

Learning vocabulary

A What do you need to learn?

Did you know that there are over half a million words in English but that the average native speaker only uses about 5,000 in everyday speech? You already know many of those 5,000 words. This book will help you to learn many of those that you do not yet know and it will help you to use them appropriately and accurately.

B What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know:

- which words it is usually used with;
- its grammatical characteristics;
- how it is pronounced;
- whether it is formal, informal or neutral.

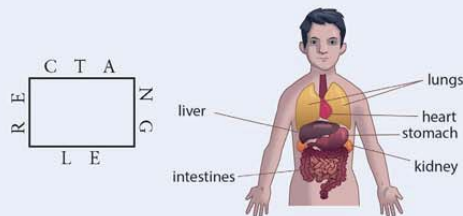
So when you learn a word you should make sure that you:

- Learn new words in phrases not in isolation.
- Notice how words commonly go together. These are called **collocations** and include:
 - adjectives + nouns, e.g. *rich vocabulary, classical music, common sense*;
 - verbs + nouns, e.g. *to express an opinion, to take sides*;
 - nouns in phrases, e.g. *in touch with, a train set, a sense of humour*;
 - words + prepositions, e.g. *at a loss for words, in particular*.
- Notice special grammatical characteristics of new words. For example, note irregular verbs, e.g. *undertake, undertook, undertaken*; uncountable nouns, e.g. *luggage*; or nouns that are only used in the plural, e.g. *scissors*.
- Notice any special pronunciation problems with new words.
- Check if the word is particularly formal or informal in character, in other words if it has a particular register.

C How can you help yourself to memorise words?

Research suggests that some students find it easier to learn words if they (a) learn them in groups and (b) make use of pictures, as shown here.

You can group words in any way you like - topic, grammatical feature, word root, and so on. The unit titles in this book might give you some ideas.



D How can you help yourself learn more words?

This book will help you to learn vocabulary in a systematic way. However, you can also help yourself to learn more words and expressions by reading and listening to as much English as possible. Here are some ideas about things you can read or listen to:

YouTube

websites audio books magazines TV academic or professional literature reference material (dictionaries, encyclopedias)

recipes radio, e.g. BBC World Service newspapers fiction songs conversations with native speakers

poetry fiction songs conversations with native speakers

blogs films tweets podcasts sports reports

Exercises

1.1 Here are some aspects of grammar to be aware of when learning new vocabulary. Give two examples of words that reflect this aspect of grammar.

- 1 a noun only used in the plural *scissors*
- 2 an uncountable noun
- 3 an irregular verb
- 4 a noun with an irregular plural

1.2 What aspect of pronunciation should you notice about the following words?

- | | | |
|--|-------------|--|
| 1 subtle <i>the b is silent (not pronounced)</i> | 3 chemistry | 6 photograph / photographer / photographic |
| 2 catastrophe | 4 answer | 5 a record / to record |

1.3 Read the text. Use words from the box to complete each 'collocations fork'.

English has a remarkable range of words. Thanks to periods of contact with foreign languages and its readiness to coin new words out of old elements, English has a particularly large vocabulary. For example, as well as *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words, which make it possible to express subtle shades of meaning.

coincidence	difference	family	likeness	palace	a phrase
range	shade	suggestion	a term	welcome	new words

- 1 a remarkable *range* 2 to coin *coincidence* 3 a royal 4 a subtle

1.4 Write i by the words that are informal and f by those that are formal.

- | | | |
|---------------------------|--------------------------------|------------------------|
| 1 guys <i>i</i> | 4 to alight (from a bus) | 7 to bug someone |
| 2 a minor | 5 to feel gutted | 8 to zone out |
| 3 Awesome! <i>f</i> | 6 a felon <i>f</i> | |

1.5 A student learnt each of these sets of words as a group. What is the unifying factor for each group? Can you add one more word to each group?

- 1 king, queen, prince, princess *royalty - duke*
- 2 sunshade, shady, shadow, shade, to shadow, shadowy
- 3 articulate, communicate, convey, express, put across
- 4 noun, verb, adjective, adverb
- 5 subtle, comb, lamb, crumb, debt, plumber

1.6 Draw a picture to help you remember each of the following vocabulary items.

- 1 circle 
- 2 to coin new words
- 3 screwdriver
- 4 to drip

1.7 Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Think about the ways of learning vocabulary that you use now, and think about ways you could use more in the future.

Organising a vocabulary notebook

A Organising words by meaning

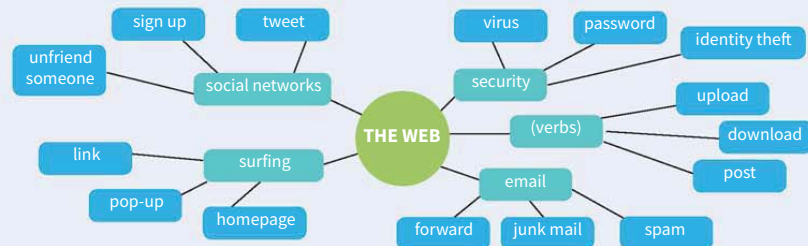
Try dividing your notebook into different broad sections, with sections for **words for feelings**, **words to describe places**, **words for movement**, **words for thinking**, etc.

Charts and tables of various kinds can help you organise your vocabulary. Here is an example for words connected with music:

Instruments	Types of music	Verbs	Related words
guitar cello piano	classical (not classic) folk (not folkloric) world	play strum (a guitar) perform	practice (n) practise (vb) track release (an album)

B Building networks of meaning

A network diagram is useful. It can grow in whatever direction you want it to.



C Collocations and fixed phrases

It is important to know how a word combines with other words (its collocations). Always record the common collocations of a word as you meet them, e.g. *win (prize, award, medal) earn (money, a high salary) gain (time, an advantage)*

Where a word is often used in a fixed phrase, always record the whole phrase, e.g. *in a hurry out of touch to and fro now and again*

D Synonyms and antonyms

When you find a synonym (same meaning) or an antonym (opposite meaning) of a word you already have in your book, enter it next to that word with a few notes, e.g. *urban ≠ rural stop = cease (cease is very formal)*

E Organising by word class

Make a note of the word class of a new word (whether it is a noun, verb, adjective, etc.). Record words from the same word family together, e.g. *produce (verb or noun) product (noun) productive (adjective)*

F Stress

Record where the stress falls on a multi-syllable word, especially if the stress changes between word classes, e.g. *produce (verb) produce (noun) productive (adjective)*

Language help

Note any typical errors you make or which your teacher has mentioned.

Exercises

2.1 Organise the words into the topics below. Use a dictionary if necessary.

tabloid stress hang out with sb exhaustion podcast overwork
upload a video burnt out blogosphere journalist snowed under with work
casual acquaintance blog be close to sb count on sb be under pressure

topic	words
working too much / too hard	stress
friendship	
media	

2.2 Here is a list of words a learner of English made in a vocabulary notebook in class. Organise them in a more efficient way, using the chart.

rush oversleep latecomer alarm clock set a clock deep sleep fast asleep
out of breath heavy sleeper in a hurry breathless nightmare dash yawn
exhausted

nouns	verbs	adjectives	collocations	fixed phrases
latecomer				

2.3 Change the sentences using a synonym (S) or antonym (A) of the words in bold using words from the box.

glad spicy deprive sb of sth shot dissatisfied chilly

- I was **pleased** *glad* to hear you'd passed your exam. (S)
- I got some excellent **photos** of the Grand Canyon on my trip to the US. (S)
- She was **happy** with the conditions they offered her in the new job. (A)
- The prisoners were **supplied with** food and medical care. (A)
- I don't like **mild** curries. (A)
- It's a **cold** day today. (S)

2.4 Fill in the missing word forms. Then mark the word stress for each item.

noun	verb	adjective	person
perfection	perfect	perfect	perfectionist
information	inform		
politics			
economics		*	

* Give two adjectives.

2.5 Over to you

Think about your own learning style and which ways of organising vocabulary would work best for you.

Using your dictionary

A

What a good dictionary tells you: the basics

A good learners' dictionary (in book form or online) can tell you about:

- Pronunciation: this may mean learning some symbols which are different from the letters of the English alphabet.

θ	th in thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	dʒ	j in jam	z	s in pleasure
ŋ	ng in ring	æ	a in bad	ɒ	o in top
ɔ:	or in form	ʊ	u in put	ə	a in about
ʌ	u in up	ɜ:	ir in bird		

- Word stress: often shown by a mark before the syllable to be stressed or by underlining or bold type, e.g. /əd'venʃə/, /westən/, complicated.
- Usage: how a word is used and any special grammatical pattern that goes with it, e.g. **suggest** + clause (not an infinitive) – I suggest **you ring her right away**. (NOT I suggest you to ring her right away.)

B

Additional information

- Synonyms (words of similar meaning) and antonyms (opposites), e.g. **mislay** and **misplace** (synonyms), **friend** ≠ **enemy/foe** (antonyms).
- Collocations (how words go together), e.g. the adjective **firm** is often used in these collocations: **firm commitment**, **firm grip**, **firm believer**.
- Whether a verb is transitive or intransitive: *catch* is transitive and must have an object, e.g. *He caught the ball* and threw it back to me; *laugh* is intransitive and does not need an object, e.g. *She laughed* when I told her the news.
- Whether a word is used for people and/or things. In this entry for the adjective **hurtful** in the *Cambridge Advanced Learner's Dictionary* online, we can see that **hurtful** can be used about what someone says or about someone:
- Word class (often as abbreviations **n** noun, **adj** adjective, etc.), and whether a noun is countable or uncountable.
- Information about how words are related to one another through meaning. The *Cambridge Advanced Learner's Dictionary* online allows you to see a visual display of the networks of meaning for a word, as in this display for the adjective **fascinating**. The **Visual Thesaurus** shows related adjectives.

hurtful /'hɜ:tʃəl/ adjective
causing emotional pain:
That was a very hurtful remark!
How can you be so hurtful?



The adjectives are grouped according to meaning. This can be very useful when you are writing. If you want to vary your use of adjectives, you can look up the related adjectives to see which one(s) most closely express(es) the meaning you need.

Exercises

3.1 Pronunciation. What English words are these?

- 1 /edʒu'keɪʃən/ education
 2 /'pa:spɔ:t/
 3 /'li:nɪŋ/
 4 /'lɪbətɪ/
 5 /rə'vɪʒən/
 6 /'brʌðə/

3.2 Underline the stressed syllable of these words. Check your answers in your dictionary.

- 1 unique 3 urgently 5 record (verb) 7 extract (noun)
 2 elegant 4 eyebrow 6 thermometer 8 lifestyle

3.3 Look at the grammar patterns which the Cambridge Advanced Learner's Dictionary gives for these words and then correct the sentences that follow.

1 **supply** /sə'plai/ ▶ verb [T] to provide something that is wanted or needed, often in large quantities and over a long period of time: *Electrical power is supplied by underground cables.* O *Three people have been arrested for supplying arms to the terrorists.* O *The company has supplied the royal family (= provided them with something they need) for years.* O *At the beginning of term, students are supplied with a list of books that they are expected to read.*

Brazil supplies coffee at many countries. *Brazil supplies coffee to many countries.*

The officer supplied each soldier a map.

2 **deny** /di'naɪ/ verb [T] NOT TRUE 1 to say that something is not true: *He will not confirm or deny the allegations.* O [+ that] *Neil denies that he broke the window, but I'm sure he did.* O [+ -ing verb] *Neil denies breaking the window.*

The Minister denied to have received any money from the oil company. (two answers)

3.4 Put a tick (✓) if these adjectives can be used about a person, or a thing (which could be an event, an object, a fact, an idea, etc.) or both. Use your dictionary if necessary.

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

3.5 A typical dictionary abbreviation for a noun is (n) and for an adjective (adj). What do you think these abbreviations mean?

- (adv) *adverb* (pron) (conj)
 (prep) (UK) noun [C]
 verb [T] noun [U] verb [I or T]

3.6 Over to you

Go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>, select the Cambridge Advanced Learner's Dictionary and look up the adjective *damp*. Click on the Visual Thesaurus. How many of the words do you know? Choose four words you don't know and look them up. Record them in your notebook.

Guessing and explaining meaning

A

Working out meaning from context

There are a number of clues you can use to help you understand the meaning of an unfamiliar word.

The context in which the word is used

- Visual clues: for example, a picture in a book or film footage in a TV news broadcast.
- Your own background knowledge about a situation: for example, if you already know that there has just been an earthquake in a big city, then you will find it easy to understand the word 'earthquake' when you hear a news broadcast about it.
- The words around the unfamiliar word: for example, 'Tara picked one tall yellow gladiolus to put in her new vase.' Even if you have never seen or heard the word 'gladiolus', it is clear from the context that it is a type of flower.
- Grammatical clues: for example, it is clear that 'superstitious' must be an adjective in the sentence 'Alejandro is very superstitious and would never walk under a ladder', or that 'gingerly' is an adverb in 'Mike came gingerly down the stairs, trying to avoid all the broken glass.'



Similarity to other words you already know in English

A large number of words in English are made up of combinations of other words. You may never have seen the word 'headscarf', for example, but it is easy to work out that it is a scarf worn on the head. Units 74–76 will help you improve your skills in understanding how English uses everyday words to build up new concepts.

Structure

A prefix or suffix may give you a clue: for example, Units 70–72 focus on different aspects of word formation in English and should help you use those clues to make sense of unfamiliar words.

Similarity to a word you know in your own (or some other) language

If your first language is of Latin or of Germanic origin, you will come across many words in English that resemble words in your own language. However, English has taken many words from many other languages too. So make use of any other languages you know. But remember that some words are false friends – they sound as if they mean the same but in fact they have a different meaning. For example, *gift* in English means a *present* but in German *Gift* means *poison*.

B

Explaining unknown words

The following expressions are useful when you are trying to explain what a word or expression means:

It's probably something (a bit) like (a chair) ...

It's got to be something you use for (painting pictures / cleaning the kitchen floor) ...

It's a kind of (bird / musical instrument / building) ...

I think it must / could mean ...

Exercises

4.1 Look at the following text. Before you read it, see if you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the underlined words can you guess from the context or using any other clues? First make a guess and then check your guesses in the Answer key.

4.2 Use the context to work out what the underlined words mean. Explain them using one or other of the expressions in B on the opposite page.

- 1 Above the trees at the edge of the meadow, a buzzard hangs for a moment on the wind before soaring towards the hills. *I think a buzzard must be a kind of bird.*
- 2 According to some sources, the water vole is one of the most rapidly declining creatures in Britain and a new survey is now being carried out to determine how serious the threat of extinction really is.
- 3 Using a large chisel and a hammer, Jack managed to knock down the old garden wall.
- 4 Kate carried in a delicious chicken and noodle soup in a large tureen and we enjoyed several bowls each.
- 5 We often used to walk up to the cliff top where we would clamber over the farmer's gate and go right to the edge where the view was better.
- 6 Some people get really ratty when they haven't had enough sleep.

4.3 Use your knowledge of other basic English words to help you work out the meanings of the underlined words and expressions. Rewrite them using simpler words or explanations for the underlined words and phrases.

- 1 It says on the can that this drink is sugar-free. *this drink doesn't contain sugar*
- 2 I find Caitlin a very warm-hearted person.
- 3 I've been up to my eyes in work ever since I got back from holiday.
- 4 We walked down a tree-lined street towards the station.
- 5 The little boys were fascinated by the cement-mixer.
- 6 More and more shops now have their own special store cards and offer you a discount if you use one of them.

4.4 Use your knowledge of prefixes and suffixes to suggest what these phrases mean.

- 1 to redirect a letter *to send it to a different address*
- 2 uncontrollable anger
- 3 pre-dinner drinks
- 4 bi-monthly report
- 5 my ex-boss
- 6 anti-tourist feelings
- 7 to disconnect the telephone
- 8 undelivered letters

6 The weather

A Cold weather

In Northern Europe, **daytime**¹ temperatures are often quite mild, even in **late**² autumn. The days are often **misty**³, foggy and **damp**⁴. Soon, winter arrives, with **frost**⁵, icy roads and **severe**⁶ weather, including heavy snow. As people **expect** the weather to be bad, they try and keep warm so they don't **freeze**! Freezing weather may continue in the far north until May or even June, when the ground starts to **thaw**⁷ and the ice **melts**⁸ again.



¹ during the day ² towards the end of a period of time ³ with clouds of small drops of water in the air, making it difficult to see things in the distance ⁴ slightly wet, and not pleasant or comfortable
⁵ thin, white layer of ice on surfaces when the weather is very cold ⁶ extremely bad ⁷ change from hard, frozen state to softer state ⁸ change from solid to liquid under heat

B Warm/ hot weather



In a **tropical**¹ climate, the weather is often **stifling**², **muggy**³ and **humid**⁴. In other hot climates, there may be **boiling**⁵ hot days, and **heatwaves**⁶ may be common.

¹ very hot, as in countries near the Equator ² hot, uncomfortable, you can hardly breathe ³ very warm and a little damp ⁴ hot and damp, makes you sweat a lot ⁵ extremely hot ⁶ very hot, dry periods

C Wet weather



shower heavy rain pour down torrential rain flood

This wet weather scale gets stronger from left to right.

shower (noun) → **heavy rain** → **pour down** (verb) / **downpour** (noun) → **torrential rain** → **flood** (noun and verb)

This rain won't last long; it's only a **shower**. [short period of rain]

There was quite **heavy rain** during the night. / It **rained heavily** during the night.

It was absolutely **pouring down** yesterday. / There was a real **downpour**.

In Malaysia there is usually **torrential rain** most days, and the roads sometimes get **flooded**. /

There are sometimes **floods** on the roads.

The sky's a bit **overcast**; I think it's going to rain. [very cloudy]

We had a **drought/draut**/ last summer. It didn't rain for six weeks.

D Wind

There was a **gentle breeze** on the beach, just enough to cool us.

There was a very **strong/high wind** and my umbrella blew away.

There was a **gale** that day, so we didn't go sailing. [very high wind]

People stayed indoors because there was a **hurricane** on the way.

[extremely high, dangerous wind]



Common mistakes

The noun **weather** is uncountable. We say: *We had **bad weather** that day.* (NOT *We had a **bad weather**.*)

Exercises

6.1 Answer the questions about the words in A opposite.

- Which adjective could you use to describe something that is wet, but not very wet? *damp*
- Which adjective would you use before 'summer' to refer to the end part of it?
- Which verb means the temperature has gone up and there is no longer frost or ice?
- Which word can be used to describe something that happens in the day?
- What happens to ice cream on a very hot day?
- If you see a thin, white covering on everything on a cold day, what is it?
- If you can't see things in the distance, what is the weather probably like?
- Which two adjectives could you use to describe a wind that blows very hard?
- Which adjective can you use to describe very bad weather?

6.2 What types of weather do these pictures suggest?



- hurricane*
-
-
-

6.3 Rewrite the words in bold using words from B opposite.

I think it would be interesting to live in a **hot tropical** climate. However, I don't like weather **that is hot and damp and makes you sweat**. I even dislike the days **that are slightly warm and damp**, which we get in the UK. Some people love **extremely** hot days, and I don't mind **very hot, dry periods** occasionally, but when it's **hot and uncomfortable and you can hardly breathe**, it's just impossible. Maybe I should stay at home and forget about moving to a hot climate!

6.4 What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these. Use words from the opposite page.

- The weather was stifling.* We had to use the air-conditioning every afternoon.
- The sweat was pouring out of us.
- It just cooled us nicely on the hot beach.
- Cars were sliding everywhere out of control.
- The postman had to use a boat to get around.
- You couldn't really see the trees in the distance.
- The earth became rock hard and a lot of plants died.
- It blew the newspaper right out of my hands.
- My hair and clothes got soaking wet.
- It looked as if it would rain at any minute.

6.5 Over to you

This chart shows anyone who wants to visit the West of Ireland what weather they can expect at different times of the year. Make a similar chart for your country or home region.

Dec-Mar	April-June	July-Aug	Sept-Nov
coldest months; usually wet; heavy rain; snow on high ground	generally cool, often wet and windy but getting warmer	warmest months; sunny, with showers; cool sea breezes	often mild, becoming cold; damp, misty and foggy, often overcast

7 Describing people: appearance

A Hair, face, skin and complexion /kəm'plekʃən/



She's got **straight hair** and she's **thin-faced**/ she's got a **thin face**.



He's got **long, wavy hair** and she's **round-faced**/ she's got a **round face**.



She's got **curly hair** and is **black**.



He's got a **crew-cut**. He's **white**.



He's **bald** /bə:ld/ and has **freckles**.



He's got a **beard** and **moustache** /mʊ'stɑ:ʃ/ and has a **chubby face**.



He's got **receding hair** and a few **wrinkles** /'rɪŋkəlz/.



He used to have **black hair** but now it's gone **grey**, almost **white**.

What sort of person would you find attractive? **Blonde, fair, dark** or **ginger-haired / red-haired**? She has such beautiful **auburn** hair. /'ɔ:bən/ [red-brown]
Fair and **dark** can be used for hair, complexion or skin. Some people like **getting a tan** in summer [exposing their skin to the sun so that it goes darker], although the risks of getting **sunburnt** are well known.

B Height and build

Fat may sound impolite. Instead we can say that someone is rather **plump** or **stout**, or a **bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. [generally said about men] Someone who is very fat can be described as **obese** /əʊ'bi:z/, especially when talking in a medical context.
 Someone who is thin can be described as **slim** [positive] or **skinny** [negative]. If someone **has a nice figure**, they have an attractive shape. [generally said about women]

C General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking / messy-looking**.
 Chloe looked **stunning** in her red dress. [very attractive]
 He's very **good-looking**, but his friend's rather **unattractive**. [opp attractive]
 Her eyes are her best **feature**. [the most attractive part of her face]
 Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **personality** matters most.
First impressions are always important. [your first reaction to someone]

Language help

The suffix **-ish** is useful for describing people (see Unit 70). She's **tallish**. He has **brownish hair**. He must be **thirtyish / in his thirties**.

Exercises

7.1 Choose a word from the opposite page to complete these sentences.

- I wish I could get a *tan* like yours but my skin just goes red in the sun.
- My cousin used to have a lovely but she's put on weight in all the wrong places since she stopped taking much exercise.
- Thomas's eyes are his best – they're so large and sparkly and such a deep brown.
- Jess is in her thirties but she still has the same lovely fresh as her young daughter has.
- Staff at the bank were told to dress smartly for work so they would always create a good on customers.
- I'd call her rather than ginger-haired – her hair's dark brown with just a tinge of red in it.
- George says that the round his eyes just show that he has smiled a lot in his life.
- Even in jeans Alina manages to look
- Carla looks beautiful in old clothes and without any make-up but when she's dressed up for an evening out she's absolutely

7.2 Answer these remarks with the opposite description.

- A: I thought you said he was the short, chubby one.
 B: *No, no, no, not at all, he's the tall, thin-faced one.*
- A: Was that his brother, the one with wavy hair?
 B: No, completely the opposite, his brother's
- A: She's always quite well-dressed, so I've heard.
 B: What! Who told you that? Every time I see her, she's
- A: So Charlene's that rather plump, fair-haired woman, is she?
 B: No, you're looking at the wrong one. Charlene's
- A: So, tell us about the new boss; good-looking?
 B: No, I'm afraid not; rather
- A: I don't know why, but I expected the tour guide to be fiftyish or rather plump.
 B: No, apparently she's only

7.3 WANTED! MISSING! Complete the gaps in these police posters with your own ideas.

WANTED FOR MURDER Ian Prowse White, height 6ft,-faced, hair, skin	WANTED FOR ARMED ROBBERY Sandra King White, height 5ft 4, hair, build,-faced	MISSING Jasmin Kaur, Age 7, Asian, height 4ft, thin..... hair	WANTED DEAD OR ALIVE Jack 'Dagger' Flagstone White, height 6ft, , with and ; build.
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7.4 Over to you

Write a description of each of these people, giving information about their hair and face, their height and build and general appearance:

- you yourself
- your best friend
- a neighbour
- your ideal of a handsome man / a beautiful woman

8 Describing people: personality

A Intellectual ability

lots of ability	intelligent bright clever sharp shrewd able gifted talented brainy (informal)
lacking ability	stupid foolish simple silly brainless daft dumb dim thick (the last five are predominantly informal words, and they can all be offensive)
clever, in a negative way, using brains to trick or deceive	cunning crafty sly

B Attitudes towards life

Amal is **pessimistic** while Nia is **optimistic** – he always expects the worst to happen while she looks on the bright side.

It is strange that one of the twins is so **extroverted** while the other is so **introverted** – Ben loves being the focus of attention while Jake prefers to be alone with his thoughts.

I feel very **tense** (or **wound up** / **stressed out****) after a very busy day at work but, after a hot bath, I'll soon feel **relaxed**.

Eva is very **sensible** – she'd never do anything stupid. In other words, she's very practical and **down-to-earth**.

Roberto is very **sensitive** – he gets very **upset** (or **worked-up**, more informal), if he feels people are criticising him.

C Attitude towards other people

Enjoying others' company: **sociable** **gregarious***

Disagreeing with others: **quarrelsome** **argumentative**

Taking pleasure in others' pain: **cruel** **sadistic**

Relaxed in attitude to self and others: **easy-going** **even-tempered** **laid-back****

Not polite to others: **impolite** **rude** **ill-mannered** **discourteous***

Telling the truth to others: **honest** **trustworthy** **reliable** **sincere**

Unhappy if others have what you do not have yourself: **jealous** **envious**

D One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

positive associations	negative associations
determined	obstinate stubborn pig-headed
thrifty economical	stingy mean tight-fisted miserly*
self-assured confident	self-important arrogant full of yourself**
unconventional original	eccentric odd peculiar weird**
frank direct open	blunt abrupt brusque curt
broad-minded	unprincipled permissive
enquiring*	inquisitive nosy**
generous	extravagant
innocent	naive
ambitious	pushy**
assertive	aggressive bossy**

* These words are much more common in written than in spoken English.

** These words are much more common in spoken than in written English.

Exercises

8.1 Match the words on the left with their opposites on the right.

1 clever	<input checked="" type="checkbox"/>	a introverted
2 extroverted	<input type="checkbox"/>	b tight-fisted
3 rude	<input type="checkbox"/>	c courteous
4 cruel	<input type="checkbox"/>	d gregarious
5 generous	<input type="checkbox"/>	e kind-hearted
6 unsociable	<input type="checkbox"/>	f dim

8.2 Do you think that the speaker likes or dislikes the people in these sentences? Reword each sentence to give the opposite impression (negative rather than positive or vice versa).

- | | |
|---|----------------------------------|
| 1 Carmen's very thrifty. <i>Likes - Carmen's very stingy.</i> | 5 Nico's quite bossy. |
| 2 Molly's usually frank. | 6 I find Marcus self-important. |
| 3 Grace is quite broad-minded. | 7 Don't you think James is nosy? |
| 4 Sam can be aggressive. | 8 Freya is very original. |

8.3 Pair the words that have similar meanings.

brainless - silly

brainless	curt	gifted	rude	tense
brusque	direct	honest	sensible	tight-fisted
crafty	down-to-earth	impolite	silly	trustworthy
cunning	frank	miserly	talented	wound up

8.4 Magazines often publish questionnaires which are supposed to analyse aspects of your personality. Look at the words below and match them to the corresponding question.

pessimistic	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	reliable

- If you arrange to meet at 7 pm, do you arrive at 7 pm? *reliable*
- When you have a problem, do you think the worst will happen?
- Do you find it easy to tell your boss if you feel he or she has treated you badly?
- Do you always look out of the window if you hear a car draw up?
- Do you often buy your friends presents for no particular reason?
- Do you frequently disagree with what other people say?
- Do you lie awake at night if someone has said something unkind to you?
- Do you prefer to be in the company of other people?

8.5 What questions like those in 8.4 could you ask to find out if a person is the following?

- | | | | |
|---|-----------------|-------------|----------------|
| 1 thrifty <i>Do you use up leftover food?</i> | | | |
| 2 blunt | 4 intelligent | 6 original | 8 stressed out |
| 3 sensible | 5 even-tempered | 7 obstinate | |

8.6 Over to you

Choose two people who are important in your life. Describe them using adjectives in this unit and give reasons why you chose each adjective.

EXAMPLE *My brother is sociable because he loves being with other people.*

9 Idioms describing people

A Positive and negative qualities

positive

She has **a heart of gold**. [very kind, generous]
He's **as good as gold**. [helpful, well-behaved; used generally for children]

negative

She's **as hard as nails**. [no sympathy for others]
He's **a nasty piece of work**. [unpleasant]

Note also:

Her **heart's in the right place**. [is a good and kind person even though they do not always seem so]
He's such **an awkward customer**. [difficult person to deal with]
She's **a pain in the neck**. Nobody likes her. [nuisance, difficult]
He **gets on everyone's nerves**. [irritates everybody]

B Idioms based on 'head'

You can learn idioms by associating them with a key word or words. Two of the idioms in A, for example, are based on *gold* and two on *heart*. Here is a set of idioms describing people based on the word *head*.

to have { **your head screwed on** [be sensible, informal]
a head for heights [not suffer from vertigo]
a head like a sieve [bad memory]
a good head for figures [be good at maths]
your head in the clouds [unaware of reality]

to be head and shoulders above someone [much better than]
to bury your head in the sand [refuse to think about a difficult situation in the hope you won't have to deal with it]
to keep your head [stay calm in a difficult situation]



C How people relate to the social norm

She's a bit of **an odd-ball**. [peculiar, strange]
He's really **over the top**. [very exaggerated in behaviour]
He's (gone) **round the bend**, if you ask me. [absolutely crazy/mad]
My politics are very **middle-of-the-road**. [very normal; no radical ideas; neither left- nor right-wing]

D Who's who in the class? Idioms for people in the classroom

Sam's **teacher's pet**. [teacher's favourite] Laura's **top of the class**.
Harry is **a real know-all**. [thinks he knows everything]
Ali's a bit of **a big-head**. [has a high opinion of him/herself] Anna's **a lazy-bones**.
The last three idioms are used of people outside the **classroom situation** too.

Exercises

9.1 Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart ... *of gold*
- 2 Don't expect any sympathy from the boss; she's as hard ...
- 3 I'm sure Ahmed will help you; he's as good ...
- 4 Although Florian sometimes seems a bit bad-tempered his heart is ...
- 5 I don't think you'll like him; he's a nasty ...
- 6 I try to avoid having much to do with Liam. He's rather an ...

9.2 What do we call ...

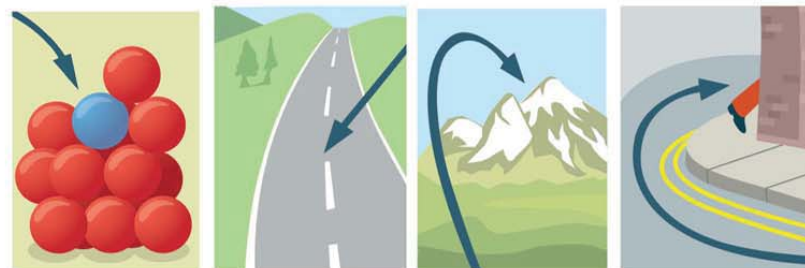
- 1 an irritating person who knows everything? *a know-all*
- 2 the person who is the teacher's favourite?
- 3 someone who thinks they are the best and says so?
- 4 the one who gets the best marks?
- 5 a person who is very lazy?

9.3 Complete the sentences using an idiom from B.

- 1 I'd better write it in my notebook. I have ... *a head like a sieve*
- 2 Ask Martha to check those sums. She has ...
- 3 Don't ask me to go up that tower. I'm afraid I don't ...
- 4 She's very sensible and knows what she's doing. She ...
- 5 He's quite out of touch with reality. He really ...
- 6 The problem won't go away so there's no point ...
- 7 Max is top of the class, ... everyone else.
- 8 Even when others around him are panicking Raul always ...

9.4 Which part of the body might a difficult person (a) get on (b) be a pain in?

9.5 Which of the idioms opposite do you think these pictures represent?



- 1 *an odd-ball*
- 2
- 3
- 4

9.6 Over to you

Choose five idioms from this unit that you could use to describe people that you know.

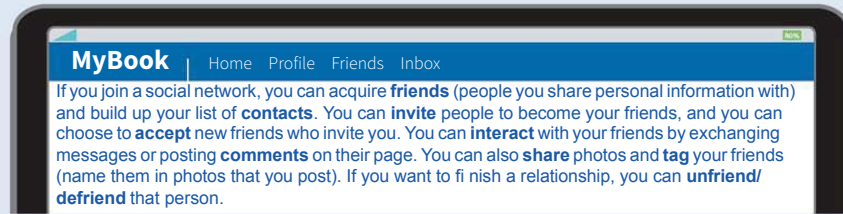
10 Relationships

A Types of relationship

- ANITA:** Are you and Holly **best friends**?
LUCY: She's a **good friend** – she's not my best friend.
ANITA: But she's more than just a casual **acquaintance**¹, right?
LUCY: Oh, yes. We were **housemates**² at university.
ANITA: Really? So how did you first meet her?
LUCY: I met her through my **ex**³, Kallum. She wasn't in a **steady**⁴ relationship with anyone at the time, and she was looking for someone to share a room.
ANITA: Uh- huh. Is that Kallum who's now Olivia's **partner**⁵?
LUCY: Yeah, that's the one. They're not just partners, they're married and they're **colleagues** too. They're saving to buy a house now, so Kallum's living with his **parents-in-law**⁶ at the moment.

¹ a person you have met but you don't know well ² **mate** [friend; *informal*] is used in compound nouns to describe a person you share something with, e.g. classmate, roommate, workmate, flatmate, housemate. Workmate is common in non-professional or informal contexts; colleague is common among professional people, and sounds more formal. ³ **ex**-can be used without (informally) or with another word: ex-girlfriend, ex-husband, etc. ⁴ fixed and not changing suddenly ⁵ partner is used for someone you live with but are not married to, or for a business relationship where you share the ownership or running of a company ⁶ his wife's parents (his mother-in-law and father-in-law)

B Internet relationships



C Liking and not liking someone

core verb	positive (stronger)	negative
like	love adore idolise	dislike can't stand loathe /ləʊð/
respect	look up to admire	look down on despise
attract be attracted to	fancy (<i>informal</i>)	leave someone cold

She doesn't just like Ben, she **idolises** him. I **can't stand** him.
 I really **fancy** Charlotte, but her friend just **leaves me cold** / **doesn't do anything for me**.

D Phrases and idioms for relationships and dating

Lily and I **get on well (with each other)**. [have a good relationship]
 Jack and Amelia **don't see eye to eye**. [often argue/disagree]
 I've **fallen out with** my parents again. [had arguments]
 Carl is **having an affair** with his boss. [a sexual relationship, usually secret]
 Let's try and **make it up**. [be friends again after a row/quarrel]
 He's dating a Spanish girl. They've been **seeing each other** for a couple of months. [meeting and spending time together]
 They met at a party and **got together** soon after. [started a romantic relationship]

Common mistakes

We say: People make friends. (NOT get friends or find friends)

It's often difficult to **make new friends** when you move to another city. (NOT It's often difficult to get friends ...)

Exercises

10.1 Use words with the suffix **-mate** to rewrite these sentences.

- This is Jack. He and I share a flat. *This is Jack. He and I are flatmates.*
- Mike was the person I shared a room with at university.
- We were in the same class together in 2006, weren't we?
- She's not really a friend; she's just someone I work with.
- Abbie is always arguing with the people she shares a house with.

10.2 How many sentences can you write about the relationships between the people in the pictures, using words from the opposite page?

EXAMPLE *Jon and Erica are colleagues.*



10.3 Complete the text messages with the correct form of words from B opposite.

Have you checked your social media this morning? Sam has ¹ you in a really funny photo and ² it with everyone! 😊

My grandma has just ³ me to be her friend online! Don't know if I should ⁴ or not.

I'm going to ⁵ Emma if she keeps posting nasty ⁶ about me online.

10.4 What do you think the relationships between the people below would be? Use the verbs, phrases and idioms opposite.

- a teenage music fan: (a) parents *He/ She might like/ dislike his/ her parents*. (b) pop star (c) strict teacher (d) mate
- a personal assistant: (a) another personal assistant (b) the boss (c) a very attractive workmate
- a 45-year-old: (a) teenagers (b) ex-husband/wife who was cruel

10.5 Correct the mistakes in these sentences. There may be more than one mistake.

- Rosie and Matt don't ^{see} get on eye to eye.
- I fell up with my parents last night. It wasn't my fault.
- We had a quarrel but now we've made it well.
- Do you think Josh and Nuala are making an affair? I do.
- I see very well with all my colleagues at work.
- Jo's attractive, but her mate just makes me cold completely.
- Maria seems to find it difficult to get friends among her classmates.
- I met my boyfriend at a party and we became together soon after.

10.6 Over to you

Complete the sentences so they are true for you.

- is a good friend of mine. is just a casual acquaintance.
 Someone I look up to is A famous person I loathe is
 Someone I once fancied was Someone I adore is

13 Global problems

A Disasters/tragedies



earthquake
[the earth moves/trembles]



flood
[too much rain]



drought /draʊt/
[no rain]



volcano /vɒl'keɪnəʊ/
[hot liquid rock and gases pour from a mountain]

famine /fæmɪn/ [no food] **landslide** [rocks and earth moving suddenly down a slope]
epidemic [disease affecting large numbers of people] **explosion** (e.g. a bomb)
major accident / **incident** (e.g. a plane crash)

hurricane / **tornado** /tɔ:'neɪdəʊ/
typhoon / **tropical storm** [violent wind / storm]
war / **civil war** [civil war is war between people of the same country]

Disasters not caused by human beings can be called **natural disasters**.

Language help

Injure /'ɪndʒə/ is used about people.
Damage /'dæmɪdʒ/ is used about things.
 200 people were **injured**. Many buildings were **damaged**.

Verbs connected with these words

A volcano has **erupted** in Indonesia. Hundreds **are feared dead**. The flu epidemic **spread** rapidly throughout the country. Millions **are starving** as a result of the famine. A big earthquake **shook** the city at noon today. The area is **suffering** its worst drought for many years. Civil war has **broken out** in the north of the country. A tornado **swept** through the islands yesterday.

B Words for people involved in disasters/tragedies

The explosion resulted in 300 **casualties**. /'kæʒjuəlti:z/ [dead and injured people]
 The real **victims** of civil war are children left without parents. [those who suffer the results]
 There were only three **survivors** /sə'vaɪvəz/. All the other passengers were reported dead. [people who live through a disaster]
 Thousands of **refugees** /ref'ju:dʒi:z/ have crossed the border looking for food and shelter. [people who have escaped from their own country because of a war or other disaster]
 Millions of **migrants** enter the country each year, looking for a better life. [people who travel from one country to another, often in order to find work]
 During the battle, the **dead** and **wounded** /'wu:ndɪd/ were flown out in helicopters. [wounded: injured in a battle / by a weapon]

C Diseases/ epidemics

Here are some headlines from newspapers all connected with diseases and epidemics. Explanations are given.

/reɪ'bi:z/ disease can be caused by bite from a dog, fox, etc., very serious

Rabies out of control in many parts of Asia

New **AIDS** unit to be opened this month

acquired immune deficiency syndrome; often caused by sexual contact or contact with contaminated blood

/mə'leəriə/ usually caught because of mosquito bites

New **malaria** drug tested

Cholera and **typhoid** injections not needed says Tourism Minister

/'kɒləərə/ /'taɪfɔɪd/ diseases causing sickness, diarrhoea, etc., caused often by infected food and water

Exercises

13.1 What type of disaster from the list in A opposite are these sentences about? Why?

- The lava flow destroyed three villages. *Volcano - lava is the hot liquid rock from the mountain*
- The aft ershock struck at 3.35 pm local time.
- People had boarded up shops and houses during the day before, and stayed indoors.
- Gunfire could be heard all over the town.
- Witnesses said they saw a fireball fall out of the sky.
- People had to stay on the upper floors and sometimes on the roofs of their homes.
- The earth is cracked and vegetation has dried up.
- They quite often happen in this area of the mountains and it can take some time for the roads to be cleared, especially if trees have been brought down too.

13.2 Complete the missing items in this word-class table, using a dictionary if necessary. Where the space is shaded, you do not need to write anything.

verb	noun: thing or idea	noun: person
<i>explode</i>	explosion	
		survivor
injure		
starve		
erupt		

13.3 In these headlines, say whether the situation seems to be getting worse or better, or whether a disaster has happened or has been avoided/prevented.

1 **Poison gas cloud spreads**

3 **OIL SLICK RECEDES**

5 **All survive plane's emergency landing**

getting worse

2 **POLICE DEFUSE TERRORIST BOMB**

4 **Experts warn of cholera time bomb**

6 **Flood warnings not heeded in time**

13.4 Fill the gaps with a suitable word from B opposite. Try to work from memory.

- Another 50 people died today, all *victims* of the famine.
- Over 5 million have fled the war and are seeking shelter in neighbouring countries.
- It was the worst road accident the country has ever seen, with over 120
- A: Were there any when the ship sank? B: I'm afraid not.
- The and were left lying on the battlefield; it was a disgrace.
- The number of economic entering the country each year has increased sharply.

13.5 Which diseases are these? Try to do this from memory.

- One that can be caused by a mosquito bite. *malaria*
- One you can get by drinking infected water.
- One you can get from an animal bite.
- One caused by a virus which destroys the body's immune system.

14 Education

A Stages in a person's education (UK system)

The youngest children start their education in a **crèche** /krefʃ/, where they mostly play but also do some early learning activities. After that, they may go to a **nursery school**. Between the ages of five and 11, children attend **primary school**, where they learn the basics of reading, writing, arithmetic, etc. For most children, secondary education begins when they enter a **comprehensive school** or a more traditional **grammar school** (to which they **gain admission** by sitting an exam). The famous UK **public schools** are in fact private, fee-paying schools. Between the ages of 11 and 18, young people take a wide range of subjects in arts, sciences and technical areas. In the UK, pupils can leave school at the age of 16, although many young people choose to remain in full-time education until the age of 18. (In England it is **compulsory** for young people to continue with some form of education or training until they are 18 [they must do it], even if they also have a job.) From 16 to 18 young people may study at secondary school or at a **sixth-form college**, after which they may go on to **higher education**.



B Exams and qualifications

You **take/do/sit** an exam or **resit**¹ an exam. At schools and sixth-form colleges in the UK, students have to take formal **end-of-year** exams. At 18, a lot of students sit their **university entrance exams**, commonly referred to as 'A levels'. Students are usually given marks (e.g. 75%) or grades (e.g. A, B+, C). If you **pass** and **do well**, you get a high grade. If you fail, you don't get the minimum grade. If you **skip classes**², you'll probably do badly in the exam.

¹ take it again if you did badly first time

² miss deliberately; *infrm*



Common mistakes

We say: **pass an exam**, e.g. *I passed all my exams and graduated in 2010.*
(NOT *I succeeded at/in all my exams.*)

C Technology

With an **LMS** or a **VLE**¹, students can work online and do more **distance**² learning or **blended**³ learning. Teachers can **monitor**⁴ students' activities and **progress**⁵; students can choose courses and/or **modules**⁶, **submit**⁷ work, write blogs, access wikis and leave voice messages.

¹ Learning Management System or Virtual Learning Environment: computer system that controls all aspects of teaching and learning ² without attending classes, e.g. from home ³ using a mix of classroom and online learning ⁴ check regularly ⁵ note: *progress* is uncountable ⁶ individual elements or parts of a course ⁷ send/ give their work to the teacher

D Talking about education: common questions

What's the **school-leaving age**? It's 18 in a lot of countries. At what age does **compulsory** education begin? [which you must do, by law]

Exercises

14.1 Fill the gaps in this life story of a British woman.

Amy first went to her local ¹ *primary* school at the age of five. The year before that she attended a ² _____, but her parents didn't send her to a ³ _____ when she was very small. When Amy was ready to go on to secondary school, she passed a special exam and so gained ⁴ _____ to her local ⁵ _____ school. Her friends didn't do that exam. Like most children, they went to a ⁶ _____ school. Only a few children from very rich families go to famous ⁷ _____ schools and Amy only knew one girl from her class at primary school who did. At the age of 16, Amy went on to ⁸ _____, where she is currently studying English, History and Maths. Her ambition is to go on to ⁹ _____ and become a teacher.

14.2 Rewrite the words in bold in this conversation using words from B opposite.

ALMUT: I've got one more exam tomorrow. I hope I **get the minimum grade** *pass*. I'm worried.
JOE: Really? What makes you think you won't **get a high grade**?
ALMUT: Well, I've **messed** a couple of classes this term.
JOE: Hm. If you **get below the minimum grade**, are you allowed to **take** the exam **again**?
ALMUT: Yes, but I don't want to. Next year I want to go to university, not **sit my university entrance exams** again!

14.3 Correct the mistakes in these sentences.

- In the UK, students between 16 and 18 can go to a *sixth-form college* nursery school.
- The school-ending age is 18 in many countries.
- I'm glad you succeeded at your exam.
- She has to sit on a Biology exam next week.
- Is school compulsive till 18 in your country?
- Do we have to admit our work to the teacher by Friday?
- I've made a lot of progresses in my English recently.
- Thanks to the LMS, teachers can mentor their students' activities.

14.4 What do we call ...?

- learning that mixes classes and online work? *blended learning*
- schools which require students to take an exam to gain admission? _____
- private schools where parents pay fees? _____
- learning you can do at home, without going to class? _____

14.5 Over to you

Make a chart in English for the education system in your country. Is it the same as the UK or are there differences? Compare with someone else if possible.

15 Higher education

A University studies

Students who attend university in the UK start with **undergraduate studies**, which are usually the studies towards a **bachelor's degree** [a first degree at university]. They follow a **programme** of different **modules** [parts of the university course]. They usually have to complete a certain number of **credits** each year. For example, if the students need 180 credits, they might take two modules of 60 credits each, and their **dissertation** [long piece of writing] might be worth another 60 credits. When they have **graduated** [completed their bachelor's degree], students become **graduates**.

If they want to continue their university education, students can begin **postgraduate studies**. The first stage of this would be a **master's degree**, and after that they can do a **PhD** (doctor of philosophy) [the highest university degree]. Postgraduate studies require students to specialise in a particular **field**, and they often do **research**. They usually have to write another dissertation (for a master's degree) or a **thesis** (for a PhD).

B People, places, and types of classes



A university campus



A lecture theatre



A tutorial

If you visit a **university campus**, you'll see a **lecture theatre** (or a lecture hall). During **lectures**, students listen to a **lecturer** and take notes. Some modules have **seminars** where smaller groups discuss the subject in detail. The **academic staff** [people who teach] might also include **tutors**, who teach students individually or in small groups, in sessions called **tutorials**. Many students live **on campus** in **halls of residence** (or **halls**).

Language help

An **undergraduate (student)** or **undergrad** is a student studying for their bachelor's degree.
A **postgraduate (student)** or **postgrad** is a student studying for their master's or a PhD.
Notice that **postgraduate** and **undergraduate** can be used as nouns or adjectives.

C Student services



Admissions¹

To apply for one of our postgraduate programmes, check the **entry requirements**² on the programme page. Then click [here](#) to **submit your application**.



Funding³

Tuition fees⁴ should be paid at the beginning of the academic year. To apply for a **student loan**⁵ or a **scholarship**⁶ click [here](#).



Student Union

Visit our **student union**⁷ page to find out more about **student societies** and clubs.

1 a university department that deals with new applications and new students
2 qualifications that are needed to enter a programme
3 money that students can receive
4 money that students have to pay for their course

5 money that a student borrows to pay for their course
6 money that is given to a student to pay for a course (usually for students who are doing well at school)
7 an organization that deals with student issues and student life on campus, and a place where students can meet

Exercises

15.1 What do we call ...?

- A first degree at college or university *bachelor's degree*
- The lower level of postgraduate degree
- The highest university degree
- A person who is studying for their first degree
- A person who has completed their first degree
- A person who is studying for a master's or PhD

15.2 Choose the correct option to complete each sentence.

- This undergraduate *credit* / *programme* / *field* lasts four years.
- To complete the year students need 180 *lectures* / *credits* / *modules*. 60 of these are for the thesis.
- After three years, you will *research* / *credit* / *graduate* with a bachelor's degree.
- My master's *field* / *credit* / *dissertation* on modern English literature was 120 pages long.
- Dr Lewis has been doing *research* / *thesis* / *field* into dolphin behaviour and has made a very important discovery.
- Lucy is an expert in the *field* / *programme* / *research* of ancient history and has just completed her PhD on Greek art.

15.3 Fill the gaps with words from B opposite.

- A *campus* is a place where the university buildings are located.
- Student accommodation is called
- Academic staff, such as professors, tutors and, have offices at the university.
- are meetings (one-to-one or in small groups) with a tutor.
- Students listen to talks in a
- Some are attended by two hundred students.

15.4 Correct the mistakes in these sentences.

- There are two types of student ^{finance}unions: student loans and scholarships.
- You must pay your entry requirements by 17th September.
- A great way of meeting new people on campus is to join some of the student scholarships and clubs.
- The admissions office helps current students with their problems and life on campus.
- Before you submit your application, read the student loan thoroughly.

15.5 Over to you

Is the system of university studies similar in your country? Make a list of similarities and differences.

16 Work

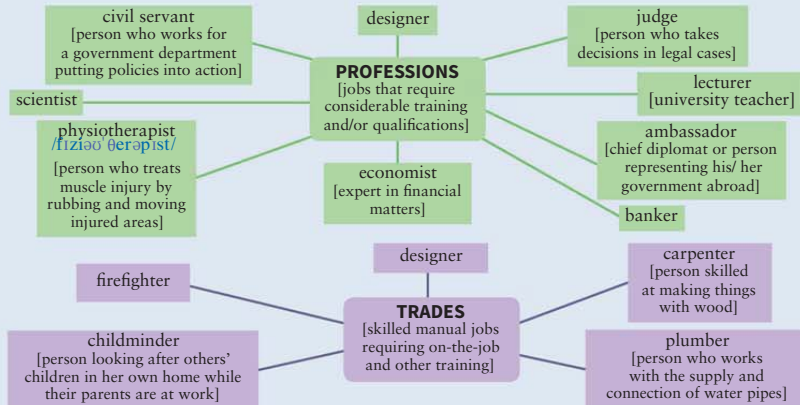
A Jobs in a workplace

director [member of the board of a company] **executive** /ɪg'zekjətɪv/ [important person who makes big decisions] **administrator** [person who runs the office day-to-day] **skilled worker** [trained to do specific tasks, e.g. building a computer] **unskilled worker** [doing a job that needs no training] **receptionist** [visitors must check in with them] **public relations officer** [gives information about the company to the media] **union representative** [looks after the staff's interests] **researcher** [investigates and develops new products] **supervisor** [makes sure workers are doing their job properly]

Common mistakes

The best way of getting to **work** (NOT **job**) depends on where you live. Wish me luck in my new **job** (NOT **work**).
Job refers to a particular role or position. *Jack's got a new job as a researcher.*
Work refers to activities that you do. *Jack's work is very demanding.*

B Trades and professions



C Collocations of words connected with work

It's not easy to **get/find work** round these parts. I've been **offered work / a job** in Paris. What d'you **do for a living?** I'm **in publishing/banking**, etc. It's hard to **make a living** as a freelance writer. [earn enough money to live comfortably] She's not prepared to **take on that job**. [suggests 'having personal responsibility']

hours of work	to do shiftwork or to work shifts [nights one week, days the next week] to be on flexi-time [flexible working hours] to work nine-to-five [regular day work]
not working	to go/be on strike [industrial dispute] to get the sack [thrown out of your job] to be fired (more formal than 'get the sack'; often used in direct speech: 'You're fired!') to be made redundant [thrown out, no longer needed] to be laid off (more informal than 'made redundant') to be on / take maternity (woman) or paternity leave [before/after the birth of a baby] to be on / take sick leave [illness] to take early retirement [retire at 55]
other useful expressions	to be a workaholic [love work too much] to be promoted [get a higher position] to apply for a job [fill in forms, etc.]

Exercises

16.1 Which of the job titles in A opposite would best describe the following?

- The person who represents the workers' interests in disputes with the management in a factory. *union representative*
- A person who has a high position in a company and whose job it is to make important decisions.
- An important person in a company who sits on the board.
- A worker whose job requires no special training, for example, an office cleaner.
- A person generally in charge of the day-to-day organisation of a company/department.
- A person whose job it is to keep an eye on the day-to-day work of other workers.

16.2 Choose job or work to complete these sentences.

- I'll pay for the plumbing *work* when it's finished.
- I'd like to apply for a in your office.
- You should delegate more to your personal assistant.
- Let's stop for a coffee on our way home from
- A in a museum wouldn't be as tiring as one in a restaurant.

16.3 Using the expressions in C opposite, say what you think has happened / is happening.

- I'm not working now; the baby's due in three weeks. *She's on maternity leave.*
- He's enjoying life on a pension, although he's only 58.
- One week it's six-to-two, the next it's nights.
- They've made her General Manager as from next month!
- I was late so often, I lost my job.
- I get in at nine o'clock and go home at five.
- Your trouble is you are obsessed with work!

16.4 Which jobs do these people have? Would you call the following a trade, a profession or an unskilled job?

1 *physiotherapist - profession* 2 3

4 5 6

16.5 Fill in the collocations.

I'd love to ¹ *get/ have* a job in journalism, but it's not easy without qualifications. Since I have to earn a ² somehow, I'll have to get ³ wherever I can find it. I've been ⁴ some part-time work editing a new book, but I'm not sure I want to ⁵ it

16.6 Over to you

Think of five people you know who work for a living. Can you name their jobs in English? If you can't, look them up in a good bilingual dictionary.

17 Business

A Starting a business

Ryan Archer had an idea for a business. He had a computer but it was never just right for all his personal needs, so he went to his bank manager and **put forward**¹ a **business plan**² to sell **custom-built**³ computers on the Internet. He **launched**⁴ his business a year later, offering an individual service making desktop and laptop computers, and two years later **rolled out**⁵ an **expanded**⁶ range, including tablets and other hand-held devices. His **firm**⁷ now **manufactures**⁸ around 200 machines a year and delivers to 26 countries around the world.

Ryan said, 'It's all about personal service and **customer care**⁹. This was our **priority**¹⁰ from the start. We didn't really do any proper **market research**¹¹ and we weren't sure if such machines would sell, especially during a **recession**¹². But I felt there were enough **potential**¹³ customers to make it worth the **risk**¹⁴. I was right. Soon, designers, scientists, academics and other professional people were requesting personalised machines and our **order books**¹⁵ were full.' **Going forward**¹⁶, Archer plans to expand the business further, and a new range of machines will **launch** next year.



- ¹ offered for people to consider ² a plan of how the business will operate ³ specially made for a particular person or thing ⁴ started, perhaps with a special event to mark the beginning ⁵ make a new product available for the first time ⁶ made bigger ⁷ company ⁸ produces goods in large numbers, usually in a factory ⁹ looking after the customer's needs ¹⁰ something very important which must be dealt with first ¹¹ (uncountable) finding out beforehand what people want or need ¹² period of low economic activity and bad conditions for business ¹³ possible when the conditions are right ¹⁴ possibility of something bad happening ¹⁵ the list of orders waiting to be completed ¹⁶ going into the future

Language help

In business English, some verbs which usually need an object can often be used without an object or with the real object acting as the subject.

with object	real object as subject
We sold 200 instruments last year.	We didn't know if the instruments would sell .
They are launching a new range.	The new range launches next year.
They are rolling out a new range.	The new range will roll out next year.

B Common business English phrases and collocations

FACT SHEET

The **CEO**¹ of a big **corporation**² gave us these tips for success in business:

- **Do business** in the markets you know best before trying to enter new ones.
- It may be difficult to **access new markets**³. **Build contacts**; that's the secret.
- You may not **make a profit** immediately. Be patient.
- You will probably face **stiff competition**⁴, so make sure your product is the best.
- **Get** regular **feedback**⁵ from your employees and customers. They know best.

¹ Chief Executive Officer ² a large company or group of companies that is controlled together as a single organisation ³ reach and do business with new groups of customers or parts of the world where something might be sold ⁴ (uncountable) other companies trying hard to be more successful than you ⁵ (uncountable) information/opinions about what people think of a product or service

Common mistakes

Business can be countable or uncountable.

We *hope to do more **business** in Asia next year.* (uncountable = the activity. NOT ~~We hope to do more businesses...~~)

New **businesses** are launched on the Internet every day. (countable = enterprises/companies)

Exercises

17.1 Fill the gaps in the questions with words from A opposite, then complete the answers.

- 1 What did Ryan Archer put *forward* to his bank manager? He presented a
- 2 What is special about the computers his makes? They are -
- 3 When did he his business? A
- 4 What did he out two years later? An of computers.
- 5 How many computers does his firm now? About a
- 6 What was Ryan Archer's from the start? Personal service and
- 7 Why didn't he do any research? He felt there were enough customers.
- 8 Why was he not sure if the machines would? There was a at the time.
- 9 Was it all worth the? Yes. His firm's were soon full.
- 10 forward, what are his plans? He's planning a new range of computers, which will next year.

If possible, practise asking and answering the questions with someone else.

17.2 Rewrite the words in bold using words and phrases from A and B opposite.

- 1 The new service will **be available for the first time** over the whole country next year. *roll out*
- 2 The business didn't make **money** in its first year.
- 3 There are a lot of **possible** customers for this product.
- 4 Their **list of orders waiting to be completed** was full last month.
- 5 It is sometimes difficult to **get into** new markets if you don't have contacts.
- 6 We should pay attention to the **opinions and reactions** our clients post on our website.
- 7 Customer care is a **most important issue** for our company.
- 8 We need to **make our business bigger** in Latin America.
- 9 It's important to **create relationships with local people** before you enter a new country.

17.3 Correct the mistakes in these sentences.

- 1 She's the *CEO* of a huge corporation.
- 2 The new range of products will launch itself next month. We hope it will be sold!
- 3 The firm specialises in customer-built laptops for business travellers.
- 4 Bringing forward, we expect to increase our sales in Japan and China.
- 5 It's important to get a feedback from our clients.
- 6 We're facing competitions from American firms.
- 7 We hope to do more businesses in North Africa in the future.

17.4 Match the words on the left with the words on the right to make typical collocations. Then write a sentence using each one.

customer order market custom stiff built competition research care books

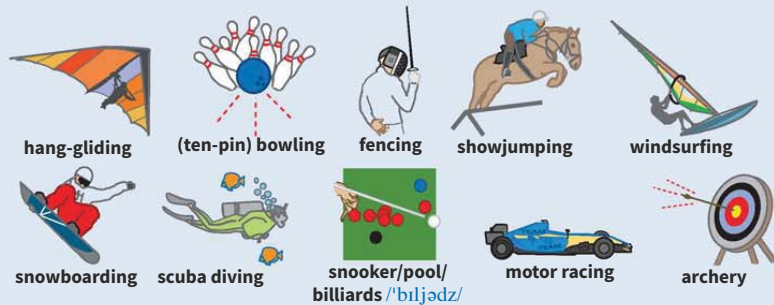
EXAMPLE *Customer care should be a priority in any kind of business.*

17.5 Over to you

If you could start a business, what would it be? What would you need to do to make it a success? Write a paragraph outlining your ideas. Use words and phrases from this unit.

18 Sport

A Some sports whose names you may not know



B Equipment – what you hold in your hand

golf – **club** squash/tennis/badminton – **racket** darts – **dart** archery – **bow**
 cricket / table tennis / baseball – **bat** ice hockey / field hockey – **stick**
 snooker/pool/billiards – **cue** canoeing – **paddle** rowing – **oar** fishing – **rod/line**

C Athletics



She's a great **sprinter**. [fast over short distances]
 He's a great **long-distance** runner. (e.g. 5,000 metres) He's doing a **marathon** next month.

D Competition in sport

She **set** a new Olympic **record** last year. He **holds the record** for the 100 metres breaststroke.
 England **qualified** for the World Cup but **got knocked out** in the third **round**. [achieved the necessary standard but lost at the third stage and were then excluded from the competition]
 Our team **made it to / reached the semi-final** but then we were beaten. [won every stage of the competition except the last but one, and so did not enter the final match/event]
 Most sports are very **competitive** these days. [involve a strong desire to win and be better than other people]
 She felt proud as she held the **trophy** in her hands. [cup or other object that shows she has won]
 Players who disagree with the **referee** set a bad example to the **spectators** and to their fans. [people who are present at a sporting event to watch it]

E People who do particular sports

-er can be used for many sports, e.g. *footballer, swimmer*, etc. **Player** is often necessary, e.g. *tennis player, squash player*. Some names must be learnt separately, e.g. *canoist, mountaineer, jockey, archer* (NOT *archerer*), *gymnast*.

Common mistakes

In British English, the noun *sport* is used in the plural when it describes another noun (e.g. *equipment, facilities, club*). *The shop sells sports equipment.* (NOT *sport equipment*) However, you will hear the singular *sport* used before another noun in American English.

Exercises

18.1 Which of the sports opposite are these people probably talking about?

- The ball doesn't roll in a straight line on the ground. You have to aim away from the centre of the pins. *(ten-pin) bowling*
- Provided it's not too windy at the top of the hill, there's no problem.
- It is incredibly noisy, fast and dangerous, but it's really exciting to watch.
- The horse has to get over a series of jumps without knocking the posts off.
- It's all a matter of balance. But sometimes you can't help falling in the water.
- You need a good eye and concentration, especially to hit the centre of the board.
- The different ball colours are worth different numbers of points.
- It's a fantastic feeling when the snow flies up into the air around you.

18.2 Name a piece of equipment necessary to do these sports apart from the item given.

- | | | |
|---------------------------------|-----------------------------|--------------------------|
| 1 golf: ball, <i>club</i> | 4 field hockey: ball, | 7 canoeing: canoe, |
| 2 archery: arrow, | 5 baseball: ball, | 8 snooker: balls, |
| 3 tennis: ball, | 6 darts: dartboard, | 9 rowing: boat, |

18.3 Fill the gaps with suitable words.

- She's a *long-distance* runner. She won a medal last year for the 1,500 metres. She's won a lot of in the last five years and has them all in a glass cabinet at her house.
- Were many new records at the last Olympics?
- He's doing a next week - running 42 kilometres! That's 26 miles!
- Who the world record for the 1,000 metres these days? Is it a Russian?
- His national team failed to for the World Cup so he's supporting Brazil instead.
- Last year, our team the final for the first time in 10 years but we lost. (*two answers*)
- My team got in the second of the competition. We were very disappointed it happened at such an early stage.
- All Olympic sports are highly ; everyone has one ambition - to win gold.
- Thousands of protested loudly at the decision of the to give their team captain a red card.
- The world's best can run 100 metres in less than 10 seconds.

18.4 Correct the mistakes in these sentences. There may be more than one mistake.

- She was a champion *gymnastie* when she was a teenager.
- Are you a good *tenniser*? We're trying to get a local team together.
- My brother is an expert *canoist*. He's won medals.
- My father is a good *golffist*. He's also an expert mountaineer.
- Is there a shop near here that sells sport equipment? I need a fishing rode.
- I'd love to be a good *archerer*, but my eyesight isn't very good.
- Are you a *sprinter* or a long-distant runner?
- My favourite Olympic sports are *fence* and the height jump.

18.5 Which sport ...?

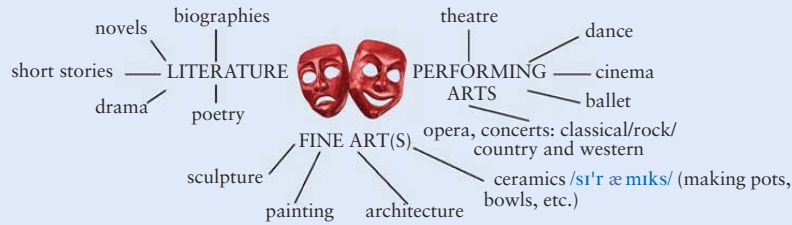
- covers a long distance in one jump? *long jump*
- throws a heavy disc a long way?
- throws a pole with a sharp point?

18.6 Over to you

Make a list of (a) sports you have done and (b) sports you would like to do. Then list the equipment you needed / would need for each one. Write sentences about what you liked or disliked about sports you have tried, using vocabulary from this unit.

19 Art and literature

A Art and the arts



The **arts** (plural) covers everything in the diagram above. **Art** (singular, uncountable) usually means **fine art**, but can also refer to technique and creativity.

Have you read the **arts page** in the paper today? [that part of the newspaper that deals with all the things in the diagram] She's a great **art lover**. [loves painting and sculpture] Shakespeare was skilled in **the art** of poetry. [creative ability] Ask Sara to help you decorate your room - she's very **artistic**. [shows skill and imagination in creating things]

A **work of art** (plural = works of art) is an object made by a skilled artist - typically a painting, drawing or statue.

The phrase **arts and crafts** is used to refer to the skills of making objects such as decorations, jewellery and furniture by hand.

B Types of art and artists

This is a **sculptor** - he's **creating a statue** - his type of art is called **sculpture**.

This is a **potter** - she's **throwing a pot** - her type of art is called **pottery**.

Henry is an **architect** - he's **designing a building** - his type of art is called **architecture**.

An **abstract** painting involves shapes and colours rather than **images** of real people or things. A **portrait** is a painting of a person. A **landscape** is a painting of a scene in the countryside. A **still life** is a painting of a set of objects that do not move, usually fruit or flowers. An **original** painting is one produced by the painter him/herself rather than a copy or **reproduction**.



C Literature

Lisa O'Donnell is one of the country's most popular **novelists**¹. She has written a **series**² of romantic novels all with a historical **setting**³. These have all been **bestsellers**⁴ although the **critics**⁵ complain that her **plots**⁶ are predictable and her **characters**⁷ are not very realistic. Her cousin, Lucy Smith, is a more **literary**⁸ writer and her books tend to get better **reviews**⁹ although they do not sell so well. Both writers have a novel which will be ready for **publication**¹⁰ later this year; they will also be available to download as **ebooks**¹¹. We have received advance **copies** of both novels and it is interesting to compare the opening **passage**¹² from Smith's latest book with an **extract**¹³ from the first chapter of O'Donnell's.

¹ people who write long stories about imaginary people and events (remember a novel is typically at least 150 pages long; anything shorter is a **short story**) ² set of books featuring the same characters

³ background for a story or film ⁴ very popular books that sell in large numbers ⁵ people whose job it is to give their opinion of something, typically books, films or music ⁶ stories ⁷ people in a book or film

⁸ serious rather than popular ⁹ what the critics write ¹⁰ making something available in a printed form

¹¹ electronic book ¹² short piece of text ¹³ part of a book chosen to be used in an article or for discussion

Exercises

19.1 Which branch of the arts do you think these people are talking about?

1 He's created some beautiful vases but I'm not so keen on his other pieces.
pottery

2 It doesn't have to rhyme to be good.

3 Oils to me don't have the delicacy of watercolours.

4 Her design for the new city hall won an award.

5 The first chapter was boring but it got better later.

19.2 What type of painting is each of these?



1 *portrait*



2



3



4

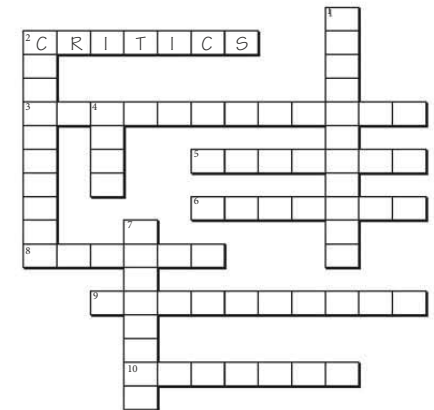
19.3 Choose the correct option to complete each sentence.

- A *sculpture* (*sculptor*) is someone who makes statues.
- The Dutch artist Rembrandt was a master of *art* / *the art* of portrait painting.
- On Saturdays there's a market in the city square where they sell all sorts of *art* / *arts* and *craft* / *crafts*.
- Which would you rather be good at - *art* / *the art* or *music* / *the music*?
- I saw some interesting abstract *works of art* / *work of arts* at the City Gallery.

19.4 Find the missing words to complete the crossword.

Across

- The have generally been very positive about Kelly's latest novel.
- Do you like this picture? It's only a I could never afford an original.
- The author began his talk by reading a short from his latest book.
- I usually prefer to read books with a modern rather than ones about some unfamiliar period.
- I've loved all the books in this detective I hope they'll publish another one soon.
- Max is, of course, hoping that his first novel will become a
- Have you read any of the novel we've got to read for our English class?



Down

- Maria's first novel is due for this summer.
- You know from the first page that the two main in the novel are going to fall in love with each other.
- The novel has a very interesting with some unexpected twists in it.
- Leo's short story is going to be published in the country's leading magazine.

20 Theatre and cinema

A At the theatre



We went to see a new **production** of *Hamlet* last night. The **sets**¹ were incredibly realistic and the **costumes**² were wonderful. It was a good **cast**³ and I thought the **direction**⁴ was excellent. Toby Cartwright **gave** a marvellous **performance**⁵. It **got rave reviews**⁶ in the papers today.

¹ scenery, buildings, furniture on the stage or in a studio ² clothes the actors wear on stage ³ all the actors in the performance ⁴ the way the director had organised the performance ⁵⁺⁶ note these typical collocations ⁶ got very enthusiastic comments

Dance usually refers to modern artistic dance forms; **ballet** /'bæleɪ/ usually has a more traditional feel, unless we say **modern ballet**. A **comedian** is a person who entertains people by telling jokes. They may have a **show** of their own or they may feature in a show with lots of different **entertainers**. [people whose job it is to entertain others]

The people who watch a show are the **audience**. **Viewer** is only used about someone watching a TV programme.

Language help

When we refer to a performing art in general, we can leave out the definite article, e.g. *Are you interested in (the) cinema/ballet/opera/theatre?* But: *Would you like to come to the cinema/ballet/opera/theatre with us next week?* [particular performance]

B At the cinema

ANNA: Our local cinema's showing *Spectre* again next week. Do you fancy going to see it?
BETH: Yes, that'd be great. I love the opening **scene**¹ at the carnival in Mexico City. The James Bond films **are always set**² in great locations.

ANNA: Yes, and I think the film really **captures**³ the human side of James Bond.
BETH: That's right. A lot of work went into the **script**⁴ for this, and the **dialogue**⁵'s particularly good, I think.

ANNA: Do you know who the **director**⁶ was?
BETH: Sam Mendes, I think. He didn't write the **screenplay**⁷, though. I'm not sure who wrote that. The **score**⁸ is by Thomas Newman. He also wrote the music for *Skyfall*.

¹ part of a play or film where the action happens in one place ² take place ³ represents very accurately
⁴ the words of a play or film ⁵ conversation written for a book, play or film ⁶ person in charge of making a play or film ⁷ text for a film including instructions for actors and camera operators ⁸ music for a film

C Other words connected with events in the arts

The Opera Society are doing a **performance** of *Don Giovanni*.
The National Theatre has a very large and versatile **stage**. [area above ground level where actors perform]

What's on at the cinema/theatre, etc. next week? (note the two prepositions)
Sometimes they use our school hall as a **venue** for concerts - it's a little small but is otherwise quite good.

There was an actor on TV last night **promoting** an interesting new play he's **appearing** in at The Globe. [providing publicity for; noun = promotion][acting; noun = appearance]

Exercises

20.1 Fill the gaps with the correct form of the word in brackets.

- I thought all the cast gave an excellent *performance* in the play last night. (perform)
- I don't find that particularly funny. (comedy)
- It's unusual for a film to have two but this one did. (direct)
- Paolo Tomassi is one of the best I've seen for a long time. (entertain)
- It was one of the best of a Shakespeare play I've ever seen. (produce)
- My favourite actor makes only a brief in the film. (appear)

20.2 Definite article or not? Fill the gap with *the* if necessary.

- The government doesn't give enough money to ballet.
- She's got a diploma in dance from the Performing Arts Academy.
- I've got some tickets for opera. Interested?
- Shall we go to cinema this evening? There are several good things on.
- I much prefer theatre to ballet, don't you?

20.3 Choose the correct word from the box to fill each gap in this online review. There are some extra words in the box which you do not need.

audience cast costumes critics entertainers performances productions
reviews scenes screenplay script sets stage venue words

Theatre Review

Last night actors at the Central Theatre put on a new play by Martha Collins. I spoke to several other members of the 1 audience and they all loved it. They commented afterwards on the quality of her 2 They were impressed by the 3 the actors wore. They also found the 4 original and visually interesting. Most importantly of all, the 5 was felt to be first class, with particularly strong 6 from the two leading actors. There were also positive comments on the 7, which has been recently refurbished and has a large revolving 8 The people I spoke to all hope that the 9 in the national press will write rave 10 about the show.

20.4 Ask questions for which these remarks would be suitable answers.

- Yes, it got rave reviews. *Was the play a success?*
- No, I'm not really a concert-goer, but thanks anyway.
- Oh, romantic comedies, I think.
- The cast were all good, but the direction was weak.
- A new Hungarian film; fancy going to see it?

20.5 Over to you

Choose a film and answer these questions about it.

- Who do you think gives the best performance in it?
- Who's the director?
- Where was it set?
- What is your favourite scene in it?
- What's the score like?
- Are there any particularly memorable lines in the dialogue?

21 Music

A Downloading and managing your music

Downloading music as MP3¹ files is easy.

- You can download a whole **album** or individual **tracks**² onto your phone or computer.
- You can save your favourite albums and tracks in **playlists** so you can find them easily.
- You can **sync**³ (or, more formal, **synchronise**) the music files on your computer with your phone.
- You can also **stream**⁴ music from the Internet or from your computer to other rooms in your home if you have the right equipment.

¹ a popular type of audio file - you can listen to the files on a computer or mobile device ² one song or piece of music from an album ³ have exactly the same files and data on more than one device ⁴ play music in real time from one source to another

B A typical rock band

She's **lead singer** in a rock band. One of her brothers plays **lead guitar** and her other brother is a **keyboard player**, so it's a real family band.

What would you rather play in a band, drums or bass? I could never be a **drummer** but I think I could become a fairly good **bass guitarist**.



C Types of music



My family all have different **tastes** in music. My sister Niki loves **classical** music, my uncle Ben's a **folk** fan and my father loves **jazz**. I like **R&B**¹ and **hip-hop**². I even compose a bit of **rap**³ myself! My older brother is **into**⁴ The Beatles and other **60s music**⁵. My mother loves film **soundtracks**⁶ but I just find them uninteresting. One type of music I can't stand is the **canned music**⁷ you get in supermarkets and airports - it drives me crazy!

¹ Rhythm and Blues, originally a black American form of blues music with a strong rhythm
² a style of popular music where the words are spoken rather than sung ³ the words spoken in hip-hop music (can also be a verb) ⁴ interested in and enthusiastic about ⁵ music from the 1960s
⁶ music from a film or TV show ⁷ artificial or recorded music played in the background

D Collocations for musical activities

She plays the guitar but she doesn't **read music**. She **plays by ear**. She's got a **good ear***. She can **pick out*** a **tune** on almost any instrument. She's a very **talented musician**.

You can **make music** in lots of ways. You don't need to be a **trained musician** to enjoy music to the full.

* informal

Common mistakes

We say: *classical* music. (NOT *classie*) She loves *classical* music. (NOT *classie-music*) Music is uncountable. They played *fantastic music* for an hour. (NOT *fantastic-musics*)

Exercises

21.1 Fill the gaps in the conversation.

HENRY: I've been listening to some songs from the new *album* by the Hoods. It's great. I downloaded them to my on my phone, so I've got them in both places. I just got six, not the whole thing.

ANNA: Oh, right. I download music files but then forget to them with my phone, so I don't have them when I travel! But I can them from the computer in my study to the audio system in the living room, so I do get to listen to them. I've made some good with my favourite tracks.

21.2 In a typical rock band ...

- ... who usually sings the songs? *the lead singer*
- ... who keeps the rhythm using two sticks?
- ... who plays the lowest musical notes?
- ... who plays an electric piano or organ?
- ... who plays the highest notes on the guitar?

21.3 Read the comments and then answer the questions.

Ross 'I must be the only person who actually likes the music in supermarkets.'

Emma 'I love the old original tracks by groups like The Beatles and the Rolling Stones.'

James 'I love the film and I'm going to buy the music from it. I often buy film music.'

Lauren 'I listen to the traditional songs of my country and try to learn them.'

Natalie 'I just love the way they can speak the words so fast - it's so clever.'

Liam 'I've always loved the blues and I like music with a strong rhythm.'

- Who likes soundtracks? *James*
- Who likes hip-hop?
- Who likes 60s music?
- Who is a folk music fan?
- Who likes R&B?
- Who likes canned music?

21.4 Complete the missing words in this advertisement. You are sometimes given the first letter(s).

HELP WANTED



Do you have a good *ear* for music? Do you play a musical instrument ear? Can you p out a tune on an instrument you've never played before? We are looking for volunteers to take part in an experiment to investigate people's natural musical abilities. You don't need to be a tr musician and you don't need to be able to r music. If you just music at home or with friends for fun, whatever kinds of m you are i, whether it's cl music, j, pop, we want to hear from you. We believe there are many ta musicians out there and we want to learn more about how you do it.

CALL 01255 7561447

21.5 Over to you

Write answers that are true for you.

- Can you remember the name of the first album you ever bought? Who was it by?
- How often do you download tracks or whole albums? Which do you prefer to do?
- Which kinds of music mentioned on the opposite page do you particularly like/dislike?
- Can you play any musical instruments and how well do you play them?
- What instrument and what kind of music would you like to be able to play well and why?

A Talking about flavours and tastes - adjectives and some opposites (≠)

hot, spicy (e.g. curry) ≠ **mild** **bland** [very little flavour; rather negative]
salty [a lot of salt] **sugary** [a lot of sugar] **sickly** [too much sugar]
savoury /'seɪvəri/ [pleasant, slightly salty or with herbs]
sour [sharp, often unpleasant taste, like a lemon, and not sweet]
bitter [with an unpleasantly sharp taste] **tasty** [has a good taste/flavour] ≠ **tasteless** [no flavour at all]
moreish [having a pleasant taste, so you want to eat more]

I love **spicy** food, especially curries - the **hotter** the better! My sister prefers **mild** curries.
 Those cakes are too **sugary** for me. They have a **sickly** taste.
 They had some delicious **savoury** snacks at the party. They were very **moreish**.
 The breakfast buffet was very poor quality: the coffee tasted **bitter** and the fruit juice was **sour**.
 The food on the plane was **bland** and **tasteless** - it was like eating cardboard!

B Appearance, presentation and quality of food

This meat is **overcooked/overdone** / **undercooked/underdone**.
 I'm afraid this mango is a bit **unripe**. They're not really **in season** at the moment. [not ready to eat; opp = ripe] [being produced and ready and available]
 This butter **has gone off**. I think we should throw it out. [not good to eat because it is too old]
 I don't feel like anything **heavy**. I just want something **light**; a salad would be fine.
 British cooking can be very **stodgy**. /'stɒdʒi/ [heavy, hard to digest]
 Zoe will only buy **organic** fruit and vegetables. [grown without artificial chemicals]
 We should try to have a **balanced diet**, without too much or too little of any particular thing.
 A diet of **junk food** can cause long-term health problems. [food that is unhealthy but easy and quick to eat]
Processed food in general is not good for you. [that has been treated with chemicals to preserve it or give it extra colour or taste]

C Eating out



At most good restaurants, you usually have to **book a table** / **make a reservation** beforehand. If something happens, or you are ill, you may need to **cancel the booking/reservation**. In the UK a meal in a restaurant is typically three courses: a **starter**¹, a main course, then a dessert. You can often order **side dishes**². Some restaurants may have a **set menu** [a selection of dishes at a fixed price], or you can order individual dishes (called ordering **à-la-carte**). Restaurants often have **specials**³ advertised on a board. They often cater for vegetarians, **non-meat-eaters**⁴ and **vegans**⁵.

¹ light snack / appetiser ² a smaller dish alongside the main course (e.g. an extra vegetable)
³ dishes only available on that day ⁴ people who don't eat meat but who are not vegetarians
⁵ people who don't eat or use any animal products, such as meat, fish, eggs, cheese or leather

D Eating at home

HOST:¹ Right, there's more soup. Who wants **seconds**²?
 GUEST: Oh, yes, please. It was absolutely delicious.
 HOST: There's bread here. Just **help yourself**³.
 GUEST: Thanks.
 HOST: Be sure to keep a bit of room for some **pudding**⁴.
 Can I **re-fill** your glass?
 GUEST: Ah, yes, thank you.
 HOST: **Say when**.
 GUEST: **When!** That's fine. Thanks.

¹ the person who has invited the guests
² a second serving of something
³ serve yourself
⁴ desserts are often called **pudding** (uncountable), a **sweet** (countable) or **afters** (plural) at home

Exercises

22.1 Which taste and flavour words opposite could you use to describe the following?

- | | |
|---|---|
| 1 a strong Indian curry <i>spicy</i> / <i>hot</i> | 4 an unripe apple |
| 2 a pizza with cheese and herbs | 5 a cup of tea with five spoonfuls of sugar |
| 3 sea water | 6 extremely strong black coffee with no sugar |

22.2 Using words from B opposite, what could you say to the person/people with you in a restaurant if ...

- you had ordered a mild curry but got the opposite? *This curry is too hot / too spicy for me.*
- the fish you ordered had obviously been cooked too much / too long?
- you ordered melon and it was very hard?
- your dish seemed to have no flavours at all?
- there was too much salt in your soup?
- someone at your table recommended a big steak but you just wanted a salad?
- the dish you ordered was very heavy and difficult to digest?
- a piece of chicken you ordered had not been cooked enough?
- you wonder if the vegetables have been grown without artificial chemicals?

22.3 Read the comments and then complete the sentences with words and phrases from the opposite page.

- Chris: 'I had to call the waiter to bring me a knife and fork.' Chris needed (some) cutlery.
- Emma: 'If you want a dish not on the menu there's usually a blackboard with other dishes.' The restaurant usually has some _____.
- Oscar: 'The peanuts were free and I just couldn't stop eating them.' Oscar thought the peanuts were _____.
- Tina: 'I needed one because I didn't want to spill food on my new dress.' Tina needed _____.
- Jordi: 'I'm not a vegetarian; I just don't eat meat.' Jordi is a _____.
- Okas: 'I didn't like the set menu. I ordered individual dishes.' Okas ordered _____.
- Phoebe: 'It's a big student restaurant. You don't need to phone beforehand.' Phoebe said you don't need to _____ / _____ (two answers)
- Krishnan: 'With my main course I ordered an extra bowl of chips and some mushrooms.' Krishnan ordered a couple of _____.
- Emily: 'Everybody had colds so we phoned the restaurant and said we weren't coming.' Emily and her friends cancelled _____ / _____ (two answers)
- Hannah: 'I had some prawns before the main course.' Hannah had _____.

22.4 If you were the host at a dinner party, what could you say to your guests if ...

- you offered them another serving of something? Who wants seconds _____?
- you wanted them to serve themselves? Please _____.
- you started to re-fill their glass? _____, What could the guest say when you had poured enough? _____!
- you offered them something sweet after the main course? Would you like _____ / _____ / _____? (four possible answers)

22.5 Over to you

Write sentences that are true for you.

- Which words from A and B opposite could you use to describe the food of your country or culture? Give some examples of dishes. Which fruit or vegetables are in season at different times of the year?
- Describe your favourite dish, what is in it, how it is prepared, what flavours it has, etc.
- How often do you eat junk food or processed food? Why? Do you have a balanced diet? In what ways?

24 Environmental problems

A The problems and their causes

A variety of environmental problems now affect our entire world. As **globalisation**¹ continues, local issues become international ones, so today there are few places in the world that do not suffer from environmental problems. Some of the major problems now affecting the world are **acid rain**², **air pollution**³, **global warming**⁴, **hazardous waste**⁵, **ozone depletion**⁶, **smog**⁷, **water pollution**, **overpopulation**, and **rainforest destruction**⁸. People are also worried about the **greenhouse effect**, where an increase in the amount of carbon dioxide [CO₂] and other **gases**⁹ in the Earth's **atmosphere**¹⁰ causes a gradual warming of the surface of the Earth. This global warming is leading to the thawing of the **polar ice caps**¹¹ and all this is causing concern about **climate change**. Both human behaviour and climate change have led to many animal and plant **species**¹² becoming **endangered**¹³ or even **extinct**¹⁴.

- ¹ increasing business, cultural and other contacts between countries ² rain which contains harmful chemicals as a result of burning substances such as oil and coal [acid = a type of liquid that reacts chemically with other materials, sometimes dissolving them] ³ damage caused to the air by harmful substances or waste
⁴ rise in the world's temperature ⁵ dangerous ⁶ reduction in the ozone layer [layer of air above the Earth containing ozone which prevents harmful ultraviolet light from the sun from reaching Earth]
⁷ air pollution found in cities caused by a mixture of smoke, gases and chemicals (the word has been formed from smoke + fog) ⁸ destroying (cutting down) forest in a tropical area which receives a lot of rain
⁹ substance in a form that is neither solid nor liquid ¹⁰ the mixture of gases around the Earth
¹¹ ice covering the areas at the North and South Poles ¹² types ¹³ very few in number, at risk of becoming extinct ¹⁴ not existing any longer

Language help

The prefix **over-** means *too much*. **Overfishing** means that people have fished so much that it is having a serious effect on fish populations. **Overpopulated** means there are so many people living in an area that life is difficult there.

B Dealing with the problems

Worldwide efforts are being made to improve the situation. **Green** parties and green or **ecological** policies are mainly concerned with **protecting the environment**. **Conservation** organisations are developing nature **reserves** where plants and animals are protected. Some farmers produce **organic** food, which avoids the use of harmful chemicals. More companies try to behave in a way that is **environmentally friendly** or **ecologically sound**. Societies attempt to **dispose of waste** in a more responsible way, by, for example, **recycling** as much as possible. People aim to **reduce their carbon footprint** by using cars less so that they cut down on their use of **fossil fuels**, for example.

C Word families

noun	verb	adjective	adverb
globalisation	globalise	global	globally
environment, environmentalist		environmental	environmentally
pollution, pollutant	pollute	polluting	
destruction	destroy	destructive	destructively
disposal	dispose	disposable	
reduction	reduce	reduced	

Exercises

24.1 Answer each question, using a word or expression from the box.

acid rain carbon dioxide endangered species extinct global warming
 globalisation hazardous waste ozone layer polar ice caps destruction of rainforests
 smog water pollution

- What happened to dinosaurs about 65 million years ago? *They became extinct.*
- What is the name for a special layer in the Earth's atmosphere which helps protect our planet?
- What word can be used to describe the increasing contact between countries that has a major impact on life today?
- What causes problems because it is difficult to dispose of safely?
- What have scientists shown to be melting worryingly fast at the North and South Poles?
- What does the chemical symbol CO₂ represent?
- What has been happening in the Amazon area and in other tropical areas like Indonesia and Malaysia?
- What problem is a type of air pollution?
- What can cause harm to plant or other life when it falls on the land or sea?
- What is the Siberian tiger an example of?
- What has caused much plant and animal life in rivers in industrial areas to die out?
- What is the term for the phenomenon describing the rise in the Earth's average temperature?

24.2 Match words to form compound nouns.

1 acid	fuel	<i>acid rain</i>	6 greenhouse disposal	.....
2 carbon	change	.....	7 nature	reserve
3 climate	party	.....	8 organic	depletion
4 fossil	footprint	.....	9 ozone	effect
5 green	rain	.....	10 waste	food

24.3 Choose a word from the opposite page to complete each sentence.

- An *environmentalist* is a person who does what they can to help protect the environment.
- items like plastic cups and paper plates are labour-saving but have a harmful effect on the environment.
- The government says it is aiming for a significant in this country's use of fossil fuels over the next ten years.
- The company plans to part of a nature reserve in order to build its new warehouses.
- Carbon monoxide (CO) is an example of an air
- The melting of the polar ice caps will have a impact on the environment.
- Staff can of all recyclable items in these green bins.
- Air pollution may the lives of people with respiratory illnesses.
- This company is proud of its friendly policies.

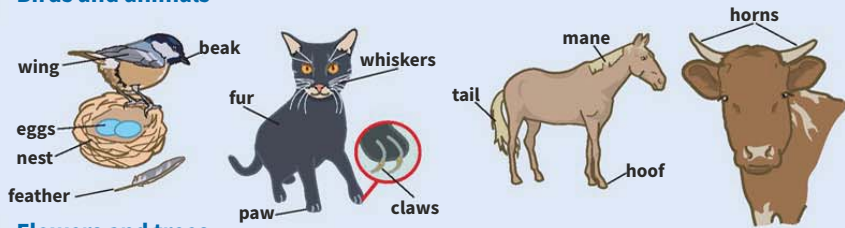
24.4 Over to you

Answer these questions.

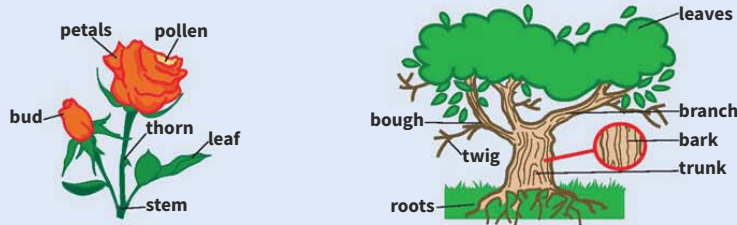
- Which of the environmental problems in A exist in your country?
- Do you think climate change is having any impact in your country?
- How much support do green parties have in your country?
- What could power cars instead of petrol or diesel?
- Suggest three things people can do to reduce their carbon footprint.

26 The natural world

A Birds and animals

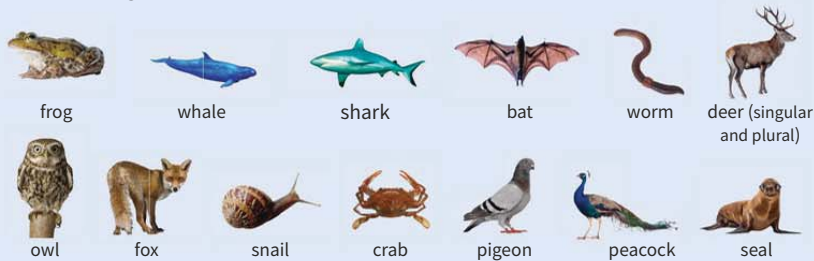


B Flowers and trees



C Specific animals

Here are the English names of some creatures that you may not know.



D Some verbs and collocations for talking about processes in nature

Our apple tree **flowers** / **blossoms** in April.

Let's **pick** some **flowers**.

These birds **lay** their **eggs** on the ground.

Bees collect **pollen** from flowers to make honey.

Some verbs can be intransitive (no object) or transitive (with an **object**):

These flowers **grow** very quickly. We **grew** some tomatoes in our garden last year.

These animals **breed** in the spring. My neighbour **breeds** Burmese cats and sells them.

Common mistakes

Remember, we **pick** flowers / fruit; we don't say **pick up**.

We **picked** some flowers and put them in a vase. (NOT ~~pick~~ed up)

We **pick** something up when it has fallen from its normal position or someone drops it.

A woman dropped her purse so I **picked it up** and gave it back to her.

Exercises

26.1 Answer the questions about the animals and plants on the opposite page.

- 1 Where does a bird lay its eggs? in a nest
- 2 What do bees help to move from one flower to another as they collect nectar to make honey?
- 3 What do we call the hairs that stick out from a cat's face?
- 4 Which part of a flower usually has the brightest colour(s)?
- 5 What do we call a horse's foot?

26.2 Put these words into two groups: 'animal words' or 'plant words'.

mane petal oak willow fox worm thorn horn bark stem claw owl

animal words	plant words
mane	

26.3 Fill in the blanks in the sentences below using words from the opposite page.

- 1 A tree's roots go a long way underground.
- 2 A cat can sharpen its against the of a tree.
- 3 Most fruit trees in spring.
- 4 Plants will not unless they get enough water and light.
- 5 Flowers last longer in a vase if you crush the end of their
- 6 A flower that is just about to open is called a
- 7 Take care not to prick yourself. That plant has sharp
- 8 If we pick up those, we can use them to start the fire.
- 9 use a kind of radar to find their way around.
- 10 move very, very slowly.

26.4 Match the sentence beginnings on the left with the endings on the right.

- | | | |
|-----------------------|-------------------------------------|---|
| 1 A large bough fell | <input checked="" type="checkbox"/> | a some herbs to put on our pizza. |
| 2 We picked up | <input type="checkbox"/> | b its feathers. It was beautiful. |
| 3 The scientists grew | <input type="checkbox"/> | c into the stream and swam away. |
| 4 The peacock opened | <input type="checkbox"/> | d from the tree during the storm. |
| 5 A frog jumped | <input type="checkbox"/> | e some apples that had dropped from the tree. |
| 6 We picked | <input type="checkbox"/> | f a new type of tomato that was very big. |

26.5 Answer the questions.

- 1 Which moves fastest and which moves slowest: a worm, a snail, or a deer? a deer, a snail
- 2 Which is the odd one out: a seal, a whale, or a crab?
- 3 Which of these animals has paws: a frog, a bat, a cat, a pigeon?
- 4 Which is correct? The bird *lay* / *laid* / *lied* three eggs.
- 5 Which is correct: (a), (b), or both? (a) He breeds horses. (b) Rabbits breed very quickly.
- 6 Which is a bird: a bat, a pigeon or both?

26.6 Over to you

A tulip is the national emblem of the Netherlands and a maple leaf represents Canada. What flower or animal is used as the national emblem of your country?

Find out what other plants or animals are national emblems of other countries.



27 Clothes

A Some items of clothing

At this level you probably already know most of the everyday words for clothes. Here are some items of clothing or parts of them which are perhaps less familiar.



Language help

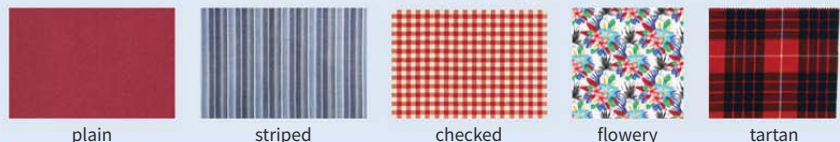
Most items of clothing covering the legs are plural words only. If you wish to count them, you need to say, e.g. **Six pairs of** trousers/shorts/tights/jeans/underpants or **Jamie's football shorts are too small for him now. I need to get him a new pair.**

B Verbs associated with clothing

Can I **try on** these grey shoes in the window?
I love **dressing up** for parties as I normally wear jeans.
The skirt is too tight and too short - it needs **letting out** and **letting down**.
The dress is too loose and too long - it needs **taking in** and **taking up**.
He **changed out of** his weekend clothes **into** his uniform.
Red usually doesn't **suit** people with ginger hair.
Her black bag **matches** her shoes.
Those shoes don't **fit** my son any more. He's **grown out of** them.

C Adjectives for describing people's clothing

How things fit: **baggy** [loose] **close-fitting** [tight]
Style: **long-sleeved** **sleeveless** **V-neck** **round-neck**
Materials: **denim** [jeans are usually made of this] **woollen** [made of wool] **suede** [a kind of leather that isn't shiny]



D Other words and expressions useful for talking about clothing

Anna always looks very **elegant** even when she's dressed **casually**. [in a casual or informal way]
I don't think it's worth spending money on **designer** sunglasses. [made by a famous or fashionable designer]
Does your country have a special **national costume**?
Alessandra's put her top on **inside out** - I can see the label!
The burglars wore **masks** and hoods as a **disguise** in the hope that no one would be able to recognise them on CCTV.

Exercises

27.1 Which words illustrated in A opposite fit best in the following sentences?

- I've eaten too much - I'll have to loosen my belt.
- I must get my black shoes repaired. One is broken and both the have holes in them.
- Do up your or you'll fall over.
- It's not very warm today. You should wear a over your shirt.
- Put your on - this floor is very cold.
- I've almost finished making my dress for the party but I've still got to take up the and sew on some
- It's starting to rain - why don't you put your up so you don't get wet.
- Come on, children. It's time for bed. Go and put your on.
- You must wear a when you ride a motorbike.
- Maya went on holiday last week. She packed her beach towel but forgot her so she couldn't go swimming.

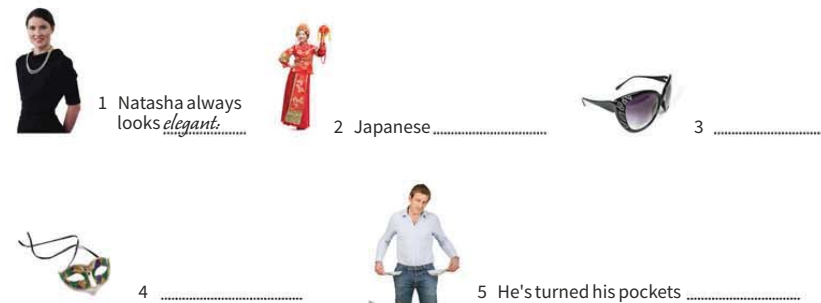
27.2 Complete these sentences with any appropriate word. Use pair where it is necessary.

- Josh badly needs to buy a new pair of jeans.
- Blue are a kind of international uniform for young people.
- It's too cold for Put your trousers on.
- Dad needs some new underpants. Can you buy him three today?
- I've got a hole in my tights. I'll have to change into a new

27.3 Write two items of clothing that collocate with these adjectives.

- | | |
|----------------------------------|-----------------|
| 1 close-fitting <u>top jeans</u> | 4 woollen |
| 2 baggy | 5 suede |
| 3 checked | 6 denim |

27.4 Which words and expressions from D do these pictures illustrate?



27.5 Put the right verb, match, suit or fit, into each of these sentences.

- The blue dress fits her perfectly now she's had it taken in.
- The blue of her dress the blue of her eyes.
- That blue dress the girl with the blonde hair.
- I can lend you a pair of slippers if you like. I think these ones should

27.6 Over to you

Describe in as much detail as you can how you are dressed. Use as many words as you can from this unit.

28 Health and medicine

A What are your symptoms?



rash



bruise



lump



spots



a black eye

All these noun phrases can be used with the verb **have (got)**. *I've got ...*
 ... a **sore throat** / a **temperature** [a higher temperature than normal] / high/low **blood pressure** / **chest pains** / **backache** / **earache** / a **pain** in my side / a **rash** on my chest / a **bruise** on my leg (e.g. after playing football) / a **black eye** (e.g. after being hit in the eye) / a **lump** on my arm / **indigestion** (after eating too fast) / **sickness and diarrhoea** /daɪə'ri:ə/ [an upset stomach which makes you vomit and need to go to the toilet frequently] / **sunburn** / a **virus**.

Verbs: My back is **aching**. I shouldn't have lifted all those heavy boxes.
 My leg is **itching** - I think I've been bitten by an insect. [you want to scratch it all the time]
 My hands are **trembling** after the shock of falling down. [shaking slightly]
 I had a headache and started **shivering**. I knew it was the flu. [shake because you are cold]
 My foot **hurts** from where I knocked it against the table.
 I had a cold and it took me two weeks to **get over** it. [to get better; more formal = to recover from it]

Adjectives: I feel **sick** / **breathless** / **dizzy**. [my head is spinning]
 I am **depressed** / **exhausted** / **stressed**.

Other expressions: I've **lost my appetite** / **voice**.
 I think I've **picked up a bug** somewhere. [informal = caught a virus or infection]
 I've **broken my wrist** / **sprained my ankle** / **dislocated my shoulder**.
 She **died of a heart attack**.
 He **contracted** AIDS. [informal = 'got']
 My uncle **suffered a stroke**. [sudden change in the blood supply to a part of the brain, which can cause a loss of the ability to move particular parts of the body; informal = 'had']

B What does the doctor prescribe?

Take a **teaspoonful** of medicine last thing at night.
 We'll get the nurse to put a **bandage** on your wrist.
 You'll need to have some **injections** before you go to the Amazon.
 I'm afraid you're going to need an **operation**.
 You'll have to have your leg put in **plaster** until the break mends.
 I'm going to give you some **tablets** - take one in the morning and one at night.

Common mistakes

A surgeon operates **on** a patient.
 They decided to operate **on** her and remove the tumour. (NOT They decided to operate her.)

Exercises

28.1 What problems from A opposite might result if someone ...?

- eats too fast *indigestion*
- kicks someone's leg while playing football
- hits someone in the eye
- eats bad, rotten food
- lies too long in the hot sun
- runs much too fast to catch a bus

28.2 Read the remarks and answer the questions.

Casper 'I must have picked up a bug when I was travelling.'

Seth 'It's an unpleasant pain. I hope I haven't got an ear infection.'

Dalma 'My hand is covered in little red spots from where I touched that strange plant.'

Zoe 'The doctor said there's a risk I might suffer from heart disease if it continues.'

Write the people's names. Who has ...?

- a rash? *Dalma*
- earache?
- a virus?
- high blood pressure?

28.3 Match the sentences on the left with the ones on the right.

- | | | |
|--------------------------------------|-------------------------------------|--|
| 1 My shoulder is itching. | <input checked="" type="checkbox"/> | a I've been working too much. |
| 2 My head hurts. | <input type="checkbox"/> | b I feel so cold. |
| 3 I'm shivering. | <input type="checkbox"/> | c I think I need to see a psychiatrist. |
| 4 I'm trembling. | <input type="checkbox"/> | d I can't stop scratching it. |
| 5 I'm really stressed and exhausted. | <input type="checkbox"/> | e I banged it as I walked through the low doorway. |
| 6 I'm depressed. | <input type="checkbox"/> | f I feel very nervous and scared. |

28.4 Match the pictures with the sentences.



- They put a bandage on my ankle.
- I had to have some injections.
- My arm was in plaster for weeks.
- I had to take two teaspoonfuls every night.
- They operated me immediately.
- I have to take two tablets every night at bedtime.

-

One of the sentences above contains a mistake. Correct it.

28.5 Answer the questions.

- Which is correct? My aunt died (a) *with* (b) *of* a heart attack.
- What is a more formal way of saying these? (a) He got AIDS in 2001. (b) She had a stroke.
- What is an informal way of saying this? I had an infection but I recovered from it.

28.6 Over to you

Make a list of any of the problems mentioned in this unit that you yourself have had. What were the symptoms? What did you do to solve the problem(s)?

30 Health and lifestyle

A Diet

Some types of food are **considered** to be **good for** our health. Others can cause **long-term**¹ health problems if they are **consumed**² in **large quantities**. Here are some examples.

healthy ...	not so healthy ...
oily fish (e.g. salmon)	sugary foods (e.g. fizzy ³ drinks)
fruit and nuts ⁴	food with a high fat or high salt content ⁵
wholemeal ⁶ bread	processed ⁷ food

¹ lasting a long time into the future ² eaten (*fm*) ³ with a lot of bubbles ⁴ dry fruits of some trees with a hard shell ⁵ amount that is in the food ⁶ containing all the grain, with nothing taken out ⁷ treated with chemicals to preserve the food or to add taste or colour

Some foods are considered to be **superfoods** - foods that may prevent diseases and improve **mental**¹ as well as **physical**² health. Foods that are often **listed** as superfoods include:

- Blueberries: may improve **short-term**³ memory and **slow**⁴ the **ageing process**⁵.
- Apples: a good **source**⁶ of **vitamin C**; they can also **lower**⁷ **cholesterol**.
- Spinach: high in **vitamin A**; it can **boost**⁸ **the immune system**.
- Vegetable juice (especially tomato): can **reduce the risk**⁹ of heart disease.



¹ of the mind ² of the body ³ lasting a short time ⁴ make it happen more slowly
⁵ the changes to our body and mind by which we grow old ⁶ the place it comes from
⁷ reduce/take the level down ⁸ improve or increase ⁹ make less likely that it will happen

B Lifestyle

Read the magazine extracts about lifestyle issues. Note the use of the adjective and noun forms of the same word.

There has been a **sharp rise**¹ in the number of children who are **obese**². Childhood **obesity** is now a **major**³ problem. Children often take too little exercise.

Keeping **fit** need not be difficult. You can **maintain**⁵ a good **level of fitness** with a simple routine of daily **exercise**. Start **exercising** now!

People often do not realise how stressful their jobs are. Stress can cause high blood pressure, increased risk of heart attacks and depression⁴.

Bad habits can cause serious **harm**⁶ to the body. Alcohol and tobacco are particularly **harmful** if consumed in large quantities over a long period.

¹ an increase that is sudden and quick ² extremely fat ³ very big and serious ⁴ a mental illness when someone is extremely unhappy and anxious for a long period ⁵ keep (*fm*) ⁶ injury or damage

Language help

The nouns *food* and *fruit* can be both uncountable and countable. When we refer to food and fruit in general we use the uncountable form (e.g. *That restaurant serves good food / I love fruit*). The plural forms, *foods/fruits*, are used to refer to individual types or examples of food (e.g. *fatty foods, citrus fruits*). We always use *fish* in the singular.

Exercises

30.1 Rewrite the words in bold using words from A opposite.

- 1 If people eat these foods in **big amounts** *large quantities*, it may be dangerous.
- 2 Certain foods are **thought** by scientists to **have a positive effect on** our bodies.
- 3 Foods with a **lot of fat in them** may cause health problems.
- 4 Some foods may cause health problems **that last long into the future**.

30.2 Match the adjectives and nouns to make five collocations to fill the gaps in the sentences below.

adjectives	nouns
oily processed wholemeal mental fizzy	drinks bread fish health foods

- 1 *Wholemeal bread* is usually considered to be healthy because it contains the complete grain, with nothing taken out.
- 2 may taste good when you're very thirsty, but they often have a high sugar content.
- 3 Types of include salmon.
- 4 often contain artificial colours to make them look more attractive.
- 5 Some foods can be good for our as well as our bodies.

30.3 Verb-noun collocations. Match the sentence beginnings on the left with the endings on the right.

- | | | |
|--------------------------|-------------------------------------|------------------------------|
| 1 Certain foods can slow | <input checked="" type="checkbox"/> | a cholesterol. |
| 2 Some foods can boost | <input type="checkbox"/> | b the risk of heart disease. |
| 3 Some foods can lower | <input type="checkbox"/> | c the immune system. |
| 4 Other foods can reduce | <input type="checkbox"/> | d the ageing process. |

30.4 Can you remember which positive effect each of these foods may have? Choose your answers from 30.3 (a-d).

- 1 spinach 2 vegetable juice 3 apples 4 blueberries

30.5 Correct the mistakes in these sentences. There may be more than one.

- 1 Blueberries can improve short-time memory. *term*
- 2 Many fruits are a good sauce of vitamin C and provide mayor health benefits.
- 3 Oily fishes should form part of a healthy diet.
- 4 Which do you prefer to eat as a snack if you're hungry, fruits or nuts?
- 5 A: There's a new Chinese restaurant in town. B: Good! I love Chinese foods.
- 6 There has been a sharp raise in the number of people suffering from depression.

30.6 Complete the two versions of each sentence. Use related word forms, as in the example.

- 1 Tobacco and alcohol **can cause a lot of** *harm* / **can be** *harmful* to our health.
- 2 Children **who are** / **who suffer from** need to exercise more.
- 3 Her job is **very** / **causes her a lot of** and is very tiring.
- 4 How can we **keep** / **maintain a good level of**? The answer is to **get regular** / **to** **regularly**.

30.7 Over to you

List the foods that you eat most regularly. How many are (a) healthy (b) not so healthy? Do you consume any superfoods? Why? Why not?

31 Travel

A Here is some basic vocabulary for different kinds of travel

transport	kinds of vehicle	parts of vehicle	people working with it	associated words
road	car, bus, coach, tram, van, lorry	boot, steering wheel	driver, motorist, mechanic, chauffeur	petrol station, break down, breakdown service
rail	high-speed train, express	sleeping car, buffet, coach	ticket collector, conductor	platform, seat reservation
sea	liner, ferry, yacht	deck, bridge, gangway	captain, steward(ess)	port, cabin, cruise
air	aircraft, jumbo jet, helicopter	cockpit, wings, aisle /aɪjəl/	ground staff, cabin crew, air traffic controller	duty-free shop, terminal, runway, security

B Journey, trip, travel, voyage

A **trip** is usually shorter than a **journey**. We had a long **journey** by coach from the north to the south of the country. We usually say **business trip** (NOT *business journey*). We **took a trip** / **went on a trip** to the beach last weekend. (**Go on a trip** suggests an organised short excursion, whereas **take a trip** or **have a trip** could be something you do yourselves in your own car.)

Travel is a general word. It is an uncountable noun and a verb. **Travel** broadens the mind. How did you **travel** round Australia? We hitch-hiked.

Voyage means a long journey usually by sea, though this use is quite formal. It is often used in other contexts with 'discovery'. Learning English is a voyage of discovery!

C Collocations and expressions connected with travel

ELENA: 'My flight from New York to Tokyo was **severely delayed**¹ because of bad weather, then later it was cancelled and I was **stuck at**² the airport. The airline **put me up**³ in a hotel overnight, and they **put me on standby**⁴ for the **early morning** flight the next day. Luckily, I managed **to get a seat** and the flight left **on time**⁵ at 7.00 am. There was quite a lot of **turbulence**⁶ during the flight, which was scary at times. When we finally got to Tokyo, the weather was bad and we had a **bumpy landing**⁷. Luckily, I don't **get airsick**⁸ but I **had** terrible **jetlag**⁹ for days afterwards.'

¹ delayed for a very long time ² unable to move from ³ paid for me to stay ⁴ promised me a seat if one became available ⁵ punctually ⁶ strong, sudden movements while the plane was in the air ⁷ we landed in a way that was not smooth ⁸ feel sick because of the movement of the plane; more formal = **suffer from airsickness** ⁹ had a feeling of tiredness caused by moving quickly from one time zone to another

Pieter: 'I'd always wanted to **sail** across the Mediterranean, though I was worried I might **get seasick**. Anyway, I volunteered to work as a **crew member on board** a yacht and it was an amazing experience. Everything **ran** very **smoothly**, even when the sea was **rough**¹, and I never **suffered from seasickness**².

¹ opp = a calm sea ² less formal = I never got seasick

Common mistakes

We don't say 'a travel'. *Travel* is an uncountable noun.

After we left the airport, we had a long **journey** by car. (NOT we had a long travel)

Remember, we say **on time**, not *in time* when we mean 'punctually'.

The train arrived **on time** and I picked her up at the station. (NOT The train arrived in time)

Exercises

31.1 Match the sentence beginnings on the left with the endings on the right.

- | | | |
|--|-------------------------------------|--|
| 1 The customs officer stopped the car | <input checked="" type="checkbox"/> | a and they couldn't get a cabin. |
| 2 The car broke down | <input type="checkbox"/> | b and they had nothing to eat. |
| 3 The air traffic controllers went on strike | <input type="checkbox"/> | c and they had a wonderful cruise. |
| 4 The buffet was closed | <input type="checkbox"/> | d and the driver had to open the boot. |
| 5 The ferry was full | <input type="checkbox"/> | e and a mechanic came to help them. |
| 6 The liner was very modern | <input type="checkbox"/> | f and their flight was cancelled. |

31.2 Sort the words according to the type of transport. One of the words fits in two places. Which is it?

jumbojet port express steering-wheel coach helicopter gangway runway tram wing chauffeur platform groundstaff van cockpit lorry liner deck

road	rail	air	sea
<i>steering wheel</i>			

31.3 Choose the best word *flight, journey, trip, travel* or *voyage* to fit these gaps.

- I would love to *travel* round the world in a balloon.
- The liner *Titanic* sank on its very first
- How long does the from New York to Rio take?
- She says her hobbies are reading, golf and
- When they were in Cairo they took a to see the Pyramids.
- Getting from London to the north of Scotland involves a long overnight train

31.4 Read these travel blogs and fill the gaps with words from the opposite page.

Erik's Blog (24 June)

The flight from Huascal to Puerto Amlugo was s..... delayed (six hours!). I was worried I'd get s..... at the airport (and hoped that the airline would p..... me u..... in a nice hotel ☺) but anyway the flight wasn't c..... and we finally took off. The weather was awful, and we experienced a lot of t..... . In fact, the flight was so b..... that I got a..... (very unpleasant!). But the c..... c..... were very friendly and helpful, which made me feel better. The l..... was not so bad and soon we were at the t..... collecting our baggage. I slept well last night - I think I've got over the j..... I had after my 12-hour flight from Europe.

Mona's Blog (5 July)

I didn't have a reservation for the Eurostar train from Paris to London, but they put me on s..... and I got a s..... on a later train. It was a good journey, everything ran s..... and it arrived time. In London, I enquired if there was a s..... c..... on the train to Scotland so I could travel overnight. The alternative was a hotel and the e..... m..... train at 6.30 am (too early for me!). When I get to Scotland I want to go to some of the islands. I hope the sea is c..... . I hate r..... seas - I always get s..... !

31.5 Over to you

Give answers that are true for you, and reasons.

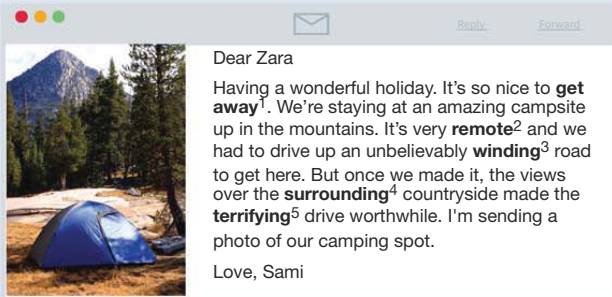
- How often do you travel by train? Have you ever been on a high-speed train?
- Which do you prefer on a plane, a window or an aisle seat? Why? Do you usually visit the duty-free shop? What do you look for? What do you do before going through security?

32 Holidays

A Places to stay and types of holiday

campsite: a place where you can **pitch a tent** or park a **caravan**
self-catering flat/apartment: a flat which you rent; you cook for yourself
guesthouse: accommodation like a hotel but cheaper and with fewer services
youth hostel: cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in **bunk beds** in one room
package holiday: a holiday in which you pay for travel, accommodation and food (even occasionally **excursions**) in advance
cruise: a holiday spent touring (or **cruising**) on a boat, stopping off to go sightseeing at different ports
an adventure holiday: a holiday involving unusual, exciting and possibly dangerous activities - suitable for **adventurous** people

B Holiday messages

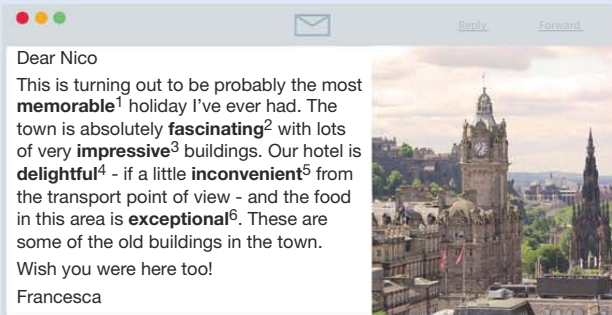


Dear Zara

Having a wonderful holiday. It's so nice to **get away**¹. We're staying at an amazing campsite up in the mountains. It's very **remote**² and we had to drive up an unbelievably **winding**³ road to get here. But once we made it, the views over the **surrounding**⁴ countryside made the **terrifying**⁵ drive worthwhile. I'm sending a photo of our camping spot.

Love, Sami

- ¹ go somewhere different
- ² far from other places
- ³ with lots of bends, not at all straight
- ⁴ all around
- ⁵ very frightening



Dear Nico

This is turning out to be probably the most **memorable**¹ holiday I've ever had. The town is absolutely **fascinating**² with lots of very **impressive**³ buildings. Our hotel is **delightful**⁴ - if a little **inconvenient**⁵ from the transport point of view - and the food in this area is **exceptional**⁶. These are some of the old buildings in the town.

Wish you were here too!

Francesca

- ¹ one that will always be remembered (*a memorable holiday* is a strong collocation)
- ² extremely interesting
- ³ grand, making an impact
- ⁴ charming
- ⁵ hard to get to
- ⁶ unusually good

C Holiday brochures

These are often written in quite exaggerated language. Here are some typical adjectives with nouns that they collocate with.

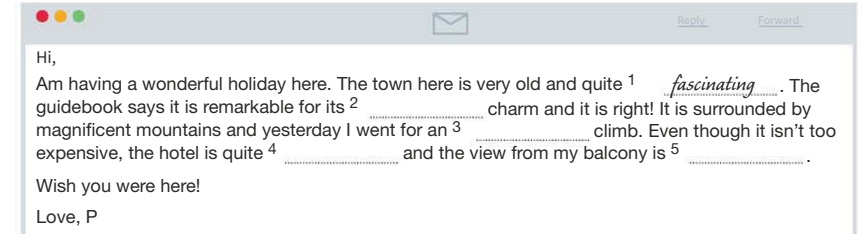
breathtaking views / scenery / pistes (ski slopes) [breathtaking (like **stunning**) suggests that something is so magnificent that it takes your breath away]
exclusive access / club / shops [only the most special people can use the facilities]
exhilarating feeling / ride / walk [makes you feel excited and full of energy]
exotic beauty / charm / location [unusual and more exciting than your everyday reality]
glamorous surroundings / film star / hotel [especially exciting and attractive]
luxurious cruise ship / accommodation / lifestyle [provides great comfort]
picturesque streets / villages / cottage [very pretty; attractive to look at - **as pretty as a picture**]
unspoilt charm / village / woodland [still in a beautiful and natural state]
unique opportunity / charm / facilities [so special it does not exist anywhere else]

Exercises

32.1 Complete this table. Use a dictionary to help you, if necessary.

adjective	noun	verb
fascinating	<i>fascination</i>	
delightful		
exhilarating		
glamorous		
luxurious		

32.2 Fill in the gaps in this holiday message with appropriate adjectives from the opposite page.



Hi,

Am having a wonderful holiday here. The town here is very old and quite ¹ *fascinating*. The guidebook says it is remarkable for its ² charm and it is right! It is surrounded by magnificent mountains and yesterday I went for an ³ climb. Even though it isn't too expensive, the hotel is quite ⁴ and the view from my balcony is ⁵

Wish you were here!

Love, P

32.3 Complete these sentences with a word from the opposite page.

- At the youth hostel Anya insisted on sleeping in the top *bunk*
- As soon as we got to the campsite we our tent.
- Visitors to our hotel have access to our own private beach.
- It's often cheaper to go on a holiday, where everything is paid for in advance.
- I'd love to hire a boat and spend a month round the Mediterranean, wouldn't you?
- I wouldn't recommend that hotel. It's extremely; it's seven miles to the nearest beach and ten miles to the town.
- Our trip to South Africa was undoubtedly the most holiday I've ever had.
- A narrow road led up the mountain to the cottage we'd rented.

32.4 Which of the adjectives from C could describe each of these?

- a club which only a select group of members can go to *an exclusive club*
- a hotel with very expensive facilities and very attentive staff
- a village with very pretty buildings and lots of flowers
- a view from the top of a mountain over a magnificent landscape
- the opportunity to go on a once-in-a-lifetime holiday
- a walk along a windswept beach

32.5 Over to you

Answer these questions. Write sentences.

- Which of the holiday places and types of holiday in A have you or your friends experienced?
- Which would you prefer and why - a holiday in the centre of a historic city or one in a remote village with spectacular surrounding countryside?
- What's the most memorable holiday you've ever had?
- Which would you say is the most impressive city you've visited?
- What would you say is the most fascinating place you've been to?
- Have you ever had a holiday experience you'd describe as terrifying?

33 Science and technology

A New sciences

You are probably familiar with the **traditional branches** of science, e.g. chemistry, physics, botany and zoology. But what about these more recently **established** fields?

field	definition / applications
genetic engineering	Works with genetic material (DNA) of living things to alter ¹ features ² . GM foods (genetically modified foods) are grown in some parts of the world.
ergonomics	Studies the design of physical working spaces and how people interact ³ with them.
molecular biology	The study of the structure ⁴ and function ⁵ of the molecules ⁶ associated ⁷ with living things.
voice technology	Technology which enables ⁸ machines to interpret ⁹ speech, e.g. voice-to-text software.
stem cell research	The study of the use of human cells ¹⁰ to treat diseases and injury and to repair the body.
cloning	The creation ¹¹ of exact copies of plants or animals with the same genes as the original plants or animals.
hydroponics	The science of growing plants without using soil ¹² .

¹ change, usually slightly ² typical qualities or important parts ³ communicate with or react to
⁴ the way that parts of a system are organised ⁵ purpose ⁶ the basic chemical units / groups of atoms
⁷ connected in our mind ⁸ makes possible ⁹ decide the intended meaning of ¹⁰ smallest basic part of a plant or animal
¹¹ making something new that did not exist before ¹² the top layer of the earth's surface, in which plants grow

B Everyday technology



smartphone **tablet** **3D TV** **high-definition (HD) camcorder** **satnav/GPS** [satellite navigation / Global Positioning System] **digital photo frame**

C Verbs used in science and technology

Note the collocations in **bold**.
 He **experimented with** different materials before **utilising**¹ the most suitable one.
 The technician **pressed a button** and **lights** started **flashing**.
 When she **pulled** the large **lever**², the **wheel** began to **rotate**³.
 The zoologist **dissected**⁴ the animal and **extracted**⁵ its organs.
 When they were **combined**, the two **chemicals** **reacted** violently with each other.
 After **analysing** the problem, she **concluded** that there was a **flaw**⁶ in the theory.
Insert⁷ the disk into the DVD drive to **install**⁸ the software or visit the website to download it.

¹ use (*fml* technical/scientific) ² bar or handle that moves in order to control something (e.g. a machine)
³ turn (*fml* technical/scientific) ⁴ cut open (usually a dead body or plant) to study its parts ⁵ took out (*fml* technical/scientific) ⁶ fault, mistake or weakness ⁷ put in (*fml* technical/scientific) ⁸ make it ready to use

Exercises

33.1 Fill the gaps with words from A. Then say what branch of science each person is probably talking about.

- We grow the plants in liquids, without using *oil*..... Science: *hydroponics*.....
- The software i..... your speech and e..... you to turn it into text.
Science:
- We're interested in workplaces and how people i..... with their working environment.
Science:
- People are often worried. They feel that the c..... of an exact copy of an animal is not morally right. Science:
- We study how human c..... can be used to rebuild our bodies and to repair them when they are injured. Science:
- My work is concerned with the s..... and f..... of the organic molecules a..... with living organisms. Science:
- Many people refuse to eat g..... m..... foods. They consider GM foods to be unnatural. Science:
- By manipulating DNA, we can a..... hereditary f..... Science:

33.2 What item do you think each person needs from B?

- 'I keep losing my way and I'm not good at reading maps.' *a satnav*.....
- 'My phone is so old I can't take any videos with it.'
- 'I'd love to be able to look at my photos any time I want to.'
- 'My old camcorder doesn't produce really sharp movies.'
- 'It was a fantastic film. I didn't mind wearing the special glasses. It was so realistic. I'd love to be able to do that at home.'
- 'I want something like a laptop with a touch screen that I can watch films on or read ebooks.'

33.3 Match the sentence beginnings on the left with the endings on the right.

- | | | |
|-----------------------------|-------------------------------------|---|
| 1 These chemicals | <input checked="" type="checkbox"/> | a that button, it turns the printer on. |
| 2 If you pull | <input type="checkbox"/> | b to flash after a few seconds. |
| 3 The zoologist extracted | <input type="checkbox"/> | c react with each other. |
| 4 When you press | <input type="checkbox"/> | d in the theory. |
| 5 They experimented | <input type="checkbox"/> | e that lever, it starts the machine. |
| 6 I believe there is a flaw | <input type="checkbox"/> | f the animal to see why it died. |
| 7 They had to dissect | <input type="checkbox"/> | g the organs from the animal. |
| 8 A red light started | <input type="checkbox"/> | h with different liquids. |

33.4 Use technical/scientific words from C instead of the words in bold.

- The wheel began to **turn** *rotate*..... very quickly.
- Put in**..... the disk to **get the software ready to work**.....
- We can **put these chemicals together**.....
- You should **use**..... the strongest material.
- We **looked into**..... the problem and **decided**..... that it was a computer virus.

35 Communications and the Internet

A The Internet

The Internet / the net is a network connecting millions of computer users worldwide. **The World Wide Web / the Web** is a huge portion of the Internet containing linked documents, called **pages**.

If you have a **broadband** connection then your **access** to the Internet should be fast. Many cafés and other public places now offer people a **wi-fi / waifai** connection to the Internet - this means that you can **access** the Internet through a **wireless network**, i.e. without needing a **cable** of any kind.

When you **browse**, you look for information on the Internet. The software that helps you do this can be called a **browser** (e.g. Internet Explorer® or Firefox®). You use a **search engine** to help you locate what you want. Google® is one of the best known search engines and people now talk about **googling** someone or something. You can easily spend a lot of time **surfing the net / the Web**. [navigating around the Internet, sometimes aimlessly]

A **website** is a document on the Web giving information about a particular subject, person or institution. The introductory page is called the **home page**. From this there are **links** to other pages. Good websites are easy to **navigate** or find your way around. One option on many websites is an **FAQ** page. This stands for 'frequently asked questions', a list of common questions and helpful answers. You can **bookmark** websites that you **log on**¹ to frequently.

If a website gets a lot of **hits**, that means that it has been visited by a lot of people.

Sometimes you need to **subscribe to** a site, which means you become a member of it. This may involve having a special **username** and choosing a **password**. You will only be able to **log in**² to the site if you **enter** this information correctly.

You can store your data on your computer or phone, or you can store it in the **cloud**³.

¹ opp = **log off** ² opp = **log out** ³ a network of servers on the Internet where data can be stored and viewed from any device



B Online communication



You can communicate with others by email. With an email you can include an **attachment**. You can **attach** a photo, for example. You can also send someone an **e-card**. A **server** is a powerful central computer from which other computers get information. If your (**ISP internet service provider**'s server is **down** [not functioning], you may not be able to send emails.

You can use your computer to **Skype** friends and family - the software allows you to make phone calls using your computer and the Internet, and you can see which people on your **contact list** are online at the same time. If you each have a **webcam**, you can see each other as you talk.

Many modern online programs can be called **interactive**, i.e. they allow users to become involved in the exchange of information. For example, **social networking** sites like Facebook are a popular way for people to keep in touch with their friends.

A **wiki** is a website which allows users to add, delete and edit its contents. Wikipedia is perhaps the world's largest wiki. **Blogs** are also interactive as they are a kind of online diary that readers can add comments to. Many people are involved in **online gaming**, playing with people who they have never met. Often these games make use of **virtual reality**. [a set of images and sounds produced by a computer, which represent a place or a situation that the gamer can take part in]

Exercises

35.1 Which word from the box matches each definition?

attachment	bookmark	browser	contact list	navigate	internet service provider
password	search engine	server	cloud		

- 1 email addresses, phone numbers, etc. for the people you know *contact list*
- 2 something that you send with an email
- 3 an individual combination of letters and digits that you use to log in to a website
- 4 a way of accessing a favourite website quickly
- 5 software that allows you to surf the web
- 6 a company that enables you to use the web
- 7 software that helps you to locate the websites that you need
- 8 a large computer that holds information that can be accessed by smaller computers
- 9 to find your way around a website or between websites
- 10 a network of servers where you can store your data on the Internet

35.2 Choose a word from the opposite page to complete each sentence.

- 1 WWW stands for World Wide *Web*
- 2 I read that journalist's every day - he's always got something interesting to say and often readers add some very interesting comments.
- 3 I couldn't the Internet last night. The server must have been
- 4 It's wonderful being able to my cousins who live in Australia - I love seeing them as well as talking to them.
- 5 I've decided to to my favourite newspaper's website. It doesn't cost much and it has lots of interesting stuff there.
- 6 I like this website because it has lots of very useful to all sorts of other sites that interest me.
- 7 My brother loves online gaming, particularly reality games.
- 8 An website is one which allows users to add comments to it or edit its content in some way.

35.3 Are these statements true or false? If they are not true, correct them.

- 1 Google® is the name of a browser. *False - Google is the name of a search engine.*
- 2 FAQ stands for Fast Answers to Questions.
- 3 If a café says that it has wi-fi access, you can get online with your laptop there.
- 4 A wiki is a kind of computer device.
- 5 When you want to use some websites you may be asked to enter a password.
- 6 If you send someone an e-card they will receive it in the post.
- 7 When you want to stop using the net, you log on.
- 8 A website's home page is the one where you will find key information about the site and links to its other pages.

35.4 Over to you

Answer these questions about yourself.

- | | |
|--|---|
| 1 What do you mainly use the Internet for? | 4 How often do you use social networking sites? |
| 2 What is your search engine of choice? | 5 Do you write a blog or read anyone else's blog? |
| 3 Which websites have you bookmarked? | 6 Do you enjoy online gaming? |

36 Social media

A Social media verbs

My friend **posted** a video of her baby and it was shared over a thousand times!

Send me a **friend request**, and then you can see the pictures I took.



I probably **update my status** about twice a week. I like telling people what I'm doing.


Over 100,000 people **subscribe** to his video channel and **follow** him on Twitter.

B A social media app

Here's our round-up of the latest apps. This month we loved CatNapp, a new social media app that allows users to share information about their favourite pets.

We found it very easy to use. You create a **profile** of your cat, **upload** a favourite **photo** and include some basic information about it (age, colour, favourite food). You can then **post updates** about what your cat has been doing, **share links**¹ to things you find interesting or **comment** on other cats' profiles. You can **rate** videos of other cats' adventures (from one to five stars) or see how many **views**² or **likes**³ your post got. The most popular post each month wins a prize!

We found it a little annoying that you can't turn off **notifications**⁴ when a friend writes something new, but overall cat lovers will adore it. *Highly recommended.*



Language help

Many of the words in this unit are used as both nouns and verbs. For example:

24 people **liked** my post.
My post got 24 **likes**.
I **commented** on her status.
I wrote a **comment** on her status.

- ¹ connections to other websites
- ² times people have watched it
- ³ times people have clicked 'like'
- ⁴ messages to tell you when something has happened

C Online privacy

Top tips for staying safe online

On social media, it's important to think about who can see your personal information:

- If you have to give personal information (e.g. date of birth, address) when you **create an account**, make sure that it's kept **private**. It's better not to give this information if you don't have to.
- Always check your **privacy settings** [choices on your account about what people see on your profile] regularly and make sure you understand who can see what you post. For example, often your **profile picture** is **public**, but you can usually make posts on your **timeline** [collection of photos and other posts on your profile] private.
- Remember that if you are **tagged** [your name and a link to your profile is added] in someone else's post, it might be seen by a lot of people you don't know. You can ask people to remove the **tag** if necessary.
- Use **direct messages** [messages that only the people in the conversation can see] for private conversations, especially if you discuss where you live, paying for things, etc.
- Delete old **accounts** on sites that you are not using any more. You might forget what information they contain, or the **default** [what happens automatically if you don't change it] privacy settings might change.

Exercises

36.1 Fill in the gaps with the words below.

follow request post share subscribe status

- If you liked this video, please *share* it with your friends.
- I hate it when people hundreds of photos from their holiday.
- Do you know Monica Coto? She's just sent me a friend on Facebook.
- I just updated my to tell people we've arrived safely at the hotel.
- You can to our channel, and we'll email you when a new video comes out.
- Mo likes to chefs and food writers on Twitter.

36.2 Circle the correct word.

- I've just uploaded *comments* / *photos* of Saturday's football match to the team Facebook page.
- Yi Ling *posts* / *views* a lot of updates about her training for the 10k run.
- Jo posted a really interesting article about Formula 1 racing, but it didn't get any *likes* / *rates*.
- To enter the competition, *share* / *view* this picture on your timeline before 8 pm on Friday.
- Did you *rate* / *upload* that restaurant we went to? I'd give it one star!
- Elena made a video for the animal charity she works for and it got 3,000 *views* / *uploads*.
- An old friend *commented* / *viewed* on one of my photos, asking where I was living now.

36.3 What do we call...?

- The page with information about the user of social media: *profile*
- The photo of the user:
- The page where a person's photos and posts appear:
- The message a person receives when something new happens:
- Part of a private conversation:

36.4 Fill the gaps with words from C opposite.

- I'm a teacher, so I make sure everything in my profile is p *private* I don't want my students to see it.
- To find your p settings, click on the 'lock' icon at the top of the screen
- If you want everyone to be able to see that post, make sure that it's p
- Please don't t me in any of those photos - I look terrible!
- If you want to buy the skirt, please send me a d message.
- To create an a you have to give your email address and a password.
- The d setting for new posts on this site is Friends Only, but it's easy to change if you want to share something publicly.

36.5 Over to you

Answer these questions about yourself.

- What was the last thing you posted on social media?
- How many views and/or likes did it get?
- How often do you comment on other people's posts?
- Have you checked your privacy settings recently? Is your profile public or private?

37 The press and the media

A Radio and television

Read these extracts from TV listings.

4.00 pm	Jessica: talk show ¹ with Jessica Brown; today's guest, Rona Fredale	7.00 pm	Documentary : Are we killing our kids? Investigating ² the junk food industry
5.00 pm	Cartoons ³ : crazy fun for kids of all ages	8.00 pm	<i>The Happy Couple</i> : sitcom ⁴ about a pair of newly-weds
5.30 pm	<i>Golden Chance</i> : game show ⁵ with Bob Langley	9.00 pm	<i>Roundup</i> : sports programme with all the day's top action - tonight: rugby final
6.00 pm	News and weather forecast	10.00 pm	<i>The Day in Politics</i> : current affairs ⁷ programme. Presenters : James Hill
6.30 pm	<i>Didbury Street</i> : the nation's favourite soap ⁸	10.30 pm	<i>Wikdal</i> : detective drama set in Norway. Episode ⁹ 3: A second body is found

¹ usually has a host and famous people who answer questions about themselves ² film where the characters are drawn rather than real ³ show where people compete to win prizes ⁴ short for soap opera - a series of TV/radio programmes about the lives of a particular group of characters, continuing over a long period and broadcast (several times) every week ⁵ trying to find out the facts/truth about something ⁶ funny TV/radio show where the same characters appear in a different story each week ⁷ news about political events happening now ⁸ person who introduces the show ⁹ one of the parts into which a story is divided

B Other expressions connected with TV and radio

The **(mass) media** refers to TV, radio, newspapers and the Internet, i.e. **means** of communication which reach very large numbers of people.

Subtitles enable people to read what the characters are saying (maybe in translation). If a film is **dubbed**, you hear the speech in your own language.

To **receive** a lot of TV channels, you may need a **satellite dish** on the roof or wall of your house. Many channels depend on **(TV) commercials** to make money. You may be able to **stream** radio and TV **broadcasts** from the Internet and you may be able to watch **catch-up TV**, or **TV on demand**, which allow you to watch programmes whenever you like. A lot of radio and TV stations offer free **podcasts** which you can download.

Language help

The noun **means** (a way of doing something) always ends in **s**, even in the singular. *The Internet is an important means of communication.*

C Newspapers

A **popular** or **tabloid** newspaper usually **focuses on**¹ **sensation**² rather than real news, whereas a **quality newspaper** is usually more interested in serious news. A tabloid often has stories about celebrities, sport, **scandals**³ and crime, while a quality paper focuses more on serious **journalism**⁴ with **in-depth**⁵ articles. To read newspapers on the Internet, you may have to **subscribe** / **pay a subscription**⁶.

¹ emphasises / pays attention to ² very exciting or interesting events ³ events which shock people in a moral way ⁴ the work of collecting, writing and publishing or broadcasting news and articles ⁵ done carefully and in great detail, explaining the reasons for events ⁶ pay a sum of money regularly (e.g. once a year)

D Verbs connected with the media

The BBC World Service **broadcasts** throughout the world. [transmits TV/radio programmes]

They're **televising** the opening of Parliament tomorrow. (or, less formal: **showing**)

The film was **shot** / **made on location** in Australia. [filmed in a real place, not in a studio]

The series **is set** in London in the 1980s. [place/time where the drama happens]

Within minutes of the event, people were **tweeting** about it. [posting very short messages on the Internet]

Common mistakes

Remember that the noun **news** is uncountable and takes a singular verb. *I have some news for you.* (NOT *I have a news.*) *The news is on TV at 7 pm.* (NOT *The news are on TV.*)

Exercises

37.1 What sort of TV programmes from A opposite are these people talking about?

1 'It investigated how the banks had wasted billions of euros in bad loans.' <i>documentary</i>	2 'Walt Disney made a lot of them. <i>Mickey Mouse</i> was probably his most famous.'	3 'The Minister of Education was on it, discussing the new schools policy.'	4 'It's so funny, especially when the old uncle appears. We can't stop laughing.'
5 'My mum watches it every day. She knows all the characters as if they were real.'	6 'We wanted to find out if it was going to rain tomorrow.'	7 'They always solve the murder in the end, but it's very exciting.'	8 'He interviewed that young star who just won an Oscar, oh, what's her name?'
9 'The prize is £500,000 this week. That's a lot of money!'	10 'They showed a repeat of the Manchester United versus Valencia match.'		

37.2 Fill the gaps with words from B opposite.

- Which do you prefer if a film is in a foreign language, to read *subtitles* or to have the film d.....?
- I downloaded a great p....., about bees. I listened to it on my MP3 player in bed last night.
- I hate it when c..... interrupt a good film. I usually go and make a cup of tea while they're on.
- We've got a new s..... d..... on our roof. We can r..... hundreds of channels now.
- I'd like a job in the m....., perhaps in TV or radio.
- A lot of people use social networking sites as their main m..... of communication with their friends.
- People often download b..... from the Internet so they don't need to watch them on the day they are transmitted.
- With a fast broadband connection, you can s..... TV shows directly from the Internet.

37.3 Sort these words into two categories: 'tabloid' and 'quality' newspaper.

celebrity news complex political debate scandals in-depth reviews of books
competitions and prizes sensational crimes long articles huge headlines

tabloid	quality
<i>celebrity news</i>	

37.4 Rewrite the words in bold using verbs from the opposite page.

- The documentary **looked into** *investigated* the food industry and **emphasised** school meals.
- The programme **was filmed** / in Northern Finland. (*two answers*)
- CNN **sends** news programmes around the world.
- They're **showing** the cup final next week. (*give a more formal verb*)
- The drama **takes place** in Paris in the 1880s.
- Do you ever **send those short messages over the Internet** about news events?

37.5 Over to you

Which types of media do you use most? Give your reasons.

39 Crime

A Crimes and criminals

crime	definition	criminal	verb
murder	killing someone	murderer	murder
shoplifting	stealing something from a shop	shoplifter	shoplift
burglary	stealing something from someone's home	burglar	burgle
smuggling	taking something illegally into another country	smuggler	smuggle
kidnapping	taking a person hostage in exchange for money or other favours, etc.	kidnapper	kidnap
terrorism	violent action for political purposes	terrorist	(terrorise)
fraud	deceiving people in order to take money from them	fraudster	defraud
abduction	taking someone, especially a child, usually in order to harm them	abductor	abduct

All the verbs in the table above are regular. Note that the verb *terrorise* is mainly used in a general way, meaning to make others very frightened, rather than just relating to the crime.

B Investigating crime

Ross **committed** a crime when he robbed a bank. Someone **witnessed** the crime and told the police. The police **arrested** Ross and **charged** him **with** bank **robbery**. They also **accused** his twin brother, Ben, of being his **accomplice**¹. The police investigated the **case**² and collected **evidence**³ at the **crime scene**. They found Ross's **fingerprints** and they also found **DNA evidence**⁴ that linked him to the crime, so they were confident they had **proof**⁵ that the two men were guilty.

¹ someone who helps someone commit a crime ² a crime that is being investigated ³ information used in a court of law to decide whether the accused is guilty or not ⁴ evidence from hair or skin that can be analysed scientifically and be shown to come from a particular person ⁵ evidence that shows conclusively whether something is a fact or not

C Trial and punishment

The **case** came to **court**¹, and Ross and Ben **were tried**². The **trial**³ did not last very long. Ross and Ben both **pleaded not guilty**⁴ in court. Their lawyer did her best to **defend** them, but the **prosecuting** lawyer produced a very strong case against them. After brief **deliberations**⁵, the jury **passed verdict** on them. They decided that Ross was **guilty**, and he was **convicted of**⁶ robbery, but Ben was **innocent**⁷. The judge **acquitted** Ben **of** any involvement in the robbery, but **sentenced** Ross to three years in **prison/jail**. As well as a prison **sentence**, Ross also had to **pay** a large **fine**. Ross **served** two years in prison, but **was released from** prison a year early. He **got time off** for good behaviour.

¹ the place where a judge makes legal decisions ² were put through a legal process to decide whether they committed the crime or not ³ the legal process in court whereby an accused person is investigated and tried ⁴ said they did not commit the crime ⁵ discussions ⁶ found to be guilty of a crime ⁷ not guilty of a crime

D People connected with crime and the legal process

offender: someone who commits an illegal act (an **offence**)

judge: the person who leads a trial and decides on the sentence, i.e. the punishment when someone is found guilty

jury: group of citizens (12 in the UK and, usually, the US) who decide on the verdict, i.e. whether the accused is guilty or not

victim: a person who suffers as the result of a crime

suspect: a person who is **suspected of** committing an offence

witness: a person who sees a crime being committed

Exercises

39.1 Which crime is each person accused of?

- Zoe stole a chocolate bar from a shop. *Zoe is accused of shoplifting.*
- Harry took a film star's son and said she could only have him back if she paid a large sum of money.
- Ophelia shot her husband in the heart.
- Noah tried to take a large amount of cigarettes into his country without paying the due tax.
- Tom broke into someone's house and stole a TV and a computer.
- Mike used a website to sell people holiday homes that didn't really exist.

39.2 Fill in the gaps in the newspaper article below with words from B opposite.

CRIME WATCH

A man has been ¹ by police and ² with burglary after a house in the city centre was broken into last night. Experts have searched the ³ and found several items which they have taken away to be used as ⁴ in court. The police believe the burglar may have had an ⁵ so they are calling for anyone who ⁶ the crime to come forward and help them catch the second burglar.

39.3 A preposition is missing in each of these sentences. Add it.

- The judge sentenced the accused ^{to} ten years in prison.
- Many prisoners end up getting time for good behaviour.
- The police have charged the driver of the red sports car speeding.
- The two girls are suspected taking sweets from the shop without paying.
- Sam was found guilty today but the judge will decide his sentence tomorrow.
- The jury passed a verdict of guilty the accused.

39.4 Rewrite each sentence using the word in brackets.

- The judge gave the accused six months in prison as punishment. (sentenced)
The judge sentenced the accused to six months in prison.
- The police think Bert is guilty but they cannot show this to be true. (proof)
- In court the accused said he did not commit the crime. (pleaded)
- The murder case is still being looked into by the police. (investigation)
- Anyone suffering because of a crime can join this support group. (victim)
- The detective thought the jealous lover killed the woman. (suspected)
- The bank robbers are currently being tried at a court in London. (trial)
- Nathan is hoping to be let out of prison soon. (released)

39.5 Over to you

Find out about how criminals are caught and punished in your country. Answer the questions.

- Who decides if someone is guilty or innocent?
- Who decides on their sentence?
- Can criminals get time off their sentence for good behaviour?
- How are victims of crime helped?

40 Money

A Personal finance

Read these advertisements about personal finance.

Newbank - Your Bank

Need a good **current account**¹ with the best **interest rates**² and a guaranteed **overdraft facility**³? Pop into one of our branches.



Short of cash? Need a loan?

Need to **raise money** for that round-the-world trip? For a loan with **competitive**⁸ interest rates visit our website at www.cashforyou.com

TOO MANY CREDIT CARDS?

Consolidate⁴ all your cards and **debts**⁵ into one convenient **payment**⁶. Discuss your **credit limit**⁷ with us today. Call 01677 442319.

Looking for a **mortgage**⁹? Act now! For mortgages with low **deposits**¹⁰ and flexible **repayments**¹¹ call 01569 87623.

¹ account you use for most everyday business ² percentage which the bank pays you based on how much you have in your account ³ permission to have a negative amount of money in your account ⁴ join together to make one ⁵ money you owe someone ⁶ the act of paying something ⁷ the maximum amount of money you may spend on your card ⁸ as good as or better than other banks ⁹ a loan used usually to buy a house ¹⁰ money you pay before buying something to show you really want to buy it ¹¹ payments to reduce the amount you owe

B Bank accounts and services

I have a **steady income**¹ now, which is great, and my **outgoings**² are quite low. I don't have any major **expenses**³.

I've just **opened a savings account**⁷, and I **transfer**⁸ money into it regularly.

I pay all my bills by **direct debit**⁴, so I don't have to worry about them. It also means I have a good **credit rating**⁵, so I can borrow money if I need to.

My account is usually **in credit**⁹ at the beginning of the month, but by the end of the month it's always **overdrawn**¹⁰. I hate being **in the red**¹¹ and the banks all **charge interest**¹² on overdrafts! I try not to go over my **overdraft limit**, though.

I need to buy a car, but I'm not sure how I'm going to **finance**⁶ it.

I use **online banking** most of the time. I only go to the bank occasionally, to use the **cash machine**.

¹ money coming in regularly, in a way that does not change much ² money you pay each month, e.g. rent, cost of running a car, etc. ³ money you spend on things ⁴ money taken automatically from your account, e.g. to pay bills, a mortgage, etc.; the bank *debts* (verb) your account for the necessary sums of money ⁵ judgement made by a bank about how likely someone is to pay back money that they borrow ⁶ find the money needed to pay for it ⁷ account where you put money you do not immediately need ⁸ move from one account to another ⁹ has a positive amount of money in it ¹⁰ has a negative amount of money in it ¹¹ *in the red* have a negative amount of money in your account ¹² make you pay a percentage of the amount

C Public finance

The government collects money through taxes. **Income tax** is the tax collected on wages and salaries. **Inheritance tax** is collected on money people get from people who have died. **Customs** (or **excise**) **duty** is paid on goods imported from other countries; airports usually have **duty-free** shops. **VAT (value added tax)** is a tax paid on most goods and services. Companies pay **corporation tax** on their profits.

Exercises

40.1 Match the words on the left with the definitions on the right.

- | | | |
|-------------------|-------------------------------------|---|
| 1 interest | <input checked="" type="checkbox"/> | a an account for money you don't need immediately |
| 2 mortgage | <input type="checkbox"/> | b payment taken automatically from an account |
| 3 overdraft | <input type="checkbox"/> | c an account for day-to-day use |
| 4 savings account | <input type="checkbox"/> | d a loan to buy a house or flat |
| 5 current account | <input type="checkbox"/> | e money that is charged on a loan |
| 6 direct debit | <input type="checkbox"/> | f an account with a negative sum of money in it |

40.2 Use words from A opposite to complete the sentences.

- Nico owes his brother 5,000 euros and he borrowed 10,000 euros to buy a car. Nico has **debts**, totalling 15,000 euros.
- Misha spent 6,000 euros on her credit card; the bank said she'd spent 1,000 euros too much. Her **credit limit** was 5,000 euros.
- Newbank offers interest rates on loans that are similar to the rates other banks offer and are sometimes better. Newbank's rates are **competitive**.
- Before she bought her new car, Alice paid £500 to the dealer. She paid a **deposit** of £500.
- If a customer needs more money than is in their account, they can get permission to go on using the account. The bank offers an **overdraft**.
- Harry sold his car, got a part-time job and offered to clean people's windows. He was trying to **finance** his trip to Africa.
- You only need one credit card. You can **consolidate** all the sums you owe into one **payment**.
- If you want to buy a house, the bank offers loans where you can pay the money back over 30 years. The bank offers **repayments** with **deposits** over 30 years.

40.3 What do we call ...

- the tax you pay on imported goods? *customs / excise duty*
- a shop at an airport where you don't pay tax?
- a tax which is added to most goods and services?
- a tax on money paid if someone dies?
- the tax that companies pay on their profits?
- the tax that the government takes out of your salary?

40.4 Answer the questions. Give reasons for your answers.

- If you were overdrawn, would you be in a good situation or a bad one?
A bad situation - you would have a negative amount of money in your bank account.
- Why might a person open a savings account as well as a current account?
- Joel's account is in the red. Why is his bank manager unhappy?
- Why might someone transfer money from a savings account to a current account?
- Why is online banking easier than visiting your branch?
- Why are cash machines so convenient? Are there any risks in using them?
- Zara's account is in credit. Is she probably happy or unhappy?
- Bob doesn't have a steady income and his outgoings are very high. Do you think he feels secure or insecure?
- If your bank debited your account for 500 euros, would you feel you had more or less money as a result?
- If you have a good credit rating, what will you find it easier to do?

43 Pleasant and unpleasant feelings

A Happiness and unhappiness

You feel ...

content(ed) when you are satisfied with what you have. **Content** is not used before a noun. You can say 'She is content/contented' but only 'a contented person'.

He's very **content with** his life. He's always been a contented person.

grateful when someone has done something thoughtful for you. *Note:* You feel **thankful** if something bad that could have happened did not happen.

I'm really **grateful to you for** helping me with my project.

delighted when something has happened that gives you great pleasure, when you hear news of someone's good fortune, for instance.

I was **delighted to hear** you're getting married!

miserable when everything seems wrong in your life.

I **felt miserable** all day yesterday - maybe it was just the grey, cold weather.

discontented when your life is not giving you satisfaction.

She's very **discontented with** her job and is going to look for a new one.

fed up / sick and tired when you have had enough of something disagreeable.

I'm **fed up with** Olivia's rudeness, and **sick (and tired) of** her bad behaviour.

depressed when you are miserable over a long period of time. **Depression** is considered an illness in some severe cases.

I **felt depressed** after having ten job interviews and not getting a job.

confused when you cannot make sense of different conflicting feelings or ideas.

I **feel so confused** - last week she said she loved me passionately; this week she said we were just good friends.

B Excitement, upset, anger and anxiety

I felt **inspired** after the concert. I've decided to take piano lessons.
[stimulated to do something positive or creative]

The argument I had with Eva the other night really **upset** me.
[made me feel unhappy]

I was quite **enthusiastic** about my tennis lessons at first, but the teacher isn't very good and now I just feel **frustrated**.
[enthusiastic: had very positive feelings]
[frustrated: feeling unable to do something you really want to do]

She was so **thrilled** when she got a job with a TV company. She's always wanted to work in the media.
[how you feel when something extremely exciting and pleasing happens]

I was so **nervous** before the exam, and then I felt **anxious** before the results came out, but I passed with a high grade.
[nervous: feeling nervous is a bit like feeling excited but it is a negative feeling]
[anxious: when you are afraid and uncertain]

I was **furious with** the waiter. The service was slow and he spilt coffee over my shirt.
[extremely angry]

Language help

Really can be used with all the adjectives on this page. **Absolutely** goes only with the words describing extreme states, i.e. *delighted, fed up, sick and tired, thrilled, furious*. With these words **quite** means **absolutely**, but with the other less extreme words, **quite** means **rather**.

Exercises

43.1 Read the remarks and then answer the questions.

George 'I'm just not feeling very happy today. Everything seems to have gone wrong.'

Katie 'I like my life and I have nothing to complain about.'

Pilar 'I felt so good that nothing bad had happened. It could have been a disaster.'

Max 'I've had enough of all the arguments and the bad atmosphere at work.'

Agnes 'I felt very happy when I heard she had an interview for the job.'

Sara 'Thank you for helping me today.'

Carlos 'I've been so unhappy for a long time. I've been seeing a psychiatrist.'

Stefan 'I just don't understand. Was that his wife or his daughter?'

Who feels ...	name	Who feels ...	name
1 fed up with something?	Max	5 miserable?	
2 depressed?		6 thankful?	
3 content?		7 confused?	
4 grateful?		8 delighted?	

43.2 Rewrite the words in bold using words from A and B opposite.

- After watching the nature programme, I felt **stimulated** *inspired* to become a zoologist.
- I always get a **feeling of negative excitement** just before an exam.
- I was **extremely angry** when they refused to give me my money back.
- I was **very excited and pleased** to see my old school friend again after so long.
- The news about Rory's illness really **made me feel unhappy**.
- At first, I was **full of positive feelings** about the course, but it's just not very good.

43.3 Sort the adjectives into positive and negative feelings.

contented sick and tired anxious thrilled frustrated confused

positive	negative
	<i>sick and tired</i>

43.4 Fill the gaps using the adjectives in 43.3. Choose an appropriate adverb (*absolutely, quite* or *a bit*) to go in front of the adjective. Sometimes, both are possible.

- I was feeling (quite / absolutely) *quite anxious* because she had not phoned to say she had arrived safely.
- I am (quite / absolutely) of her selfish behaviour. I've had enough!
- It's all so complicated. I feel (a bit / quite) . Can you help me?
- I was (absolutely / a bit) when I heard the wonderful news!
- It made me feel (quite / a bit) that I still couldn't play any songs after six weeks of guitar lessons.
- You always seem so (absolutely / quite) with life. How lucky you are!

43.5 Over to you

Choose six adjectives from this unit which describe feelings you have had recently and write sentences about when and why you felt that way.

44 Like, dislike and desire

A Words and expressions relating to liking


Dear Anna,

Good to hear from you after so many years. Fancy you being married!

I'm not married but I've got a boyfriend called Tom. I must tell you about him. We've known each other for three years. I **quite liked** him when we first met, but I didn't really **fancy** him in any big way. I did like being with him - he **fascinated** me with his stories of his travels around the world and something mysterious about his past **attracted** me. What's more, we were both keen on sailing. Little by little I **fell in love** with him. His sense of humour **appealed to** me and I was **captivated by** his smiling eyes. Now, three years later, I can't see why I didn't **fall for** him the moment we met. He's a very **caring** person, **fond of** animals and small children. He's always **affectionate** and **loving towards** me and **passionate** both **about** me and about the things he believes in and the people he **cares for**. I hope we'll always be as **devoted to** each other as we are now.

Do write again soon and tell me all about your life!

Love,
Amy



B Words and expressions relating to disliking

Loathe, detest, despise, cannot stand and **cannot bear** are all stronger ways of saying 'dislike' and they are all followed by a noun or an *-ing* form.

I **loathe / detest / despise / can't stand / can't bear** bad-mannered people. I **can't bear** listening to her stupid stories.

Repel, revolt, appal and **disgust** are strong words used to describe the negative effect which something has on a person.

His films **disgust** me. I was **revolted** by the way he spoke. We were **appalled** by the conditions in the refugee camp. His behaviour **repels** everyone.

C Words and expressions relating to desiring

Desire is either a formal verb to express a sexual wish for someone or a formal word for *wish*. He **desired** her the moment he saw her. I have a strong **desire** to see the Himalayas before I die.

Look forward to means think about something in the future with pleasant anticipation. It is followed by a noun or an *-ing* form. The opposite is **dread**, which is rather strong.

I'm **looking forward to** going to Fiji but I'm **dreading** the long flight.

Long for means to wish for something very much. **Yearn for** is a more poetic way of saying **long for**. After this long, cold winter, I'm **longing for** spring. He will never stop **yearning for** his country although he knows he can never return.

Exercises

44.1 Complete the sentences with words from A opposite and add the missing prepositions.

- Jack and Lily are very d *evoted* *to* each other.
- Mrs Williams is very f her son-in-law.
- Are you k rugby? There's a big match on TV tonight.
- Spending a whole day with my cousins doesn't a me.
- We just looked at each other and we f love immediately.
- She's so beautiful. I f her the moment I saw her.
- Our grandmother was always very a us when we were little and hugged us every time she saw us.
- She's very p wildlife and c sick animals in the local animal rescue centre.

44.2 Rewrite the sentences, changing the meaning as little as possible. Use the word in brackets.

- I'm fond of him. (quite like) *I quite like him.*
- I strongly dislike jazz. (stand)
- Do you think Ethan is attractive? (fancy)
- She likes rowing and golf. (keen)
- I loathe very salty food. (bear)
- His art attracts me. (appeal)
- I find Gina very interesting. (fascinate)
- She has totally charmed him. (captivate)
- I'm dreading the exam. (look)

44.3 In each pair of sentences which person probably feels more strongly, a or b?

- | | | |
|---|-------------------------------------|----------------|
| 1 a He's devoted to his sister. | b He's very fond of his sister. | <i>a</i> |
| 2 a I dislike his poetry. | b I loathe his poetry. | ..... |
| 3 a She's yearning to see him. | b She's longing to see him. | ..... |
| 4 a I'm not really looking forward to the exam. | b I'm absolutely dreading the exam. | ..... |

44.4 Correct the mistakes in these sentences. There may be more than one mistake in the sentence.

- I was *appealed* by the terrible conditions in the prison. They were simply inhuman.
- I can't bare selfish people. I dispose anyone who never considers others.
- Her manner repealed me at first and I wouldn't stand being in the same room as her, but now I've begun to like her more.
- I felt a strong desire of finding out what had happened to my old school friends.
- Are you looking forward to start your new job?
- I felt absolutely disgusting by his unkind remarks about Sylvia.

44.5 Over to you

Answer the questions.

- What characteristics in people do you most detest?
- Would you describe yourself as a caring person? In what ways do you show it?
- What issues are you passionate about? Why?

45 Speaking

A Reporting verbs

We can use these verbs to report people's speech and how they speak (including how loudly and what their mood is).

verb	loudness	most likely mood
whisper	very soft	telling someone a secret*
murmur	soft	romantic or complaining
mumble	soft (and unclear)	nervous or insecure
mutter	soft	irritated
shout	loud	angry or excited
scream	loud (usually without words)	frightened or excited
shriek	loud (and shrill)	frightened or amused
stutter, stammer	neutral	nervous or excited**

*People also whisper in places where it would be impolite to speak loudly.
**Stuttering and stammering may also be the result of a speech impediment.

'I'm sick of this. I'm going home,' he **muttered**.
Suddenly, someone **shouted** 'Help!'
She **whispered** that she was not happy with the way the meeting was going.

B Describing feelings

These verbs indicate the speaker's feelings or intentions. (sb = someone, sth = something)

verb	patterns	feeling	verb	patterns	feeling
boast	to sb about sth	proud of yourself	complain	to sb about sth	displeased
insist	on sth	determined	maintain	that	confident
object	to + -ing	unhappy with a situation	confess	to + -ing	repentant
threaten	to do sth	aggressive	urge	sb to do sth	encouraging
argue	with sb about sth	not in agreement	beg	sb to do sth	desperate
groan	that	despair, pain	grumble	about sth	displeased

C Adverbs related to speech

To indicate someone's feelings, you can use a speaking verb plus an adverb. For example, 'He said **anxiously**.' 'She spoke **angrily**.' This is common in written style.

If someone feels angry: **angrily** **furiously** **bitterly**
If someone feels unhappy: **gloomily** **miserably** **sadly**
If someone feels happy: **happily** **cheerfully** **gladly** **hopefully**
If someone feels worried: **anxiously** **nervously** **desperately**

Other useful adverbs: *excitedly, impatiently, reluctantly, shyly.*

Language help

Most of the verbs in B above can also be used with a *that* clause.
She **boasted that** she had scored 20 goals in one season.
He **threatened (that)** he would call the police.

Exercises

45.1 Choose a verb from A opposite to fit the meaning of the sentences.

- 'Oh, noooooo!!!!!!' she ...*screamed* / *shrieked* in absolute terror.
- 'Don't look now, but Matt has just arrived,' she in my ear.
- 'Joey! Come here at once!!' his mother
- 'I d-d-d-did it,' he
- 'I'm sick of this meeting. I'm going home,' he
- 'Oh, that's so, so funny!' she with laughter.
- 'There's a spider!!!' she
- 'Stop! I can't hear what you're saying,' she said.
- 'I think we should leave now. It's late,' he quietly.

45.2 Match the sentence beginnings on the left with the endings on the right.

- | | | |
|------------------------|-------------------------------------|---|
| 1 He always maintained | <input checked="" type="checkbox"/> | a to cancel my parking permit. |
| 2 He groaned | <input type="checkbox"/> | b not to leave, but I had to. |
| 3 They threatened | <input type="checkbox"/> | c on using recycled paper for everything. |
| 4 She complained | <input type="checkbox"/> | d that he could read people's minds. |
| 5 He begged me | <input type="checkbox"/> | e that he needed a doctor immediately. |
| 6 She insisted | <input type="checkbox"/> | f about the noise coming from above. |

45.3 Add a reporting verb and one of the adverbs from the box to each sentence. Where possible, use reporting verbs from A.

angrily bitterly impatiently happily hopefully anxiously sadly excitedly

Milly 'You must pay attention!' <i>Milly shouted angrily.</i>	Andrew 'I feel much better today, thank you.'	Petra 'Oh wow! I've just won a prize in a competition!'	Leo 'I will never forgive them for what they did.'
Lily 'This is our last day together. I'll miss you.'	Rory 'I'm very worried. She said she would phone us.'	Kallum 'Oh, come on! Do hurry up! Let's go! Now!'	Anna 'We may be lucky and the rain might stop.'

45.4 Rewrite the sentences using the verbs in brackets.

- Don't exaggerate your talents to your friends. They'll stop liking you. (boast)
Don't boast about your talents to your friends.
- I'm not happy with having to sit on the floor. I paid for a seat. (object)
- Stop being discontented with your job all the time. (grumble)
- He talked about refusing to pay and calling the police. (threaten)
- She asked if we would help her. (beg)
- He admitted that he had broken the window. (confess) (*two answers*)

45.5 Answer the questions.

- Which adverbs describe positive (P) feelings and which describe negative (N) feelings?
gloomily (N) miserably () cheerfully () desperately () gladly ()
- Which prepositions usually follow: (a) object, (b) insist, (c) complain?
- Which adverb means that someone does not want to do something?
- What is the missing preposition? 'Let's be friends. I don't want to argue you.'
- How might someone speak at a job interview if they were not very confident?

46 The six senses

A The five senses

The five senses are **sight, hearing, taste, touch** and **smell**. What is sometimes referred to as a 'sixth sense' (or extrasensory perception) is a power to be aware of things independently of the five physical senses - a kind of supernatural sense. The five verbs referring to the senses are modified by an adjective rather than an adverb.

He **looks** dreadful. The trip **sounds** marvellous. The cake **tastes** good. It **felt** strange. The soup **smelt** delicious.

B Sight

Yesterday I **glanced** out of the window and **noticed** a policeman **observing** a house opposite through binoculars. I thought I **glimpsed** a man inside the house. Then I **saw** that there was a man **peering** into the window of the same house. I **gazed** at them wondering what they were doing. Suddenly the policeman stopped **staring** through his binoculars. He went to arrest the other man as he started to climb into the house through the window. I realised that I had **witnessed** a crime.



C Hearing

Scale of loudness:

noiseless → silent → quiet → noisy → loud → deafening

D Taste

sweet (honey) **salty** (crisps) **bitter** (strong coffee) **sour** (vinegar) **spicy** (Indian food)

If you say something tastes **hot** it may mean **spicy** rather than **not cold**. If a curry, say, is not particularly hot, then it is **mild**. Food can be **tasty**, but **tasteful** refers to furnishings, architecture or a style of dressing or behaviour. The opposite of both is **tasteless**.

E Touch

She **poked** me in the ribs with her elbow to wake me up. He **stroked** the cat and **patted** the dog. She **tapped** him on the shoulder. He **grasped** my hand and we ran. She **grabbed** her phone and ran to the bus stop. The thief **snatched** her handbag and disappeared into the crowd. **Press** the button. Please **handle** the goods with great care.

F Smell

Here are some adjectives to describe smells:

Very unpleasant: **stinking foul-smelling putrid musty** [smelling unpleasantly old and slightly damp] **pungent** [smelling very strong, often unpleasantly so]

Pleasant: **fragrant aromatic sweet-smelling perfumed/scented**

G Sixth sense

Different phenomena which a person with a sixth sense may experience:

telepathy [experiencing someone else's feelings even though you are apart]

premonition [knowing something is going to happen before it occurs]

intuition [instinctive understanding]

déjà vu [an inexplicable feeling that you have already been somewhere or experienced something before]

Exercises

46.1 Which of the verbs in the text in B opposite suggests looking in the following ways

- | | |
|---|---|
| 1 as a crime or accident occurs? <i>witness</i> | 4 quickly? |
| 2 closely, finding it hard to make things out? | 5 fixedly? |
| 3 in a scientific kind of way? | 6 at something but getting only a brief view? |

46.2 Are the following best described as *sweet, salty, bitter, sour, spicy* or *hot*?

- | | | |
|------------------------------|-----------------------|------------------------|
| 1 strong, unsweetened coffee | 3 chilli powder | 5 Indian cooking |
| <i>bitter</i> | 4 lime | 6 sea water |
| 2 chocolate cake | | |

46.3 Which of the adjectives in F best describes for you the smell of the following?

- | | |
|--|---------------------------------|
| 1 herbs in a kitchen <i>aromatic</i> | 5 a shed full of goats |
| 2 old socks | 6 a beauty salon |
| 3 out-of-date eggs | 7 a loft used for storage |
| 4 roses | 8 a skunk |



46.4 Replace the underlined words with a more precise verb from the opposite page.

- | | |
|--|--|
| 1 I <u>touch</u> ed the dog a few times. <i>patted</i> | 6 He <u>touch</u> ed the cat affectionately. |
| 2 He <u>knock</u> ed lightly on the door. | 7 The robber <u>took</u> the money and ran. |
| 3 She <u>took</u> my hand firmly. | 8 She <u>picked up, carried and put down</u> the boxes carefully. |
| 4 She <u>put</u> her face <u>very close</u> up to the window so she could see better. | |
| 5 Take care you don't <u>hit</u> anyone in the eye with your umbrella. | |

46.5 Make a sentence about the situations using any of these verbs - *look, sound, taste, feel, smell* - plus an adjective.

- You see a film about the Rocky Mountains. *They look magnificent.*
- You come downstairs in the morning and smell fresh coffee.
- A friend has just had her hair cut.
- You hear the latest number one song.
- A friend, an excellent cook, tries a new soup recipe.
- A friend asks how you feel today.
- A little boy asks you to listen to his first attempts at the piano.
- You see a friend of yours with a very worried look on her face.

46.6 Write sentences using each of the nine verbs in bold in B in ways that illustrate their specific meanings as clearly as possible.

EXAMPLE *Laura hoped her boss wouldn't notice her glancing at her watch every few minutes.*

46.7 Over to you

Answer these questions about yourself.

- What's your favourite smell?
- Do you prefer a hot curry or a mild curry?
- What materials do you like the feel of?
- Do you believe that some people have a sixth sense?
- Have you ever had a feeling of déjà vu?
- Have you ever had a telepathic experience?

47 What your body does

A Verbs connected with the mouth and breathing



yawn: Why are you **yawning**? Are you feeling sleepy?
sneeze: Dust often makes me **sneeze**.
snore: He **snored** in his chair with his mouth wide open.
cough: It was so smoky in the room that he couldn't stop **coughing**.
sigh: She **sighed** with relief when she heard the plane had landed safely.
be out of breath: I ran for the bus and now I'm **out of breath**!
take a deep breath: He **took a deep breath** and jumped into the water.
hold your breath: How long can you **hold your breath** underwater?

B Verbs connected with eating

chew: My granny used to say you should **chew** every mouthful ten times.
rumble: It's embarrassing if your stomach **rumbles** during an interview.
swallow: Take a drink of water to help you **swallow** the pills.
suck: In an aeroplane, if you **suck** a sweet, it can stop your ears popping.
lick: The cat **licked** the bowl clean.
bite: Don't **bite** that hard sweet - you'll damage your teeth.

C Verbs connected with the eyes and face

wink: He **winked** at me across the room to try to make me laugh.
frown: Why are you **frowning**? What's the problem?
grin: She was so delighted with the present that she **grinned** from ear to ear.
blink: She **blinked** several times to try and get the dust out of her eye.
blush: He **blushed** with embarrassment when she smiled at him.



wink



grin



sweat



frown



shiver

D Verbs connected with the whole body

perspire/sweat /swet/: When it's hot, you **sweat** / **perspire**. (**perspire** is more formal)
shiver: Look at him! He's so cold that he's **shivering**!
tremble: My hands **tremble** when I've been drinking too much coffee.
shake: She laughed so much that her whole body **shook**.

Language help

All the verbs on this page (except **shake** and **bite**) are regular verbs; almost all the words have an identical noun form: **to yawn** → **a yawn**, **to cough** → **a cough** /kɒf/ etc. (except **to breathe** /bri:ð/ and **to perspire**; their nouns are **breath** /breθ/ and **perspiration**).

Exercises

47.1 Which of the words on the opposite page do these pictures illustrate?



1 blush 2 3 4 5

47.2 Complete the sentences with verbs from A opposite.

- I could see she was extremely cold because she was shivering.
- I sensed that he was feeling sad because he
- She couldn't sleep all night because her husband was
- The fumes from all the cars and lorries were horrible and made me
- I knew I had caught a cold because I started
- The doctor examined my chest and asked me to
- Put your head underwater and see how many seconds you can
- We started running fast and soon we were both

47.3 The Trubble family are at a restaurant and things are not going well. Fill the gaps with verbs from B opposite.

MRS TRUBBLE: Where's our food? My stomach is ¹ rumbling. What slow service! Edward, stop making that horrible noise with your drink! People are looking at us.
EDWARD: It's my straw. It's broken and I can't ² through it properly.
MR TRUBBLE: Ouch! I just ³ an olive and I've broken my tooth on the stone! Look!
MRS TRUBBLE: Mm. So ... where's the stone?
MR TRUBBLE: Oh dear. I think I ⁴ it!

47.4 Find the word to match these definitions.

- Draw the eyebrows together to express displeasure or puzzlement. frown
- Crush food into smaller, softer pieces with the teeth so you can swallow it.
- Your body makes small, quick movements because you are laughing so much.
- Shut and open both eyes quickly.
- Deliberately shut and open one eye.
- Use your tongue to take in food (e.g. on an ice-cream cone).

47.5 Circle the correct word to complete the sentences.

- We worked hard in the hot sun. Soon we were trembling / perspiring / shivering.
- He seemed very amused. He was trembling / blushing / grinning.
- She sucked / licked / bit the stamp and stuck it on the envelope.
- I always find it difficult to swallow / suck / chew medicines.
- It was so funny! I was just trembling / shaking / shivering with laughter!
- The poor little animal was shivering / trembling / grinning with fear.
- It was so hot and humid. Soon my shirt was soaked with perspire / perspiration / perspiration.

48 Praising and criticising

A Praising

You **praise** someone **for** something. The teacher **praised** the children **for** their hard work. **Highly praised** is a common collocation. William's acting in this film has been **highly praised**.

She plays the guitar **brilliantly**, just like her father. [very skilfully] He's the very best, a really **first-rate / top-notch** administrator. When it comes to grammar, she's **really on the ball**. [quick to understand] Ben **has a way with** foreign students. The other teachers envy him. [good at establishing good relations / motivating them, etc.] Emma really **has green fingers**; look at those flowers! [good at gardening] Let him do the talking; he's **got the gift of the gab**. [good at talking]

Imogen is **head and shoulders above** the rest of the girls at maths. (usually used of people) / She's **miles better** than the other girls at maths. When it comes to technology, Japan **is streets ahead** of most other countries. As far as sport is concerned, Sam is **among the best** in his class. [one of the best; can also say **among the worst / most interesting**, etc.] That meal was just **out of this world**. [outstanding/superb; usually used of things]

B Criticising

The verb **criticise** can mean: to say that someone or something is bad, e.g. Paige's parents are always **criticising** her appearance. Notice that it can also be used to mean: give an opinion or judgement about a book or film, e.g. I belong to a writer's group - we read and **criticise** each other's work.

critical /'kɪt.ɪ.kəl/

adjective **NOT PLEASED**

1 saying that someone or something is bad or wrong:
a **critical report** ○ The report is **highly critical** of safety standards at the factory.

adjective **IMPORTANT**

2 of the greatest importance to the way things might happen:
The President's support is **critical** (to this project). ○ a **critical decision**

adjective **GIVING OPINIONS**

3 giving opinions or judgements on books, plays, films, etc.:
She has written a major **critical appraisal** of Saul Bellow's novels. ○ His last film **won** received **critical acclaim** (= was praised by film critics).

adjective **SERIOUS**

4 extremely serious or dangerous:
Both drivers are **critical** / in a **critical condition** (= so badly hurt that they might die) after the 120 mph crash.

The adverb **critically** can relate to any of these four meanings of 'critical' although the following are the most frequent uses:

critically important (meaning 2), **critically acclaimed** (meaning 3), **critically ill** (meaning 4)

Note these idiomatic synonyms of the verb **to criticise** (with its meaning of saying something is bad): You shouldn't **run down** your own country when you're abroad. Why do you always have to **pick holes** in everything I say?

Here are some criticisms of people:
I think Antonio's being totally **absurd**. [ridiculous] You are undoubtedly **at fault / to blame** and you should apologise. [you are in the wrong] She thinks she's **the cat's whiskers** / **wiskaz** / **the bee's knees**. [thinks she's wonderful] When it comes to time-keeping, he's **the world's worst**. [no one is worse] Jack is so rude. He really **takes the biscuit**. [is a striking example of some negative quality] Jo **wants to have her cake and eat it!** [wants everything with no contribution from her side]

Exercises

48.1 Which expressions from the opposite page might these pictures help you to remember?



- 1 have your cake and eat it 2 3 4 5

48.2 Using the word in brackets and an expression from A opposite, rewrite the sentence without changing the meaning.

- The hotel we were staying in was absolutely superb. (world)
The hotel we were staying in was out of this world.
- Giovanni is a long way above the other kids when it comes to doing hard sums. (shoulders)
.....
- Maria is very good with young children - they always love her. (way)
.....
- You're a long way ahead of me in understanding all this new technology; I'm impressed. (streets)
.....
- Hassan is great at chess. (brilliantly)
- Agata is a very fluent and confident speaker. (gab)

48.3 Which of the expressions in 48.1 is most suitable for completing each sentence if you want to:

- say someone's behaviour is extremely annoying? What Jack said really takes the biscuit!
- say that someone is quick to understand? Tanya is usually
- say someone has a very high opinion of themselves? Rajiv thinks
- praise someone's gardening skills? Marek
- comment on someone who wants to buy a new car but keep all their savings too? Unfortunately, you

48.4 Answer these questions.

- If someone is critically injured, is their injury minor or serious? It's serious.
- If your teacher asks you to write a review criticising a film you've recently seen, does she want you only to write about its negative aspects?
- If a father is critical of his son's behaviour, does he approve or disapprove of it?
- If someone says that it is 'critically important' that you complete a piece of work by a specific deadline, how flexible is that deadline?
- If several people are said to be in a critical condition after an accident, are doctors worried or not particularly worried about them?

48.5 Write the opposite meaning to these sentences using expressions from the opposite page.

- He's a **third-rate athlete**. He's a **first-rate / top-notch athlete**.
- I don't understand why Sophie **has such a low opinion of herself**.
- When it comes to sport, Andrey is **one of the best** in his school.
- Greta was **not responsible** for the error in the accounting figures.
- He is **no good at talking to people at all**.
- Mick **doesn't get on with** the secretaries; just look at how they react when he wants something done.
- He often **says how wonderful** his school is.
- She always **praises** everything I say.

49 Emotions and moods

In this unit we focus on fixed expressions describing various emotions. You may not need to use them often yourself, but you need to understand them when you read or hear them.

A Positive feelings, moods and states

Maria seems to be **on cloud nine** these days. [extremely pleased/happy]
 Everyone seemed to be **in high spirits**. [lively, enjoying things]
 She seems to be **keeping her chin up**. [happy despite bad things]
 Jo's **as happy as Larry / as happy as can be**. [extremely content]

B Negative feelings, moods and states

He had **a long face**. [looked depressed/sad]
 She certainly **looked down in the dumps**. [looked depressed/sad]
 Zac is **in a bad mood**. [a bad mood/temper]
 Martin was **like a bear with a sore head**. [extremely irritable] (See Unit 97.)
 Alice **threw a wobbly** the other day. [became extremely angry and upset]



C Physical feelings and states

I'm **feeling done in**. [exhausted]
 You're looking **a bit under the weather**. [not very well/ ill]
 She looked, and felt, **on top form**. [in good physical condition]
 I suddenly **felt my head was spinning**. [unable to balance, feel as if you will fall over]
 I was almost **at death's door** last week! [very sick/ill]
 Old Nora's **as fit as a fiddle**. [very fit indeed]



D Fear/fright

She was **scared stiff**. [very scared]
 She **frightened the life out of him**. [frightened him a lot]
 We were all **shaking in our boots/shoes**. [trembling with fear]
 The poor lad was **scared out of his wits**. [very scared indeed]
 I **jumped out of my skin** when I heard the bang. [gave a big jump]



E Other expressions for actions and feelings

Capricorn (21.12-19.1)



Don't get **carried away**¹ by promises not kept. **Keep a cool head**² and **take everything as it comes**³. On the work front, **things are looking up**⁴.

Taurus (21.4-20.5)



If someone says something that **makes you swell with pride**⁵ and **feel on top of the world**⁶, enjoy the moment!

¹ get too excited ² stay calm ³ deal calmly with events as they happen ⁴ improving
⁵ feel **proud** / very pleased because of something good that you did ⁶ very happy indeed

Language help

There is often an element of **exaggeration** in these expressions. They make quite strong comments on the situation and often lighten the tone of what you are saying. So use them only in informal situations.

Exercises

49.1 Match the sentence beginnings on the left with the endings on the right to make fixed expressions.

- | | | |
|-------------------|-------------------------------------|-----------------------------|
| 1 Imogen was on | <input checked="" type="checkbox"/> | a her chin up. |
| 2 Michaela was in | <input type="checkbox"/> | b a bear with a sore head. |
| 3 Anna kept | <input type="checkbox"/> | c cloud nine. |
| 4 Lily was as | <input type="checkbox"/> | d a bad mood. |
| 5 Kathy was like | <input type="checkbox"/> | e a wobbly. |
| 6 Rosie threw | <input type="checkbox"/> | f happy as the day is long. |

49.2 Complete the fixed expressions from A and B opposite.

- Has something good happened? You all seem in high *spirits*.
- What's the matter? You've got a long
- As long as he has his car to work on, he's as happy
- It's been an awful day! No wonder everyone is in a
- Has something bad happened? You look down

49.3 Read the comments and then answer the questions.

Mark 'I've never felt so terrified in my life.'

Lidia 'I was just not feeling very well yesterday.'

Andrea 'I felt as if I couldn't keep my balance and was about to fall.'

Krishnan 'I've been feeling really well recently.'

Lars 'I was very ill indeed last week.'

Karen 'I've gone to the gym every day this month and I can feel the results.'

comment	name
1 Who was feeling under the weather?	Lidia
2 Who is probably as fit as a fiddle?	
3 Who was scared out of their wits?	
4 Who was at death's door?	
5 Whose head was spinning?	
6 Who is feeling on top form?	

49.4 Use fixed expressions to rewrite the words in bold.

- I **gave a sudden jump** when he fired the gun. *jumped out of my skin*
- I think you should **not panic** and just be patient.
- He **scared me very much** when he came in wearing that ghost mask!
- Everyone was **trembling with fear** when they saw the door open all by itself.
- I was **very scared** before I did the bungee jump, but it was OK.
- She **felt very proud indeed** as her daughter received the gold medal.
- I think I **got too excited** by the idea of joining a rock band. It's actually very hard work!
- I try to just **deal with events in a calm way as they happen**.

49.5 Over to you

Write sentences about yourself.

- Describe a situation or event which would make you feel on top of the world.
- Which of the expressions in C opposite best describe(s) your state at the moment?

50 Commenting on problematic situations

A Types of problems and difficulties

There are many words for different types of difficulties. **Chaos** is a state of total confusion, where there is no order at all. A **disaster** is an event which causes great harm or damage. If you are **facing a dilemma** or are **in a dilemma** you are in a situation where you have to make a difficult decision between two things.

The earthquake was a dreadful disaster for the country. The transport system was in chaos for some time afterwards. The government were faced with a dilemma: start reconstruction work at once or wait until the likelihood of aftershocks had passed.

to be in a **fix** = be in a difficult situation to be in a **tight corner** = be in a situation that is hard to get out of
to be in a **muddle** = be confused / mixed up

The word **challenge** puts a positive slant on a problem situation in that it focuses on the fact that it needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

B Specific difficulties

You can be **badly affected**¹ by all sorts of things, from those that are **mildly irritating**² to the **intensely annoying**³.

¹ things can have a negative impact on you ² slightly annoying ³ extremely annoying

Your plans may be **disrupted**. [prevented from continuing as intended]
Negotiations or a building may **collapse**. [fail because of a lack of support]
You can be **deprived of** something you value. [have something taken away from you]
Someone's **heart** can be **broken**. [made extremely sad]
Your life may **lack** something that you would like. [not have (enough of) something]

The nouns related to the words in this section are **effect, irritant or irritation, annoyance, disruption, collapse, deprivation, heartbreak** and **lack**.

C Idioms about dealing with problems and difficulties

to **take a back seat** [not to do anything; let others act instead] ≠ to **take the bull by the horns** [act positively to face and attack the problem]
to **stir things up** [do/say things that make the situation worse] ≠ to **pour oil on troubled waters** [do/say things that calm the situation down]
I can't face (the thought of) clearing up all this mess today. [don't want to deal with]
I thought it would be best just to **lay my cards on the table**. [state exactly what my position is]
This has to be done by next week; we must **get our act together** before it's too late. [organise ourselves to respond; *inform*]
We need a proper investigation to **get to the bottom of things**. [find the true explanation]
It's quite difficult to **get** people to **sit up and take notice**. [make them pay attention]
I'm trying to **get a grasp** of what's happening; it's not easy. [find out / understand]

D Idioms relating to changes in problem situations

The tide has turned for us; better days are ahead.
We can **see the light at the end of the tunnel** at last. [see that a difficult situation may be ending soon]
I'm afraid we've just **come to a dead end** with our plans.
I think I've **reached a turning point** in my career.
The government and the unions have **buried the hatchet** for the time being. [made peace / stopped fighting each other]
All that trouble last year was just **swept under the carpet** in the end. [ignored / deliberately forgotten, without solving it]

Exercises

50.1 Choose the best word from A opposite to complete these sentences.

- Can you help Grandpa fill out that form? It's so long and complicated that he's getting in a bit of a **muddle**.
- The manager told his staff that he didn't want to hear the word 'problems'; but rather they should talk about
- After the earthquake, city transport was in
- I wonder if you could help me out - I'm in a bit of a tight
- Should I take the job in New York or the one in Sydney? It's quite a
- The floods are the worst natural the country has experienced this century.

50.2 Match the sentence beginnings with the words on the right and add a preposition to complete the sentence.

- | | | |
|---|-------------------------------------|--------------------|
| 1 Ben decided he would immediately lay his cards. on | <input checked="" type="checkbox"/> | a troubled waters. |
| 2 The best thing to do is just to take the bull | <input type="checkbox"/> | b her life. |
| 3 Fortunately we can now see the light at the end | <input type="checkbox"/> | c the table. |
| 4 It'll take ages before we can get to the bottom | <input type="checkbox"/> | d a dead end. |
| 5 It's asking for trouble to sweep things | <input type="checkbox"/> | e the horns. |
| 6 You can always rely on Naomi to pour oil | <input type="checkbox"/> | f things. |
| 7 At the moment my research seems to have come | <input type="checkbox"/> | g the tunnel. |
| 8 Claire has now reached a turning point | <input type="checkbox"/> | h the carpet. |

50.3 Rewrite each sentence using the word in brackets.

- The snow caused serious disruption to trains in the region. (disrupted)
Trains in the region were seriously disrupted by the snow.
- I don't want to drive home in all this traffic. (face)
- Keira doesn't seem to have much confidence. (lacking)
- Unfortunately, the project doesn't seem to be getting anywhere at the moment. (dead)
- Sleep deprivation can cause health and other problems. (deprived)
- Paula was profoundly affected by her meeting with Angus. (effect)

50.4 Choose suitable idioms from C and D to fill the gaps.

- Selim's business has been going through hard times but he feels at last *the tide has turned*
- No, please, don't say anything: you'll only
- It's been a long, hard struggle, but I think finally we can
- The police are trying their best to, but it's still a real mystery at the moment.
- You've been messing around achieving nothing for too long; it's time you
- At last I've managed to get him to; he's paid no attention at all to us so far.
- I found it hard to understand thermodynamics at first but I'm beginning to it now.
- I think I'll just and let everyone else get on with sorting matters out.
- I wish you and John wouldn't argue so much. Can't you once and for all?

60 Success, failure and difficulty

A Succeeding

We **succeeded in** persuading a lot of people to join our protest. (in + -ing)
I **managed** to contact him just before he left his office.

I don't think I can **manage** the whole walk. I think I'll turn back. (**manage**, but not **succeed**; may have a direct object in this meaning)

We've **achieved** /ə'tʃi:vd/ / **accomplished** /ə'kɒmplɪʃt/ a great deal in the last year. (both are used with quantity phrases such as 'a lot' and 'a little'; **accomplish** is rather formal)

The company has **achieved** all its **goals/aims/targets** for this year. (**achieve** is more common than **accomplish** with nouns expressing **goals and ambitions**)

Do you think his plan will **come off**? [succeed; *informal*]

Here is a matrix for some typical collocations with 'succeeding' verbs:

	reach	attain	secure	realise	fulfil	achieve
an ambition		✓		✓	✓	✓
a dream				✓	✓	
an agreement	✓		✓			
an obligation					✓	✓
a target	✓	✓				✓
a compromise	✓					

B Failing and difficulty

Plans and projects sometimes **go wrong / backfire**. [don't go as intended]

Companies, clubs and societies often **fold / go under** through lack of success. [close down; **go under** is informal]

A plan or project may **faller** /'fɒltə/, even if it finally succeeds. [have ups and downs]

All your plans and hard work / efforts may **come to nothing**.

I have great **difficulty** (in) getting up in the morning.

I **find it difficult** to remember the names of everybody in the class. (**hard** can also be used here; it is more informal)

It's hard/difficult to hear what she's saying.

I often **have trouble** starting the car on cold mornings. (more informal)

We've **had a lot of bother with** the neighbours lately. (very informal)

Can you **cope with** three more students? They've just arrived. [deal successfully with a difficult situation]
I've got no money and my girlfriend's left me. I need help; I **can't cope** any more.

C Word formation

verb	noun	adjective	adverb
succeed	success	successful	successfully
accomplish	accomplishment	accomplished	-
achieve	achievement	achievable	-
attain	attainment	attainable	-
fulfil	fulfilment	fulfilling	-
harden	hardness	hard	hard

Common mistakes

Izzy **had great difficulty** finding somewhere to live in London. (NOT difficulties)
Paul **had considerable success** with his first novel. (NOT successes)

Exercises

60.1 Choose a suitable verb to fill the gaps. If the exact word in the sentence is not in the vertical column of the matrix on the opposite page, look for something that is close in meaning. More than one verb is often possible.

- The management have *reached* a no-strike agreement with the union.
- Now I've all my family responsibilities, I can retire and travel the world.
- The school building fund has failed to its target of £250,000.
- I never thought I would my ambition, but now I have.
- Very few people all their hopes and dreams in life.
- We hope the two sides a compromise and avoid war.
- I'm afraid that little plan of mine didn't off.

60.2 Fill in the missing word forms where they exist.

verb	noun	adjective
realise	<i>realisation</i>	
	difficulty	
	target	
fail		
	trouble	

60.3 Correct the mistakes in these sentences.

- I find ^{it} very difficult to understand English idioms.
- She succeeded to rise to the top of her profession.
- Do you ever have any trouble to use this photocopier? I always seem to.
- I've accomplished to work quite hard this last month.
- I'm amazed that you can cope all the work they give you.
- Did you have many difficulties finding the book in the library?
- Unfortunately, it seems as if all Johnny's plans have come at nothing.
- I'm afraid I haven't had any successes in contacting Lara today.

60.4 In what sorts of situations would you hear the following remarks?

1 We'll have to get an au pair. I just can't cope.

2 I can't believe it — £5,000. The company folded and now I've got nothing to show for it!

3 It went under, I'm afraid, and he's bankrupt now.

You would probably hear it from a parent who is finding it too difficult to combine work and family life.

4 You can't manage all that. Let me help you.

5 Yes, her plan came off even though the odds were really against her.

60.5 Over to you

What would you do if ...

- you were having a lot of bother with your car?
- you started a small business but it came to nothing?
- you couldn't cope with your English studies?

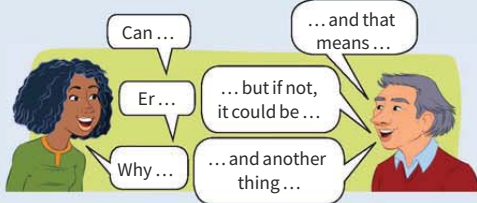
69 Talking and communicating

A Idioms connected with communication problems



They're **talking at cross-purposes**. [talking about different things without realising it]

He's got **the wrong end of the stick**. [not understood something in the correct way]



She **can't get a word in edgewise** /edʒweɪz/. [doesn't get a chance to speak because others are talking so much]



He **can't make head or tail of** what she's saying. [cannot understand at all]

B Good talk, bad talk

The boss always **talks down** to us. [talks as if we were inferior]
 My workmates are always **talking behind my back**. [saying negative things about me when I'm not there]
 It was just **small talk**, nothing more, I promise. [purely social talk, nothing serious]
 Let's sit somewhere else; they always **talk shop** over lunch, and it bores me rigid. [talk about work]
 Hey! Your new friend's become a real **talking point** among the staff! Did you know? [subject that everyone wants to talk about]
 It's gone too far this time. I shall have to **give him a talking to**. [reproach/scold him / tell him off]

C Talk in discussions, meetings, etc.



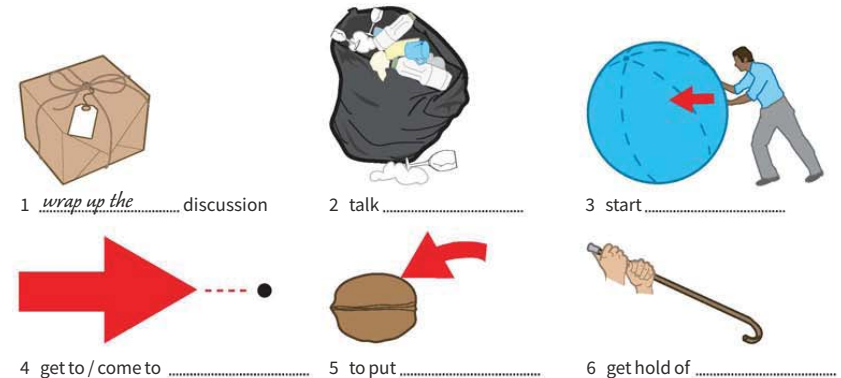
1 start the discussion 2 say it in few words 3 come to the important part of the matter
 4 say exactly what I think 5 finish the discussion 6 says intelligent, reasonable things
 7 says stupid things 8 says things in a long, indirect way

Exercises

69.1 Look at these dialogues and comment on them.

- PAUL:** £98 for a meal! That's outrageous!
EMMA: Not the meal, you idiot! The room!
 Emma and Paul seem to be *talking at cross-purposes*.
- JO:** So that's what I'm going to do, take it all away.
MEENA: What about -
JO: And if they don't like it they can just go and do what they like.
MEENA: If she -
JO: Not that I have to consult them, anyway; I'm in charge round here.
 It seems that Meena can't get
- VOLODYA:** I got very upset when you said I was childish.
GINA: I didn't! I just said you seemed to get on very well with the children. Honestly.
VOLODYA: Oh, I see. Oh, sorry.
 It seems that Volodya got the
- DAN:** So, area-wise the down-matching sales profile commitment would seem to be high-staked on double-par.
KIM: Eh? Could you say that again? You've got me there.
 It seems that Kim can't what Dan is saying.
ALI: I don't expect someone with your intelligence to understand this document.
JUAN: Oh.
 Ali seems to be talking to Juan.

69.2 What idioms opposite do these drawings represent?



69.3 Fill the gaps to complete the sentences.

- She is very direct and always *speaks* her mind.
- He gets bored quickly with small and always wants to get down to serious matters.
- The boss gave me a real to after that stupid mistake I made.
- You're behind the times! George's girlfriend was *last week's* point.
- Paula's uncle is so long- - it takes him ten minutes to make a point that anyone else could make in 30 seconds.
- It was such a relief when James got up to speak - at last someone was talking
- I hate going out with my boyfriend and his work colleagues - they spend all evening talking
- You should tell him what you think to his face rather than talking behind his

90 Expressions with bring and take

A Phrasal verbs with bring

Each example is a typical spoken sentence and a more formal equivalent is provided in brackets.

My father's parents **brought him up** in the country because they thought that country life was better for children. [raised]
 Don't give up. I'm sure you'll **bring it off** in the end. [succeed]
 Cold winds always **bring on** her cough. [cause to start]
 The strike **brought about** a change of government. [caused to happen]
 Ford Motors are **bringing out** an interesting new model in the spring. [introducing]
 I hope they don't **bring back** capital punishment. [re-introduce]
 They promised to **bring down** taxes but they have actually raised them. [lower]
 Inflation will probably **bring down** the government. [destroy, remove from power]
 Keep trying to persuade him and you'll **bring him round** to your point of view. [persuade]

B Phrasal verbs with take

Doesn't he **take after** his father! They even sound the same. [resemble]
 I wish I could **take back** what I said to her. [withdraw]
 It's hard to **take in** his lectures - he speaks in such an abstract way. [absorb, understand]
 She was completely **taken in** by him and agreed to give him all her money. [deceived]
 Sales have really **taken off** now - we should make a good profit this year. [started to improve]
 The plane **took off** two hours late. [left the ground]
 She's very good at **taking off** her teacher - she sounds just like her. [imitating]
 We'll have to **take on** more staff if we're to **take on** more work. [employ] [accept]
 Nelson is going to **take over** as manager in July. [start doing a job]
 She **took to** him at once and they soon became close friends. [formed an immediate liking for]
 When did you **take up** golf? [start (a hobby)]

C Common expressions with bring and take

The new regulations will **be brought into force** in May. [become law]
 His research **brought** some very interesting facts **to light**. [revealed]
 Matters **were brought to a head** when Lily was sacked. [reached a point where changes had to be made]
 It's better that everything should be **brought into the open**. [made public]
 His new girlfriend has really **brought out the best in** him. [been good for him]
 Don't let him **take advantage of** you. [unfairly use superiority]
 After 20 years of marriage he **takes her for granted**. [doesn't appreciate her qualities]
 I **took it for granted** you'd come - you always do. [assumed]
 She immediately **took control** of the situation. [started organising]
 His unkind words **took my breath away**. [surprised]
 The story **takes place** in Mexico. [happens]
 Leaving his job before he's found a new one is **taking a risk**. [doing something risky]
 It's impossible to **take** such a silly suggestion **seriously**. [consider as serious]
 Don't forget to **take travel costs into account** in the budget. [consider]
 He doesn't seem to **take pride in** his work. [draw satisfaction from]
 You must **take the opportunity** to visit the castle while you're here. [use the chance]

Exercises

90.1 Complete these sentences with the appropriate preposition or particle.

- The school reforms which plan to bring *back* a more traditional style of exams for children are generally unpopular.
- The bumpy journey brought labour and the baby was born on the bus.
- I think the strikes will bring some changes in management.
- If anyone can bring it, he can.
- He won't agree to it for me but she can always bring him
- She brought six children all on her own.

90.2 Complete the bubble network below with phrasal verbs based on take.



90.3 Reword these sentences using expressions from C opposite.

- The story of the film happens in Casablanca during the war.
The story of the film takes place in Casablanca during the war.
- Today's newspaper has revealed some fascinating information about the President.
- The situation reached crisis point when the union called for a strike.
- You need to consider the historical context of the novel in your essay.
- The view from the top of the hill was astonishing.
- He capitalised on her weakness at the time and she gave it to him.
- If you're going to succeed in business you must be prepared to not always do the safe thing.
- You shouldn't assume that anyone or anything will always be the same.

90.4 Make a bubble network like the one in 90.2, based on phrasal verbs with bring.



90.5 Which of the expressions in C mean the opposite of:

- | | | |
|---|----------------------|------------------------|
| 1 to keep quiet <i>to bring into the open</i> | 3 to be as expected | 5 to be careless about |
| 2 to laugh at | 4 to drop an old law | 6 to be subordinate to |

90.6 Over to you

Answer the questions using one of the phrasal verbs in A or B opposite.

- Where were you brought up? *I was born and brought up in Scotland.*
- If you had time to take up a new sport or other leisure activity, what would it be?
- Who do you take after more - your mother or your father?
- What new law has been brought into force recently in your country?
- What kind of teacher do you find brings out the best in you?
- What changes would you like your country's current government to bring about?
- Can you think of someone who you've immediately taken to?
- Have you ever taken on too much work?