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**Workbook Resource Pack
with Key**

**Simon Haines
Barbara Stewart**

OXFORD

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**OXFORD
UNIVERSITY PRESS**

Contents

1	The sexes	4
2	Compulsion	10
3	Talents	16
4	Appearances	22
5	Foreign parts	28
6	The mind	34
7	Free time	40
8	Media	46
9	Around us	52
10	Innovation	58
11	Communication	64
12	Society	70
	Key	76
	How to use the MultiROM	95

1 The sexes

Listening



🎧 You will hear five women talking about their relationships with their brothers. For questions 1–5, which sentence A–F applies to each speaker? Use the letters only once. There is one extra letter which you do not need to use.

- | | | |
|---|-----------|----------------------------|
| A She doesn't make the effort to see her brother nowadays. | Speaker 1 | <input type="checkbox"/> 1 |
| B She used to like her brother but doesn't now. | Speaker 2 | <input type="checkbox"/> 2 |
| C She became good friends with her brother in her teens. | Speaker 3 | <input type="checkbox"/> 3 |
| D Her parents preferred her to her brother. | Speaker 4 | <input type="checkbox"/> 4 |
| E When she was younger, she was proud of having an older brother. | Speaker 5 | <input type="checkbox"/> 5 |
| F Her brother had more freedom than she did. | | |

Vocabulary

+ Phrasal verbs with *pick*

1 Replace the verbs in *italic* in these sentences with the correct form of *pick* and one of these words. You need to use one of the words three times.

at on out up

- Our plane landed at 4 a.m., so my brother *came to collect* us in his car.
- He's such a bully – he always *treats* younger or weaker people *badly*.
- I've got a terrible cold. I probably *caught* it at the swimming pool.
- You can tell when she's worried – she just *eats little bits of* her food.
- She's easy to *spot* in a crowd – she's very tall, and she's got long black hair.
- I *learnt* French when I lived in Paris.

+ Verbs for talking

2 Complete these sentences with the correct form of one of these talking verbs.

argue chat discuss gossip nag

- People who live in small communities often _____ about each other. That's how they all know about each other's private lives.
- I'll do my homework when this programme's finished. Stop _____ me.
- When I was a teenager, my parents were always complaining that I spent too long _____ to my friends on the phone.
- The politicians spent several hours _____ tax increases.
- My best friend and his wife are always _____ these days. It wouldn't surprise me if they got divorced eventually.

Grammar

The Future

- 1 What would you say in these situations? Choose the correct answer.
- a You intend to learn to drive next year.
I'm going to learn / I'll learn to drive next year.
 - b You have already arranged to meet your sister this evening.
I meet / I'm meeting my sister this evening.
 - c This time tomorrow you expect to be in the process of walking to school.
This time tomorrow *I'll walk / I'll be walking* to school.
 - d It has become very cold and the sky has turned black. This means snow very soon.
It's snowing / It's going to snow very soon.
 - e You've looked at the train timetable for the weekend. It says the departure time of your train is 7.15 in the morning.
My train *will leave / leaves* at 7.15 in the morning.
 - f After your exams, your plan is to travel round Europe on a motorbike.
After my exams *I'm travelling / I'm going to travel* round Europe on a motorbike.
 - g You've just realised that you have no coffee left. You offer to go and buy some.
I buy / I'll buy some more coffee.
 - h You moved into your apartment nearly a year ago. Next Saturday is the anniversary of your move.
On Saturday, *I'll have been living / I'll be living* here for exactly a year
 - i There is a strong possibility of a rise in the price of petrol next year. This is your prediction.
I think the price of petrol *will go up / is going up* next year.
 - j Your plane is scheduled to land at 11.15 at night.
My plane *lands / is going to land* at quarter past eleven.
- 2 Some of these sentences use the correct form of the future, but most of them need correcting. Rewrite them where necessary. The first one is done as an example.
- a We'll have a party on June 16th. It's all arranged.
We're having a party
 - b I'm stopping smoking if it's the last thing I do!

 - c The phone's ringing. I'm answering it.

 - d It's a brilliant film. I'm sure you'll enjoy it.

 - e Unless they arrive soon, we finish all the food by the time they get here.

 - f Hurry up – your favourite programme starts in five minutes.

 - g I expect someone is objecting if you wear jeans to work.

 - h What do you do when you leave school? Have you got any plans?

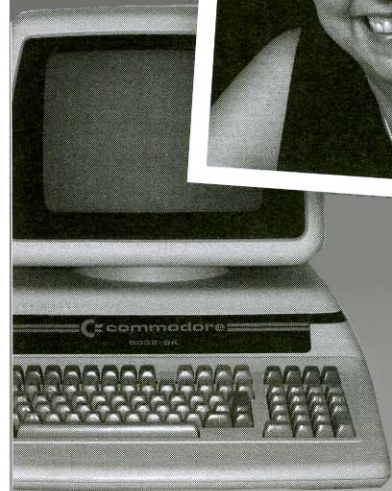
- 3 Complete these sentences with the correct future form of the verb in brackets.
- a My father _____ (be) eighty years old on his next birthday.
 - b I feel terrible – I think I _____ (faint).
 - c I won't be at work tomorrow – I _____ (go) for an interview for a new job.
 - d We'd better hurry up – the bus _____ (leave) in ten minutes.
 - e This time tomorrow, you _____ (work) in this office for ten years.
 - f 'The music's terribly loud.'
'Sorry, I _____ (turn) it down.'
 - g Next year I _____ (stop) eating meat – that's definite.
 - h I hope the exam goes well. We _____ (think) of you all the time during the exam.

Reading

You are going to read an article about a computer scientist. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 How is Wendy Hall different from many other computer scientists?
A She is fascinated by the technical details of computing.
B She is not as creative as the majority of her colleagues.
C She is not interested in talking about the technicalities of computers.
D She is less well qualified than many of her colleagues.
- 2 Why was Wendy Hall first attracted to computer science?
A She was interested in computer programming.
B She saw the future potential for the use of computers.
C She became addicted to playing computer games.
D She enjoyed using her own personal computer.
- 3 What was the purpose of the first software designed by Wendy Hall?
A It helped upload texts on to computers.
B It made information available electronically.
C It enabled teachers to produce educational videos.
D It helped other teachers she worked with.
- 4 What were Wendy Hall's feelings when she first became a university lecturer?
A She felt out of place as a woman in a man's world.
B She couldn't use the same specialist language as her colleagues.
C She didn't know the answers to questions she was asked.
D She was worried because her colleagues were better qualified than her.
- 5 What was Hall's first imaginative idea mentioned in the article?
A a computer store of information in different formats
B a system for linking individual computers to a central database
C a method of recording sounds on to computers
D a system of connecting different computers to each other
- 6 How did other researchers react to what Hall proposed?
A They considered her ideas to be an important breakthrough.
B They suggested improvements to her basic ideas.
C They didn't understand the importance of her ideas.
D They said her ideas were not important for computer science in general.
- 7 How was Tim Berners-Lee's system different from Hall's?
A His system depended on access to the Internet.
B His system applied only to individual computers.
C His system could not be used on individual computers.
D His system did not require a computer hard drive.
- 8 How does Wendy Hall now view her career as a computer scientist?
A She regrets abandoning her interest in mathematics.
B She wishes she had specialised in computer science earlier.
C She realises that she is a typical computer scientist.
D She is satisfied with the direction her career has taken.

It's a woman's



Although Wendy Hall is an internationally-renowned computer scientist, there is nothing geeky about her. In fact, this gregarious woman with a warm laugh is among the best and brightest. As well as heading the University of Southampton's Electronics and Computer Science department, Hall works closely with Tim Berners-Lee, the 'father of the Web'. So why did a woman who is indifferent to writing computer code or discussing processor speed choose a career in IT, a field with a reputation for being dominated by geeky men?

Hall's work with computers began in the early 1980s, long before the Web existed and when personal computers were a novelty. 'All you could do with PCs in those days was learn programming or play games,' she says. Like many women at that time, Hall avoided such activities: she was more interested in pure mathematics. Her ability to appreciate abstract ideas is what then drew her to explore the growing field of computer science. She taught herself to program, but it was the thought of how computing could change people's lives that fascinated her. 'I could see what was possible,' she says.

The primitive graphics on her early computer started her thinking about future possibilities

World Wide Web

for education. She built simple software to help
30 her colleagues teach at the college where she
worked, but her imagination was running wild:
'I was interested in getting text documents and
videos onto computers in large quantities. I
thought: "Wouldn't it be amazing if all this was
35 available electronically?"'

In 1984 she became a university lecturer
specialising in computer science. At first,
working among computer scientists was
intimidating. 'I always felt inadequate because
40 I didn't talk technical,' she says. 'Questions
like "How fast does it go?" or "How much
storage does it have?" don't interest me.' Soon,
however, it was her powerful imagination and
her lack of interest in detail which proved to
45 be her asset.

One of Hall's first ideas was a database of
electronic photos, documents and audio
recordings that could be linked together in
different ways depending on who was using
50 them. 'I wanted different people to be able to
ask different questions about a document,'
she says. 'For example, a schoolchild would
ask different questions from a professor.'
Many researchers dismissed her ideas,
55 claiming they were irrelevant to mainstream
computer science. But Hall persisted and in
1989 launched *Microcosm*, a downloadable
system that created links between the contents
of a document and related information on the
60 hard drive, while the user read that document.
As she had hoped, her system meant that a
schoolchild could be shown different links from
a professor looking at the same document.

Coincidentally, 1989 was also the year that
65 Tim Berners-Lee first proposed the World Wide
Web. As it turns out it was Berners-Lee's vision,
which used links that were embedded within a
document, that took off. The World Wide Web
worked on a global network, allowing anyone
70 with an Internet connection to access it,
whereas Wendy Hall's *Microcosm* only worked
in stand-alone hard drives.

Does Wendy Hall ever regret leaving pure
mathematics and choosing the world of
75 computers? 'Not at all,' she says. 'All the
wonderful things I am doing are because I
am a computer scientist. IT and computing
are the basis of everything.'

Grammar

+ Too and enough

too = more than is necessary, or allowed, or good.

This coffee is too hot for me to drink.

It's just a student party – there's no need to dress too formally.

enough = sufficient

They're old enough to get married.

The lecturer talked loudly enough for us to hear her.

- 1 Read the information in the box. Then complete these sentences with *too* or *enough*.
 - a When I was sixteen, I fell in love with a boy of eighteen. We wanted to get married, but my parents said no. My parents thought we were _____ young and not serious _____.
 - b There's a fantastic apartment right in the town centre, but we can't afford it. The rent is _____ high.
 - c I was thinking of going to India for my holiday next year, but I don't think I could stand the high temperatures. I think it would be _____ hot for me.
 - d My brother gave up the idea of becoming a teacher because he realised he wasn't patient _____ for the job.
- 2 Rewrite these sentences, using the word in brackets. The first one is done as an example.
 - a It's too cold to swim in the sea. (enough)
It isn't warm enough to swim in the sea.
 - b You're too young to learn to drive. (enough)

 - c You aren't walking fast enough to keep up with me. (too)

 - d These new jeans are too small for me. (enough)

 - e My brother doesn't live close enough to come for the weekend. (too)

 - f I'm not tall enough to reach the top shelf. (too)

 - g I'm too ill to come on holiday with you. (enough)

Vocabulary

Group nouns

- 1 Read the definitions and sort the letters to make words for groups of people.
- | | |
|--|-------------|
| a Group of people all related to each other | MY FAIL |
| b Group of students working together | SLACS |
| c Group of politicians who run a country | MOVER GENNT |
| d Group elected to manage the business of a city or region | CLOUNIC |
| e People who go to listen to a concert | DUE AN ICE |
| f Large number of people, e.g. at a football match | WORDC |

Personality adjectives

- 2 Complete these sentences with nouns related to these adjectives.

competitive confident generous lazy optimistic sincere

- a I've never doubted her _____. I believe every word she says.
 b You have to admire his _____. He always looks on the bright side.
 c After the accident she lost all her _____. She didn't drive again for over a year.
 d My brother's always enjoyed _____. He always has to prove he's better than everyone else.
 e What stops her succeeding is her _____. She just can't be bothered.
 f She's well-known for her _____. She's always giving people presents.



- 3 Match the following adjectives with their definitions. The first one is done as an example.

brave	creative	fair	hard-working
sociable	caring	energetic	well-educated
fit	organised	cheerful	patient
enthusiastic			

A person who

- | | |
|---|----------------------|
| a has had a good education. | <u>well-educated</u> |
| b is always lively and doesn't tire easily. | _____ |
| c is original, artistic and imaginative. | _____ |
| d is calm and does not get annoyed or frustrated. | _____ |
| e is helpful and sympathetic to other people. | _____ |
| f is not afraid of dangerous situations. | _____ |
| g is friendly and enjoys being with other people. | _____ |
| h treats everyone equally. | _____ |
| i is efficient and good at making and carrying out plans. | _____ |
| j is healthy and in good physical condition. | _____ |
| k is interested in and excited about something. | _____ |
| l is the opposite of lazy. | _____ |
| m is always happy and optimistic. | _____ |

Writing

Formal or informal

- 1 Read the five extracts A–E and decide where each might be from. Choose from this list and write your answers in the boxes.
- a reminder card sent by a dentist
 - passport application form
 - holiday brochure
 - notification to the winner of an award
 - mail-order catalogue
 - invitation to a reception
 - memo about hotel arrangements



A **It gives me great pleasure** to inform you that you have been chosen to receive a special prize, and a cheque in your name is waiting to be claimed now.

B All items can be ordered on your regular order form. Simply write the code number(s) of your chosen item(s) in the appropriate boxes.

C We would be most grateful if you could call or telephone at your convenience to make an appointment.

D Your rooms have been allocated and will be reserved for you. Please notify us of any changes in advance to avoid additional charges.

E Take your completed form, photographs, required documents and fee in person to one of the following offices.

- 2 Read the extracts and underline the formal equivalents of these words and phrases. The extract which contains the phrase which matches is given in brackets.

- | | |
|---------------------------|------------------------------|
| a I'm very pleased (A) | h whenever you can (C) |
| b tell (A) | i let us know (D) |
| c get (A) | j before you come (D) |
| d everything (B) | k extra (D) |
| e the things you want (B) | l filled in (E) |
| f right/best (B) | m official papers needed (E) |
| g Please will you (C) | |

2 Compulsion

Vocabulary

Phrasal verbs with *give*

1 Replace the verbs in *italic* in these sentences with the correct form of *give* and one of these words.

away back in out up

- When are you going to *return* the CD you borrowed from me last year?
- At the beginning of the exam, the teacher *distributed* the question papers.
- I've tried not to play so many video games, but I'm hooked – I just can't *stop* doing it.
- They are *letting you have* a T-shirt *free* with every CD you buy.
- My little brother realised he wasn't going to win the chess game, so he *stopped trying*.

Comparative and superlative adjectives and adverbs

2 Complete these sentences with the comparative or superlative forms of an appropriate adjective or adverb from this list.

bad	clever	good	patiently
carefully	expensive	heavy	superstitious
clearly	fat	high	



- She's the _____ person I've ever met. This morning on the way to college, she refused to walk under a ladder.
- My suitcase is _____ than it was yesterday. I can hardly lift it.
- That's the _____ car we've looked at so far. I couldn't possibly afford to buy it.
- I can see much _____ now that I've cleaned my glasses.
- I'm _____ than I was this time last year – I must go on a diet.
- Women drive _____ than men – that's why they have fewer accidents.
- There's no doubt that she's the _____ student in the class. She always gets the _____ marks in tests.
- He's a brilliant maths teacher. He explains things much _____ than any teacher I've ever had.
- I hope the weather doesn't get _____ – we should be going on holiday on Saturday.
- That was the _____ film I've seen for a long time – even _____ than *The Lord of the Rings*.

Listening

🎧 You will hear part of a radio programme about people who have gambling problems. For questions 1–8, complete the sentences.

- 1 Gambling is compared to other addictions like alcohol and _____.
- 2 Many gamblers are not aware of the difficulties their problems cause to themselves and _____.
- 3 Gamblers don't care where their money _____.
- 4 Husbands and wives sometimes pay the debts of the gambler because they hope the gambler will _____.
- 5 People with a serious gambling problem think about gambling _____.
- 6 According to friends and relatives, gambling can change people's _____.
- 7 When gamblers lose, they feel _____.
- 8 Compulsive gamblers are people who are difficult to _____.

Vocabulary

+ Verb-noun collocations

1 Which nouns in the list below follow these verbs from the recording? One noun can follow all three verbs.

change	pay	win
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- | | | | |
|---------------|----------|-----------|-------------|
| a bill | a fare | your mind | your shoes |
| your clothes | a fee | money | the subject |
| a competition | a fine | a prize | trains |
| a debt | your job | a race | a war |
| an election | | | |

- 2 Answer these questions with a verb-noun collocation from 1.
 - a Your feet are wet. What should you do?

 - b What has a successful politician done?

 - c The police stop you for driving too fast. What do you have to do? _____
 - d What do you have to do before you leave a restaurant? _____
 - e My horse came first. What did he do?

 - f You are fed up with the work you are doing. What could you do? _____

Mood and attitudes

- 3 Read the definitions and fill in the missing words. Some of the letters have been given.
 - 1 offensive/impertinent (4)
 - 2 strong/confident (9)
 - 3 extremely tired (9)
 - 4 a little tired (6)
 - 5 unwilling to do something or change your mind (8)
 - 6 bad-mannered (8)
 - 7 extremely insulting (7)
 - 8 sad (7)
 - 9 extremely sad (9)
 - 10 miserable or bored (3,2)

Find the missing vertical word meaning 'intending to do something/sure of not changing your mind'.

1				R															
2				A															
3	X																		
4											P								
5				B															
6											P								
7				A															
8											H								
9											S								
10																		P	

Reading

You are going to read a newspaper article in which people talk about things they collect. For questions 1–15, choose from the people A–E. The people may be chosen more than once and when more than one answer is required, these may be in any order.

Which collector(s)

has a system for recording information about the items in their collection?

admits to being a compulsive collector?

buy items for their collections from other countries?

exchanges things with other people as well as buying new things?

collect things which are made of wood?

does not collect things for their monetary value?

has bought items for their collection by post?

have several thousand items in their collection?

likes items which appear to be something they are not?

prefers old items to their modern equivalents?

started to be interested in the items they collected as a child?

collects things that occur naturally?



Odd collections

We asked various people to tell us about unusual things they collect. Here are some of their replies.

A I love the idea of radio, what radio does, how it works, the machines that produce it and the machines that receive it. I suppose a lot of it started with my dad when I was young. He told me stories of his own childhood, sitting next to the family radio listening to great music and thrilling tales. Somewhere along the line I developed an interest in antique radios, particularly wooden-case radios from the nineteen thirties and forties. In those early days, things like radios had a beautiful sense of design. Look at today's stereo equipment – black plastic boxes with a lot of buttons. They're just plain ugly.

B My collection of rocks and fossils contains about 950 specimens. Most of them were found by me or my family during trips to the mountains. It is not easy to organise a large collection like this. It's impossible to remember everything. I solved the problem by sticking a small numbered label to each item. A computer database contains all the information about all the items. For each specimen it includes its name, the place and date when it was found, and a special code which tells me which shelf the specimen is on, so that I can find it quickly whenever I want.

C My collection is composed of ordinary wooden pencils. Altogether I have three thousand – almost all of them were bought new here in the UK, but some come from the US, Europe, South Africa, Australia and even Russia. I am not very focused – I buy pretty well every pencil that I see, including souvenir pencils and promotional pencils. As well as many, many new pencils, the Internet has enabled me to get hold of a large number of old pencils – mainly by swaps. In the US, it's also relatively common to find old pencils in street markets and the like.

D There is a wide variety of different Coca-Cola cans from all over the world, so most collectors try to collect as many different designs as possible. The Coca-Cola company has a long tradition of advertising things like sporting events on their cans. I've no idea exactly how many different cans there are altogether – I've got about five thousand – but there are collectors with twenty thousand. When you get that many, storage becomes a real problem. Like me, most collectors don't collect the cans because they're 'worth' something, but because they like them and they enjoy trading with other people from all over the world.

E For some reason, I collect weird tissue box covers. So instead of having boring tissue boxes like most people, mine are dressed up in all different kinds of covers. I've been collecting them since about 1997 or so. I bought some of them from mail order catalogues, but I really started getting interested when I realised how many weird covers there were for sale on the Internet. I saw one that I liked, then there was another – I couldn't stop myself buying, and it sort of mushroomed from there. My favourite kind are the ones that look like they're one thing, but actually they're just tissue box covers!

Vocabulary

+ Word formation

1 This table contains verbs and nouns from the reading texts. Complete the table with the missing words. The first one has been done as an example.

noun	verb
a production	produce
b _____	receive
c _____	develop
d equipment	_____
e collection	_____
f _____	organise
g _____	include
h _____	advertise
i storage	_____
j _____	enjoy

+ Order of adjectives in front of nouns

I prefer *antique wooden* radios (*age + material*) to *ugly black plastic* boxes (*opinion + colour + material*).

I've got a *small valuable Italian* ring (*size + quality + origin*).

The normal order of adjectives is:

opinion > size > quality > age > shape > colour > origin > material > purpose

But remember we rarely use more than three adjectives together in front of a noun.

2 Read the information in the box above. Then complete these sentences with the adjectives in brackets in the correct order.

- We saw several _____ statues in the museum. (Roman/old/huge)
- The whole team were wearing _____ baseball caps. (green/cotton/unusual)
- I work in a _____ office building. (tall/modern/beautiful)
- One room of the exhibition was full of _____ photographs. (black and white/large/square)
- I've just bought myself a _____ digital camera. (brand new/Japanese/tiny)

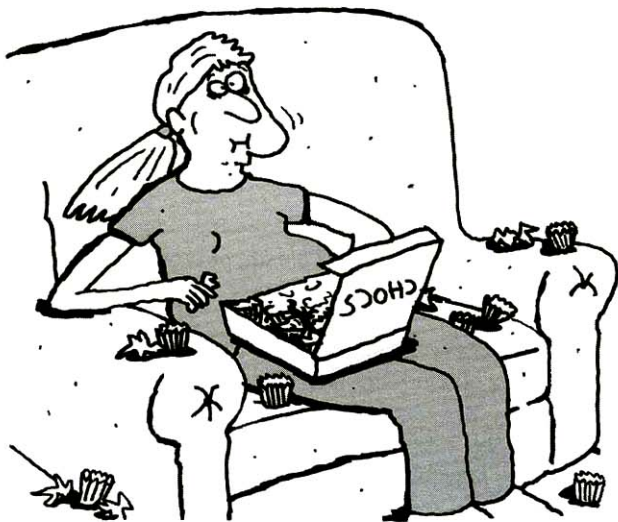


Use of English

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 two and five words, including the word given. Here is an example (0).

EXAMPLE

- 0 If you go on eating chocolate, you'll make yourself ill.
unless
 You'll make yourself ill unless you stop eating chocolate.



- 1 When I was a teenager, I often spent whole days playing computer games.
would
 As a teenager, _____ whole days playing computer games.
- 2 It isn't that easy to stop smoking.
Giving
 _____ isn't that easy.
- 3 Nobody I know works harder than Joe does. He's a workaholic.
hardest
 Joe _____ know. He's a workaholic.
- 4 She keeps complaining about the noise from next door.
always
 She _____ about the noise from next door.

- 5 Sally will probably phone us this evening.
likely
 We _____ a phone call from Sally this evening.
- 6 They asked us to wait in the corridor until they called us.
We
 _____ wait in the corridor until they called us.
- 7 I'm really against paying such high mobile phone charges.
object
 I really _____ such high mobile phone charges.
- 8 I think too much money is spent on holidays.
less
 I think people should _____ on holidays.

Grammar

Habitual actions

- 1 In each of these sets of three sentences, two sentences have a similar meaning and one has a different meaning. Put a cross (X) next to the sentence with a different meaning.
- a 1 He's always telling other people what to do. _____
 2 He's telling other people what to do. _____
 3 He keeps telling other people what to do. _____
- b 1 I used to walk to school every day. _____
 2 I would walk to school every day. _____
 3 I've walked to school every day. _____
- c 1 We're going to the beach in the summer. _____
 2 We tend to go to the beach in the summer. _____
 3 We usually go to the beach in the summer. _____
- d 1 I used to get up early. _____
 2 I am used to getting up early. _____
 3 I am accustomed to getting up early. _____

- 2 These sentences all describe past or present habitual actions. Complete each sentence with one of the words below.

keep tend used would



- a The dogs next door _____ barking. It's really annoying.
- b When I was a child I _____ to enjoy going to the cinema.
- c Even nowadays trains _____ to be late when the weather is bad.
- d Ten years ago I _____ frequently work right through the night, but I can't do it now.
- e People with fair skin _____ to burn easily if they sunbathe for too long.
- f I don't know why, but I _____ thinking it's Friday today.
- g In the past, people rarely _____ to wash their hair.
- 3 Choose the correct verb in these sentences.
- a I lived in Africa for nearly five years, but I *never got used to/was never used to* the heat.
- b I *got used to smoking/used to smoke*, but I gave up nearly three years ago.
- c Even though they are only three years old, the twins *are used to getting dressed/used to get dressed* themselves.
- d People from other countries *get/are used to* driving on the left quite quickly when they come to Britain.
- e Where *did you use to live/were you used to living* before you moved to New York?

Writing

Titles and opening lines

Here are eight subjects for magazine articles. Find a suitable title A–H for each subject, then choose one of the 'first lines' a–h. The first one is done as an example.

Subjects	Title	First line
1 Changes to my town in the last five years	<u>A</u>	<u>e</u>
2 Clothes you like wearing	___	___
3 An ideal holiday	___	___
4 The worries of present day youth	___	___
5 Superstitions in the modern world	___	___
6 The future of money	___	___
7 A school subject you found useful	___	___
8 Methods of relaxing	___	___

Titles

- A That's progress – or is it?
 B Ways to chill out
 C Paradise on earth
 D Today's teenagers – their hopes and fears
 E Comfort or looks?
 F A lesson worth learning
 G Tomorrow is plastic
 H We can't go today – it's Friday 13th.

First lines

- a I hate coins because they make holes in my pockets, and I hate bank notes because, except when they're new, they look dirty and tatty.
- b Do you ever do something for luck, or avoid doing something because doing it may bring you bad luck?
- c What keeps you awake at night?
- d Some people like to sit around watching TV or sunbathe on the beach. Not me!
- e I remember the main street before they closed it to traffic.
- f I'll never forget looking at my timetable and wondering what exactly the letters CDT stood for.
- g Imagine the scene: the sea is deep blue, trees are swaying in the warm breeze, and you're a day's car journey away from the nearest city.
- h Everyone wants to look their best, but if that means having sore feet and cold hands, I'm not sure that I care that much about my appearance.

Reading

You are going to read an article about a man who is an autistic savant. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

- A Brain scans suggest that the right hemisphere might be compensating for damage in the left hemisphere.
- B He also happens to be autistic, which is why he can't drive a car, wire a plug, or tell right from left.
- C He likes to do things in his own time, and in his own style, so an office with targets and bureaucracy just wouldn't work.
- D He arrives at the answer instantly.
- E These range from reciting all nine volumes of *Grove's Dictionary of Music* to measuring exact distances with the naked eye.
- F Trips to the supermarket are always a chore.
- G Few people on the streets have recognised Tammet since his pi record attempt.
- H A number of scientists now hope that Tammet might help us to understand better.

A genius explains



Daniel Tammet is an autistic savant. He can perform amazing mathematical calculations at incredible speeds. But, unlike other savants who can perform similar feats, Tammet can describe how he does it. Now scientists are asking whether his exceptional abilities are the key to unlocking the secrets of autism.

INTERVIEW BY RICHARD JOHNSON

Daniel Tammet is talking. As he talks, he studies my shirt and counts the stitches. Ever since the age of three, when he suffered an epileptic fit, Tammet has been obsessed with counting. Now he is 26, and a mathematical genius who can figure out cube roots quicker than a calculator and recall pi to 22,514 decimal places.

1 _____ He lives with an extraordinary ability and disability.

Tammet is calculating 377 multiplied by 795. Actually, he isn't 'calculating': there is nothing conscious about what he is doing. 2 _____ Since his epileptic fit, he has been able to see numbers as shapes, colours and textures. The number five, for instance, is a clap of thunder. 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape emerges. That's the answer. It's mental imagery. It's like maths without having to think.'

Tammet is a 'savant', an individual with an astonishing, extraordinary mental ability. An estimated 10% of the autistic population – and an estimated 1% of the non-autistic population – have savant abilities, but no one knows exactly why.

3 _____ Professor Allan Snyder, from the Centre for the Mind at the Australian National University in Canberra, explains why Tammet is of particular scientific interest. 'Savants can't usually tell us how they do what they do,' says Snyder. 'Daniel can. He describes what he sees in his head. That's why he's exciting. He could be the Rosetta Stone.'

Savants have usually had some kind of brain damage and it is this damage which creates the savant.

4 _____ While many savants struggle with language and comprehension (skills associated primarily with the left hemisphere), they often have amazing skills in mathematics and memory (primarily right hemisphere skills).

Tammet lives on the south coast of England, just a five-minute walk from the beach. But he never goes there – there are too many pebbles to count. 5 _____ 'There's too much mental stimulus. I have to look at every shape, texture, price, and arrangement of fruit and vegetables. And instead of thinking, "What cheese do I want this week?" I just feel really uncomfortable.'

Tammet has never been able to work 9 to 5. It would be too difficult to fit around his daily routine. For instance, he has to drink his cups of tea at exactly the same time every day. Things have to happen in the same order: he always brushes his teeth before he has his shower. 'I have tried to be more flexible, but I always end up feeling more uncomfortable. Retaining a sense of control is really important.' 6 _____ Instead, he has set up a business on his own, at home, writing email courses in language learning, numeracy, and literacy for private clients. It has had the added benefit of keeping human interaction to a minimum.

Autistic savants have displayed a wide range of talents. 7 _____ The blind American savant Leslie Lemke played Tchaikovsky's Piano Concerto No. 1 after hearing it for the first time, and he never had a piano lesson. And the British savant Stephen Wiltshire was able to draw a highly accurate map of the London skyline from memory after a single helicopter trip over the city. Even so, Tammet could still turn out to be the most significant of all.

Vocabulary

+ Compound adjectives with numbers

Compound adjectives formed with a number and a singular noun and joined by a hyphen give information about age, duration, etc.
Examples: a five-minute walk, an eleven-hour flight, a six-year-old boy

1 Read the information in the box above. Then match the compound adjectives a–j with the nouns 1–10.

a one-egg	1 bottle of whisky
b one-litre	2 essay
c three-course	3 grandmother
d five-minute	4 jury
e ten-ton	5 lorry
f twelve-man	6 meal
g fifteen-piece	7 omelette
h thirty-five-hour	8 orchestra
i ninety-year-old	9 walk
j 2,000-word	10 week

2 Complete these sentences with an appropriate adjective–noun combination from the ones you have just matched.

- A _____ is getting married for the fourth time.
- It's excellent value for money. You get a _____ and coffee for £10.
- He was convicted of murder by the _____.
- The firemen are on strike for better pay and a _____.
- Their new house is only a _____ from the local school.
- Joe's cat was run over by a _____.
- I didn't have a big lunch. Just a _____ and some salad.
- The price of a _____ has gone up by 60p.
- I can't go out tonight. I have to write a _____ by tomorrow.
- The concert was performed by a _____.

+ Phrasal verbs with *set*

3 Replace the verbs in *italic* in these sentences with the correct form of *set* and one of these words.

back out off (something) on up

- A cat which got into the house through an open window *made* the burglar alarm *ring*.
- I'm going to write to the principal *expressing* my ideas for improvements to the school.
- Recently more and more people have been *starting* their own Internet companies.
- The police *made* their dogs *attack* the bank robbers as they tried to escape.
- The terrible rain storms we've had recently have *delayed* the house building programme by several months.
- We'd better *leave* early tomorrow. We've got a long way to travel.

Grammar

Can, be able to, manage, succeed

- 1 Complete these sentences with the correct form of *can*. If it is not possible to use *can*, use the correct form of *be able to*. You may need to use the negative.
- a When you give your speech to tomorrow's conference, nobody _____ understand you unless you speak more clearly.
 - b I'm afraid I _____ go to the party. I was busy on Saturday.
 - c Janet _____ read before she was three years old.
 - d They _____ eat any more. They were full.
 - e Despite the delay, the passengers _____ get their connecting flights.
 - f I _____ tell Darren yet, but I will as soon as I see him.
 - g Sara _____ walk for a long time after the accident. She had to use a wheel-chair.
 - h When the chip-pan caught fire, John _____ put it out with a wet cloth.
- 2 Complete these sentences with *can*, *be able to*, *manage* or *succeed* in an appropriate form. You will sometimes need to use the negative.
- a That's as fast as I _____ run. I _____ run any faster even if I tried.
 - b Despite setting off late, Karen _____ to catch the train.
 - c Even if the firefighters had arrived sooner, they _____ saved the building.
 - d The highjumper finally _____ in clearing the bar on her third attempt.
 - e He _____ play tennis since he hurt his back.
 - f I'd like to _____ play a musical instrument.

Grammar revision Units 1 and 2

- 1 Complete these sentences with an appropriate verb from this list in an appropriate future form.
- | | | | | |
|--------|-----|-----|-------|----|
| arrive | do | fly | look | be |
| finish | get | hit | start | go |
- a Don't worry, I _____ at the station to meet you. Can you let me know what time your train _____?
 - b Look out! We _____ the car in front!
 - c Just think, this time tomorrow we _____ to Sydney.
 - d Do you think you _____ typing those letters by the time I get back?
 - e I _____ the washing-up if you clear the table.
 - f As soon as she finishes university, she _____ for a job.
 - g What time _____ the film _____?
- 2 Correct any mistakes in the parts in *italic* in these sentences.
- a Richard *would live* in Manchester, but he lives in London now.

 - b It took Marta a few weeks to *get used to drive* on the left when she came to Britain.

 - c George *tends to snore* when he sleeps on his back.

 - d My little brother is so annoying. He *always is interrupting* me when I'm trying to concentrate.

 - e Sally *used to share* a flat with three friends but now she has her own place.

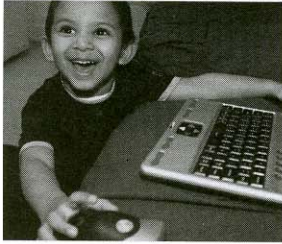
 - f I didn't recognise David at first. *Wasn't he used to having* a moustache?

 - g When I was young, my father *would read* me a bedtime story before I went to sleep.

Use of English

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).

The boy's a genius



Mikhail Ali is just four years old and is the youngest ⁰ *ever* member of Mensa, qualifying ¹ _____ the age of three with an IQ of 137. (This is five points more than former US

President Bill Clinton.) His parents, Shamsun and Tahir, ² _____ run an Internet marketing company in Leeds, say they don't know who Mikhail gets his talents ³ _____, although they would like to think it was them.

Mikhail has an extraordinary gift for maths. Where ⁴ _____ children his age are still learning numbers

up to 10, he can add and subtract in the thousands as ⁵ _____ as multiply and square numbers. His parents realised they had a very bright child ⁶ _____ Mikhail was at nursery, and came home using words that children of his age would not know.

Mikhail's parents ⁷ _____ constantly buying him new games for his computer to keep him entertained. 'He likes educational games ⁸ _____ once he's mastered them he wants ⁹ _____ more challenging,' said Shamsun. 'He is just not happy unless he is reading, spelling or counting numbers. However, even ¹⁰ _____ he loves learning he still likes to play with other children.' At the moment Mikhail's parents just want ¹¹ _____ to learn at his own pace and do not have ¹² _____ plans for him for the future.

Vocabulary

Film vocabulary

- The letters in the words in *italic* are in the wrong order. Put them in the correct order.
 - I don't like science fiction films very much, but the *pelias fectefs* are usually very good.
 - I'm not keen on foreign language films. I find it difficult to read *buslettis* without missing some of the action.
 - One of the most popular *madetain* characters of all time is Mickey Mouse.
 - In *The Hours* the actor Nicole Kidman heads an impressive *stac*, which includes Meryl Streep and Julianne Moore.
 - The film has a good *troudnacks*. The music complements the action well.
 - Sad *sneding* are more memorable than happy ones.
 - The *topl* was too complicated for me to follow.
 - Brad Pitt made his *citnag* debut in the soap opera *Dallas*.

+ Phrasal verbs with *break*

- Choose the correct alternative in *italic*.
 - I sold my car because my old one kept breaking *down/out*.
 - A riot broke *in/out* when the prisoners' demands were not met.
 - The new locks on the doors and windows will make it more difficult for burglars to break *down/in*.
 - Pete and Emily aren't together any more. They broke *up/down* last month.
 - He was put in a high-security prison because it was thought he would try to break *out/in*.
 - When does your school break *down/up* for Christmas?
 - When she heard the terrible news, she broke *up/down*.



Listening

🎧 You will hear people talking in six different situations. For questions 1–6, choose the best answer A, B or C.

- 1 You hear an athlete being interviewed on the radio. What kind of athlete is he?
A a sprinter
B a long jumper
C a pole-vaulter
- 2 You hear a footballer being interviewed. How does he feel?
A anxious
B angry
C disappointed
- 3 You hear someone giving instructions to some children. What are the children about to do?
A run a race
B perform a play
C take part in a competition
- 4 You hear a woman on the radio talking about a comedian. Why does she think he has been so successful?
A because he is multi-talented
B because he has an unusual sense of humour
C because both men and women like him
- 5 You overhear a conversation between a husband and wife. What does the woman want her husband to do?
A help more around the house
B support what she says
C take more responsibility
- 6 You hear someone explaining how to do something. What are they explaining?
A how to toss a pancake
B how to walk on your hands
C how to do a party trick

Vocabulary

+ Nouns from phrasal verbs

- 1 It is often possible to form nouns from phrasal verbs. Complete these sentences with an appropriate noun from the list below.
break-out hold-up outbreak
take-away breakthrough let-down
turnout take-off
 - a Your speed just before _____ determines the height you achieve.
 - b There was a _____ at the main branch of Barclays Bank in Swindon last Tuesday. Three armed men got away with several thousand pounds.
 - c There was a good _____ for the cup final. The stadium was full.
 - d I don't want to cook tonight. Let's get an Indian _____.
 - e There was a mass _____ from Barlinnie prison last night. Fifty prisoners managed to overpower the guards and escape.
 - f The holiday was a real _____. We were really disappointed with the hotel, and the weather was awful.
 - g The discovery of penicillin was an important medical _____.
 - h There has been another _____ of typhoid in the area.

+ Confusing words: *as* and *like*

Here are some examples of *as* and *like*:

She is just *like* her mother.

He's good at sports *like* rugby.

Like you, I disagree.

As you know, the meeting has been cancelled.

He worked *as* hard *as* he could.

Don't use that knife *as* a screwdriver.

She worked *as* a teacher for two years.

As I'm here, I'll stay.

- 2 Read the information in the box on page 20. Then complete the sentences with the correct word, *as* or *like*. The first two are done as examples.
- She worked as a teacher for two years.
 - He's good at team sports like rugby and football.
 - There's no place _____ home.
 - He's worked _____ a hotel receptionist and _____ a barman.
 - In a small city _____ Edinburgh, it's easy to go everywhere on foot.
 - He gave the answer, quick _____ a flash.
 - _____ Ralph, I still live at home.
 - You're just _____ your brother – bone idle!
 - Just _____ the film was getting to the exciting bit, there was a power cut.
 - You can use the sofa _____ a bed simply by pulling this lever.

Word families

- 3 Fill the gaps with the missing words.

	adjective	noun	verb
a	long	_____	_____
b	_____	_____	widen
c	deep	_____	_____
d	high	_____	_____
e	_____	_____	narrow
f	_____	shortness	_____

Writing

Punctuation

Read this short article about TV celebrity chef Jamie Oliver and add the necessary punctuation. The missing punctuation marks are: capital letters, full stops, commas, and apostrophes.

Jamie Oliver


J O B
 jamie oliver has made a huge impact on british attitudes to food besides the income from his tv series and his advertising campaigns he sells around 2.5 million cookbooks a year which has helped to swell his bank balance to over £6m he also receives income from his restaurant fifteen which is called fifteen for its address 15 westland place and because fifteen was the number of disadvantaged young unemployed people that oliver trained himself to work there cooking has always been in olivers blood his parents trevor and sally own a pub called the cricketers in the village of clavering in essex and jamie was helping out with the cooking when he was only eight oliver who is dyslexic left school with no formal qualifications he studied at westminster catering college before going on to work as a pastry chef at antonio carluccios restaurant in londons Neal Street this instilled in him the love of italian food which is the mainstay of his own culinary style



4 Appearances

Listening



 You will hear an interview with a man called Ed who teaches in a school in the USA. For questions 1–10, complete the sentences.

School uniforms

- 1 The teacher lists _____ reasons why the school introduced uniforms.
- 2 He says that prior to the introduction of uniforms it was impossible to _____ who was a student at the school.
- 3 Some children used to show which gang they belong to by wearing clothes of certain _____.
- 4 There is now less _____ on children to join a gang.
- 5 Since the introduction of uniforms, the _____ of the children has slowly improved.
- 6 According to the teacher, giving children a good _____ is the main aim of schools.
- 7 Most of the _____ have been in favour of the new uniform policy.
- 8 Children believe that having to wear a uniform prevents them from being _____.
- 9 The teacher thinks that if the children could choose what to wear they would all copy _____.
- 10 Everyone at the school, including the _____ and senior staff, wears the same uniform.

Vocabulary

+ Word families

This table contains words from the recording. Fill the gaps with the missing words. The first one has been done as an example.

	noun	verb	adjective
a	<i>attraction</i>	<i>attract</i>	attractive
b	_____	calculate	_____
c	conclusion	_____	_____
d	_____	_____	correct
e	decision	_____	_____
f	_____	exploit	_____
g	politician	_____ X	_____
h	_____	resemble	_____ X

Grammar

- 1 Complete these sentences with the correct forms of the modal verbs below. In some cases, more than one answer is possible.

should must need to have to



- a _____ (you) make so much noise? I'm trying to get to sleep.
- b You really _____ come and see us soon. We haven't seen you for ages.
- c Here's my work telephone number in case you _____ get in touch with me in a hurry.
- d The policeman said, 'You _____ carry your passport at all times. It's the law.'
- e On Sunday I woke up with a bad toothache. I _____ make an emergency appointment to see the dentist on Monday.
- f You _____ take more care of yourself. You're looking very tired.
- g You know I'd love to come out tonight, but it's impossible. I _____ finish writing this report by tomorrow morning.
- h If I'm going to help you, I really _____ know more about your situation.
- 2 Choose the correct negative modal verb in these sentences. In one sentence, both are possible.
- a In many countries, children *mustn't*/*don't have to* wear a school uniform.
- b You *mustn't*/*shouldn't* drive after you have drunk alcohol. It's against the law.

- c You *needn't*/*mustn't* give me a lift. I can easily catch a bus.
- d The last time I crossed the border I *didn't need to show*/*needn't have shown* my passport. There was nobody there.
- e I *needn't have brought*/*didn't need to bring* my umbrella after all. It hasn't rained once since I got here.
- f I *mustn't*/*don't have to* forget to go to the bank. I've got no cash left.
- g The arrangements have all been made. There's nothing left to do, so you *don't have*/*don't need to* worry about a thing.
- h We won two tickets for the concert, which meant we *didn't have to*/*mustn't* pay anything.

- 3 Choose the word or phrase which best completes each sentence.

- a In Britain it is _____ for children to attend school between the ages of five and sixteen.
possible necessary compulsory allowed
- b Spectators are reminded that it is _____ to take photographs during the performance.
prevented restricted forbidden banned
- c I'm sorry, but you _____ leave your bicycle there. It's blocking the footpath.
can don't have to can't needn't
- d The night before an important event like an interview, you _____ try to go to bed early.
always need have to should
- e In football, only the goalkeeper _____ to touch the ball with his hands.
is allowed lets is let can
- f I _____ my best suit – everyone else was very casually dressed.
needn't wear mustn't wear
mustn't have worn needn't have worn
- g Unlike some nationalities, British people _____ carry identity cards.
mustn't haven't to don't have to shouldn't

Reading

You are going to read a magazine article about Irish folk dancing. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What did the stage show *Riverdance* achieve?
 - A It showed Irish competition dancing at its best.
 - B It demonstrated how complicated Irish dancing was.
 - C It presented traditional dances from all over the world.
 - D It introduced Irish dancing to an international audience.
- 2 Why do some individual dresses cost so much money?
 - A They are made of very heavy material.
 - B The pattern of each dress is different from every other.
 - C They are made of very expensive material.
 - D They are created by top designers.
- 3 How long before a particular competition starts do dancers start their preparations?
 - A as much as a week before
 - B several months before
 - C two hours before
 - D nearly an hour and a half before
- 4 What do we find out about the competition judges?
 - A They are sympathetic if a dancer makes a mistake.
 - B They are looking for perfection.
 - C They only watch one dancer at a time.
 - D They pay great attention to all the dancers.
- 5 How does the writer compare Irish dancing with other sports?
 - A She thinks that it is more competitive than other sports.
 - B Performance matters less than in many other sports.
 - C Experience is more important than in other sports.
 - D There is more pressure on the participants than in other sports.
- 6 What is important about Irish dancing to the dancers themselves?
 - A the honour of winning competitions
 - B their beautifully designed costumes
 - C working hard and making good friends
 - D the fact that they are representing their country

JUDGING BY APPEARANCES

Traditional Irish folk dancing, which is well known for its colourful costumes and elaborate steps, has become very glamorous since the stage show *Riverdance* made it recognisable all over the world. What many people do not know about, however, is competition dancing and the importance of appearance in competitions. Appearance, which can include costume, make-up, shoes, and posture, can make up 40–50% of the dancer's total score.

Solo competition dresses often run to thousands of dollars because of the intricately embroidered designs which are unique to each dress. The older and more experienced a dancer is, the heavier her make-up and the more elaborate her dress. Dresses, shoes and make-up are all marks of status.

Dancers begin preparing for competitions up to a week in advance by applying fake tan to their legs. Then, for almost an hour and a half before performing, they perfect themselves – applying make-up, attaching wigs, and gluing their socks to their legs to prevent them from falling down. It seems incredible that the couple of hours a dancer spends preparing for a competition are almost equal in points to the months, or even years, that she spends perfecting and memorising complicated steps.

In competition, dancers will perform different steps in a line of a dozen or more dancers. A judge will watch several dancers at once, but, if the judge perceives a single imperfection in the dancer's appearance or in her

- 7 What do people appreciate most about dance competitions?
 - A the uniqueness of the dancers' costumes
 - B the teamwork shown by groups of dancers
 - C the fact that the dancers look beautiful
 - D the fact that the performers are talented athletes
- 8 How important is a dancer's appearance in Irish dance competitions?
 - A It is less important than sportsmanship and friendship.
 - B It is more important than the actual performance of the dance.
 - C It can be worth nearly half of the points awarded to a dancer.
 - D It is of very little importance compared with other factors.



performance, he will move on to watch a better dancer.

30 If a dancer cannot catch and hold the attention of the judge, she has no chance of winning a medal or even a place.

The pressure this inspires can affect a dancer negatively because she is consequently more worried about what people think of her, instead of just doing her best.

35 By emphasising costume and appearance generally, competitive Irish dance has become part of the cut-throat show business industry. Irish dance instructors often give this advice: 'Whatever happens, don't cry; it will ruin your make-up.' Pressure to perform is a key element in any sport, and is often a positive factor in an athlete's overall experience. In modern-day competitive Irish dance, however, the pressure of appearance can have a very negative impact on a dancer's career.

45 Nonetheless, when asked what Irish dancing means to them, most dancers will answer 'close friends and hard work'. Though almost half of a dancer's score is determined by her appearance, the aspects of the sport that don't receive points such as sportsmanship, friendships, tradition, community, and artistry, still remain of the greatest importance. These are the central ideas that are represented in Irish dance. In fact, the designs on a solo dress have their origins in these ideas: those Celtic designs were created to represent certain symbols, such as unity and friendship.

Because of the very visual nature of dance, external beauty, form, and expression obviously have a large place in the sport. And, although the sheer complexity of costume preparation may seem intimidating, in the drama of competitive Irish dance, it is legitimate. Visually, the true attraction of dance competition is the athleticism and skill of the dancers, both as individuals and as teams. In the end, the emphasis on appearance will only negatively affect the sport if it becomes more important than the other aspects of competitive Irish dance.

Vocabulary

+ Adjectives and nouns

1 There are a number of adjective-noun collocations in the text. Which adjectives are used with the nouns in these sentences?

hard negative close fake

- When asked what Irish dancing means to them, most dancers will answer _____ friends and _____ work.
- Dancers begin preparing for competitions up to a week in advance by applying _____ tan to their legs.
- The pressure of appearance can have a very _____ impact on a dancer's career.

2 Complete these sentences with one of the adjectives in exercise 1.

- My friend bought a _____ Rolex watch from an Internet site.
- This newspaper story may be surprising, but it is based on _____ evidence.
- I've kept in _____ contact with several colleagues from my last job.
- You'll never succeed if you don't alter your _____ attitude to work.
- She's had a _____ time bringing up five children on her own.
- His coat looks very expensive, but actually it's made of _____ leather.
- He's a born pessimist. That's why he has such a _____ view of life.
- We nearly won the match. You have to admit, it was a very _____ finish.

Writing

+ Formal or informal

This report contains ten phrases which are inappropriate because they are too personal or too informal.

Match the underlined phrases 1–11 with more formal expressions from the list a–k below.

The head teacher of your school has received several complaints about an outdoor music festival which the school organised recently. You have been asked to investigate the reactions of people living in the area and to write a report for the head teacher suggesting how things can be improved for next year.

¹ What I want to do in my report is to summarise the results of an investigation into the reactions of people who live in the area where the festival was held. This will be followed by ² quite a few suggestions of what ³ we can do to improve the situation. ⁴ I did the survey on 100 families who live in Portland Road.

⁵ I was actually quite surprised that only 15% of the people interviewed made any complaints at all. The most common ⁶ thing they complained about was the noise level. Some of them felt that loud music after eleven o'clock at night was ⁷ totally out of order. Several people also complained about litter and three people protested about cars that were parked on pavements or in front of driveways.

⁸ I think that future events ⁹ like this should finish at about ten o'clock.

¹⁰ We've got to remind ¹¹ people who go to the concert to take their litter home with them and to park their cars in the school car park or use public transport.

Phrase

- a a number of _____
- b cause of complaint _____
- c completely unacceptable _____
- d concert-goers _____
- e It is important _____
- f It is my opinion _____
- g of this kind _____
- h Surprisingly _____
- i can be done _____
- j The aim of this report _____
- k The survey was carried out _____

Use of English



Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

The life of a supermodel

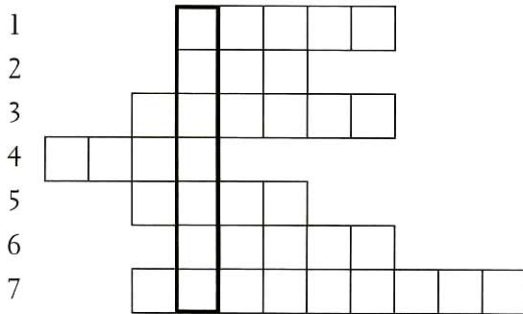
Tweetie de Leon-Gonzalez broke into the ⁰ competitive world of modelling at the age of fourteen. Advertisers noticed her ¹ _____ but she was determined to continue her ² _____, which she valued highly. This ³ _____ student finished school, went to university and ⁴ _____ gained a degree in philosophy. After ⁵ _____, Tweetie looked for normal work, but modelling jobs continued to come her way. She made the ⁶ _____ to become a full-time model after winning an important ⁷ _____. Apart from great ⁸ _____ success, she also made many new friends in this career. But at the height of her ⁹ _____, Tweetie decided to give up modelling because it no longer gave her any real ¹⁰ _____. She also wanted to get married and have children.

- COMPETE
- IMMEDIATE
- EDUCATE
- TALENT
- EVENTUAL
- GRADUATE
- DECIDE
- COMPETE
- PROFESSION
- POPULAR
- SATISFY

Vocabulary

Body words and seeing verbs

1 Read the definitions and fill in the missing words.



- 1 Look at for a long time without moving your eyes. (5)
- 2 The part of your foot that you can stub. (3)
- 3 See/spot/become conscious of. (6)
- 4 The part of your hand that a fortune-teller reads. (4)
- 5 Look lovingly at someone. (4)
- 6 Move on hands and knees like a baby. (5)
- 7 The parts of your body that you shrug. (8)

Find the missing vertical word which is a more formal word for tummy.

Adverbs

2 Choose the correct adverb in these sentences.

- a I didn't realise the path was so icy until I fell *flat/flatly* on my back.
- b Ever since the accident, I haven't been able to move my arm *free/freely*.
- c Every night, several hundred people sleep *rough/roughly* in the city centre.
- d We all thought he was asleep, but, when we looked closely at him, his eyes were *wide/widely* open.
- e I haven't been to the cinema *late/lately*. Are there any good films on?

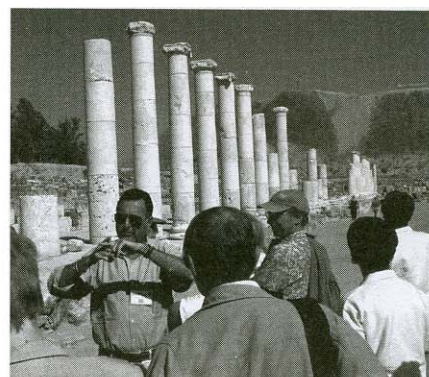
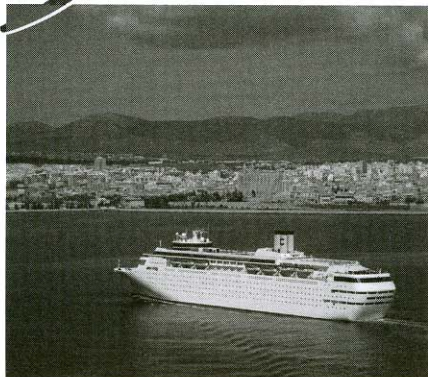
+ Body idioms

3 Choose the correct part of the body from the list to fill the gaps in the idioms in *italic* in these sentences. There are two more words than you need.

arm feet hair legs nose back finger head neck tongue

- a Her father says 'Yes' to everything she asks for. She can *twist him round her little* _____.
- b I wouldn't get too friendly with John if I were you. He's quite likely to *stab you in the* _____.
- c I stayed up and watched the late horror film on TV last night. It really was frightening. It *made my* _____ *stand on end*.
- d By the time children are sixteen or seventeen they've learnt to *stand on their own two* _____.
- e *I'd give my right* _____ for a ticket to the Olympic Games.
- f As usual I've got too much work to do, but I'm just about *managing to keep my* _____ *above water*.
- g The person sitting behind me was *a real pain in the* _____. He talked all the way through the film.
- h I can't remember her name – it's driving me mad – *it's on the tip of my* _____.





Vocabulary

+ Travel

1 Complete these sentences with the appropriate word from this list.

crossing excursion trip voyage cruise tour journey

- a If you live in the south of England, it's easy to go on a day _____ to France.
- b Have you ever been on a guided _____ of Westminster Abbey?
- c Do you know, my _____ to work took over an hour this morning.
- d The price of the holiday includes a full-day _____ to a place of cultural interest.
- e The ferry _____ was cancelled because of rough seas.
- f Last year we went on a _____ around the Mediterranean. The ship was very luxurious.
- g The *Titanic* sank on its first transatlantic _____ to New York.

2 Choose the correct alternative in *italic* in these sentences.

- a We *made*/*did* a lot of sightseeing when we were in Athens.
- b The *camp-site*/*camping* was very crowded so we had to *install*/*put up* our tent close to the exit.
- c The plane *set down*/*landed* on time.
- d Once the passengers had *got in*/*boarded* the plane, the cabin *staff*/*crew* asked them to *fasten*/*close* their seat-belts.
- e Next year we're going on a cheap *package*/*charter* holiday to Portugal.
- f If you *lose*/*miss* the train you'll just have to wait for the next one.
- g The *bus*/*coach* trip to Bruges was fully *booked*/*reserved*.
- h On the cruise, when we stopped at the major *ports*/*harbours*, most of the passengers *got out*/*disembarked*.
- i Did you *make*/*take* a lot of photos when you were away?
- j It's much more interesting to drive on country *ways*/*lanes* than motorways.
- k She bought the hand-carved elephant as a *souvenir*/*memory* of the safari.

Phrasal verbs: travel

3 Complete these sentences with an appropriate phrasal verb from this list in an appropriate form.

check in pick up set off take off drop off see off stop over

- a My flight is arriving in the early morning. Could you come and _____ me _____?
- b They _____ for the airport at 8 a.m., so they should be there by now.
- c As soon as we arrived at the airport, we _____ and went through to the departure lounge.
- d When Richard left for university, his family and friends went to the station to _____ him _____.
- e The flight was delayed, and the plane _____ three hours late.
- f We're going to _____ in Hong Kong for a couple of days on our way to New Zealand.
- g I'll _____ you _____ at the terminal building and then go and park the car.

+ Expressions with *spare*

4 Complete these sentences with the appropriate word from this list.

cash parts room seat time tyre

- 1 Last year I went to France on a day trip with some friends. They were taking their car with them and asked if I wanted to come along as they had a spare _____.
- 2 You should carry a spare _____ in case you get a puncture.
- 3 We can easily put you up when you come. You can sleep in the spare _____.
- 4 Apart from going out with friends, what do you like doing in your spare _____?
- 5 It's difficult to get spare _____ for old cars when they break down.
- 6 I wasn't able to give the beggar any money as I didn't have any spare _____ on me.

Listening

🎧 You will hear five people talking about journeys they have been on. For questions 1–5, choose which of the opinions A–F each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

- | | | |
|-------------------------------|-----------|----------------------------|
| A It was interesting. | Speaker 1 | <input type="checkbox"/> 1 |
| B It was uncomfortable. | Speaker 2 | <input type="checkbox"/> 2 |
| C It was a bit disappointing. | Speaker 3 | <input type="checkbox"/> 3 |
| D It was exhausting. | Speaker 4 | <input type="checkbox"/> 4 |
| E It was risky. | Speaker 4 | <input type="checkbox"/> 4 |
| F It was badly organised. | Speaker 5 | <input type="checkbox"/> 5 |

Grammar

Past tenses

- 1 Choose the correct alternative in *italic* in these sentences.
- a Jan *was going/went* to live in Italy in 1992. She hadn't been in the country long before she *got/was getting* married.
- b 'Didn't you *finish/Haven't you finished* your homework yet Alex? You *have been doing/have done* it for ages.'
'I *did/have done* most of it, but I'm stuck on the last bit.'
- c I know I said I'd phone you as soon as I *got/had got* back but I can't remember where I *have been writing/wrote* down your new number.
- d It's typical, isn't it? I *had just put/just put* shampoo on my hair when the phone *had rung/rang*. I *was thinking/thought* it might be important, so I *have rushed/rushed* downstairs. Needless to say, it *had stopped/has stopped* ringing before I *was reaching/reached* it.
- e 'I'm terribly sorry but I *have forgotten/forgot* your name.'
- f Police said that the man they wanted to question *had/was having* long hair and *has been wearing/was wearing* a denim jacket and jeans. He *was driving off/had driven off* in a stolen car.
- g Julie *has just covered/had just covered* herself in sun-tan lotion when the sun *went/had gone* behind a large black cloud.
- h I *was thinking/have thought* of calling Sam and *have just picked up/had just picked up* my address book to look up her number when the phone *started/was starting* ringing. It was her!
- i 'Is anything the matter?'
'No. I *have peeled/have been peeling* onions. Onions always make me cry.'
- j I *was sitting/sat* on the bus on my way to work when I realised I *left/had left* something cooking on the stove.

- 2 Complete this story with verbs from the list below. Use an appropriate past tense and make any other changes that are necessary.

ask	get in	leave	pick up	see
begin	get out	make	rain	shake
drive	give	notice	reach	try
drive off	have	open	realise	wait

The Mysterious Hitchhiker

One evening a young woman ¹ _____ through lonely countryside. It ² _____ heavily and it ³ _____ to get dark. Suddenly she ⁴ _____ an old woman by the side of the road, holding her thumb out as if she wanted a lift. 'I can't leave her out in this weather,' the young woman said to herself. So she stopped the car and ⁵ _____ the door. 'Do you want a lift?' she ⁶ _____. The old woman nodded and ⁷ _____.

As she ⁸ _____ herself comfortable, the young woman asked her, '9 _____ you _____ long?'

The old woman ¹⁰ _____ her head. 'You were lucky then,' the young woman commented, wondering why the old woman never spoke. She ¹¹ _____ again. 'Nasty weather for the time of year,' she continued. The old woman nodded in agreement. No matter what the young woman said, the hitchhiker ¹² _____ no answer except for a nod or a shake of the head.

All of a sudden, the young woman ¹³ _____ that her passenger's hands were very large and hairy. With a shock she ¹⁴ _____ that the hitchhiker wasn't an old woman at all but a man dressed up as an old woman. She braked suddenly. 'I can't see out of the rear window,' she explained. 'Would you mind cleaning it for me?' The hitchhiker nodded and opened the car door. As soon as the hitchhiker ¹⁵ _____ of the car, the terrified woman ¹⁶ _____ at top speed.

When she ¹⁷ _____ the next village she stopped. She noticed that the hitchhiker ¹⁸ _____ a handbag behind. She ¹⁹ _____ it _____ and opened it. Inside the bag was a gun. She ²⁰ _____ a narrow escape!



Use of English

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

Near-misses

The skies around the world's airports are becoming more and more ⁰ crowded. One result of this is that the number of incidents of 'near-misses', where two aircraft almost crash into each other, seems to be ¹ _____. Ministry of Transport officials are ² _____ studying a report of one near-miss at Heathrow Airport, when a jumbo jet flew so low over houses that eye-witnesses could ³ _____ the terrified expressions on the passengers' faces!

The pilot of the plane which so ⁴ _____ crashed remained calm and so managed to ⁵ _____ what could have been a disaster. One of the plane's four engines stopped just after the jumbo jet had taken off. Air traffic controllers received an emergency call and then saw the jumbo disappear. Everyone thought a crash was inevitable.

⁶ _____, the pilot had put the three working engines on ⁷ _____ speed in order to get high enough to drop most of the plane's ⁸ _____ load of fuel. This ⁹ _____ him to reach a safer height. Due to other incoming flights, however, it was a further thirty minutes before the pilot received ¹⁰ _____ to land.

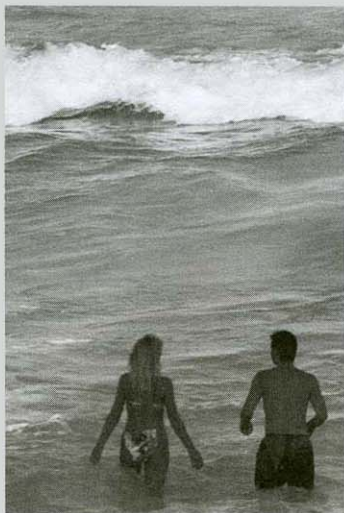
Although this sort of incident is becoming more and more ¹¹ _____, it still remains a ¹² _____ that it is safer to fly than to cross the road. But for how much longer will this remain true?

- | | | | | |
|----|---------------|------------|--------------|--------------|
| 0 | A crowded | B full | C packed | D filled |
| 1 | A spreading | B raising | C developing | D increasing |
| 2 | A momentarily | B actually | C nowadays | D currently |
| 3 | A watch | B see | C notice | D realise |
| 4 | A almost | B nearly | C about | D closely |
| 5 | A escape | B pass | C miss | D avoid |
| 6 | A Indeed | B Really | C Actually | D Definitely |
| 7 | A full | B total | C top | D complete |
| 8 | A weighty | B strong | C heavy | D hard |
| 9 | A let | B managed | C enabled | D made |
| 10 | A allowance | B permit | C permission | D approval |
| 11 | A common | B normal | C ordinary | D general |
| 12 | A proof | B fact | C evidence | D truth |



Reading

You are going to read a newspaper article about a couple who abandoned their children at Christmas. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.



Couple abandon kids at Christmas

To a chorus of angry shouts and insults, a wealthy Chicago couple have been charged with child cruelty after leaving their daughters, aged four and nine, alone at home while they spent Christmas on the beach at Acapulco, Mexico. David Schoo, aged forty-five, and his wife Sharon, aged thirty-five, were handcuffed by waiting police, surrounded by reporters and insulted by onlookers after their return flight from Mexico landed at Chicago's O'Hare airport. ¹_____

Police said the daughters, Diana, aged four, and Nicole, aged nine, had been left on their own in the Schoos' suburban Chicago home on 20 December when their parents set off for their ten-day holiday. ²_____ It also included a strict reminder to Diane and Nicole about the time they should go to bed. They even remembered to tell them when and where to leave the Christmas cookies for Santa Claus.

There is clear evidence to show that the Schoos were quite determined to have an uninterrupted, trouble-free holiday, even if this meant neglecting their children. ³_____ The elder daughter Nicole told a local television station, 'For a long time I felt really bad, wondering what they were doing and where they were, and how I'd get in touch if I needed to.'

'How could anybody ever do this to their kids, especially at Christmas time?' asked Connie Stadelmann, a neighbour. ⁴_____

Ms Stadelmann discovered the girls' plight on 21 December after the children accidentally set off a home fire alarm. ⁵_____ 'I asked them where their mom and dad were. They said Mexico.'

The girls were looked after by another family, while, unable to trace their parents, Chicago police were forced to monitor passenger lists on all flights from Mexico. ⁶_____

The sun-tanned couple were led through a crowd of reporters, but declined to comment. ⁷_____ The Schoos have been charged with child abandonment as well as cruelty.

- A 'Who could ever think that as parents they would go away to enjoy themselves for ten days?'
- B As soon as the Schoos' plane landed, police boarded it and arrested them before they had unfastened their seat-belts.
- C In fact, neither of the girls had made a long-distance phone call in their lives.
- D Before they left, the couple had pinned up a note in the kitchen telling the girls exactly what to wear on snowy days.
- E According to one of the arresting officers, they didn't even ask how their children were.
- F She said the girls had run screaming and barefoot through the snow to her house.
- G Although they had left a fully-stocked refrigerator, they had not given their children an emergency telephone contact in Acapulco.
- H The couple were immediately taken to jail, where they will stay until their trial.

Vocabulary

Extreme adjectives

- 1 Find the extreme adjectives which correspond to these normal adjectives. The words can go in any direction.

tired	funny	cold
tasty	hot	big
angry	small	dirty

F N E C D E T J I H O P S A
 R A X U E P V Q M F U U E D
 E I H I L A R I O U S G G F
 E F A B I D R U N R I L E F
 Z G U T C B O I L I N G W I
 I K S B I C X Z F O H I P L
 N L T P O I Y R D U A D T T
 G J E P U K N E T S U I O H
 S E D I S T S B M T I N Y Y

Negative adjectives

- 2 Write in the missing nouns and the negative forms of these adjectives. An example is given.

Adjective	Negative adjective	Noun
a moral	<u>immoral</u>	<u>morality</u>
b successful	_____	_____
c honest	_____	_____
d mature	_____	_____
e patient	_____	_____
f responsible	_____	_____

Writing

Creating interest

The adjectives *nice*, *good* and *bad* are often over-used. They can be replaced by other adjectives which make a description more vivid. Replace the adjectives in *italic* with the most appropriate adjective from this list. Use each adjective only once.

accomplished	enjoyable	pretty	useful
delicious	kind	serious	well-behaved
disastrous	naughty	sunny	

- It was a *good* holiday. The food in the hotel was *very good*, and we had *good* weather every day.
- The family we stayed with were very *nice*. They made us a picnic to take with us the day we left.
- It was a *very bad* holiday. Everything went wrong. On the way there we were involved in a *bad* accident, but amazingly no one was hurt.
- At the festival all the women wore *nice* dresses in many different patterns.
- My brother Jacob, who took part in the parade, plays the trumpet. He is a *good* musician.
- Holiday companies usually give *good* advice about what you should and shouldn't do when you travel abroad.
- 6 January is when most Spanish children get their presents. Children are warned that they will only get a present if they are *good*. If they are *bad*, they will just get a piece of coal.



6

The mind

Reading

You are going to read an article about sleepwalking. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

- A Others include severe tiredness or the excessive consumption of alcohol.
- B When she woke up five hours later, she was covered in red marks.
- C It may seem amazing, but all these kinds of things are possible.
- D She does not look forward to turning the lights out at night.
- E These work by temporarily stopping the body entering the phase of sleep which accompanies sleepwalking.
- F She did not realise that anything was wrong at first.
- G It turned out that she had been making them in her sleep.
- H In the majority of cases, the experience is quite uneventful.

Walk on the Dark Side

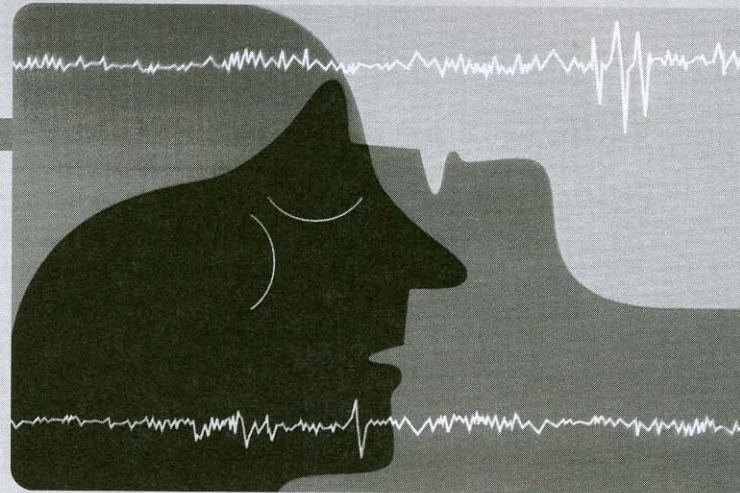
Mike Thomson reports on a disturbing phenomenon – sleepwalking

Dangerous as well as embarrassing, sleepwalking remains a mystery, while its results can be both upsetting and unpredictable. Despite their popular image as zombie-like figures who stumble about with outstretched arms, sleepwalkers are often capable of performing complex acts. Dr Peter Fenick says their capabilities are surprising. 'I've known sleepwalkers who have got onto motorbikes, ridden horses, and driven cars.'

1 _____

Some sleep disorder experts believe that such complex behaviour occurs when the individual is suffering from nocturnal blackouts or amnesia. These produce what is called the 'fugue' state. In this condition, the individual enters a lighter state of sleep and can cope more easily with lengthier and more complicated tasks than the average sleepwalker, who is usually back in bed within fifteen minutes.

Whatever the definition given, however, few people are as clear-thinking and articulate when they are asleep as Janet Brierly from London, who found that her phone bill had mysteriously trebled. She later discovered why. Friends would remark on lengthy late-night calls she had made to them (many of them international), none of which she remembered. 2 _____ She has since been forced to hide her telephone in a drawer at night.



It is estimated that as many as one in three children and one in twenty adults sleepwalk at some time. Experts believe the condition is most common among children and the elderly, though the reason for this remains a mystery. What is now becoming clear is that sleepwalking tends to run in families. Stress or anxiety are believed to be major causes. 3 _____

Sleepwalking is thought to start about ninety minutes after a person goes to sleep. 4 _____ It leads to little more than a walk round the bedroom or the opening of a few drawers. Injuries most often occur when sleepwalkers believe they are somewhere they are not: windows, stairs and electrical appliances can lead to disaster.

Vocabulary

+ Word building

1 Complete the table with the nouns related to the adjectives given.

noun	adjective	noun	adjective
	embarrassed		disappointed
	bored		amused
	annoyed		frustrated
	exhausted		surprised

+ *-ed* and *-ing* adjectives

-ed adjectives describe the way someone looks or feels.
John is *bored*. He wants a change.

-ing adjectives describe the effect someone or something has on other people.
John is *boring*. No one wants to sit next to him.

2 Read the information in the box above. Then choose the correct alternative in *italic*.

- Sleepwalking can be dangerous as well as *embarrassed/embarrassing*.
- Working in an office can be so *bored/boring*. You do the same things every day.
- I got so *annoyed/annoying* with the man that I ended up shouting at him.
- I was so *embarrassed/embarrassing* when I went to pay the bill and realised I didn't have enough money. I went bright red!
- Pete was extremely *frustrated/frustrating* when he couldn't find the last answer to the crossword.
- The trip was great but *exhausted/exhausting*. I need a holiday to recover!
- I didn't find the joke particularly *amused/amusing*, but I laughed anyway.
- Try not to be too *disappointed/disappointing*. Most people don't pass their driving test first time.
- It was so *embarrassed/embarrassing* when I couldn't remember her name. I didn't know where to look.
- I think I'll just go to bed. I'm absolutely *exhausted/exhausting*.

Nancy Harrison from Wiltshire woke up shivering one night to find the bedroom window wide open and her husband Robert's bed empty. ⁵_____ 'I assumed Robert had gone to the bathroom. But when I went to close the window, I saw his body lying on the lawn. I was really scared. I couldn't believe he could still be alive, and I dashed downstairs. But when I bent down to check if he was still breathing, I discovered he was unhurt and still asleep.'

In another instance, a Birmingham woman poured hot water over herself while she was sleepwalking. ⁶_____

Trying to find the root cause of the problem of why people sleepwalk is not straightforward. There are several sleep laboratories and clinics around the country, but most concentrate on treating more common complaints such as snoring or insomnia. To see a specialist, you need to be referred by your own doctor, who may first try you on sleeping pills. ⁷_____ Their addictive nature, however, means they can only be a short-term solution.

Grammar

Gerunds and infinitives

1 Complete these sentences with an appropriate preposition and verb in the gerund form from the list below. An example is given

against	of	become	do	pass
at	on	bring	draw	persuade
for	with	break	get	put up
in		come	leave	speak

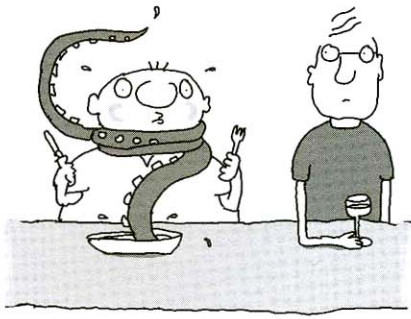
- a I do apologise *for bringing* Rachel to your party but she insisted _____.
- b Most politicians are extremely skilled _____ in public.
- c Even though he was bored _____ the same thing day in day out, he never made an effort to look for a new job.
- d A good salesperson is clever _____ people to buy things they don't really need.
- e I'm not responsible _____ the vase. It was Greg's fault.
- f Due to the increasing number of burglaries in the area, the police are warning people _____ their windows open.
- g Jack is quite capable _____ good marks at school, but he never does.
- h The examiner congratulated Graeme _____ his driving test first time.
- i Despite the strong wind, we succeeded _____ our tent.
- j David is good _____, but he isn't really interested _____ an architect.

- 2 Complete these sentences with the gerund or infinitive form of the verbs in brackets. Remember that some verbs can take both the infinitive and the gerund but with a change of meaning.
- a If you don't stop _____ (waste) time and at least try _____ (get) the report finished today, the boss will be furious.
- b 'We regret _____ (inform) passengers of the cancellation of the 10.06 train to Glasgow.'

- c The directions she gave me were easy _____ (follow), so I was amazed _____ (find) I still got lost.
- d I meant _____ (get up) earlier, but I forgot _____ (set) my alarm clock.
- e My uncle didn't give up _____ (smoke), even after the doctor told him he risked _____ (have) a heart attack.
- f Pleased _____ (meet) you. Glad _____ (hear) you're enjoying your stay.
- g Can you imagine _____ (be) famous and _____ (have) enough money to do whatever you like?
- h Have you considered _____ (get) a part-time job to make some extra money?

Grammar revision Units 3–5

- 1 Complete these sentences with *can*, *be able to*, *manage* or *succeed* in an appropriate form.
- a Do you think you _____ win gold at the Olympics next year?
- b After the party, they _____ to clean up just before their parents got back.
- c Not _____ speak the language, he used his hands to express himself.
- d Instead of calming him down, you've only _____ in making him angrier.
- e Luckily, he _____ escape from the burning flat.
- 2 Choose the correct modal verb in these sentences.
- a I'm sorry I can't see you tomorrow. I *should/ have to* finish writing this report for my boss.
- b Remember you *mustn't/don't have to* cross the road without looking right and left.
- c The weather has been very hot. I *didn't need to bring/needn't have brought* my sweater with me. I haven't worn it at all.
- d We had bought our tickets earlier, which meant we *mustn't/didn't need to* queue.



- 3 One of these sentences is correct, but some have mistakes in the verb form or tense. Tick (✓) the correct sentence and correct any mistakes.
- a John found it strange that Paul had never eaten octopus before. _____
 - b Janet was taking off her coat and hanging it up in the cupboard. _____
 - c I never saw anything like it before! _____
 - d My hands are dirty because I've worked in the garden. _____
 - e Matthew has looked for a job for ages before he finally found this one. _____

Use of English

For questions 1–8, 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 two and five words, including the word given. Here is an example (0).

EXAMPLE

- 0 Jason adds up figures well for someone his age.

good

Jason is good at adding up figures for someone his age.

- 1 I couldn't hear what he said because of the noise.

prevented

The noise _____ what he said.

- 2 Jane continued to work for the firm after the baby was born.

went

Jane _____ for the firm after the baby was born.

- 3 She had no intention of insulting you.

mean

She _____ you.

- 4 I have no objection to Paul coming as well.

mind

I do _____ as well.

- 5 Predicting the weather is sometimes difficult.

hard

It can _____ the weather.

- 6 I haven't got enough money to buy a new car.

afford

I _____ a new car.

- 7 Emma is excited about going to Greece on holiday.

forward

Emma _____ to Greece on holiday.

- 8 It's getting easier for me to get up early.

used

I _____ up early.

Vocabulary

Collocations

1 Complete these sentences with an appropriate adjective from this list.

close hard heavy serious strong

- Unemployment is a _____ problem nowadays.
- The forecast for tomorrow is for _____ winds and _____ rain in the west and scattered showers elsewhere.
- He said he had been held up in _____ traffic.
- I went on holiday with a _____ friend.
- Trying to explain how the Internet works to people who have never used a computer is _____ work.
- The punishment for _____ crimes like murder is life imprisonment.

2 Complete these sentences with an adverb or a verb from this list in the appropriate form.

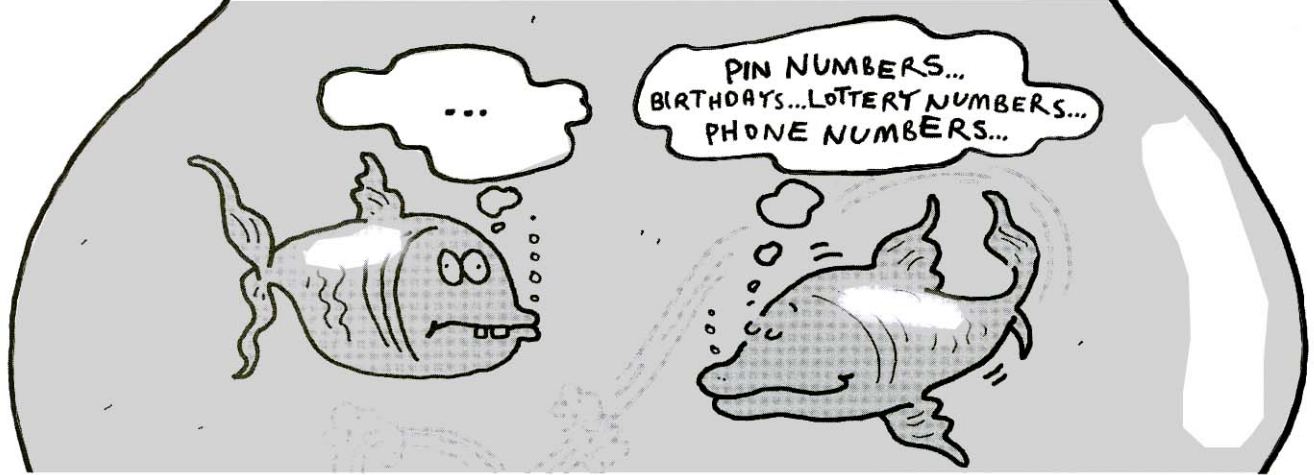
attentively hard (x2) heavily passionately soundly
create express find take

- I was sleeping so _____ that I didn't hear my alarm go off.
- Governments need to _____ a solution to the problem of global warming.
- If you work _____, you'll be finished by lunchtime.
- You can _____ the First Certificate exam three times a year.
- The motorist had been drinking _____ and was well over the limit.
- The wet weather is _____ a problem for farmers, who need to harvest their crops soon.
- Everyone listened _____ to what the boss was saying.
- The politician argued his point _____ and almost convinced me he was right.
- I had to think _____ before I remembered where I had seen him before.
- She _____ the opinion that there was too much violence on TV.

3 Choose the correct alternative in *italic*. Sometimes both words are possible.

- When we were in Inverness we *went on* / *took* a *short* / *small* coach trip to Loch Ness.
- It was a *tough* / *hard* decision to *make* / *do*.
- She had *spent* / *passed* her life helping others.
- The store has a *wide* / *big* range of products.
- Competition for the contract was *fierce* / *hard*.
- People who *violate* / *break* the law should be punished.
- I can't afford to *run* / *keep* a car even though I *direct* / *run* my own business.
- There are reports of *important* / *severe* delays on the Central Line.
- The motorist admitted to *breaking* / *passing* the speed limit.
- The video player came with *full* / *complete* instructions on how to operate it.
- I'm afraid I wasn't *giving* / *paying* attention to what she was saying.
- We *rented* / *hired* a car for a few days when we were on holiday.
- The band Coldplay will be *playing* / *performing* live on TV.
- The dream was so *clear* / *vivid* it seemed real.





Listening

🔊 You will hear an interview with a man called Simon Fuller, who is an expert on fish. For questions 1–10, complete the sentences.

Can fish remember?

- 1 Simon Fuller says that some fish are bold, whereas others are _____.
- 2 Fish have the reputation of only being able to remember things for _____.
- 3 One experiment involved training fish to escape through a _____.
- 4 The fish were still able to remember the escape route even after _____.
- 5 Fish have also been trained to tell the difference between _____.
- 6 Fish can hear music because they have a _____.
- 7 When the lips of trout were injected with bee venom, they behaved like unhappy _____.
- 8 Pain can be reduced by _____.
- 9 Some scientists believe that creatures that don't have a neocortex are unable to _____.
- 10 Simon Fuller thinks it's better to keep goldfish in _____.

Writing

Dramatic effect

- 1 Replace the parts in italic in each sentence with more descriptive verbs from this list.
gaze glance glare peep peer stare
- a Everyone she passed *looked* at her *with their eyes wide open* because she looked so strange.

- b The young couple *looked dreamily* into each other's eyes.
- c 'I can't read this without my glasses,' said Bob, *looking closely* at the instructions on the bottle.
- d Dan *took a quick look* at his watch and said he had to leave.
- e I couldn't resist *looking quickly and secretly* into the box, though I knew I wasn't supposed to.
- f My little brother *looked angrily* at me when I threatened to tell Dad what he'd done.

- 2 Complete the gaps in these story extracts with appropriate verbs from the list in 1 in an appropriate form, and appropriate adverbs from the list below.

angrily boldly hopefully nervously
apologetically clumsily luckily reluctantly

- a I was absolutely furious. I _____ at the woman who had _____ spilt wine all over my best dress and left the room without a word.
- b She asked me what she should do. At that moment I realised that I had been _____ into space for the last ten minutes and hadn't heard a word she had said. 'Sorry? What was that?' I asked _____.
- c _____, I walked though Customs, worried about the fact that I had more perfume than I was allowed. _____ the customs officer merely _____ at my luggage and waved me through.
- d 'You haven't looked at what I've bought you, have you?' she demanded. _____ I had to confess that I had _____ inside her bag.

7

Free time

Listening



🎧 You will hear an interview with Jerry, a 20-year-old student. For questions 1–7, choose the best answer (A, B or C).

- 1 What was the original purpose of the railway?
 - A to carry passengers to a large town
 - B to transport goods to the sea
 - C to take miners to and from work
- 2 What is the main use of the railway now?
 - A It is a place that tourists enjoy visiting.
 - B It is for villagers to travel to town on.
 - C It is a centre for educational visits.
- 3 What kind of work does Jerry do?
 - A He does a range of different jobs.
 - B He drives the engines.
 - C He cleans the engines.
- 4 Why is repairing engines appropriate work for Jerry?
 - A He went on trains like this when he was younger.
 - B He is studying engineering at university.
 - C He is a qualified steam engine driver.
- 5 When are the engines repaired?
 - A during the spring and summer
 - B at weekends
 - C when not many tourists are there
- 6 What is the main reason the railway needs money?
 - A to pay essential employees
 - B to keep the café and gift shop open
 - C to buy coal for the steam trains
- 7 Why do some adults particularly enjoy their visit?
 - A They like to see their children happy.
 - B They find the visitor centre interesting.
 - C The train journey reminds them of the past.

Vocabulary

+ Expressions with *time*

Complete these sentences with the correct form of one of these expressions.

waste of time (to) save time run out of time time to kill spare time time off

- a I'm afraid we've _____. We'll have to arrange another meeting.
- b Why don't we both tidy up? That would _____.
- c A holiday this year is out of the question. I don't get any more _____ until next summer.
- d Word puzzles are great if you're on a long journey and have _____.
- e I hate doing housework. I think it's a complete _____.
- f If I had more _____, I'd learn to play a musical instrument.

Grammar

Passive or active

1 Complete these sentences with the word in brackets, using the correct tense of the active or passive form.

- a It's a huge company. Two thousand people _____ (employ) there.
- b The explosion _____ (happen) just after 9 p.m. Fortunately, no one _____ (hurt).
- c The hotel we stayed at was quite good. The rooms _____ (clean) every day and they _____ (change) the towels every other day.
- d He only has himself to blame. He _____ (warn) he could lose his licence the next time he _____ (catch) speeding.
- e All the children _____ (send) home when the school's central heating system _____ (break down) last winter.
- f The watch isn't worth much but it has sentimental value. It _____ (give) to me on my eighteenth birthday.
- g Five hundred employees _____ (make) redundant since the company _____ (take over) six months ago.
- h I wonder why Michael _____ (not invite) to Lee's party next Saturday. Everyone else is going.
- i Your homework should _____ (hand in) on Friday at the latest.
- j We _____ (announce) the winner of our competition at tomorrow's show.

2 Rewrite these passive sentences changing the passive verbs in *italics* into the active voice. You may have to think of a subject for some of the sentences you write.

- a The church *has already been booked*, and the invitations *have been sent out*, so we can't cancel the wedding now.

- b Food *must not be brought* into the classroom.

c The dog *needs to be fed* twice a day. Don't forget.

d For a moment, Angie thought *she was being followed* by a strangely-dressed woman.

e In Britain, people's rubbish *is collected* once a week.

Have/get something done

3 Complete sentences a–j with the correct form of *have/get something done* and one of these verbs.

clean	cut down	repair	test
check	decorate	take out	design
cut	deliver		

- a The new television is too heavy for me to carry, so I _____ it _____ this afternoon.
- b Next week, my parents _____ their bedroom _____. They've already chosen the paint.
- c My camera broke while we were on holiday, so, as soon as we got home, I took it back _____ it _____.
- d I spilt coffee all over my best suit, so I _____ it _____ tomorrow.
- e A tall tree in the garden was making our house very dark, so we _____ it _____ last week.
- f One of my back teeth was very painful, so I went to the dentist's and _____ it _____.
- g My hair's very long, so I'm _____ it _____ this afternoon.
- h I think I might need new glasses, so I _____ my eyes _____ tomorrow.
- i Do you like our new house? We _____ it _____ by a well-known architect.
- j She's been feeling very tired recently, so she went to the doctor's to _____ her blood pressure _____.

Reading

You are going to read part of a leaflet which describes a number of places to visit in a particular area of Britain. For questions 1–15, choose from the places A–H. The places may be chosen more than once and when more than one answer is required, these may be in any order.

- Where can you see old methods of transport?
- Where can visitors see animals or birds from other countries?
- Which places provide somewhere for children to play?
- Which two attractions are situated in the same village?
- Where could you see exhibits related to farming?
- Where would you go for sports or exercise?
- Which three places provide places for visitors to eat food they have brought themselves?
- Which attractions are situated in buildings which once had specific uses?

		1			
2		3			
4		5			
6		7			
		8			
		9			
10		11		12	
13		14		15	

Cotswold Attractions

If you're on holiday in Britain, why not come to the Cotswolds? It's a delightful area of rolling farmland and pretty stone-built villages. If you need to forget the world for a few days, this is the place for you. These are some of the places you can visit while you're here.



A Cotswold Wildlife Park

Situated in gardens and woodland around an old English country house, a large and varied collection of animals from all over the world can be seen in spacious enclosures. There is also a reptile house, aquarium, tropical house, a picnicking area, an adventure playground, bar, restaurant, and gift shops. Special events are organised during the summer months.

B Cotswold Motor Museum and Toy Collection

This is more than a motor museum, for along with the amazing cars and motorcycles there are 7,000 items from the vintage motoring years. The museum is housed in an eighteenth century watermill on the River Windrush at the heart of Bourton-on-the-Water, one of the most beautiful Cotswold villages. In a 1920s atmosphere, you can see shops of the period, a display of old caravans and the Childhood Toy Collection.

C Cotswold Countryside collection

Cotswold country life is displayed here, with agricultural exhibits and a 'seasons of the year' sequence, plus Cotswold social life and an exhibition of laundry, dairy and kitchen items. Audio and video sequences and weekend events programmes. Free car parking and a range of refreshments.

D Keith Harding's World of Mechanical Music

'A unique experience in sound'. An award-winning museum of antique clocks, musical boxes, and mechanical musical instruments in an old wool merchant's house in Northleach. Here also are Europe's leading restorers of clocks and musical boxes, as well as an enchanting shop with musical gifts that will bring joy to all ages.

E Perfumery Exhibition

The Perfumery Exhibition, believed to be the only one in Europe, is set in the delightful Cotswold village of Bourton-on-the-Water. This permanent exhibition includes an explanation of perfume extraction processes, an audio visual show in a specially constructed 'Smelly Vision' theatre and a perfume garden where the plants have been selected for their fragrance.

F Pittville Pump Room Museum

Housed in the magnificent pump room, where people used to come to drink the health-giving water, this museum imaginatively uses original costumes to bring to life the history of Cheltenham from Regency times to the Swinging Sixties. Jewellery showing changing taste and fashion from Regency to Art Nouveau, and a spectacular collection of tiaras are also included. Special exhibitions are held throughout the season.



Vocabulary

Compound nouns

1 Match a word from list A with a word from list B to form a compound noun with these meanings. The first one is done as an example.

A		B	
adventure	nature	area	house
country	picnic	collection	playground
gift	reptile	equipment	reserve
kitchen	toy	house	shop



- a a large building found in a rural area country house
- b where you might see snakes or crocodiles _____
- c a place where children can do exciting activities _____
- d a place where you can buy presents _____
- e a set of things children play with _____
- f things you might use for cooking _____
- g place you can go to eat outside _____
- h land where plants and animals live and are protected _____

G Cotswold Water Park

The Cotswold Water Park, which offers an exciting variety of activities, is based on a network of lakes formed from old quarries. In addition to the water activities, which include fishing, windsurfing, sailing and water-skiing, there are walks and picnic sites. This nationally-recognised conservation area has a number of nature reserves providing opportunities to study an enormous variety of plants and local wildlife.

H Birdland Park

At Birdland you will find a huge variety of birds from all over the globe, with many wandering freely amongst the visitors. Watch our large colony of penguins feeding, swimming and playing. Relax in our newly-created picnic area, whilst keeping an eye on the children in the play area, or come to our newly-opened cafeteria. Sit in the gardens and feel the peace and tranquillity of Birdland.

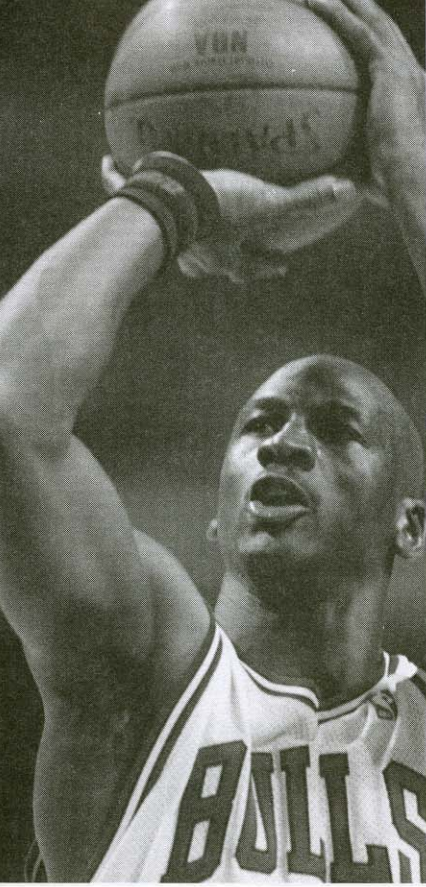
+ Phrasal verbs with *come*

2 Complete these sentences with the appropriate form of *come* and a word from this list.

across out round (x2) up up with

- a I rarely buy hardback books — they're so expensive. I always wait till they _____ in paperback.
- b I _____ this while I was cleaning out a cupboard the other day. Is it yours?
- c You won't forget that Paula and Nick _____ for dinner on Saturday, will you?
- d I can't think what to buy Zoe for her birthday. If you _____ any good ideas, let me know.
- e When Jane heard the news, she fainted. When she _____ she didn't know where she was.
- f I'm afraid I'll have to cancel the meeting. Something _____ at home.





Sport

- 3 Which sports are being described?
- a Some people think it should be banned. You need to be physically tough and have quick reflexes. You don't need any equipment, just a pair of gloves and some lace-up boots. _____
 - b Anyone can play this sport. All you need is a racket, a few balls and a court with a net across the middle. It can be played on grass or harder surfaces. _____
 - c There are eleven players in a team. To win, a team has to score goals against their opponents. This means kicking a ball past the goalkeeper into a net. _____
 - d It's usually an individual sport. The equipment can be expensive. You need a set of clubs and lots of balls as you tend to lose quite a few. _____
 - e Most people who are successful at this sport are very tall. Players need to be able to control a ball with their hands while running. _____

Use of English

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).

Unreality TV

A new ⁰ *genre* of TV programme began five years ago when ten volunteers moved into a custom-built house ¹ _____ off from the rest of the world to live under the constant gaze of hidden television cameras. *Big Brother* was an instant ² _____. Its success marked the ³ _____ of modern reality television and produced countless imitators. Since then the format has proved increasingly popular all ⁴ _____ the world. It seems that the public has a never-ending desire to watch other people ⁵ _____ with unfamiliar situations and often humiliating themselves. Apparently, reality television ⁶ _____ up about 60 per cent of all shows currently produced around the world.

In a reality TV show ⁷ _____ *Space Cadets*, ten successful applicants were sent into space in their very own shuttle. The hand-picked group received two weeks of intensive ⁸ _____ in Russia, before being flown 100 kilometres up into near space by two highly-experienced astronauts. Here, they spent five days orbiting the earth, ⁹ _____ experiments, eating, sleeping, or just ¹⁰ _____ out of the window and literally watching the world go ¹¹ _____.

There was just one problem: they weren't in space at all. They weren't even in Russia. They were in a building on a disused army base ¹² _____ in the UK, participants in one of the most daring, complicated and ambitious practical jokes in television history.

- | | | | |
|---------------|-------------|----------------|--------------|
| 0 A species | B class | C genre | D category |
| 1 A put | B cut | C separated | D let |
| 2 A hit | B triumph | C champion | D star |
| 3 A opening | B birth | C origin | D foundation |
| 4 A in | B on | C over | D along |
| 5 A dealing | B managing | C experiencing | D handling |
| 6 A describes | B accounts | C makes | D explains |
| 7 A known | B referred | C labelled | D called |
| 8 A education | B training | C exercise | D learning |
| 9 A making | B carrying | C doing | D creating |
| 10 A seeing | B observing | C noticing | D looking |
| 11 A through | B along | C by | D on |
| 12 A anywhere | B somewhere | C everywhere | D wherever |

Writing

Expressing contrast

Complete these sentences with an appropriate contrasting word or phrase from this list. One item is required twice. In some cases more than one answer is possible.

although despite however nevertheless
 but even though in spite of the fact

- a The restaurant has a very good reputation. _____, the night we went the service was terrible.
- b _____ being busy at work, I still find time for the occasional game of tennis.
- c _____ computers can be valuable educational aids, many parents think their children spend too much time staring at the screen.
- d Some people think holidays are relaxing, _____ I don't agree.
- e _____ that I was exhausted after the match, I couldn't sleep.
- f I'm mad about football. My older brother Tom, _____, prefers hockey.
- g _____ it was raining hard, I went for my usual morning run.
- h I had seen the film twice at the cinema. _____, I watched it again when it was shown on TV.



Vocabulary

Compound nouns

1 Complete these sentences with a word from list A followed by a word from list B.

A

break make search university
key news shop web

B

assistant down lecturer site
board engine reader up

- a The _____ wasn't very helpful. It was five minutes before he served me. (two words)
- b It's incredible how quickly a _____ can find information on the Internet. (two words)
- c What I'd really like to be is a _____. I'd enjoy teaching students and researching my subject. (two words)
- d I was under so much pressure at work last year that I nearly had a nervous _____. (one word)
- e When you're using a computer, make sure the _____ is at the right level or you could get back pains. (one word)
- f She wanted to look her best for the interview. She spent nearly an hour putting on her _____. (hyphenated)
- g Our college has its own _____ where you can find out about every course on offer. (one word)
- h Did you see that _____ on Channel One last night? He couldn't stop laughing at one of the stories. (one word)

2 Read the definitions of eight compound nouns a–h, then complete the puzzles using a word from list A followed by a word from list B.

A

back front light price
camp house lunch suit

B

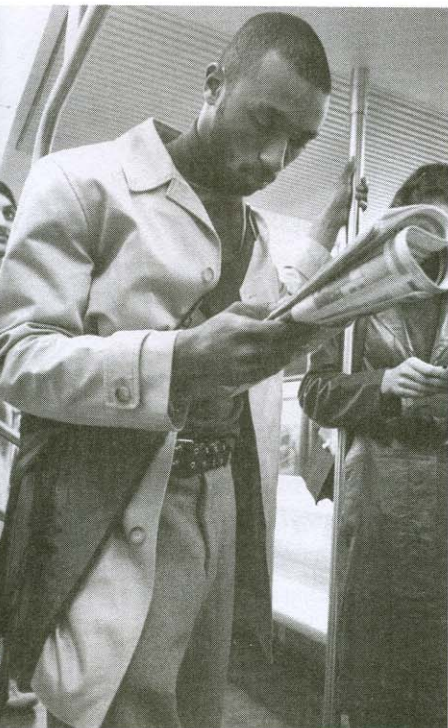
case pack rise time
house page site work

- a increase in cost
 __ R ____ _
- b first part of a newspaper
 _____ A ____
- c midday meal period
 L _____ - __ I ____
- d luggage for large things
 _____ S ____
- e tower with flashing lamp to guide ships
 _____ T _____
- f place to put up a tent
 _____ - __ I ____
- g large bag used by walkers or campers
 __ A _____ A ____
- h washing-up and hoovering are examples of this
 _____ E _____

So and such

- 3 Rewrite these sentences starting with the words provided. In each case, your answers should include *so* instead of *such* or *such* instead of *so*.
- 3 Maria works so hard that she's always gets the highest marks.
Maria is _____.
 - 3 John has *such* a high IQ that he got into university when he was fourteen.
John's IQ _____.
 - 3 Claudia is *such* a fast writer that she always finishes first.
Claudia writes _____.
 - 3 I know so many people who wish they hadn't left school.
I know _____.
 - 3 Some people have *such* boring jobs that they can't wait to retire.
Some people's jobs are _____.

Listening



🎧 You will hear people talking in six different situations. For questions 1–6, choose the best answer A, B or C.

- 1 You hear someone talking about listening to a news programme on the radio. What does she find most interesting?
A local news stories
B foreign news stories
C the people who read the news
- 2 You hear someone being interviewed about his newspaper reading habits. On the way to work, which part of the newspaper does he look at first?
A the front page headlines
B the financial news
C the sports news
- 3 You hear someone talking about the magazines she reads. What are her favourite kinds of stories about?
A the homes of people who are rich and famous
B famous people's babies
C future episodes of certain television serials
- 4 You hear a teenager talking about what he watches on television. What does he say about himself?
A He is a typical teenager.
B He is good at sports.
C He prefers to be active.
- 5 You hear someone talking about the Internet. What does he say he is surprised about?
A the fact that people continue to buy newspapers
B the amount of background information you can find
C how quickly you can find out what's happening
- 6 You overhear a conversation between two people. What is the main topic of their conversation?
A a particular film they saw
B the quality of TV programmes
C the choice of TV channels

Vocabulary

+ Phrasal verbs with go

Replace the verbs in *italic* in these sentences with the correct form of *go* and one of the following.

after along with by on through up

- a When you're looking forward to something, time *passes* very slowly.
- b If you *follow* him, you might catch him before he gets on the train.
- c I don't understand what's wrong with my work. Can you *explain* it again, please?
- d There was a lot of noise outside our apartment, so we looked out of the window to see what was *happening*.
- e I'm afraid the price of petrol is likely to *increase* again next month.
- f Sorry, but I can't *accept* that idea.

Reading

You are going to read an article about alternatives to battery-powered radios. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

THE RADIO REVOLUTION

Radio is a lifeline for many people in poor countries, who may have little other contact with the world outside their village. However, many of the two billion people worldwide who do not have access to electricity are faced with a difficult choice. 1 _____

In the mid-1990s, the problem of cheap power for radios appeared to have been solved. The wind-up or 'clockwork' radio – originally developed by British inventor Trevor Baylis – was widely regarded as the best way to power radios in the world's poorest countries. 2 _____ One particular company claims that it can convert ordinary battery-run radios to solar power for a fraction of the cost of a wind-up radio.

The basic wind-up radio has an internal clockwork generator, which will power the radio for about forty minutes. 3 _____ However, despite the publicity over a possible 'wind-up revolution' in the developing world, the wind-up radio has not solved the problems of powering radios for the poor.

4 _____ Even the cheapest model costs around US\$60 – well beyond what the world's poorest communities can afford. However, they are far cheaper to maintain than battery-run radios in the long term.

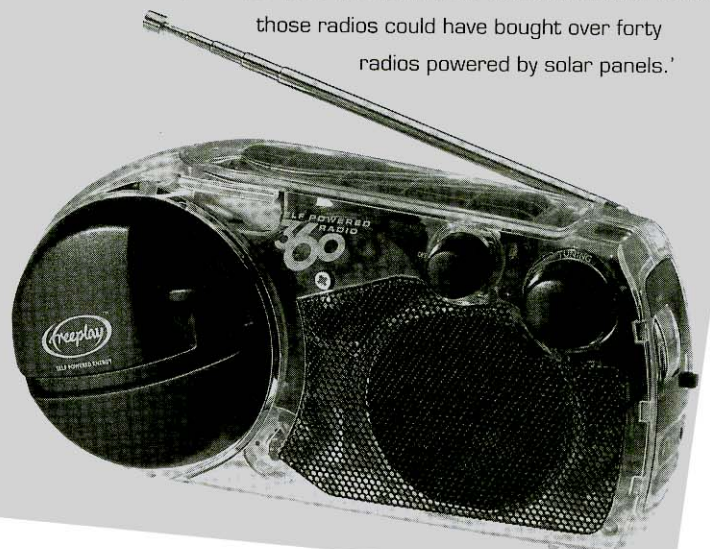
'The idea of wind-up radios is to reach a lot of people, but most of their market is in the United States and Europe,' says Ray Holland of the Intermediate Technology Development Group.

5 _____ 'For many people wind-up radios are still too expensive.' You can buy a lot of batteries for the cost of a wind-up radio.

Trevor Baylis, the inventor, argues that the people who benefit most from wind-up radios are the poorest of the poor, who can't even afford ordinary radios. 6 _____ They can buy the radios for US\$30 each, before giving them away free to poor communities. 'We provide a full pack of technology – and we provide it at zero cost to the people that receive it.'

For those who don't receive the handouts, however, the cost of a wind-up radio is just too high, says Andrew Kromah who runs an independent radio station in Sierra Leone. 7 _____

This is because the aid agencies have been issuing very expensive wind-up radios. 'I see this as a waste since the cost of one of those radios could have bought over forty radios powered by solar panels.'



- A One of these problems is the high cost of buying wind-up radios in the first place.
- B They have to decide whether or not to spend the equivalent of up to three days' food on batteries for their radios.
- C The more advanced models have a solar panel for sunny days, and electronics that automatically switch between solar and wind-up energy.
- D According to some critics, however, Baylis's radio is still too expensive, and they are suggesting different approaches, such as solar power, to give poor people access to radio.
- E 'Aid agencies,' he says, 'are given special rates.'
- F 'They cannot afford to buy them and continue to buy batteries.'
- G This is an international organisation that promotes the use of technology as a practical answer to poverty.
- H Baylis argues that there is one disadvantage to solar-powered radios.

Vocabulary

+ Endings of words for people who do things: *-er* or *-or*?

A person who *invents* something is an *inventor*.

A person who *manages* a company is a *manager*.

- 1 Read the information in the box above. Then complete these sentences with words for the people who do these things. Decide whether the word ends in *-er* or *-or*.
 - a A person who writes books is an a_____.
 - b A person who constructs houses is a b_____.
 - c A person who works on a computer is a computer o_____.
 - d A person who works outside with plants and flowers is a g_____.
 - e A person who tells someone what to do or how to do something is an i_____.
 - f A person who paints the inside or outside of houses is a d_____.
 - g A person who produces crops or animals for food is a f_____.
 - h A person who is in a film or a play is an a_____.



Grammar

Reported speech



1 Write these sentences in direct speech.

a Andy told his wife to hurry up, adding that they were going to be late.

b Sylvia asked him if he thought she should wear her long dress or her short stripy one.

c Andy suggested she wore her black dress.

d Sylvia told him that she couldn't because it was at the dry-cleaner's.

e Andy said he didn't care what she wore, but that, if they were late, he might lose his job.

2 Report the following conversations, using the verbs in brackets. Use conjunctions to join short sentences together where possible and make any other necessary changes. The first one is done as an example.

a Paul: Would you like to come to my party next Saturday? (*invite*)
 Pete and John are coming so there'll be some people there that you know. (*add*)
Paul invited Delia to his party the following Saturday, adding that Pete and John were coming so there would be some people there that she knew.

Delia: Yes, I'd love to. (*say*) What time does it start? (*ask*)

Paul: About ten, but you can come when you like. (*reply*)

b Delia: I've been invited to Paul's party. (*tell*)

Angie: When is it? (*ask*)

Delia: On Saturday. (*reply*) I don't want to go but I couldn't say no. (*add*)

Angie: Why don't you phone him on Saturday and say you don't feel well? (*suggest*)

c Paul's mother: Now, don't make too much noise (*warn*). I don't want any complaints from the neighbours. (*add*)

Paul: I won't. (*promise*)

d Pete: Why didn't you come to Paul's party? (*ask*)

Delia: Oh, because everyone said it would be boring (*reply*).

Pete: I really enjoyed it. (*say*) It didn't finish till after four. Angie and John were there. (*add*)

3 Rewrite these sentences in reported speech. Choose the most appropriate reporting verb from this list, using each verb once only.

insist remind suggest tell warn

a 'Don't speak with your mouth full, John!'

John's mother _____

b 'Remember to get your father a birthday present, Laura.'

Laura's mother _____

c 'Don't drink the water, Tom! It's not clean.'

The man _____

d 'Let's try that new Chinese restaurant in King Street.'

Susie _____

e 'You really must let me pay.'

David _____

Use of English



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

Mini Televisions

Scott Newman wouldn't be without his pocket-size TV, ⁰ *which* he mainly watches in bed. 'I only watch programmes which last about ¹ _____ hour, as any longer strains my eyes. I use the TV for general entertainment, though it is also really good for keeping ² _____ with current affairs. The main problem with the set is that it's not loud ³ _____, even when you use headphones. The reception is all right ⁴ _____ long as nothing moves in front of the aerial'. Scott admits that he is a bit of a gadget man, but doesn't regret buying the set since he uses ⁵ _____ nearly every day.

Retired engineer Paul Hardcastle ⁶ _____ owned a pocket TV for a number ⁷ _____ years. 'I use it mostly in the bathroom. I wanted to use it outdoors, ⁸ _____ the trouble is that in bright light you ⁹ _____ see the picture. I use rechargeable batteries as ordinary ones would cost such a lot. Paul believes that this sort of TV could be improved ¹⁰ _____ the screen was slightly bigger and it didn't use up batteries ¹¹ _____ quickly: he can only get half an hour's viewing ¹² _____ the batteries run out.

Writing

Reference words


Read this article about phone-in programmes on local radio and decide what the reference words in bold type refer to. Write answers in the spaces on the right. The first one is done as an example.

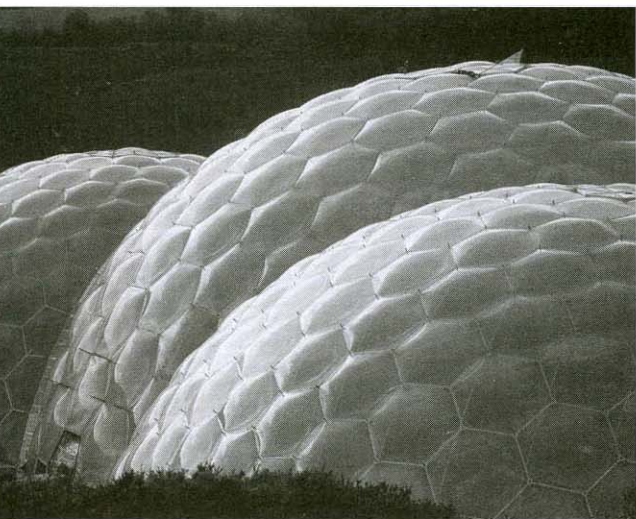
Getting involved in radio phone-in programmes

Local radio is brilliant. It's VERY cheap and you get a huge audience, who remember what they hear – if it's the truth.	0 <i>local radio</i>
	1 _____
	2 _____
I have a friend who has spoken on radio phone-ins so often that she gets recognised in shops. She has a Norfolk accent, which is rather unusual in Bristol.	3 _____
	4 _____
	5 _____
Most of these programmes happen at regular times, so it can be productive to note when they are broadcast, which stations they're on, and who the presenter is and circulate this information to all your friends.	6 _____
	7 _____
	8 _____
I can't do much phoning myself because I'm usually at work when local phone-ins are on, but this is an ideal activity for the retired or the elderly, and there are many of these among local radio audiences.	9 _____
	10 _____

9 Around us

Listening

 You will hear part of a radio programme about The Eden Project. For questions 1–6, choose the best answer A, B or C.



- 1 Why did they decide to build the Eden Project in Cornwall?
A because Cornwall was an ideal location.
B because it would be easy for foreign tourists to visit.
C because it rains a lot in Cornwall.
- 2 The Humid Tropics Biome contains mainly
A plants which bear edible fruit.
B plants from tropical forests.
C plants used in construction.
- 3 The third biome is different because
A it contains plants from Asia and Australia.
B it isn't covered.
C it contains more varied plants.
- 4 The main aim of the Eden Project is to
A conserve endangered plant species.
B study how plants and trees grow.
C show the connection between plants and people.
- 5 The Project especially wants to attract people
A who haven't much interest in environmental issues.
B who are interested in the environment.
C who belong to environmental groups.
- 6 Most people who visit the Eden Project
A arrive at 9 a.m. or after 2.30 p.m.
B don't have time to look at all the exhibits.
C spend three to four hours there.

Vocabulary

Dependent prepositions

- 1 Complete these sentences from the recording with the correct preposition.
 - a The Eden Project consists *in/of* two giant dome-like conservatories.
 - b The steel tubes are covered *with/on* a strong, transparent material.
 - c The Project aims to show people how we depend *on/of* plants.
 - d Some people are not particularly interested *in/about* the environment.
 - e If you are thinking *to/of* visiting the Project, it's best to arrive first thing.

2 Complete these sentences with an appropriate preposition from this list.

about against between in on to

- a The Eden Project appeals _____ both adults and children.
- b Eden's creators believed _____ the project so strongly that many gave up good jobs to be able to work on it.
- c The Project has had a positive effect _____ the local economy.
- d Some people were opposed _____ the Project, which was partly funded by lottery money.
- e Local companies also invested _____ the scheme.
- f Many local people have complained _____ the high admission price, which is comparable _____ the price of a ticket to see a top football match.
- g All imported plants are put into quarantine to insure _____ the spread of disease.
- h Although there isn't a ban _____ cars, they would prefer people to use public transport to get to the Project.
- i The Eden Project hopes to make an important contribution _____ our understanding of the relationship _____ people and plants.
- j A visit to the Eden Project is a good alternative _____ a day at the beach.

+ Collocations with *make* and *take*

3 Complete these sentences with *make* or *take* in the correct form and one of these prepositions.

at for from in of off with

- a Their mobile wasn't working so they couldn't _____ contact _____ anyone to say they would be late.
- b Janet is _____ a good recovery _____ her injuries.
- c I was really nervous about my driving test so I tried to read a magazine to _____ my mind _____ it.
- d Can you _____ room _____ another person in the back? I said I'd give Emma a lift too.
- e When she joined the club she _____ friends _____ the other members very quickly.
- f If the team plays well he _____ all the credit _____ it, but if the team plays badly he doesn't _____ any of the blame.
- g Parents should _____ an interest _____ their children's progress at school.
- h It was his first holiday in five years, and he was going to _____ the most _____ it.
- i Could you _____ a look _____ my ankle? I think I might have broken it.

You are going to read an article about predicting earthquakes. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Predicting earthquakes

Since the beginning of recorded history, virtually every culture in the world has reported observations of unusual animal behaviour prior to earthquakes and, to a lesser extent, volcanic eruptions, but conventional science has never been able to adequately explain the phenomenon.

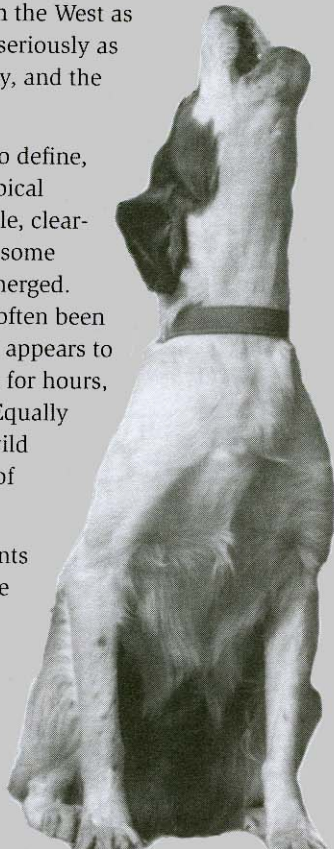
Nevertheless, the Chinese and Japanese have used such observations for hundreds of years as an important part of their earthquake warning systems.

Most significantly, on February 4, 1975 the Chinese successfully evacuated the city of Haicheng several hours before a 7.3 magnitude earthquake, saving nearly 90,000 lives. This was based primarily on observations of unusual animal behaviour.

Helmut Tributsch's classic work on the subject of earthquakes and unusual animal behaviour – *When the Snakes Awake* – details numerous consistent accounts of the phenomenon from all over the world. However, although these behaviour patterns are very well-documented, most American specialists do not take them very seriously. In fact, most conventional geologists do not believe that there are any earthquake prediction techniques which perform any better than chance; this includes unusual animal behaviour. In fact, the notion that odd animal behaviour can help people predict earthquakes is perceived by most traditional geologists in the West as folklore and is often treated as seriously as sightings of ghosts, Elvis Presley, and the Loch Ness Monster.

Unusual behaviour is difficult to define, and determining if there is a typical behaviour pattern is not a simple, clear-cut process, although there are some distinct patterns which have emerged. An example of this, which has often been reported, is an intense fear that appears to make some animals cry or bark for hours, and others run away in panic. Equally typical is the phenomenon of wild animals losing their usual fear of people.

Although the majority of accounts relate to dogs and cats, there are also many stories about other types of animal in the wild, on farms, and in zoos. Unusual behaviour has been reported



in many other animal species as well, including fish, reptiles, and even insects. This strange behaviour can occur at any time in advance of a quake – from weeks to seconds.

A number of theories have been proposed to explain this phenomenon, and what the signals that the animals are picking up on might be. Because many animals possess auditory capacities beyond the human range, it has been suggested

that some animals may be reacting to ultrasound emitted as *microseisms from rock breaking below the earth's surface.

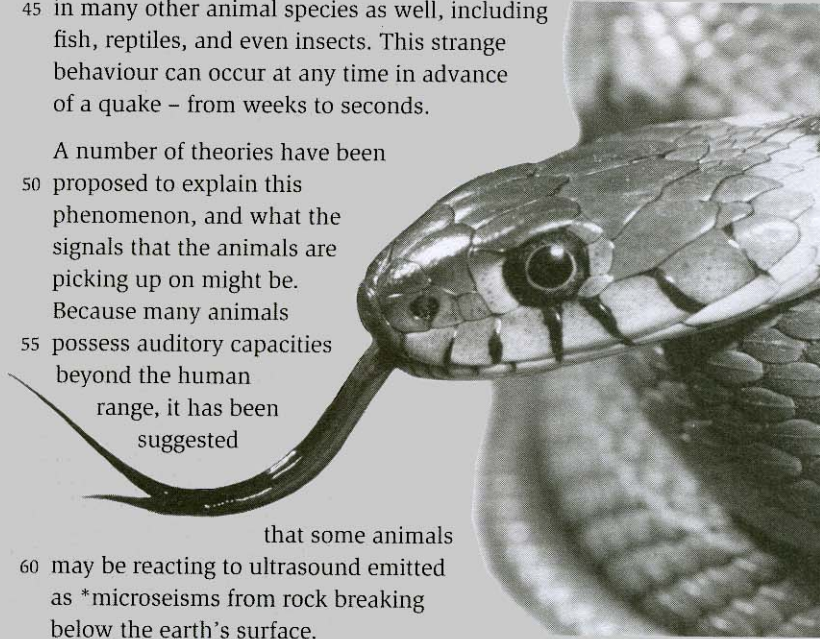
Another possibility is fluctuations in the earth's magnetic field. Because some animals have a sensitivity to variations in the earth's magnetic field (usually as a means of orientation), and since variations in the magnetic field occur near the epicentres of earthquakes, it has been suggested that this is what the animals are picking up on.

Other mysterious phenomena are often connected with earthquakes. The regular eruptions of geysers have been interrupted. Water levels in wells have been reported to change, or the water itself has become cloudy. Magnets have been said to lose their power temporarily. Many people report that there is suddenly an inexplicable stillness in the air, and that all around them becomes completely silent. Strange lights are often seen glowing from the earth, and unusual fogs have been reported. These phenomena are all consistent with the notion that the odd animal behaviour may result from changes in the earth's electromagnetic field. More puzzling is the fact that a number of people even claim to have sighted UFOs hovering around earthquake sites.

Currently Western science does not have any reliable means of forecasting earthquakes. Any clues that may be used to help us predict when and where the next quake is coming should be approached with an open mind.

Glossary

microseism: a weak persistently-recurring earth tremor



- 1 What does the writer say about the occurrence of unusual animal behaviour before earthquakes?
 - A It does not happen everywhere in the world.
 - B Many countries use it to predict earthquakes.
 - C It is equally common before volcanic eruptions.
 - D There is no generally approved scientific explanation for it.
- 2 According to the writer of the article, most conventional geologists
 - A use unusual animal behaviour to predict earthquakes.
 - B think *When the Snakes Awake* is well-researched.
 - C believe there is no sure way of predicting earthquakes.
 - D support scientific study of unusual animal behaviour.
- 3 What does the writer say about how animals behave before an earthquake?
 - A Both wild and domesticated animals show unusual behaviour.
 - B Cats and dogs show more unusual behaviour than other animals.
 - C All animals become frightened of people.
 - D Some pets run away from home.
- 4 What is a possible cause of animals' strange behaviour?
 - A They feel the earth beginning to move.
 - B They sense changes in the earth's magnetic field.
 - C They are highly sensitive to magnets.
 - D They hear loud sounds below the earth's surface.
- 5 How does the writer react to claims that UFOs have been seen around earthquake sites?
 - A He thinks the claims are probably true.
 - B He is surprised by the claims.
 - C He doesn't believe the claims.
 - D He is concerned about the claims.
- 6 What is the main point the writer of the article is trying to make?
 - A More studies need to be done on animal behaviour and earthquakes.
 - B Western scientists should listen to new ideas about how to predict earthquakes.
 - C People who say they can predict earthquakes are not of sound mind.
 - D It is impossible to predict when earthquakes will occur.

Vocabulary

+ Word-building

- 1 Complete this table with words made from these root verbs.

Verb	Noun	Verb	Noun
observe	_____	behave	_____
predict	_____	perform	_____
define	_____	occur	_____
explain	_____	suggest	_____
react	_____	fluctuate	_____
vary	_____		

Grammar

Relative clauses

- 1 Complete these sentences with appropriate relative pronouns. There may be more than one possible answer. Add commas if the clause is non-defining.
- a The 10.05 from London to Norwich _____ is due to arrive at Platform 1 will call at Colchester, Ipswich and Norwich.
 - b We'll have the party next Friday _____ is the day _____ he comes out of hospital.
 - c The golden eagle _____ eggs are stolen by unscrupulous collectors is now an endangered species.
 - d What's the name of the girl _____ got married to Chris Small? Is it Louise?
 - e Can you think of any reason _____ he might have done it?
 - f I don't know of any restaurants _____ you can get a decent meal for under £15.
 - g What's the name of that singer _____ record was number one last month? The one _____ writes his own songs.
 - h Rangers' second goal _____ was scored in the final minute won them the cup.
 - i Sally's going out with someone _____ she met at Jason's party.
 - j Not surprisingly, we never got back the things _____ we'd reported stolen.
 - k We'll be staying at the Seaview Hotel _____ is on the sea-front.
 - l The best time to go to Scotland is June _____ the weather is warmer.
 - m I've decided I don't like the shoes _____ I bought on Saturday.
 - n The Hilton is expensive _____ is what you'd expect. After all it is a five-star hotel.
 - o The girl over there _____ is talking to John used to go to my school.

- 2 In which sentences above could the relative pronoun be omitted?

Grammar revision Units 6–8

- 1 Complete these sentences with the gerund or infinitive form of the verb in brackets.
- a I'm sorry. I didn't mean _____ (stand) on your foot.
 - b Don't forget _____ (pay) the gas bill!
 - c When we reached the top of the hill we stopped _____ (look) at the view.
 - d I clearly remember _____ (pull) my sister's hair when she was little.
 - e Stop _____ (bite) your nails. It's disgusting!
- 2 Change these sentences from the active to the passive. Include the agent if necessary.
- a I think someone is following me.

 - b They opened that hotel last year.

 - c The police have arrested three men in connection with the robbery.

 - d You can take these pills before or after meals.

 - e Someone will take you to the airport and pick you up, too.

- 3 Put these sentences into reported speech using the word in brackets.
- a 'I'm going to look for a new job, Tom,' Lynne said. (tell)

 - b 'Steven, will you stop interrupting me when I'm speaking?' Molly said. (tell)

 - c 'Why didn't you tell me you wanted to stay in tonight?' Joe asked Sally. (ask)

 - d 'Will you marry me, Lisa?' Paul said. (ask)

 - e 'If I were you, I'd go to bed earlier,' said Fran. (advise)

Use of English

For questions 1–10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).



Project Orbis

Seen from the outside there is nothing ⁰ *unusual* about it. It looks like any other DC10 aircraft. The ¹ _____ is inside, where all the seats have been taken out and ² _____ by a fully-equipped operating theatre, with a laser ³ _____ area, and a classroom and TV studio.

USUAL
DIFFERENT
PLACE
TREAT

The idea was conceived by Dr David Paton in the 1970s. His ⁴ _____ was to bring the ⁵ _____ skills and expertise in ophthalmology to health personnel in developing countries, where the high cost of tuition, ⁶ _____ travel and accommodation prevent the ⁷ _____ of doctors and nurses from participating in overseas training programmes.

OBJECT
LATE
NATION
MAJOR

Following a ⁸ _____ by an Orbis surgeon, the host-country doctor performs the surgery. Each ⁹ _____ takes 40% longer than it would normally due to the amount of discussion that takes place and the need for ¹⁰ _____. To date the Orbis Flying Eye Hospital has visited seventy countries around the world.

DEMONSTRATE
OPERATE
TRANSLATE

Writing

Direct and indirect questions

1 Read this advertisement and your notes on it.

ADVENTURE PROJECTS

Interested in taking part? We are looking for people to join two projects to the forests and jungles of Nepal, and on a trek to Mount Everest. John Havens, the organiser, is using these trips to assess how much of an adventure holiday could be adapted for the disabled.

The trips to West Nepal in spring and autumn (1) will include activities such as tiger tracking (2). The group size will be quite small. (3)

The Everest trip in mid-November (4) is a three-week trek up to Base Camp. No climbing experience is necessary. You just need to be reasonably fit. (5) Some equipment will be provided. (6)

If you are interested in taking part in either of the projects, please apply to Adventure Holidays, BOX 50, Oxford

Notes:

- 1 When exactly?
- 2 What others?
- 3 How many?
- 4 Exact dates?
- 5 How fit?
- 6 What not provided?

Other questions

- 7 How / travel / Nepal?
- 8 Minimum / maximum age?
- 9 What expenses / have?

2 Write the questions out in full.

3 Write the questions in an indirect form starting with the phrases given below.

- | | |
|--------------------------------------|-------------------------------|
| 1 Could you tell me ... ? | 6 I need to know ... |
| 2 I'd be interested in knowing ... ? | 7 Have you decided ... ? |
| 3 Do you know ... ? | 8 Could you tell me ... ? |
| 4 You didn't say ... | 9 Could you let me know ... ? |
| 5 Can you tell me ... ? | |

Reading

You are going to read a magazine article about car-related inventions. For questions 1–15, choose from the people (A–D). The people may be chosen more than once.

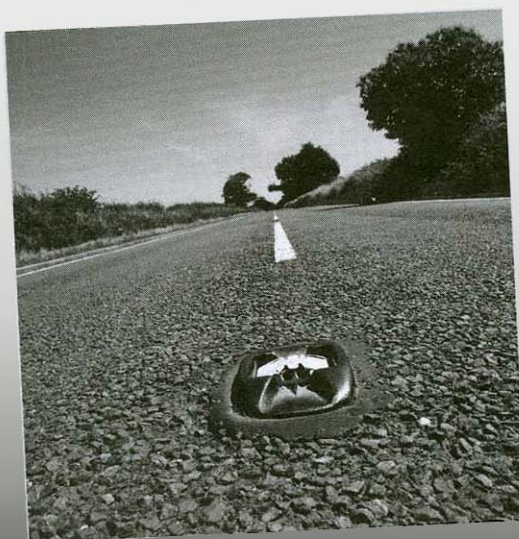
Which inventor(s)

- | | | | | |
|--|----|--------------------------|----|--------------------------|
| constructed the invention themselves? | 1 | <input type="checkbox"/> | | |
| made money from their invention? | 2 | <input type="checkbox"/> | | |
| made improvements to an earlier invention? | 3 | <input type="checkbox"/> | | |
| designed something which was not used in a car? | 4 | <input type="checkbox"/> | | |
| was recognised for their invention by others in their field? | 5 | <input type="checkbox"/> | | |
| did not patent their invention themselves? | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| was a car owner? | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> |
| received no encouragement from their relatives? | 10 | <input type="checkbox"/> | | |
| was successful in a different field? | 11 | <input type="checkbox"/> | | |
| invented more than one product? | 12 | <input type="checkbox"/> | | |
| got their idea from something which happened while they were travelling? | 13 | <input type="checkbox"/> | 14 | <input type="checkbox"/> |
| invented something which could be adapted to different conditions? | 15 | <input type="checkbox"/> | | |

Inventions and the automobile

A

The first *windscreen wiper* was designed and built by **Mary Anderson** in 1902. It is said that Mary got the idea when she was travelling round New York in a tram one winter. Mary, who was born and brought up in Alabama in the southern United States, had never seen snow before. Apparently, she had felt sorry for the driver, who had had to keep stopping to wipe off the snow from his windshield, and when she got home she had drawn a rough design of a swinging arm that could be operated with a lever from inside a vehicle. Initially, the wiper was only designed to clear the windshields of ice and snow – it could be removed easily when the weather got warm enough. In time, however, the system evolved and got a second arm. These arms, which were able to move faster, were built into the car itself and could be used to wipe off water as well. Despite a lack of support from friends and family, Mary persisted with her invention, patented it in 1905, and proved them all wrong. The windscreen wiper became standard equipment in cars from 1913.

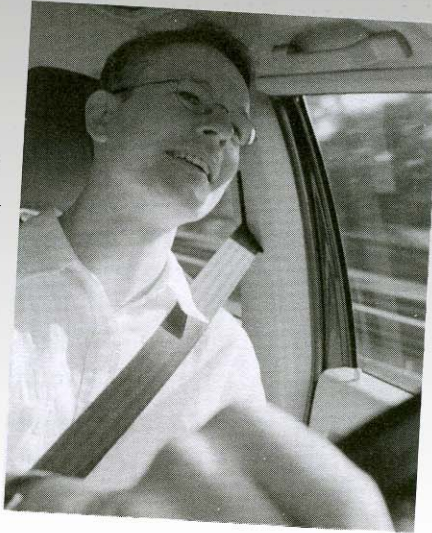


B

When the Yorkshire-born inventor, **Percy Shaw**, was driving to Bradford in dense fog in 1933, he narrowly avoided going off the road when the light from his headlights reflected in the eyes of a cat at the side of the road. This close escape made Shaw realise that something either in or on the road was necessary to help drivers steer in the dark. He therefore developed a reflective device consisting of a mirror and a spherical lens which was sunk into the surface of the road. After a year of experiments, Shaw patented his invention and in 1935, he formed a company to manufacture the studs. The success of Shaw's idea was eventually guaranteed when, in 1937, he won a competition run by the UK's Ministry of Transport to identify the best road reflector. Of course, when thinking of a name for his product, Shaw returned to his original inspiration. He therefore called his device the *Cat's eye road reflector*. Unlike many inventors, Percy Shaw reaped the benefit of his idea during his own lifetime.

C

While not the inventor of the first seatbelt – this was the American Edward J Claghorn who was granted a patent in 1885 – **Nils Bohlin** was the inventor of the modern *three-point seatbelt*, which is a standard safety device in most cars nowadays. Born in 1920 in the Swedish city of Haernosand, Bohlin developed ejection seats for Swedish aircraft maker Saab, before joining the automobile company Volvo as a safety engineer in 1958. Here he worked on improving the design of the safety belt, which at that time used a single strap with a buckle over the stomach, a design which risked injury to body organs in high-speed crashes. His three-point solution with a strap across the chest, another across the lap and the buckle placed next to the hip was a more comfortable and safer alternative. Bohlin received numerous awards from safety and health bodies during his lifetime in recognition of his work, which had saved the lives of millions of people.

**D**

The first *turn indicator* was invented by Hollywood starlet, **Florence Lawrence**. Born in Hamilton, Ontario, Canada, on January 2, 1886, she changed her name to Florence Annie Bridgwood, and by 1913 she was a successful movie star. At that time, automobiles were just becoming widely available, and Lawrence was among the fortunate few to own her own car. A truly passionate automobile enthusiast, she had many ideas for improving them. The first of these was the 'auto signaling arm', which is known as the first version of a turn signal. By pushing buttons located near the driver's seat, the arm, which was placed on the back wing of the car, could be activated to go up or down, so indicating the driver's intention to turn left or right. Lawrence never patented her inventions, but improved versions were soon seen everywhere and by 1939, the Buick had made electrical turn signals standard in all its cars. Her mother, however, did patent a system of electrical windshield wipers in 1917, but neither made any money from these.

Vocabulary

+ Phrasal verbs with *keep*

- 1 Choose the correct alternative in *italic* to make an appropriate phrasal verb with *keep*.
- Sonia kept *on/up* working right through her pregnancy.
 - We'll have the wedding reception outside as long as the rain keeps *out/off*.
 - He walked so fast that I couldn't keep up *with/in* him.
 - When you're on a diet you have to keep *off/out* fatty foods and alcohol if you want to lose weight.
 - You've done really well. Don't stop now. Keep *on/up* the good work!
 - The best way to keep *on/up* with what's happening in the world is to watch the news or read the newspaper every day.

+ Meeting words

- 2 Complete these sentences with one of these words.

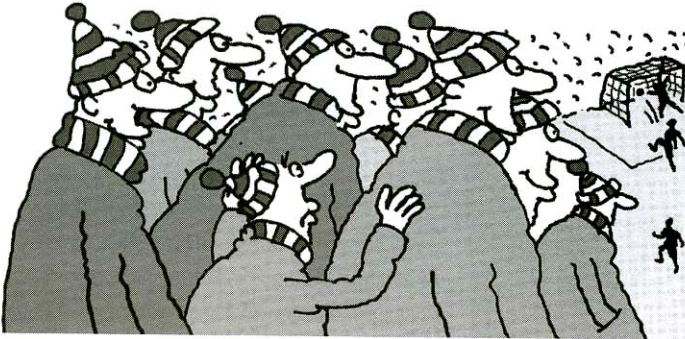
appointment date gathering get-together meeting reunion

- I've got a business _____ on Monday at nine o'clock.
- I thought Joanne and Richard were just friends, but she said she had a _____ with him tonight, so they must be going out.
- Are you going to the school _____? All our old classmates will be there.
- It won't be a huge party, just a small family _____.
- I have an _____ to see the Managing Director. He's expecting me.
- We're having a little _____ on Friday to celebrate Tony's birthday. Will you come?

Grammar

Wishes and regrets

1 Complete these sentences with the correct form of the verbs in brackets.



- a Peter wishes he _____ (be) taller so that he could see better at football matches.
- b I'm so tired. I wish I _____ (not/go) to bed so late last night.
- c I wish I _____ (can) afford to run a car like that.
- d I wish you _____ (put) your dirty socks in the laundry basket and not drop them on the floor!
- e Darren wishes he _____ (remember) to buy his girlfriend a birthday present.
- f I wish I _____ (not/live) in the country. There's nothing to do!
- g Tony wished he _____ (work) harder at school and _____ (get) some qualifications.
- h Susan felt sick and wished she _____ (not eat) so much chocolate.
- i I wish I _____ (have) straight hair!
- j I wish Alison _____ (hurry up)! I'm fed up with waiting.
- k Don't you sometimes wish you _____ (not/get married) so young?
- l I wish it _____ (stop) raining. I want to play tennis.
- m Mary wishes she _____ (learn) to swim when she was young.
- n I wish I _____ (listen) to my brother's advice.

I'd rather

2 Complete these sentences with one of these verbs in an appropriate form. You will need to make some of the verbs negative.

arrive call eat have play
drive go invite visit

- a I think I'd rather _____ to the cinema than get a DVD out.
- b I'd rather we _____ out tonight for a change. I'm tired of cooking.
- c I'd rather _____ football than watch it any day.
- d 'Would you like another sandwich?'
'I'd rather _____ a piece of cake.'
- e I'd rather you _____ Patrick to the party. I don't like him very much.
- f Would you rather I _____ you after eleven? I don't want to wake you up.
- g I'd rather _____ than be a passenger, wouldn't you?
- h I'd rather _____ too early. I hate being the first person there.
- i We'd rather you _____ us next month. We're both very busy at the moment.

It's time

- 3 Read these situations and write an appropriate sentence beginning with *It's time*.
- a It's half past seven. You get up at half past seven every day. What do you say to yourself?
It's time _____.
 - b You are thirty years old and you still live with your parents. Your friend thinks you should get your own place. What does he say?
Don't you think it's time _____?
 - c Your mother asked you to put the lamb in the oven at twelve o'clock. It's twelve o'clock now. What does your sister say to you?
Isn't it time _____?
 - d Your doctor thinks you should have a holiday. What does she say to you?
It's time _____.

Use of English

For questions 1–8, 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 two and five words, including the word given. Here is an example (0).

EXAMPLE

0 It is impossible to sit on the grass because it is too wet.

dry

The grass is not dry enough to sit on.

1 It's a pity you didn't tell me earlier.

wish

I _____ me earlier.

2 I would prefer you not to smoke, if you don't mind.

rather

I _____ smoke, if you don't mind.

3 Mandy's boss won't let her leave work early.

allowed

Mandy _____ leave work early.

4 I'm not sorry I chose nursing as a career.

regret

I _____ nursing as a career.

5 Some people have complained about the noise.

several

There _____ about the noise.

6 My house is being painted at the moment.

having

I _____ at the moment.

7 Have you decided what you would like for dinner?

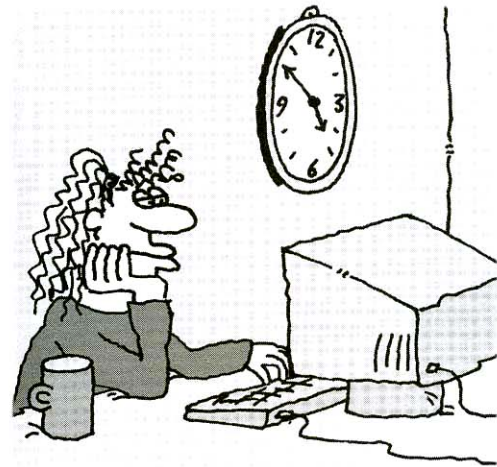
mind

Have you _____ what you would like for dinner?

8 The plane left on time although the weather was bad.

took

The plane _____ the bad weather.



Vocabulary

Phrasal verbs with *carry*

1 Complete these sentences with *carry* in an appropriate form and one of these words.

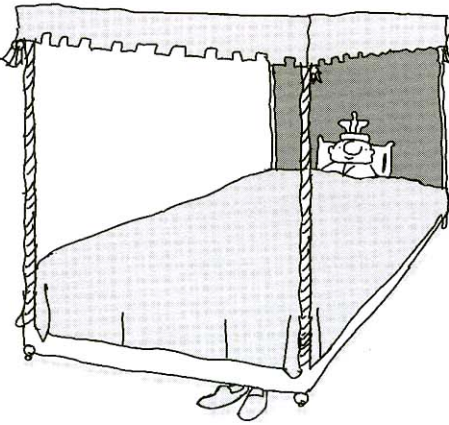
away on out through

- The hospital are _____ tests to find out what is wrong with him.
- Don't get too _____ and spend all your money at once.
- Let's _____ this discussion later.
- Her courage and determination has _____ her _____ hard times.

Compound adjectives and adjective suffixes

2 The answers to these clues are hidden in the grid. Words can go across or down.

- Someone who cares about others is kind-_____.
- Artists, writers and poets are all c_____ people.
- The opposite of agricultural is _____.
- Another word for attractive is good-_____.
- The largest bed there is is king-_____.
- If something doesn't contain sugar, it is sugar-_____.
- Material which can become longer or wider when pulled is s_____.
- Shoes which last a long time are _____-wearing.
- The opposite of sensitive for a person is _____-skinned.
- Cakes not bought from a shop but made in someone's house are _____-made.
- A _____-blooded murderer is one who shows no sympathy for his victims.
- An idea which no one has had before is _____.



R	K	Z	S	I	Z	E	D	P	R	A	I	M
J	E	W	H	N	E	C	A	F	S	C	X	L
S	F	O	O	D	L	O	O	K	I	N	G	A
H	W	R	M	U	N	F	C	H	I	M	O	W
C	J	I	E	S	T	R	E	T	C	H	Y	F
W	C	G	A	T	I	E	K	H	R	A	C	M
I	M	I	B	R	Y	E	T	I	O	R	O	E
E	Q	N	X	I	N	H	B	C	E	D	L	Z
K	I	A	U	A	E	F	I	K	V	U	D	I
A	O	L	I	L	C	R	E	A	T	I	V	E
H	E	A	R	T	E	D	Y	E	B	D	A	S

Listening



🔊 You will hear part of an interview with futurologist Andrew South about how we will travel in the future. For questions 1–10, complete the sentences.

Future travel

- 1 Flying cars will be able to carry up to _____.
- 2 After you touch down in your flying car, you will have to take off the _____ before you continue your journey.
- 3 The engines will use _____ fuel than now.
- 4 It will not be particularly _____ to buy a flying car.
- 5 The biggest problem for people living in Britain will be _____.
- 6 Another disadvantage of flying cars is that you will need to live near _____.
- 7 Instead of petrol, cars may be fuelled by _____ or fuel cells.
- 8 Cars of the future will have a _____ shape.
- 9 It will be _____ before we see every car with the new improvements.
- 10 Jet packs are unlikely to become popular because they have no real _____.

Writing

Beginnings and endings

- 1 The following opening sentences A–D and second sentences e–h have been taken from articles on discoveries and inventions that have changed our lives. Match the second sentences (e–h) with the opening sentences they go with (A–D).
 - A Have you ever wondered what life must have been like before aspirin was discovered?
 - B There is a popular story that Newton was sitting under an apple tree when an apple fell and hit him on the head.
 - C Ever since Dolly the sheep was cloned in 1996, the world has been asking itself this question: is cloning ethical?
 - D There is no doubt in my mind that the invention which has most revolutionised women's lives is the washing machine.
 - e This procedure would not have been possible were it not for the discovery of DNA in 1953.
 - f We take pain relief for granted nowadays, but it wasn't always the case.
 - g Before its invention women spent endless hours doing the weekly laundry.
 - h It is said that seeing it fall led him to develop the Law of Gravitation.
- 2 Match these final paragraphs i–l with the opening paragraphs above.
 - i A pioneer in physics, he was one of the most important scientists of our time. Without his discoveries the world we live in would be a very different place.
 - j No doubt the debate on whether it is a good thing or a bad thing will continue for many years to come.
 - k In conclusion, it not only meant that women's lives were easier, it also gave them more free time to do other things.
 - l Don't you think that little pill has revolutionised our lives? I think it has.

Listening

🎧 You will hear people talking about six different kinds of communication. For questions 1–6, choose the best answer A, B or C.

- You hear someone talking about the difference between British people and people of other nationalities.
When she was younger, how did she react to people who used gestures?
A She assumed they were foreign.
B She thought they were strange.
C She accepted them.
- You hear someone being interviewed about their experience of learning another language.
What does the speaker say about the Thai family he lived with?
A They always spoke to him in English.
B They were teachers at the local college.
C He learnt a lot of Thai from them.
- You hear someone talking about her oldest friend.
How do the two friends keep in touch?
A by writing to each other
B by phoning each other every month
C by visiting each other several times a year
- You overhear a conversation between a man and a woman.
What does the man tell the woman to avoid?
A She should avoid blinking.
B She should avoid staring.
C She should avoid eye contact.
- You hear someone talking about his first lie.
What happened when the speaker and his mother returned from shopping?
A His mother discovered the medicine.
B He hid the medicine in a cupboard.
C He took more of the medicine.

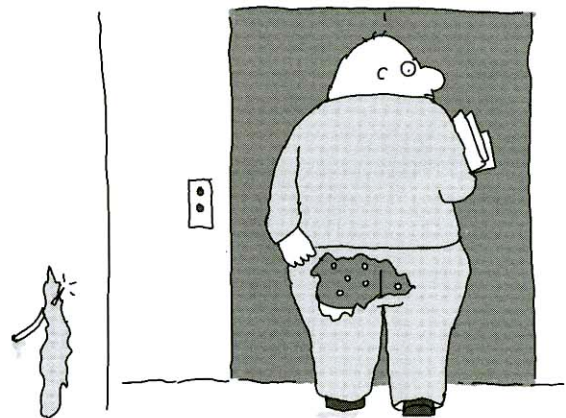
- You overhear a conversation between two people.
What situation are they talking about?
A getting stuck in rush hour traffic
B being stopped by the police
C a car breakdown

Vocabulary

+ Phrasal verbs with *stick*

Replace the verbs in *italic* in these sentences with the correct form of *stick* and one of these words.

- at by out of to together up for
- When I was little, my big brother always *helped and protected* me.
 - The employees are realising that, if they *are united*, they can win an increased pay offer.
 - I really admire the way she has *continued to work hard at* that job even though she's found it really tough.
 - I'll always *help and support* my children whatever they do.
 - That's my story and I'm *not changing* it.
 - He tore his trousers on a nail that *was protruding from* the wall.



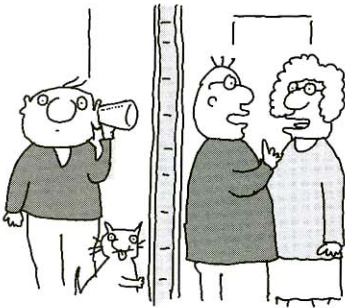
Vocabulary

Say, speak, talk, tell

- 1 Complete these sentences with the correct part of one of these four verbs: *say, speak, talk, tell*.
 - a I asked my father if I could borrow his car and he _____ yes.
 - b Did I ever _____ you the story of how I broke my leg?
 - c I'd love to be able to _____ Italian. It's such a romantic language.
 - d Apparently George Washington never _____ a lie.
 - e There's no point in being shy. You've just got to _____ your mind.
 - f He just wouldn't stop _____. In the end, I just put the phone down.

Adjectives with similar meanings

- 2 Do the words in *italic* in these sentences have positive or negative meanings? Write P or N in the spaces.



- a We've got a really *nosey* next-door neighbour. _____
- b My brother's a pretty *determined* sort of person. _____
- c He seems *overconfident* to me. _____
- d She's very interesting, but I find her a rather *cold* person. _____
- e He wore *cheap* shoes for the interview. _____
- f Claudia will do well in her exams, won't she? She's a really *serious* student. _____
- g A few of the students in my class are really *lazy*. _____
- h He's *well-built* for a man of his age. _____

- 3 Complete this table with the appropriate words from 2 above. The first one is done as an example.

More positive	More negative
a <u>curious</u>	nosey
b _____	dull
c easy-going	_____
d _____	fat
e inexpensive	_____
f outgoing	_____
g reserved	_____
h _____	ruthless

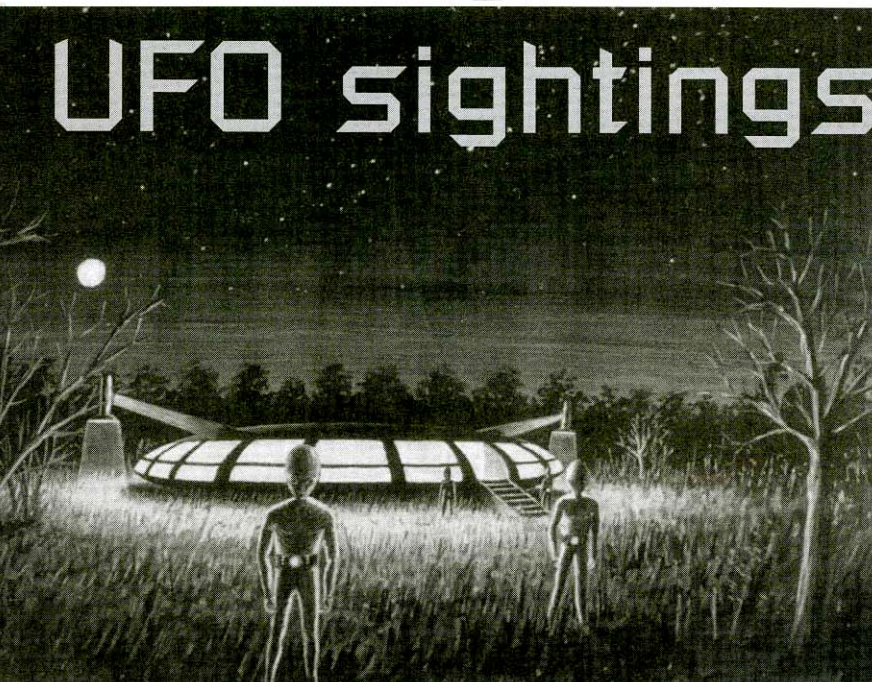
- 4 Complete these sentences with the correct form of one of these verbs.

expect hope look forward to wait

- a I _____ to get my exam results any day now. I just _____ I've passed.
- b The train was delayed because of an accident. We had to _____ for nearly two hours.
- c Are you _____ starting your new job?
- d My sister _____ us for lunch. We mustn't keep her _____.
- e Good luck at the weekend. I _____ everything goes well.
- f I'm really _____ summer holiday this year. I just can't _____ for the end of term.

Reading

You are going to read an article about unidentified flying objects (UFOs). Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.



Visitors from space are the subject of many 20th-century fairy tales, yet millions of normal people sincerely believe that they are real.

1 _____ But is there any real proof?

The first recorded case of this kind was in the 1950s, when George Adamski claimed that he had been given rides in flying saucers belonging to people from Venus, Mars and Saturn.

2 _____ Another early case of alien kidnapping took place a few years later in 1961, when an American couple, Betty and Barney Hill, saw a UFO while driving home one night in New Hampshire. The couple stopped to observe the UFO through binoculars and thought they could see people aboard. To escape from what they were sure was an alien spaceship, they took the back roads and arrived home two hours late. A week later Mrs Hill began to dream that they had not escaped, but had been taken on board the spaceship and medically examined. 3 _____

She even described how she had seen a star map, marked with the aliens' trade routes.

4 _____ This extraordinary event happened in a small town in Arizona, when a team of woodcutters who were working in a remote forest area returned home with a strange story of how one of their group had disappeared in the forest. They had, apparently, seen their friend Travis Walton knocked unconscious by a blue-green light from a flying saucer. They found this so terrifying that they did not stay to see what happened next but drove off as fast as they could. 5 _____ He said he had woken up on the UFO and found himself surrounded by creatures with no hair and with half-formed faces. These 'people' then put a mask over his face and he fell asleep again. He claims that he remembered nothing else until he awoke in the forest near to where he had disappeared.

At the time, his story received national publicity, some people calling it the most impressive case of its kind. 6 _____ Now, three decades later and despite the fact that there is absolutely no hard evidence that the earth has ever received visitors from space, the results of several American surveys indicate that the majority of people are convinced that there are such things as UFOs.

This suggests that people want flying saucers to exist, maybe because, as human beings we need to believe that we are not alone in the universe or that there are superior beings capable of showing us how to survive in an increasingly hostile world. 7 _____ Two of the most well-known, *ET* and *Close Encounters of the Third Kind*, were massive box office hits.

- A Five days later, the missing woodcutter returned home with an equally amazing story.
- B Under hypnosis, she gave a psychiatrist a detailed account of events on the spaceship.
- C This probably explains the lasting popularity of films and books involving UFOs and aliens of all kinds.
- D Frank Fontaine disappeared for a week during December 1979, apparently kidnapped by a UFO.
- E Fourteen years later, in 1975, one of the most famous 'kidnappings' of all took place in the USA.
- F Some people maintain that they have been visited or even kidnapped by aliens.
- G However, an organisation that investigates UFO cases concluded that the story was a hoax.
- H He said that two beautiful young women had taken him to cities on the far side of the moon.

Vocabulary

+ Word building

1 What are the nouns related to these adjectives from the article?

- a amazing amazement
- b beautiful _____
- c famous _____
- d hostile _____
- e national _____
- f real _____
- g superior _____
- h terrifying _____

2 What are the nouns related to these verbs from the article?

- a believe belief
- b conclude _____
- c convince _____
- d disappear _____
- e exist _____
- f indicate _____
- g observe _____
- h publish _____

Use of English

For questions 1–12, read the text 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).

Telepathy

Telepathy means communication between minds without the use ⁰ of language. This includes the communication of thoughts, ideas and feelings. A belief ¹ _____ the power of telepathy can be found all over the world. In tribal societies ² _____ as the Australian Aborigines, telepathy is accepted as a human faculty, while in more advanced societies, ³ _____ is regarded as a special ability of certain mystics or gifted individuals. Although ⁴ _____ scientifically proven, telepathy is being taken increasingly seriously ⁵ _____ a subject of scientific research.

It seems that most instances of telepathy occur spontaneously in times of crisis where a relative or friend has ⁶ _____ injured or killed in an accident. An individual is aware of the danger to the other person ⁷ _____ a distance. The feeling that something is wrong seems to come in fragments of thought, dreams, visions, or sometimes even words ⁸ _____ occur spontaneously. Often the information causes the receiver ⁹ _____ alter a course of action, such as changing a daily schedule, or just contacting the person concerned.

Research seems to indicate that telepathy is related to an individual's emotional state.

¹⁰ _____ is true of both the sender and the receiver. Case studies show that most receivers ¹¹ _____ women. One possible explanation for this is that women are more in touch with their emotions and are more likely to rely ¹² _____ intuition than men.



Grammar

Conditionals

- 1 Complete these conditional sentences using the correct form of the verb in brackets.
- a If we're home early tonight, we _____ (go) swimming with you.
 - b If Paul drinks coffee at night, it _____ (take) him ages to get to sleep.
 - c If Anna hung her clothes up, her room _____ (not look) so untidy.
 - d If I see your father in the next hour, I _____ (tell) him you're looking for him.
 - e If Andrew hadn't been so rude, his colleagues _____ (not stop) talking to him.
 - f My mother never gives people lifts in her car if she _____ (be) on her own.
 - g The car seat _____ (not get) wet, if you had closed the window.
 - h My grandfather can't see very well if he _____ (not have got) his glasses on.
 - i I _____ (phone) you if I can't get there.
 - j You'd be better at tennis if you _____ (practise) more regularly.

- 2 Rewrite these sentences as type 2 or 3 conditional sentences.

EXAMPLE

He's tired because he works all the time.
If he didn't work all the time, he wouldn't be tired.

- a Sue was ill, so she didn't go to the party.

- b I don't often go to the theatre because there isn't one in my town.

- c Jeff couldn't play football because he'd broken his leg.

- d My mother never goes swimming because she's afraid of water.

- e I'd like to buy a yacht but I haven't got £100,000 to spare.

- f It didn't snow, so we couldn't go skiing.

- g I can't send her a postcard because I don't know her address.

- h He walked into the road sign because he wasn't looking where he was going.



- 3 Choose the correct word or phrase in these sentences.
- a You'll be late *unless/provided that* you leave now.
 - b I'll give you a lift in my car *as long as/unless* you don't smoke.
 - c *If/Unless* you don't stop drinking you're going to make yourself ill.
 - d I'm sure we'll have a good holiday, *provided that/unless* the weather's good.
 - e *If/Unless* you tell me what's wrong, I can't help you.

Writing

Focusing expressions

- 1 Match a beginning a–f with a suitable ending 1–6. There is an example to start with.

Beginnings

- a As regards recent experience, 5
- b As far as travelling is concerned,
- c Regarding my salary,
- d In answer to your second question,
- e As for getting on with colleagues,
- f Moving on to my long term plans,

Endings

- 1 will I be paid on an hourly or a weekly basis?
- 2 I have a reputation for being easy to work with.
- 3 I am used to driving rather than travelling by train.
- 4 I hope to run my own production company eventually.
- 5 my last job was working as a TV cameraman.
- 6 no, I'm not particularly interested in working abroad.

- 2 Now rewrite sentences a–e below adding the focusing expressions in brackets. You may have to change the word order of the first sentence and in some cases add or omit one or more words.

EXAMPLE

I really enjoy working in television. (As regards)

As regards working in television, I really enjoy it.

- a I really want to be a newspaper editor. That's my ambition. (With regard to ...)
-

- b I worked in the United States for three years. That's my answer to your second question. (In answer to ...)
-

- c I am married and have one child. These are my family commitments. (As far as... are concerned, ...)
-

- d I have never called a radio phone-in programme. (As regards ...)
-

- e When does the job start? This is the only question I have. (My only question is ...)
-





Listening

You will hear five people giving their views on juvenile crime. For questions 1–5, choose which of the subjects in the list A–F they are talking about. Use the letters only once. There is one extra letter which you do not need to use.

- | | | | |
|----------------------------|-----------|--------------------------|---|
| A the influence of others | Speaker 1 | <input type="checkbox"/> | 1 |
| B the effect on victims | Speaker 2 | <input type="checkbox"/> | 2 |
| C the lack of things to do | Speaker 3 | <input type="checkbox"/> | 3 |
| D disciplining children | Speaker 4 | <input type="checkbox"/> | 4 |
| E punishment of offenders | Speaker 5 | <input type="checkbox"/> | 5 |
| F the role of teachers | | | |

Reading

You are going to read some newspaper articles about different crimes. For questions 1–15, choose from the articles (A–E). The articles may be chosen more than once. When more than one answer is required, these may be given in any order.

Which text mentions

- | | | | |
|------------------------|--------------------------|---|--------------------------|
| a minor crime? | <input type="checkbox"/> | 1 | <input type="checkbox"/> |
| an unsolved crime? | <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| a change in the law? | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| an unpopular sentence? | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

Which text mentions someone who

- | | | | |
|---------------------------------------|--------------------------|----|--------------------------|
| may not have been telling the truth? | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| will not be sent to prison? | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| had never broken the law before? | <input type="checkbox"/> | 8 | <input type="checkbox"/> |
| was a compulsive thief? | <input type="checkbox"/> | 9 | <input type="checkbox"/> |
| used a weapon? | <input type="checkbox"/> | 10 | <input type="checkbox"/> |
| tried to hide their identity? | <input type="checkbox"/> | 11 | <input type="checkbox"/> |
| got rid of the evidence against them? | <input type="checkbox"/> | 12 | <input type="checkbox"/> |
| was not arrested for a long time? | <input type="checkbox"/> | 13 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 14 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 15 | <input type="checkbox"/> |

Crime

A

Ten policemen spent a whole day filling six vans with £60,000 worth of goods which had been taken by a seventy-nine-year-old shoplifter over the past seventeen years.

The elderly woman's home in Southend, Essex, was so full of stolen property that detectives could not open the door. Once inside, they found 6,900 items still in their wrappings. These included 448 pairs of shoes, 843 jumpers, 799 blouses, 1,370 scarves, 418 hats, 1,332

necklaces, 711 dresses, twenty-three umbrellas, and eight fur coats.

Despite the seriousness of the crime, the woman, who has not been named, will be released with a caution. She told police she had begun stealing seventeen years ago after the death of her husband and had been unable to stop. 'She got away with it for so long because no one suspected a little old lady would steal,' said a police spokesperson.

D

Police were last night searching for an eight-year-old who attempted to hold up a sweet shop with a pistol. The boy, whose face was hidden by a balaclava hat, threw a carrier bag at the shopkeeper at a corner shop in Aston-Under-Lyme and ordered her to fill it up.

'I don't know whether he wanted the bag to be filled with sweets or money,' said the owner of the shop. 'I wasn't sure whether the gun was real or not, but it didn't look like a toy.'

He ran away when the woman pressed an alarm. The boy is described as 1.1 metres tall, dressed in jeans and a dark coat. A police spokesperson said, 'We are taking this very seriously, as we would any robbery involving a firearm, fake or not.'

B

William, an eighty-year-old beggar, is a permanent fixture outside the Bank of France in Nice on the French Riviera. He stands there every day from ten until six asking passers-by for money. On Wednesday last week, the bank was held up by armed robbers, and over 20 million euros was stolen in the most

daring bank-robbery ever in France.

The gang got in by kidnapping and tying up the security guards. They then held twenty bank staff hostage as they filled their sacks. Apparently not put off by the presence of video cameras, the robbers even took off their masks during the robbery, but

took the incriminating video cassette with them when they left.

The French police are still looking for the robbers and the four vehicles used in the hold-up. William has been questioned by the police. He claims that he was in his usual place all that day but saw nothing unusual.

E

Two men who took the law into their own hands have been jailed for five years for kidnap. The sentences have provoked a strong response from residents of two villages in Suffolk who describe the two as 'model citizens'.

Both men pleaded guilty to kidnapping, expecting to receive community service, and were shocked when they heard they would have to serve a jail sentence. The man they had kidnapped, John Barnes, was a known vandal and thief, who was believed to have been responsible for a series of burglaries in the neighbourhood.

A spokesperson for the villagers said that everyone was shocked. 'They were only trying to help the police. They've never done anything wrong in their lives.'

C

When Jerry Williams, twenty-seven, grabbed a slice of pepperoni pizza from a group of children, he probably knew he was breaking the law. What he didn't know was that it could lead to life imprisonment.

Mr Williams, who later told police he threw the pizza into the sea because it contained pork, which he dislikes, has become the latest on a growing list of criminals in California who face long prison sentences for minor offences under newly-introduced laws.

Under these new laws, anyone who has committed two serious crimes, for example robbery or drug possession, automatically receives a twenty-five-year prison sentence when they commit a third, no matter how trivial the offence may be.

Mr Williams, who told the police that he took the food as a dare, has already committed two serious offences. If found guilty of theft, he could face a life sentence.

Vocabulary

+ Crime vocabulary

- 1 Put the letters in *italic* in the correct order to make words related to crime. The first letter is in **bold**.
- a She was *err**s**t**e**ad* by a store detective as she was leaving the shop and accused of *fl**i**p**g**intosh*.
 - b Some people don't consider *rag**b**urly* a serious crime. But once you've been *reg**b**uld* you never feel entirely safe in your own home.
 - c He was charged with *de**e**psing* – he had been doing sixty in a thirty limit – and *kr**i**nd-g**i**ndvir*.
 - d People who get into fights at football matches are not fans, they are *loog**i**nahs*.
 - e The *g**u**mreg* pushed the woman to the ground and ran off with her handbag.
 - f Some people think that painting graffiti is an act of *ma**i**lsdanv* comparable to smashing up phone boxes.

+ Phrasal verbs with *up*

- 2 Complete these sentences with the correct form of one of these verbs and *up*.
- clear drink eat fill tear tidy wrap
- a The boy threw a carrier bag at the shopkeeper and ordered her to _____ it _____.
 - b I was so angry that I _____ the letter _____ into small pieces.
 - c She _____ the present in pretty gold paper.
 - d 'If you _____ all your milk you can have a bar of chocolate,' the woman said to her son.
 - e My desk is in such a mess. I suppose I'd better _____ it _____.
 - f _____ everyone! Don't let the food get cold.
 - g It took us three hours to _____ the mess after the party.

+ Phrasal verbs with *get*

- 3 Read these meanings of these phrasal verbs with *get*. Then, complete the sentences below with the correct form of one of these verbs, making any necessary changes.

get away – have a holiday

get away with – escape without being caught or punished

get by – to manage to live / survive with few resources

get down – depress

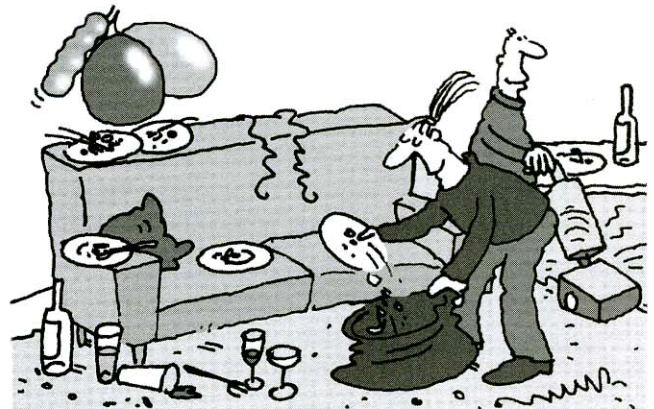
get on – (1) make progress

(2) have a friendly relationship with someone

get out – escape from a place

get over – recover from a shock or illness

- a 'She _____ it for so long because no one suspected a little old lady would steal,' said a police spokesperson.
- b Mary Lou asked me how Neville _____ at school.
- c Eric _____ with his brother when they were young, but they're good friends now.
- d Even if you haven't time for a proper break, try and _____ for a few days.
- e I hate winter – the cold weather and short days really _____ me _____.
- f When we were in Thailand, we _____ with sign-language and the half dozen words of Thai that we knew.
- g Keith still can't _____ winning so much money.
- h The prisoner _____ by climbing over the high wall that surrounds the gaol.



Use of English

For questions 1–10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Traffic

Public opinion surveys show that people are becoming ⁰ *increasingly* concerned INCREASE
about a range of problems associated with traffic. It is clear from simple ¹ _____ OBSERVE
that the traffic on our streets is increasing ² _____ year by year. It is DRAMA
also a fact that many drivers don't observe the speed limit in ³ _____ OPERATE
in the town centres. In fact, most drivers go ⁴ _____ faster. CONSIDER
What is equally ⁵ _____ to many people is the pollution caused by traffic, WORRY
which causes many health problems.
So what should be done about the problem? One possible ⁶ _____ to the problem SOLVE
is the ⁷ _____ of Park-and-Ride schemes by local councils. These work in ADOPT
the following way: councils provide cheap ⁸ _____ facilities on the outskirts PARK
of town and free bus services to the town centre.
Another is to stop the building of out-of-town ⁹ _____ centres, which people SHOP
rely on their cars to get to. A ¹⁰ _____ in the cost of using public transport REDUCE
might also help to persuade us to leave our cars at home.

Writing

Complex sentences

Rewrite each pair of sentences as one sentence using the words in brackets.

- a People are living longer nowadays. The number of births is decreasing.
(not only ... but also)
-
- b Compared with twenty years ago, men are living five years longer on average. Women are also living five years longer on average. (both ... and)
-
- c Some governments are increasing the retirement age. They are doing this to save money. (so that)
-
- d People have a longer life expectancy. They are not saving more towards their retirement. (despite)
-
- e In some cultures, the eldest son is responsible for looking after his elderly parents. He is also responsible for looking after his own family. (as well as)
-
- f People are living longer. They are healthier and more active than before. (in addition).
-
- g The old are treated with great respect in some societies such as France. In other countries, they are regarded as a problem. (although)
-



Grammar

Probability and possibility

- 1 Choose an appropriate modal verb in an appropriate tense to rephrase the parts of the sentences in *italic*. An example is given.

must can't could might

EXAMPLE

Wife Was the meal all right? Heather and Dave didn't eat much.

Husband It was very nice. *Maybe they weren't hungry.*

They might not have been hungry.

- a Sally Well, I suppose *it is possible that I misheard the name.*
- b Janis said she'd be here by one if she managed to get away. It's quarter past now so *I'm sure she isn't coming.*
- c Susie Is Alan coming to the party?
Julie *Maybe I'll invite him.* I haven't made up my mind yet.
- d Fran Oh no! This isn't my suitcase!
Julian Then *you took the wrong one by mistake.* Is there a name anywhere?
- e Angie Maria tried out that cheese soufflé recipe you gave her when we were round on Saturday, but it was a disaster. It didn't rise.
Nicky *The oven probably wasn't hot enough.*
- f Lynne Which one's Emma's new boyfriend?
Liz *It's probably that tall guy over there with the long hair.* He's the only one that looks like a musician.
- g I don't think that's William's jacket but *maybe I'm wrong.*
- h Man Waiter, this bill is for £100. We only had coffee and sandwiches. *I'm sure you've made a mistake.*

- 2 Choose the correct answer in *italic* in these sentences.
- a Joe and Liz *can't/mustn't* have gone on holiday. Dave says he saw them yesterday.
- b Andrew *mustn't/can't* be tired. He wants to play another round of golf.
- c Diana *may/can* be coming later.
- d She *can't/mustn't* have meant to upset you.
- e You *can/could* be right I suppose.

Articles

- 3 Complete the gaps in this article with *a/an, the* or \emptyset if no article is required.
- a He was born in _____ United States, but he emigrated to _____ West Indies when he was still a young man.
- b _____ new hostel for _____ homeless is being built in _____ town centre.
- c _____ meal was great. Thanks for inviting me.
- d Joyce works as _____ nurse. Her husband is _____ architect. Both their sons are _____ lawyers.
- e 'They've just bought _____ villa by _____ sea.'
'How many rooms has _____ villa got? Has it got _____ swimming pool?'
- f Can I have _____ glass of water and _____ cheese sandwich please?
- g 'Have you been on _____ holiday yet?'
'No, _____ holiday we had booked was cancelled at _____ last minute.'
- h _____ highest mountain in _____ world is _____ Mount Everest. It's in _____ Himalayas.
- i Have you heard _____ expression: _____ people who live in _____ glass houses shouldn't throw _____ stones. It means you shouldn't criticise _____ others for something you are guilty of yourself.



Grammar revision Units 9–11

Relative clauses

- 1 Two relative pronouns are given in brackets (\emptyset means no relative pronoun). Cross out the pronouns which are not correct or tick (\checkmark) the sentence if both are correct.

EXAMPLES

I'd never seen the man (\emptyset) (that) she was talking to before. \checkmark

The woman (who) (~~that~~) is speaking to Joe is his aunt.

- Can you return the book (that) (which) I lent you as soon as possible, please?
- The house, (which) (that) was situated on the edge of a lake, had an incredible view.
- That nice boy (who) (which) I told you about will be there.
- The woman (which) (whose) house was almost destroyed in the explosion is going to sue the gas company.
- George's dad lent him £300 so that he could come on holiday with us, (which) (that) I thought was very generous.
- The person to (who) (whom) I spoke told me there were still some tickets left.
- That restaurant (\emptyset) (that) closed down last month has re-opened under new management.
- Stephen really likes the CD (\emptyset) (which) you gave him.
- The last book (which) (\emptyset) he wrote was a bestseller.
- The person (which) (that) you met was Maria's brother, not her cousin.

Wishes and regrets

- 2 You would like to change the following situations. Complete these sentences with an appropriate verb in the correct form.
- You're thirteen. 'I wish I _____ older.'
 - You haven't got a car. 'I wish I _____ a car.'
 - You can't swim. 'I wish I _____.'
 - You've argued with your father. 'I wish I _____ with my father.'
 - You didn't go to university. 'I wish I _____ to university.'

- 3 Choose the correct answer in these sentences.
- I wish you *didn't promise/hadn't promised* to go.
 - I wish you *would stop/stopped* whistling.
 - I wish I *would/could* be sure he wasn't lying.
 - I *wish/hope* I see you on Friday.
 - He wishes his exams *were/would be* over.

Conditionals

- 4 Complete these sentences with the correct form of the verb in brackets.
- If it _____ (stop) raining, we'll go out for the afternoon.
 - I _____ (not tell) you if I'd known you were going to get so upset.
 - If I won the lottery, I _____ (give) most of the money away.
 - If I hadn't broken my arm, I _____ (be able) to play tennis with you tomorrow.
 - Her eyes get tired if she _____ (wear) her glasses for too long.
 - I'd go and see the doctor if I _____ (be) in your position.
 - If I _____ (meet) your parents, I won't tell them I've seen you.
 - We wouldn't be in this position now if we _____ (be) more careful with our money.
 - John _____ (get) toothache if he eats ice cream.
 - If we _____ (check) the car before we left, we probably wouldn't have had the accident.

- 5 Choose the correct word or phrase in these sentences.
- You'll be on time *unless/provided that* you leave now.
 - I'll tell you *as long as/unless* you don't tell anyone else.
 - If/Unless* you don't stop interrupting me, I'm going to get cross.
 - I'm sure we'll be there on time, *provided that/unless* the traffic is particularly bad.
 - If/Unless* he apologises, I won't forgive him.

Key

Unit 1

Listening page 4

1 C 2 E 3 F 4 A 5 D

Audio script

Speaker 1

My brother's three years older than me and I think of him as my best friend. It's funny 'cos if you'd asked any of our relatives when we were younger if we'd be as close as this now, they'd just have laughed. The thing is Chris and I were always fighting. Then *when he was about sixteen* he started having a bit of a rough time at school – the teachers were picking on him. At the same time I started having arguments with Mum and Dad, you know. Anyway, *me and Chris started talking to each other* – I mean, asking each other for advice. It was then that we realised we had loads in common, and *we've been friends ever since*.

Speaker 2

My brother's called Peter, and ever since I can remember we've got on really well together. We'd have the odd argument about what to watch on TV, stuff like that – but never anything serious. We're pretty close in age – so we always went to the same schools – he was a year ahead of me. When I started school, he sort of looked after me – *I'd go and find him at break time and tell all my friends about how fantastic it was having an older brother like him*. I really missed him when he went to university last year. He comes home for the holidays and I've been to stay with him for the odd weekend, but it's not quite the same as having him at home all the time.

Speaker 3

I don't see my brother much these days – he's living in Australia, but I know he's at the end of a telephone if I need him. We don't have that much

in common, but I like to keep in touch with him. We talk or email most weeks. We didn't get on very well when we were younger – I was always jealous of him. *He seemed to be able to get away with anything ... 'cos he was younger, I suppose*. When he was in his teens he could stay out much later than I could. *Parents are always more strict with their daughters, aren't they?* I always had to tell my parents where I was going, who I was going with. They never asked him anything.

Speaker 4

It's sad really, but I've never actually liked my brother. Right from when I was a toddler, he bullied me. I remember him saying things like 'Why were you born? We don't need you in our family.' And he was always getting me into trouble with Mum and Dad. If ever I did anything wrong, you know, he'd tell them, he always made it sound worse than it actually was and they always believed him. *These days I'm just not that interested in seeing him*. We don't live in the same place any more, so we occasionally meet at family get-togethers, but that's about all. We chat politely for a few minutes, but we haven't really got anything to say to each other.

Speaker 5

I was always the favourite. I was bright and extrovert – a real goody-goody. My older brother Alex was a bit of a tearaway. I always did better at school than he did, and *my parents held me up as a shining example for him to follow* whenever he was breaking windows with his football, or refusing to do his homework. Not surprisingly, he absolutely hated me, you can't really blame him. The funny thing is that, now that we are all grown up, no one in the family seems to remember this – except me, of course. We're both in our twenties now, and we get on okay, but sometimes *I still feel guilty about being Mum and Dad's favourite*.

Vocabulary page 4

- 1 a picked us up
b picks on
c picked it up
d picks at
e pick out
f picked up
- 2 a gossip d discussing
b nagging e arguing
c chatting

Grammar page 5

- 1 a I'm going to learn
b I'm meeting
c I'll be walking
d It's going to snow
e leaves
f I'm going to travel
g I'll buy
h I'll have been living
i will go up
j lands
- 2 b I'm going to stop smoking
c I'll answer it
d ✓
e we will have (we'll have) finished
f ✓
g will object
h are you going to do / will you do
- 3 a will be
b I'm going to faint
c I'm going
d leaves
e will have worked / will have been working
f I'll turn
g I'm going to stop
h we'll be thinking

Reading page 6

- 1 C 3 D 5 A 7 A
2 B 4 B 6 D 8 D

Grammar page 7

- 1 a *too* young / not serious *enough*
b *too* high
c *too* hot
d wasn't patient *enough*
- 2 b You aren't *old enough* to learn to drive.
c You *are walking too slowly* to keep up with me.
d These new jeans are *not big enough* for me.
e My brother lives *too far away* to come for the weekend.
f I'm *too short* to reach the top shelf.
g I'm *not well* enough to come on holiday with you.

Vocabulary page 8

- 1 a family d council
b class e audience
c government f crowd
- 2 a sincerity d competition(s)
b optimism e laziness
c confidence f generosity
- 3 b energetic h fair
c creative i organised
d patient j fit
e caring k enthusiastic
f brave l hard-working
g sociable m cheerful

Writing page 9

- 1 A d C a E b
B e D g
- 2 a It gives me great pleasure
b inform
c receive
d all items
e your chosen items
f appropriate
g We would be most grateful if you could...
h at your convenience
i notify us
j in advance
k additional
l completed
m required documents

Unit 2

Vocabulary page 10

- 1 a give back d giving away
b gave out e gave up
c give it up
- 2 a most superstitious
b heavier
c most expensive
d more clearly
e fatter/heavier
f more carefully
g cleverest/best, best/highest
h more patiently/better
i worse
j worst/best, worse/better

Listening page 11

- 1 drugs
2 others / other people
3 comes from
4 stop
5 all the time
6 personalities
7 angry and depressed
8 trust

Audio script

Presenter: Maybe you've already come across some of the problems connected with gambling. As you know, most people can control their behaviour pretty well whenever risk of some kind is involved. But there are people who get 'hooked' on gambling, just like other people might get hooked on alcohol or *drugs*. These people seem to have lost control of themselves – they might not even realise that their gambling is out of control, or that it's causing lots of problems – both for themselves and for *other people*. Of course, people usually gamble with money or at least things that cost money. In fact, problem gamblers lose more than they win because they don't stop gambling and eventually always gamble away their winnings. So, if they want to keep on gambling, they have to get more

money. Where does it come from? To the gambler it doesn't matter who or where it *comes from*. It could be credit cards, loans, theft or bad cheques. And sometimes they need a 'bailout'. That's when there's no money left and nowhere else to get it. Their husband or wife, their friend or boss will pay the debts or give the gambler money hoping that this will help them to *stop*. As you might expect, this simply doesn't work. Gambling addicts find themselves spending more and more time thinking about gambling and doing it. Eventually, they can think about nothing else, and most of their time is spent doing gambling-related things. It also takes time to deal with the problems their gambling leads to. For most gamblers, it is a pastime. For serious problem gamblers, it is '*all the time*'. Things that used to be important are no longer as important as gambling. Being a good parent, husband or student, being a responsible adult are things of the past. And sadly, problem gamblers often change their *personalities* – so much so that friends and relatives say they are like strangers. Worse still is the fact that the person's emotions are tied to gambling. So, they're happy after a win, but after losing they get *angry and depressed*. They're nervous when they're about to gamble, irritable if something stops them from betting. When things get really bad, problem gamblers can become very depressed, and in some cases even suicidal. It's difficult for ordinary people to understand how someone can lose control of their gambling behaviour. Why don't these gamblers know better? After all, no one is making them gamble. It's not like drug addiction. They can see what's happening around them. They must know there's a problem. Well, unfortunately, that's what addiction is all about. People do lose control in spite of everything. It's just not rational. This compulsive need to gamble can

change people. They'll do things and act in ways that they never thought possible. It's a sad fact, but you can't *trust* a gambler who is desperate to keep on gambling. First there's the lie, then the excuse; 'It wasn't me ... anyway, I needed it'. It's not what gamblers say that counts, it's what they do. Recreational gambling is enjoyable and shouldn't cause problems for you or anyone else in your life. But don't forget – gambling can become a real addiction which has to be treated.

Vocabulary page 11

- 1 **change**
your clothes / your job / your mind / money / your shoes / the subject / trains
- pay**
a bill / a debt / a fare / a fee / a fine / money
- win**
a competition / an election / money / a prize / a race / a war
- 2 a change your shoes
b won an election
c pay a fine
d pay the bill
e won a race
f change your job

3

			R	U	D	E					
		A	S	S	E	R	T	I	V	E	
E	X	H	A	U	S	T	E	D			
			S	L	E	E	P	Y			
S	T	U	B	B	O	R	N				
				I	M	P	O	L	I	T	E
	A	B	U	S	I	V	E				
				U	N	H	A	P	P	Y	
	D	E	P	R	E	S	S	E	D		
			F	E	D	U	P				

Reading page 12

- | | | | |
|-----|-----|-------|-----|
| 1 | B | 9 | E |
| 2 | E | 10/11 | C/D |
| 3/4 | C/D | 12 | E |
| 5 | C | 13 | A |
| 6/7 | A/C | 14 | A |
| 8 | D | 15 | B |

Vocabulary page 13

- 1 b reception / receipt
c development
d equip
e collect
f organisation
g inclusion
h advertisement
i store
j enjoyment
- 2 a huge old Roman
b unusual green cotton
c beautiful tall modern
d large square black and white
e tiny brand new Japanese

Use of English page 14

- 1 I would often spend
2 Giving up smoking
3 is / 's the hardest worker
4 is / 's always complaining
5 are / 're likely to get
6 We were asked to
7 object to paying
8 spend less (money)

Grammar pages 14–15

- 1 a 2 – X c 1 – X
b 3 – X d 1 – X
- 2 a keep e tend
b used f keep
c tend g used
d would
- 3 a never got used to
b used to smoke
c are used to getting dressed
d get
e did you use to live

Writing page 15

Subjects	Title	First line
2	E	h
3	C	g
4	D	c
5	H	b
6	G	a
7	F	f
8	B	d

Unit 3

Reading page 16

- 1 B 3 H 5 F 7 E
2 D 4 A 6 C
- Extra sentence: G

Vocabulary page 17

- 1 a 7 d 9 g 8 j 2
b 1 e 5 h 10
c 6 f 4 i 3
- 2 a ninety-year-old grandmother
b three-course meal
c twelve-man jury
d thirty-five-hour week
e five-minute walk
f ten-ton lorry
g one-egg omelette
h one-litre bottle of whisky
i 2,000-word essay
j fifteen-piece orchestra
- 3 a set off the burglar alarm
b setting out
c setting up
d set their dogs on
e set back
f set off

Grammar page 18

- 1 a will be able to
b couldn't
c could
d couldn't
e were able to
f haven't been able to
g couldn't
h was able to
- 2 a can, couldn't
b managed
c couldn't have
d succeeded
e hasn't been able to
f be able to

Grammar revision Units 1 and 2 page 18

- 1 a will be/arrives
b are going to hit
c will be flying
d will have finished

- e will do
 - f will look
 - g does, start
- 2
- a used to live
 - b get used to *driving*
 - c ✓
 - d *is always* interrupting
 - e ✓
 - f *Didn't he* use to *have*
 - g ✓

Use of English page 19

- | | |
|--------------|-------------|
| 1 at | 7 are |
| 2 who | 8 but |
| 3 from | 9 something |
| 4 other/most | 10 though |
| 5 well | 11 him |
| 6 when | 12 any |

Vocabulary page 19

- 1
- | | |
|-------------------|--------------|
| a special effects | e soundtrack |
| b subtitles | f endings |
| c animated | g plot |
| d cast | h acting |
- 2
- | | |
|--------|--------|
| a down | e out |
| b out | f up |
| c in | g down |
| d up | |

Listening page 20

- | | | |
|-----|-----|-----|
| 1 B | 3 B | 5 C |
| 2 C | 4 A | 6 A |

Audio script

1

Man Well, obviously you need to be able to run fast. But over a fairly short distance. You don't need to be able to run a hundred metres, for example. But a lot of us start off as sprinters and then change over because they are not quite fast enough. Speed is crucial because as a rule the speed you achieve just before take-off determines your height, and *it's that which determines the distance you jump*. Obviously other factors come into play too, like the speed of the wind behind you ...

2

Footballer I'll be out for at least two months because of the injury.

Obviously I was a bit concerned at first, but the doctors say it's a clean break and don't expect any complications, which is a relief.

Reporter It was a hard tackle though.

Footballer Yes, and I know some people would have been absolutely furious if it had happened to them, but football's a hard game. These things happen.

Reporter Of course it means you'll miss playing in the cup final next Saturday. It would have been your first cup final, wouldn't it?

Footballer Yes, and it goes without saying that I'm extremely upset that I won't be playing.

3

Woman If you forget your lines, don't worry. I'll be standing at the side of the stage, and I'll prompt you if that happens. And remember to speak in a nice loud voice so that everyone at the back can hear you. Two other very important things: no chewing gum, please. And whatever you do, don't wave to your parents. That's all. Any questions? No? Fine, *then off you go and get into your costumes* and good luck everyone. I'm sure you'll all be brilliant!

4

Woman I think to be successful these days you have to appeal to a wide audience – both men and women – you have to be a bit different to everyone else, and you have to come across well on television. I think all of these are true as far as Frank Smith is concerned, but I think the reason he has been more successful than some of the other comedians around is because *he can do other things as well. He's not just a comedian. He makes a good chat show host, and he's not a bad singer either. In fact, you could say he's an all-round performer.*

5

Woman At the moment I'm doing everything. I take the kids to school, pick them up, make their tea, take Jack to his judo class, take Anna to her ballet class. I'm not complaining because I know you're just as busy as me, but it would be a great help if you could be in charge of Saturday

activities at least – take Jack to his football practice and Anna to her riding lessons. *It's just so tiring organising everything all of the time, and it would be nice if you could do your share.*

6

Man Now the first time you try to do this, it's quite difficult, but like everything else practice makes perfect. It helps if you've got quite a bit of space around you, and don't think of trying to do it in a kitchen with a low ceiling. Not a good idea. When you're ready, stand with your feet apart firmly, and *hold the frying pan at arm's length. Then, flick your wrist with an upward movement as hard as you can, and be ready to catch it when it comes down*, which it will unless you've thrown it too high and it's got stuck to the ceiling. If that happens, try again.

Vocabulary page 20

- 1
- | | |
|-------------|----------------|
| a take-off | e break-out |
| b hold-up | f let-down |
| c turnout | g breakthrough |
| d take-away | h outbreak |
- 2
- | | | |
|----------|--------|------|
| c like | f as | i as |
| d as, as | g Like | j as |
| e like | h like | |
- 3
- | |
|----------------------|
| a length, lengthen |
| b wide, width |
| c depth, deepen |
| d height, heighten |
| e narrow, narrowness |
| f short, shorten |

Writing page 21

Jamie Oliver has made a huge impact on British attitudes to food. Besides the income from his TV series and his advertising campaigns, he sells around 2.5 million cookbooks a year, which has helped to swell his bank balance to over £6m. He also receives income from his restaurant, Fifteen, which is called Fifteen for its address, 15, Westland Place, and because fifteen was the number of disadvantaged young unemployed people that Oliver trained himself to work there. Cooking has always been in Oliver's blood. His parents, Trevor and Sally, own a pub called The Cricketers in the village of

Clavering in Essex, and Jamie was helping out with the cooking when he was only eight. Oliver, who is dyslexic, left school with no formal qualifications. He studied at Westminster Catering College before going on to work as a pastry chef at Antonio Carluccio's restaurant in London's Neal Street. This instilled in him the love of Italian food, which is the mainstay of his own culinary style.

Unit 4

Listening page 22

- | | |
|----------------------|-------------------|
| 1 three | 6 education |
| 2 identify | 7 parents |
| 3 colours | 8 individuals |
| 4 pressure | 9 (their) friends |
| 5 (general) attitude | 10 principal |

Audio script

Interviewer Hi, Ed. Thanks for coming into the studio to talk to us about your experience in a school which has recently introduced, or should I say 're-introduced', school uniform.

Ed It's my pleasure.

Interviewer Can I start by asking you the reason why your school decided to go back to a strict uniform code?

Ed Sure. As far as the school's concerned, *there were three reasons*: safety, discipline, and pride.

Interviewer What have the uniforms got to do with safety?

Ed Two points there. *Before we introduced uniform we couldn't identify people on the school premises* who had no right to be there – you know kids who'd just wandered in off the streets. Now anyone who isn't wearing a uniform is easy to identify and can be excluded from the school. The other reason is that when all the children are wearing the same clothes, gang colours disappear.

Interviewer I don't understand – what do you mean by 'gang colours'?

Ed Well, before we introduced uniforms, a proportion of the kids wore *clothes of particular colours*

which showed clearly which gang they belonged to. There were frequent fights between members of the different gangs. But the worst thing was that there was constant pressure on the younger children at the school to join one or other of the gangs. The way they did this was by agreeing to wear the gang uniform.

Interviewer So, are you telling me that your new uniform policy has succeeded in wiping out gang fights at your school?

Ed No, I wouldn't go that far, but *it has made it easier for children to resist the pressure to join a gang* in the first place.

Interviewer I see, and how about pride? Are the children now more proud than they were of being a student at the school?

Ed Good question. It's very difficult to tell. I mean, nobody's going round saying 'Look at me in my smart uniform – I'm proud of going to the Central High School', but *we have noticed a slow improvement in the general attitude of the children*, who now seem to have a better understanding of the benefits of a good education. And in the end that's the main purpose of improving discipline and getting children to feel proud of their school.

Interviewer How do you mean?

Ed Well, *the whole point of schools should be to provide children with an education which will prepare them for their adult life.* If they spend all their time worrying about wearing the most fashionable clothes or showing off which gang they belong to, they are not going to get the most out of their time at school.

Interviewer And how has the new policy gone down in the school?

Ed Well, as you might expect, *the majority of parents have been right behind us*, even though they have had to pay a fair bit for the uniforms. And perhaps not surprisingly the children have generally been very anti. *They say uniform doesn't allow them to be individuals.*

Interviewer And how has the school dealt with that opposition?

Ed In a number of ways. Obviously, our first tactic was to try to convince the children that looking smart is in their

own interests. We also point out to them that, left to their own devices, many of them would actually choose to wear a 'uniform' – *I mean, they would choose the same latest fashions as all their friends were wearing*, or even worse, they show off their membership of a gang by wearing the gang colours. So in fact, even if there were no school uniforms the majority of children would not choose to prove their individuality.

Interviewer And finally, Ed, how has this school uniform policy affected the staff of the school?

Ed It's quite simple – *we wear the same uniform as the children – and that includes the senior staff and the principal.*

Interviewer And are you happy about that?

Ed We weren't happy about it for the first week or two, but actually it's worked out very well, because it means we're not telling the children to wear one kind of clothes, but then wearing a different kind ourselves.

Interviewer Thanks Ed – that's very interesting. I wonder if more schools will follow your example.

Vocabulary page 22

- b calculation, calculating
- c conclude, conclusive
- d correction, correct
- e decide, decisive
- f exploitation, exploitative
- g political
- h resemblance

Grammar page 23

- 1
 - a Do you have to
 - b must/should
 - c need to/have to
 - d must
 - e had to
 - f should
 - g have to/need to
 - h need to
- 2
 - a don't have to
 - b mustn't
 - c needn't
 - d didn't need to show
 - e needn't have brought
 - f mustn't

- g don't have/don't need
h didn't have to

- 3 a compulsory
b forbidden
c can't
d should
e is allowed
f needn't have worn
g don't have to

- 2 a flat c rough e lately
b freely d wide

- 3 a finger d feet g neck
b back e arm h tongue
c hair f head

Unit 5

Reading page 24

- 1 D 3 A 5 B 7 D
2 B 4 B 6 C 8 C

Vocabulary page 25

- 1 a close / hard c fake
b negative
2 a fake d negative g negative
b hard e hard h close
c close f fake

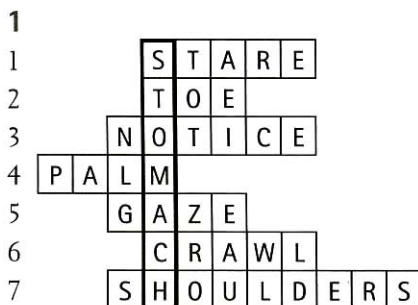
Writing page 26

- a 2 d 11 g 9 j 1
b 6 e 10 h 5 k 4
c 7 f 8 i 3

Use of English page 26

- 1 immediately
2 education
3 talented
4 eventually
5 graduating / graduation
6 decision
7 competition
8 professional
9 popularity
10 satisfaction

Vocabulary page 27



Vocabulary page 28–29

- 1 a trip e crossing
b tour f cruise
c journey g voyage
d excursion
2 a did
b camp-site, put up
c landed
d boarded, crew, fasten
e package
f miss
g coach, booked
h ports, disembarked
i take
j lanes
k souvenir
3 a pick me up e took off
b set off f stop over
c checked in g drop you off
d see him off
4 1 seat 4 time
2 tyre 5 parts
3 room 6 cash

Listening page 29

- 1C 2B 3F 4A 5D

Audio script

Speaker 1 Last year I went to France on a day trip with some friends. They were taking their car with them and asked if I wanted to come along as they had a spare seat. I was quite excited because I'd never travelled to France through the Channel Tunnel before – I'd always gone on the ferry – and I have to say it was much faster and much more convenient, but *it was also quite boring*. It was like being on a plane with no windows because there was nothing to see except the car in front and the car behind. *I'm not*

saying I wouldn't use the tunnel again, but it certainly wasn't what I expected.

Speaker 2 One summer, when I was a student, I travelled round Spain by train. I went with a friend and we always travelled at night because that way you could save a lot of money on accommodation. We slept in 'literas', which are bunk beds. There were six in each compartment: three on each side, one on top of the other. *The temperature in our compartment was never right – it was either boiling hot or freezing cold – and the beds were narrow and really hard. I woke up with back-ache every morning.* You never knew who else was going to be in the compartment with you. You could be really unlucky and get someone who snored.

Speaker 3 The worst travelling experience I've ever had was when I was in the States. I was flying from Newark to Washington Dulles, which, if I remember correctly is about an hour's flight. We set off late, and then when we were half-way there we were told that we couldn't land because of bad weather and we had to go back. Then, when we got back to Newark we found that all the flights to Washington had been cancelled. That was the only information we were given. *What amazed me was that they didn't seem to have any plans in place for what to do if this sort of thing happened.* They hadn't thought about putting on buses to take people to their destinations, for example. Nothing.

Speaker 4 I would never recommend hitchhiking as a way of travelling these days because I think times have changed, but, when I did it, it was a fairly common way of getting around if you were on a tight budget. No one gave a second thought as to whether it was safe or not. When I was in my early twenties, I hitchhiked all round Europe, and never once felt that I was in any sort of danger. *I loved hitchhiking. You never got bored because every day was different, and every person who gave you a lift was different.* You might be given a lift by a rich couple in a very expensive car one moment and a farmer driving a tractor the next. You never knew who you were going to meet.

Speaker 5 I went to China last year with a tour company. I'm not a great fan of organised holidays as a rule, but I think if you're going to a country where you don't know the language, and you want to see as much of it as you can in quite a short time, then it's a good way to do it. It was a fantastic holiday. We managed to see an awful lot in just thirteen days, but *it meant that we didn't stop from seven in the morning till seven at night. It was a very busy and tiring schedule* and China is such a vast country that it involved a lot of travelling. I must admit, it would have been nice to spend a week at a beach resort at the end to recover. But that's my only criticism.

Grammar page 30

- went, got
 - Haven't you finished, have been doing, have done
 - got, wrote
 - had just put, rang, thought, rushed, had stopped, reached
 - have forgotten
 - had, was wearing, had driven off
 - had just covered, went
 - was thinking, had just picked up, started
 - have been peeling
 - was sitting, had left
- was driving
 - was raining
 - was beginning
 - saw
 - opened
 - asked
 - got in
 - made/was making
 - Have (you) been waiting
 - shook
 - tried
 - gave
 - noticed
 - realised
 - had got out
 - drove off
 - reached
 - had left
 - picked (it) up
 - had had

Use of English page 31

- | | | | |
|-----|-----|-----|------|
| 1 D | 4 B | 7 A | 10 C |
| 2 D | 5 D | 8 C | 11 A |
| 3 B | 6 C | 9 C | 12 B |

Reading page 32

- | | | | |
|-----|-----|-----|-----|
| 1 H | 3 G | 5 F | 7 E |
| 2 D | 4 A | 6 B | |
- Extra sentence: C

Vocabulary page 33

1

F	N	E	C	D	E	T	J	I	H	O	P	S	A
R	A	X	U	E	P	V	Q	M	F	U	U	E	D
E	I	H	I	L	A	R	I	O	U	S	G	G	F
E	F	A	B	I	D	R	U	N	R	I	L	E	F
Z	G	U	T	C	B	O	I	L	I	N	G	W	I
I	K	S	B	I	C	X	Z	F	O	H	I	P	L
N	L	T	P	O	I	Y	R	D	U	A	D	T	T
G	J	E	P	U	K	N	E	T	S	U	I	O	H
S	E	D	I	S	T	S	B	M	T	I	N	Y	Y

- unsuccessful, success
 - dishonest, honesty
 - immature, maturity
 - impatient, patience
 - irresponsible, responsibility

Writing page 33

- an enjoyable, delicious, sunny
- kind
- disastrous, serious
- pretty
- an accomplished
- useful
- well-behaved, naughty

Unit 6

Reading page 34

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 A | 5 F | 7 E |
| 2 G | 4 H | 6 B | |
- Extra sentence: D

Vocabulary page 35

- embarrassment, boredom, annoyance, exhaustion,

disappointment, amusement, frustration, surprise

- | | |
|----------------|----------------|
| a embarrassing | f exhausting |
| b boring | g amusing |
| c annoyed | h disappointed |
| d embarrassed | i embarrassing |
| e frustrated | j exhausted |

Grammar page 36

- on coming
 - at speaking
 - with doing
 - at persuading
 - for breaking
 - against leaving
 - of getting
 - on passing
 - in putting up
 - at drawing, in becoming
- wasting, to get
 - to inform
 - to follow, to find
 - to get up, to set
 - smoking, having
 - to meet, to hear
 - being, having
 - getting

Grammar revision Units 3–5 page 36

- will be able to
 - managed
 - being able to
 - succeeded
 - was able to/managed to
- have to
 - mustn't
 - needn't have brought
 - didn't need to
- ✓
 - took off, hung
 - have never seen/had never seen
 - have been working
 - had been looking

Use of English page 37

- prevented me (from) hearing
- went on working
- did not mean to insult
- not mind if Paul comes
- be hard to predict
- cannot/can't afford to buy

- 7 is looking forward to going
8 am getting used to getting

Vocabulary page 38

- 1 a serious d close
b strong, heavy e hard
c heavy f serious
- 2 a soundly f creating
b find g attentively
c hard h passionately
d take i hard
e heavily j expressed
- 3 a went on, short
b tough/hard, make
c spent
d wide
e fierce
f break
g run, run
h severe
i breaking
j full
k paying
l hired
m playing/performing
n vivid

Listening page 39

- 1 shy
2 three seconds
3 hole in the net
4 12 months
5 jazz or classical music
6 good hearing system
7 zoo animals
8 rubbing
9 can't feel pain
10 a tank

Audio script

Presenter And welcome to the programme. Today we're looking at the minds of fish. Simon Fuller, fish biologist, joins us.

Simon Hello.

Presenter When I think about a goldfish, I think of a fat, bloated creature, swimming stupidly round and round its bowl forgetting almost instantly anything that's happened to it. Is there something else to them?

Simon Of course. It's been known for a really long time that animals like cattle

and dogs, working dogs in particular, are all individuals, and behave differently in different circumstances; and that's also true of fish. *So you can have, for example, bold individuals who are risk-takers, and shy individuals who will avoid taking risks.* Some of the research that is being done now shows that there are actually individuals within a shoal who are more likely to be leaders than others.

Presenter But what about *the reputation they have for having a three-second memory*, like Dory, the forgetful blue fish from the Hollywood blockbuster film *Finding Nemo*.

Simon Not true. Fish are anything but forgetful. Research has shown that they can remember experiences for many months after just a little training. One trial that was done involved putting the fish in a big fishing net with a hole in it in a tank and moving the net quickly backwards and forwards. *The fish had to learn where the hole in the net was as that was the way out.* It only took about five trials – that's about 15 to 20 minutes. *Then when the same fish were tested 12 months later, it was found that they'd remembered exactly where the escape route was.*

Presenter That's amazing.

Simon It is, isn't it?

Presenter There has been some rather unusual research done on fish, hasn't there?

Simon Yes, there was quite a famous study recently on carp, where *they trained carp to perform two different tasks depending on whether they played jazz or classical music to them.*

Presenter Did they have one preference over another?

Simon Well, they performed two different tasks and they performed both of them equally well – so I don't think they had a preference, no.

Presenter How were they able to do that?

Simon Well, *fish have quite a good hearing system* so they can hear the music, but whether it's the vibration of the music or the rhythm of the music I don't know, to be honest.

Presenter And what about pain? Can fish feel pain?

Simon There has been a lot of research into this. In one, the lips of live trout were injected with bee venom and it appeared to affect their behaviour. *They rocked from side to side just like some zoo animals do when they're depressed or sad.* They also rubbed the affected area against the sides of the tank and into the gravel at the bottom of the tank – and that might be similar to rubbing behaviour where *an animal or a person rubs an affected area to help reduce the intensity of pain.* But another school of thought says that fish *can't feel pain in the same way as we do because they don't possess a neocortex*, the outer part of the brain believed to be responsible for consciousness which is only found in mammals. There is no conclusive evidence either way yet.

Presenter Well it certainly seems that fish are more conscious creatures than they were previously thought to be, so should we still be keeping goldfish in little glass bowls?

Simon That's not for me to say. *But a tank would certainly be preferable to a bowl.* And put lots of things in it, change the scenery around from time to time, give them something new every now and then. That will keep them interested and they'll be happier and healthier as a result.

Presenter Thank you Simon Fuller...

Writing page 39

- 1 a stared d glanced
b gazed e peeping
c peering f glared
- 2 a glared, clumsily
b gazing/staring, apologetically
c Nervously, Luckily, glanced
d Reluctantly, peeped

Unit 7

Listening page 40

- 1 B 3 A 5 C 7 C
2 A 4 B 6 A

Audio script

Interviewer Welcome to today's *Free Time*, the programme which looks at the work of unpaid volunteers, people who give their free time to provide some kind of service for other people. Last week, we heard from Hamid who helps to organise a sports club for children in his neighbourhood. Today, in the studio we have Jerry, a 20-year-old engineering student. Jerry, could you start by telling us briefly what kind of volunteer work you do?

Jerry Of course. I work on a steam railway quite near to where I study.

Interviewer A steam railway – that sounds fascinating. Tell us more.

Jerry Well, as you've probably guessed, this is not an ordinary modern railway which takes people to and from work. It's actually a historic railway which was originally opened in 1865. *It used to transport coal from the mines in the area to the nearest port which was about fifty kilometres away. These days, it's mainly a tourist attraction*, although there is still a daily service which takes people from a small village to the nearest large town.

Interviewer And what do you do to help with the running of the railway?

Jerry Well, the only thing I don't do is drive the engines. That's specialist work I'm not qualified to do. *But I do everything else, from selling tickets to passengers to keeping the station tidy and serving in the café.* What I like best is helping to repair and restore old steam engines. *Being an engineering student, that's not too difficult for me to do* and I find it absolutely fascinating. Generally speaking, *we do this kind of work out of the tourist season.* During the spring and summer, there are a hundred and one things to do to cater for the visitors. There's not much time for anything else.

Interviewer And how is the railway funded?

Jerry We get a small grant from the local council, but most of our income is directly from visitors. The company that owns *the railway employs three full-time staff – two engine drivers and a business manager, so we need a certain amount of income* just to keep

the project going. The rest of us are all volunteers.

Interviewer How many of you are there?

Jerry It varies depending on the time of year, but we have an average of fifteen volunteers most weekends.

Interviewer And what is there for visitors to do when they come to see the railway?

Jerry Most important of all is a journey on the train. There's ten kilometres of railway line open at the moment, and we're planning to open five more kilometres next year. Eventually, we hope to re-open the whole length of the old line as far as the port. *Some of the adult visitors remember steam trains from when they were younger – so the train journey is a real nostalgia trip for them.* And of course the kids think it's wonderful. Then there are the engine sheds where you can see old steam trains in the process of being repaired. There's a visitor centre where you can see an illustrated history of the railway. And, of course, there's the café and the gift shop, where visitors can buy postcards and souvenirs.

Interviewer How much time do you manage to spend working there?

Jerry I get there most weekends during my summer vacation and for the rest of the year – I'm there about once a fortnight on average. It's very rewarding seeing people enjoying their visit so much.

Vocabulary page 40

- | | |
|-------------------|-----------------|
| a run out of time | d time to kill |
| b save time | e waste of time |
| c time off | f spare time |

Grammar page 41

- 1
- are employed
 - happened / was hurt
 - were (are) cleaned / changed (change)
 - was warned / was caught
 - were sent / broke down
 - was given
 - have been made / was taken over
 - hasn't been invited / isn't invited
 - be handed in

- will announce / will be announcing
- 2
- They / We have already booked the church and sent out the invitations
 - You / Students must not bring food into the classroom.
 - You (will) need to feed the dog twice a day.
 - For a moment, Angie thought a strangely-dressed woman was following her.
 - In Britain, they (the council) collect(s) people's rubbish once a week.
- 3
- I am having / getting it delivered
 - my parents are having their bedroom decorated
 - I took it back to have / get it repaired
 - I am having / getting it cleaned tomorrow
 - we had it cut down last week
 - I went to the dentist's and had it taken out
 - I'm having / getting it cut this afternoon
 - I having / getting my eyes tested tomorrow
 - We had it designed by a well-known architect
 - she went to the doctor's to have / get her blood pressure checked

Reading page 42

- | | | | |
|-----|-----|----------|-------|
| 1 | B | 8 | C |
| 2/3 | A/H | 9 | G |
| 4/5 | A/H | 10/11/12 | A/G/H |
| 6/7 | B/E | 13/14/15 | B/D/F |

Vocabulary page 43

- 1
- reptile house
 - adventure playground
 - gift shop
 - toy collection
 - kitchen equipment
 - picnic area
 - nature reserve
- 2
- come out
 - came across
 - are coming round
 - come up with
 - came round
 - has come up

- 3 a boxing d golf
 b tennis e basketball
 c football

Use of English page 44

- 1 B 4 C 7 D 10 D
 2 A 5 A 8 B 11 C
 3 B 6 C 9 C 12 B

Writing page 45

- a However
 b Despite
 c although / even though
 d but
 e in spite of the fact
 f however
 g although / even though
 h Nevertheless

Unit 8

Vocabulary pages 46–47

- 1 a shop assistant
 b search engine
 c university lecturer
 d breakdown
 e keyboard
 f make-up
 g website
 h newsreader
- 2 a price rise e lighthouse
 b front page f camp-site
 c lunch-time g backpack
 d suitcase h housework
- 3 a Maria is such a hard worker that she always gets the highest marks.
 b John's IQ is so high that he got into university when he was 14.
 c Claudia writes so fast that she always finishes first.
 d I know such a lot of people who wish they hadn't left school.
 e Some people's jobs are so boring that they can't wait to retire.

Listening page 47

- 1 B 3 C 5 A
 2 A 4 C 6 C

Audio script

1

Woman On work mornings I wake up at seven o'clock to the sound of my favourite news programme. My radio alarm clock makes sure of that. I need to know what's going on in the world as soon as possible. I usually lie there with my eyes closed until I've heard the headlines and a couple of the main stories in detail. *My main interest is international stories, I suppose.* I've listened to this programme for as long as I can remember – so long in fact that I now think of the main newsreaders almost as friends.

2

Interviewer Can I ask you a few questions about your newspaper reading habits?

Man Certainly, what would you like to know?

Interviewer Well first of all, do you read a newspaper every day, or only occasionally?

Man Every day. Actually, I read two papers – *The News Daily* on the way to work and the *Financial Times* when I get to work.

Interviewer When you're reading *The News Daily*, what do you read first?

Man Well, I *glance at the main stories on the front page*, then turn to the back and read the main sports stories.

3

Woman I have to admit, I love those magazines that tell you about the lives of celebrities, you know, film stars, singers, TV personalities. I love finding out funny little details of their private lives: who's having an affair with who, who's bought an expensive new house, who's expecting a baby. *Most of all, I like reading about what's going to happen in my favourite TV soap operas.* I know some people pretend they aren't interested in this kind of magazine – but I don't believe them. I think everyone's interested in finding out the truth about the way the rich and famous live their lives.

4

Teenage boy I hardly ever watch TV. I'm probably not typical of someone my age, but I find most programmes

completely predictable. *I get very bored watching TV – I'd much rather be actually doing something.* So, for example, I spend a fair amount of time playing football or swimming. The only programmes I try to watch regularly are music programmes – I try to catch the charts every week. But I can honestly say, I never watch the news or documentaries. Most of all I hate game shows – they're just so middle-aged.

5

Man I'd never really thought of the Internet as part of the media – but then one of my colleagues told me about all the newspapers you can get on-line. There's even a website called *Thousands of Newspapers*. It's amazing! I subscribe to the *New York Times* – which means I get sent the on-line version as an email every day. It's fantastic. *I'm totally amazed that anyone still buys the paper.* And you can find out background information about the news stories by following the links at the ends of the stories. It's certainly a quick and easy way of finding out what's going on in the world.

6

Woman Did you see the film on Channel 29 last night?

Man No, we haven't got satellite TV.

Woman Really? You don't know what you're missing.

Man How many channels can you get?

Woman Eighty-three at the moment, but it's going up to one hundred and fifty next year.

Man *I don't think I could cope with all that choice. It's bad enough at the moment, having six channels to choose from.*

Woman You'd get used to it.

Man I'm not sure I'd want to get used to it – especially if greater choice meant poorer quality programmes.

Vocabulary page 48

- a goes by d going on
 b go after e go up
 c go through f go along with

Reading pages 48–49

- 1 B 3 C 5 G 7 F
2 D 4 A 6 E

Extra sentence: H

Vocabulary page 49

- 1 a author e instructor
b builder f decorator
c operator g farmer
d gardener h actor

Grammar page 50

- 1 a 'Hurry up. We're going to be late.'
b 'Do you think I should wear my long dress or my short stripy one (dress)?'
c 'I think you should wear your black dress. / Why don't you wear your black dress?'
d 'I can't. It's at the dry-cleaner's.'
e 'I don't care what you wear but if we're late, I might lose my job.'
- 2 a Delia said she'd love to and asked him what time it started. Paul replied that it started / would start about ten but that she could come when she liked.
b Delia told Angie (that) she'd been invited to Paul's party. Angie asked when it was. Delia replied that it was on Saturday, adding that she didn't want to go but (she) couldn't say no. Angie suggested that Delia should phone Paul on Saturday and say she didn't feel well.
c Paul's mother warned him not to make too much noise, adding that she didn't want any complaints from the neighbours. Paul promised (that) he wouldn't.
d Pete asked Delia why she hadn't gone to Paul's party. Delia replied that (she hadn't gone because) everyone had said it would be boring. Pete said (that) he'd really enjoyed it. He added that it hadn't finished till after four and (that) Angie and John had been there.

- 3 a John's mother told him not to speak with his mouth full.
b Laura's mother reminded her to get her father a birthday present.
c The man warned Tom not to drink the water because it wasn't clean.
d Susie suggested trying the new Chinese restaurant in King Street.
e David insisted on paying.

Use of English page 51

- 1 an 5 it 9 cannot
2 up 6 has 10 if
3 enough 7 of 11 so
4 as 8 but 12 before

Writing page 51

- 1 the audience
2 what they hear
3 my friend
4 my friend
5 a Norfolk accent
6 radio phone-ins
7 radio phone-ins
8 (the times) when they are broadcast
9 phoning (local) radio phone-ins
10 the retired or the elderly

Unit 9

Listening page 52

- 1 A 2 B 3 B 4 C 5 A 6 C

Audio script

Presenter The Eden Project, which is a massive environmental centre in Cornwall, England, opened to the general public in March 2001. Since its opening it has averaged 1.8 million visitors a year both from Britain and abroad. *Cornwall was chosen for the site because its mild climate, clean air, ample water and southerly location provided the perfect conditions for the Project.* This consists of two giant dome-like conservatories made up of hexagons – each approximately nine metres across – and consisting of steel tubes covered

with a very strong, transparent material, which is guaranteed to last at least twenty-five years. The two domes plus a further outdoor area recreate the natural environments of three different climates, or Biomes as they are called, found around the world. The Humid Tropics Biome recreates the natural environment of the world's warmest regions. *It houses hundreds of trees and other plants from the jungles of South America, Africa, Asia and Australia.* Trees like banana trees, rubber trees, cocoa, teak and mahogany. It is the largest of the three biomes and the most impressive. The Warm Temperate Biome is filled with plants from the Mediterranean regions of the world – South Africa, California and the Mediterranean itself. *The third biome is the Roofless Biome. This is an open outdoor area with varied plant life from the temperate Cornwall area, as well as similar climates in Chile, the Himalayas, Asia and Australia. The main purpose of the Eden Project is to show the important relationship between plants, people and resources.* It is intended to educate and involve the general public in the major environmental issues of the day, and show people how we depend on plants and how we can help to manage and conserve them for mutual survival. Apart from over one hundred thousand plants, there are exhibits to suit almost everyone. You can study the links between plants and music, plants and health, and plants and sport, for example. And there are themed events too, from tea-tasting to 'chocolate' days. *The Project particularly hopes to interest the fifty-three million people in Britain who are either not particularly interested in the environment or who feel they are too 'small' to bring about any real change, rather than the three million who are already members of environmental groups, though obviously it welcomes them as well.* If you are thinking of visiting the Project it's best either to arrive first thing – 9 a.m. – or after 2.30, when things are a little quieter. From research carried out over the past few months it seems *the average stay is between three and four hours.* There are about ninety exhibits so just four minutes spent at each of them would be 360 minutes or

six hours. Even then you will probably wish to return another day to take it all in, so ...

Vocabulary pages 52–53

- 1 a of c on e of
b with d in
- 2 a to f about, to
b in g against
c on h on
d to i to, between
e in j to
- 3 a make, with
b making, from
c take, off
d make, for
e made, with
f takes, for; take
g take, in
h make, of
i take, at

Reading pages 54–55

1 D 2 C 3 A 4 B 5 C 6 B

Vocabulary page 55

- 1 observe observation
predict prediction
define definition
explain explanation
react reaction
vary variation / variety
behave behaviour
perform performance
occur occurrence
suggest suggestion
fluctuate fluctuation

Grammar page 56

- 1 a , which is due to arrive at Platform 1,
b , which is the day when / that he comes out of hospital
c , whose eggs are stolen by unscrupulous collectors,
d who / that
e why
f where
g whose; who / that
h , which was scored in the final minute,
i who / that

- j that / which
k , which
l , when
m that / which
n , which
o who / that

2 e, i, j, m

Grammar revision Units 6–8

- 1 a to stand c to look e biting
b to pay d pulling
- 2 a I think I am being followed.
b That hotel was opened last year.
c Three men have been arrested in connection with the robbery.
d These pills can be taken before or after meals.
e You will be taken to the airport and picked up, too.
- 3 a Lynne told Tom (that) she was going to look for a new job.
b Molly told Steven to stop interrupting her when she was speaking.
c Joe asked Sally why she hadn't told him (that) she wanted / had wanted to stay in tonight / that night.
d Paul asked Lisa to marry him / Paul asked Lisa if she would marry him.
e Fran advised me to go to bed earlier.

Use of English page 57

- 1 difference 6 international
2 replaced 7 majority
3 treatment 8 demonstration
4 objective 9 operation
5 latest 10 translation

Writing page 57

- 1 1 When exactly will the trips take place?
2 What other activities will be included? / What other activities will there be?
3 How many people will there be in the group?
4 What are the exact dates of the Everest trip?

- 5 How fit do you need to be?
6 What equipment will not be provided?
7 How will we travel to Nepal?
8 What is the minimum and the maximum age?
9 What expenses will we have?

- 2 1 Could you tell me when exactly the trips will take place?
2 I'd be interested in knowing what other activities will be included / what other activities there will be.
3 Do you know how many people there will be in the group?
4 You didn't say what the exact dates of the Everest trip were.
5 Can you tell me how fit you need to be?
6 I need to know what equipment will not be provided.
7 Have you decided how we will travel to Nepal?
8 Could you tell me what the minimum and the maximum ages are?
9 Could you let me know what expenses we will have / how much money we will need?

Unit 10

Reading page 58

- 1 A 4 B 7 D 10 A 13 A
2 B 5 C 8 B 11 D 14 B
3 C 6 C 9 D 12 B 15 A
Extra sentence: C

Vocabulary page 59

- 1 a on d off
b off e up
c with f up
- 2 a meeting
b date
c reunion
d gathering / get-together
e appointment
f get-together

Grammar page 60

- 1 a were (was)
 b hadn't gone
 c could
 d would put
 e had remembered
 f didn't live
 g had worked, (had) got
 h hadn't eaten
 i had
 j would hurry up
 k hadn't got married
 l would stop
 m had learned/had learnt
 n had listened

- 2 a go f didn't call
 b ate g drive
 c play h not arrive
 d have i visited
 e didn't invite

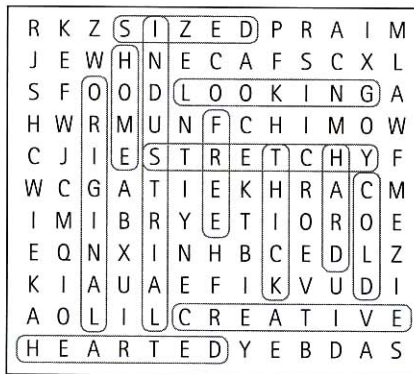
- 3 a I got up
 b you moved out and got your own place / to move out and get your own place
 c you put the lamb in the oven / to put the lamb in the oven
 d you had a holiday

Use of English page 61

- 1 wish you had told
 2 would rather you didn't
 3 is not allowed to
 4 don't regret choosing
 5 have been several complaints
 6 am having my house painted
 7 made up your mind
 8 took off on time despite

Vocabulary page 62

- 1 a carrying out
 b carried away
 c carry on
 d carried, through
- 2 a hearted g stretchy
 b creative h hard
 c industrial i thick
 d looking j home
 e sized k cold
 f free l original



Listening page 63

- 1 two people 6 an airfield
 2 wing 7 rubbish/waste
 3 less 8 rounder
 4 expensive 9 a long time
 5 the weather 10 practical use

Audio script

Presenter The way we get about has a profound impact on the way we live – affecting where we set up home, work and holiday. So, looking into the future, what changes might come about in the way we get around? What big ideas are out there, and do they have any chance of seeing the light of day? I asked futurologist Andrew South for his thoughts on the subject.

Andrew One big idea is flying cars.

Presenter So what will they be like? How will they work?

Andrew They will have closed cabins, heating, stereos and *enough room for two people*. You'll take off from a field or a runway near your home and be able to fly to towns and cities across the UK, or mainland Europe. *After you land, you'll detach the fixed wing from your vehicle and continue your journey by road* – right up to your final destination – just as if you were travelling by car. *The engines will be more fuel-efficient* so they'll be cheaper to run, and there will be less impact on the environment as you'll be able to go in a straight line from A to B rather than on winding roads, as is often the case now.

Presenter But will flying cars really happen?

Andrew Well, it's certainly a

possibility. Microlight firm Pegasus is already building closed cabin vehicles, and some aircraft can already fly for up to four hours.

Presenter I imagine they'll be very expensive.

Andrew Not necessarily. *A combined three-wheel car and microlight could cost about £30,000 at today's prices.*

Presenter *That's very reasonable.* Are there any downsides?

Andrew *The main one, in Britain at any rate, will be the weather.* The British weather often prevents microlight flying, and you can only travel during daylight hours. Also, *you need an airfield*, and learning to fly isn't easy.

Presenter So will we no longer use conventional cars?

Andrew I'm sure we will, yes, but the car of the future will do far less damage to the environment, and will be equipped with futuristic safety devices to minimise the number of accidents and deaths. They will, in short, be more environmentally-friendly and much safer. *Engines could be powered by a rubbish-fuelled reactor – to make use of all the waste we produce. Alternatively, petrol may be replaced by fuel cells* which separate hydrogen from oxygen in water.

Presenter Will they look the same?

Andrew I think that safety laws will determine vehicle design and *cars will be rounder*. They will have sensors to detect pedestrians and other cars and will have air cushions inside and out. They may also run along invisible tracks, via satellite technology. Traffic flow could even be controlled with vehicles 'talking' to each other to regulate flow – meaning the end of traffic jams.

Presenter And the end of driving tests surely?

Andrew Who knows? But I'm sure that twenty years from now we will see examples on our roads. However, although cars powered by fuel cells are already being developed, so many millions of people own cars that *it'll be a long time before environmental and safety improvements become commonplace*. The technology is still

experimental and it remains to be seen whether car firms have the ability and commitment necessary.

Presenter I'm really disappointed you haven't mentioned jet packs. Ever since I saw James Bond use a jet pack to escape from a French chateau in *Thunderball*, I've always fancied myself with one of those.

Andrew Well, I'm sorry to disappoint you but it's looking increasingly unlikely – despite the fact we have already seen early prototypes in action. And it's simply because *it remains difficult to build a cheap, reliable version which has a practical use*. They're handy for retrieving cats from trees, cleaning hard-to-reach windows and arriving in style at a party, but not much else, I'm afraid.

Presenter Thank you Andrew South. Now over to the newsroom for a news bulletin ...

Writing

1 A f B h C e D g

2 A l B i C j D k

Unit 11

Listening page 64

1 B 3 A 5 A
2 C 4 B 6 C

Audio script

1

Woman I think the British use more gestures than they used to. It may be partly because we come into contact with other nationalities more often than we used to – you know, on foreign holidays, or when we see foreigners on television. I think we've got used to seeing people gesturing, and we've started doing it ourselves. *I remember when I was a child I thought anyone who moved their hands and arms about when they were talking was very odd*. Now it's much more generally accepted.

2

Interviewer Do you think you could tell us something about how you learnt Thai?

Man Yes, of course, it was when I was working as a teacher in Bangkok.

Interviewer Did you have formal lessons or did you just pick it up?

Man Both. I lived with a Thai family – friends of my parents – and I also went to evening classes at a local college.

Interviewer Did the family you lived with actually teach you?

Man Not exactly, *but I certainly learnt from them*. Even though they could speak English very well, I insisted that they always spoke to me in Thai. That way I was forced to use Thai when I was with them.

Interviewer And the evening classes?

Man They helped of course, but I found the formal grammar quite difficult.

3

Woman I've known Maggie ever since we were at school together in the 1960s. We've met regularly ever since, of course. One year she'd come and stay with me, and the next I'd visit her. And we've had the occasional holiday together. And then on top of that we've always written letters to each other. *Maggie writes to me in the first half of every month, and I reply to her letter in the second half of the month. We've stuck to this system now for over forty years*. We've only ever missed writing a couple of times: once when I was away on holiday and once when Maggie was in hospital giving birth to one of her children. We've thought about changing to the telephone, but there's something very special about writing letters.

4

Man And remember, when you're answering the interviewer's questions, look them in the eye.

Woman I find it quite difficult to keep eye contact for longer than a few seconds. I feel quite embarrassed.

Man You need to practise doing it. *Obviously, you've got to be careful not to look as if you're staring*, so that

means not opening your eyes too wide.

Woman What about blinking? Is it OK to blink?

Man Yes, of course. It's not some kind of competition to see who's the first to blink. It's just a way of showing that you're interested in the person you're talking to.

5

Man I wouldn't say I was a particularly honest person – it's just that I'm just not very good at lying. I can actually still remember the first lie I ever told. I was about four at the time. I had some medicine for a sore throat and I hated the taste of this medicine. My mother promised she'd take me shopping as soon as I'd taken this horrible medicine. So what I did was hide the medicine at the back of a cupboard and then I told my mother I'd taken it. *About five minutes after we got back from the shops my mother found the medicine*. She wasn't angry – just really upset. I'll never forget the look on her face.

6

Woman It was awful – I just didn't know what to do.

Man Didn't you have your mobile with you?

Woman Yes, I did, but the battery was flat.

Man What about the emergency phones? There's usually one of those about every 500 metres.

Woman I could probably have reached one, but I was worried about leaving the car and walking around outside on my own. And it was rush hour – the road was incredibly busy.

Man So what did you do?

Woman I just waited and hoped someone would stop and help me. *The thing is I've never changed a wheel before*. Eventually, thank goodness, a police car stopped and helped me.

Vocabulary page 64

a stuck up for me d stick by
b stick together e sticking to it
c stuck at f sticking out of

Vocabulary page 65

- 1 a said c speak e speak
b tell d told f talking
- 2 a N c N e N g N
b P d N f P h P
- 3 b serious f overconfident
c lazy g cold
d well-built h determined
e cheap
- 4 a expect, hope
b wait
c looking forward to
d is expecting, waiting
e hope
f looking forward to, wait

Reading page 66

- 1 F 3 B 5 A 7 C
2 H 4 E 6 G
Extra sentence: D

Vocabulary page 67

- 1 b beauty
c fame
d hostility
e nationality / nation
f reality / realism
g superiority
h terror
- 2 b conclusion
c conviction
d disappearance
e existence
f indication / indicator
g observation / observer
h publication / publisher

Use of English page 67

- 1 in 7 from
2 such 8 that / which
3 it 9 to
4 not / never 10 This
5 as 11 are
6 been 12 on

Grammar page 68

- 1 a we will (we'll) go
b takes
c would not (wouldn't) look

- d I will (I'll) tell
e would not (wouldn't) have stopped
f is
g would not (wouldn't) have got
h has not (hasn't) got
i I will (I'll) phone
j practised
- 2 a If Sue hadn't been ill, she would have gone to the party. Sue would have gone to the party if she hadn't been ill.
b If there was a theatre in my town, I'd go (to the theatre) more often. I'd go to the theatre more often if there was one / a theatre in my town.
c If Jeff hadn't broken his leg, he could have played football. Jeff could have played football if he hadn't broken his leg.
d If my mother wasn't afraid of water, she would go swimming. My mother would go swimming if she wasn't afraid of water.
e If I had £100,000 to spare, I'd buy a yacht. I'd buy a yacht if I had £100,000 to spare.
f If it had snowed, we could have gone skiing. We could have gone skiing if it had snowed.
g If I knew her address, I could (would be able to) send her a postcard. I could (would be able to) send her a postcard if I knew her address.
h If he'd been looking where he was going, he wouldn't have walked into the road sign. He wouldn't have walked into the road sign if he'd been looking where he was going.

- 3 a unless d provided that
b as long as e Unless
c If

Writing

- 1 a 5 b 3 c 1 d 6 e 2 f 4
- 2 a With regard to my ambition, I really want to be a newspaper editor.
b In answer to your second question, I worked in the

- United States for three years.
c As far as my family commitments are concerned, I am married and have one child.
d As regards radio phone-in programmes, I have never called one.
e My only question is, when does the job start?

Unit 12

Listening page 70

- 1 B 2 D 3 A 4 E 5 C
Extra sentence: F

Audio script

Speaker 1 I live on a council estate. It's not like what it used to be. Now there are all these gangs and drug-dealing and the like and quite honestly I'm scared to go out on my own after dark. My next-door neighbour had his pension stolen a few months ago. He was walking home through the estate in broad daylight one day and these two girls – they can only have been about twelve – pushed him and stole his money. *He still hasn't got over it. He says it's more the embarrassment that it was young girls who did it, than the actual money, and he's not going to let it affect his life, but I know for a fact that he hasn't been out of his house once since it happened.*

Speaker 2 A lot of people blame the parents. But I'm a parent myself and I know how hard it is nowadays to bring up a child. It can be particularly hard if you're a single mother and you've got boys. Once they're past the age of ten, they don't pay any attention to you and if there isn't a man around to lay down the law well then they can really get out of control. I don't think parents can be held responsible for what their kids get up to, but *I think they should set a good example, lay down rules, and try to make their kids stick to the rules, but that's all they can do.*

Speaker 3 I was shocked when the police came round and told us that

they'd got our Wayne down at the station. I couldn't believe it when they said he'd been caught smashing up a telephone box. He's always been a quiet lad. Never been in any trouble before. *When I asked him why he'd done it he said that the other boys had dared him to do it.* He hadn't wanted to do it but he knew that if he didn't join in then the others would pick on him and make his life a misery. That's why he did it.

Speaker 4 You can't let them just get away with it! There are kids of seven or eight on the estate where I live. They go round in gangs of twenty or thirty. They start off doing little things like knocking over people's dustbins, but it isn't long before they graduate to theft and vandalism. The problem is that the police can't do much about it. They just caution them and send them home. *They should be made to pay for what they do. I don't necessarily mean they should be locked up but something should be done.*

Speaker 5 *You have to realise that these young people haven't got much money and so there is a limited number of things they can do.* They can't afford to go to the cinema, or go bowling or at least not very often. They are too young to go to pubs or nightclubs. They want to be with other young people their own age but they don't want to be stuck at home. So what do they do? Hang about in the street, meet up with other young people and get into trouble quite simply because they are bored.

Reading pages 70–71

- | | | | |
|-----|-----|-------|-----|
| 1 | C | 8 | E |
| 2/3 | B/D | 9 | A |
| 4 | C | 10/11 | B/D |
| 5 | E | 12 | D |
| 6 | B | 13/14 | B/C |
| 7 | A | 15 | A |

Vocabulary page 72

- 1 a arrested, shoplifting
 b burglary, burgled
 c speeding, drink-driving
 d hooligans
 e mugger
 f vandalism

- 2 a fill it up e tidy it up
 b tore the letter up f Eat up
 c wrapped up g clear up
 d drink up
- 3 a got away with e get me down
 b was getting on f got by
 c didn't get on g get over
 d get away h got out

Use of English page 73

- | | |
|----------------|--------------|
| 1 observation | 6 solution |
| 2 dramatically | 7 adoption |
| 3 operation | 8 parking |
| 4 considerably | 9 shopping |
| 5 worrying | 10 reduction |

Writing page 73

- a Not only are people living longer nowadays, but also the number of births is decreasing.
- b Compared with twenty years ago, both men and women are living five years longer on average.
- c Some governments are increasing the retirement age so that they can save money.
- d Despite having a longer life expectancy, people are not saving more towards their retirement.
- e In some cultures, the eldest son is responsible for looking after his elderly parents as well as his own family.
- f In addition to living longer, people are healthier and more active than before.
- g Although the old are treated with great respect in some societies such as France, in other countries they are regarded as a problem.

Grammar page 74

- 1 a I might/could have misheard the name
 b she can't be coming
 c I might invite him
 d you must have taken the wrong one by mistake
 e The oven can't have been hot enough
 f It must be that tall guy over there with the long hair.
 g I might/could be wrong

h You must have made a mistake

- 2 a can't c may e could
 b can't d can't
- 3 a the, the
 b A, the, the
 c The
 d a, an, Ø
 e a, the, the, a
 f a, a
 g Ø, the, the
 h The, the, Ø; the
 i the, Ø, Ø, Ø, Ø

Grammar revision

Units 9–11 page 75

- 1 a ✓ f (who)
 b (that) g (Ø)
 c (which) h ✓
 d (which) i ✓
 e (that) j (which)
- 2 a was/were d hadn't argued
 b had e had gone
 c could swim
- 3 a hadn't promised d hope
 b would stop e were
 c could
- 4 a stops
 b wouldn't have told
 c would give
 d would be able to
 e wears
 f was/were
 g meet
 h had been
 i gets
 j had checked
- 5 a provided that d unless
 b as long as e Unless
 c If

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- You can also access two practice tests online with the MultiROM. Read the next page to find out about test features. To find out how to access them, read this page.

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- to have an email address (so that you can register).

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- 1 Turn on your computer.
- 2 Connect to the internet. (If you have a broadband connection you will probably already be online.)

- 3 Put the MultiROM into the CD drive of your computer.
- 4 A screen will appear giving you two options. Click to access your tests.

Click here to access your practice tests.

oxfordenglishtesting.com

Remember you must be online to access the website and your tests.

Workbook audio

You can play this CD in an audio CD player, or use the media player in your computer. If you want to listen to the audio on your computer open your media player and click start.

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After a few moments your internet browser will open and take you directly to the website and you will see this screen. Follow steps 1–4. If the screen does not appear follow step 5.

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4 After filling in the registration form click on **Register**. Your registration will be confirmed. Click on **My tests** and you will see the **My tests** page. You are now ready to start your practice test. You have three months to use the practice test before you have to submit it for final marking.



1 Choose a language from the drop-down list and click **Go**. All pages, apart from the actual practice tests, will be in the language you choose.

2 Click on the **System Requirements** link to find out how your computer needs to be set up in order to do the practice tests. It is important to do this before you try to use the tests.

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