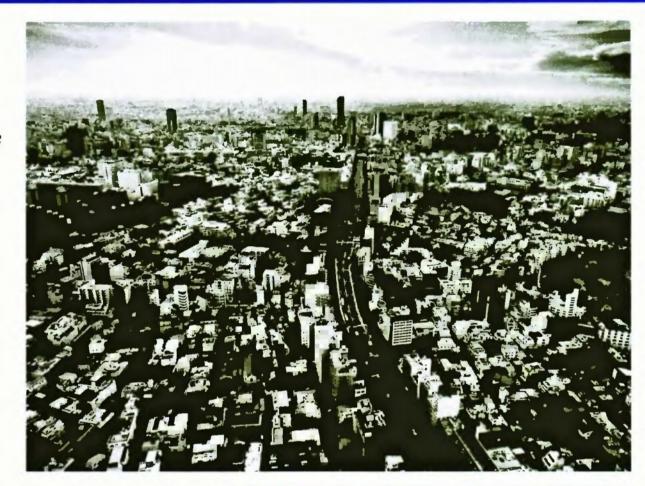
Part	What are the tasks?	What do I have to do?	Where can I get practice?
1	General conversation	You answer questions about general topics such as your daily life, your interests or your experiences.	Unit 3, p.21 Unit 15, p.73
2	Individual 'long turn'	You speak for about one minute, comparing two photographs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

Cities

Urban growth, urban living

Urban growth

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



1.2 Choose the best words to complete the text.

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

1.3 Find words in the text which match these definitions.

1	related to towns and cities
2	related to trade or business
3	particular part of a place
4	not previously built on

people who live in a place _____

ĸ	ď	,	۲	
B	۷	•		
	i	ı,		

Vocabulary note

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

COLLOCATIONS = words frequently used together, e.g.

densely populated, leafy suburbs, open spaces, violent crime

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

tourist attraction, skyscraper, cost of living DEPENDENT PREPOSITIONS = some adjectives, nouns and verbs are followed by particular prepositions, e.g. steeped in history, plagued by crime PHRASAL VERBS = two- or three-part verbs with idiomatic meanings, e.g.

break down, get around, look forward to

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

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

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

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

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

a	ırea	attractions	city	commuter	fumes	jams	pollution	rush	traffic	transport	
1	The	e Eiffel Tower	is one	of the most p	opular t	ourist _		i	n the wo	rld.	
2		r council is do ry time they o	Variation of the last					co	ngestion	, including cha	arging drivers
3	The	e undergroun	d is an	integral part	of the p	ublic		sy:	stem in r	nany large citi	es.
4		ce the town c asant experie		oecame a traf	fic-free p	edestri	an		, shop	ping has been	a more
5	Exh	aust		from car	s, buses a	and Iori	ries are the r	nain ca	use of air		in cities
6		ere are freque ny towns and				during	the morning	g and e	vening _		hours in
7	Но	use prices in t	he		belt a	re more	e affordable	than in	central l	ondon.	

1.6 Some adjectives have a special meaning as noun suffixes.

-free = without an undesirable thing, e.g.

I always buy fat-free yoghurt.

-friendly = suitable for, or, welcoming of, e.g.

Child-friendly software comes pre-installed.

-mad = liking or doing something obsessively, e.g.

My husband is football-mad.

Rewrite the following sentences using the suffixes.

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

Error warning



In everyday speech and writing we use people as the plural form of person.

There were a lot of people on the station, but only one person got on the train.

The plural form persons is rarely used in speech, but is used in certain formal contexts, e.g.

The crime was committed by person or persons unknown.

Urban living

2.1 Do2 Listen to two people by the speakers.	e talking about living in a city. Complete	these sentences with words used
1 I just love all thea	nd bustle.	
2 In my work and my	life, I come into regularv	vith people from all over the world
	redible of entertainment o	
4 The only downside is the		
5 Her parents own a flat in the		
	ng able to on a bus or take	the
2000	n cities than in areas.	
7 Crime are higher i	if Cities than in areas.	
2.2 What do you think are the a from 2.1 and add your own ideas.	dvantages and disadvantages of city life	? Make two lists. Use expressions
ADVANTAGES convenient	public transport,	
DISADVANTAGES crime,		
2.3 Match the two-part express 1 I love the hustle and bustle of life	ions in italics with their definitions. in the city.	good times and bad times
2 Some people move to the count	ry for the peace and quiet. b	busy, noisy activity
3 We've been weighing up the pro-	s and cons of commuting.	willingness to compromise
4 Most people have ups and down	s at work.	calm atmosphere
5 We need some give and take bet		advantages and disadvantages
2.4 WORD TRANSFORMATION the ends of the lines.	Complete the text with the correct for	orms of the words in capitals at
	ne number of closed-circuit television	EXPLODE
	in recent years is transforming city centre	
benefit, taking comfort in the 3	that they are being	PSYCHOLOGY BELIEVE
	ghbourhoods, there are even socially	DELIEVE
(T)	which allow local 5	INCLUDE / RESIDE
	tch what is happening outside their front	
	be 6 in solving crimes,	
	neras are keeping them safer? According t , they are not. He conducted a	
	that, in general, the 8	INSTALL
	ttle impact on crime. In only one of the	SURPRISE
	drop in crime levels be linked to CCTV.	SIGNIFY

Exam practice

Reading Part 3

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



Exam tip

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

Wanted in Africa

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

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

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

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

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

Personal history

Ancestry, autobiography

A	77	PE	1	-	7
		F 2			

Ancesury		
1.1 Where could you fi	nd out more about your ancestors?	? Put a ✔.
official records websites	older relatives family diaries	old family photo albums local newspaper archives
1.2 Read the introduct complete the text.	on to a talk about investigating yo	our family history. Choose the best words to
additional clue, your ² ance ³ genealogical / geological for ordinary people, just like In genealogy you always s search as if you were a det ⁷ resources / sources and care be able to prove that your	estors / associates will become more them. In this ⁴ process / progress you will you and me. tart from the present and work ⁵ backetive ⁶ conducting / concluding an in	I realise that most of them were just wards / forwards. You should approach the vestigation; looking for clues, interviewing facts. This is important because you need to nyone can claim that they are a
Who is this advice aimed What does the speaker		information is an uncountable and cannot be made plural, e.g. I'd like some informations informations about my family.
ecording script on page 10	06 to help you.	es which match these definitions. Use the
		fy your facts (3 words)
		(1 word)
the most difficult proble	m to overcome	(3 words)
		(4 words)
		(4 words)
		(3 words)
separate line of your and	estry	(4 words)

collect a lot of data ______(5 words)

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

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

1.6 C	omplete these	sentences w	ith words ar	d phrases	from 1	.4 and	1.5.
-------	---------------	-------------	--------------	-----------	--------	--------	------

1	Of the difficulties we faced when we moved to America, overcoming culture shock was the biggest
	•
2	Convincing liars usually include a few of truth in their stories.
3	Researching my family tree is just a hobby and I at spending any money on it.
4	Every time my father tells a story he adds some to make them funnier or more dramatic.
5	Historians have accused a new 'biographical' film about the king's personal life of being wildly
6	There's an animal living in the woods that makes a sound eerily of a crying baby.
4	7 When we talk about secrets we often use the idea that there is compthing unseen or hidden of

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

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

1.8 Match the expressions you underlined in 1.7 with their definitions.

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

Autobiography

- 2.1 How is an autobiography different from a biography?
- 2.2 Complete the text with words from the box.

ā	accurate	appointments	blank	confront	feelings	forget	hoarded	myths	reports	traces
3	you migh from deep	raphy is a curio t have been avo o down things y in ar	iding for ou might	years. You l rather ³	have to ² _	7	Then you m	our guilts oust <i>weigh</i>	and fears, b up wheth	dredging ner they are
1	nearest ho	s long as mine lome. Ever since otes from girls i	I was a cl	hild, I have	7		_: scraps of	paper, cl	hildish ske	etches, soppy
t	numerous	e are the diarie little pocket di nly roughly – th	aries, thr	own casuall	y into a bi	g box at	each New Y	Year, allow	wed me to	pinpoint,
2	2.3 Writ	te one word fro	om 2.2 wł	nich can be	used in al	l three s	entences.			
1	The wor	rld	for	the 100 me	etres has b	een brok	en twice in	the last y	/ear.	
		g off the								
		e found guilty								
2	Thieves	gained		_ to the bu	ilding thro	ugh an u	ıpstairs win	dow.		
	Adults a	accompanying s	mall child	dren are elig	ible for ha	lf-price_		<u> </u>		
	The last		in the	e diary desc	ribes the d	langer th	ey were in.			
3	I left my	parents a		saying	I'd be late	home.				
	If you as	k a friend for a	dvice, you	should tak	e		of what t	hey say.		
	Sorry, 1 l	naven't got any	change. I'	II have to gi	ve you a te	n-pound	d b			
2	2.4 Whi	ch words are p	ossible re	placement	s for the w	ords in	italics in 2.	2?		
W	ord in 2.	2 pc	ssible re	placements				Š.		
1	weigh u	р со	nsider (decide reg	gard thin	k about				
2	formula	ated cr	eated o	riginating	put toget	her pre	epared			
3	a multi	tude of a c	rowd of	countless	many	numero	us			
4	valuabl	e ex	pensive	important	preciou	s usefu	ıl			

bits crumbs fragments small pieces

5 scraps

Exam practice

Writing Part 1

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

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

We want to know what you think!

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

Please write to us now.

Exam tip

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

Want to see how your ancestors lived?

Come to the East of England Museum of Everyday Life

great
exhibits

Didn't open Open 10.00 am - 5.00 pm daily

till 10.15

Café serving snacks and drinks

good choice of

snacks - not

Guide spoke too quickly ____ Hourly guided tours for students of English

Entry $\mathcal{L}5.00 / \mathcal{L}2.50$ (students and children under 16)

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

expensive

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

The arts

Arts events, reviews

Arts events

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

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

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

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

Add your own words to these lists.

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

Error warning



In 1.1 there are two adjectives which are often confused with similar words.

classical = traditional in style or form; of the ancient civilisations of Greece and Rome, e.g.

Classical literature usually makes heavy reading.

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

The little black dress is a classic look.

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

It's a historical novel about the Tudors.

historic = very important in history, e.g.

These historic events will shape the nation's future.

Vocabulary note

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

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

1	play, hear, write, read	a	art		
2	shoot, watch, produce, show	b	a venue		
3	appreciate, buy, create, view	C	a film		
4	lead, conduct, join, hear	d	music		
5	go on, take to, leave, appear on	е	an orchestra		
6	book, fill, headline, choose	f	the stage		
1	.5 Complete these sentences using an adjective	from	box A and a no	un from box B.	
Α	academic medical musical scientific surgion match-winning opening third-quarter	cal	B instrument	t performance	
1	A stethoscope is a	5	The saxophon	ie is a	
2	A scalpel is a sharp	6	The	Wa	s sold out.
3	The striker gave a	7	The telescope	was an early	
4	The company delivered a good	8	University ent	ry depends upo	n
M	Listen to three people talking about a atch the speakers with the events they describe (a ne of the events is not described.		vents.		7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
Sn	eaker 1 a a comedy night at an unimpre	ssive v	venue	assessed .	
	eaker 2 b a bizarre event at a modern ar				
	eaker 3 c an outdoor art installation	- Build	.,		
	d a memorable concert by a new	v grou	р	war war	
	2 04 Listen again and complete the sentend phrases used by the speakers.	ces w	ith words		problem to the second
1	It was one of the best I'v	e eve	r been to.	en partie erannamen erg	
2	The venue was pretty ordinary – a				A CANADA
3	They play their rather eclectic mix of material with	out		THE STATE OF THE S	EXPLICATION OF
4	They're gaining a devoted				
5	I've never been stand-up			endronen er Grunder	andalis Composition
6	He had the whole audience				
7	I'm not even sure 'exhibition'				
8	The figures are all of the	sculp	tor's own body.		

1.4 COLLOCATION Match each list of verbs with a noun.

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

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

pa	ast recordings of a musician		 4	words an actor has to say
lar	rgest crowd a venue can hold _		 5	role played by an actor
- 1			-	manage to and management on
	easantly musical			
2.5	Write the nouns of these adj	ecti	evie	

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

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

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

The Road has a beauty which is reminiscent ¹ classic twentieth-century novels such as Of Mice and Men and The Old Man and the Sea. The deceptively simple narrative is both gripping ² revealing of human nature.
The novel 3 the story of a father and son as they travel across a desolate landscape 4 search of food and shelter. It becomes clear 5 a huge disaster 6 befallen planet earth. The sun has stopped shining and, 7 light, plants do not grow, animals have starved and humanity is 8 the brink of extinction. Society has broken 9 and the few people that remain have turned against 10 another. As the father tries desperately to 11 his son alive, he learns that the greatest human need of all is not food, 12 hope for the future.

Exam practice

Use of English Part 1

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

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



Exam tip

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

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

Narrow your choice by eliminating options which are obviously incorrect.

The driving (3)behind the founding of Gotan Project was a French DJ, Philippe Cohen-Solal. Borr in 1962, Cohen-Solal began his (4) in films in the nineties, working as a music consultant for a number of leading film directors. He also (5)something of a name for himself as a composer.
Meanwhile, Cohen-Solal's future associate, Christophe Muller, was busy forging his own reputation on the electro scene in Switzerland. Muller was a technical whizzkid, tinkering around on machines from his (6) teens. Muller moved to Paris where he met Cohen-Solal in 1995. The two musicians (7)
The foundations of Gotan Project were (10) in 1999 when Muller and Cohen-Solal met the Argentinian singer and guitarist Eduardo Makaroff.

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

Speaking Part 1

- 1 For 1-5 think about how you would reply to the examiner.
 - 1 Tell me something about the kinds of music you enjoy listening to.
 - 2 When and where do you listen to music?
 - 3 How do you prefer to listen to music?
 - 4 Where can you go to listen to live music in your area?
 - 5 Do you play or have you ever played music yourself?
- 2 Listen to three people replying to one of the prompts (1–5).
 - 1 Which prompt (1-5) is each person replying to?
 - 2 Listen again, and follow the recording script on p.106. Make a note of useful words or phrases.

4

Migrations

Departures, personal stories

Vocabulary note

starting with en- include:

The prefix en- adds the meaning

put into, cause to be or provide with to verbs. So endanger means to put in danger. Other common verbs

p, e.g.

wer

Departures

1.1 Complete the text with words from the box.

asylum seekers contract workers expatriates illegal immigrants professionals refugees settlers

	encase, encircle, engulf, enable,						
are people who intend to live permanently in a new country. Most head for just a few main countries, for example, the USA. Some will succeed in their aims and gain status as legal residents of the country they have moved to. These people are technically called	enlarge, enliven, enrich, enclose The prefix em- is used before words which begin with b or embed, embitter, embody, empo						
² , although this term is most commonly used by people fro describe people from more developed nations living permanently abroad.	om English-speaking nations to						
Migrants who leave their homes to escape danger or persecution may also be new home. Until their claims are dealt with they are known as 3 accepted they will be classified as 4 In some cases of mass people escape across a border, they are immediately granted this status.	, and if their claims are						
Looking for a job, a better income or perhaps just an experience, other migra 5 They are allowed to stay in their destination country on a specific period. Some are seasonal employees. Others will stay in the new coinclude employees of multinational corporations who are moved around from people are often 6, with specialist knowledge in their field.	the understanding that it is for ountry for a year or more. These n country to country. These						
Some migrants overstay their visas or work whilst in the country on tourist visas. When this happens they become ⁷ in the eyes of the officials. They may also try to enter an 'immigration country', often endangering their own lives, by being smuggled in by people they have paid for this service.							

1.2 Answer these questions.

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

1.3 Match these words with their definitions.

- 1 multinational corporation
- 2 smuggle
- 3 seasonal employee
- 4 overstay
- 5 persecution

- a take things or people to or from a country illegally or secretly
- b worker whose employment is related to a time of the year
- c company that operates in more than one country
- d remain beyond a specific time limit
- e subject someone or a group of people to cruel or unfair treatment

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

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

Personal stories

2.1 \(\bullet \) 06 You will hear the first part of a radio programme about emigration. Listen and complete this summary. Write no more than two words for each gap.

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

Error warning



many is commonly used in affirmative sentences in writing, e.g.

Many people these days prefer to shop online.

However, many is very formal in spoken, affirmative sentences. We prefer to use a lot of or lots of, e.g.

"I know many a lot of people like her."

"She has many lots of good friends."
many is used in questions and
negative sentences whatever the level

2.2 D 07 Now listen to the radio programme and answer these questions.

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





of formality.

2.3 Match these definitions with words from the recordings.

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

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

- 1 The city is home to people from many different cultures. It's a <u>multicultural</u> city.
- 2 Many different languages are spoken in our country. It's a ______ society.
- 3 HSBC is a bank which operates in many different nations. It's a ______ company.
- 4 The fabric is printed with many contrasting colours. It's ______ fabric.
- 5 My printer has many different functions. It's a ______ printer.

2.5 Complete these sentences with phrases from the box.

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

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

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

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

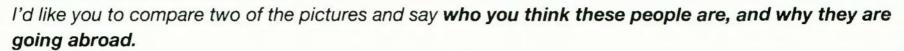
Exam practice

Speaking Part 2

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

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

Candidate A it's your turn first. Here are your pictures. They show people going abroad.



Choose two pictures. Follow the examiner's instructions. Make some written notes on what you will say. Who do you think these groups of people are?
Why are they going abroad?



Exam tip

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







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

Risking it

Extreme sports, risk-taking

Extreme sports

Match the illustrations with the names of the sports.

- bungee jumping ____
- 5 scuba diving ____
- hang-gliding ____
- 6 skydiving ____
- ice climbing ____
- white-water rafting.
- potholing ____
- windsurfing

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



Vocabulary note

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



1.3 Choose the best words to complete the text.

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

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

- marketing hype ____
- result
- physical exertion ____

mismanaged ____

exaggerated descriptions used in sales

poorly controlled or organised C

outcome ____

- movement of the body which raises the heart rate
- characteristic ____
- typical or noticeable quality

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



Error warning



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

1.6 Complete these s	entences with one of the collocation	ons from 1.5.	
1 I've only just started,	but my ski instructor says I am	good	·
•	nore experienced than yourself.	activity, you should	
3 It's important that pa	rticipants in extreme sports	full	for their own actions
4 Some sports are extre	emely dangerous even if you do	the proper .	
I think you have to _	about the	level of risk you find	acceptable.
1.7 Write five senten	ces of your own using the collocati	ons from 1.5, e.g.	ассертавіе.

Risk-taking

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

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

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

- 1				Т
- 1	А.		١.	n
	и.			v
	w		170	,
	a۸		-	,
	- 1	١.	-	
	٠,	Λ.		
			•	

Vocabulary note

The speaker uses formal, scientific language in the report, e.g.

determine = find out

display = show

engage in = take part in

foresee = predict

consequences = results

onset = beginning

response = reaction, reply

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

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

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

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

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

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

How to assess the risks in your workplace.

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

3.2 Answer these questions about a place you know well.

- 1 What are the most hazardous areas and objects?
- 2 What are the riskiest activites carried out on the premises?
- 3 Who might be harmed by these hazards?
- 4 What precautions could be taken to prevent people being harmed?

1	17
	V
/	

Vocabulary note

trip = to lose your balance after hitting your foot on something, e.g.

I tripped while I was running for my train and fell flat on my face.

slip = to slide unintentionally on something wet or smooth, so that you lose your balance, e.g.

Several people **slipped** on the icy pavements and two were admitted to hospital with suspected fractures.

stumble = to put a foot down awkwardly and because of this begin to fall, e.g.

Running along the beach, she **stumbled** and fell on to the sand.

Exam practice

Reading Part 2

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

Don't text and drive!

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

1

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

2

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

9

Exam tip

Pay close attention to words that are used to link parts of texts together, e.g. pronouns: he, them

determiners: the, this, these, my, his connectors: on the other hand, in spite of this, for example, etc.

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

3

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

4

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

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

Test one (Units 1-5)

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

1	Egypt is a fantastic country for tourists. It's absolutely in history.					
	A soaked	B drench	ed C	steeped	D	saturated
2	One of the worst feature	es of modern	cities is the urban	resultin	g fro	om poor planning.
	A sprawl	B spread	С	increase	D	growth
3	My uncle and his family	have just mo	ved into a new ho	ouse on the	(of the city.
	A suburbs	B outskirt	ts C	borders	D	edges
4	The Opera House is one	e of the main	tourist	in Sydney.		
	A appeals	B charms	C	attractions	D	temptations
5	Pedestrianexperience.	in towns a	nd cities make sho	opping a more relaxing,	les	s dangerous
	A spaces	B precinc	ets C	areas	D	regions
6	I've discovered that my		on my mother's	side were originally fro	m F	Russia.
	A descendants	B ancesto	ors C	children	D	associates
7	I wanted to talk but she	was determine	ned to sweep the	matter under the		
	A cupboard	B table	С	carpet	D	bed
8	There are many	of info	rmation you can i	nvestigate to find out a	bou	t your family history
	A resources	B bases	С	origins	D	sources
9	I expect it'll be interesting	ng to read my	school	when I'm older.		
	A reports	B register	rs C	histories	D	accounts
10	The newspaper story w					
	A script	B record	С	key	D	tape
11	Before you make a deci	-				
	A weigh through	B weigh of	out C	weigh up	D	weigh down
12	It costs a fortune to mai					
	A classic	B historic	С	historical	D	dated
13	I really admired the actor					
	A staged	B made	С	auditioned	D	played
14	The audience clapped e	enthusiastical	y when the famou	ıs actor	on t	he stage.
	A appeared	B entered	С	showed	D	turned
15	Wherever he performs,	his	fans follow h	im.		
	A adored	B devoted	d C	loved	D	entertained

16	I love Mozart. He compos	sed	some of the world's me	ost.	music.		
	A classical	В	abrasive	С	melodramatic	D	euphoric
17	It was one of the year's n	nost	popular events, with		audiences ev	ery	night.
	A full	В	capacity	С	complete	D	whole
18	She spent weeks research	hin	g the perfect venue bef	ore	she actually		anywhere.
	A established	В	agreed	C	chose	D	decided
19	A scalpel is a surgical		used in operat	ions	S.		
	A equipment	В	instrument	С	gadget	D	apparatus
20	Many refugees leave thei	r ho	me country to avoid				
	A persecution		immigration		institution	D	corporation
21	I'm afraid that cycling is	off t	he until 1	the	weather improves.		
	A record	В	card	С	track	D	menu
22	We're a very	f	amily, so I spend a lot o	of tir	me with my brothers ar	nd s	isters.
	A near	В	tight	С	close-knit	D	familiar
23	Most of us get on best w	ith _l	people who share a		of humour.		
	A way	В	feeling	С	kind	D	sense
24	When I changed jobs las	t ye	ar it took me several w	eek	s to find my		
	A belonging	В	feet	С	balance	D	place
25	People involved in extrem	ne s	sports are well aware of	the	risks they are		
	A making	В	getting	С	involving	D	taking
26	There is no reliable way t	o	the results	s of	a race.		
	A foresee	В	apprehend	С	comprehend	D	analyse
27	The authorities are taking	J	to improve	COI	nditions in the country's	s pr	risons.
	A responsibility	В	place	С	steps	D	exercise
28	A breaking voice marks t	he .	of adoles	scer	nce in boys.		
	A outset	В	onset	С	offset	D	inset
29	I didn't realise the path w	as	icy until I	an	d lost my balance.		
	A tripped		stumbled	1000000	slipped	D	slid
30	He's broken his arm, whi	ch i	means he can't take pa	rt	Saturday'	s m	atch.
	A in	В			on		for

Gender issues

Language, gender in sport

Language

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

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

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

- 1 language which does not specify gender
- 2 language which clarifies gender
- 3 language which is inclusive of both sexes
- 1.3 Complete the text with words from the box.

biased categorise connotations neutral sexes stereotypes

Vocabulary note

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

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

If we do not know, or do not want to specify the gender of the person, we can use they, them, their, themselves, e.g. If a student fails their exams they will usually get a chance to resit.

Vocabulary note

These relationship words refer to people of both genders:

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

spouse = husband or wife (formal, legal)

sibling = brother or sister (formal)

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

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

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

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

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

1 The speaker thought the way adult women were referred to as 'girls' was	
---	--

- 2 A 'girl' is not someone who _______ for herself, she's a child.
- 3 In this society women are ______ in comparison to men.
- 4 We should ______ to the way women are addressed.

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

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

Gender in sport

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

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

2.2 Write the nouns related to the adjectives in 2.1.





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

The positive outcomes of sport for gender 1	and women's	EQUAL
empowerment are constrained by gender-based	² in all areas	DISCRIMINATE
and at all levels of sport and physical 3	. This is fuelled by continuing	ACT
stereotypes of women's physical 4	and social roles. Women are	ABLE
frequently segregated 5 into ty	pes of sports, events and competitions	VOLUNTARY
specifically targeted at women. Women's access	to positions of 6	LEADER
and 7making is constrained fr	om the local to the international level.	DECIDE
The value placed on women's sports is often low	er, resulting in ⁸	ADEQUATE
resources and unequal wages and prizes. In the r	nedia, women's sport is not only	
9 but often also presented in a	different style that reflects and	MARGINAL
reinforces gender stereotypes.		

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

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

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

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

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

C	omplete	deem	overt	participate	predominantly	pursue
1	do			4	mainly	
2	consider			5	open	
3	finish			6	take part in	

Vocabulary note

stand out = be visibly different / be
clearly visible

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

Other phrasal verbs with stand: stand by = not act to prevent something

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

not stand for = refuse to accept

I will not stand for rude behaviour.

stand in for = do someone else's job

My colleague stood in for me when I

was ill.

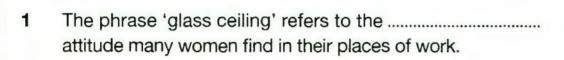
stand up for = defend and fight for

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

Exam practice

Listening Part 2

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





Exam tip

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

2 T	he metaphorical	ceiling is	made out of	glass because	it is	3
-----	-----------------	------------	-------------	---------------	-------	---

- 3 The term 'glass ceiling' was first used in the which Gay Bryant wrote in 1984.
- 4 The related term 'glass' refers to the means by which men travel to the highest levels.
- 5 Some believe that women prioritise their family and so cannot enough time to their careers.
- 6 The sector has been severely criticised in the past.

Use of English Part 5

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

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

NEVER

I HAD NEVER SEEN women playing competitive football before.



Exam tip

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

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

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

Education

Learning, training

Learning

pre-school secondary school local state school primary school fee-paying school	hool boarding school technical college					
1.2 Complete the text with word	ds from the box.					
capacity child-centred classroo needs potential whole	m educators foster graduate images influence method					
She was the first woman to ² interested in education through he When she went on to establish sch approached their education as a sci children and finding ways to help to	Maria Montessori was one of the most important early years ¹ of the 20th century. She was the first woman to ² from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special ³ When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the ⁴ as her laboratory for observing children and finding ways to help them to achieve their full ⁵ It soon became apparent that Dr Montessori had developed a highly effective teaching 6					
schools, lecturing about her discovery	schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of 7 education. Her innovative classroom practices and ideas have had a profound 8 on the education of young children all over the world.					
9 of themselves a	Montessori saw that children learn best by doing and that happy self-motivated learners form positive 9 of themselves as confident, successful people. She created specially designed resources to					
The Montessori approach is holistic, that is, it aims to develop the ¹¹ child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest ¹² to learn.						
1.3 Match these words and phra	ases with their definitions.					
1 special needs	a person who is the first to develop an idea					
2 disadvantaged	b able to work at something without encouragement					
3 achieve your potential	c requirements due to physical or mental problems					
4 pioneer	d new and original					
5 child-centred	e suceed to the best of your ability					
6 innovative	f based on the needs and interests of children					
7 self-motivated	g without the necessary education, money etc. to succeed in life					

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

1 My brother graduated Harvard University in 2	2009
--	------

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

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

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

1.6 COLLOCATION Choose the correct adverbs in these sentences.

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

Training

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

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

V

Vocabulary note

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

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

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

2.3 Choose the correct words in these sentences.

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

V

Vocabulary note

Most collective nouns like team, staff, and class can be used with either singular or plural verb forms, e.g.

The company are keen to recognise this extra time.

The government is bringing in new regulations related to apprenticeships.

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

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

Listening Part 4

You will hear five short extracts in which mature students talk about their return to education.

While you listen you must complete both tasks.

TASK 1

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

- A She is a single parent.
- B She finds it easy to make new friends.

Speaker 1 1

C She looks older than some of the staff.

Speaker 2 2

D She has a degree in a different subject.

Speaker 3 3

E She wishes she was a teenager.

Speaker 4 4

F She is impressed by the university.

She was unhappy in her job.

H She is a senior citizen.

Speaker 5 5

TASK 2

G

Ε

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

She realises she could have gone to university when she was a teenager.

A She needs to keep her mind active.

Speaker 1

B She finds studying a challenge.

6

C She is now studying her favourite subject.

Speaker 2 7

D She thinks she may have to drop out of the course.

Speaker 3 8

F She finds the lecturers easy to talk to.

Speaker 4 9

G She is doing this course because someone else wants her to do it.

Speaker 5 10

H She didn't know what to expect before starting the course.

9

Exam tip

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

Listen for the answers to both tasks. You may hear answers for Task 2 before answers for Task 1.

Health

World health, water and health

World health

infl	uenza	these health issues a cancer malnutrition	obesity	heart disease		
1	2 Expla	ain the difference bet	ween the words in e	ach pair. Use a dic	tionary to help you.	
1	infectious / co	ontagious	4	transmit / contra	ct	
2	starvation / m	nalnutrition	5	epidemic / pande	emic	
3	treatment / m	nedicine	6	acute / preventab	ole	
1	.3 Complete	e the sentences using	information from t	he text.		
h	One billion particle and the natural of HIV has spreadingly: 33.4 There are 8.8 1.6 million pareventable of Malaria caus Around 11 m More than himmunisation	to resolve. Consider to people lack access to lar diseases (CVDs) are from CVDs in 2005, most 11 million people or man-made catastropead rapidly. <i>UNAIDS</i> 4 million living with 18 million new cases of people still die from people still die fr	he following: healthcare systems. re the biggest killer a that is 30% of all glo e died from infection phes that make head the Joint United N HIV, 2.7 million new f tuberculosis (TB) a neumococcal disease vide. More than half llion acute illnesses a r five die from malnumostly children, died dollars per person, an	mongst diseases gloobal deaths. Is diseases alone, failines. It infections of HIV, and 1.75 million deaths of the victims are conditioned at least a million attrition and preventation and pre	n deaths, annually. table diseases each year. 003 even though effective le for over 40 years.	
1		nt of all				
2						
3						
-	2005 0701 .	200,000 people				

5 It costs only thirty cents to

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

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

-	_		
21	14	Listen to a talk about pandemics. When did they take place	-
	14	Listen to a talk about bandemics, when did they take blace	2!

- 2 Asian flu _____
- 3 Hong Kong flu _____
- 4 Bird flu _____
- 5 SARS____

Vocab

Vocabulary note

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

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

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

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

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

Water and health

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

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

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

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

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

1	remove poisonous substances from your body
2	something which prevents hunger
3	the overall amount of energy consumed
4	change eating habits to reduce body fat
5	liquid substance
6	be likely to have a particular problem
7	have insufficient water in your body
3	Complete these sentences using the correct prepositions. There are similar sentences in the text.
1	Regular meals are vital healthy living, especially if people do physical activities.
2	Although we should not eat too much of it, fat is essential our health.
3	You're more proneillness when you're tired or run down.
4	Exercise plays an important role keeping fit.

The rate _____ which you lose weight depends on the number of calories you burn.

We live in an age where the public health infrastructure, its growth and its development, are critical

To remain healthy, a balanced diet is important, along _____ regular exercise.

our collective health.

Speaking Part 3

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

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









Exam tip

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

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

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

Writing Part 2

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

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

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

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



Exam tip

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

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

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

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

Explain the reasons for any recommendations you make.

9

Getting about

Private journeys, public transport

Private journeys

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

1	How do you entertain yourse	eir on a long train ?
2	How long does your round $_$	to school or work take?
3	How often do you	_ by taxi?

- 4 Where did you use to go on school _____?
- 5 What are the benefits of air _____?
- 6 Where would you like to go on your next _____ abroad?

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

board a packed, commuter
catch a sightseeing, tourist
fly in a light, twin-engine
book a cabin on a roll-on, roll-off
pedal a three-speed, folding
pedal an empty, black
sail on a large, cargo
dinghy
c ship
d plane
f eferry
f train
g bus

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

- 1 Local authorities supply bicycles to workers with less money. ____
- 2 There is a scheme to stop bicycles from being stolen. ____
- 3 Almost a third of workers here travel to work by bicycle. ____
- 4 Cars are banned from part of this city. ____

row a leaky, inflatable

- 5 Here cyclists have their own traffic signals. ____
- 6 Around half of all journeys here are by bicycle. ____
- 7 Many more people here cycle than ever before. ____

V

Error warning



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

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

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

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

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

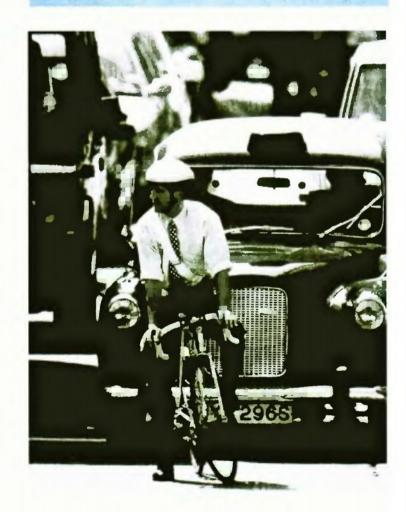
journey refers to an act of travelling from one place to another, especially in a vehicle, e.g.

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

travel is commonly used as a verb, e.g. I travel to work by bus.

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

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



h bicycle

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

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

Public transport

There is a 20 kroner

2.1 Complete the text with the correct words from the box.

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

Dubai recently opened its first Metro network in a bid

to reduce the number of people using their cars and cut	
. The \$7.42 billion project has so far b	een
hailed as a success as thousands of people have opted to us	e it to
the city, as opposed to their cars. It rais	es the
question that, if governments are so enthusiastic about citi	zens
relinquishing their 3 to save the environment	nent,
then what are the alternatives? How else are people going t	_
to work conveniently, do their shopping or generally travel	with
ease and relative cheapness?	
Currently, the majority of public transport runs on	
4, which creates pollution and is reliant	
on finite resources. However, many alternatives, such as	
5, are being researched. Some of them n	nay
seem like preposterous ideas drawn from science fiction, b	ut the
drive to find 6 forms of transport is on.	

V

when you use one of Copenhagen's public bicycles.

Vocabulary note

get around = travel to different places

More and more people are getting around
by bicycle, especially in big cities.

get away with = escape without
punishment for something you have

punishment for something you have done wrong

They attacked the old man in the park, but

They attacked the old man in the park, but nobody saw them, so they got away with their crime.

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

get out of = avoid doing something

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

get round to = do something after a long delay

I've had her DVD for weeks, but yesterday I eventually got round to giving it back.

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

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

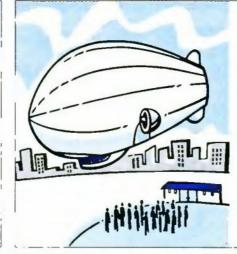
2.3 Read about some possible new forms of public transport and answer these questions.

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



Driverless pods

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



Zeppelins

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

Backpack helicopter

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



Segway

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



Slidewalks

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



Maglev Trains

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

2.4 Complete these sentences with the correct prepositions. There are similar sentences in the texts.

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

Voc

Vocabulary note

means = method or way or doing something

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

The tram is a cheap means of getting around.

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

We will get there by any means possible.

Listening Part 1

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

Extract 1

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

16

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

Extract 2

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

17

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

Extract 3

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

18

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



Exam tip

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

Remember, you will hear the recording twice.

10

Moods

Attitudes, memory

Attitudes

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

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

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

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

1.3 Use an adjective from 1.2 to complete the sentences.

- 1 The constant rain meant we had a thoroughly _____ time on holiday.
- 2 When it was time for us to go, she grew almost _____ and I was sorry to leave.
- When I told him what I'd done to his car, he was obviously very

 . He was literally shaking with rage.
- 4 I may have looked outwardly ______ but I was actually extremely nervous.
- 5 Your weekly shopping budget of £20 is hopelessly _____.
 You'll end up spending much more than that.











1.4 Write the nouns related to these adjectives.

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

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

1	! It'll be okay. Nothing's going to go wrong, I promise.
	Just try to down.
2	The way to deal with bullies like that is simply to

- them and say you're not going to put up with it any longer.

 The arrageness of the minister's remarks
- 3 The arrogance of the minister's remarks _____ the opposition leader, who angrily demanded an apology.

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

astonishing excruciating devastating hideous petrifying superb ravenous ludicrous

sad	scary
good	silly
h <mark>ungry</mark>	surprising
painful	ugly

1.7 COLLOCATION Choose the best words to complete the sentences.

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

1.8 The words mood and attitude are used in many expressions. Match the sentences (1-5) with the expressions (a-e).

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

Vocabulary note

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

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

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

I was totally furious when my brother crashed my car.

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

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

faintly ludicrous; thoroughly miserable; bitterly disappointing; endlessly fascinating

Memory

2.1 Think about your own memory and complete these sentences.

1	I have a fantastic memory for
2	I'm terrible at remembering
3	A memorable event was
4	I find it easy to memorise
5	I always remember to
6	As a child I remember

2.2 Complete the text with words from the box.

ear forgotten memories mind photographic recall retain short-term

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

Vocabulary note

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

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

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

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

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

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

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

Reading Part 1

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

Keeping new words in mind

Committing words to memory is a notoriously hit-and-miss business. Over the last forty years psychologists have found three

methods which consistently improve memory for words: creating imagery for the word you want to remember; using elaboration to form word associations; generation of the word through complex processes such as clues.

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

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

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

Use of English Part 4

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

- She has a really outlook so I'm sure she'll get over this in no time.

 Many initial tests yielded results that later turned out to be false.

 Are you absolutely that it starts at nine? I thought it was nine thirty!
- 2 Failing my English exam was a disappointment to me.

 I'm not keen on that brand of coffee it's too for me.

 Wear something warm if you go out today. There's a wind.

Exam tip

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

Test two (Units 6–10)

Choose the correct letter A, B, C or D

1	Ma	any words in English, su	uch	as mankind or man-ma	ade.	, have	conr	notations.
	A	sexual	В	neutral	C	sexist	D	feminist
2		nployers must not discriminate		employees by the categorise		gender. bias	D	prejudice
3	Ве	n is so tall, he always s	tan	ds in a o	crov	vd.		
		up		for		out	D	behind
4	Ву	the age of 16, young p	eop	ole should be		responsibility for the	eir a	ctions.
	A	paying	В	making	C	taking	D	carrying
5	100	son never gives		attention when I tell hir puts		ff. pays	D	makes
6	Th	e recent environmental	Cal	mpaign had a real impa	ct	voung r	neor	ole.
•	1192	on		to		with		of .
7	Ld	idn't eniov my time at s	cho	ool because I never ach	iev	ed my full		
		possibility		ability		capability		potential
8	Tea	achers should encouraç	ge t	heir students to develo	ра	positive	of	themselves.
	A	image	В	vision	C	feeling	D	impression
9				for a job in the Nev				
10	If v	you can't be a full-time	stu	dent, perhaps you coul	d d	o a lear	rning	a course
	•	distance		independence		local	,	home
11		reign holidays can give views		realinto		w other people live.	D	insight
10								
12		different	- Name of	oing to train be a teach unusual		special		unique
13	Wh	nen I was six, I		a serious illness and	d w	as sent to an isolation	hos	spital.
	A	spread	В	transmitted	C	contracted	D	picked
14	Th	ere have been several r	new	of mala	arıa	in our area recently.		
	A	cases	В	incidents	C	events	D	occasions
15		nce they were vaccinate ease.	ed,	none of the children ha	ve	developed any visible		of the
		signals	В	indications	C	expressions	D	symptoms

16	It's a well-known fact that	t sn	noking is an appetite		That's why	you	never feel hungry.
	A prevention	В	depressant	C	stimulant	D	suppressant
17	People who do little or no	ex	ercise are more		to heart disease t	han	others.
	A likely	В	prone	C	inclined	D	ready
18	Bicycleis	one	of the most common c	rim	nes in this city.		
	A theft	В	stealing	C	robbery	D	burglary
19	In the past, horses were a	a co	ommon o	f tr	ansport.		
	A means	В	way	C	fashion	D	technique
20	The best way to travel are	oun	d London is to stand at	the	e side of the road and.	,	a cab.
	A beckon	В	wave	C	summon	D	hail
21	Rail will be	e m	ore popular when the ne	ew	high-speed trains are i	ntro	oduced.
	A journey	В	travel	C	trip	D	tour
22	My computer's being rep	aire	d. I don't know how I'm	go	oing to get		without it.
	A around	В	away	C	up	D	by
23	Increased carbon	•••••	are having a damag	gin	g effect on the environ	mer	nt.
	A releases	В	discharges	C	submissions	D	emissions
24	Passenger planes fly		very high altitud	les			
	A at	В	on	C	in	D	for
25	Since he's been on medic	cati	on he's had noticeable r	no	od		
	A swings	В	moves	C	fluctuations	D	variations
26	The photos brought back	·	memories of	of f	amily holidays.		
	A young	В	youth	C	early	D	childish
27	He'd worked hard throug	hou	ut the election campaign	1, S	o was	lisa	ppointed when he lost.
	A hurtfully	В	bitterly	C	strongly	D	angrily
28	You're so	. Yo	ou always think everythin	ng '	will turn out well.		
	A outgoing	В	hilarious	C	apprehensive	D	optimistic
29	I can't remember our last	me	eeting. Can you	••••	my memory?		
	A trigger	В	bring back	C	jog	D	remind
30	of people	l kr	now walk or cycle to wor	rk.			
	A Lot	В	Many	C	Several	D	Lots

11

Fame and fortune

Celebrity culture, reality television

Celebrity culture

1.1 Write the names of people that fit these descriptions.

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

1.2 Choose the correct words to complete the text.

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

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

Vocabulary note

The word celebrity can be a countable or uncountable noun.

Some envy celebrities and many aspire to celebrity.

a celebrity = a person who is famous
That magazine is full of photographs of
international celebrities

celebrity = the state or quality of being famous

Many film actors are obsessed with the idea of celebrity.

MARK COMMITTERS AND	
40	Find words and expressions in the text which match these definitions.
	Find words and expressions in the text which match these definitions
	ind words and expressions in the text which match these definitions.

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

1.4 Which word in each group is different? Why?

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

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

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

Vocabulary note

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

Adjectives

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

Nouns

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

MARKET SHARE THE PARTY SHARE T				
1.6	COLLOCATION	Complete the compound	nouns in these sentences with	n a word from the box.

	attention coverage empire endorsements gossip lifestyle
1	He has a global media worth billions of dollars and his wife is a supermodel.
2	She wanted to marry a footballer so that she could experience a celebrity
3	Designers try to get celebrity of their products, as a kind of walking advertisement.
4	Media of the royal visit largely focussed on the princess's wardrobe.
5	Celebrity, true or otherwise, sells a lot of newspapers these days.
6	The persistence of media from the likes of paparazzi can be uncomfortable and intrusive.
	1.7 Find and correct the two misspelt words in each sentence.
1	Paparrazi who stack celebrities can earn large sums of money.
2	I'm conflicted. I dislike famos people, but think I still envie them a bit
3	Celebrities who acheive fame very quickly are often forgetten just as quickly.
4	Many very tallented individuels never become famous.
5	Retired sports personnalities often earn money form speaking fees.
6	I highly recomend her biography. It's full of wierd celebrity anecdotes.

Reality television

- 2.1 Choose the definition of reality television which is closest to your personal opinion.
- 1 a TV genre featuring ordinary people in unscripted dramatic or humorous situations
- 2 live television that monitors the behaviour of real people in manufactured situations
- 3 a type of programming which shows how ordinary people behave in everyday life

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

complete rubbis	h my kind of televisio	n a bit of an emba	arrassment re	laxing entertainment
Speaker 1 Speaker 2 Speaker 3				
2.3 19 Lis	sten again and complet	te these sentences	with words use	d by the speakers.
1 Speaker 1 com	pares watching a reality	y television program	nme to reading a	a
2 Speaker 1 thin	ks people need prograr	nmes like this to rel	ax and	<u> </u>
3 Speaker 2 com	pares reality television	to a	, which you	can't look away from.
4 Speaker 2 doe	s not approve of produc	cers manipulating tl	ne	of reality TV sho
5 Speaker 3 is in	terested in how new ac	quaintances manag	e to find	
6 Speaker 3 is fa	scinated by the	of peop	le who have nev	ver met.
2.4 WORD BU	JILDING Complete th	ne table with words	which have rel	ated meanings.
Noun		Verb	Adjective	
一个一个10000000000000000000000000000000000	The state of the s	ACTIVATION STORES AND STORES AND STORES AND STORES	EASTERNATION OF BRIDE BUT TO	
	'''		addictive	(muchlam)
			A STATE OF THE PERSON NAMED IN	(problem)
			A STATE OF THE PERSON NAMED IN	(problem)
	_ (problem)		A STATE OF THE PERSON NAMED IN	(problem)
	(problem) (film/TV adaption) (person)		A STATE OF THE PERSON NAMED IN	(problem)
drama	(problem) (film/TV adaption)		A STATE OF THE PERSON NAMED IN	(problem)
drama	(problem) (film/TV adaption) (person) (person)	manipulate	A STATE OF THE PERSON NAMED IN	(problem)
drama	(problem) (film/TV adaption) (person)	manipulate	A STATE OF THE PERSON NAMED IN	(problem)
drama	(problem) (film/TV adaption) (person) (person) (person)	·	addictive	
drama fantasy 2.5 Answer th	(problem) (film/TV adaption) (person) (person)	ressions in italics c	addictive	the recording script o
drama fantasy 2.5 Answer th What have you rea	(problem) (film/TV adaption) (person) (person) (person) (person) ese questions. The exp	ressions in italics consider trashy?	addictive	the recording script o
drama fantasy 2.5 Answer th What have you rea	(problem) (film/TV adaption) (person) (person) (person) ese questions. The expand or watched that you	ressions in italics consider trashy? to unwind?	addictive	the recording script o
drama fantasy 2.5 Answer th What have you res What are some of What, on TV, do y	(problem) (film/TV adaption) (person) (person) (person) ese questions. The expand or watched that you the things that you do	ressions in italics consider trashy? to unwind? oulsive viewing?	addictive	the recording script o

Speaking Part 2

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

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

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







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

Use of English Part 2

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

The Hollywood Star System



Exam tip

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

Relationships Families, friends

Families

1:11 Quickly read the article to find the answers to these questions.

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

The role of grandparents in children's upbringing

- (1) The word grandparents is descriptive of the unique dual parenting role that this generation assume. It emphasises the vital part they play in family life. With a wealth of old world experience behind them, and with the unique ability to metamorphose from advisers or mediators into listeners or friends, they can offer support and stability in an ever-changing world.
- (2) The underlying sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and absolutely dependable.
- (3) Grandparents often bridge the gap between parents and their children. Rebellious, independent children who are trying to find their feet are almost always at loggerheads with their parents. The role of grandparents can be very important provided they act as impartial judges and are able to convey this feeling to both parties. Grandchildren prefer to listen to their grandparents rather than their parents, who often find themselves up against a brick wall.
- (4) One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing outlooks, children have started to question the validity of everything around them. Globalisation has eroded their sense of belonging and weakened identification with their roots. Science and technology force them to doubt every traditional belief.
- (5) Parents, who have so many demands on their time, are perhaps not in the best position to instil traditional values in their offspring. Children are very demanding and grandparents, without appearing to be pushy, have both the time and the experience to deal with tantrums. They can appease, soothe and impart values with tremendous ease. Our Indian culture is rich and varied, but how many children recognise this? Grandparents can teach them to appreciate cultural traditions and inform their moral development.

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

- 1 have a wealth of
- 2 perform a balancing act
- 3 be at loggerheads
- 4 bridge a gap
- 5 be up against a brick wall

- a find it impossible to make progress
- b deal with different demands at the same time
- c provide a connection
- d be unable to agree
- e have a lot of

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

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

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

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

V Vocabulary note

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

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

She was brought up strictly.

She had a strict upbringing.

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

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

The outbreak started in the poorest part of the city.

Here are some more examples:

set out / from the outset

take in / this year's intake cry out / a public outcry

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

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

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

- 1 idyllic troubled traumatic turbulent
 - The siblings have some behavioural problems which are thought to result from their difficult childhood.
- 2 middle-class privileged tough sheltered
 - My comfortable upbringing meant there were a lot of survival skills for me to learn when I left home.
- 3 close-knit dysfunctional loving supportive
 - I'm lucky to have a strong family, who'll always be there for me.

- 4 committed solid stable uneasy
 - They told me that the success of their marriage came from their secure relationship.
- 5 concerned distraught pushy worried
 - I was met at the hospital by my anxious parents, who suddenly seemed very old and fragile.

Friends

2.1 Read these quotes about friendship. Put a 🗸 if you agree. Put a 🗶 if you disagree.

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

a	advice conflicts contribute go into partnership ruin		
	My friends and I would like to 1 business to opportunity, but am reluctant because of potential 2 our relationships. Does anyone have any words of 4 friends? I'd also like some suggestions on how we should so given that all of us will be making a different cash investment of different ways.	structure	that may ³ about doing business with our business ⁵ ,
ad	Four people called the radio show to give their dvise against going into business with friends? Listen and che Listen again and match the speakers with the a	ck.	
Sp Sp Sp	beaker 2 a warns against business partners who go suggests including people who are not coeaker 3 cadvises against endangering a friendshipeaker 4 d stresses the importance of written plan	et upset friends ip for th	easily. in the business. e sake of profit.
2	2.5 Match the phrasal verbs in italics with their definitions	5.	
1	If business partners fall out, the business may suffer.	a	become less close over time
2	We really don't want to mess up our relationship.	b	begin to feel romantic love for
3	It looks like my brother and his girlfriend have broken up.	С	disappoint or fail someone
4	My father fell for my mother the first time they met.	d	end a romantic relationship
5	Real friends will never let you down.	е	argue and be on bad terms
6	They used to be best friends, but, they've drifted apart.	f	create problems, damage
2	Complete the sentences with a noun from the box.		
b	oreak-up fall out letdown		
1	We had such high expectations of her, so this kind of behavio	our is a r	eal
2	The news of the of the star's marriage was all	over the	papers.
3	They had a terrible I don't think they'll be sp	eaking t	to each other for a few months at least.

Listening Part 3

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

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



Exam tip

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

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

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

Holidays, enjoying exercise

Holidays

ASSESSMENT OF THE PARTY OF THE				
11	Answer these o	uestions from	a holiday	questionnaire.
The state of the s	, 11.011 c. cileac c	1465610115110111	a	quescioiiiiaii ei

1 What was your most recent holiday destination?

entertainments

3 Why did you choose this destination?

isolated beach

2 How did you travel?

destination

4 What kind of accommodation did you choose?

local cuisine

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

international flights

self-catering pack spectacular scenery tropical resorts two-week When I was a child it was fairly unusual to go on a foreign holiday. The prices of 1______ were exorbitant compared to those offered by today's budget airlines. Package holidays to 2_ were pretty much unheard-of. Instead my parents would 3_____ our aged car with the necessary belongings, and our family holiday would begin with a twelve-hour drive through the night. Our was always the same; exotic Scotland. Each year my parents booked a different 5______ cottage, usually next to an 6_ and invariably with no mod cons whatsoever. The beds were always lumpy and damp. There wouldn't even be a washing machine, never mind a television. No doubt we were surrounded by 7______, but this meant little to me and my sister. Plastic buckets and spades were the basis of all our holiday 8______. Armed with these and a towel, we would tear down to the beach every morning. We built extravagant castles, we buried my father alive, we saved the lives of stranded jellyfish, we collected jewels, and we dug to Australia. Summer holidays lasted at least a year back then. I pity the kids today with their 9______ breaks in the sun. Who wants all-inclusive resorts boasting restaurants serving authentic 10______ ? Who needs artificial lagoons featuring wave machines and plastic waterfalls? Show me an eight-year-old girl on a Scottish beach with a bucket and spade and I'll show you what real holiday fun is all about.

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

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

Vocabulary note

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

- 1.4 Write sentences of your own which include these collocations.
- 1 cancel a holiday
- 2 winter holiday
- 3 holiday resort
- 4 holiday insurance
- 1:5 Match each word in the box with a word in italics with a similar meaning.

artificial authentic exorbitant exotic extravagant isolated local spectacular unheard-of

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

Enjoying exercise

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

aerobics	cycling dance football martial art	s swimming te	nnis walking
1	accident, enthusiast, helmet	5	pitch, league, tournament
2	class, routine, workout	6	lesson, coach, court
3	instructor, fighter, expert	7	costume, goggles, pool
4	tour, boots, pace	8	partner, move, step

- 2.2 Complete the following sentences with compound nouns from 2.1.
- 1 She's something of a _____ and is a black belt in judo and karate.
- Our PE teacher used to make us run the length of the ______ if we misbehaved.
- 3 The traffic was so bad that we crept along at ______ for most of the journey.
- 4 I can't come in with you. I've left my _____ and my towel at home.
- 5 I go with some of the other girls to a regular _____ which keeps me fairly fit.
- 6 She needs a new ______ as David just doesn't move well enough.



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

'For me aerobics is exhausting but exhilarating'.

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

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

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

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

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

- 1 What kind of things put you _____ exercising?
- 2 When do you catch _____ with gossip?
- 3 How do you burn _____ calories?
- 4 What do you do when you're low _____ energy?
- What kind of social activities do you hang _____ from?
- 6 How often do you get out and _____ in your neighbourhood?

V

Vocabulary note

exercise can be uncountable or countable as a noun.

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

Regular exercise is good for you.

Swimming is my favourite form of exercise.

The countable noun has several uses:

specific physical or mental activity to improve something, e.g.

I do stomach exercises every day.

I'm not keen on doing grammar exercises.

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

The company statement is part of a public relations exercise.

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

The exercise of power is enjoyable to some politicians.

1

Vocabulary note

The phrasal verb particle off has a number of meanings:

get off, close off

departure or separation, e.g.

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

set off, start off, trigger off

beginning, e.g.

The incident triggered off a political debate.

call off, cut off, switch off

stop or cancel, e.g.

They've called off tomorrow's meeting.

burn off, wear off, tail off

decrease or completion, e.g.

The effect of the medicine is wearing off now.

Time off 13

Reading Part 4

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



Exam tip

Study the questions before you read the text(s) in Reading Part 4.

Don't expect to find exactly the same words in the text(s) and the options.

Which email does the following?

advises tourists not to spend too much time trying to save money
gives advice to tourists considering travelling alone
expresses regrets about communication with local people
mentions the advantages of being with somebody who can speak the local language
suggests a way to meet ordinary people on public transport
suggests a region where travellers can find cheap accommodation
warns against travelling by plane

1	

3	
A COLUMN	

4	

5	

6	
U	

China on a Shoestring?

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

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

News and information, press freedom

News and information

1.1 Which of these sources of information are important to you? Put a 🗸.				
internet blogs 24-hour TV news	in-depth news analysis			
1.2 Complete the text with words and phrases from the bo	ox.			
access to directly expert analyst media channels mobil subscribe to targeted information tuning in	le devices reported stay up-to-date			
Information sources of the future				
The first and most dramatic change is the advent of social news. Social news is rapidly becoming the means by which we ' with what is going on in the world. News is no longer ' solely by journalists. News can now come from anyone – bypassing the traditional ' Instead of having an edited version of what an ' is saying, we hear it straight from the source. Social news is about getting information '5 and unfiltered.				
A new wave of entertainment has also arrived, one dominated by games, video and audio streams. Instead of ⁶ to a TV channel, we decide what to watch and when to watch it. We no longer have to channels on which other people choose what we see. We control everything ourselves.				
And a new concept in the form of ⁸ is slowly emerging. We are already seeing an increasing number of services on ⁹ , which provide information for the particular area that you are in. For example, there are services which provide you with a list of restaurants within reach of your location rather than showing you establishments worldwide.				
The number of these services is going to explode in years to come. In a world where we have 10 more information than we can consume, selecting that which is relevant will be a very 10 per more information than we can consume, selecting that which is relevant will be a very 10 per more information than we can consume, selecting that which is relevant will be a very 11 per more information than we can consume, selecting that which is relevant will be a very 12 per more information than we can consume, selecting that which is relevant will be a very 13 per more information than we can consume, selecting that which is relevant will be a very 14 per more information than we can consume, selecting that which is relevant will be a very 15 per more information than we can consume, selecting that which is relevant will be a very 16 per more information than we can consume, selecting that which is relevant will be a very 16 per more information than we can consume.				
1.3 Find words and phrases in the text which match these definitions. Vocabulary note				
1 ignore a normal part of procedure to progress more	The original meaning of the word channel was passage for water, e.g.			

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

as a

The English Channel lies between England and the continent.

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

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

He needs to channel his energy into something more positive.

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

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

STREET, SQUARE, SQUARE,				
1 6	Complete these sentences	usingwords	from the	table in 1/
1.0	Complete these sentences	using words	irom the	table in 1.4.

1	must renew my	to Time Magazine which runs out next month.	
2	It has been widely reported that th	ree civilians have been injured in a bomb	in the city centre.

- 3 A good journalist can ______ a situation quickly, process a large quantity of information and report what's happening accurately.
- 4 Comparison websites have been one of the great successes of the dotcom boom. They allow ______ to shop around before making their final buying decisions.
- 5 The ______ of online media has affected the sale of traditional newspapers and magazines.
- 6 Three rival companies are fighting for _______ of the information technology marketplace.

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

1	explosiv	ve electro	onic mech	nanical nuclear	
2	digital	handheld	mobile	portable	
3	commu	ınication	navigation	labour-saving	storage

Press freedom

2.1 What does the term freedom of the press mean to you? Put a if you agree with a statement.

1	Nowspanars can	nublish any	thing thou	like aven	if it is not true	
1	Newspapers can	bublish anv	thing they	like even	If it is not true	

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

Error warning



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

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

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

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

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

CONTRACTOR OF THE PARTY OF				
00	Complete this news stor	• • • • • • •	1 . 1 .	C. 1
	(amplete this news star	with one word	which hest	fife each gan
Anna Am	Complete tins news stor	With one word	WILL DESC	IIICS CACII Eap

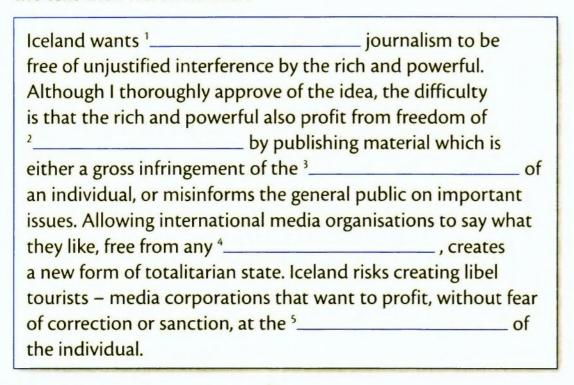
A unanimous vote in Iceland's parliament has seen the country pass its so-called 'Icelandic Modern Media			
Initiative', allowing it 1 create the world's most stringent laws preserving free speech and a free			
press. It was created 2 the intention of making Iceland a very attractive place for investigative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

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

1 Are they in favour of the new law?

2 Do they think it will be completely successful?

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



Vocabulary note

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

I thoroughly approve of the idea.

I wholeheartedly support Iceland's move.

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

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

2.5 Complete these sentences with your own ideas.

1	I honestly think
2	I genuinely believe
3	I wholeheartedly approve of
4	I fundamentally disagree with

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

- 1 by publishing material
 - a substance which objects are made from
 - b information used when writing something
- 2 without fear of sanction
 - a an action taken to make people obey a law
 - b official approval or permission

- 3 one European country revises its laws
 - a to study something previously learned
 - b to change something in order to improve it
 - 4 a fantastic and innovative proposal
 - a statement of opinion or judgement
 - b formal suggestion or plan

Exam tip

Check that you have not used too

that if you use contractions, for

example isn't, this counts as two

many or two few words. Remember

Exam practice

Use of English Part 5

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

mis	sing words IN CAPITAL LETTERS.	words, not one.			
1	Do you think you could buy me a newspaper when you're in town? WONDERING	Check that you have not kept any unnecessary words from the first sentence.			
	Iyou could buy me a newspaper when you're in town.	Check that the grammar of your sentence is correct and that you ha not changed the given word in any			
2	When I leave university I hope to become a serious	way.			
	investigative journalist. AMBITION				
	university.	ous investigative journalist when I leave			
3	Iceland risks creating libel tourists. DANGER				
	There's libel touris	sts.			
4	Individuals can't afford to take international media corporations to court.				
	Individuals are not rich international media corporations				
5	Traditional newspapers will probably have disappeared by the year 2020. LIKELY				
	By the year 2020, it will have disappeared.				
6	Radio allowed people to hear the latest news and information LISTENING	n live.			
	People could hear the latest news and information live				
7	Regular television broadcasts began in 1937. SAW				
	1937 television be	roadcasts.			
8	I don't think I could live without a daily newspaper. IMAGINE				
	I without a daily newspaper.				
9	It took me most of Sunday morning to find the information I v	wanted on the Internet.			
	I for the information I wanted on the Internet.				
10	Our TV licence needs renewing because it runs out at the end	d of the week.			
	I need because it runs out at the end of the week.				

The world of work

Employment patterns, economic migration

in 1.1.

Employment patterns

1.1	Which of these industries are people employed in where
you liv	e? Put a 🗸.

manufacture		agriculture	retail
education		construction	finance
pu	blic services	technology	insurance
cu	stomer services	entertainment	mining
1	.2 Match each wor	d list with one of the i	ndustries in 1.
1	coverage; premium;	payout; policy	
2	wholesale; import; h	igh-street; queue	
3	satisfaction; expecta	tions; bill; loyalty	
4	contractor; labourer	; site; estate;	
5	mineral; extraction; pit; drill		
6 harvest; pesticide; tractor; produce			
7 venue: hospitality: promotion: festival			

Vocabulary note

make an employee redundant; lay an employee off (informal) = an employer no longer needs members of staff, e.g. My father was has been made redundant. They're laying me off at the end of the month.

dismiss an employee; fire / sack an employee (informal)

= an employee is unsuitable, e.g.

He was fired because he always came in late.

The management dismissed him for misconduct. resign

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

I resigned two weeks ago.

retire

= an employee has come to the end of their career

My dad retired when he was 62.

Speaker 3

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

Speaker 2

Speaker 3 finds it difficult to make enough money to _______.

1 She got her first job in a local 5 His father used to run 3 He has lost two jobs. ____ factory. ___ the farm. ____ 4 He is quite relaxed about She now works in India. ____ having lost his job. ____ 6 He employs five people. ____ 1.4 24 Listen again and complete these sentences with words used by the speakers. When Speaker 1 left school, there was very little _________________ The work Speaker 1 did when she was younger is now done in an Indian _____ Speaker 2's father ______ at the age of sixty-five. Speaker 2 has been ______ from two jobs. 5 Speaker 2 thinks it is more worrying to be ______ in middle age. 6 Speaker 3 doubts that his children will _____ him on the farm. 7

Speaker 1

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

acquire compensation dictate dismiss disturbs employer enquiries

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

1.6 Choose the correct word in these sentences.

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

Error warning



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

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

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

I've got so much work to do. work is also a verb.

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

jc	b	description market	offer opportunities	satisfaction	security	seekers			
W	ork	clothes colleagues	environment experie	nce load	permit spa	ace			
1	The jo	ob says yo	ou need to have at least	some releva	nt work				
2	I get absolutely no job when my work is so high.								
3	Job cannot be guaranteed during an economic downturn.								
4	To create a healthy work, lighting, space and noise levels must be taken into consideration.								
5	She's waiting for her work to arrive and then she can accept that job								
6	The jo	obis parti	icularly tough for job_		fresh from s	chool or college.			
7	Many	of my work	are looking for new	job	outsi	de the company.			
8		you join us next week, y work free		able work		and please remember to keep			

1.8 Write a sentence about the country you come from for each of the issues in the box, e.g. industrial action by airline staff disrupted flight schedules in the UK last year.

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

Economic migration

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

1 Molly found Ireland depressing.

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

Ireland's brain drain

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

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

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

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

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

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

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

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

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

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

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

Exam practice

Use of English Part 2

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

Leaving St Kilda

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



Exam tip

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

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

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

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

My ideal work environment

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

Speaking Part 1

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

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

Test three (Units 11–15)

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

1	In some te	levi	sion programmes, the	pub	olic can vote for the per	rsor	they want to win.
	A real	В	realistic	C	reality	D	realist
2	He started as a newsread	ler t	out people liked him an	d h	e's now a popular telev	visio	on
_	A player		person		persona		personality
3	Not only is John well paid	l – t	here are all kinds of		that come wit	th th	ne job.
	A perks	В	gifts	C	presents	D	offers
4	He was born with a fantas	stic	for land	เบลด	ne.		
•	A accomplishment		reward	Calle 7	skill	D	gift
_	l		alabeth conditionations	lon	tham:	thai	r lifontulo
5	I wouldn't want to be a TA A wish		envy		desire		want
6	When the scandal broke,						
	A coverage	В	attention	C	empire	D	world
7	I've often thought of going	g in	to with	my	brother.		
	A business	_	company	1000	commerce	D	trade
8	My mother had a really		childhood Sl	he r	never had anything to v	MOrr	v about
O	A close-knit		committed		supportive		idyllic
9	The most important thing				(1.5)		a. d
	A down	В	off	C	go	D	out
10	My sister has a passionat	e ir	nterest It	alia	n opera.		
	A for	В	on	C	towards	D	in
11	The government initiative	ha	d clearly failed to bridge	e th	ie betwe	een	rich and poor.
	A gap		hole		channel	1000	margin
10	V	- 1 -1	143 41 1 Al	4			
12	You really shouldn't take : A honest		es. It's very important tr equal		you remain completely impartial		observant
	A Horiest	D	equal		Impartial		Observant
13	I'd hate a	holi	day. We prefer to make	ou	r own arrangements.		
	A parcel	В	package	C	baggage	D	arranged
14	Karate is one of the most	ро	pular arı	ts ir	the world.		
	A martial		fighting		military	D	hostile
45	I Albimi, Alba i inhancah naha a		y leon io				
15	I think the interest rate on A extravagant		wasteful	0.020	exorbitant	D	costly
	A extravagant	D	wasterur	J	CAUIDITAIT	0	COSTIY

16	Aerobic exercises can he	lp y	ou to burn		calories.		
	A out	В	off	С	through	D	down
17	Union officials have		off the strike tha	it wa	as planned for next Tue	sda	ay.
	A driven	В	called	C	switched	D	set
18	There's no point in getting	g ar	ngry. Try to		your energy into somet	hing	g constructive
	A turn	В	guide	C	control	D	channel
19	I want to take part in the						a week.
	A working	В	exercising	C	training	D	practising
20	My father has just renewe	ed h	nis annual	to	o an educational journa	١.	
	A payment	В	prescription	C	fee	D	subscription
21	The freedom of the		is an essential fe	atui	re of a democratic cour	ntry.	
	A newspaper	В	journalism	C	reporting	D	press
22	The government is hoping					ns.	
	A revise	В	mend	C	correct	D	fix
23	The law is supposed to p						countries.
	A personal	В	human	C	people's	D	self
24	There are a multitude of						
	A hard-working	В	hands-free	C	labour-saving	D	hands-on
25	Many graduates find wor				•	qui	ries.
	A phone	В	media	C	call	D	ring
26	Two thousand employees	s wo	orldwide have been ma	de.	already.		
	A retired	В	sacked	C	unemployed	D	redundant
27	Employees are planning t	o ta	ake industrial		to save their jobs.		
	A strikes	В	negotiations	C	action	D	activity
28	unemploy	mer	nt is becoming a seriou	s pr	roblem in many develor	ped	countries.
	A young	В	teenager	C	youth	D	youthful
29	When I give up my job I'n	n pl	anning to become a		writer and wo	rk f	or myself.
	A solo	В	lonely	C	freelance	D	lone
30	In recent years, hundreds	of	new office blocks have		up in our c	ity.	
	A sprung	B	grown	C	built	D	jumped

Economics and business

Economic problems, business tips

Economic problems

1	Find expressions in the newspaper headlines	which	match these definitions. The first letters are provided.
	Pension fund cris	sis	Profits fall
	500 firms could	d go	Slump worsens
	Pound weakens against de	ollar	Worldwide recession
	Stocks tu	mb	le Inflation soars
	Crash on Wall Street! Inte	erest	Credit crunch hits home
1	money set aside to provide income for people when they are retired pf	5	a situation where the value of something suddenly decreases
2	gb	6	increase in prices leading to an increase in the cost of living
3	r; s; d	7	the charge, in percent, for borrowing money i r
	CC	8	go down in value (3 different words) t; w; f
co	Listen to two Americans talking aboncern each speaker?	out the	eir family's financial situation. What rising costs
	peaker 1	Spea	ker 2
1	Listen again and complete the phra	ases in	italics with words used by the speakers.
Sp	peaker 1	Spea	ker 2
1	the whole economy's <i>in a</i>	5 p	eople finance their college fees through
2	their mortgage repayments	6 c	ollege fees are going up at an rate.
3	What's my family the hardest	7 S	ome of our friends are already getting
4	keep a on our spending	8 w	rith the economy in anything could

happen

1.4 Match the definitions (a-h) with the	phrases in italics from 1.3.	
a become nervous	e increase at a worrying speed	
b continue paying off a loan	f control something tightly	
c worsening uncontrollably	g pay for something by borrowing money	
d in a depressed state	h most seriously affected	
1.5 Complete the news article with word	s from the box.	
2.5 Complete the news article with worth		
finances income market non-essentials	s profits retailers spending stock	
Low holiday s	spending due to economic worries	
Americans won't be spending as much this h	noliday season due to continued worry about their	
. New research found th	at 56% of Americans rated the economy as "poor" and 46%	
believed the situation was getting worse.		
· ·	ing to eke out their earnings this holiday season, especially since	
	ondents said they planned to spend less this holiday season. The ailers had one of the worst showings ever and had to slash prices	
even before Christmas to help move 3		
Even the news that household 4	inched up is a double-edged sword. People surveyed	
	like gas and groceries, but they're making up for this increase by	
0 , 1	like movies or restaurant meals.	
	ch shows that a rising number of Americans not only have	
	out expect their 6 to fall even further in the out their spending to the bone, so it's not clear what lies ahead	
	neet. The stock may be rising and some big	
	, but make no mistake: This data shows that we're certainly	
not out of the woods yet.		
1.6 Find phrases in italics which match the	ese definitions in the article.	
	Vocabulary note	
1 increase slowly	Notice these verbs used when	
2 survive financially	. 0	rch
3 still in danger	Americans rated the economy as	poo
4 reduce expenditure to a minimum	the survey showed that roughly	
5 make something last longer	planned to spend loss	
6 both an advantage and a disadvantage	People surveyed indicated they'd	be
1.7 Add words and phrases with similar i	meanings from the box to spending more on items like gas.	
the lists (1-3).		
cut disconcerting disturbing lower re	educe rise dramatically rocket soar worrying	
1 shoot up		
2 slash		
3 troubling		

Business tips

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

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

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

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

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

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

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

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

1	Many of the	in the company were putting in their own money. INVEST

- 2 My brother and I formed a business ______ twenty years ago. PARTNER
- 3 Your business will be more ______ if you can reduce your overheads. PRODUCE
- 4 The company is trying to reduce ______ on transport. EXPEND

Exam practice

Writing Part 1

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

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



Exam tip

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

Proposals must be clearly organised and can include headings.

You need to deal with all the input material.

Starting a business? We'd like to help. Write to us with the following information.

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

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

Listening Part 2

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

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

The living world

Animal life, trees and plants

Animal life

111	Ancwar	thora	questions
	Answer	mese	questions.

- 1 Which animals are commonly found in your country? 3 Should we be worried about animal extinction?
- Which animals are commonly eaten in your country? 4 How important are animal rights in your country?

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

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

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

1.3 Complete the table with the words in the box.

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

1.4 Which animal from 1.2 and 1.3

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

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

- 1 calf; foal; grub; kitten ______ 4 burrow; den; enclosure; kennel _____
- clone; rear; slaughter; vaccinate _______ 5 groom; hibernate; mate; nest ______
- 3 colony; herd; pod; shoal _______ 6 antennae; claw; fang; trunk _____

- 1.6 Complete these sentences with your own ideas. Read the article in 1.7 to check.
- 1 Scientists are trying to protect bees from ______
- 2 The proportion of human food production which relies on bees is ______
- 1.7 Complete the article with words from the box.

crops declining disappearing economic existence globe grains man pollinate vital

Many of us have taken bees for granted, assuming they will be ever present to produce honey and
our crops. The 2 numbers of honeybees as well as wild bees have
researchers scrambling for solutions. We cannot let bees become extinct because our own survival depends
upon their 3 Einstein once wrote "If the bee disappeared off the surface of the
then man would have only four years of life left. No more bees, no more pollination, no
more plants, no more animals, no more 5"
The consequences of bees completely 6 are immeasurable. Bees pollinate fruits, vegetables
and 7 for human consumption and also plants and flowers that are 8 to
the survival of other species. The 9 effects of an extinction would be enormous, as it has
been theorised by scientists that at least one quarter of what we eat depends upon honeybees. In the United
States this is more than \$14 billion value in seeds and 10



V Vocabulary note

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

There have been four series of these wildlife documentaries.

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

Noun	Verb	Adjective	
		declining	
	disappear		
existence			
		(negat	ive)
	х	extinct	
(action)(substance)	pollinate	pollinated	
(person)(concept)	theorise		

Trees and plants

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

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

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



Error warning



Plants **provide** us **with** the air we breathe. Plants **provide** the air we breathe.

NOT Plants provide us the air we breathe.

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

- 1 timber from trees
- 4 willow trees

2 cotton plants

- 5 aloe and jojoba
- 3 the bark of the Pacific yew tree
- 6 corn

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

- 1 gardener / farmer
- 3 carnivorous / omnivorous

2 roots / branches

4 shelter / habitat

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

Vocabulary note

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

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

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

She moved all the furniture single-handed.

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

His parents single him out for being lazy.

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

- narry narra marme medicinal rima temperate cimi wila
- 2 _____ ANIMAL
- _____ CLIMATI
- 2.6 Describe these using some of the adjectives from the box in 2.5.
- 1 the climate of your country
- 2 the air in your neighbourhood
- 3 your favourite animals and plants

Listening Part 4

You will hear five short extracts in which people talk about aspects of the natural world.

While you listen you must complete both tasks.

Task 1

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

- A a farmer
- B a greengrocer

Speaker 1 1

C a historian

Speaker 2 2

D a conservationist

Speaker 3 3

E a vet

Speaker 4 4

F a zookeeper

H an expert gardener

an electrician

Speaker 5 5

Task 2

G

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

A to describe a typical day's routine

B to describe the successes of a long-term project

Speaker 1 6

C to explain the origins of a public facility

Speaker 2 7

D to give advice to pet owners

Speaker 3 8

E to give useful advice to listeners

Speaker 4 9

F to explain an economical new venture

to suggest a money-saving device

G to recommend a place to visit

Speaker 5 10

H

Exam tip

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

Personal contact

Social networking, letter writing

Social networking

11	Which of the country had a frameworking friends do you was most after 2 Dut and
1.1	Which of these methods of contacting friends do you use most often? Put a 🗸.

- 1 phone call ___ 7 postcard ___
- 2 text message ___ 4 social networking site ___ 6 letter ___

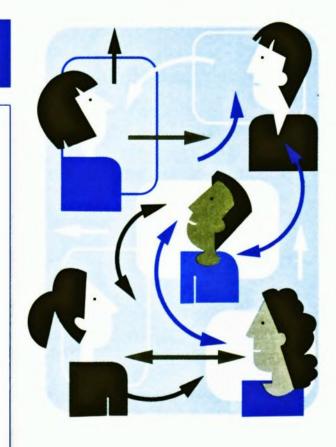
1.2 Which of the communication methods in 1.1 would you use for these purposes? Write the numbers.

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

1.3 Complete the article with words from the box.

business forums location members networks profile reconnect relationships share touch

Through social networking, people can use of online
friends and group memberships to keep in 2 with current
friends, 3 with old friends or make real-life friends
through similar interests or groups. Besides establishing important social
4, members can 5 their interests with
like-minded members by joining groups and 6
Some networking sites can also help members find a job or establish
contacts.
Most social networking sites also offer additional features like links to
blogs. 8 can express themselves by customising their
⁹ page to reflect their personality. These days, much social
networking is done on the move by smartphone, so users can now share their
current 10 as well as their photos and personal thoughts.



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

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

1	.5 Complete each question with a suitable word from 1.4 and then ans	swer them with your own ideas.
1	How can you establish your online?	
2	Have you met anyone that you share a with online?	
3	What problems have arisen from people creating new	for themselves online?
4	Is it possible to lose touch with when you use social ne	tworking sites?
1		
1	A former friend of the actor has revealed details of the star's personal life to	the tabloid press.
2	Loads of childhood friends that I haven't seen for years have added me to the	eir list of contacts.
3	The director is a personal friend of mine. If I recommend you, he's bound to	help you out.
4	A true friend would have trusted me with the money without asking what it	: was for!
5	He hasn't called since I had the accident. He turned out to be a bit of a fair-v	veather friend really.
6	I got chatting to a woman on the train and we realised we had several mutu	al friends in the area.
a	a friend you knew in your schooldays	Vocabulary note
b	someone two people both have friendships with	
C	a friend who disappears when you have problems	Some informal synonyms for frien are:
d	a friend you socialise with outside work	mate, buddy, pal, chum
e	someone you have ended a friendship with	befriend = deliberately make
f	a friend who is loyal, supportive and dependable	friends with someone, e.g. He befriended me on my first day at school.
	Letter writing	
	Answer these questions about writing letters.	Vocabulary note
		pick up the phone = answer, e.g.
1	When was the last time you wrote a letter? What kind of letter was it? Have you ever sent or received these types of letter? Put a .	The phone rang, but when I picked i up there was no one there.
	a thank-you letter a letter of resignation	pick up a disease = catch, e.g.
	an apology a complaint	I picked up a stomach bug on holiday.
	a letter of condolence a handwritten letter a poison-pen letter	pick up a language = learn, e.g.
3	What is the difference between these types of written document?	I picked up quite a few words of Italian when I was on holiday there.
1	etter memo note card petition invoice diary	pick someone up = collect somebody in a motor vehicle, e.g
an	Listen to someone talking about letter writing add answer these questions.	Would you like me to pick you up from the airport?
1	Why does the speaker prefer letters to phone calls?	
2	What other methods of communication does she mention?	

18 Personal contact

2	3 Listen again and complete these sentences with words used by the speaker.		
1	In the past, people could only communicate over L d by writing letters.		
2	The main reasons people prefer to use the phone are speed and e o u		
3	One of the most important aspects of communication is i with another person.		
4	The speaker likes receiving letters because they are a p r which you can read more than once.		
5	Unlike writing, speaking is usually an a r to something another person says.		
6	The growth of the Internet has resulted in letter writing becoming a l a		
2	Match the words in italics with their definitions. Use a dictionary to help you.		
1	The proliferation of long-distance services a giving attention to one thing only		
2	It requires concentration and effort b boring		
3	Greeting cards have usurped letter writing c causing great sadness or sympathy		
4	I long to receive a three-page, heartrending, d great or sudden increase		
5	soppy letter e replace or take over from		
6	the tedious chore of putting pen to paper f sincere		
7	create your own beautiful, heartfelt cards g very emotional or sentimental		
2	5 Answer these questions with your own ideas.		
1	What situations require your concentration?		
2	What housework do you find tedious?		
3	Do you enjoy reading soppy books or watching soppy films?		
4	What heartrending news stories have you heard about recently?		
	Which words are possible replacements for the words in italics in the extracts? possible replacements		

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

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

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

Exam practice

Use of English Part 3

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

Has your family ever lived or worked in Arundel or the (0)SURROUNDING	SURROUND
villages? Are you interested in (1) the secrets in your	COVER
family's past? We can probably help you if you want to know more about your	
(2)roots but do not know how to get started, or if you want	ANCESTOR
local (3) that will help you write the story of a special	KNOW
(4) or branch of your family. Our recently appointed family	RELATE
history (5) has built up an (6)	COORDINATE / EXTEND
catalogue of information about local families, their genealogy, where they lived	
and what they did for a (7) She has used this catalogue	LIVE
to research many families in detail in (8) to requests from	RESPOND
the public.	
We can also access data from numerous sources including:	
(9) registers, national censuses, parish records, voting	ELECT
registers and (10) archives.	HISTORY

Speaking Part 4

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

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



Exam tip

In Part 4 of the Speaking test, candidates discuss a question or questions related to the topic of Part 3.

You and your partner will discuss this question without interruption from the examiner. You will be expected to express and justify opinions and to keep the conversation going. If you agree with your partner, try to extend and develop their points. If you disagree, give your reasons why.

Environment

Issues, protection

Issues

1.1 Which of these issues	have a negative effe	ect on the environment where	you live? Put a 🗸.
nuclear accidents d	verfishing eforestation il spills	invasive species intensive agriculture	urban development waste treatment
1.2 Read the article abour	t environmental pro	oblems in Australia. Choose he	eadings for paragraphs (1–6)
	greatly increase. Ing from such I water quality. I one of the Sity. The pasture to recover has ands. This on has led to dy close to collapse be which account for the	ecause of this activity, and the he problem: slow regeneration oitation.	
and, more recently, red fire a reductions in range for nativare an equally significant prothriving in the wild in Australia	ants. Historically, ferve species through a cessure on ecosystems ralia. They have inva	w pests each year. Examples income al cats and foxes have been a cat combination of habitat modifice, with more than 2,500 species ded every part of the landscape	ause of local extinctions and cation and predation. Weeds s of introduced plants now
the shore. Estimates are that are discharged into rivers flow 6. Of continuing concern for A.	t each year almost 19 owing to the coast. Australia is continued es with intensive pop	ets and oceans, particularly estudy,000 tonnes of phosphorus and depopulation growth along the ulation density on Australia's coll land.	d 141,000 tonnes of nitrogen coastline. The formation of

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

1	Deforestation leads to an increase in the level of salt in the soil	T - salinity of the soil can increase

2	The range of organisms in the environment has not	been affected by overgrazing.
		7

- 3 Overgrazing has gradually worn away fertile soil.
- 4 Fish stocks have been able to renew themselves quickly.
- 5 In the past, new species of animals and plants wiped out some native Australian species. ______
- 6 Unwanted wild plants have had no effect on the environment.
- 7 Parts of rivers near to the mouth have not been affected by intensive agriculture.
- 8 Population growth is particularly worrying in inland areas of Australia.

-	7 5
	W
\\	

Vocabulary note

The verb suffix –ify adds the meaning make or become to some adjectives:

purify = make pure simplify = make simple solidify = become solid

These verbs can be converted into action nouns:

purification, simplification, solidification

Some verbs and action nouns which follow a similar pattern are:

identify / identification, modify / modification, verify / verification

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

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

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

1	The stronger the wind and the heavier the rain, the more soil they can	
---	--	--

2	Humans have always	their environm	ent in order to	survive and protec	t themselves.

Commercial	is responsible for a significant proportion of damage to the environment.
------------	---

1	Scientists believe that we should	our efforts to slow the rate of climate change.
---	-----------------------------------	---

- 5 Some of the country's old industrial cities are undergoing a massive programme of ______.
- The day will come when food supplies will be insufficient to meet the needs of our _____ planet

Protection

2.1 Match these words with their definitions.

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

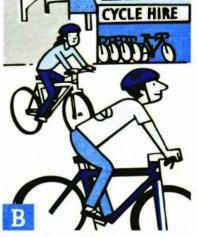
2.2 Complete these sentences with words from 2.1.

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

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

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











2.4 D31 Listen again and complete these sentences with words used by the speakers.

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

Writing Part 2

You see the following announcement in an international science magazine.

COMMUNITY ENVIRONMENTAL CHAMPIONS WANTED

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

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



Exam tip

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

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

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

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

Use of English Part 3

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

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



Exam tip

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

Science and technology

Discovery, solutions

Discovery

1	.1 Which of these inventions	or	discoveries do s	you think a	are the most importa	nt? Put a 🗸	
	dio	, 01	television		electricity		
	e personal computer		the Internet			•	
	e aeroplane		penicillin _		birth control	sanitation	
	e internal combustion engine _	_	p				
	Listen to three perese questions for each speaker.	- 55	e talking about	the most ii	mportant discoveries	and inventions. Answe	
1	What does each speaker choos	se?	2	What are	the reasons for these	choices?	
	Speaker 1			Speaker 1			
	Speaker 2			Speaker 2			
	Speaker 3			Speaker 3			
1	32 Listen again and c	om	plete the senter	nces with v	vords used by the spe	akers.	
1	Without electric lighting many				would have b	een more difficult.	
2	Many parts of			depend	on electricity.		
3	The discovery of penicillin save	ed_					
4	Antibiotics have increased the	ave	rage		in the	developed world.	
5	Microchips are the brain, hear						
6	Since the early 1970s there have	e be	een more		t	han in any other period	
1	.4 Match the word lists (a-j)) wit	th the branch o	f science th	ney come from (1–10)).	
1	Anatomy	a	carnivore; inve	ertebrate; m	nammal; prey; venom		
2	Anthropology	b	biodiversity; ex	xtinction; h	abitat; pollution; spec	ies	
3	Archaeology	C	asteroid; come	et; galaxy; n	ebular; orbit		
4	Astronomy	d	aftershock; ear	rthquake; n	nagma; tremor; volcan	0	
5	Ecology	e	culture; custom; taboo; tribe; warfare				
6	Genetics	f	joint; muscle; organ; spine; vein				
7	Meteorology	g	atmosphere; h	umidity; h	urricane; pressure; tem	perature	
8	Psychology	h	chromosome;	heredity; m	nutation; organism; va	riation	
9	Seismology	i	ancestor; bone	e; dig; rema	ins; settlement		
10	Zoology	j	behaviour; inst	tinct; intelli	gence; memory; mind		

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

ANATOMY & ZOOLOGY

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

ANTHROPOLOGY & SEISMOLOGY

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

ECOLOGY & GENETICS

3 Lack of genetic ______ in the population makes a ______vulnerable to disease.

ASTRONOMY & METEOROLOGY

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

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

1 hypothesised proved speculated suggested 4 carry out

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

ascertain contradict demonstrate determine

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

advance breakthrough development drawback

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

carry out conduct review undertake

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

5 caused developed set off triggered

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

6 conclusion finding outcome prediction

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

Solutions

3

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

climate change disappearance of fossil fuels food shortages disease water shortages

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

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



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

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

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

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

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

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

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

Error warning



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

At last I'm old enough to drive.
I've finally finished my essay.

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

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

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

2.4 Compound nouns can often be used to replace a longer phrase, which may include a preposition. For	
example, power supply is used instead of supply of power. Make two-word compound nouns from these phrase	25.

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

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

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

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

1 I'd like to take you up on your offer of help.

Exam practice

Use of English Part 1

12

peak

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

				What are	e solar f	lares?					
	Scientists are warning that an explosion of solar flares could (0) PISRUPT communications on Earth at any time. But what are these sudden bursts of light and what (1) them?										
burs	A solar flare is a large explosion of magnetic (2) in the sun's atmosphere which causes an intense burst of increased brightness. They cannot be detected by the (3) eye from the surface of the Earth but can be observed through telescopes, space x-rays and thermal imaging (4)										
	The (5) of energy released by a flare can be (6) to millions of 100-megaton hydrogen bombs (7) at the same time – ten million times greater than that released by a volcanic (8)										
a bu	Often lasting just a few minutes, solar flares (9) material to many millions of degrees and produce a burst of radiation across the electromagnetic spectrum, including from radio waves to X-rays and gamma rays.										
the	activ	ccurs when energy to be regions around sur coless than one a we	nspot	s. Their frequency	varies fi	·		· ·			
And the second of	Large flares are less (11) than smaller ones. Solar activity varies within an 11-year cycle at the (12) of which there are typically more sunspots and therefore more solar flares.										
0	Α	break	В	interfere	C	disrupt	D	disorder			
1	A	causes	В	results	C	makes	D	begins			
2	A	influence	В	energy	C	power	D	strength			
3	A	bare	В	nude	C	open	D	naked			
4	A	gear	В	kit	C	equipment	D	tools			
5	A	amount	В	number	C	sum	D	total			
6	A	equivalent	В	corresponding	C	parallel	D	alike			
7	A	bursting	В	blasting	C	exploding	D	going			
8	A	outbreak	В	eruption	C	outburst	D	surge			
9	A	bake	В	warm	C	roast	D	heat			
10	A	freed	В	released	C	liberated	D	let off			
11	A	everyday	В	recurrent	C	frequent	D	often			

top



summit

Exam tip

Remember that this part of the exam tests your knowledge of words which have similar meanings but are grammatically different, e.g. number and amount, as well as common collocations and phrasal verbs.

zenith

If you are not sure which of the four options is correct, try reducng your choices by eliminating incorrect options.

Test four (Units 16–20)

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

1	Some economists believ	e th	at banks will put their i	nter	estup to	03	% next month.
	A fees	В	rates	C	costs	D	prices
2	It is often the poorest pe	ople	e who are	th	ne hardest during an ec	onc	omic recession.
	A hit	В	hurt	C	struck	D	harmed
3	I read some pretty		news about the e	cor	omy today.		
	A challenging	В	jumpy	C	disconcerting	D	cutting
4	He spent too much on h	is cr	redit card and now he d	can'	t the mir	nim	um payments.
	A keep on	В	keep in	C	keep to	D	keep up
5	People pay into a pension retire.	on	while the	y are	e working so that they l	nav	e money when they
	A account	В	fund	C	supply	D	trust
6	Her condition is improving	ng b	ut she's not out of the .				
	A dark	В	cupboard	C	woods	D	fire
7	If bees become		, plants and flowers	will	not be pollinated.		
	A dead		destroyed		extinct	D	unavailable
8	Most birds build their ow	vn n	ests but cuckoos		their eggs in othe	er b	irds' nests.
	A lay	В	put	C	place	D	plant
9	Tigers are one of the wo	rld's	most endangered				
	A races	В	types	C	classes	D	species
10	He didn't do very well at	sch	ool last year, but now h	ne's	turned over a new		
	A leaf	В	note	C	penny	D	chapter
11	These days more and m	ore	children are being brou	ght	up byp	are	nts.
	A single	В	alone	C	single-handed	D	free
12	In the future, the sun will	l	us with mo	st o	f our domestic energy.		
	A offer	В	give	C	provide	D	deliver
13	While I'm away, I'll try to		in touch by	pho	one or email.		
	A put	В	keep	C	maintain	D	continue
14	Some people spend hou	ırs e	very day on social netv	vork	king		
	A webs	В	pages	C	sites	D	spots
15	Jake's one of several		friends. We've	bot	h known him for years.		
	A mutual		shared		communal	D	collective

16	Iw	ant to make an		at interview so I've	e bo	ought myself a new suit		
	A	identity	В	illusion	C	impact	D	interest
17	I fe	eel terrible – it must be	son	nething I picked		while I was away.		
		out		up		over	D	on
18	Ju	st seeing your face real	ly b	orightens	. my	y day.		
	A	up	В	of	C	in	D	on
19	ľv	e applied for a job work	king	for a wildlife		group.		
	A	maintenance	В	conservation	С	upkeep	D	defence
20	Th	e sun and tides are exc	elle	ent sources of		energy.		
	A	renewed	В	new	С	renewable	D	recycled
21		agriculture	ha	s contributed to the wo	rld'	s environmental proble	ms.	
	A	Intensive	В	Concentrated	С	Heavy	D	Rigorous
22	Ik	now I should use public	·	more often	n, b	ut it's not as convenier	nt as	s using your own car.
	A	travel	В	journey	C	ways	D	transport
23	lf t	rees are not planted so	on,	the wind and rain will h	nave	e all the	soil	
	A	corroded	В	worn	C	blown	D	eroded
24	I th	nink that most people c	oul	d be less	of	energy if they tried.		
	A	costly	В	extravagent	С	wasteful	D	excessive
25	Co	al is still the most plent	tiful	fossilin	the	e world.		
	A	energy	В	fuel	С	power	D	force
26	Mi	crochips are to comput	ers	what the	S	ystem is to human beir	ıgs.	
	A	nerve	В	brain	С	anxious	D	nervous
27	Bio	ochemistry, genetics, ne	eur	ology and meteorology	are	different	of	science.
	A	branches	В	aspects	С	topics	D	subjects
28	Ce	ertain foods		an allergic reaction in s	som	e people.		
	A	trigger	В	activate	C	set	D	initiate
29	So	me electric cars have a	ı	of 150 kilo	me	tres.		
	A	run	В	distance	C	range	D	scope
30		, I'd like to	say	how much I've enjoye	ed o	ur meeting.		
	A	Finally	В	At Last	C	Eventually	D	After all

Writing

Cambridge English: Advanced Writing paper includes a wide range of text types (see Exam summary, p.8–9). The degree of formality appropriate for these text types will vary considerably. For example, essays should be written in a formal style, whereas competition entries and some letters can be more informal and conversational in style. In many cases a neutral style will be acceptable.

The exam questions will tell you the type of text to write and explain the purpose of the text. From this information, you can decide the level of formality required. For example:

Write a letter to your friend saying whether or not you would recommend this job to them and giving your reasons. So you know this is an informal, personal letter. You know you will need to include the language of recommendations and suggestions. You also know you will need to make points to support your recommendations.

This appendix groups expressions by purpose and indicates whether each expression is formal (F), neutral (N) or informal (I).

Stating facts

It is certainly true that... F
It is certainly the case that... F
Undoubtedly... F
Undeniably... F
Unquestionably... F
Without a doubt...N
Clearly... N
Obviously...I

Of course... I

It goes without saying that...I

Making general points

As a general rule... F
For the most part... F
Generally... N
In general... N
In most cases... N
On the whole... N
Generally speaking... I

Introducing supporting facts

Recent research has shown... F
There is evidence to suggest... F
The latest figures suggest that... N

Suggesting causes

This could be a result of... F
This may be attributable to... F
This could be because... N
This could/may/might be due to... N
Perhaps this is because... I

Making additional points

It is also the case that... F
In addition... F
Furthermore... F
More importantly... F
More significantly... F
It is also true that... N
What is more... N
Another reason for this might be... I
Besides... I
Also... I
On top of this... I

Stating results

Another thing... I

Thus... F
Consequently... F
This has the effect of... F
Therefore... N
As a result... N
For this reason... N
So... I

Presenting alternative views

Nevertheless... F
Nonetheless... F
It can be argued that... F
Even so ... N
However... N
On the other hand... N
Despite this... N

Suggesting something is not true

It is not necessarily the case that... F
It is not necessarily true that... N
Not everyone agrees that... N
It seems unlikely that... N
It is not very likely that... I

Contradicting a statement

In actual fact... **N** In reality... **N**

Writing about the present

Currently... F
Nowadays... N
These days... N
Recently... N
In recent years... N
Today... I

Writing about the past

Formerly... F
In the past... N
In previous years... N
Previously... N
At one time... N
At that time... N
Over the past few years... N
Once... N
Back then... I

Writing about the future

In years to come... **F**In a future time... **F**In the future... **N**The day will come when... **N**One day... **I**

Writing about future plans

It is our intention to... **F** We hope to... **N**

Ending with a summary

In summary... F
In conclusion... F
To sum up... N
On balance... N
All in all... I

Giving personal opinions and reasons

It is my feeling that... F

It is my opinion that... F
From my perspective... F
In my opinion... N
In my view... N
I believe that... N
Personally, I think/believe/would
say/feel... N
From my point of view... N
It seems to me that... N
I'm convinced that... N
I can honestly say that... I
I think... I

Giving other people's opinions

According to x... F
In x's opinion/view... F
As x argues/claims/explains/points
out... F
Many people argue... F
It is often said that.... F
According to some people... N
I've heard/read that... I
X says that... I

Making suggestions and recommendations

My recommendations are as follows:... F
I would suggest doing... N
I suggest that... N
I would recommend doing... N
I (strongly) recommend that... N
It would be a good idea to... N
Why not do... I
Why don't we/you do... I
How about doing... I
Let's do... I

Personalising

I'm sure you will agree... N
On a personal note... N

Stating objectives

The purpose/aim of this report/ proposal... **F** In this report I will...

Starting a letter

Dear Sir/Madam... F
I am writing with regard to... F
I am writing in response to... F
Dear ... N
I am writing to... N
Hello... I
Hi... I
It's great to hear from you... I
Sorry that I've been out of touch... I
Thanks so much for... I

Ending a letter

Take care. I

I look forward to your response. F
I hope to hear from you soon with
regards to... F
Yours faithfully... F
Yours sincerely... F
I look forward to hearing from you
soon. N
Yours N
Best wishes N
Kind regards N
See you soon. I
Write soon. I
All the best I
Bye for now I



Spelling British English

These words are often misspelled in Cambridge English: Advanced Writing tasks. Pay particular attention to the underlined parts. They often cause difficulties for Cambridge English: Advanced candidates.

accommodation*	f <u>ou</u> rteen	n <u>ie</u> ce	r <u>h</u> ythm
ach <u>ie</u> ve	f <u>o</u> rty	<u>no one</u>	s <u>ie</u> ge
a <u>dd</u> ress	fr <u>ie</u> nd	noti <u>ce</u> able	sent <u>e</u> nce
advertisement*	fulfi <u>l</u> *	now <u>a</u> days*	sep <u>a</u> rate
b <u>eau</u> tiful	government*	occu <u>rr</u> ed	s <u>ei</u> ze
begi <u>nn</u> ing*	gramm <u>a</u> r	occu <u>rr</u> ence	sincer <u>el</u> y
bel <u>ie</u> ve*	gr <u>a</u> teful	opportunity*	sp <u>ee</u> ch
bicycle	ha <u>r</u> ass	para <u>ll</u> el	succe <u>ss</u> ful*
cemet <u>er</u> y	hyg <u>ie</u> ne	pas <u>t</u> ime	super <u>s</u> ede
coll <u>ea</u> gue*	hypocr <u>i</u> sy	p <u>ie</u> ce	su <u>r</u> prise
commi <u>t</u> ment	i <u>nn</u> ate	perc <u>ei</u> ve	th <u>ei</u> r
commi <u>tt</u> ee*	independ <u>e</u> nce	persev <u>e</u> rance	to <u>m</u> orrow
consensus	int <u>e</u> resting	p <u>u</u> rsue	unti <u>l</u> *
conc <u>ei</u> ve	knowle <u>d</u> ge	po <u>ll</u> ution	va <u>c</u> uum
comfortable*	lib <u>r</u> ary	po <u>ss</u> ession	w <u>ei</u> rd
conv <u>e</u> nient	ligh <u>tn</u> ing	potat <u>o</u>	We <u>dn</u> esday
decaff <u>ei</u> nated	manag <u>e</u> able	prec <u>e</u> ding	w <u>hi</u> ch*
defin <u>i</u> tely	mille <u>nn</u> ium	prefe <u>rr</u> ed	wri <u>t</u> ing
depend <u>e</u> nce	mischie <u>vou</u> s	privil <u>e</u> ge	
desi <u>ra</u> ble	mi <u>ss</u> pell	program <u>me</u> *	
di <u>ff</u> erent	monk <u>eys</u>	pron <u>u</u> nciation	
disappointed*	mor <u>t</u> gage	publi <u>cly</u>	*From the top 20
emba <u>rr</u> ass	mount <u>ai</u> n	rec <u>ei</u> ve	Cambridge English:
enviro <u>n</u> ment*	necessary	reco <u>mm</u> end*	Advanced spelling errors in
Feb <u>r</u> uary	nego <u>t</u> iate*	r <u>i</u> diculous	the Learner Corpus 🙋

Spelling Differences between British and American English

In the Cambridge English: Advanced writing tasks you may use British or American spelling, but you must be consistent. Here are some common differences:

American	British
-er	-re
cent <u>er</u> theat <u>er</u>	cent <u>re</u> theat <u>re</u>
-or	-our
col <u>or</u> neighb <u>or</u> fav <u>or</u> ite	col <u>our</u> neighb <u>our</u> fav <u>our</u> ite
-se	-ce
defen <u>se</u> offen <u>se</u> preten <u>se</u>	defen <u>ce</u> offen <u>ce</u> preten <u>ce</u>
-yze	yse
anal <u>yze</u> paral <u>yze</u>	anal <u>yse</u> paral <u>yse</u>
1 vowel	2 vowels
f <u>e</u> tus h <u>e</u> morrhage man <u>e</u> uver	f <u>oe</u> tus h <u>ae</u> morrhage man <u>oe</u> uvre

In general, American spelling is more consistent and logical than British English spelling.



Speaking Part 1 questions

After you have answered a question, the examiner will often ask follow-up questions such as Why? or Why not? You are expected to explain your answers, describe your experiences and justify your opinions. This gives you the opportunity to demonstrate that you can use a wide range of language. Here is a list of questions of the type that are asked in Speaking Part 1.

Yourself

Looking back on your life, what has been a memorable event for you?

Which part of the day do you enjoy most? Why? Is it easy for you to find time to relax every day? Why? / Why not?

Do you prefer to follow a routine or do you like to do something different every day?

Family and friends

What do you most enjoy doing with your friends? Have you ever had the opportunity to really help a friend? How?

Would you prefer to spend your holidays with your family or your friends?

What is the best way for people visiting your country to make friends?

Who do you think has had the most influence on your life so far? Why?

Tell me about a friend of yours and how you got to know him or her.

How easy is it for you to meet new people and make new friends?

Leisure and entertainment

What do you like to do at weekends?

What do you do to relax after a busy day?

How important is the computer in your daily life?

What are your interests and leisure activities?

What types of TV programme do you think are worth watching?

How important is music in your life?

Do you prefer watching films at home or at the cinema? Why?

Health and fitness

What do you do to keep fit?

If you had the opportunity to learn a new sport, what would it be? Why?

How important are sport and exercise in your life?

Learning

What is your earliest memory of school?

What were the most useful things you learned at school? If you had the opportunity to learn something new, what would you choose?

Do you prefer studying on your own or with other people? How important have teachers been in your life so far? Who is the best teacher you've ever had?

Future plans

What do you hope to be doing this time next year? What do you think you'll be doing in five years' time? In what ways do you hope to use your English in the future?

Are you someone who likes to plan for the future or do you prefer to let things happen?

Are you excited or worried about the future? Why?

Travel and holidays

What do you most enjoy about being on holiday? Which parts of your country would you recommend to tourists? Why?

Do you think you would like to work in the travel industry? Why? / Why not?

If you could travel anywhere in the world, where would you choose to go? Why?

What things do you most enjoy doing when travelling on holiday? Why?

Would you enjoy an adventurous or possibly dangerous journey? Why / Why not?

Where is the most interesting place you have ever travelled to? Why?

Would you consider going on holiday on your own? Why? / Why not?

Prefixes and suffixes

A prefix is a group of letters at the beginning of a word which changes the word's meaning.

prefix	meaning(s)	examples
anti-	opposed or preventing /destroying	anti-racist laws, anti-aircraft missile
uto-	independently or of yourself	autopilot, autobiography
oi-	two	bilingual
0-	with or together	co-author, coexist
ounter-	opposing or as a reaction to	counterattack, counterculture
lis-	not or the opposite of	dishonest, disagree
le-	to take something away	deforestation
yper-	having a lot of or too much of a quality	hyperactive, hypersensitive
-	poorly, in an unsuitable way	ıll-judged, ill-matched
-	not	illegal, illegible
m-	not	impossible, implausible
n-	not	incorrect, indecisive
r-	not	irregular, irresponsible
nter-	between or among	international, interlock, intermingle
nega-	a very large amount or huge	mega rich, megacity
nicro-	very small	microchip, microscopic
nini-	small	miniskirt, miniscule
nono-	one or single	monolingual, monotone
nulti-	many	multi-talented, multicultural
out-	1 more than or better than others2 far away from3 beyond a limit or beyond normal	outnumber, outdo, outwit outstretch, outlying, outpost outgrow, outstay, outsize
ver-	too much	overeat, overpopulated
re-	before or earlier than	pre-tax profits, pre-school
ro-	supporting or in favour of	pro-democracy, pro-biotic
e-	again	redo, reusable, reforestation
ub-	1 under, below or less than2 lesser or smaller part of a larger whole	sub-zero temperatures, subhuman subsection, subculture
uper-	more than usual, extreme of its kind	supermodel, super-rich, superbug
rans-	1 change one form to another2 movement from one place to another	transform, translate transatlantic flights
ıltra-	extremely	ultra-modern, ultra-careful
ınder-	1 not enough 2 below	undercooked, underprivileged underpass, underwear

A suffix is a group of letters at the end of a word which can change the word's meaning, or its part of speech, or both. This list contains only those suffixes with special meanings.

suffix	meaning	word form	examples
-aholic -oholic	who is addicted to	NOUN PERSON	work > workaholic, chocolate > chocoholic
-able -ible	can do	VERB > ADJECTIVE	avoid > avoidable, eat > edible
-centric	focussed exclusively on		ego > egocentric, European > Eurocentric
-ed	having this thing	NOUN > ADJECTIVE	age > aged, beard > bearded
-ee	who something is done to	VERB > NOUN PERSON	employ > employee, interview> interviewee
-en	become or make become	ADJECTIVE > VERB	thick > thicken, fat > fatten
-er -or	who or what does this	VERB > NOUN	coordinate > coordinator, time > timer
-hood	state of being and period of time	NOUN	child > childhood, mother > motherhood
-ish	1 slightly	ADJECTIVE	grey >greyish, small > smallish
	2 in the way of	NOUN > ADJECTIVE	child > childish, devil > devilish
	3 approximately	ADJECTIVE	fifty > fiftyish
-ise -ize	to make become	ADJECTIVE > VERB	modern > modernise / modernize
-less	without	NOUN > ADJECTIVE	home > homeless, thought > thoughtless
-like	similar to	NOUN > ADJECTIVE	child > childlike, life > lifelike
-ly	1 every time	NOUN > ADJECTIVE / ADVERB	day > daily, month > monthly
	2 in the way of or similar to	NOUN > ADJECTIVE	mother > motherly, coward > cowardly
-ology	the study of	NOUN	psychology, sociology
-phile	who likes, loves or is obsessed with	NOUN PERSON	technology > technophile, Francophile, bibliophile
-phobe	who fears	NOUN PERSON	technology > technophobe
-phobia	fear of		xenophobia, claustrophobia
-proof	protecting against or not damaged by	NOUN (or VERB) >ADJECTIVE	bullet > bulletproof, tamper > tamper-proof
-ship	1 involvement between people or things	NOUN > NOUN	friend > friendship, owner > ownership
	2 skill, quality	NOUN > NOUN	sportsman > sportsmanship
-ward	in the direction of	PREPOSITION / NOUN > ADJECTIVE ADVERB	back > backward , North > Northward
-wards	in the direction of	PREPOSITION / NOUN > ADVERB	ın > ınwards, home > homewards
-y	having a lot of (often negative)	NOUN > ADJECTIVE	noise > noisy, dirt > dirty, smell > smelly
7			

Word families

If you know all the possible words within a word family, you can express yourself in a wider range of ways, which can improve your fluency in written and spoken English. The *Cambridge English*: Advanced Use of English paper tests this ability. Here are some useful word families.

Nouns	Verbs	Adjectives	Adverbs
ability, capability, disability, inability	enable, disable	able, unable, disabled, capable	ably, capably
acceptance	accept	acceptable, unacceptable, accepted	acceptably, unacceptably
act, action, inaction, interaction, reaction	act, enact	acting	X
activity, inactivity, activation	activate	active, inactive, interactive, proactive	actively
agreement, disagreement	agree, disagree	agreed, agreeable, disagreeable	agreeably
attachment	attach, detach	attached, unattached, detachable, detached	detachedly
avoidance	avoid	avoidable, unavoidable	unavoidably
base, basic, basis	base	baseless, basic	basically
belief, disbelief	believe, disbelieve	believable, unbelievable, disbelieving	unbelievably
break, breakage, outbreak	break	broken, unbroken, breakable, unbreakable	X
breath, breather, breathing	breathe	breathless, breathy	breathlessly
calculation, calculator	calculate	incalculable, calculated, calculating	X
certainty, uncertainty	ascertain	certain, uncertain	certainly, uncertainly
character, characteristic, characterisation	characterise	characteristic, uncharacteristic	characteristically
comparison	compare	comparable, incomparable, comparative	incomparably, comparatively
conclusion	conclude	concluding, conclusive, inconclusive	conclusively
consciousness, unconsciousness, subconscious	X	unconscious, conscious, subconscious	unconsciously
continuation, continuity	continue, discontinue	continual, continued, continuous	continually, continuously
correction, correctness	correct	correct, incorrect, corrective	incorrectly
creation, creativity, creator	create, recreate	creative, uncreative	creatively
critic, criticism	criticise	critical, uncritical	critically
deceit, deceiver, deception	deceive	deceitful, deceptive	deceptively
dependant, dependence, independence, dependency, dependability	depend	dependable, dependent, independent	dependably, independently
determination, determiner	determine	determined, predetermined, indeterminate	determinedly
doubt, doubter	doubt	undoubted, doubtful, doubtless	doubtfully
effect, effectiveness, ineffectiveness	effect (do not confuse with affect)	effective, ineffective, ineffectual	effectively, ineffectively
encouragement, discouragement	encourage, discourage	encouraged, encouraging, discouraging	encouragingly
expenditure, expense, expenses	expend	expensive, inexpensive, expendable	expensively, inexpensively
deformity, form, formation, transformation, reformer, transformer	deform, form, reform, transform	reformed, deformed, transformational, formative	X

Nouns	Verbs	Adjectives	Adverbs
frequency, infrequency	frequent	frequent, infrequent	frequently, infrequently
help, helper, helpfulness, helping	help	helpful, unhelpful, helpless	helpfully, helplessly
identification, identity	identify	identifiable, unidentified	identifiably, unidentifiably
industrialist, industrialisation, industry, industrialism, industriousness	industrialise	industrial, industrialised, industrious	industrially, industriously
inflation, deflation	inflate, deflate	inflatable, inflated, inflationary	X
knowledge	know	knowing, knowledgeable, known, unknown	knowingly, unknowingly
aw, lawyer, outlaw	outlaw	lawful, unlawful	lawfully, unlawfully
limit, limitation, limitations	limit	limited, unlimited, limitless, limiting	X
ocal, locale, location, relocation, dislocation, localisation	locate, relocate, dislocate, localise	local, localised	locally
machine, machinery, machinist, mechanic, mechanics, mechanism	mechanise	mechanic, mechanical, mechanised	mechanically
market, marketing, marketability, marketer	market	marketable	X
material, materialism, materialist, materials, materialisation	materialise	material, immaterial, materialistic	materially
measure, measurement	measure	measurable, ımmeasurable, measured	immeasurably
nethod, methodology		methodical, methodological	methodically
ninımum, mınimisatıon	mınimise	minimal, minimum, minimalist	minimally
nodernity, modernisation	modernise	modern, modernistic	X
nature, naturalist, naturalisation, naturalness, the supernatural, naturalism	naturalise	natural, supernatural, unnatural, naturalistic	naturally, unnaturally
necessity	necessitate	necessary, unnecessary	necessarily, unnecessarily
origin, original, originality, originator	originate	original, unoriginal	originally
regular, regularity, irregularity	regulate	regular, irregular	regularly, irregularly
eliability, reliance	rely	reliable, unreliable, reliant	reliably
epair, disrepair	repair	irreparable	irreparably
espect, disrespect, espectability, respecter, espects	respect	respectable, respected, respectful, disrespectful	respectably, respectfully, disrespectfully
satisfaction, dissatisfaction	satisfy	satisfactory, unsatisfactory, satisfied, dissatisfied, unsatisfied, satisfying	satisfactorily, unsatisfactorily
sign, sıgnal, signatory, signature, signing	sign	signal, signed, unsigned	X
structure, restructuring, structuralism, structuralist	structure, restructure	structural, structured, unstructured	structurally
variable, variance, variant, variety, variation	vary	variable, varied, various	invariably, variously

Recording scripts

Unit 1

Track 02

Speaker 1: I grew up in a quiet remote rural area, but I've lived in here in the heart of the city since I was a student. The traffic and the noise don't bother me – I just love all the hustle and bustle. I work at one of the top art galleries – a ten-minute walk from here. In my work and my social life I come into regular contact with people from all over the world. It's really interesting. And being here you just take for granted the incredible range of entertainment on offer: theatres, cinemas, nightclubs, concerts of all kinds. As far as I'm concerned, the only downside is the cost of living – my rent's nearly twice what it would be if I moved to a smaller town.

Speaker 2: The nearest I came to living in a big city was spending two weeks at the home of an old school friend – her parents own a flat in the centre of London. It was really convenient, just being able to hop on a bus or take the underground. At first it gave me quite a buzz – being somewhere where so much was going on, but I don't think I relaxed the whole time I was there. What got to me was the constant noise – all day and all night. I also felt a bit nervous if I was out on my own – especially at night. Perhaps it was a subconscious awareness that crime rates are higher in cities than in rural areas. It was a real relief to get home.

Unit 2

Track 03

Start with yourself and work backwards. Write down as much information as you already have about your parents, your grandparents and your grandparents' parents. Verify your facts as you go.

Talk to your relatives. Ask your oldest relatives for their memories of the family. Then move on to younger ones who may have heard stories about your Irish roots. Start with some clearly focussed questions but allow your relatives to reminisce freely. Find your ancestors' place of origin in Ireland. For many family historians this can be the biggest hurdle to connecting with their Irish roots. If you already know the town where your ancestors used to live, start digging there!

Deal only with facts. Family legends are rarely 100% accurate. The 'ancestral farm' may have been a simple cottage with a few square metres of garden outside. Tales of selfless kindness have probably been much embellished over the years. While there is often at least a grain of truth to these stories, they should not dictate the entire course of your research into your Irish roots. Be prepared. You are likely to find one or two skeletons in the cupboard. Accept that the truth may be somewhat less attractive than its telling in family tales... and be honest in your recording. Develop a research plan. You have two parents, four grandparents, eight great-grandparents and so on. You have to draw the line somewhere!

It's traditional to follow the male line from your father and the female line from your mother, but it's entirely up to you. Choose just one branch of your roots to study for now.

Record your data. You're going to accumulate huge amounts of information from a variety of sources and will soon find it impossible to retain it all in your head. Get in the habit of

carefully recording every piece of new data as you uncover it. Don't be too ambitious. For the majority, this search for our Irish roots leads us to poor, landless labourers. As such, their lives were not well documented and, where records survive, they are unlikely to date from much before 1800 at best.

Unit 3

Track 04

Speaker 1: It was the second time I'd seen Hot Club of Cowtown and I can honestly say it was one of the best live music events I've ever been to. The venue was pretty ordinary – a small provincial theatre, but when they're playing you forget your surroundings and just rock out with the band. What I just love about this band, apart from their high energy, is that they play their rather eclectic mix of material without a hint of irony. You should try and see them while they're over from the US. They're gaining a devoted following!

Speaker 2: I've never been a great fan of stand-up. But one of my friends had got a spare ticket for this gig. He wasn't someone I'd heard of before, and it was in a run down local club, so I wasn't really expecting much. As it turned out I can't remember the last time I laughed so much. He had the whole audience in stitches from the moment he came on stage.

Speaker 3: It's one of the most unusual exhibitions I've ever seen. In fact, I'm not even sure 'exhibition' is the right word. For a start, it's on a beach near Liverpool, not in a gallery, and it's a collection of a hundred life-size male figures – all made from cast-iron and facing out to the sea. As the tide goes out you can see more and more of them. The amazing thing is – the figures are all replicas of the sculptor's own body. You may have heard of him. Antony Gormley?

Track 05

Speaker 1: The simple answer is whenever and wherever I can – in the car, to and from work – you know, my train journey takes about an hour, so I always listen to my iPod. When I'm at home, for example in the kitchen cooking, I'll put the radio on – quite often I sing along with the songs they're playing – as long as no one else is about. I haven't got a brilliant voice. Occasionally, I go to gigs at local music venues to hear live bands – that's a completely different way of listening.

Speaker 2: I'd say I've got quite broad tastes in music – I like most kinds of popular music, you know – from the all-time rock greats like the Rolling Stones to the latest chart hits. And I'm into modern jazz and I've just started listening to world music, you know people like Ali Farka Touré. I suppose I like any music that's got a strong beat – for me music's mainly about rhythm.

Speaker 3: I do, yes. The piano – just for my own amusement – at home mainly. My parents sent me to lessons when I was only 5 years old and I absolutely hated them – so much so that I gave up after a few months. I've always told people I had a terrible teacher, but, with hindsight, I think the real reason was that I was too young. Anyway I recently got interested in giving it another go when I went to stay with a friend. I had a bash on his electronic keyboard – it's top of the range, the sort of thing the pros have in their studios. I remembered a few things I'd been taught and that got me going but I'm basically teaching myself now.

Unit 4

Track 06

Presenter: Do you fantasise about a new life on the other side of the world? ... where everything is exciting and the dreary routine of home is a million miles away? Lots of people do.

The dream of pastures new is realised by thousands of Brits.

The dream of pastures new is realised by thousands of Brits every year... but the downside is that, however wonderful your new surroundings, it is likely that you will pine for some aspect of home. 35-year-old Jane Foreman knows all about the pain of homesickness. Her husband David's job took her to Kuala Lumpur in Malaysia a year and a half ago, but she is desperate to return home to Alnwick in Northumberland.

Track 07

Jane Foreman: We've managed to find a pretty strong expat community out here, but I still feel homesick most of the time. I miss my family and friends desperately, the daily contact with people I've known all my life. As a family we're very close-knit, always on the telephone or popping round for this and that. I definitely feel I've lost more than many by moving here. After eighteen months we still haven't found our feet and I'm starting to feel like it will be impossible to really settle.

If you look at it logically, KL is a far more exciting place to live... it's multicultural, there are amazing places to eat and drink... it's one of the best cities in Asia for shopping, and it's summer all year round. By contrast, Alnwick is pretty dull really... but my heart's in Northumberland. We would be home like a shot if it wasn't for David's job.

Presenter: Severe homesickness, like Jane's, is difficult to overcome, but it can be done. Louisa Stevenson, a 32-year-old environmental engineer from Sheffield, initially regretted her decision to emigrate to New Zealand's South Island – but after 6 months she says she's happier than ever before.

Louisa Stevenson: In the past I've travelled a fair bit, and I'd always been one for going off the beaten track. I spent a year as a volunteer in Tanzania and another year in Indonesia. I'd also spent several holidays here in Christchurch with my fiancée's family. None of this prepared me for the sense of loss that overwhelmed me on arrival though. It was like a rug being pulled out from under my feet. I didn't know anyone. Obviously my inlaws and my fiancée were here, but compared to Sheffield. All the familiar faces were gone for good. I felt very insecure. Somebody once told me that homesickness is similar to the grieving process. I can believe that now.

...That's passed though and things are looking up. The wedding helped; I met so many of Jason's friends... then I joined a local Thai kickboxing class. The teachers at the centre are lovely welcoming people... And just last week I found out that I'm going to have a baby! Kickboxing may be off the menu for a while, but, right now, emigrating to New Zealand feels like the best decision I ever made.

Unit 5

Track 08

Research published recently suggests that adolescents take more risks than children or adults. The findings came in a study involving a computer gambling game where participants had to choose between risky and safe options. The study found that 14-year-olds were around 20% more likely to take risks than the oldest category of 25 to 35-year-olds. According to scientists based at University College London, even though they were good at weighing up the pros and cons of their decisions, adolescents displayed a more positive emotional response to winning in a 'lucky escape' situation.

The researchers studied 86 boys and men aged between 9 and 35 as they made decisions in an attempt to win points in the computer game. After each game, they measured the participants' emotional responses by recording how satisfied or dissatisfied they were. The scientists found that levels of enjoyment as a result of winning in a 'lucky escape' situation increased in the teenage years.

The onset of adolescence marks an explosion in potentially harmful behaviours – from dangerous driving and experimentation with alcohol and drugs, to poor dietary habits and physical inactivity. This contributes to the so-called 'health paradox' of adolescence, whereby a peak in lifetime physical health is accompanied by high mortality and illness. These results from the laboratory suggest that the reason teenagers engage in risky behaviour is not a problem with their ability to foresee the consequences. Teenagers showed they could evaluate outcomes as well as adults. The risk-taking behaviour is likely to be more frequent in teens because they enjoy the thrill involved. Understanding why adolescents take such risks is important for public health interventions and for families. The authors of the study said that further studies were needed – with bigger samples and including girls – to explore what happens in real life.

Unit 6

Track 09

When I moved to England from the States, it was one of the first things I noticed. I found it quite shocking, to see grown women call themselves 'girls' and to allow themselves to be called 'girls'. A 'girl' is someone who is not an adult, not a grown-up, is not someone who takes responsibility for herself, she's a child. When you get past a certain age, as a mature adult, you do not want to be treated as a child. In comparison to men, women are still underpaid in Western culture, and are striving to make inroads into a male-dominated society. We should pay attention to the way women are addressed, especially in the workplace, and whether the word 'girl' is used in a derogatory way or not. Of course the same applies to the term 'boys' but you don't throw that word around as often and men do not have a historical disadvantage to deal with.

Track 10

Throughout my life I have been involved in gymnastics. I first participated in the sport at the age of three, and completed my competitive career at the age of 18. I was a strong and powerful gymnast who did well on the vault and bars, but had more difficulties with the graceful dancing aspects of the balance beam and floor exercise. To me, my larger frame, and muscular physique stood out among most other gymnasts who were petite and graceful. However, this did not stop me from pursuing the sport I loved. Before studying the subject, I knew that gymnastics was mainly an individualised sport but I'd never thought about it being a traditionally female sport. What I've learned from my studies is that gymnastics is deemed a feminine sport predominantly because it lacks face-to-face competition and overt aggression. But with the amazing skills and strength that male gymnasts demonstrate, I can see that we are moving away from this gender-typing. Behaviour and participation in the sport seems to be more and more gender-neutral and this encourages both boys and girls to take part. Gymnastics provides wonderful strength and flexibility training for both male and female, so this can only be a good thing for everyone involved.

Track 11

While the phrase 'glass ceiling' is metaphorical, many women who find themselves bumping their heads on it find it very real indeed. It is most often used to describe the sexist mind-set of senior men which holds many women back in their workplace. In a discussion of ascending the corporate ladder, the word 'ceiling' implies that there is a limit to how far someone can climb it. Along with this implied barrier is the idea that it is glass, meaning that, while it is very real, it is transparent and not obvious to the observer. The term 'glass ceiling' is most often applied in business situations in which women feel that men are deeply entrenched in the upper echelons of power, and women, try as they might, find it nearly impossible to break through.

Gay Bryant wrote an article containing the first documented use of the term in 1984. An extension of his metaphor is the 'glass elevator', which implies that there is an invisible vehicle that transports men up the through the ranks of corporate power. And a 'glass cliff' refers to a position that, if taken by a woman, will put her in the precarious position of utter professional disaster if she fails.

Many challengers to the notion of a 'glass ceiling' say that it exists mostly because women choose to focus more of their time on family and, in the end, are unable to dedicate as much time to their career. Others claim that women think they want to focus on their career, but in reality choose family over career. Industries which have suffered the brunt of criticism, such as investment banking, have faced legal judgments for blatant sexism, punishing them for their discriminatory practices. More recently, this sector has made huge efforts to recruit and train women for top positions. Many say that improvement, no matter how small, shows that cracks are developing in the glass ceiling.

Unit 7

Track 12

I left school at 16 with good exam results but wasn't quite sure which route to take for my career. The local full-time college courses in Engineering didn't offer what I wanted, and so I decided to look at other options instead. I applied for my apprenticeship and started that September. After the company induction, I spent my first 12 months in the Engineering workshop, learning about the electrical and mechanical aspects of the work. This gave me the hands-on experience that the college courses couldn't offer. For the second year I moved around other engineering functions including 'Crash Worthiness' and 'Aerodynamics'. This offered me a great insight into how the various parts of the company interact and allowed me to see the processes that take place in a test and development environment.

Through every step of the apprenticeship I was supported by the Academy, and worked with my manager to complete training plans and objectives which would be followed for my development. Academy activities included regular meetings with my apprentice year group, workshops to learn useful business skills and also outdoor activity days for team building. As well as the compulsory elements of Academy training, I've had opportunities to work with local schools and to raise funds for the company's chosen charities. My company are keen to recognise this extra time and effort that people are willing to give and it hosts awards events which aim to reward people for this. In conjunction with the work-based training I also studied at a local college on day release for a nationally recognised qualification. Additionally, I have followed German-language classes in the evenings; just one of the many development opportunities available to everybody at the factory. When I'd finished my apprenticeship, I moved into a full-time position in Engineering and, now in my fifth year with the company, I am studying towards a degree in Mechanical Engineering. In all honesty, there isn't much that I'd change about my time here, and I feel very proud to work for this company. For me, undertaking an apprenticeship was definitely one of the best choices I have made, and the fact that the company will support me with my development and qualifications over the coming years makes it even better.

Track 13

Speaker 1: Only two of us, including me, are on the wrong side of thirty, and I'd say one of the advantages of being a mature student is that lecturers seem like perfectly approachable human beings – unlike when I was an 18-year-old undergraduate fifteen years ago – though it is a bit disconcerting when some of them look considerably younger than yourself. Having just finished our first year, we've all breathed a sigh of relief – I wasn't sure I was going to be able to manage juggling my part-time work, looking after my elderly parents, getting to lectures on time and meeting the deadlines for the written assignments, but somehow I've coped better than I could've dreamed.

Speaker 2: I was really keen on English at school and always got good marks. Then I looked into doing a degree course and discovered to my surprise that, at the age of only 28, I was considered a mature student. It made me feel so old. I wasn't sure what it would be like to go to university in England and I have to

say it's very different from the situation in my own country- it's much better organised and the resources are great. The best thing about this first year has been thinking 'Wow, I'm actually doing this. I'm using my brain - for the first time in nearly seven years.' And now that I'm doing that I don't feel so old any more. Speaker 3: This has been my first experience of higher education. I left school when I was 16, so I didn't go to university when I was younger. After I left school, I tried college but it wasn't for me. After that, I drifted along in loads of boring jobs. Then I woke up one morning and suddenly realised that my brain was rotting – there was absolutely no challenge in the job I was doing. I really needed to get it working again as I was starting to feel quite down on myself. I started by doing a special course to get myself back into education. After two years I applied and here I am. The first year's been a real eye-opener, but I couldn't have managed it as a teenager – you're a different person, aren't you?

Speaker 4: This is my second degree – the first time round I did a chemistry degree but by the time I finished my course, I knew I wasn't interested any more. At school I'd always wanted to do psychology but I was pushed into doing chemistry, which the teachers said I'd enjoy. Anyway, a couple of years ago, I started reading some popular psychology books and reignited my interest. I knew I had found my subject and that I had to come back to university and do another degree. The crucial difference between this time and first time round is that I'm doing this degree because I want to, not because someone else thinks it's the best thing for me.

Speaker 5: At 16 it never occurred to me to go to university – I just wanted to get a job and start my life. By the time I was 22 I was on my own with two kids. I love them, but I realised I'd been missing out on something. I started by doing an Open University course – that's all by correspondence, so I could fit it round my job and the children. Studying isn't easy for me – there's a lot of reading to do and I'm quite a slow reader! But that course gave me the confidence to make the decision that, when my kids were at school and a bit more independent, I was going to become a full-time student ... and that's what I'm doing now.

Unit 8

Track 14

Swine flu concerns have revived memories of one of last century's deadliest pandemics. The Spanish flu, the Influenza A strain of subtype H1N1, swept the globe between March 1918 and June 1920, reaching the Arctic and Pacific Islands. The death toll was more than double that of World War 1.

Like the swine flu, it has been suggested that the Spanish flu leapt hosts from animals to humans. In the United States, around 28 percent of the population suffered from the flu and 500,000 to 675,000 died. Britain lost close to 250,000 lives. In Australia 12,000 people died, while Fiji lost 14 percent of its population in just a fortnight.

The high death toll was caused by a high infection rate, the severity of symptoms and misdiagnosis. Doctors often thought it to be dengue fever, cholera or typhoid.

Later in the 20th century there were other, less serious, influenza pandemics. In 1957 the Asian flu hit the elderly hard, killing nearly 70,000 in the United States alone. Between September 1968 and March 1969 the Hong Kong flu swept through Asia and

into the West, killing 33,000. In comparison, the 1997 'bird flu' claimed just a few hundred lives.

Like the swine flu, the 2003 SARS virus, which attacked the human respiratory system, was also compared to the 1918 pandemic. But medical advances meant there were fewer than 1000 deaths. According to Professor Roy Anderson, who carried out the first detailed analysis of the spread of the virus in Hong Kong, the virus was deadly, but not as highly transferable as other pandemic-causing viruses of the 20th century.

Unit 9

Track 15

Cycling is a great way to get to know a city and, at the same time, to keep fit. There are many amazing cities for biking throughout the world, cities which allow you to explore at ease and safely. Today, you are going to hear about three bike-friendly cities. Let's start with Amsterdam, which is known as the 'bike capital of the world'. According to the latest statistics 40% of all traffic movements in the city are by bicycle. The city has an extensive network of safe, fast cycle lanes as well as a highly effective theft-prevention programme. Residents or visitors can also rent bicycles. The city council is currently planning a 10,000-bike garage at the main train station.

Portland, the second most bike-friendly city in the world, has a bicycle network that connects all parts of the city. This has led to a dramatic increase in bicycle use in the city. The city was also the first in the States to provide adults on low incomes with commuter bicycles as well as lessons on commuting safely. The bikes are all fitted with lights, a lock, a helmet, a pump, tool kits, maps and rainwear. In some neighbourhoods, bike commuters are as high as 9%.

Copenhagen, the capital of Denmark, is home to the world's most successful community cycling programme. In Denmark, almost everybody has a bike, and currently 32% of workers cycle to work. Most of the city's extensive and well-used bicycle paths are separated from the main traffic lanes and sometimes have their own signal systems. Already one neighbourhood is completely car-free. The city provides public bicycles which can be found throughout the city centre and used with a returnable deposit of 20 kroner; your money is refunded when you return the bike to one of the many racks.

Track 16

Extract 1

Amy: What's happened to you? You never used to walk anywhere. Joe: I know, but now I've turned over a new leaf.

Amy: I don't believe it. You always used to get us to drive you everywhere even when you could have caught a bus or a train. Joe: Yeah, well a couple of weeks ago, just about everyone seemed to be away and I had to get taxis everyday. You know I have no idea about public transport. Even though I was often just travelling very short distances it was costing me an absolute fortune. One night — it was really late and I got fed up of waiting for a taxi, so I walked home. It only took me about ten minutes longer than it would have taken me by taxi. I really felt quite smug because I'd saved the price of a pizza. I realised that there were a lot of better things I could be doing with my cash than blowing it on taxis.

Amy: Why don't you buy yourself a car?

Joe: Yeah, you're right. Actually I've started taking driving lessons, and I'm saving what I would have spent on taxi fares – eventually I'll be able to afford my own car. In the meantime, I'm enjoying walking – it's really good exercise.

Track 17

Extract 2

Sean: So, how did it all start?

Rosy: Well it got really bad after a flight to France. It was a small plane and the weather wasn't wonderful, but it was only a 55-minute flight.

Sean: And what happened?

Rosy: Well, take-off was a bit wobbly and as we got higher it started to get really bumpy. When the pilot starting speaking, I thought he was going to tell us to prepare for an emergency landing and I started to panic. As it turned out, all he said was that the flight was going to be a bit rough, because of turbulence. Sean: But that didn't help?

Rosy: No, not really – I thought he was just saying that to stop everyone panicking – but nobody else was panicking. They were taking the whole incident very calmly. It was then that I realised I had a problem.

Sean: Mm. And you always get like this in the airport? Rosy: Well, I just feel a bit apprehensive now. That's natural isn't it? My hands are a bit sweaty, I suppose. I guarantee you on the plane I'll feel absolutely sick with nerves when the engine starts up. But landing is a massive relief to me... which is the bit most people find scary.

Track 18

Extract 3

Interviewer: Do you remember the first time you went on an underground train?

Sam: Yeah, I was only four or five, I think – I remember it was my first time in London, too. I didn't have the faintest idea what 'the Tube' was. I couldn't believe it when we stepped on the escalator and started going down into the ground. That was thrilling for a little kid like me. I remember giggling and waving at the people on the up escalator. At one point I got so carried away that I almost toppled over except my dad was holding my hand. On the platform, I remember staring at the black tunnel – then there was a whooshing noise, a warm wind and suddenly there was the train. Amazing. The doors slid open and hundreds of people spilled out on to the platform. That was the only thing that was a bit scary.

Interviewer: Do you still get like that?

Sam: Of course not. I'm pretty blasé about it now. The Underground is still awe-inspiring though, when you think about it. All the business types and tourists and clubbers and buskers going about their day in those hot airless tunnels – because it's simply the best way to get from A to B. It's one of the great London institutions – no wonder you see all the merchandise covered in logos and maps on sale everywhere these days – it's become an icon.

Unit 11

Track 19

Speaker 1: They've got absolutely nothing to do with reality. They're just fantasies for people who've got no life of their own... if they had, they wouldn't waste their time watching these programmes! I just see them more as entertaining game shows! They're all contests of some kind whether the prizes are money, love, jobs, or whatever. And these game shows are wonderfully entertaining in the same way a great trashy novel feels so good during the summer. We all need to relax and unwind from time to time. And in the world of reality there's something for everybody to enjoy.

Speaker 2: Although I'm quite ashamed of it... and would never admit it to my friends, I adore reality TV programmes - they're definitely a guilty pleasure for me. I even prefer some of them to normal scripted shows. It seems the drama on these shows is addictive. It's compulsive viewing – like a car crash – you just can't tear your eyes away from it. But I really wish they were more real than they are. I don't like the fact that the producers feel the need to re-shoot certain scenes or to manipulate story lines. Speaker 3: I love reality TV, although I'm not too sure how much is unscripted, but it is interesting to watch how others react to a new situation, how they work together with other people they've never met, and how they find a way to find common ground with people they would have never spoken to if not brought together by the show. I think group dynamics are fascinating... especially when they're complete strangers. These shows may not be everyone's cup of tea but I certainly enjoy them.

Unit 12

Track 20

Speaker 1: While I've seen many successful start-ups with friends and family, I have seen more heartache and failures. The friendships won't last if there is a fall out. I've always been told, 'Never go into business with friends or family.' I think that's basically good advice. Our personal relationships are too precious to risk in this way.

Speaker 2: What I'd suggest is that you bring in other people from outside your social circle and give them real responsibility. If the strain of cash flow or conflicting goals gets too great, that will give you more of a buffer. And keep things in perspective, so that the friendship stays first.

Speaker 3: Treat this venture as you would when dealing with strangers, so get everything in writing. I'd strongly advise having each potential partner – and their spouses – put down what they expect from their participation in the business. Build a comprehensive business plan based in part on these

expectations. Also, have an attorney review all contractual agreements. 'Oh, we're such good friends we don't need an attorney' will never hold up in a court of law – only a contract holds up! Good luck!

Speaker 4: Deciding whether or not to partner with a friend or family member is a tricky question. Businesses are tough. You don't want to mess up your relationship. Consider whether a dispute with your partner would affect your ability to be friends with them, and vice versa. If they tend to get pretty emotional in a disagreement, you are probably better off choosing someone else.

Track 21

Interviewer: Good afternoon. In today's programme, we're looking at how to get on well with work colleagues. With me today I have Stella Burrows, an independent human resources adviser. Stella, welcome to the programme. Can you start by outlining some of the issues we're going to be discussing this afternoon?

Adviser: Okay, let's start by looking at the importance of personality in the office environment. We all know the classic office characters – the smooth talker with a suit that's a bit too shiny, the terribly efficient but nervous office manager, the person who gets paid a lot but no one is quite sure what they actually do – which one are you? Hopefully none of the above, but you will have your own office persona.

Interviewer: Are you saying that people behave differently at their place of work from how they do at other times?

Adviser: Yes, that's exactly what I'm saying – your office persona will be slightly or, indeed, very different to your home-life character. If you are a live-to-work type, it's a good idea to think about how your character comes across to your colleagues – perhaps other people are inspired by your efforts, or they may see you as a goody-goody. Your boss is likely to value the fact that you put so much effort into your work, although they may have started taking it for granted that you arrive early, stay late and never put a foot wrong.

Interviewer: That's a live-to-work type. What about the work-to-live type?

Adviser: Obviously they're different. If you are a work-to-live type, your colleagues may be frustrated that you don't seem to pull your weight, or fed up of making excuses for your being late. Your boss may secretly be impressed at your lack of interest in joining the rat race, but still be irritated by your lack of commitment and effort.

Interviewer: But surely these are extreme examples!

Adviser: Well, sure, most people are not at either of the two extremes I've described – they're probably somewhere in the middle. So I have a number of tips which will help everyone to have a healthier work-life balance and so be a good work colleague.

Interviewer: Okay, let's have some concrete ideas for our listeners. Adviser: Well whatever you do, don't take the credit for someone else's work ...especially to try and impress your manager in meetings. Be prepared – make sure you are up-to-date with new projects and have plenty of your own ideas. If you're working on a team project, make sure you pull your weight – don't hide in the group and expect them to carry you. Take your job seriously – regardless of what you do, other people in your workplace will respect and value their jobs. If you undermine what you do, you are undermining their job too. This is a surefire way to drive your colleagues mad.

Interviewer: How about on the more personal front? Do you have any advice there?

Adviser: Well, yes, there are some very simple do's and don'ts that are just common sense. For example, don't gossip about your colleagues behind their backs. And if you can see that one of your colleagues is upset about something, ask if there's anything you can do to help. Also be very careful about telling other people what you think they should do, unless, of course they seek out your opinion.

Interviewer: Stella, thank you so much for your time today. Everything you've said makes sense. Let's hope that office relationships improve as a result.

Unit 13

Track 22

Is exercise your idea of a nightmare? Do you think it's impossible to keep fit and enjoy yourself at the same time? I hope I can convince you otherwise. Get your inspiration from the physical activities that you already do and take pleasure from. There are things that are part of your regular everyday life that are seriously good for you.

For people with busy lives it can be difficult to take the time out to go to a special place to exercise. You don't have to sacrifice any of that precious time at all! Think about making some minor adjustments to get your heart rate up while you go about your day. We all use the stairs. Learn to love them and never take the elevator. Challenge yourself to run up to the first stairwell. Take them in double time. When you're driving, park a little way from your destination and walk the rest. Get off the bus or the train one stop early and do the same. If you love shopping, shop till you drop! It's good for you, if not for your wallet. If you're tied to the home most of the day don't fear. How do you feel about dancing? Even if you're just rocking out in your kitchen, you're activating your muscles and enjoying the experience. Or, have you tried rollerblading, cycling or swimming? If you have an indoor pool nearby, swimming is a wonderful aerobic activity that can both relax you and burn off some calories. It's no-impact, which protects your joints from damage too. In good weather, cycling or rollerblading are a fun way to get out and about.

Obviously the extortionate fees charged by many gyms can put people off becoming members. Don't let that be your excuse not to exercise. Many high schools have tracks that anyone can use and they're a perfect place to walk, jog, or run... alone or with company. City parks are also great spots to take a leisurely stroll. Maybe the all-American pastime of baseball is your favourite sport. Don't hang back there as a spectator. Sports are not just for the pros. Get together with some of your friends and neighbours and start some old-fashioned neighbourhood ballgames. The entire neighbourhood can join you in your quest for improved fitness! You'll be doing them a favour. Physical activity is often more fun with other people. And who better than people you already know? You get to catch up with gossip and they won't let you quit when you're low on motivation. Got some ideas now? Remember, when you find the right exercise for you, it'll be no pain and all gain. Have fun!

Unit 14

Track 23

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

Speaker 2: It's a great idea. If one European country revises its laws to meet high free-speech standards, then others may do so too. Currently, plenty of countries in Europe restrict free speech. But, using the internet, dissidents can speak freely to their supporters back home. From now on, if they publish from Iceland, opponents will find it difficult to close them down through expensive lawsuits. And, critically, sources and contacts will remain hidden. There are other benefits too. This might even make our politicians take free speech more seriously.

Speaker 3: I wholeheartedly support Iceland's move, but will Iceland's proposed legislation make any difference in the long run? I doubt it. For every move on the chessboard of free speech there is an equal and opposite move which negates openness. Access to Icelandic servers will be blocked by countries who are against the idea, leaving the technologically literate to use proxy servers to actually access the information.

Speaker 4: This is a fantastic and innovative proposal that will undoubtedly help certain news organisations and possibly individual journalists, but I honestly don't think from the perspective of responsible news organisations that it's going to make much difference. They will still be sued in their own countries under their own outmoded libel laws.

Unit 15

Track 24

Speaker 1: When I left school thirty years ago, there was plenty of work. There was hardly any youth unemployment, but there were basically three work possibilities for 16-year-old girls like me. You could do shop work, go into the local textile factory, or do admin in an office. I found work in the head office of a big insurance firm. It was a little on the dull side, but it was quite well paid and they trained me in general office skills and there was quite a pleasant working atmosphere there. Lots of banter, you know. I'm still in touch with quite a few people from the office. Obviously, at the time, I was still living with my parents, so I didn't need a great deal of money.

And the work was quite varied – I spent most of my time on the phone dealing with customers' enquiries. I went on maternity leave and never went back. I thought about it when my children started school, but everything's changed now. The office where I worked has gone now and the work I used to do has moved to a call centre in India.

Speaker 2: My dad retired last year – he'd been with the same company all his working life. He'd started with the company

straight after leaving school and retired when he was 65. That's pretty unusual these days. I'm only just coming up to 30 and I've already been made redundant twice. The same goes for lots of my friends, so it doesn't bother me that much, you just accept it and get on with your life, don't you? But my dad's really shocked. People of his generation would have thought the world had ended if they'd lost their job at any age. I suppose it's more worrying if you find yourself out of work in your late forties or your fifties – it's so much more difficult to find new employment at that age. At my age, as long as you're prepared to retrain, you know, pick up new skills, you're almost certain to find something. Having said that, I'm probably one of the lucky ones – I'm experienced and well qualified and I don't really mind what kind of work I do.

Speaker 3: My family has run this farm for as far back as anyone can remember – at least eight generations. My father took it on from his father who had taken it over from his father, my great grandfather. In those days – the 1920s – twenty men were employed here. Now there are just five of us – my wife and I, our foreman and two farm hands who've been with us for over thirty years. That's in addition to a lot of expensive tractors and other hi-tech gear of course. I love farming, but I don't think my children will want to take over from me. You have to work all hours of the day – often seven days a week – I haven't had a proper holiday for five years – it's a very hard life. And it isn't as if there are great financial compensations. Margins are very tight today largely because the supermarkets dictate the prices we get for our produce – sometimes there's barely enough money to cover costs. Most kids these days think farming's a mug's game.

Unit 16

Track 25

Speaker 1: Obviously it's not just the fuel situation that's worrying us: we know the whole economy's in a mess - one or two friends lost their jobs already and couldn't keep up their mortgage repayments... and have had to move out of their homes. But, I think what's hit my family the hardest in the last few years is the increase in the price of fuel of all kinds, you know, from running the family automobile to keeping the house heated during the winter months. I guess here in the States, we've never had to worry overmuch about the cost of gas - now all of a sudden we're beginning to realise that it's not going to last forever. We're having to import oil from other places - that's one of the reasons prices are going up so fast. What this all means to us as a family is that we're having to generally keep a check on our spending – you know, using our car less – going by bus or train if we can - like I don't drive to work any more - getting stuck in those early-morning jams turned out real expensive. Speaker 2: For us it has to be the cost of putting the kids through higher education. Here, people finance their college fees through debt these days - but loans are not as easy to come by as they were a few years ago. It's well known that college fees are going up at an alarming rate. I read an article the other week which said that in the near future college education may become unaffordable to many American families. It's not just the fees - it's the accommodation, food, books. Both of our boys are at college - one graduates next year, our younger son Jake still has two years to go. They both do a few hours part-time work a week to help with their living costs. For the moment we can afford it, but if the general economic situation goes on getting worse, who knows what may happen. Some of our friends are already getting jumpy and talking about taking their kids out of college. We're not quite at that stage yet, but if my husband or I got laid off, what then? We don't think it's very likely, but these are strange times – you get the feeling that with the economy in free fall, anything could happen.

Track 26

Presenter: Welcome to 'It's your Money'. Today's programme is a response to a number of emails from listeners who want to know how best to prevent credit or debit card theft and what to do, should a theft occur. In the studio today we have Inspector Clarke of the Fraud Squad. Inspector, could you start off by outlining the problem? Why are so many of our listeners worried about credit card theft?

Insp. Clarke: The simple answer is that this kind of theft is on the increase. And it's not just the act of theft which causes the problems. The feeling of violation associated with the loss of a wallet or purse can continue if the thief begins to use the stolen cards. Remember - some thieves obtain credit card numbers by observing everyday transactions. It may seem obvious, but you can protect yourself from this kind of crime before it occurs. Here are some of the things you can do to help yourself. First of all, in a secure place at home, keep a record of all the cards that you carry. These records should include the emergency contact numbers of the card companies. But whatever you do, don't keep a card number or PIN in your wallet or purse. Then write 'Check ID' on the back of your cards to remind cashiers to request identification before completing transactions with those cards. It's also important to make sure your PIN is difficult to guess. Birthdays, mother's maiden name or successive numbers should be avoided. Finally, always check your credit card and bank statements for accuracy. Look for unfamiliar transactions – they may be fraudulent.

Presenter: But in the end, Inspector, we can't stop credit card theft, can we?

Insp. Clarke: No, unfortunately not. However careful we are, some of us will have our cards stolen. So, what should you do if you discover that one of your cards is missing? Well, before you do anything else, call the companies which issued the card to report the theft and get all future payments stopped. Then, notify the police and write a report including as much detail about the theft as possible. Make sure you obtain a case number from the police. In the case of cash cards, it's best to close the associated bank accounts and open new ones, but if this is not practical, stop payments and order new cards.

Presenter: Then I suppose it's down to fate whether you're one of the unfortunate victims of this crime.

Insp. Clarke: That's right. But make no mistake about it, being a victim of this kind of theft is a humbling experience. Being proactive before the theft occurs can help blunt its impact, and taking action immediately after a theft will limit the damage resulting from such a crime.

Presenter: Thank you very much, Inspector.

Unit 17

Track 27

You don't have to be a gardener, a farmer, or a biologist to know how much we all rely on plants. We use plants for food, shelter, clothing, medicines, and they even provide us with the air we breathe. Here are some more examples of how we rely on plants. Most of us depend on plants for protection and shelter. Timber from trees is used in the construction of many of our homes. Cotton plants provide us with the material to make clothes, and, of course, plants provide habitats for many wild animals. In the tropics, a single tree can be the home of more than 1,000 different species of insects.

And did you know the Native Americans used more than 2,000 wild plants for medicine? And approximately twenty-five percent of all today's prescribed drugs are derived from plants. Taxol, for example, which is used to treat certain types of cancer, was discovered in the bark of the Pacific yew tree. Aspirin, a very common drug, was originally from the willow tree. Many of the ingredients of cosmetics are provided by plants such as aloe and jojoba. Corn is used to produce a variety of products like soap, glue and plastics.

From an environmental point of view, plants are also the basis of ecosystems and purify air and water. Green plants combine sunlight and carbon dioxide, through the process of photosynthesis, and produce oxygen. With every breath we take, we depend on the oxygen that is given off by plants, which also are part of the water cycle; ninety percent or more of the water that is absorbed by a plant's roots is eventually released back to the atmosphere.

Perhaps most obviously, plants are the basis of most food webs on Earth. Even totally carnivorous animals, such as lions, need plants because their prey are plant eaters. Also, the wild relatives of the plants we grow and eat are becoming increasingly important for breeding... to make healthier and more productive crops. One example is Texas wild rice. This type of rice is known only from one river in Texas and is being crossbred with northern wild rice, because people want to develop a strain suitable for mild climates.

Finally, every time we turn on our lights, we use electricity generated in power stations which use coal or other fossil fuels themselves formed by plants that lived over 350 million years ago.

Track 28

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Track 29

Speaker 1: Here at the Millennium Seed Bank we work with partners in 50 countries around the world. We tend to collect seeds from alpine, dry land, coastal and island ecosystems, as these are most vulnerable to climate change. Plants from arid locations can tolerate being dried out and frozen for many years, but those from moist tropical areas are harder to store. Our initial aim was to store seeds from all of the UK's native plant species. We've now achieved this, apart from a handful of species that are either very rare, or whose seeds are particularly difficult to store. What's even more remarkable is that in 2009, we achieved the goal of banking seeds from 10% of the world's flora. Our next target is to conserve 25% of the world's plant species by 2020.

Speaker 2: Throughout the country, we have inherited a legacy of first-class public parks and landscapes. Today, every town has a park that it can be proud of, and many of these are historically important. The Victorians invented and shaped the concept of public parks and this in turn influenced the creation of parks in North America and other parts of Europe. Recognising the need for places to relax, to unwind and to exercise, the top landscape designers of the day were commissioned to lay out these new parks. The promoters and champions of the first public parks also saw them as a means to boost the local economy, by making towns and cities attractive places to work and live. These parks were conceived as special places where all sections of society could enter free of charge and mix freely.

Speaker 3: We all need power and I believe micro-generation is the way forward. It's so quiet and efficient and I expect to earn back what I pay for it in a very short time because we're located on the very windy coastal road. I farm 400 head of beef cattle, and last year our electricity bill was £2,500. Next year, I'm hoping to pay nothing for electricity and make a profit by selling some back to the National Grid. So, if we can play our part in saving money and producing surplus energy, I'll be very happy. Don't forget, we've been harnessing wind power since the 12th century, to mill grain, pump water and saw wood, but now wind will play an even more important role as we face rising fuel costs, battles with supermarkets, and a growing population.

Speaker 4: All the animals that have arrived from the overnight emergency clinic or were brought in early are examined first. If any of them needs surgery or hospitalisation, they'll be admitted. The emergency clinic doctor usually calls to discuss any cases referred to us from the emergency clinic. This is followed by the morning rounds – all patients currently in the clinic are examined and the owners phoned with progress reports. At the same time, animals being admitted for surgery are examined and the procedure discussed with the owner. After they are admitted, technicians take blood samples for pre-anaesthetic blood work. Next, it's time for appointments or surgery. Personally, I like to do surgery as early in the day as possible. This allows the patient to recover throughout the day while plenty of staff are around to monitor progress.

Speaker 5: Here's what I'd suggest doing in the next week or so. Clip your hedges, and prune your shrubs, cutting out dead, diseased, branches. Plant shrubs and trees while the soil is still warm. Aerate lawns and remove any moss and dead grass to encourage healthy growth next season. Incidentally, now is also an ideal time to sow or lay a new lawn. Next, check the readiness of fruit and vegetables. Apples and pears should be gently lifted

with the hand; if the stalk remains on the fruit but parts easily from the tree, it is ready to be picked. Sweetcorn should be ripe enough to harvest, but remember that it deteriorates quickly, so you should use it as soon as possible after picking.

Unit 18

Track 30

There was a time when writing letters was our only means of communicating over long distances. In today's world, we can pick up a phone and speak to anyone anywhere in a second or two. I have found, in my not very scientific research, that most people prefer to use the phone when they have something to say. Speed and ease of use are the main reasons. The proliferation of long-distance services has brought the cost of speaking to distant friends down drastically, giving us yet another reason to pick up the phone instead of writing. Most people enjoy one-to-one conversations and interaction is an important component of communication. However, there are times when writing is better. Yes, it's nice to hear someone say, 'I love you', but to read it in a letter, knowing someone took the time to write it, makes it much more meaningful. And even if, at some time in the future, they take those words back, you still have a permanent record of it. Once written, you can read it over and over again. After all, writing requires thought, concentration and effort. People often speak without thought – it is, for the most part, an automatic response.

But, the phone is not the only reason that people have stopped writing. Greeting cards, as well, have usurped letter writing. Is there something meaningful you need to say? Today you can go to the shop and buy a card to say just about anything. 'I miss you!' or 'Sorry we had a disagreement.' They're nice gestures, but they're still someone else's words. I know that most people truly feel what the card is trying to convey, but I write a note, or letter, to say it in my own words as well.

I long to receive a three-page, heartrending, soppy letter, filled with carefully chosen words, and, yes, I have written such letters – with no reply, thank you very much. Maybe I'm a hopelessly romantic dreamer, or just old-fashioned.

Sadly, the advent of the telephone in the late 1800s, cheap long-distance services of today and the ever-growing Internet have made writing letters a lost art. But modern technology offers us the opportunity to (almost) bring it back. Forget the tedious chore of putting pen to paper, writing and rewriting. Worry no more about your handwriting, spelling and grammar. Welcome the personal computer with word processing, spellchecker and grammar checker. If you're the slightest bit creative, you can even buy software to create your own beautiful, heartfelt cards, too.

Imagine cards and letters filled with genuine sincerity from both the author and sender. Try it – you'll like it, and so will your loved ones when they receive them. And who knows, maybe they'll write back to you. Won't you feel special then?

Unit 19

Track 31

Interlocutor: Here are some pictures showing some ways in which people try to protect the environment.

First talk to each other about the benefits of each form of environmental protection. Then decide which change to people's lifestyle is most difficult to make.

Man: So what do you make of this one?

Woman: Those are rental bikes – you can hire them by the hour or the day in London, can't you? You collect them at one place at the beginning of your journey, and then leave them at another place near the end. They're trying to stop people using their cars. I think they're a great idea – and cycling helps people to keep fit. Man: I agree they're a good idea – but it often rains in London and there aren't many cycle lanes, so cyclists are involved in quite a few accidents.

Woman: Mmm. This one's obviously about recycling plastic. Man: Yes, people picked up on this idea very quickly, didn't they? I know my family were very keen to do it. It seems such an obvious thing to do.

Woman: It does, yes – we've always done it, too. But I remember hearing on the news recently that we're recycling more plastic than our industries can reuse. So they're now exporting what we can't use to other countries.

Man: Seems crazy, doesn't it? It must cost a fortune to export. Woman: Yes, it must. OK, how about this one? Are they solar panels? Surely solar energy is the way forward – the sun's never going to stop shining.

Man: Well, it is, but not for millions of years. The real problem with panels is that they're expensive to install so it takes years to save the initial cost of installation.

Woman: I suppose you're right. But the energy itself is free – and it doesn't pollute the environment.

Man: True, but what about people who live in cloudy countries? Woman: As long as the sun shines for part of the time – it at least means people use less conventional fuel like electricity or gas.

Man: This is my favourite idea. If we all bought fresh fruit and vegetables from our local shops, we'd be healthier.

Woman: I agree, but sometimes the fresh fruit and vegetables are grown in other countries and are brought here by air, and – planes are some of the worst air polluters. And not only that, the fruit and vegetables are more expensive because they've had to travel so far.

Man: You're right. The issue of so-called food miles is being taken much more seriously than it was a few years ago. We do always try to buy local produce if we can. That's also a good way of supporting local farmers.

Woman: And lastly, the energy-saving light bulb. They're trying to ban the sale of traditional light bulbs, because they're so wasteful of energy. But these new ones are much more expensive than the old ones.

Man: But they do last much longer – an average of seven years, apparently.

Woman: I know that, but they're not as bright as the old ones. I don't like them, I'm afraid.

Man: So which change do you think is the most difficult to make....?

Unit 20

Track 32

Speaker 1: In my opinion, the answer has to be electricity and electrification. I know electricity is more of a discovery than an invention, and also that we're not talking about a single event – electricity is still being introduced in many parts of the world. For me, the reason it's so important is that without electricity, many of the other inventions people mention would not have been possible, like radio and television, computers or the Internet. Even many medical advances would have been far more difficult without the simple benefit of electric lighting. So much of modern life depends on electricity: lighting, heating, food production, transport, healthcare etcetera, etcetera. The list is endless. Nothing else even comes close.

Speaker 2: So the real answer is that product that we just could not survive without and has allowed us to develop at a faster rate than if it hadn't been there is, in my opinion, the discovery in 1928 of penicillin by Sir Alexander Fleming. This not only marked a period of great medical advance, it saved countless lives, including people who have gone on to contribute to our cultural evolution. Today the average life expectancy of a human in the developed world is far greater than before we had antibiotics and this increased lifespan allows us as individuals to contribute far more to the world.

Speaker 3: The most important invention over the last 100 years must be the microchip. It goes to prove the incredible power of tiny things. Smaller than the smallest coin, the chip is quite literally the brain, heart and nervous system of every digital device on the planet. It powers computers, mobile phones, washing machines, cars and satellites. It is used in the design of space stations, it guides planes in for a safe landing, it makes it possible for us to watch hundreds of TV channels, and enables teenagers every day to log on to the Internet and chat with somebody half a world away. Since the widespread introduction of the microchip in the early 1970s, there have been more scientific breakthroughs than in any other period of time, due in large part to the awesome computing power this thin silicone wafer has brought us.

Wordlist

Unit 1

NOUNS

area /'eəriə/ belief /bɪˈliːf/ benefits /'benɪfɪts/ commuter /kəˈmjuːtə/ construction

/kən'str∧k∫ən/ consequences

/'kpnsikwansiz/ costs /kpsts/ criminology

/ˌkrɪmɪ'nɒlədʒi/
impact /'ɪmpækt/
installation /ˌɪnstə'leɪʃən/
demolition /ˌdemə'lɪʃən/
developer /dɪ'veləpə/
development

/di'velapmant/ downside /'daonsaid/ environment

/in'vairanmant/ environmentalist

/in,vairon'mentalist/
estate /i'steit/
exhaust /ig'zo:st/
fumes /fju:mz/
metropolis /ma'tropalis/
neighbourhood

/'neibahod/
outskirts /'aotsk3:ts/
pollution /pa'lu:ʃan/
pollutant /pa'lu:tant/
psychology /sai'koladʒi/
resident /'rezidant/
residence /'rezidans/
rush-hour /rʌʃaoə/
sprawl /spra:l/
suburb /'sʌbɜ:b/
surveillance /sa'veilans/
system /'sistam/

VERBS

combat /kəm'bæt/
demolish /dı'molɪʃ/
develop /dı'veləp/
include /ɪn'kluːd/
install /ɪn'stɔːl/
explode /ɪk'spləod/
pollute /pə'luːt/
prioritise /praɪ'prɪtaɪz/
reside /ɪɪ'zaɪd/
signify /'sɪgnɪfaɪ/

sprawl /spra:l/ survey /sa'vei/

ADJECTIVES

accessible /ək'sesəbəl/ affluent /ˈæfluənt/ affordable /əˈfɔːdəbəl/ bike-friendly

/,baik'frendli/
car-free /,kai'frii/
car-mad /,kai'mæd/
commercial /kə'maifəl/
convenient /kən'viiniənt/
crime-free /,kraim'frii/
cultural /'kaltfərəl/
demolished /di'molift/
developed /di'veləpt/
environmental

/in,vairan'mental/ explosive /ik'splaosiv/ gridlocked /'gridlokt/ inclusive /in'kluisiv/ incredible /in'kredabal/ integral /in'tegral/ major /'meidaa/ pet-friendly /,pet'frendli/ polluted /pa'luitid/ psychological

/,saikəl'pdʒikəl/
remote /ri'məut/
residential /,rezi'dentʃəl/
rural /'ruərəl/
run-down /,rʌn'daon/
significant /sig'nifikənt/
sprawling /'sprəːliŋ/
undeveloped
/,ʌndi'veləpt/

/,\andi'velapt/
urban /'siban/
vibrant /'vaibrant/
work-mad /,\wsik'm\end/

ADVERBS

densely /'densli/ obsessively /əb'sesıvli/ seriously /'sɪəriəsli/ socially /'səʊʃəli/ surprisingly /sə'praɪzıŋli/

NOUN PHRASES

a significant drop in an incredible range of an integral part of air pollution commuter belt crime levels crime rate exhaust fumes give and take hustle and bustle local residents negative consequences open spaces peace and quiet pedestrian area public transport system pros and cons psychological benefits rural area rush-hour traffic social life surveillance system the cost of living tourist attraction traffic congestion traffic jam ups and downs urban sprawl

VERB PHRASES

be densely populated be obsessed with sth be steeped in history be socially inclusive come into contact with sb/sth conduct a study have little impact on hop on (a bus/train)

Unit 2

NOUNS

accumulation
/əˌkjuːmjəˈleɪʃən/
accuracy /ˈækjərəsi/
ancestor /ˈænsestə/
ancestry /ˈænsestri/
appointment
/əˈpɔɪntmənt/
archive /ˈɑːkaɪv/

autobiography
/poteobor'pgrefi/
branch /broints/
descendant /di'sendent/
descent /di'sent/
embellishment
/im'belisment/

entry /'entri/ fact /fækt/ fragment /'frægmant/ hurdle /'ha:dəl/ multitude /'maltitfu:d/ mystery /'mistəri/ myth /m1θ/ note /naut/ process / prouses/ record /'rekoid/ reminiscence /,remi'nisəns/ roots /ruits/ scrap /skræp/ source /so:s/ trace /treis/ verification /verifi'keifən/ verifier /'verifaiə/

VERBS

accumulate /əˈkjuːmjəleɪt/ conduct /kən'dakt/ confront /kən'frant/ consider /kən'sıdə/ dig /dig/ disclose /dis'klauz/ document /'dokjament/ embellish /ım'belıf/ expose /ek'spauz/ formulate /'fo:mjuleit/ hoard /hoid/ originate /əˈrɪdʒɪneɪt/ overcome / əuvəˈkʌm/ reminisce / remi'nis/ unlock /An'lok/ verify /'verifai/ weigh /wei/

ADJECTIVES

accumulated
/əˈkjuːmjoleɪtɪd/
accurate /ˈækjorət/
ancestral /ænˈsestrəl/
blank /blæŋk/
countless /ˈkaontləs/
embellished /ɪmˈbelɪʃt/
genealogical
/ˌdʒiːniəˈlɒdʒɪkəl/
huge /hjuːdʒ/
inaccurate /ɪnˈækjorət/
numerous /ˈnjoːmərəs/
precious /ˈpreʃəs/

reminiscent / remi'nisənt/ valuable /'væljubəl/ verified /'verifaid/ verifiable /veri'faiəbəl/

ADVERBS

eerily /ˈɪərɪli/ wildly /ˈwaɪldli/

NOUN PHRASES

a multitude of
branch of your roots
criminal record
grain of truth
half-price entry
huge amounts of
information
line of descent
long-buried secret
skeleton in the cupboard
world record

VERB PHRASES

accumulate information be eerily reminiscent of sth be wildly inaccurate conduct an investigation cover your tracks dictate the course of dig up dirt on sb document facts draw the line expose secrets gain entry keep sb in the dark muddy the waters put together (from) (say sth) off the record sweep sth under the carpet unlock a mystery verify facts weigh up (a decision) work backwards

Unit 3

NOUNS

audition /ɔː'dɪʃən/ artefact /ˈɑːtɪfækt/ audience /ˈɔːdiəns/ back-catalogue /ˌbækˈkætəlɒg/ blockbuster /ˈblɒkˌbʌstə/ capacity /kəˈpæsəti/ cast /kɑːst/ celebrity /səˈlebrəti/
chaos /ˈkeɪɒs/
character /ˈkærəktə/
comedy /ˈkɒmədi/
comic /ˈkɒmɪk/
beat /biːt/
euphoria /juːˈfɔːriə/
exhibition /ˌeksɪˈbɪʃən/
exhilaration

/ig,zilər'eifən/ festival /'festival/ genius /'dai:nias/ gig /gig/ installation /,installeisan/ intimacy /'intimasi/ irony /'arrəni/ lines /lainz/ jewellery /'dʒuːəlri/ melancholy /'melankali/ melody /'melədi/ multiplex /'maltipleks/ narrative /'nærətɪv/ novelist /'novalist/ orchestra /ˈɔːkɪstrə/ part /pu:t/ portrait /'po:treit/ première /'premiea/ replica /'replikə/ review /ri'viu:/ routine /ru:'ti:n/ sculptor /'skalptə/ sculpture /'skalpt fə/ soloist /'saulauist/ stand-up /'stændAp/ stitches /stitsiz/ venue /'venju:/

VERBS

attend /ə'tend/ appreciate /ə'pri:ʃieɪt/ book /bok/ compose /kəm'pəoz/ conduct /kən'dʌkt/ exhibit /ɪg'zɪbɪt/ headline /'hedlaɪn/ perform /pə'fɔ:m/ review /rɪ'vju:/ tour /toə/

vocals /'vəukəlz/

ADJECTIVES

abrasive /əˈbreɪsɪv/ academic /ˌækəˈdemɪk/ bizarre /bɪˈzɑː/ bland /blænd/ boisterous /'boistoros/ challenging /'tʃælɪndʒɪŋ/ chaotic /keɪ'ɒtɪk/ classic /'klæsɪk/ classical /'klæsɪkəl/ contemporary

/kən'temprəri/
cramped /kræmpt/
dated /'deitid/
devoted /di'vəotid/
eclectic /ek'lektik/
edgy /'edʒi/
emotional /i'məoʃənəl/
euphoric /ju:'forik/
exhilarating /ig'ziləreitin/
historical /hi'storik/
historical /hi'storikəl/
insistent /in'sistənt/
intimate /'intimət/
legendary /'ledʒəndəri/
melancholic

/,melən'kolık/ melodic /mə'lodık/ melodramatic

/,meləudrə'mætık/ memorable /'memorabal/ outdoor /'aut,do:/ prestigious /pres'tid398/ provincial /prə'vɪnt [əl/ raucous /'ro:kas/ repetitive /ri'petətiv/ scientific / saiən'tifik/ star-studded /'sta: stadid/ subtle /'satal/ surgical /'saidaikəl/ syrupy /'sirəpi/ televised /'telivaizd/ understated /, andə'steitid/ unimpressive /, Anim'presiv/

NOUN PHRASES

weak /wi:k/

a devoted following
a hint of irony
academic performance
ballet company
capacity audience
concert hall
comedy club
great fan of
live music event
medical instrument
multiplex cinema

open-air stadium
provincial theatre
public art gallery
scientific instrument
surgical instrument

VERB PHRASES

appear on stage
appreciate art
be the right word
book a venue
conduct an orchestra
fill a venue
go on stage
have sb in stitches
headline a venue
lead an orchestra
learn by rote
produce a film
shoot a film
take to the stage
write music

Unit 4

NOUNS

expatriate /ik'spætriat/ homesickness

/'haumsiknas/
illegality /ˌɪliː'gælati/
immigrant /'imigrant/
legality /liː'gælati/
legalisation

/,li:gəlar'zerfən/ migrant /'margrənt/ pastures /'parstfəz/ persecution

/,p3:s1'kju:fən/
persecutor /'p3:s1kju:tə/
settler /'setlə/
smuggling /'smʌglɪŋ/
smuggler /'smʌglə/
specialism /'spefəlɪzəm/
specialisation

/¡speʃəlaɪˈzeɪʃən/ specialist /ˈspeʃəlɪst/ surroundings /səˈraundɪŋz/

VERBS

embed /im'bed/ embitter /im'bitə/ embody /im'bbdi/ empower /im'pauə/ enable /i'neibəl/ encase /in'keis/ encircle /m's3:kəl/ enclose /in'klauz/ endanger /in'deind39/ engulf /in'galf/ enlarge /in'laid3/ enliven /in'laivan/ enrich /in'rit [/ grieve /gri:v/ legalise /'li:gəlaiz/ migrate /mar'greit/ overstay / auva'ster/ persecute /'paisikjuit/ pine /pain/ settle /'setal/ smuggle /'smagal/ specialise /'spefəlaiz/

ADJECTIVES

beaten /bi:tən/ close-knit / klaus'nit/ desperate /'desporot/ endangered /in'deind3ad/ familiar /fə'mıliə/ homesick /'houmsik/ illegal /I'li:gəl/ insecure / inst'kjuə/ legal /'li:gal/ multicoloured /,malti'kaləd/ multicultural /,malti'kalt[ərəl/ multifunctional /,malti'fankfənəl/ multilingual /,malti'lingwəl/ multinational /,malti'næ[nəl/ persecuted /'pa:sikju:tid/ smuggled /'smagald/ specialised /'spefalaizd/ specialist /'spefalist/

NOUN PHRASES

asylum seeker contract worker illegal immigrant multinational corporation seasonal employee sense of belonging sense of duty sense of humour sense of loss sense of responsibility sense of urgency

VERB PHRASES

things are looking up be off the menu do sth like a shot dream of pastures new find your feet go off the beaten track your heart is in (a place) pine for sth/sb pull a rug out from under sb

Unit 5

NOUNS adolescence / ædə'lesəns/ adolescent /,ædə'lesənt/ bungee /'bʌndʒi/ buzz /bAZ/ characteristic /.kærəktə'ristik/ consequences /'konsikwansiz/ exertion /ig'z3: [ən/ expert /'eksp3:t/ hazard /'hæzəd/ hype /harp/ individual / indi'vidauəl/ kick /kik/ level /'leval/ measures /'meʒəz/ onset /'pnset/ outcome /'autkam/ participant /po:'tisipant/ precautions /pri'ko:[onz/ reaction /ri'æk [ən/ representative /repri'zentativ/ response /ri'spons/ results /ri'zalts/ risk /risk/ sample /'sa:mpəl/ scuba /'sku:bə/ teen /ti:n/ thrill /0ril/ youth /ju:θ/

VERBS

analyse /'ænəlaɪz/ anticipate /æn'tisipeit/ avoid /ə'vəid/ determine /di't3:min/ display /dr'splei/ engage /in'geid3/ evaluate /i'væljueit/ foresee /fo:'si:/

induce /in'dauis/ release /ri'li:s/ predict /pri'dikt/ slip /slip/ stumble /'stambal/ trip /trip/

ADJECTIVES

associated /ə'səufieitid/ content /kən'tent/ competent /'kompitant/ exaggerated

/ig'zædzəreitid/ frustrated /fras'treitid/ harmful /'ha:mfəl/ hazardous /'hæzədəs/ physical /'fizikəl/ reasonable /'ri:znəbəl/ recreational

/rekri'eifənəl/ responsible /ri'sponsəbəl/ risky /'riski/ serious /'siarias/ satisfied /'sætisfaid/ tentative /'tentativ/

ADVERBS

potentially /pau'tent fali/

NOUN PHRASES

bungee jumping control measure dangerous driving hang-gliding ice climbing individual sport lucky escape marketing hype physical exertion potholing reasonable precautions recreational activity safety expert scuba diving skydiving tentative link white-water rafting windsurfing

VERB PHRASES

do further research engage in sth evaluate outcomes live forever have a lucky escape make a choice

make a decision make a difference make an effort make progress make sure make use of take action take advice take care take a chance take a decision take effect take exercise take part in sth take precautions take responsibility take risks take steps to do sth

Unit 6

NOUNS

aggression /əˈqre[ən/ arrogance /'ærəgəns/ attractiveness /ə'træktıvnəs/ attraction /ə'træk[ən/ attendant /ə'tendənt/ bias /'baras/ capability /,keipə'biləti/ category /'kætəgri/ colleague /'kpli:g/ comedian /kəˈmiːdiən/ comedienne /ka,mi:di'en/ competitiveness /kəm'petitivnəs/ competition /kompa'tisən/ connotations /konau'terfanz/ contribution /kontribju:fən/ contributor /kən'tribjətə/ disadvantage

discrimination /di,skrimi'neifon/ drive /draiv/ equality /i'kwplati/ evidence /'evidens/ flexibility / fleksə biləti/ forefathers /'fo:,fa:ðəz/ gender /'dzendə/ gift /qift/

/disad'vaintid3/

gracefulness /'greisfəlnəs/ grace /greis/ humanity /hju: mænəti/ humankind /,hju:mon'kaind/ involvement /in'volvment/ leadership /'li:dəʃɪp/ mankind /mæn'kaind/ man-made /,mæn'meid/ midwife /'midwaif/ partner /'pa:tnə/ passivity /pæs'ıvıti/ perpetuation /pa.pet fu'er fan/ power /'paua/ purity /'pjoəriti/ predecessor /'pri:di,sesə/ responsibility /ri,sponsi'biliti/ sibling /'siblin/ spouse /spaus/ stereotype /'sterioutaip/ stewardess /'stju:ades/ subconscious /sab'konfəs/ submissiveness /səb'misivnəs/ submission /səb'mɪ[ən/

VERBS

synthetic /sɪn'θetɪk/

categorise /'kætəgəraiz/ clarify /'klærıfaı/ complete /kəm'pli:t/ consider /kən'sıdə/ contribute /kən'tribju:t/ deem /di:m/ discriminate /dr'skrimineit/ involve /m'vplv/ marginalise /'maidzinəlaiz/ overt /əu'v3:t/ participate /po: tisipeit/ perpetuate /pə'pet [ueit/ pursue /pəˈsjuː/ specify /'spesifai/ strengthen /'strenkθən/

ADJECTIVES

adequate /'ædəkwət/ aggressive /əˈgresɪv/ arrogant /'ærəgənt/ attractive /o'træktɪv/

biased /'barəst/ competitive /kəm'petitiv/ concerned /kən's3:nd/ contributory

/kənˈtrɪbjotri/ derogatory /di'rogatri/ discriminatory

/di'skriminətri/ dominated /'domineitid/ driven /'driven/ equal /'i:kwəl/ flexible /'fleksibəl/ fundamental

/fanda'mental/ gifted /grftrd/ graceful /'greisfəl/ historical /hi'storikal/ inadequate /i'nædikwət/ inclusive /in'klu:siv/ involved /in'vplvd/ marginal /'ma:d3məl/ muscular /'maskjala/ neutral /'nju:trəl/ passive /'pæsɪv/ perpetual /pəˈpetʃuəl/ powerful /'pauafal/ pure /pjuə/ rooted /ru:tid/ sexist /'seksist/ shocking /fokin/ submissive /sab'misiv/ underpaid /, \nda 'peid/ voluntary /'vplantri/

ADVERBS

involuntarily /ın,volən'terəli/ mainly /'meinli/ predominantly /pri'dominantli/ subconsciously /sab'kont fəsli/

NOUN PHRASE

flight attendant fundamental beliefs future life chances historical disadvantage mature adult

VERB PHRASES

be concerned about sth be deeply rooted in the subconscious be treated as

contribute to do sth in a derogatory way have an enormous impact on sth impose restrictions on sth make inroads pay attention to stand by stand for stand in for sb stand out stand up for take responsibility for yourself

Unit 7

NOUNS academy /əˈkædəmi/ apprenticeship /ə'prenti[ip/ boarding /'bo:din/ capability / keipə biləti/ capacity /kəˈpæsəti/ charity /'tsæriti/ educator /'edzukeitə/ establishment /i'stæbli[mənt/ faith /fer0/ funds /f andz/ graduation /grædzu'eisən/ graduate /'grædʒuət/ induction /in'dakfan/ influence /'influens/ innovation / inau'veifan/ innovator /'inauveita/ insight /'insait/ lecture /'lekt fa/ method /'meθəd/ motivation /moutiveison/ motivator /'moutiveito/ nursery /'na:səri/ objective /əb'dʒektɪv/ opportunity /ˌppə'tʃu:nəti/ pre-school /'pri:sku:l/

pioneer / paio nio/ position /pəˈzɪʃən/ potential /pou'tent fol/ release /rɪ'li:s/ realisation /riolai'zeifon/ researcher /ri'sa:t[a/

special needs /spefal'ni:dz/ team building /'ti:mbildin/ technical /'teknikəl/ workshop /'waikfop/

VERBS

achieve /ə'tʃiːv/ educate /'ed30keit/ enable /i'neibəl/ establish /1'stæblif/ foster /'fostə/ graduate /'grædjueit/ influence /'influens/ innovate /'inpoveit/ motivate /'moutiveit/ raise /reiz/

ADJECTIVES

child-centred /,tfaild'sented/ disadvantaged /disəd'va:ntid3d/ educated /'edzukeitid/ educational /edzu'kerfənəl/ electrical /i'lektrikəl/ established /1'stæblift/ fundamental /,fanda'mental/ hands-on / hændz'on/ holistic /həu'lıstık/

innovative /'ınəvətıv/ influential / influent fol/ interactive / inter'æktiv/ mainstream /'meinstriim/ motivated /'moutiveitid/ motivational

/mouti'veifonal/ motivating /'moutiveitin/ practical /'præktikəl/ self-motivated /self'moutiveitid/

technical /'teknikəl/ traditional /tra'difanal/

ADVERBS

firmly /'fa:mli/ highly /'haıli/ increasingly /in'kri:siŋli/ newly /'nju:li/ politically /pəˈlɪtɪkli/ poorly /'po:li/ strongly /'stronli/

NOUN PHRASES

children with special needs boarding school day release development opportunity distance-learning course early years faith school fee-paying school further education hands-on experience higher education local state school independent school primary school secondary school special needs teaching method team-building day technical college training plans

VERB PHRASES

apply for a course be firmly established be fundamental to sth be highly educated be highly influential be increasingly influential be newly established be politically motivated be poorly educated be strongly motivated graduate from university give insight into sth have a (good) influence on sb have a love of sth have a positive image of yourself learn by doing sth raise funds for charity

Unit 8

NOUNS

appetite /'æpitait/
calories /'kæləri:z/
cancer /'kænsə/
catastrophe /kə'tæstrəfi/
dementia /dı'mentfə/
depression /dı'prefən/
disease /dı'zi:z/
epidemic /ˌepi'demik/
fluid /'flu:id/

healthcare /'helθkeə/ hygiene /'haɪdʒiːn/ immunisation / imjənai'zeifən/ immunity /ı'mju:nəti/ influenza / influ'enzə/ infection /in'fek[an/ injury /'ındʒəri/ intake /'interk/ malnutrition /,mælnju:'trrfən/ medication / medi'keifan/ medicine /'medisən/ metabolism /məˈtæbəlizəm/ misconduct /mis'kondakt/ misdiagnosis

/misdaiag'naosis/ misfortune /mis'faitfuin/ misinformation /misinfo'meifan/

mismanagement /mismanidament/ misrepresentation

/misreprizen'teifan/
obesity /au'biːsati/
pandemic /pæn'demik/
prevention /pri'venfan/
suppressant /sa'presant/
starvation /staː'veifan/
toll /taul/
treatment /'triːtmant/

VERBS

cope /kəup/
contract /kən'trækt/
detoxify /ˌdiː'tɒksɪfaɪ/
immunise /'ɪmjənaɪz/
infect /ɪn'fekt/
medicate /'medɪkeɪt/
prevent /prɪ'vent/
spread /spred/
transmit /trænz'mɪt/
treat /triːt/

ADIECTIVES

acute /əˈkjuːt/
contagious /kənˈteɪdʒəs/
critical /ˈkrɪtɪkəl/
dehydrated
/ˌdiːhaɪˈdreɪtɪd/
elderly /ˈeldəli/
essential /ɪˈsentʃəl/
immune /ɪˈmjuːn/

infectious /in'fekjəs/
infected /in'fektid/
insufficient /insə'fijənt/
medical /'medikəl/
medicated /'medikeitid/
metabolic /imetə'bolik/
preventable /pri'ventəbəl/
preventative
/pri'ventətiv/
prone /prəun/
treatable /'tri:təbəl/
untreated /in'tri:tid/
vital /'vaitəl/
waterborne /'wəitəbəin/

ADVERBS

substantially /səb'stænʃəli/

NOUN PHRASES

a balanced diet
access to healthcare
appetite suppressant
death toll
energy intake
heart disease
medical advance
metabolic rate
professional misconduct
rate at which you do sth
regular exercise
respiratory system
the elderly
waterborne disease

VERB PHRASES

be a vital part of sth be essential to sth be on a diet be prone to be run down burn calories lose weight play an important role sweep the globe

Unit 9

NOUNS

altitude /ˈæltɪtʃuːd/ authority /ɔːˈθɒrəti/ awareness /əˈweənəs/ cabin /ˈkæbɪn/ comeback /ˈkʌmbæk/ dinghy /ˈdɪŋi/ fraction /'frækʃən/
income /'ɪŋkʌm/
increase /'ɪnkriːs/
journey /'dʒɜːni/
network /'netwɜːk/
pavement /'peɪvmənt/
rent /rent/
runway /'rʌnweɪ/
theft /θeft/
vehicle /'vɪəkəl/

VERBS

hail /heil/
opt /ppt/
pedal /'pedal/
rent /rent/
relinquish /ri'liŋkwiʃ/
row /rəu/

ADJECTIVES

conventional /kən'vent [ənəl/ confined /kən'faind/ costly /'kpstli/ clean-running /kli:n'ranin/ dramatic /drəˈmætɪk/ eco-friendly /i:kəu'frendli/ extensive /ik'stensiv/ finite /'famait/ incompatible /,inkəm'pætəbəl/ inflatable /in'fleitabal/ leaky /'li:ki/ miniature /'minit ʃə/ packed /pækt/ potential /pau'tenfal/ preposterous /pri'posteres/ realistic /ˌrɪəˈlɪstɪk/ timetabled /'taım,teibəld/

NOUN PHRASES

unrealistic / Anrio'listik/

a dramatic increase a fraction of a heavy fine a means of a realistic prospect black cab carbon emissions commuter train cargo ship energy consumption finite resource
folding bicycle
fossil fuel
inflatable dinghy
key advantage
local authority
pedestrian zone
private car
returnable deposit
roll-on, roll-off ferry
row a dinghy
sightseeing bus
speed awareness
top speed
traffic lane

VERB PHRASES

be a costly business be an alternative to be confined to be fitted with be incompatible with be on a low income board a train book a cabin drive / travel at speeds of (up to) get around get away with doing sth get by get out of doing sth get round to doing sth hail a cab make a comeback pop out to (a place) undergo training in sth

Unit 10

NOUNS

anger /ˈæŋgə/
anxiety /æŋˈzaɪəti/
apprehension
/ˌæprɪˈhenʃən/
attitude /ˈætɪtʃuːd/
authority /ɔːˈθɒrəti/
bully /ˈboli/
confrontation
/ˌkɒnfrʌnˈteɪʃən/
calm /kɑːm/

/,Konfran'teiJan/
calm /kaim/
contentment
/kan'tentmant/

/kən'tentmənt/ dreamer /'driːmə/ fury /'fjoəri/ misery /'mɪzəri/ optimism /'pptimizəm/
optimist /'pptimist/
patience /'peifəns/
positivity /ppzə'tiviti/
relaxation /,ri:læk'seifən/
sieve /siv/

VERBS

confront /kənˈfrʌnt/ frown /fraun/ groan /graun/ honour /'pnə/ infuriate /in'fjoorieit/ narrow /'nærəu/ trigger /'trigə/ recall /ri'ko:l/ repress /ri'pres/ retain /ri'tein/ relive / ri: 'liv/ sail /seil/ stammer /'stæmə/ tremble /'trembal/ twist /twist/ wrinkle /'rɪŋkəl/

ADJECTIVES

apprehensive
/ˌæprɪ'hensɪv/
anxious /ˈæŋkʃəs/
astonishing /əˈstɒnɪʃɪŋ/
calm /kɑːm/
confrontational

/ˌkɒnfrʌn'teɪʃənəl/
contented /kən'tentɪd/
dejected /dɪ'dʒektɪd/
devastating /'devəsteɪtɪŋ/
devastated /'devəsteɪtɪd/
excruciating

/ik'skru:fieitin/ fascinating /'fæsineitin/ furious /'fiveries/ hideous /'hidias/ laid-back / leid'bæk/ ludicrous /'lu:dikrəs/ memorable /'memrəbəl/ miserable /'mizrəbəl/ nervous /'naivas/ optimistic / opti'mistik/ patient /'persont/ petrifying /'petrifaiin/ positive /'ppzətiv/ ravenous /'rævənəs/ relaxed /rɪ'lækst/ superb /suː'pɜːb/ tearful /'trafal/

terrific /təˈrɪfɪk/
tragic /ˈtrædʒɪk/
traumatic /trɔːˈmætɪk/
treasured /ˈtreʒəd/
upbeat /ʌpˈbiːt/
upset /ʌpˈset/
uptight /ʌpˈtaɪt/
vague /veɪg/

ADVERBS

absolutely /ˌæbsəˈluːtli/ bitterly /ˈbɪtəli/ completely /kəmˈpliːtli/ endlessly /ˈendləsli/ extraordinarily

/ik'stroidenerili/
faintly /'feintli/
hopelessly /'heoplesli/
incredibly /in'kredibli/
indefinitely /in'definetli/
literally /'litroli/
mildly /'maildli/
obviously /'pbviesli/
outwardly /'autwedli/
particularly /pe'tikjeleli/
thoroughly /'θλreli/
totally /'teuteli/
utterly /'Ateli/

NOUN PHRASES

a bitter memory
a childhood memory
an early memory
a photographic memory
a mind like a sieve
a traumatic memory
a treasured memory
short-term memory
long-term memory

VERB PHRASES

be bitterly disappointing/
disappointed
be endlessly fascinating
be faintly ludicrous
be hopelessly optimistic
be in a mood
be mildly painful
be particularly good
be put off by sth
be thoroughly miserable
be up and down
bite your nails
bring back a memory
calm down

deal with bullies demand an apology fly off the handle frown deeply go in one ear and out the other go wrong have a can-do attitude have a (good) memory for have an attitude problem have mood swings have sth on your mind have your head in the clouds honour the memory of sb jog sb's memory lighten up look outwardly calm narrow your eyes not be in the mood not feel like doing sth not have a care in the world repress a memory relive a memory sail through life

Unit 11

NOUNS

academia /ˌækəˈdiːmiə/ accomplishment /əˈkʌmplɪʃmənt/ addict /ˈædɪkt/ addiction /əˈdɪkʃən/ attention /əˈten ʃən/ benefit /ˈbenɪfɪt/ celebrity /səˈlebrəti/ compensation

/ˌkɒmpən'seɪʃən/
consultancy /kən'sʌltənsi/
coverage /ˈkʌvərɪdʒ/
credibility /ˌkredəˈbɪləti/
devotion /dɪ'vəʊʃən/
drama /ˈdrɑɪmə/
dramatist /ˈdræmətɪst/
embarrassment
/ɪmˈbærəsmənt/

/im'bærəsmənt/
empire /'emparə/
endorsements
/in'dəːsmənts/
genre /'ʒɒn/
entitlement
/in'taɪtəlmənt/
envy /'envi/
esteem /i'stiːm/

exposure /ik'spauga/ fame /feim/ fantasist /'fæntəsist/ fantasy /'fæntəsi/ fee /fi:/ gift /gɪft/ gossip /'gosip/ dramatisation /dræməta i'zeifən/ infatuation /in fæt ju'ei sən/ jealousy /'dzelasi/ legend /'ledgand/ lifestyle /'laifstail/ manipulation /mə,nıpju'leıfən/ manipulator /mə'nıpjuleitə/ media /'miːdiə/ non-believer /,nonbi'lizvə/ non-fiction /,non'fik [ən/ non-smoker /.npn'smouko/ non-starter /,non'starte/ non-swimmer /,non'swimə/ novel /'noval/ obsession /ab'se fan/ paparazzi / pæpər'ætsi/ perk /ps:k/ personality / parson'æləti/ popularity / popjo'lærəti/ programme /'prougræm/ prosperity /pros'perati/ reality /ri'ælīti/ recognition / rekag'nisan/ respect /ri'spekt/ reward /ri'wo:d/ royalty /'roiəlti/ sector /'sektə/ showbiz /'soubiz/ skill /skil/ stardom /'sta:dəm/ talent /'tælont/ value /'væljuː/

VERBS

achieve /ə'tʃiːv/ addict /ə'dikt/ attain /ə'tein/ dramatise /'dræmətaiz/ envy /'envi/ fantasise /'fæntəsaiz/ manipulate /mp'nipjoleit/ monitor /'monito/

recommend /,rekə'mend/ stalk /sto:k/ unwind /An'waind/

ADJECTIVES

addicted /o'diktid/ addictive /əˈdɪktɪv/ compulsive /kəm'pʌlsɪv/ dramatic /drəˈmætɪk/ everyday /'evridei/ fantastical /fæn'tæstikəl/ humorous /'hju:mərəs/ immense /i'mens/ lucrative /'lu:krətiv/ manipulative /məˈnɪpjələtɪv/ manufactured /mænjə'fæktʃəd/ non-addictive /,nono'diktiv/ non-disposable /|nondi'spauzabal/ non-essential /npni'sent fal/ non-judgemental /npnd3Ad3'mentəl/ non-political /nonpo'litikəl/ non-profit-making /non'profit,meikin/ non-specific /nonspə'sıfık/ non-standard /,npn'stændəd/ ordinary /'ɔːdɪnəri/ sought-after /'so:t,a:ftə/ talented /'tælantid/ trashy /'træsi/ unscripted /An'skriptid/ weird /wiad/ world-famous /w3:ld'fermas/

ADVERBS

highly /'harli/ rarely /'reali/ readily /'redili/

NOUN PHRASES

a big name celebrity endorsements celebrity gossip celebrity lifestyle complete rubbish compulsive viewing

everyday life group dynamics mass media media attention media coverage media empire ordinary people public appearance reality television sporting legend story line television genre television personality trashy novel

VERB PHRASES

be in the public eye be highly sought-after be readily available find common ground not be everyone's cup of tea

Unit 12

NOUNS

advice /əd'vais/ advisor /əd'vaizə/ breakdown /'breikdaun/ break-up /'breik_Ap/ conflict /'konflikt/ dispute /'dispjuit/ failure /'feilja/ globalisation /glaubalar'zerfan/ intake 'interk/ judge /d3Ad3/ letdown /'letdaun/ listener /'lɪsənə/ loggerheads /'logəhedz/ mediator /'mi:dieɪtə/ outbreak /'autbreik/ partnership /'partnəfip/ phenomenon /fi'nominan/ sake /seik/ stability /stə'biləti/ upbringing /'Ap,brinin/

VERBS

appease /ə'pi:z/ appreciate /əˈpriːʃieɪt/ contribute /kən'trıbju:t/ doubt /daut/ drift /drift/ endanger /in'deind39/

erode /i'rəud/ impart /im'pa:t/ inform /in'form/ instil /in'stil/ overlook /ˌəuvəˈluk/ question /'kwest fan/ recognise /'rekagnaiz/ ruin /'ruːɪn/ soothe /su:ð/ tolerate /'tplareit/ weaken /'wi:kən/

ADJECTIVES

cherished /'t ferift/ close-knit / klaus'nit/ committed /kəˈmɪtɪd/ comprehensive

/komprihensiv/ concerned /kən'sa:nd/ dependable /dr'pendabal/ distraught /di'stroit/ dysfunctional

/dis'fankfənəl/ fragile /'fræd3ail/ impartial /im'pu:[əl/ idyllic /1'dɪlɪk/ loving /'lavin/ middle-class / midəl'klass/ privileged /'privolidad/ pushy /'pufi/ sheltered /'seltad/ solid /'splid/ stable /'sterbal/ supportive /sə'pɔ:tɪv/ tough /tnf/ traumatic /tro:'mætik/ tricky /'triki/ troubled /'trabald/ turbulent /'ta:bjələnt/ uneasy / \n'i:zi/

ADVERBS

constantly /'konstantli/

NOUN PHRASES

anxious parents close-knit family comfortable upbringing committed relationship concerned parents difficult childhood distraught parents dysfunctional family idyllic childhood legal document

loving family middle-class upbringing privileged upbringing pushy parents secure relationship sheltered upbringing social circle solid relationship supportive family stable relationship strong family tough upbringing traumatic childhood troubled childhood turbulent childhood uneasy relationship worried parents

VERB PHRASES

be up against a brick wall be at loggerheads be there for sb be thoroughly dependable break down break out break up bridge a gap do/say sth behind sb's back do sth for the sake of (profit) drift apart fall for fall out get sb interested go into business have a fall out have a wealth of have high expectations let sb down mess up not be speaking to each other perform a balancing act provide stability take sides

Unit 13

NOUNS

adjustment /əˈdʒʌstmənt/
calorie /ˈkæləri/
cuisine /kwɪzˈiːn/
destination /ˌdestɪˈneɪʃən/
exercise /ˈeksəsaɪz/
favour /ˈfeɪvə/
fee /fiː/

gossip /'gosip/ pastime /'poistaim/ pro /prəu/ resort /ri'zoit/ scenery /'siinəri/ spectator /spek'teitə/ view /vjui/

VERBS

encourage /in'kArid3/ honeymoon /'hAnimu:n/ include /in'klu:d/ pack /pæk/ reassure /,ri:ə'ʃɔː/ sacrifice /'sækrifaɪs/

ADJECTIVES

all-inclusive
/ˌɔːlɪŋˈkluːsɪv/
artificial /ˌɑːtɪˈfɪʃəl/
authentic /ɔːˈθentɪk/
distracting /dɪˈstræktɪŋ/
discouraged /dɪˈskʌrɪdʒd/
enjoyable /ɪnˈdʒɔɪəblˌ/
excessive /ɪkˈsesɪv/
exhausting /ɪɡˈzɔːstɪŋ/
exhilarating /ɪɡˈzɔːbɪtənt/
exotic /ɪɡˈzɒtɪk/
extortionate /ɪkˈstɔːʃənət/

/ik'strævəgənt/
far-flung /ˌfɑ:'flʌŋ/
foreign /'fɒrən/
genuine /'dʒenjuɪn/
incredible /ɪn'kredəbəl/
international

extravagant

/ intə 'næ ʃənəl/
isolated / 'aısəleitid/
local / 'ləukəl/
regional / 'ri:dʒənəl/
remote / ri 'məut/
self-catering
/ self 'keitərin/
spectacular

/spek'tækjələ/ tropical /'tropikəl/ unheard-of /ʌn'hɜːdɒv/ wasteful /'weistfəl/

ADVERBS

drastically /'dræstikli/

NOUN PHRASES

adventure holiday aerobics class

aerobics routine aerobics workout beach holiday cycling accident cycling enthusiast cycling helmet dance partner dance move dance step family holiday football pitch football tournament holiday destination holiday insurance holiday resort holiday season international flight martial arts instructor martial arts fighter martial arts expert package holiday tennis lesson tennis coach tennis court two-week break two-week holiday swimming goggles walking tour walking boots walking pace

VERB PHRASES

activate muscles be good for you be low on sth book a holiday burn off calories call sth off cancel a holiday catch up with gossip close sth off creep along cut sth off do sb a favour get out and about hang back (from doing sth) include sb in your plans make minor adjustments put sb off sth ring off set off start off switch sth off trigger off sth wear off

Unit 14

NOUNS

accountability
/əˌkauntəˈbɪləti/
analysis /əˈnæləsɪs/
analyst /ˈænəlɪst/
channel /ˈtʃænəl/
consumer /kənˈsjuːmə/
consumption
/kənˈsʌmpʃən/
device /dɪˈvaɪs/
dominance /ˈdɒmɪnəns/
domination

/domi'neifan/ emergence /r'm3:d3əns/ expense /ik'spens/ explosion /ik'splaugan/ explosive /ik'splausiv/ expression /ik'sprefan/ freedom /'fri:dam/ libel /'larbəl/ material /məˈtɪəriəl/ navigation / nævi'geison/ privacy /'privasi/ proposal /prəˈpəuzəl/ rival /'raivəl/ sanction /'sænkfən/ storage /'sto:rid3/ subscriber /səb'skraıbə/ subscription /səb'skrip[ən/

VERBS

analyse /ˈænəlaɪz/
block /blok/
bypass /ˈbaɪpɑːs/
consume /kənˈsjuːm/
dominate /ˈdɒmɪneɪt/
emerge /ɪˈmɜːdʒ/
explode /ɪkˈspləʊd/
renew /rɪˈnjuː/
reveal /rɪˈviːl/
prohibit /prəʊˈhɪbɪt/
prove /pruɪv/
publish /ˈpʌblɪʃ/
subscribe /səbˈskraɪb/
sue /suː/

ADJECTIVES

analytic /ˌænəˈlɪtɪk/ analytical /ˌænəˈlɪtɪkəl/ consumable /kənˈsjuːməbəl/ digital /ˈdɪdʒɪtəl/

dominant /'dominant/ electronic /elek'tronik/ emergent /1'm3:d3ənt/ emerging /r'm3:d3Iŋ/ expert /'eksp3:t/ explosive /ik'splausiv/ handheld / hænd held/ in-depth /in'depθ/ innovative /'inavativ/ investigative /in'vestigativ/ labour-saving /'leiba,seivin/ mechanical /miˈkænikəl/ mobile /'məubaıl/ oversubscribed /poveseb'skraibd/ sensitive /'sensitiv/ targeted /'ta:gitid/ undersubscribed /.Andəsəb'skraibd/ unfiltered /nn'filtad/

ADVERBS

directly /di'rektli/
fundamentally
/,fAndə'mentəli/
honestly /'pnistli/
politically /pə'litikli/
thoroughly /'θArəli/
undoubtedly /An'daotidli/
wholeheartedly
/,həol'haɪtidli/

NOUN PHRASES

communication device diplomatic channels electronic device explosive device human rights freedom of expression handheld device in-depth news analysis internet blog investigative journalism labour-saving device mechanical device media channel mobile device navigation device news coverage nuclear device portable device press freedom public interest

storage device targeted information television channel

VERB PHRASES

be free from accountability be given priority be politically sensitive do sth at sb's expense do sth without fear of sanction fight for dominance/ domination have access to sth renew a subscription reveal sources revise a law shop around stay up-to-date subscribe to tune in

Unit 15

NOUNS

agriculture /ˈægrɪkʌltʃə/
balance /ˈbæləns/
bill /bɪl/
construction
/kənˈstrʌkʃən
contractor /kənˈstrʌkʃən/
coverage /ˈkʌvərɪdʒ/
description /dɪˈskrɪpʃən/
drill /drɪl/
education /ˌedjoˈkeɪʃən/
enquiry /ɪnˈkwaɪri/
entertainment

/ento'teinmont/
estate /i'steit/
ethic /'eθik/
executive /ig'zekjotiv/
expectations

expectations
/_ekspek'teifanz/
extraction /ik'strækfan/
festival /'festival/
harvest /'hɑːvist/
high-street /'haistriːt/
hospitality /_hɑːspi'tælati
import /'impɔːt/
influx /'inflʌks/
jobseeker /'dʒɒbˌsiːkə/
insurance /in'fɔːrəns/
labourer /'leibərə/

loyalty /'loralti/ manufacture /mænjə'fæktfə/ market /'ma:kit/ migrant /'margrant/ mineral /minaral/ mining /'maining/ offer /'pfə/ opportunity /ppə't ju:nəti/ payout /'peraut/ pesticide /'pestisaid/ pit /pit/ policy /'polasi/ premium /'pri:miam/ produce /'prodju:s/ promotion /prəˈməuʃən/ prospect /'prospekt/ queue /kju:/ redundancy /rɪ'dʌndənsi/ retail /'ri:teil/ satisfaction /sætis'fækfən/ security /sɪˈkjuərɪti/ site /sart/ technology /tek'nolod3i/ tractor /'træktə/ unemployment /mim'ploiment/ venue /'venjuː/ wholesale /'haulseil/ workforce /'wa:kfa:s/

VERBS

youth /ju:θ/

acquire /əˈkwaɪə/ bother /ˈbɒðə/ churn /tʃɜːn/ dictate /dɪkˈteɪt/ dismiss /dɪˈsmɪs/ disturb /dɪˈstɜːb/ fire /faɪə/ regret /rɪˈgret/ resign /rɪˈzaɪn/ retire /rɪˈtaɪə/ sack /sæk/ thrive /θraɪv/

workload /'ws:klaud/

ADJECTIVES

corporate /'kɔːpərət/ freelance /'friːlɑːns/ industrial /ɪn'dʌstriəl/ non-existent /ˌnɒnɪg'zɪstənt/ ADVERBS virtually /'vartjuali/

NOUN PHRASES

call centre child labour customer services doom and gloom equal opportunities freelance work general office skills head office industrial action job description job market job offer job opportunity job satisfaction job security labour market migrant labour minimum wage public services retirement age work clothes work colleague work environment work ethic work experience work-life balance work permit work space youth unemployment

VERB PHRASES

be fired be made redundant be out of work be passionate about sth be sacked be virtually non-existent climb the corporate ladder churn out sth cover costs fill a gap have prospects lay sb off not bother sb much pick up spring up take over from sb try in vain

Unit 16

NOUNS

crash /kræf/ crisis /'kraisis/ debt /det/ downturn /'daunts:n/ expenditure /ik'spendit so/ free fall /'fri:fo:l/ income /'Inkam/ inflation /in'fleifan/ investment /in'vestment/ investor /in'vestə/ logo /'laugau/ non-essentials /noni'sent solz/

partnership /'pa:tnəʃɪp/ pension /'pent_fan/ profit /'profit/ rate /reit/ recession /ri'se [an/ retailer /'ri:teilə/ slump /slamp/

spending /'spendin/

partner /'pu:tnə/

stock /stpk/ sword /soid/

VERBS

climb /klarm/ cut /knt/ eke /i:k/ establish /I'stæbli]/ finance /'fainæns/ flourish /'flaris/ inch /int [/ invest /In'vest/ launch /lo:nts lower /'laua/ maintain /mein'tein/ produce /prə'dʒu:s/ prosper /'prospa/ rate /reit/ reduce /ri'dju:s/ rocket /'rokit/ slash /slæf/ soar /soi/ succeed /sək'si:d/ survey /sə'vei/ tumble /'tambəl/ weaken /'wi:kən/

worsen /'wa:san/

ADJECTIVES

alarming /əˈlɑːmɪŋ/ bust /bast/ disconcerting /diskan'sa:tin/ disturbing /di'sta:bin/ jumpy /'dʒʌmpi/ overall / jouvar'a:1/ productive /prəˈdʌktɪv/ troubling /'trablin/ worldwide / w3:ld'waid/

ADVERBS

dramatically /dra'mætikli/ uncontrollably /, Ankən'trəuləbli/ tightly /'taɪtli/

NOUN PHRASES

a double-edged sword an alarming rate credit crunch economic decline interest rate pension fund stock market the cost of living

VERB PHRASES

be out of the woods be in a mess be in free fall build a relationship cut sth to the bone eke out establish a business establish a relationship focus on sth get jumpy go bust have advantages over sb/sth hit hard inch up keep up payments keep a check on maintain a relationship make ends meet pay off (debts) set up a business seek out

shoot up

Unit 17

NOUNS

aloe /'æləu/

amphibian /æm'fībiən/ ant /ænt/ antennae /æn'teni:/ bark /bask/ basis /'beisis/ beak /bi:k/ bud /bad/ burrow /'barau/ bush /bust/ calf /ka:f/ chick /t [ik/ claw /klo:/ climate /'klarmət/ coal /kəul/ colony /'kplani/ construction /kən'strak [ən/ cosmetic /kpz'metik/ cricket /'krikit/ crocodile /'krokodail/ crop /krop/ cub /kAb/ den /den/ ecosystem /'i:kəu sistəm/ electricity /1,lek'trisiti/ enclosure /in'klauga/ existence /ig'zistans/ extinction /ik'stinkfon/ fang /fæŋ/ feather /'feðə/ foal /foul/ fossil /'fosəl/ frog /frog/ glue /glu:/ gills /gilz/ globe /glaub/ grain /grein/ grub /grab/ habitat /'hæbitæt/ herd /h3:d/ hive /harv/ honey /'hʌni/ ingredient /in'gri:dient/ jojoba /hə'həubə/ kennel /'kenəl/ kitten /'kɪtən/ leaf /li:f/ lizard /'lizad/

mackerel /'mækrəl/

mammal /'mæməl/

material /məˈtɪəriəl/ medicine /'medson/ newt /nju:t/ owl /aul/ pack /pæk/ paw /po:/ pod /pnd/ pollen /'pplan/ pollination / pola neisan/ proportion /prəˈpɔːʃən/ pup /pap/ reptile /'reptail/ roots /ru:ts/ salmon /'sæmən/ scales /skeilz/ seed /si:d/ shark /fa:k/ shelter /'selta/ shoal /joul/ snake /sneik/ soap /saup/ species /'spi:si:z/ sting /stin/ swallow /'swplau/ swarm /swarm/ theorist /'diarist/ theory /'θιοτί/ timber /'timbə/ toad /taud/ trunk /trank/ vertebrate /'v3:t1brət/ vulture /'valtfa/ whale /weil/ willow /'wilou/ wolf /wulf/

buzz /bnz/ clone /klaun/ groom /gru:m/ growl /graul/ hatch /hæt ʃ/ hiss /his/ hoot /hurt/ howl /haul/ lay /lei/ mate /meit/ migrate /mai/greit/ nest /nest/ poach /pout [/ pollinate /'polaneit/ prey /prei/

yew /ju:/ **VERBS** breed /bri:d/ hibernate /'haibəneit/ purify /'pjoərifai/
rattle /'rætəl/
rear /riə/
scramble /'skræmbəl/
shed /fed/
slaughter /'slɔːtə/
snarl /snɑːl/
theorise /'θɪəraɪz/
vaccinate /'væksɪneɪt/

ADJECTIVES

aquatic /əˈkwætɪk/ arid /'ærid/ carnivorous /ka:'nivərəs/ declining /dr'klarnin/ domestic /dəˈmestɪk/ economic /i:kə'npmɪk/ exotic /ig'zotik/ extinct /ik'stinkt/ fluffy /'flafi/ forked /fo:kt/ furry /'fa:ri/ harsh /ha: [/ humid /'hju:mid/ medicinal /məˈdɪsɪnəl/ mild /maild/ nocturnal /npk'ta:nəl/ omnivorous /pm'nivərəs/ pollinated /'pplaneitid/ prescribed /pri'skraibd/ protected /prə'tektid/ scaly /'skerli/ sharp /sa:p/ temperate /'temparat/ theoretical /θιa'retikal/ venomous /'venomos/ vital /'vartəl/

ADVERBS

commonly /'komənli/

NOUN PHRASES

animal rights
food production
aquatic plant
aquatic animal
arid climate
clean air
cold air
cold climate
domestic animal
endangered animal
exotic plant
exotic plant
flowering plant

fresh air food web fossil fuel furry animal harsh climate humid air humid climate marine animal medicinal plant mild climate prescribed drugs temperate climate the water cycle thin air wild plant wild animal

VERB PHRASES

beat about the bush breed crops do sth single-handed go to seed nip sth in the bud provide (sb with) sth take sth for granted turn over a new leaf

Unit 18

NOUNS

aspect /'æspekt/ buddy /'bʌdi/ chore /tʃɔː/ chum /tʃʌm/ component /kəm'pəunənt/

/kəmˈpəunənt/ concentration

/konsan'treifan/ condolence /kən'dəuləns/ contact /'kontækt/ credential /kri'dent [əl/ ease /i:z/ feature /'firt[a/ forum /'forram/ illusion /I'lu:32n/ invoice /'invois/ mate /meit/ member /'membə/ network /'netwa:k/ pal /pæl/ petition /pa'tifan/ pleasure /'ple3ə/ poison /'poizon/ profile /'proufail/

proliferation
/prou,lifor'eifon/
recipient /ri'sipiont/
relationship /ri'leifonfip/
reputation /,repju'teifon/
resignation /,rezig'neifon/

VERBS

befriend /bi'frend/
convey /kən'vei/
create /kri'eit/
express /ik'spres/
reconnect /riːkə'nekt/
share /ʃeə/
socialise /'səʊʃəlaiz/
usurp /juː'zɜːp/

ADJECTIVES

articulate /ɑːˈtɪkjələt/
automatic /ˌɔːtəˈmætɪk/
casual /ˈkæʒjuəl/
dependable /dɪˈpendəblˌ/
face-to-face /ˌfeɪstəˈfeɪs/
former /ˈfɔːmə/
frustrating /frʌsˈtreɪtɪŋ/
handwritten /ˌhændˈrɪtən/
heartfelt /ˈhɑːtfelt/
heartrending
/ˈhɑːtˌrendɪŋ/

/'haːtˌrendɪŋ/
informal /ɪn'fɔːməl/
loyal /'lɔɪəl/
multiple /'mʌltɪpəl/
mutual /'mjuːtʃuəl/
permanent /'pɜːmənənt/
scathing /'skeɪðɪŋ/
scribbled /'skrɪbəld/
social /'səʊʃəl/
soppy /'sɒpi/
supportive /səˈpɔːtɪv/
tedious /'tiːdiəs/
thoughtful /'θɔːtfəl/

ADVERBS

hastily /'herstili/

NOUN PHRASES

automatic response casual friendship childhood friend ease of use fair-weather friend former friend greeting card hastily scribbled (note) informal greeting letter of condolence letter of resignation long distances multiple recipients mutual friend personal friend poison-pen letter text message true friend social networking site

VERB PHRASES

be a lost art be a pleasure to be around be on the move brighten up cannot be bothered come across as create a new identity create an illusion create an impression dominate the conversation do sth in person end a friendship establish your credentials establish a network establish a reputation express feelings get in touch with your emotions get in touch with reality require concentration organise a social event pick up a skill pick up an illness pick up the phone pick sb up share your thoughts share a passion share your view socialise with sb take sb/sth seriously ramble on for hours

Unit 19

NOUNS

agriculture /ˈægrɪkʌltʃə/ biodiversity /ˌbaɪəʊdaɪˈvɜːsəti/ coastline /ˈkəʊstlaɪn/ conservation /ˌkɒnsəˈveɪʃən/ cultivation /ˌkʌltɪˈveɪʃən/

defoliation / di:fəuli'eɪʃən/

deforestation /di: fpri'steifən/ density /'densiti/ ecosystem /'i:kəu,sistəm/ erosion /1'rəuʒən/ estuary /'est suari/ extinction /ik'stinkfan/ fishery /'fɪʃəri/ formation /for'mer[an/ habitat /'hæbitæt/ identity /ai'dentəti/ identification /ai,dentifi'keifən/ intensity /in'tensati/ intensification /in tensifi kei sən/ landfill /'lændfil/ modification /modifi'kei[ən/ organism /'arganizam/ overfishing / əuvəˈfɪʃɪŋ/ overgrazing /jouvo'greizin/ overpopulation /,ouvo,popjo'lerfon/ population / popjo'leison/ purification /pjuərifi'kei[ən/ reforestation /ri:fori'steifən/ regeneration /ri,dzenər'eifən/ salinity /sə'lınəti/ simplification /simplifi'keifən/ soil /soil/ solidification /sə,lıdıfı'keıʃən/ symbol /'simbəl/ threaten /'Oretan/

VERBS

weed /wiid/

erode /ɪ'rəʊd/
install /ɪn'stɔːl/
intensify /ɪn'tensɪfaɪ/
modify /'mɒdɪfaɪ/
overpopulate
/ˌəʊvə'pɒpjəleɪt/
populate /'pɒpjəleɪt/
purify /'pjʊərɪfaɪ/
refresh /rɪ'freʃ/
regenerate /rɪ'dʒenəreɪt/
renew /rɪ'njuː/

replace /rɪ'pleɪs/ restore /rɪ'stɔː/ simplify /'sɪmplɪfaɪ/ solidify /sə'lɪdɪfaɪ/

ADJECTIVES

abstract /'æbstrækt/ agricultural /wgri'kaltsərəl/ biodegradable /,barəudr'grerdəbəl/ costly /'kpstli/ dense /dens/ eroded /i'rəudid/ erosive /I'rəusiv/ fertile /'fartail/ inland /'inland/ intense /in'tens/ intensive /in'tensiv/ introduced / introducet/ invasive /in'veisiv/ modified /'mpdifaid/ native /'neɪtɪv/ nuclear /'nju:kliə/ overpopulated

/ˌəuvəˈpɒpjəleɪtɪd/ populated /ˈpɒpjəleɪtɪd/ recyclable /ˌriːˈsaɪkləbəl/ renewable /rɪˈnjuːəbəl/ regenerated

/ri'dʒenəreitid/ unwanted /ʌn'wɒntid/ urban /'ɜːbən/ wasteful /'weistfəl/

NOUN PHRASES

agricultural land coastal erosion commercial agriculture habitat modification green living intensive agriculture invasive species local farmer marine population native species nuclear accident oil spill programme of regeneration renewable resource river mouth soil erosion urban development waste treatment

VERB PHRASES

be threatened with
extinction
be wasteful of (energy)
save the planet
wear sth away
wipe out species

Unit 20

NOUNS

advance /əd'vɑːns/
aftershock /'ɑːftəʃɒk/
anatomy /ə'nætəmi/
ancestor /'ænsestə/
anthropology

/ˌænθrəʊ'pɒlədʒi/
antibiotic /ˌæntibaɪ'ɒtɪk/
archaeology /ˌɑːki'ɒlədʒi/
asteroid /ˈæstərɔɪd/
astronomy /ə'strɒnəmi/
atmosphere /ˈætməsfɪə/
battery /ˈbætəri/
behaviour /bɪ'heɪvjə/
bone /bəʊn/
breakthrough /ˈbreɪkθruː/
carnivore /ˈkɑːnɪvɔː/
characteristic

/ˌkærəktəˈrɪstɪk/ chemical /ˈkemɪkəl/ chromosome

/'krəuməsəum/
comet /'kɒmɪt/
conclusion /kən'kluɪʒən/
custom /'kʌstəm/
dig /dɪg/
disappearance

/disə'piərəns/ disease /dr'zi:z/ discovery /dɪ'skʌvəri/ drawback /'dro:bæk/ earthquake /'3:θkweik/ ecology /i'kpladzi/ emission /I'mIJən/ expectancy /ik'spektonsi/ finding /'faindin/ funding /'fʌndɪŋ/ galaxy /'gæləksi/ genetics /dʒə'netɪks/ heredity /hɪ'redəti/ humidity /hjur'midəti/ hurricane /'harikən/ instinct /'instinkt/ intelligence /in'telidaons/

invention /in'venfən/
joint /dʒɔɪnt/
magma /'mægmə/
memory /'meməri/
meteorology
/ˌmiɪtiər'ɒlədʒi/

microchip /'markrəutʃɪp/
mind /maɪnd/
mutation /mjur'teɪʃən/
nebular /'nebjələ/
obstacle /'pbstəkəl/
orbit /'ɔrbɪt/
organ /'ɔrgən/
outcome /'autkʌm/
penicillin /ˌpenɪ'sɪlɪn/
petrol /'petrəl/
phenomenon

/fə'nominən/ prediction /pri'dikfən/ pressure /'presə/ prey /prei/ psychology /sar'kpladzi/ range /reind3/ reaction /ri'ækʃən/ remains /rɪ'meɪnz/ sanitation / sæni'teifən/ seismology /saiz'molodzi/ settlement /'setəlmənt/ shortage /'soitida/ spine /spain/ taboo /tə'buː/ technology /tek'npladai/ tremor /'tremə/ tribe /traib/ variation / veəri'eifən/ vein /vein/ venom /'venəm/ volcano /vpl'kempu/ warfare /'wo:feə/ zoology /zuːˈɒlədʒi/

VERBS

ascertain /ˌæsə'teɪn/
cause /kɔɪz/
conduct /kən'dʌkt/
contradict /ˌkɒntrə'dɪkt/
demonstrate
 /'demənstreɪt/
determine /dɪ'tɜːmɪn/
disprove /dɪ'spruɪv/
erupt /ɪ'rʌpt/
hypothesise
 /haɪ'pɒθəsaɪz/
maintain /meɪn'teɪn/
observe /əb'zɜɪv/

overcome /¡əʊvəˈkʌm/
predict /prɪˈdɪkt/
prove /pruɪv/
review /rɪˈvjuɪ/
speculate /ˈspekjəleɪt/
suggest /səˈdʒest/
trigger /ˈtrɪgə/
undertake /ˌʌndəˈteɪk/

ADJECTIVES

catastrophic
/ˌkætə'strɒfɪk/
clinical /ˈklɪnɪkəl/
effective /ɪˈfektɪv/
nervous /ˈnɜɪvəs/
nuclear /ˈnjuɪkliə/
scientific /ˌsaɪən'tɪfɪk/
significant /sɪg'nɪfɪkənt/
unexpected
/ˌʌnɪk'spektɪd/
vulnerable /ˈvʌlnərəbəl/

NOUN PHRASES

birth control
branch of science
cause and effect
chemical reaction
climate change
clinical trial
common characteristic
countless lives
digital device
electric lighting
family car
food production
gas emissions
healthcare

laser surgery life expectancy major obstacle medical advances modern life nervous system nuclear energy petrol tank scientific breakthrough significant advance significant breakthrough significant discovery significant development significant drawback space shuttle space station unexpected finding

VERB PHRASES

be vulnerable to disease carry out research cause a chemical reaction conduct research overcome a problem set off a chemical reaction take in (what sb says) take off (commercially) take sb off (medication) take on (staff) take over (a business) take sb through (a procedure) take sb up (on an offer) take sth up (as a career) trigger a chemical reaction undertake research

Answer key

Unit 1

1.2

1 suburbs 4 outskirts 7 environment 2 construction 5 residents 8 pollution

3 rural 6 consequences

1.3

1 urban 3 area 5 residents 2 commercial 4 undeveloped

1.4

Noun	Verb	Adjective
demolition	demolish	demolished
development developer	develop	developed undeveloped
resident residence	reside	residential
sprawl	sprawl	sprawling
environment environmentalist	Х	environmental
pollution pollutant	pollute	polluted

1.5

1 tourist attractions 5 exhaust fumes, 2 traffic congestion, air pollution

city centre 6 traffic jams, rush hours

3 public transport system

7 commuter belt

4 pedestrian area

1.6

- 1 We live in a crime-free neighbourhood
- 2 They've created a car-free zone around the school.
- 3 I wish the council would make the city centre more bike-friendly.
- 4 I want to find pet-friendly accommodation.
- 5 The young people around here are all car-mad.
- 6 Many of my colleagues are work-mad.

2.1

1 hustle 5 centre

2 social, contact 6 hop, underground

3 range 7 rates, rural

4 cost

2.3

1 b 2 d 3 e 4 a 5 c

2.4

1 surveillance 6 helpful
2 psychological 7 criminology
3 belief 8 installation
4 inclusive 9 surprisingly
5 residents 10 significant

Exam practice

1 D 2 B 3 D 4 C 5 A

Unit 2

1.2

1 unlocking
2 ancestors
3 genealogical
4 process
5 backwards
6 conducting
8 documenting
9 descent
10 descendant

1.3

1 people who have Irish ancestors

2 Family legends ... are rarely 100% accurate. The truth may be somewhat less attractive than ... in family tales. You will find it impossible to retain (all the

information) in your head.

Don't be too ambitious (or you may be disappointed).

1.4

- 1 verify your facts
- 2 reminisce
- 3 the biggest hurdle
- 4 a grain of truth
- 5 skeletons in the cupboard
- 6 draw the line
- 7 branch of your roots
- 8 accumulate huge amounts of information

1.5

Noun	Verb	Adjective
accumulation	accumulate	accumulated
accuracy inaccuracy	Х	accurate inaccurate
ancestor ancestry	Х	ancestral
embellishment	embellish	embellished
reminiscence	reminisce	reminiscent
verification verifier	verify	verified verifiable

Answer key

1.6

1 hurdle

4 embellishments

2 grains

5 inaccurate

3 draw the line

6 reminiscent

1.7

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

1.8

- 1 dig up dirt (on somebody)
- 2 cover your tracks
- 3 muddy the waters
- 4 keep (somebody) in the dark
- 5 expose long-buried secrets
- 6 sweep (something) under the carpet

2.1

An autobiography is the story of someone's life written by that person. A biography is written by another person.

2.2

1 feelings

6 traces

2 confront

7 hoarded

3 forget

8 reports

4 accurate

9 appointments

5 myths

10 blank

2.3

- 1 record
- 2 entry
- 3 note

2.4

- 1 consider, decide, think about
- 2 created, originating, put together
- 3 countless, many, numerous
- 4 important, precious, useful
- 5 bits, fragments, small pieces

Exam practice

Model answer

Dear Sir or Madam,

I am writing with feedback on an educational visit I made to your museum last week.

I should start by saying that my fellow students and I really enjoyed our visit and found the exhibits very interesting. They certainly showed us very clearly what our ancestors' lives must have been like. We also visited your café and were very impressed with the range of snacks available at prices we could afford.

However, there were aspects of our visit that were not satisfactory. Firstly, your publicity states that you open at 10:00. On the day we came, however, we had to wait until 10:15. Secondly, even though we are full-time students, we were charged the full entry price. We showed our student cards but these were not accepted by your employee. Finally, the guide who took us round was a very pleasant, helpful man, but unfortunately, although he knew we were students of English, he spoke too quickly for most of the group. To sum up, although we enjoyed our visit, we would suggest the following improvements. Most importantly, your publicity material should not be misleading as far as opening times and entry prices are concerned. Secondly, we suggest that your guides adjust how they speak to suit the language level of groups like ours. Yours faithfully

Unit 3

1.2

a 3, 6, 9, 11 b 2, 3, 6 c 1, 10, 12 d 5 e 1, 7, 12 f 2, 3, 4, 6, 8, 11 g 3 h 1, 9

1.3

Model answer

il.auea	souluture mainting toutiles drawing
visual arts	sculpture, painting, textiles, drawing, photography, ceramics, film
styles of music	soul, blues, rock, pop, hip-hop, funk, jazz, classical, R&B, electronic, folk
types of literature	novel, poetry, poem, short story, essay, play, novella
types of dance	ballet, jazz, modern, tap, ballroom, hip-hop, Latin, street, contemporary
genres of film	thriller, romantic comedy, drama, action, fantasy, adventure, science-fiction
artists	composer, dancer, comedian, painter, author, director, actor, sculptor, poet

1 d 2 c 3 a 4 e 5 f 6 b

1.5

- 1 medical instrument
- 2 surgical instrument
- 3 match-winning performance
- 4 third-quarter performance
- 5 musical instrument
- 6 opening performance
- 7 scientific instrument
- 8 academic performance

2.1

1 d 2 a 3 c

2.2

- 1 live music events
- 2 small provincial theatre
- 3 a hint of irony

- 5 a great fan of
- 6 in stitches
- 7 is the right word
- 4 following 8 replicas

2.3

- 1 a legendary jazz musician in concert
- 2 a star-studded performance of a popular Shakespeare play

2.4

1 back-catalogue 4 lines / part 5 part / character 2 a capacity audience 6 learn by rote 3 melodic

2.5

1 chaos 4 melody 2 melancholy 5 intimacy 6 euphoria 3 exhilaration

2.6

- 1 challenging 5 edgy
- 2 classic 6 sweet, insistent
- 3 understated, subtle 7 emotional
- 4 intimate, boisterous

2.7

1	of	7	without
2	and	8	on
3	tells / is	9	down
4	in	10	one
5	that	11	keep
6	has	12	but

Exam practice

0	В	4	В	8	D
1	C	5	Α	9	В
2	Α	6	C	10	D
-	6	_	0		

- 1 Question 2
- 2 Question 1
- 3 Question 5

Unit 4

1.1

1	settlers	5	contract workers
2	expatriates	6	professionals
3	asylum seekers	7	illegal immigrants

4 refugees

1.3

1 c 2 a 3 b 4 d 5 e

1.4

Noun	Verb	Adjective
danger	endanger	endangered dangerous
legality illegality legalisation	legalise	legal illegal
persecution persecutor	persecute	persecuted
smuggling smuggler	smuggle	smuggled
specialism specialisation specialist	specialise	specialist specialised

2.1

1 dreary routine 4 took

5 return (home) 2 surroundings

3 homesickness

2.2

- 1 strong expat community, exciting place, multicultural, amazing places to eat and drink, one of the best cities in Asia for shopping, summer all year round
- 2 wedding, met Jason's friends, joined a kickboxing class, going to have a baby

2.3

1 f 2 a 3 e 4 c 5 b 6 d

Answer key

3 multinational

2.4

1	multicultural	4	multicoloured
2	multilingual	5	multifunctional

2.5

1	sense of urgency	4	sense of duty
2	sense of belonging	5	sense of responsibility
3	sense of humour	6	sense of loss

2.6

1	make a life change, e.g.	5	not
	new job, move house etc.	6	less
2	yes	7	easier
3	more	8	no

Unit 5

4 quickly

1.1

1	C	4	В	7	E
2	G	5	Н	8	D
3	F	6	A		

1.3

	-	£	0	
induce	5	rear	9	recreational
participants	6	levels	10	accident
associated	7	exertion	11	activity
released	8	tentative	12	individual
	associated	participants 6 associated 7	participants 6 levels associated 7 exertion	participants 6 levels 10 associated 7 exertion 11

1.4

1 b 2 d 3 a 4 c 5 e

1.5

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

1.6

- 1 making good progress
- 2 take part, take advice
- 3 take full responsibility
- 4 take the proper precautions
- 5 make a choice / make/take a decision

2.1

2 Teenagers enjoy the excitement that comes from taking risks.

2.2

1	risky and safe	5	evaluate outcomes /
2	weighing up		foresee consequences
3	lucky escape	6	samples
4	(potentially) harmfu	ıl behavio	our

2.3

1 Adolescence should be a very healthy time of life but there is actually a lot of illness and death.

2.4

1	sibling	4 analysing	5
2	amused	5 enthusias	sm
3	attack		

3.1

1	measures	6	competent
2	employees	7	representatives
3	reasonable	8	responsible
4	avoid	9	chance
5	expert	10	serious

Exam practice

1 D 2 A 3 C 4 E Paragraph B is not needed

Test one

1 C	9 A	17 B	25 D
2 A	10 B	18 C	26 A
3 B	11 C	19 B	27 C
4 C	12 A	20 A	28 B
5 C	13 D	21 D	29 C
6 B	14 A	22 C	30 A
7 C	15 B	23 D	
8 D	16 D	24 B	

Unit 6

1.1

actor N	midwife F	teacher N
cameraman M	nurse N	waitress F
doctor N	police officer N	fireman M
firefighter N	solicitor N	policewoman F
headmistress F	surgeon N	

1.2

1, 3

1.3

1	connotations	4	sexes
2	categorise	5	neutral
3	biased	6	stereotypes

- 1 comedian
- 2 humankind / people / humanity
- 3 ancestors / predecessors
- 4 flight attendants
- 5 synthetic
- 6 companions / partners

1.5

- 1 rooted in
 2 evidence of
 3 impact on
 4 contribute to
 5 impose on
 6 concerned about
- 1 shocking2 takes responsibility3 underpaid4 pay attention

1.7

1.6

1 be treated as2 make inroads3 in a derogatory way4 historical disadvantage

2.2

aggression	arrogance	attraction attractiveness
competition competitiveness	drive	flexibility
gift	grace gracefulness	passivity
power	purity	submission submissiveness

2.3

- 1 equality
 2 discrimination
 3 activity
 4 abilities / capabilities
 6 leadership
 7 decision
 8 inadequate
 9 marginalised
- 5 involuntarily

2.4

- 1 F She started at the age of three and finished when she was 18.
- 2 T She was larger and more muscular.
- 3 F She had 'never thought about it being a traditionally female sport'.
- 4 T She says 'it lacks face-to-face competition and overt aggression'.
- 5 F She says 'I can see that we are moving away from this gender-typing'.

2.5

Noun	Verb	Adjective
category	categorise	X
contribution contributor	contribute	contributory
discrimination	discriminate	discriminatory
equality	x	equal
involvement	involve	involved
perpetuation	perpetuate	perpetual
neutrality	x	neutral

2.6

- 1 do pursue 4 mainly predominantly
- 2 consider deem 5 open overt
- 3 finish complete 6 take part in participate

Exam practice

- 1 sexist
- 2 transparent
- 3 article
- 4 elevator
- 5 dedicate
- 6 investment banking
- 1 The manager TOOK FULL RESPONSIBILITY FOR HIS TEAM'S performance.
- 2 Sexist language and attitudes ARE NOT ACCEPTABLE IN OUR workplaces
- 3 I OBJECT TO PEOPLE USING the word girls to refer to adult women.
- 4 I first TOOK PART IN COMPETITIVE SPORT AT the age of six.

Unit 7

1.2

- 1 educators 5 potential 9 images
 2 graduate 6 method 10 foster
 3 needs 7 child-centred 11 whole
 4 classroom 8 influence 12 capacity
- 1.3
- 1 c 2 g 3 e 4 a 5 f 6 d 7 b

1.4

1 from 4 on 7 for / of 2 with 5 by 8 to 3 about / on 6 of

Noun	Verb	Adjective
establishment	establish	established
graduation graduate	graduate	X
education educator	educate	educated educational
innovation innovator	innovate	innovative
influence	influence	influential
motivation motivator	motivate	motivated motivating motivational

1.6

1 newly established

5 highly influential

2 firmly established

6 increasingly influential

3 highly educated

7 strongly motivated

4 poorly educated

8 politically motivated

2.1

- 1 It provided real practical experience (hands-on experience that the college courses couldn't offer).
- 2 He can work with local schools, fundraise for charities, go to German evening classes and study on day release at college.
- 3 He is studying towards a degree in Mechanical Engineering.
- 4 He works in engineering making a vehicle of some kind (engineering functions including crash worthiness and aerodynamics).

2.2

1 full-time

5 awards

2 hands-on

6 release, qualification

3 training

7 position

4 workshops

2.3

1 left

3 insight

5 raise

2 apply

4 team

2.4

1 traditional

4 understanding

7 electrical

2 enable3 capabilities

5 interactive6 application

8 realisation9 researchers

Exam practice

Task 1

1 C 2 F 3 G 4 D 5 A

Task 2

6 F 7 H 8 A 9 C 10 B

Unit 8

1.2

- 1 infectious = spread by germs contagious = spread by bodily contact
- 2 starvation = state of suffering or death caused by having no food malnutrition = physical weakness and bad health caused by lack of food
- 3 treatment = includes all of the things that are done to help a sick or injured person, e.g. surgery, counselling, medication medicine = substance which is drunk or swallowed as part of medical treatment
- 4 transmit = pass a disease on to another person contract = get a disease from another person
- 5 epidemic = outbreak of disease that spreads through one or more communities pandemic = an epidemic which spreads throughout the world
- 6 acute = suddenly very serious preventable = applying current medical knowlege can stop / reduce the incidence of the disease

1.3

- 1 Thirty percent of all deaths globally are caused by cardiovascular diseases.
- 2 In 2002 more people died of infectious diseases than were killed by natural or man-made catastrophes.
- 3 Pneumococcal diseases are preventable yet 1.6 million people die from them each year.
- 4 In 2003 over 500,000 people (mostly children) died from measles.
- 5 It costs only thirty cents to immunise someone against measles.

Noun	Verb	Adjective
immunisation immunity	immunise	immune
infection	infect	infectious infected
medication	medicate	medical medicated
prevention	prevent	preventative preventable
treatment	treat	treatable untreated

2.1

- 1 Spanish flu March 1918 June 1920
- 2 Asian flu 1957
- 3 Hong Kong flu Sept. 1968 March 1969
- 4 Bird flu 1997
- 5 SARS 2003

2.2

- 1 F (twice as many people)
- 2 T
- 3 F (close to 250,000 lives)
- 4 F (it hit the elderly hard)
- 5 T
- 6 T

2.3

1	misfortune	4	misdiagnosis
2	mismanagement	5	misinformation
3	misconduct	6	misrepresentation

3.1

3

3.2

1	detoxify (your body)	5	fluid
2	appetite suppressant	6	be prone to
3	total energy intake	7	dehydrated
4	be on a diet		

3.3

1	for / to	5	at
2	for	6	with
3	to	7	to
4	in		

Exam practice

Model answer

Attitudes to healthy living in my country Introduction

The purposes of this report are to outline some of the country's main health problems, to describe how people have reacted to campaigns aimed at promoting healthier lifestyles, and to make recommendations for ways of improving the current situation.

Current health problems

The main health problems at the present time are smoking-related illnesses, lack of exercise, and poor diet. There have been many national campaigns in recent years to inform people about these problems, and to suggest small changes in behaviour that could lead to enormous health benefits. The most recent campaign has been to ban smoking on public transport.

People's attitudes to health awareness campaigns

Although most people are aware of these problems and understand what they need to do to be healthier, many are unwilling or unable to change their behaviour. Some people blame nicotine addiction for their continuing to smoke, lack of time for taking little or no exercise, and say they cannot afford to eat healthily. In addition, they object to being treated like children and insist that they have the right to decide for themselves how to lead their lives.

Recommendations

Persuading people to new healthier lifestyles will never be straightforward. However, my main recommendation is that lessons on healthy living should be included in the school curriculum, starting at the primary level. I hope that this will not only have a positive effect on young people themselves, but will also make parents more aware of the problems and lead to the adoption of healthier lifestyles in all generations.

Unit 9

1.1

1	journey	4	trips
2	trip	5	travel
3	travel	6	trip

1.2

1 f 2 g 3 d 4 e 5 h 6 b 7 c 8 a

1.3

1 P 2 A 3 C 4 C 5 C 6 A 7 P

1 bike capital
2 extensive network
3 theft
4 rent
5 dramatic increase
6 low incomes
7 fitted with
8 programme
9 traffic lanes
10 returnable deposit

2.1

1 carbon emissions 4 fossil fuels
2 get around 5 self-driving vehicles
3 private cars 6 eco-friendly

2.2

Model answers

- 1 I'd get around by taxi so I wouldn't get lost.
- 2 I'd get by with gestures and pointing.
- 3 I get out of doing things I don't want to by saying I'm not feeling very well.

2.4

1	at	3	on	5	to
2	to	4	in	6	with

Exam practice

1 A 2 A 3 B 4 C 5 B 6 C

Unit 10

1.1

- 1 narrowed; frowned; fly illustration E
- 2 tragic; trembled; devastated illustration C
- 3 sails; care; laid-back illustration B
- 4 mind; bites; stammers illustration A
- 5 clouds; dreamers; lighten illustration D

1.2

1 B 2 E 3 D 4 C 5 A

1.3

1	miserable	4 calm / relaxed	ed
2	tearful	5 optimistic	
3	angry		

1.4

Т	.4			
1	anger	7	fury	
2	anxiety	8	misery	
3	apprehension	9	optimism / optimist	
4	calm	10	patience	
5	confrontation	11	positivity	
6	contentment	12	relaxation	

1.5

- 1 relax, calm2 confront
- 3 angered / infuriated

1.6

sad	devastating	scary	petrifying
good	superb	silly	ludicrous
hungry	ravenous	surprising	astonishing
painful	excruciating	ugly	hideous

1.7

- 1 absolutely excruciating, mildly painful
- 2 particularly good, completely ravenous
- 3 utterly ludicrous, a bit ugly
- 4 completely petrified, totally hideous
- 5 totally devastating, bitterly disappointed

1.8

-11	d	~	-	3		/	10-20		L
	α	1		4	2	4	0	-	
	C.	diam.		_	a	100	-		

2.2

1	memories	5	forgotten
2	photographic	6	ear
3	retain	7	short-term
4	mind	8	recall

2.3

1 V 2 X 3 V 4 V 5 V 6 X

2.4

- 1 traumatic, bitter
- 2 early, childhood
- 3 trigger a memory, bring back a memory, jog someone's memory
- 4 vague

Exam practice

1	C	2	В
1	PC	SIT	IVE
2	ВІТ	TE	R

Test two

1	C	9	В	17	В	25	A
2	В	10	A	18	A	26	C
3	C	11	D	19	Α	27	В
4	C	12	C	20	D	28	D
5	C	13	C	21	В	29	C
6	A	14	A	22	D	30	D
7	D	15	D	23	D		
Q	٨	16	D	24	۸		

Unit 11

1.2

1 media
2 exposure
3 fame
4 readily
6 talents
7 appearances
8 attained
9 stalked

5 lucrative

1.3

1 immense 5 aspire to
2 (highly) sought-after 6 envy
3 (social) perks 7 status

4 accomplishments

8 the public eye

1.4

1 prosperity (is NOT about how much people like you)

2 benefit (is NOT an ability)

3 devotion (does NOT have a negative meaning)

4 entitlement (is NOT about people's opinions of you)

5 perk (does NOT consist of money)

1.5

1 reality 6 benefits
2 attaining 7 consultancy
3 value 8 credibility
4 royalty 9 non-famous
5 sectors 10 talented

1.6

1 (global) media empire
2 celebrity lifestyle
3 celebrity endorsements
4 media coverage
5 celebrity gossip
6 media attention

1.7

1 paparazzi; stalk
2 famous; envy
3 achieve; forgotten
4 talented; individuals
5 personalities; from
6 recommend, weird

2.2

Speaker 1: relaxing entertainment Speaker 2: a bit of an embarrassment Speaker 3: my kind of television

2.3

1 trashy novel
2 unwind
3 car crash
4 story lines
5 common ground
6 group dynamics

2.4

Noun	Verb	Adjective
addict addiction	addict	addictive addicted
drama dramatisation dramatist	dramatise	dramatic
fantasy fantasist	fantasise	fantastical
manipulation manipulator	manipulate	manipulative

Exam practice

(1) IN / OF (7) WERE (2) TO (8) WITHOUT (3) THEM (9) IN (4) THROUGH / INTO (10) AS

(5) ON

(11) UP

(6) THAN

(12) WOULD

Unit 12

1.1

1 listener; mediator; friend; (impartial) judge

2 fifty or sixty years ago

3 globalisation

1.2

1 e 2 b 3 d 4 c 5 a

1.3

1 stability 3 impartial 2 dependable

1.4

1 a balancing act
2 bridges the gap
3 dependable
4 at loggerheads
5 stability
6 impartial

1.5

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

Answer key

1.6

- 1 An idyllic childhood does not cause problems.
- 2 A tough upbringing teaches you survival skills.
- 3 People do not feel lucky to have a dysfunctional family.
- 4 An uneasy relationship would make marriage difficult.
- 5 Pushy parents are not fragile, they are assertive.

2.2

- 1 go into 3 ruin 5 partnership 2 conflicts 4 advice 6 contribute
- 2.3

Speaker 1 is the only speaker who advises against friends going into business together.

- 2.4
- Speaker 1 c Speaker 3 d Speaker 2 b Speaker 4 a
- 2.5
- 1 e 2 f 3 d 4 b 5 c 6 a
- 2.6
- 1 letdown 3 fall out
- 2 break-up

Exam practice

1 D 2 B 3 C 4 A 5 C

Unit 13

1.2

- 1 international flights 6 isolated beach 2 tropical resorts 7 spectacular scenery 8 entertainments
- 4 destination 5 self-catering
- 9 two-week 10 local cuisine

- 1.3
- 1 a family holiday
 2 an adventure holiday
 3 a foreign holiday
 4 a public holiday
 5 a beach holiday
 6 book a holiday
- 1.5
- 1 isolated, spectacular 4 exotic, exorbitant 2 authentic, local 5 unheard-of
- 3 extravagant, artificial

2.1

138

1 cycling 5 football
2 aerobics 6 tennis
3 martial arts 7 swimming
4 walking 8 dance

- 2.2
- 1 martial arts expert
 2 football pitch / tennis court
 4 swimming costume
 5 aerobics class
- 3 walking pace 6 dance partner
- 2.4
- 1 F 2 T 3 T 4 F 5 T 6 T 7 F 8 F
- 2.5
- 1 minor adjustments 4 spectator
- 2 activating your muscles 5 doing them a favour
- 3 extortionate fees

2.6

1 put you off
2 catch up with gossip
3 burn off calories
4 be low on (energy)
5 hang back (from)
6 get out and about

Exam practice

1 D 3 A 5 C 7 A 2 B 4 B 6 A

Unit 14

1.2

- 1 stay up-to-date
 2 reported
 3 media channels
 6 tuning in
 7 subscribe to
 8 targeted information
- 4 expert analyst 9 mobile devices
- 5 directly 10 access to

1.3

- 1 bypass 3 social news 5 consume
- 2 unfiltered 4 emerge

1.4

Noun	Verb	Adjective
analyst analysis	analyse	analytic analytical
domination dominance	dominate	dominant
emergence	emerge	emergent emerging
subscription subscriber	subscribe	oversubscribed undersubscribed
explosion explosive	explode	explosive
consumption consumer	consume	consumable

- 1 subscription 2 explosion
- 4 consumers5 emergence

3 analyse

6 dominance / domination

1.6

- 1 explosive what it does, not how it works
- 2 digital how it works, not how it is used
- 3 labour-saving a benefit, not a what it does

2.2

- 1 to
- 5 well
- 2 with
- 6 if / providing
- 3 without
- 7 in
- 4 into

2.3

- 1 All four speakers are in favour of the idea.
- 2 Speaker 1 does not think that the laws will be wholly successful (media corporations that want to profit, without fear of correction or sanction, at the expense of the individual).
 - Speaker 2 thinks they will be successful.

 Speaker 3 does not think they will be successful (for every move on the chessboard of free speech there is an equal and opposite move which negates openness).

 Speaker 4 does not think the laws will be successful (I don't think from the perspective of responsible news organisations that it's going to make much difference).

2.4

1 investigative

4 accountability

- 2 expression
- 5 expense
- 3 human rights

2.6

1 b 2 a 3 b 4 b

Exam practice

- 1 I WAS WONDERING WHETHER / IF you could buy me a newspaper when you're in town.
- 2 IT IS MY AMBITION to become a serious investigative journalist when I leave university. MY AMBITION IS to become a serious investigative journalist when I leave university.
- 3 There's A DANGER THAT ICELAND WILL CREATE libel tourists.
 - There's A DANGER OF ICELAND CREATING libel tourists.

- 4 Individuals are not rich ENOUGH TO SUE international media corporations.
- 5 By the year 2020, it IS LIKELY THAT TRADITIONAL NEWSPAPERS will have disappeared.
- 6 People could hear the latest news and information live BY LISTENING TO THE RADIO.
- 7 1937 SAW THE BEGINNING OF REGULAR television broadcasts.
- 8 I CAN'T IMAGINE LIVING / LIFE without a daily newspaper.
- 9 I SPENT MOST OF SUNDAY MORNING LOOKING / SEARCHING / HUNTING for the information I wanted on the Internet.
- 10 I need TO GET OUR TV LICENCE RENEWED because it runs out at the end of the week.

Unit 15

1.2

1 insurance

5 mining

2 retail

6 agriculture7 entertainment

3 customer services4 construction

1.3

- 1 F Her first job was working for an insurance company.
- 2 F Her job was moved to India, but she herself doesn't work there.
- 3 T
- 4 T
- 5 T
- 6 F Five people work on the farm including him and his wife.

1.4

1 youth unemployment

5 made redundant

2 general office skills

6 out of work 7 take over from

3 call centre 4 retired

8 cover costs

1.5

1 enquiries

4 acquire

2 dictate, dismiss

5 employer, compensation

3 disturbs

1.6

1 work

4 work

2 job

5 work, job

3 work, job

- 1 job description, work experience
- 2 job satisfaction, workload
- 3 job security
- 4 work environment
- 5 work permit, job offer
- 6 job market, jobseekers
- 7 work colleagues, job opportunities
- 8 work clothes, work space

2.1

- 1 She applied for a US visa to escape the doom and gloom.
- 2 'How could I ever regret a move to a city like New York?'
- 3 'My five-year plan was ... do a job that I was passionate about.'
- 4 'I didn't want to be in the same position in a year's time. I wanted to climb the corporate ladder.'

2.2

1	workforce	5	churn out
2	freelance	6	prospects
3	doom and gloom	7	spring up
4	work ethic	8	thriving

2.3

- 1 Ambitious people want to climb the corporate ladder.
- 2 Immigrants are sometimes needed to fill gaps in the labour market for two reasons: because there are not enough sufficiently well-qualified job seekers in a country, or because people are not prepared to do low-level, badly paid work.

Exam practice

1	UP	8	OF	15	THE
2	FOR	9	THEIR	16	MAKE
3	IT	10	A	17	ON
4	WAY	11	TO / FOR	18	TO
5	THE	12	AND	19	IN
6	WAS	13	OF	20	THERE
7	TO	14	FOR		

Test three

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T	est une							
1	C	9	Α	17	В	25	C	
2	D	10	D	18	D	26	D	
3	A	11	Α	19	A	27	C	
4	D	12	C	20	D	28	C	
5	В	13	В	21	D	29	C	
6	C	14	A	22	Α	30	Α	
7	A	15	C	23	В			
8	D	16	В	24	C			

Unit 16

1.1

1	pension fund	5	crash
2	go bust	6	inflation
3	recession; slump;	7	interest rate
	downturn	8	tumble; weaken; fall

4 credit crunch

1.2

Speaker 1 fuel / gas / heating Speaker 2 higher education / college fees

1.3

1	mess	5	debt
2	keep up	6	alarming
3	hit	7	jumpy
4	check	8	free fall

1.4

2	7	h	7	C	8	А	1	P	6	f 4	0 5	h 3	
a	/	\cup	4	-	O	u		C	U	1 7	5)	11)	

1.5

1	finances	4	spending	7	market
2	retailers	5	non-essentials	8	profits
3	stock	6	income		

1.6

- 1 inch up
- 2 make ends meet
- 3 not out of the woods
- 4 cut spending to the bone
- 5 eke out
- 6 a double-edged sword

1.7

- 1 rise dramatically/ rocket / soar
- 2 cut / lower / reduce
- 3 disconcerting / disturbing / worrying

2.1

- A Get the finance you need
- B Focus on the essentials
- C Play to your strengths
- D Take advice

2.2

- 1 develop, establish, maintain
- 2 establish, launch, start
- 3 flourish, prosper, succeed
- 4 look for, search for, try to find

1 into 3 on 2 to 4 over

2.4

1 investors 3 productive 2 partnership 4 expenditure

Exam practice

Model answer

Proposal for a new home-based small business Introduction

The purposes of this proposal are to outline a business idea, to present my business plan and to request a bank loan.

The business idea

My idea is for an internet company selling second-hand music CDs. Stock will be described on my website. All descriptions will be detailed and truthful. My initial market research tells me that all stock must be in good condition.

My business plan

Before starting to trade, I will undertake further market research. I need to discover what customers are looking for and how much they will be prepared to pay. I have yet to decide whether or not to specialise in certain types of music. Once my research is complete, I will begin collecting stock and design my website. I have a number of friends who have offered to help with me with this.

Funding my business

I estimate that I will need about £10,000 to start my business. I have twenty-five percent of this figure myself and my parents have offered me a £5,000 interest-free loan. This means that I shall require a loan of £2,500 from the bank.

Conclusion

I trust that you find my proposal attractive and my plan clear, and hope that you will agree to my request for a loan of £2,500.

1 increase 5 (future) payments

2 protect
3 identification / ID
4 bank statements
6 report
7 cash
8 damage

Unit 17

1.2

1 Fish 3 Amphibians 5 Insects 2 Mammals 4 Reptiles 6 Birds

1.3

Amphibians	Birds	Fish	
frog	owl	shark	
newt	swallow	mackerel	
toad	vulture	salmon	
Insects	Mammals	Reptiles	
bee	horse	snake	
ant	whale	crocodile	
cricket	wolf	lizard	

1.4

1 owl 4 snake 2 bee 5 salmon

3 wolf

1.5

1 young animals

2 things humans do to animals

3 groups of animals

4 animal homes

5 things animals do

6 animal body parts

1.6

1 Scientists are trying to protect bees from extinction / becoming extinct.

2 The proportion of human food production which relies on bees is 25%.

1.7

1 pollinate
2 declining
3 existence
4 globe
5 man
6 disappearing
7 grains
8 vital
9 economic
10 crops

1.8

Noun	Verb	Adjective
decline	decline	declining
disappearance	disappear	disappearing
existence	exist	existing existent non-existent
extinction	х	extinct
pollination pollen	pollinate	pollinated
theorist theory	theorise	theoretical

Answer key

2.1

a 2 b 3 c 4 d 1

2.3

1 used in the construction of homes

2 material for clothes

3 Taxol (drug used to treat cancer)

4 aspirin

5 (ingredients of) cosmetics

6 soap; glue; plastics

2.4

1 Gardeners do not grow crops for profit. Gardeners' work is often aesthetic and they can be employed on other people's land.

2 Roots are parts of a tree or plant that spread underground whereas branches are parts of a tree that spread above ground.

3 Carnivorous animals eat mainly meat but omnivorous creatures eat vegetable foodstuffs as well.

4 Shelter means protection from the weather and other possible threats while habitat refers to a specific living environment.

2.5

1 medicinal / aquatic / wild / exotic / flowering PLANT

2 wild / marine / furry / domestic / endangered / exotic / aquatic ANIMAL

3 clean / thin / cold / humid / fresh AIR

4 humid / cold / mild / harsh / arid / temperate CLIMATE

Exam practice

Task 1

1 D 2 C 3 A 4 E 5 F

Task 2

6 B 7 C 8 F 9 A 10 E

Unit 18

1.2

Possible answers

a 1, 2, 3, 4 e 1, 3, 6 b 2, 3, 4, 7 f 2, 3, 4 c 2, 4 g 2, 3, 4 d 5 h 1, 3, 6

1.3

1 networks 5 share 9 profile 2 touch 6 forums 10 location

3 reconnect4 relationships5 Members7 business8 Members

1.4

1 your problems 4 a friend

2 a question 5 an understanding

3 an idea

1.5

Possible answers

1 credentials – using scans of official documents

2 passion - no, I don't meet new people online

3 identities – fraud and other serious crimes

4 reality - yes, I think people feel disconnected

1.6

a 2 b 6 c 5 d 3 e 1 f 4

2.1

letter - addressed and put in an envelope, communicating messages which may be detailed

memo – short message about a practical subject, often in work context

note - short informal message

card – usually communicates a social greeting on a specific occasion, has an attractive design petition – addressed to officials requesting a change to something, with a large number of signatures invoice – a bill for goods or services

diary – record of appointments or day-by-day account of events throughout the year

2.2

1 Letters are more meaningful. They are a permanent record. They show that someone cared enough to take the trouble to write things down in order to convey their thoughts and feelings.

2 Phone conversations and greeting cards are mentioned and email is implied.

2.3

1 long distances2 ease of use4 permanent record5 automatic response

3 interaction

6 lost art

2.4

1 d 2 a 3 e 4 c 5 g 6 b 7 f

2.6

1 method, way

2 aspect, feature

3 communicate, express

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- 1 couldn't even be bothered, hastily scribbled note
- 2 very thoughtful, brighten up my day
- 3 soppy messages, come across as desperate
- 4 scathing, frustrating
- 5 rambled on for hours, never once (asked)
- 6 so articulate, even when he (dominates the conversation), a pleasure to be around

Exam practice

- 1 UNCOVERING / DISCOVERING
- 6 EXTENSIVE
- 7 LIVING
- 2 ANCESTRAL3 KNOWLEDGE
- 8 RESPONSE / RESPONDING
- 4 RELATIVE / RELATION
- 9 ELECTORAL
- 5 COORDINATOR
- 10 HISTORICAL

Unit 19

1.2

- 1 Deforestation
- 4 Invasive species
- 2 Overgrazing
- 5 Intensive agriculture
- 3 Overfishing
- 6 Urban development

1.3

- 2 F Overgrazing is one of the main pressures on biodiversity.
- 3 T Defoliation leads to erosion.
- 4 F The regeneration of marine populations happens slowly.
- 5 T Historically there have been extinctions caused by predation.
- 6 F Weeds are a significant pressure on ecosystems.
- 7 F Bio-intensive farming is affecting estuaries.
- 8 F Population growth on the coastline is cause for concern.

1.4

Noun	Verb	Adjective
agriculture	X	agricultural
density	X	dense
erosion	erode	erosive eroded
intensity intensification	intensify	intensive
modification	modify	modified
population overpopulation	populate overpopulate	populated overpopulated
regeneration	regenerate	regenerative regenerated

1.5

- 1 erode
 2 modified
 3 agriculture
 4 intensify
 5 regeneration
 6 overpopulated
- 2.1
- 1 d 2 a 3 e 4 b 5 c

2.2

- 1 biodegradable2 conservation4 renewable5 reforestation
- 3 recyclable

2.3

- 1 B, A, E, D, C
- 2 A recycling plastic D buying local produce /
 B rental bikes / stop food miles
 people using cars E solar panels / solar
 C energy-saving light bulbs energy

2.4

1 many cycle lanes
2 recycling plastic
3 expensive to install
4 pollute the environment
5 by air / so far
6 local farmers
7 wasteful of energy / bright

Exam practice

Model answer

My town is no different from hundreds of towns in my country. It has traffic jams during the rush hours; it has a large supermarket where people do their weekly shopping. Most people work in the town but many commute to the city 50 kilometres away. And, like everywhere else, we have environmental problems: air pollution from cars and buses, water pollution caused by chemicals leaking into the river from a factory, and waste disposal.

Naturally, people are worried about these problems. Two years ago, tired of waiting for the council to act, a group of volunteers started a campaign. I was one of those volunteers and since we started we've achieved amazing results. First, we approached the factory managers and persuaded them to stop the chemical leak. Initially they weren't convinced it was their problem, so we organised a petition signed by about 80% of the population threatening to boycott the factory's products. It worked like magic. We then tackled air pollution and persuaded the council to ban traffic from the shopping areas. They provided car parks outside the town and free buses into the centre. This has made shopping a much more pleasant experience.

Continued...

Answer key

Finally, we persuaded people to sort their rubbish into two categories: recyclable and non-recyclable. This has reduced the amount of rubbish that is buried in landfill sites. For me, environmental issues are the most important facing our species today, and I am committed to using all my power to help our planet. For this reason, I believe I would be a worthy winner of the prize on offer and this would encourage my future efforts.

1	DESTRUCTIVE	6	ENDANGERED
2	AGRICULTURAL	7	EXTENSIVE
3	CULTIVATION	8	GROWTH
4	DEFORESTATION	9	SENSITIVE
5	ECONOMIC	10	PLANTATIONS

Unit 20

1.2

Speaker 1 electricity

Speaker 2 penicillin / antibiotics

Speaker 3 the microchip

Speaker 1

Without electricity many other important modern inventions would never have happened.

Speaker 2

Penicillin has saved many lives. These people have gone on to contribute to progress.

Speaker 3

The microchip is central to every digital device on the planet.

1.3

1 medical advances	4 life expectancy
2 modern life	5 nervous system
3 countless lives	6 scientific breakthroughs
1.4	

1	f	2	e	3	İ	4	C	5	b	6	h	7	g	8	j	9	d	10	a

1.5

1	invertebrates, spine	3	variation, species
2	tribes, volcano	4	comet, atmosphere

1.6

1	proved	- certain	rather	than	possible
---	--------	-----------	--------	------	----------

- 2 contradict only a definite statement can be disproved
- 3 drawback is negative so does not contribute anything
- 4 review past research so does not need funding
- 5 developed over time rather than suddenly
- 6 prediction happens before an experiment

2.1

Possible solutions

climate change: development of new clean sources of energy

disappearance of fossil fuels: the development of new bio-fuels

food shortages: development of new high-yield crops resistant to disease and pests

diseases: discovery of new drugs and improved detection methods

water shortages: rain harvesting and new efficient desalination techniques

2.2

Battery technology is very primitive and has not kept up with other technological developments.

2.3

1	engine	7	overcome
2	manufacturers	8	life
3	range	9	obstacle
4	conditions	10	resources
5	maintain	11	models
6	tank	12	emissions

2.4

1	gas emissions	4	motor manufacturers
2	petrol tank	5	oil resources
3	family car	6	diesel engines

2.5

1	took off	5	take up
2	taking on	6	taken me off
3	taken over	7	take in
4	took me through		

Exam practice

1	A	4	C	7	C	10	В
2	В	5	A	8	В	11	C
3	D	6	A	9	D	12	A

Test four

1	В	9	D	17	В	25	В
2	A	10	Α	18	A	26	D
3	C	11	A	19	В	27	Α
4	D	12	C	20	C	28	Α
5	В	13	В	21	A	29	C
6	C	14	C	22	D	30	Α
7	C	15	Α	23	D		
8	Α	16	C	24	C		

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