



كلية التربية بالفرقة



جامعة جنوب الوادي

بيانات الكتاب

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روية الكلية

كمية التربية بالفرقة مؤسسة رائدة محليا ودولياً في مجالات التعليم ، والبحث العلمي ، وخدمة المجتمع ، بما يؤهلها للمنافسة على المستوى : المحلي ، و الإقليمي ، و العالمي

رسالة الكلية

تقديم تعميم مميز في مجالات العلوم الأساسية و إنتاج بحوث علمية تطبيقية للمساهمة في التنمية المستدامة من خلال إعداد خريجين متميزين طبقاً للمعايير الأكاديمية القومية، و تطوير مهارات و قدرات الموارد البشرية، و توفير خدمات مجتمعية وبيئية تلبي طموحات مجتمع جنوب الوادي، و بناء الشراكات المجتمعية الفاعلة.

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Cramming for success: study and academic work

A Study and exams



Before an exam, some students **cram**¹ for it. Even if you're a **genius**², you'll have to **do some revision**. If the exam happens every year, you can **revise** by looking at **past papers**³. Some things can be **memorised** or **learnt (off) by heart**. But **rote-learning**⁴ is not sufficient for most subjects. It is also possible to use **mnemonics**⁵. However, all things considered, the best idea is to **bury yourself in your books**⁶ and to study **intensively**⁷ until you **know the subject inside out**⁸.

- ¹ study in a very concentrated way for a short time
- ² an exceptionally clever person
- ³ exam papers from previous years
- ⁴ learning purely by repetition
- ⁵ /ni'moniks/ tricks that help you remember something, for example: 'i' before 'e' except after 'c' is a mnemonic for English spelling (e.g. **friend**, but **receive**)
- ⁶ spend the maximum time studying
- ⁷ in a very focused way
- ⁸ know it completely

B Academic writing

composition could be just 50–100 words, often used for school work

essay longer than a composition, more serious, hundreds or thousands of words

assignment a long essay, often part of a course, usually thousands of words

project like an assignment, but emphasis on student's own material and topic

portfolio a collection of individual pieces of work; may include drawings and other examples of creative work as well as writing

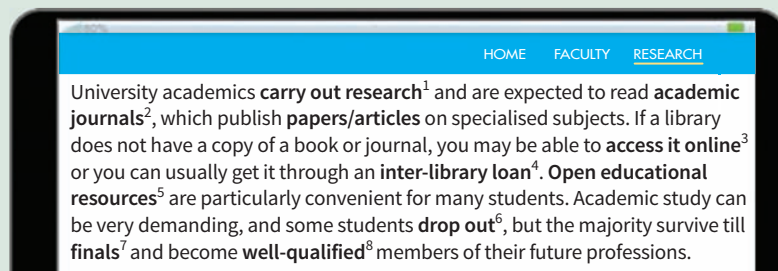
dissertation a long, research-based work, perhaps 10–15,000 words, for a degree or diploma

thesis a very long, original, research-based work, perhaps 80–100,000 words, for a higher degree (e.g. PhD)

It's a good idea to start with a **mind map**¹ when preparing an essay. Always write a **first draft**² before **writing up** the final version. Your essay should be all your own work; **plagiarism**³ is a very serious offence in colleges and universities. It is an increasing problem because it is so easy to cut and paste from materials available on the internet, and students have to sign a **plagiarism form** to say that the work they are handing in is all their own and that they **acknowledge**⁴ any sources they have used. There is usually a **deadline**⁵. After the essay is **submitted**⁶, it will be **assessed**⁷ and usually you can get **feedback**⁸.

- ¹ diagram that lays out ideas for a topic and how they are connected to one another
- ² first, rough version
- ³ /'pleɪdʒəriəzəm/ using other people's work as if it was yours
- ⁴ give details of
- ⁵ date by which you must hand in the work
- ⁶ handed in; formal
- ⁷ evaluated and given a grade
- ⁸ comments from the teacher/tutor

C Aspects of higher academic study



University academics **carry out research**¹ and are expected to read **academic journals**², which publish **papers/articles** on specialised subjects. If a library does not have a copy of a book or journal, you may be able to **access it online**³ or you can usually get it through an **inter-library loan**⁴. **Open educational resources**⁵ are particularly convenient for many students. Academic study can be very demanding, and some students **drop out**⁶, but the majority survive till **finals**⁷ and become **well-qualified**⁸ members of their future professions.

- ¹ less formal is **do research**
- ² magazines with academic articles (we do not use the word *magazine* to talk about this kind of academic publication)
- ³ get hold of (it) on the internet
- ⁴ system where libraries exchange books/journals with one another

- ⁵ online materials that can be freely used by teachers and students anywhere
- ⁶ leave the course before the end
- ⁷ last exams before the end of a college or university course
- ⁸ with the right formal qualifications

Exercises

1.1 Correct the wrong usage of words to do with written work in these sentences.

- 1 His PhD assignment was 90,000 words long and was on the history of US place names.
- 2 Little Martha did her first dissertation in school today. It was called 'My family'.
- 3 We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
- 4 The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
- 5 At the end of this course, you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
- 6 I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
- 7 I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

1.2 Rewrite this text using words and phrases from the opposite page instead of the underlined words.

When I'm studying in a very focused way because I'm preparing hard for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for rereading and going over the term's work. It's a good idea to have some sort of diagram showing different ideas to organise your thoughts, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100%.



1.3 Answer these questions.

- 1 What do we call the first attempt at writing something, e.g. an essay?
- 2 What word means 'the date by which you must do something'?
- 3 What word means 'using someone else's ideas as if they were yours'?
- 4 What are more formal words for 'to hand in' and for 'to mark'?
- 5 What phrasal verb do we use when someone doesn't complete their course?
- 6 What is another word for an academic article? Where can you read them?
- 7 What is the name of the system for getting books from other libraries?
- 8 What word means 'the comments you get back from the teacher about your work'?
- 9 What word can you use for a person who is extraordinarily intelligent?
- 10 What is a more formal way of saying 'do research'?

1.4 Choose the best word from the opposite page to complete these sentences.

- 1 If you quote an article in an essay, you must your source, giving details of author and title.
- 2 Open educational can be particularly useful for students who do not have easy access to a university library.
- 3 How much have you done for tomorrow's maths exam?
- 4 Don't forget to sign the form and hand it in with your dissertation.
- 5 Some people take a long time to find suitable work even though they are very
- 6 Orla has had a published in the *British Medical Journal*.
- 7 All students need a username and password to be able to journals online.
- 8 Caspar is bound to do well in his mechanics exam – he knows the subject out.

A

Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**¹. This is often referred to in the debates over **selective**² versus **comprehensive**³ **schooling**⁴. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**⁵ of one sort or another is **inherent in**⁶ the system.

League tables⁷ for schools and colleges may actually help unintentionally to **perpetuate**⁸ inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**⁹, or at least that is how the public **perceives**¹⁰ it. The ability of **better-off**¹¹ parents and **well-endowed**¹² schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**¹³ opportunity for the **less well-off**¹⁴ or for children from home environments that do not provide the push and motivation to **excel**¹⁵.

Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships**¹⁶ or **bursaries**¹⁷ that make it possible for less privileged youngsters to afford **tertiary**¹⁸ education. **Student loans**¹⁹ allow **undergraduates**²⁰ to pay for their **tuition fees**²¹ and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

¹ when everyone has the same chances

² pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection

³ everyone enters without exams and education is free, paid for by the government

⁴ education received at school

⁵ when you favour a small, privileged group

⁶ existing as a basic part of something

⁷ lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria

⁸ make something continue

⁹ a system with two separate levels, one of which is better than the other

¹⁰ sees, considers

¹¹ richer

¹² receiving a lot of money in grants, gifts from rich people, etc. [= **endowments**]

¹³ reducing

¹⁴ poorer

¹⁵ achieve an excellent standard

¹⁶ money given to pay for studies, usually provided on the basis of academic merit

¹⁷ money given to pay for studies, usually provided on the basis of need

¹⁸ education at university or college level

¹⁹ money that students can borrow from a bank while studying and then pay back once they are in work

²⁰ students doing a first degree [**postgraduates** = students doing a further degree]

²¹ money paid to receive teaching

B

Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [reading, writing and arithmetic]

Literacy and **numeracy** are skills no one can afford to be without. [the ability to read] [the ability to count / do basic maths]

Curriculum reform is often done for political reasons rather than for good educational ones.

[changes to what is covered in the national **syllabus** = plan of what is to be studied]

Nowadays, **lifelong/continuing education** is an issue, and creating opportunities for **mature students** is important. [education for all ages] [adult students older than the average student]

Special needs education is expensive because class sizes need to be small or **one-to-one**. [education for children who cannot learn in the normal way, because they have some disability] [one teacher and one pupil, not a group]

Children are unhappy at school if there is a lot of **bullying**. [threatening behaviour]

Some headteachers complain that getting to grips with constant new government **guidelines** on what schools should be doing is a **distraction** from what they ought to be focusing on. [advice (often official) on how something should be done] [takes attention away]

Language help

Notice how compound adjectives like *well-off*, *well-endowed*, *high-achieving*, *badly-performing* can be used in comparative and superlative forms, e.g. **better-off**, **best-endowed**, **higher-achieving**, **worst-performing**.

Exercises

2.1 Complete the collocations by filling in the missing words according to the meaning given in brackets.

- 1 tables (lists of schools from best to worst)
- 2 education (entry to schools is decided by exam results)
- 3 equality of (when everyone has the same chances)
- 4 inequalities (make inequalities continue)
- 5 education (at university or college level)

2.2 Rewrite these sentences so they are more formal by using words and phrases from the opposite page instead of the underlined words. Make any other changes that are necessary.

- 1 Inequality is built into the education system.
- 2 Giving access only to privileged groups is bad for the country in the long term.
- 3 Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
- 4 A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
- 5 Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
- 6 All parents want their children to achieve the best possible results at school.
- 7 Emphasis on the three Rs is considered by parents to be the key to success.
- 8 The government is increasing its provision for education that young people can enter after finishing secondary school.

2.3 Correct these statements about words or expressions from the opposite page. Correct each of them twice – once by changing the definition and once by changing the word being defined.

- 1 One-to-one education is another way of saying continuing education.
One-to-one education means a situation where there is one teacher and one student.
Lifelong education is another way of saying continuing education.
- 2 Numeracy refers to the ability to read.
- 3 A student who is doing a doctorate is an undergraduate.
- 4 Excelling is when a pupil uses frightening or threatening behaviour towards another child who is smaller or less powerful in some way.
- 5 Tertiary education is the stage that follows primary education.
- 6 Comprehensive schools choose the best students to study there.
- 7 Guidelines list schools from good to bad according to their exam results.

2.4 Complete each sentence with a word from the opposite page.

- 1 Matt won a because of his excellent academic record.
- 2 Zara's parents said that starting a rock band with her friends would be too much of a from her studies.
- 3 The report contains some interesting on how best to prepare for exams.
- 4 There were two students in my class at university, but most of us were just 19.
- 5 Katia wouldn't have been able to go to university if her grandparents hadn't paid her tuition for her.
- 6 Most undergraduates need to take out a student to cover their costs while they study for a degree.
- 7 Primary schools usually spend a lot of time on the Rs.
- 8 At university I was lucky enough to have a lot of tutorials, just me and the tutor!

3 Applying for a job

A A job ad

FDR BANK Careers [Branches](#) [About Us](#) [Contact](#)

Customer Service Assistant

Do you have excellent **communication skills** and a genuine **passion for**¹ customer service? Are you looking for a **challenging**² role within a **fast-paced**³ working environment?

FDR Bank has several new **openings**⁴ for Customer Service Assistants. **Reporting to**⁵ the Customer Service Manager, you will be responsible for dealing with customer enquiries on the phone and via email. No **previous experience**⁶ is necessary as **full training**⁷ will be given. The **post**⁸ offers excellent **career prospects**⁹ to candidates who demonstrate **leadership qualities**¹⁰ as we are keen to promote and develop talent within the company.

We offer a **competitive salary**¹¹ and an attractive **benefits package**¹² including pension, **healthcare plan** and **subsidised**¹³ meals.

If this sounds like the job for you, then click [here](#) to fill in the **online application** form, including details of your **salary expectations**.

- ¹ if you have a passion for something, you like it very much
- ² a positive word for something which is exciting and difficult
- ³ if an environment is fast-paced, things happen quickly there
- ⁴ available jobs
- ⁵ if you report to someone, he/she is your boss
- ⁶ experience of this type of job from before
- ⁷ all the training you need
- ⁸ job
- ⁹ opportunities for promotion and career development
- ¹⁰ the ability to lead a group
- ¹¹ as good as, or better than, other salaries for similar jobs
- ¹² all the extra benefits that a company offers (as well as a salary)
- ¹³ partly paid for by the company

B A cover letter

You want your application to **stand out** [be better than others], so you should include a clear, well-written **cover letter**¹ which highlights key points from your CV. Here is a letter sent with the application for the job in A above.

Dear **Sir or Madam**²

Please find attached my CV **in support of** my application for the **position** of Customer Service Assistant. I have just completed my degree in Business Studies and am keen to gain **hands-on**³ experience in this area.

During my course I chose to study several modules on banking and finance, as I have always been interested in working in this **field**⁴. In addition, I have worked as a part-time sales assistant in a large department store for the last two years. This has given me valuable **customer-facing**⁵ experience, as well as developing good communication skills both with customers and the rest of the team. I am a **team player**⁶ and I am keen to develop my career and gain **managerial experience**⁷ in the future.

Thank you for taking the time to consider this application and I look forward to hearing from you.

Yours faithfully⁸

Rebecca White

Mention any studies or training courses you have done which are **relevant to** [connected to] the role.

If you have previous managerial experience, you can say 'In my **previous role as** (Sales Manager), I **led a team of** (four people).'

Be sure to specify the job you are applying for at the beginning of the letter.

It is important to mention any relevant experience you have, to show your **suitability for** the role. If you can, provide examples of specific projects you have **carried out**. [done]

- ¹ a letter sent with a job application (also called a **covering letter**)
- ² how you start a letter when you do not know the name of the person you are writing to
- ³ practical, direct (not theoretical)
- ⁴ area of business or activity
- ⁵ dealing directly with customers
- ⁶ a person who is good at working with others
- ⁷ experience of managing other people
- ⁸ how you finish a letter when you do not know the name of the person you are writing to

Exercises

3.1 Match the two parts of these business collocations from A and B.

- | | | |
|-----------------|--------------------------|---------------|
| 1 healthcare | <input type="checkbox"/> | a faithfully |
| 2 team | <input type="checkbox"/> | b prospects |
| 3 Yours | <input type="checkbox"/> | c plan |
| 4 competitive | <input type="checkbox"/> | d a team |
| 5 challenging | <input type="checkbox"/> | e application |
| 6 communication | <input type="checkbox"/> | f role |
| 7 online | <input type="checkbox"/> | g letter |
| 8 lead | <input type="checkbox"/> | h player |
| 9 career | <input type="checkbox"/> | i skills |
| 10 cover | <input type="checkbox"/> | j salary |

3.2 Replace the underlined words with a word or phrase from A or B with a similar meaning.

- 1 You don't need to have done this job before.
- 2 As part of my new job, I get meals partly paid for by the company.
- 3 It's really important to make your application look different from all the others.
- 4 Working in the factory over the summer gave me some direct experience of manufacturing.
- 5 I'm hoping to work in the area of automotive manufacturing.
- 6 Prism Consulting has a number of positions available for graduates.
- 7 The ad said the company will provide all the training you need.
- 8 You should only apply for the job if you have led a team before.
- 9 The salary isn't great, but they offer an attractive set of other advantages.

3.3 Look at A and B. Fill the gaps in these sentences, using a word from the box and a suitable preposition.

carried passion relevant reported role suitable support

- 1 I am sending my CV in my application for the position of sales team leader.
- 2 I have a sales.
- 3 Jakob's experience is more the job than Sylvana's.
- 4 In my previous Sales Representative, I the Sales Manager.
- 5 While working as a Customer Service Assistant, I also some research projects for the marketing department.
- 6 He only has 6 months' experience as a trainee. I don't think that makes him the job of quality manager.

3.4 Answer these questions.

- 1 What do we call a job which deals directly with the customers?
- 2 How can we describe someone who works well with other people?
- 3 How should you start a letter to someone whose name you don't know?
- 4 What four other words can be used instead of 'job' in an advertisement?
- 5 How can we describe a working environment which is busy and rapidly changing?

3.5 Over to you

Find a job ad that you are interested in and write an example cover letter in English.

4 Job interviews

A Preparing for interviews

When companies are **recruiting**¹, they often have a set of **criteria**² (e.g. three years of experience in the field, or a degree in a relevant area) which they use to find the most suitable candidates. If you are **shortlisted**³ for an interview, make sure you **do your homework** first: find out as much as you can about the company, its products, markets, competitors, etc. If you can, ask a friend to do a **trial run**⁴ with you. This will help **boost**⁵ your confidence. The interview may be conducted by a **panel** [a group of people], probably including your future **line manager**⁶. Don't forget to **make eye contact** with all the interviewers while you are talking. As you arrive for the interview, **body language**⁷ is important. Give a **firm handshake** and **speak up**⁸. This will help to create a good **first impression**.

¹ hiring (new staff) ² requirements you use to make a decision ³ selected from a larger group ⁴ a practice of something new ⁵ improve or increase ⁶ the person who is directly responsible for your work ⁷ physical movements which show how you are feeling ⁸ speak (more) loudly and clearly

B During an interview

These are examples of things that might be said at a job interview.

A: So, can you **talk us through**¹ your CV?

B: Well, I studied Engineering and then took a job as a **trainee**² at F3 Telecom.

A: I'd like to ask about opportunities for **professional development**³.

B: We have a very good **in-house**⁴ training programme for **new recruits**⁵.

Can you give us an example of how you've worked well **under pressure**?

How would your colleagues / your **supervisor**⁶ describe you?

I'm keen to **take on**⁷ more responsibility.

A: We're looking to **fill the post**⁸ fairly quickly. If you are successful, how soon could you start?

B: The **notice period**⁹ on my present job is just two weeks, so I could start very soon.



¹ tell us about in more detail ² a person who is learning a new job ³ training given to employees to increase their knowledge or skills ⁴ within the company ⁵ people who have just joined (the company) ⁶ the person who checks your work ⁷ start to have ⁸ find someone to do the job ⁹ time you need to work in your job after you have officially told the company you are leaving

C A job offer

Dear Mr Malton,

Thank you for attending the interview last week. We very much enjoyed meeting you. We are delighted to **offer you the position** of Trainee Programmer. We believe your qualifications and experience will be **an ideal fit for**¹ the job.

Please review the attached document **outlining**² your salary, benefits (including **paid leave**³) and **reporting structure**⁴, and sign where indicated. Return the document within five business days. Once we have received the paperwork, we will contact you to arrange your **start date**.

We look forward to welcoming you as part of our team.

Kind regards
Melanie Stephens

¹ very suitable for

² giving an overview of

³ time off you are paid for, such as holiday or parental leave

⁴ company structure and who you report to

Exercises

4.1 Look at A and fill in the tips for a successful interview.

- 1 Before the interview, your : find out as much as you can about the company and prepare answers to common interview questions.
- 2 If you can, do a to practise how you will answer the interview questions.
- 3 You need to create a good with the interviewers. Dress smartly and professionally.
- 4 Remember that your also plays an important part. Don't forget to smile! This will make you seem more friendly, and might actually your confidence too.
- 5 Make sure you greet your interviewer with a Make when you talk to them – look at them directly.
- 6 During the interview, describe all your relevant education and experience to show how you fulfil all the for the job.

4.2 Choose the correct word from A and B to complete the sentences.

- 1 I'm afraid you'll have to *speak up / eye up / head up*. I can hardly hear what you're saying.
- 2 We are *taking / recruiting / searching* people for our new branch in the city centre.
- 3 If we can't *fill / fulfil / supply* the post internally, we'll have to advertise externally.
- 4 If I get the new job, I will have to take *up / over / on* more responsibility, but I will get a salary increase.
- 5 I don't like working *under pressure / under stress / by force*. I end up making mistakes.
- 6 As part of the programme of *reporting structure / professional development / notice period*, we would like to invite you to a session on project management.

4.3 Rewrite the following sentences using expressions from A, B and C.

- 1 Could you tell us about your previous experience in this field?
- 2 I think we should give the job to Ruth. She seems perfectly suited to the team.
- 3 Employees are entitled to 30 days' holiday.
- 4 The group of interviewers will include your future line manager.
- 5 They just called me to say I have been chosen (as one of the best candidates) for an interview.

4.4 Look at B and C opposite. There is one mistake in each of these sentences. Correct the mistakes.

- 1 Please find attached a document overviewing your working conditions.
- 2 In some companies the leaving period can be as much as six months.
- 3 I'm going to be working as a superior, in charge of a team of 4 people.
- 4 The company doesn't do any in-office training. It's all done externally.
- 5 My begin date for the new job is 1 July.
- 6 I'm a trainer accountant. I haven't passed my qualifying exams yet.

4.5 Over to you

- What do you do before a stressful situation to boost your confidence?
- Would you rather have a lot of paid leave or a higher salary?
- Do you work better under pressure? Or do you prefer to have more time?
- Do you enjoy taking on extra responsibility? Or do you find it stressful?

A

Colleagues



Philip is my **opposite number**¹ in the company's New York office. We have a good **working relationship**² and there's a lot of day-to-day **collaboration**³. Having a **counterpart**⁴ like Philip in another branch is a great support. Last month we got a new boss, who quickly established a good **rapport**⁵ with everyone. She likes us to **take the initiative**⁶. The company is very **hierarchical**⁷; there's a **pecking order**⁸ for everything. I do a **job-share**⁹ with a woman called Rose, which suits us as we each have childcare responsibilities. My office uses a **hot-desking**¹⁰ system, so I sit in a different place every day. I socialise with my **workmates**¹¹ outside of work, but we try not to **talk shop**¹² on those occasions.

- ¹ has the same position / does the same job as me
² way of communicating and working together
³ working together to achieve shared goals
⁴ more formal equivalent of *opposite number*
⁵ /ræ'pɔː/ communication/relationship
⁶ make decisions without being told what to do
⁷ /,haɪə'rɑːkɪkəl/ has a structure with important and less important people
⁸ a system where some people have the right to get benefits/promotions before others
⁹ an agreement where two people each share the same job
¹⁰ a policy of sharing desks in an office, so people sit at whichever desk is free on a particular day
¹¹ colleagues you are friendly with (especially in non-professional occupations); *informal*
¹² talk about work; *informal*

B

During the day (different work patterns)



I do fairly **mundane**¹ tasks. Occasionally I have to **meet a deadline**² or they need someone to **volunteer**³ for something. Then the job is more **rewarding**⁴ and **stimulating**⁵. Sometimes I have a heavy **workload**⁶ but at other times it can be quite light.

- ¹ ordinary, not interesting ² have something finished by a fixed day or time ³ offer to do something without being asked or told to do it ⁴ making you feel satisfied that you have done something important or useful, or done something well ⁵ encouraging new ideas or new thinking ⁶ amount of work I have to do



I start work at my machine at seven o'clock when I'm on the **day shift**. The job's **mechanical**¹ and **repetitive**². All I ever think about is **knocking off**³ at three o'clock. The shift I hate most is the **night shift**. I start at ten and work till six in the morning. It's a bit **monotonous**⁴. It's not a **satisfying**⁵ job – I feel I need something a bit more **challenging**⁶.

- ¹ you don't have to think about what you are doing ² the same thing is repeated every day
³ finishing work; *informal* ⁴ boring because it never changes ⁵ (does not) make me feel pleased by providing what I need or want ⁶ that tests my ability or determination



I have a pretty **glamorous**¹ job. I'm a pilot. But the hours are **irregular** and **anti-social**². I'm not **stuck behind a desk**³, but long-haul flights can be a bit **mind-numbing**⁴; most of the time the plane just flies itself. We work to very **tight schedules**⁵. But I shouldn't complain. I feel sorry for people who are **stuck in a rut**⁶ or who are in **dead-end**⁷ jobs.

- ¹ very exciting, which everyone admires ² do not enable one to have a normal social life ³ sitting at a desk all day; *informal* ⁴ extremely boring ⁵ very strict or severely limited timetables
⁶ stuck/trapped in a job they can't escape from ⁷ with no prospects of promotion

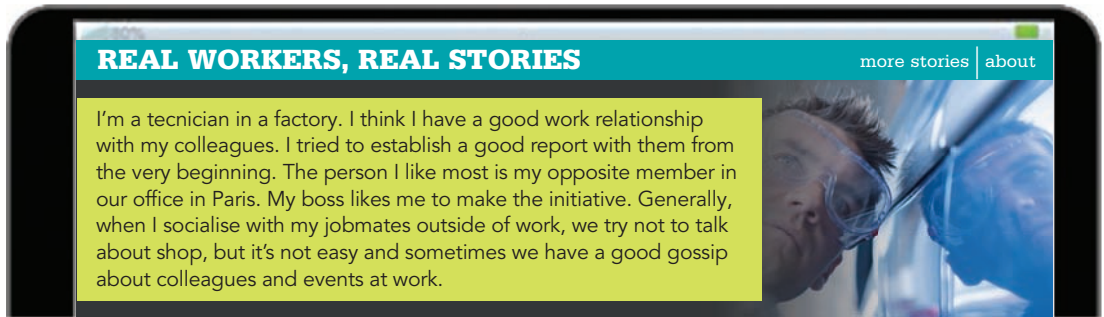


I started off as a **technician**¹. After retraining, I worked for a software company, and later I **went in with**² a friend and we formed our own software company as a **start-up**³ in 2009, so now I'm **self-employed**. My husband is **freelance**⁴: he works for several different companies as and when they need work done – he's a computer **programmer**⁵.

- ¹ person whose job involves practical work with scientific or electrical equipment ² formed a business partnership with ³ a small business that has just started ⁴ or works freelance ⁵ someone who writes computer programs

Exercises

5.1 Correct seven mistakes in this paragraph.



5.2 Match the left and right-hand columns to make pairs of sentences.

- | | | |
|--|--------------------------|--|
| 1 We often work together. | <input type="checkbox"/> | a There are several levels of management. |
| 2 The firm's rather hierarchical. | <input type="checkbox"/> | b Deadlines have to be met. |
| 3 Peter's my counterpart. | <input type="checkbox"/> | c It's a job-share. |
| 4 We work to a tight schedule. | <input type="checkbox"/> | d Collaboration is a good thing. |
| 5 I don't think I'll be promoted before her. | <input type="checkbox"/> | e We do the same job but he's based in Rome. |
| 6 Jess and I work half-and-half. | <input type="checkbox"/> | f There's a strict pecking order in the company. |

5.3 Use words and phrases from the opposite page to complete these sentences.

- A good friend suggested we set up a small company together, so I her and we formed a in 2012.
- I'm really tired; I've had a very heavy recently.
- I don't want an office job. I don't want to spend all day stuck
- I'd hate to feel trapped in my job and to be stuck in
- I work for different companies at different times as it suits me. I'm
- I used to work for someone else, but now I'm my own boss; I'm
- I stopped working in the hamburger restaurant. It was such a dead
- When I was working in the factory, all I could think of all day was the moment when I could knock
- Being a hospital nurse is a good job, but you can't go out much with friends. The hours are a bit (two possible answers)
- I find annoying, because it means I don't have my own desk where I can keep things at work.

5.4 Choose adjectives from the box to describe the jobs below. You can use more than one for each job. Add other adjectives of your own.

glamorous	stimulating	repetitive	stressful	monotonous	varied	mechanical
mundane	challenging	mind-numbing	rewarding			

- | | |
|---|-------------------------------|
| 1 assembly-line worker in a car factory | 6 lifeguard on a beach |
| 2 supermarket shelf stacker | 7 receptionist at a dentist's |
| 3 public relations officer in a multinational company | 8 private detective |
| 4 bodyguard to a celebrity | 9 refuse collector in a city |
| 5 surgeon | 10 night-security guard |

5.5 Over to you

Write down words from this unit that relate to your job, or to a job you would like to do in the future.

A

Aspects of job satisfaction

What does **job satisfaction** mean? [a feeling that your job is worth doing and fulfils you] Is it just having a pleasant **workplace** or is it more than that? [the place where you work] Can a **run-of-the-mill** job be satisfying? [ordinary, not special or exciting]

Some people are prepared to put up with a stressful or unpleasant job if it means **short-term financial reward**. [immediate; *opp.* = **long-term**] [money gained]

Staff **morale** has been very low since the company announced a freeze on pay rises. [amount of confidence felt by a person or group]

Our new manager is very keen to encourage **teamwork** to help us solve problems. [working together for a common purpose]

Is **job stability** more motivating than an exciting, high-risk career? [not likely to change]

After working in the **fast-moving** fashion industry for six years, Sam has decided to look for a career with a better **work-life balance**. [developing or changing very quickly] [the amount of time spent working compared to the amount of time spent doing things you enjoy]

Daniel's job in a **dynamic** new company is often challenging but exciting. [continuously developing]

Chloe is **demotivated** in her current job following recent changes in the finance sector. [feeling less enthusiastic about work] She is **looking to work in / seeking a career in** something more creative, like marketing.

Language help

The text has some words with similar meanings connected to work. It is a good idea to learn them in pairs, e.g. **fast-moving** and **dynamic** (industry/profession), **seeking a career in ...** and **looking to work in ...**. (Note: we say **look to**, meaning consider or plan, NOT look for.)

B

Expressions connected with working life

In many countries, women are allowed **maternity leave**, and men **paternity leave**, if they're having a baby. If they adopt a child, they may have a right to **adoption leave**. [time away from work to prepare for and look after a new baby / adopted child]

What **perks** (*informal*) / **(extra) benefits** (*formal*) do you get in your job? [extra things apart from salary, e.g. a car, **health insurance**]

What's your **holiday entitlement**? I get four weeks a year. [number of days you have the right to take as holiday]

Do you get regular salary **increments** each year? [increases/rises; *formal*] Do you get **performance-related** pay rises? [depending on how well you do your job] Do you get an **annual bonus**? [extra money paid once a year, usually based on good performance]

Most people think they are **overworked and underpaid**. (often said together as an informal, humorous fixed expression)

Because of the recession, the company announced that there would have to be **voluntary/compulsory redundancies**. [people losing their jobs, by offering to do so / having no choice]

During the strike, the airport managed to continue running with a **skeleton staff** of volunteers. [the minimum number of workers needed to keep operating]

The people on the **interview panel** at the last job I applied for were so unfriendly that I got very nervous. [the group of people interviewing someone for a job]

Exercises

6.1 Rewrite these sentences by using words and phrases from the opposite page instead of the underlined words.

- 1 Do you enjoy working as part of a team?
- 2 I don't think that earning a lot of money is the key to job satisfaction.
- 3 Would you feel nervous giving a presentation to a group of people at interview?
- 4 Sales staff are often paid extra money each year when they perform well.

6.2 Find expressions on the opposite page which mean the opposite of the underlined words or phrases.

- | | |
|---|---|
| 1 a <u>very unusual, exciting</u> job | 6 a <u>full</u> staff of workers |
| 2 a person who is <u>highly motivated</u> | 7 someone who <u>has a light workload and is paid</u> |
| 3 a <u>rather static and slow-moving</u> profession | <u>a lot</u> |
| 4 a <u>drop in salary</u> | 8 <u>an automatic</u> pay rise each year |
| 5 <u>compulsory</u> redundancy | |

6.3 Choose the best word or phrase to complete each sentence.

- 1 Rafael has done the same job for the last fifteen years and his job will be secure until he retires. For Rafael, *job stability / job satisfaction* is very important.
- 2 Kate has a good *workplace / work-life balance*. She never works late and she often finds time to relax with her family or go to the cinema in the evening.
- 3 After graduating from Manchester University, Dan started work in the *run-of-the-mill / fast-moving* film industry.
- 4 Amy joined the law firm for the *bonus / long-term* career prospects they offered. It would be hard work for the first few years, but she could later become a senior partner.

6.4 Each sentence in these pairs of sentences contains a mistake. Correct them.

- 1 She was on mother leave for three months after the birth of her baby. Then her husband took father leave for three months.
- 2 Sarah has been on adapted leave since she and Brian welcomed their new two-year old child into their family. Brian took volunteer redundancy from his job, which means he is at home too.
- 3 My holiday tittlement is four weeks a year. The atmosphere in my place for work is very pleasant, so I'm happy.
- 4 When I applied for the job, I was looking for join a dynamic team. However, the interview jury gave an impression of complete boredom and lack of interest.
- 5 The factory had to operate with a skeletal staff during the economic crisis. There had been a large number of compulsive redundancies.
- 6 I get some good parks in my new job. I get a company car and free health security.

6.5 Over to you

- What does job satisfaction mean to you?
- Do you think financial reward is more important than job stability or work-life balance?

A

A career in sales

When Carl left school, he took the first job he was offered – in **telesales**¹. He thought **telemarketing**² sounded quite glamorous but soon found that most of the people he phoned hated **cold calling**³ and put the phone down when he tried the **hard sell**⁴. However, he persevered and found he became quite skilled at persuading customers to **part with their money**⁵. He then moved into a job on a **TV shopping channel**⁶, where he specialised in selling **merchandise**⁷ for the leisure market. He did so well at this that he set up his own sportswear company and **hasn't looked back**⁸ since.

¹ + ² selling or marketing goods and services by phone

⁵ spend money

³ phoning people who have not requested a call in order to try to sell them something

⁶ a TV channel devoted to selling products

⁴ attempt to sell something by being very forceful or persuasive

⁷ products that are bought and sold

⁸ has moved forward successfully

B

Buying and selling

A person's **purchasing power** is the ability they have to buy goods, i.e. the amount of money they have available.

If you **shop around**, you try different companies or shops to see which offers best value.

If you want to buy something, you need to find a shop that **stocks it**. [keeps a supply of it = **keeps it in stock**]

If you **trade something up**, usually a car or a house, you buy one that is of higher value than the one you had before. (*opp.* = **trade down**)

People sometimes make a purchasing decision based on **brand loyalty**. [confidence in that particular make and a tendency always to choose it]

Supermarkets sometimes sell an item for less than it costs them in order to attract a lot of people into the shop, where they will also buy more profitable items – the item being sold at a low price is called a **loss leader**.

For a company to sell its products, it has to **price** them appropriately. [give them a price]

If a company finds a **niche market**, it finds a specialised group of customers with particular interests that that company can meet.

If an item is said to **come/go under the hammer**, it is sold at an **auction**. [sale of goods or property where people make gradually increasing **bids** and the item is then sold to the highest **bidder**]

C

A career in business

A few years ago Tina started her own software development business, which turned out to be very **lucrative**¹. However, she got increasingly irritated by all the **red tape**² involved in the **administration**³ of a business and when a larger company contacted her with a **proposition**⁴, suggesting a **takeover**⁵, she was interested. At first, the two companies could not agree on all the details of the agreement but they managed to **reach a compromise**⁶ and **hammer out a deal**⁷ without too much delay. In many ways Tina was sad that her company had been **swallowed up**⁸ but she has used the money raised by the sale of her **capital assets**⁹ to **invest in**¹⁰ a business **start-up**¹¹: an online **holiday property letting agency**¹².

¹ producing a lot of money

⁷ talk in detail until a business agreement is made

² bureaucracy (negative)

⁸ taken over by a larger company

³ organisation and arrangement of operations

⁹ buildings and machines owned by a company

⁴ formal offer

¹⁰ put money into

⁵ agreement in which one company takes control of another one (compare with **merger**, in which two companies join together to become one company)

¹¹ new company

⁶ come to an agreement in which both sides reduce their demands a little

¹² a business organising the rental of holiday houses and flats

A Things occupying a lot of space

word	typical contexts of use	
extensive	Edinburgh has extensive traffic-free routes. The building contains extensive educational facilities.	
spacious	a spacious garden	The city of Washington is spacious and green.
roomy	a roomy car	The house was roomy .
rambling	a large, rambling building	a rambling mansion

I like Canada because I love **wide open spaces**. [large areas without buildings or trees]

Little white cottages were **scattered** across the landscape. [randomly across a wide area]

The problem with this university is that the buildings are rather **spread out** and it takes a long time to get from one place to another. [not close to one another]

Jack's bedroom is large, with **ample room** for all his things. [more than enough space]

Language help

Room can be used as an uncountable noun to mean space, e.g. *Can you make **room/space** for me? There's plenty of **room/space** here. The sofa takes up a lot of **room/space**.*

B Insufficient space or things occupying too small a space

word	typical contexts of use	
cramped	cramped hotel rooms	living in small, cramped apartments
poky ; <i>informal</i>	two poky little rooms	a poky little flat
congested	tanker traffic on the congested waterway the congested streets [full of traffic, people, etc.]	
compact *	a tiny, compact refrigerator	a compact , low, white villa

**compact* has positive connotations, whereas the other words in the table suggest negative connotations.

C Other words and expressions

I saw her at the carnival, but I couldn't get to her because I was **hemmed in** by the crowds. [surrounded by people and not able to move]

The city centre is always **bustling** with tourists at this time of year. [lots of people busily moving around]

There **isn't enough room to swing a cat** in his flat. [the flat is very small; *informal*]

We were **packed in like sardines** on the bus. [too many people in a small space; *informal*]

The government offices are an absolute **labyrinth**. [/'læbərɪnθ/ vast and complex]

The river marks the **boundary** of the estate. [the edge of a large space]

We created more space by building an extension at the **rear** of our property. [back]

In these conversations, speaker B paraphrases what speaker A says. Note the verbs in bold.

A: There were 16 of us in a minibus that seated 10, and it was a long journey.

B: Yes, we were all **crammed into** that tiny space for over five hours!

A: There's not much room, is there? Can I sit between you and Mark?

B: Yes, you can **squeeze in** between us.

A: You've invited a lot of people to your party and it's only a small room.

B: Yes, it might be a bit of a **squash**!

A: Shall I put all those old papers into this rubbish bag?

B: Yes, just **stuff** them all **in** and we'll take it away later. (it suggests doing something quickly and without much care)

Exercises

59.1 Choose the most likely word from the box to fill the gaps, based on the typical contexts given in A and B opposite.

compact cramped spacious poky extensive roomy

- 1 You'd never get me to live in that little flat!
- 2 I'd prefer a car on a long journey.
- 3 This camera is nice and You can hide it in your pocket and not look like a tourist.
- 4 Her mother lived in a rather one-room apartment near the park.
- 5 The city centre is beautifully with many wide open squares.
- 6 The capital city has a(n) underground railway network.

59.2 Imagine you are an estate agent writing a description of a house for sale. Decide which of the words in italics is most suitable to persuade someone to buy the house. Use a dictionary for any words you are not sure of.



10 Kingsmead Road, Letchwood

The property is *rambling / spacious / a labyrinth*, with a *cramped / compact / poky* garden, and is situated only ten minutes away from the *bustling / congested / crowded* town centre. There are *excessive / extensive / expensive* leisure facilities nearby. Shops, banks, restaurants and other services are located in the pleasantly designed neighbourhood.

Offers in the region of £620,000

Viewing by appointment.

59.3 Rewrite the sentences using the words in brackets.

- 1 The kitchen is so small you can hardly move in it. (CAT)
- 2 There's plenty of space for your clothes in this wardrobe. (AMPLE)
- 3 I couldn't get out of my space in the office car park the other day. (HEMMED)
- 4 Holidays in Australia are great if you love vast landscapes without any towns. (OPEN)
- 5 I hate the London underground during rush hour. Everyone is pressing against one another in the trains. (SARDINES)
- 6 I dropped a glass and tiny pieces went all over the floor. (SCATTER)
- 7 The buildings in the holiday complex cover a wide area. (SPREAD)
- 8 The train was very full but I just managed to get on before the doors closed. (SQUEEZE)

59.4 Using words from B and C opposite, rewrite the underlined parts of these sentences.

- 1 There might be a lot of people on the bus at this time of day – I hope you don't mind.
- 2 I quickly put a few clothes and a couple of books in a rucksack and set off at once.
- 3 The Urals Mountains are what separates Europe from Asia.
- 4 We'll all have to try and fit into my little car; Larry hasn't got his with him today.
- 5 Your room is at the back of the hotel, so you won't hear any traffic.
- 6 I don't think we should try and fit everything into one suitcase. Let's take two.

A Informal expressions relating to time

We only meet **once in a blue moon**. [very infrequently]

He's spent **all his born days** in the village. [all his life]

I'll be with you **in a mo / in a sec / in a tick / in less than no time / in a jiffy**. [very soon] (**mo** and **sec** are short for 'moment' and 'second')

Clive's been working here **for donkey's years / since the year dot**. [for a long time]

We can talk about this **till the cows come home**, but I'm not going to change my mind. [for ever]

Are you sure she gave you the book **for keeps / for good**? [to keep for ever]

She turned up just **in the nick of time** – she very nearly missed the train. [only just in time]

He was a famous athlete but now he's **over the hill / past it**. [too old]

She was a child film star but was already a **has-been** by the age of 20. [person who is no longer famous]

Sue did her homework **in a flash / at a rate of knots**. [very quickly]

**B Adjectives relating to the passing of time**

adjective	meaning	common collocations
fleeting	brief or quick	glimpse, visit, smile, moment, appearance
lengthy	continuing for a long time	process, investigation, discussions, negotiations, delays
transient	lasting for only a short time; <i>formal</i>	effect, population, feeling, pleasure
persistent	lasting for a long time or hard to stop or get rid of	cough, problems, rumour, smell, accusations, critic, offender, failure, gossip
inexorable	continuing without hope of being stopped; <i>formal</i>	rise, slide, decline, pressure, advance of time
incipient	just beginning; <i>formal</i>	panic, rage, rebellion, stages, wrinkles, dementia
protracted	lasting for a long time or made to last longer; <i>formal</i>	negotiations, discussions, argument
lingering	taking a long time to leave or disappear	perfume, kiss, smile

C Other useful time words

Terrorists carried out **simultaneous** attacks on three places in the capital. [happening at the same time]

Schools were closed for the **duration** of the President's visit. [amount of time that it lasted]

We shouldn't **prolong** the meeting; we've already discussed the matter for an hour. [make it last longer]

I'm sorry, I can't change the date **at** such **short notice**. [just a short time before it is due to happen]

The teacher **repeatedly** warned the student that she would fail her exam. [many times]

Exercises

60.1 Put the words in the correct order to make sentences.

- 1 since / they've / same / living / the / house / year / the / been / in / dot
- 2 you / sec / I'll / with / a / in / be
- 3 to / keeps / Magda / it / John / for / gave
- 4 no / we / time / in / together / get / less / can / done / it / than
- 5 never / all / he's / his / been / than / nearest / born / town / further / days / in / the
- 6 nick / we / hospital / got / in / to / time / the / of / the

60.2 Which of the adjectives in B would you be most likely to use to describe the following?

- 1 a scent that remains in the room after its wearer has left
- 2 a feeling of joy that is short-lived
- 3 criticism that seems to go on and on
- 4 a headache that is beginning
- 5 a process that takes a long time
- 6 the never-ending ageing process – you can't stop its progress
- 7 a grin that lasts only for a moment
- 8 an investigation that takes a long time to complete

60.3 Match the adjectives on the left with the words on the right to make collocations.

- | | | |
|----------------|--------------------------|----------------------|
| 1 lingering | <input type="checkbox"/> | a events |
| 2 fleeting | <input type="checkbox"/> | b population |
| 3 incipient | <input type="checkbox"/> | c glimpse |
| 4 inexorable | <input type="checkbox"/> | d smile |
| 5 persistent | <input type="checkbox"/> | e peace negotiations |
| 6 simultaneous | <input type="checkbox"/> | f refusal |
| 7 protracted | <input type="checkbox"/> | g stages |
| 8 transient | <input type="checkbox"/> | h advance of time |

60.4 Rewrite these sentences so that they keep the same meaning, using a form of the word in brackets.

- 1 We'll be ready to leave in a mo. (less)
- 2 Most of the members of the band may be in their sixties, but they're certainly not past it. (hill)
- 3 You can argue with him for ever, but he'll never see sense. (cow)
- 4 Harry promised he'd get here at a rate of knots and he kept his word. (flash)
- 5 I've told her many times not to phone me at work. (repeat)
- 6 The two events happened at the same moment. (simultaneous)
- 7 The hotel staff were very good; they let me cancel the reservation just a short time before. (notice)
- 8 I didn't want to make the meeting last longer. (long)
- 9 He had his moment of fame. Now he's no longer famous. (be)
- 10 The press were excluded during the delicate negotiations. (duration)

60.5 Over to you

- Would you like to work for the same company for donkey's years?
- What could you personally do happily till the cows come home?
- Do you think it's a good thing to spend all your born days in one place?
- Can you think of something that you do once in a blue moon?

A

Verbs of movement

verb	type of movement	reasons for type of movement
limp	uneven	one leg hurts
hop	on one foot, quickly	not using one foot
stagger	unsteady	drunk, ill
stumble	nearly falling	uneven surface
lurch	sudden or irregular	drunk, ill, walking on moving ship, etc.
tiptoe	quiet and on toes	not to be heard
amble	easy, gentle	pleasure or relaxation, no special aim
stride	long steps	purposeful
strut	proud, chest held out	to look important
tramp	firm, heavy steps	walking for a long time
trample	pressing repeatedly with feet	often, wishing to destroy
stamp	pushing foot down heavily	anger, or just heavy-footed
trudge	heavy, slow, with difficulty	tired
chase	quickly	wanting to catch something or someone

B

Metaphorical examples of motion

The maths lesson **limped** to a conclusion and everyone thankfully left the room.

Let's **hop** off the bus at the next stop. [quickly get off]

Miguel's business **staggered** on for a few years and then finally collapsed.

Lisa did **staggeringly** well in her exams. [amazingly]

The government has **lurched** from one economic crisis to the next.

Maria **takes** everything that life throws at her **in her stride**. [takes ... calmly]

Parents and teachers should try not to **trample** on children's dreams.

If the Campbells don't pay their bill this week, you'll have to **chase** them.

After several **stumbling** attempts at writing, Theo finally had a poem published.

C

People and water move in similar ways

Crowds of tourists **flowed** across the square all day long.

As soon as the school doors opened, children **spilled** out into the playground.

People **streamed** into the lecture hall and soon there was standing room only.

People have been **pouring** into the exhibition all day.

A **trickle** of people appeared outside and by midday a crowd had gathered.

We **meandered** round the town, window shopping to our hearts' content.

Refugees have been **flooding** across the border since the start of the war.

D

Taking steps

When you walk you **take (foot)steps**. Here are some adjectives often used with **taking (a) step(s)** in a metaphorical context:

backward big critical decisive first giant

major significant **unprecedented** [never having happened before]

Common mistakes

When talking metaphorically, people take *backward/decisive*, etc. **steps** (NOT *footsteps*).

Exercises

61.1 The walking verb in each of these sentences is incorrect. Which verb would be a better choice for each sentence? Look at A to help you.

- 1 The old man strutted wearily homeward, his shoulders hunched in the rain.
- 2 The mother trudged across the bedroom, doing her best not to wake the baby.
- 3 Look at all those baby rabbits stamping across the field!
- 4 Ever since he had an accident last year, he has stamped a bit.
- 5 The drunken men strode unsteadily out of the pub at closing time.
- 6 Please try not to stumble on the daisies – they look so pretty in the grass.
- 7 The small dog tramped after the postman and caught his trouser leg in his teeth.
- 8 The sea was so rough that even the sailors were tiptoeing around the decks.

61.2 Answer these questions about the sentences in B opposite.

- 1 How successful and enjoyable was the maths lesson?
- 2 Did Miguel's business come to a sudden end?
- 3 Did people expect Lisa to do so well in her exams?
- 4 Does the government seem to take each crisis smoothly and purposefully?
- 5 What kind of person do you think Maria is?
- 6 What do parents and teachers do to children's dreams if they trample on them?
- 7 How exactly might this person chase the Campbells?
- 8 How confident were Theo's first attempts at writing?

61.3 Look at the water words in each of the example sentences in C. What does the word suggest about the way the people in those sentences are moving?

61.4 Complete these sentences with a word from C, using the appropriate form.

- 1 The new traffic system allows vehicles to across the city without major disruptions.
- 2 There were such a lot of people at the talk that some were out into the corridor.
- 3 When I have a day off, I like to around town without a care in the world.
- 4 We expected to be very busy during the sale, but there was just a of people throughout the day.
- 5 As soon as the gates opened, people started into the football stadium.
(Give two answers.)

61.5 Here are some more verbs of movement. Complete a table for them like the one in A opposite. Use a dictionary if necessary.

verb	type of movement	reason for type of movement
file		
saunter		
sidle		
glide		
mill around		

61.6 Which of the verbs in exercise 61.5 would these people probably do?

- 1 graceful dancers
- 2 guests at a cocktail party
- 3 schoolchildren going into a classroom
- 4 someone who is irritatingly anxious to make you like them
- 5 tourists exploring a city in a relaxed way

A

Manners

Courtesy is still important nowadays. [politeness and respect]

The teacher said her students were always very **courteous**. [polite and respectful]

She addressed the customer in a very **discourteous** manner. [impolite and lacking respect]

I hope I didn't appear **offhand** with her – it's just that I was in such a hurry. [showing a rude lack of interest in others]

The boy had an **insolent** expression on his face which irritated me. [rude and not showing respect (much stronger than discourteous)]

What's the **etiquette** at a traditional Chinese wedding? Do you know? I've had an invitation to one. [set of rules or customs for accepted behaviour in particular social groups or social situations]

Here, have a seat. Relax – there's no need to **stand on ceremony**. [behave in a formal way]

My elderly uncle and aunt are both rather **straitlaced**. [having old-fashioned and fixed morals]

Asking for more food at a formal dinner party is just not **the done thing**. [what you are expected to do in a social situation]

When taking part in online discussions, always follow **netiquette** and keep your comments brief. [code of behaviour when using the internet]

Language help

Manners, meaning the way we behave with one another socially, is plural, e.g. *We need to employ staff with **good manners*** (NOT *good manner*). *Manner* (singular) is a more formal alternative to 'way (of doing something)', e.g. *He greeted everyone in a friendly **manner***.

B

Body language and non-verbal language

Research shows that we communicate more through body language and non-verbal noises than we are aware. Here are some examples of how we indicate emotion through our non-verbal behaviour:

verb/expression	what it indicates	comment
raise your eyebrows	surprise or shock (either showing or causing)	either a person or behaviour can raise eyebrows
twitch	nervousness	repeated small movements with part of the body
flinch	pain or fear	sudden small movement
squirm	embarrassment or nervousness	move from side to side in an awkward way
smirk	self-satisfaction	smile (negative associations)
beam	happiness	broad smile (positive associations)
sniff at something	disapproval	breathe air in through your nose in a way that makes a noise
snort	disgust or great amusement	make an explosive sound by forcing air quickly up or down your nose
titter	nervousness or embarrassment	small laugh

Exercises

62.1 Complete the sentences with words from A opposite.

- 1 A light kiss on each cheek is the thing in some cultures when you meet someone you know.
- 2 Some people don't seem to follow any kind of when posting messages on social network sites and often post offensive or bullying material.
- 3 She was very and hardly looked at me when she replied.
- 4 Joanna and David always taught their children to have good
- 5 We don't stand on in this house – just help yourself to anything you want from the fridge.
- 6 I'm sick of your comments. It's time you learnt to speak politely to people. You're so rude!
- 7 For a young person, she's very and old-fashioned in her ideas and behaviour.
- 8 The school considers it important that students should always address their teachers in a manner. Anyone who behaves in a way will be reported to the Director.

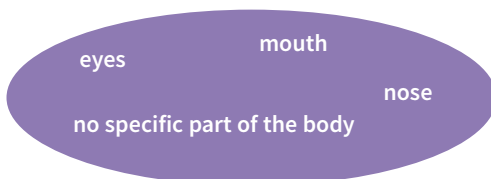
62.2 Answer these questions.

- 1 *Jamie was twitching all evening.* Do you think he was relaxed?
- 2 *Kate sniffed at every comment I made at the meeting.* How did Kate feel about my comments?
- 3 *Jack flinched when I touched his arm.* Why do you think he flinched?
- 4 *The teenagers' behaviour on the bus raised a few of the other passengers' eyebrows.* What must the teenagers' behaviour have been like?
- 5 *Look at the photo; Meg's smirking and Tanya's beaming.* Who does the speaker think looks nicer – Meg or Tanya?
- 6 *There was an occasional titter at the comedian's jokes.* Do you think the comedian was pleased at how his jokes were received?
- 7 *Ritva squirmed in her chair when Karl said her photo was in the paper.* How do you think Ritva felt?
- 8 *Their children had dreadful table manners.* How do you think the children behaved during meals? What sorts of things did they probably do?

62.3 Choose the best word to complete each of these sentences.

- 1 Brendan *sniffed / snorted* with laughter all through the play.
- 2 Whenever I'm tired or nervous, my eyelid starts to *twitch / flinch*.
- 3 Don't keep *squirming / smirking* in your chair like that – sit still and behave yourself.
- 4 The students *twitched / tittered* when the teacher tripped over the wastepaper basket.
- 5 The dentist stopped drilling as soon as he felt me *flinch / snort*.
- 6 She *twitched / beamed* with happiness all through the wedding ceremony.

62.4 Draw lines connecting the words and expressions on the right with the parts of the body mostly involved in the behaviour.



62.5 Over to you

Imagine that someone who is going to live and work in your country asks you about what is considered to be good/bad manners and about codes of etiquette in your culture. What things would you consider important to tell them?

A Adjectives indicating lack of sound and their collocations

word	definition/explanation	example
silent	without noise or not talking; used for people and things that are perhaps unexpectedly or surprisingly quiet	They asked him several questions but he remained silent . The house was completely silent . silent films/movies [films made before sound was introduced]
quiet	without much noise or activity, or not talking much	It's very quiet here at night. [no noise] I had a quiet day at work. [not much activity] My dad was a quiet man. [didn't speak a lot]
noiseless	without noise (usually used as an adverb in formal or literary style)	He closed the door noiselessly behind him. [with no sound at all]
soundless	without sound (usually used as an adverb in formal or literary style to indicate an unexpected lack of sound)	The object vanished soundlessly into the night sky. Was it an alien spacecraft?

B Verbs for describing specific noises

The door **slammed** in the strong wind. [closed with a loud bang]
 My bike wheel is **squeaking**. I need to get some oil. [high, irritating noise]
 We could hear our neighbours' favourite rock music **pounding** through the walls. [dull, beating sound]
 The old wooden door **creaked** as I opened it. [noise of friction of wood and/or metal]
 The sausages **sizzled** in the frying pan and smelt delicious. [sound made by frying]
 A shot **rang out** and the bird fell from the sky. [typically used for the sound of a gunshot]
 From our cottage, we could hear the waves **crashing** on the beach below. [loud, heavy noise, typically used for waves]
 He always **hoots/toots** his horn to let us know he's arrived. [sound made by a car horn]
 I could hear police car sirens **wailing** all last night. [making a rising and falling sound]
 She **hammered** at the door but nobody answered. [knocked very loudly and repeatedly]

C Some adjectives for noise and silence

There was an **eerie** silence in the old church. [rather scary]
 The noise of the aircraft engines was **deafening**. [extremely and painfully loud]
 He has one of those **grating** voices that gets on my nerves. [unpleasant, irritating]
 She let out a **piercing** scream and fled as fast as she could. [high noise that hurts the ears]
 Zara has a very **high-pitched** voice; it can be a bit irritating at times. [higher than most voices, like a whistle]
 The recording was very faint, almost **inaudible**. [impossible to hear]

D Some fixed expressions connected with noise and silence

Everyone was so shocked and silent, **you could have heard a pin drop**. [there was total silence]
 Hey, you kids! Be quiet! **I can't hear myself think!** [said when people are making too much noise]
 I need **peace and quiet** after a busy day at work. [calm and quiet period, after a noisy time]
 You're **as quiet as a mouse!** I didn't hear you come in at all. [very quiet indeed]

Exercises

63.1 Fill the gaps with appropriate forms, adjectives or adverbs, of the words *silent*, *quiet*, *noiseless* or *soundless*. Only *silent* may be used more than once.

- 1 This luxury car prides itself on its almost engine.
- 2 It's very difficult to find a place to live nowadays, even in the countryside.
- 3 Charlie Chaplin's films are as funny today as they were in the 1920s.
- 4 The great bird flapped its wings and rose into the evening sky.
- 5 The women kept up a protest in front of the laboratories.

63.2 Write a sentence which could come immediately before the following sentences, using verbs from the box and the word(s) in brackets, as shown.

slam	pound	creak	crash	sizzle	ring out	toot	squeak	wail
------	-------	-------	-------	--------	----------	------	--------	------

- 1 (door) *The door slammed loudly.*
The wind must have blown it shut.
- 2 (shot)
Somebody was firing at the birds on the lake.
- 3 (door)
It was very old, made of oak and difficult to open.
- 4 (music, walls)
It was as if the musicians were playing in our bedroom.
- 5 (chicken, frying pan)
The sound and the smell made me even more hungry.
- 6 (rusty door hinges)
I think they need some oil.
- 7 (horn)
I looked out of the window and saw her car parked outside.
- 8 (waves)
It was wonderful to be so near the sea.
- 9 (police sirens)
There must have been an accident, or perhaps a robbery.

63.3 Which adjective can describe the following? The first letter is given.

- | | |
|---|---------------|
| 1 An extremely loud noise, e.g. very loud music | d..... |
| 2 A strange, almost scary silence | e..... |
| 3 A high noise that hurts your ears | p..... |
| 4 A harsh, irritating kind of voice | g..... |
| 5 A voice that has a similar tone to a whistle | h.....-p..... |
| 6 A whisper that is almost impossible to hear | i..... |

63.4 Complete these expressions.

- 1 It was so quiet you could have
- 2 I've had some noisy, hectic days with all those kids, now I'm looking forward to some
- 3 Turn that music down! I can't!
- 4 I don't even notice that Will is in the flat sometimes. He's

A

Synonyms for *heavy*

There are a number of adjectives similar in meaning to *heavy*. Note their typical contexts.

adjective	typical contexts	example
weighty	abstract and physical things; usually includes the idea of 'seriousness'	a weighty tome [large book] discuss weighty issues
unwieldy	abstract and physical things; usually includes the idea of 'difficult to handle'	unwieldy system/bureaucracy an unwieldy object, e.g. a big box
cumbersome	often used for machines and equipment that are difficult to handle; also used for systems, structures, etc.	a cumbersome weapon a cumbersome process
burdensome	usually used of abstract things	a burdensome duty
ponderous	slow and clumsy because of weight, but usually used for dull and excessively serious abstract things	a ponderous style, e.g. way of writing or speaking a ponderous thesis
lumbering	usually used of physical things; often suggesting 'heavy movement'	a lumbering truck a lumbering bear

B

Phrasal verbs with *weigh*

I hate being **weighed down** with heavy suitcases when I travel. [carrying very heavy things]

She looked tired and **weighed down** with problems.

We'll have to **weigh up** the alternatives before deciding. [consider and compare]

She **weighed out** a kilo of nuts and put them in a bag. [weighed a quantity of loose goods]

I have to confess something to you. It's been **weighing on me** for ages. [troubling my mind]

The discussion was getting heated, and then Kate **weighed in** with some uncomfortable financial arguments. [added more points to the argument]

C

Making things more/less dense

You can put some flour in to **thicken** the soup, but you should **sift** it first, or it will go **lumpy**.

[make thicker] [shake it in a sieve to separate the grains] [have solid pieces in it]

The soup has been in the fridge so long it's all **congealed**. [become thick and solid]

This curry powder is years old. It has completely **solidified** in the packet. [become solid]

Do you have some white spirit? I need to **thin** this paint. [make thinner]

As the rush hour ended, the traffic began to **thin out**. [become less dense]

The hairdresser **thinned** my hair **out** and it feels much lighter now. [made it less thick]

This fruit juice is very strong. Let's **dilute it** / **water it down** a bit. [add water]

D

Adjectives connected with density

Many of the words above can be used both literally and metaphorically. More examples:

word	meaning	literal use	metaphorical use
impenetrable	impossible to move through	an impenetrable jungle/forest	impenetrable jargon
impervious (to)	liquid cannot pass through	an impervious material, e.g. glass	a person who is impervious to criticism

Exercises

64.1 Based on the typical contexts in A opposite, use the words in the box below to fill the gaps in the sentences. There may be more than one possible answer.

lumbering cumbersome weighty unwieldy burdensome ponderous

- 1 Applying for a visa is often a rather process and can mean filling in long, difficult forms.
- 2 He gave a very lecture on economic history that just bored everyone.
- 3 It is a really historical novel of over 1,000 pages, but it manages to instruct and entertain.
- 4 Seeing a great herd of elephants was the highlight for the tourists on safari.
- 5 She had so many obligations; her life was not her own.
- 6 The exam system was being increasingly criticised for becoming and overly bureaucratic.

64.2 Fill the gaps with a word from A that could collocate with all three nouns.

- | | | | | | |
|---|-------|-------------|---|-------|---------------|
| 1 | | dinosaur | 3 | | encyclopedia |
| | | vehicle | | | topic |
| | | goods train | | | issue |
| 2 | | equipment | 4 | | tone of voice |
| | | procedure | | | sermon |
| | | suitcase | | | narrative |

64.3 Correct the wrong uses of phrasal verbs with *weigh* in these sentences.

- 1 I weighed on a kilo of flour and then added water to it.
- 2 He's very irritating. When you're trying to have a rational discussion, he always has to weigh through with his own selfish point of view.
- 3 I owe Gina £250; it's been weighing over my mind for weeks. I must pay her back.
- 4 We were weighed up with huge suitcases and bags, and the airport was terribly crowded; it was a nightmare.
- 5 I have to weigh in the various options before I decide which job to accept.

64.4 Answer these questions.

- 1 What does a hairdresser use thinning-out scissors for?
- 2 If there is dense fog, then it gets even denser, what verb could you use to describe the change?
- 3 What happens if you leave some coffee in the bottom of your cup for about a week?
- 4 What does 'Do not drink undiluted' mean on the instructions on a bottle of juice? What must you do before drinking it?
- 5 What might you sift when you are cooking?
- 6 If someone is impervious to insults, is it easy to upset them by calling them stupid?
- 7 If something is 'unwieldy', is it likely to be large or small?
- 8 If someone says a book is 'impenetrable', what do they mean?
- 9 What do you think it means to say that someone's philosophy is 'rather lightweight'?
- 10 Which verb can be used to describe a situation where heavy traffic is becoming less heavy?

A Words and expressions for specific colours

pitch black: intensely black, used about darkness, night, etc. (**pitch** is an old word for tar)

jet black: intensely black, used about hair, eyes, etc. (**jet** is a black semi-precious gemstone)

scarlet: very bright red

crimson: strong deep red

shocking pink: an extremely bright pink

ginger: orangy red, used about hair and animal fur

navy: dark blue, used about clothes, not eyes

turquoise: greenish blue, used about fabrics, paint, sea, etc. but not usually eyes

lime: a bright yellowish green

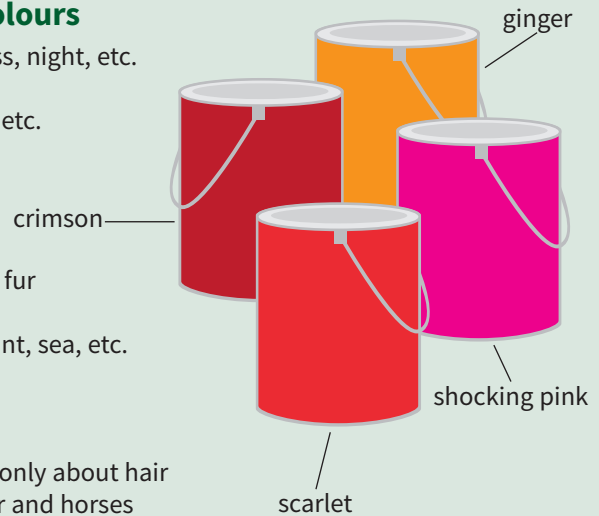
beige: a light creamy brown

mousy: a light, not very interesting brown, used only about hair

chestnut: a deep reddish brown, used about hair and horses

auburn: a red-brown colour, usually used about hair

A number of words for gemstones are also used as colour adjectives, e.g. **ruby** [deep red], **emerald** [bright green], **amber** [yellowy orange], **coral** [orangy pink], **sapphire** [deep blue], **jade** [dark green].

**B Words for talking about colour**

Red, blue and yellow are **primary colours**; by mixing them together you can make other colours.

Pastel colours are pale shades of colour – pink, **mauve** [pale purple] and pale yellow, for example.

Strong colours are the opposite of pastels. **Harsh colours** are colours that are unpleasantly strong.

Vivid colours are strong, bright colours like scarlet or turquoise. **Fluorescent colours** are very bright colours which seem to glow in the dark. **Electric blues** or greens are extremely bright blues or greens.

If white has a **tinge** of green, there is a very slight shade of green in it. If something is **monochrome**, it uses only one (or shades of one) colour, e.g. black, white and grey. The suffixes **-y** and **-ish** show that a colour is partly present, e.g. **bluey green**, **reddish brown**.

C Colour metaphors

blue = depression (to **feel blue**); physical or unskilled (**blue-collar workers**)

red = anger (to **see red** = to be very angry); danger (**red alert**, a **red flag**); special importance

(All the competitors were given the **red-carpet treatment**. The day we met will always be a **red-letter day** for me.); communist or very left-wing in politics (People's views sometimes become less **red** as they get older.)

green = nausea (to **look green**) (People who are seasick often **turn/go green** and sometimes vomit.); envy (She turned **green with envy** when she saw her friend's new car.); care for the environment (**green tourism**; the **Green Party**)

black = depressing or without hope (a **black future**); anger (to look **as black as thunder**); illegality or incorrectness (**black market**, **black sheep of the family**, **black mark**) (During the war people bought many goods illegally on the **black market**. If I don't finish this report in time, that'll be another **black mark** against my name. My brother was the **black sheep** of the family, leaving school and home at the earliest opportunity.)

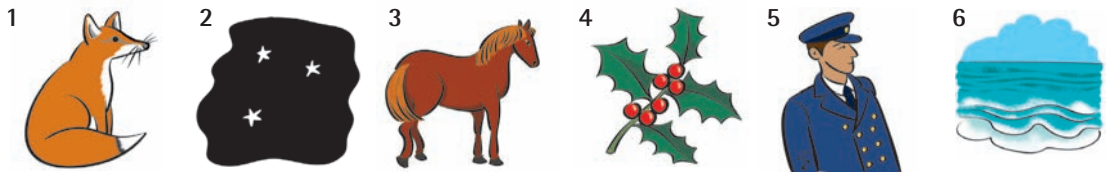
grey = lack of clarity (a **grey area**); brains (**grey matter**, **grey cells**)

white = purity (**white as snow**, **whiter than white**); being pale (She was so shocked that she went **white as a sheet**.); a **white-knuckle** [terrifying] ride at an amusement park such as Disneyland; office workers (**white-collar workers**)

Exercises

65.1 Match the colour to the picture it is most likely to be used about.

navy scarlet ginger pitch black turquoise chestnut



65.2 Put the words in the box under the best heading.

ruby emerald coral sapphire lime scarlet navy jade crimson turquoise

red	blue	green

65.3 Answer these questions about the words in B.

- Which of the following is not a pastel colour?
A mauve B pink C scarlet
- Which of the following colours can't be described as electric?
A black B green C blue
- Which of the following colours is a primary colour?
A green B orange C yellow
- If a speaker comments that a lipstick is rather a harsh red, what does the speaker think of the lipstick?
A She likes it. B She doesn't like it.
C We don't know – she's stating a fact not giving an opinion.
- Which is the closest synonym of a bright pink material?
A a material with a tinge of pink B a vivid pink material C a pinkish material

65.4 Look at C opposite. Match the situations on the left with the responses on the right.

- | | | |
|---|--------------------------|---|
| 1 That child looks a bit green. | <input type="checkbox"/> | a No, they make me feel sick. |
| 2 He seems to have the blues most days. | <input type="checkbox"/> | b Yes, it's not at all clear what we should do. |
| 3 That TV programme always makes him see red. | <input type="checkbox"/> | c Yes, but they need qualifications. |
| 4 It's a bit of a grey area, isn't it? | <input type="checkbox"/> | d I think he's going to be sick. |
| 5 They seem to be trying to blacken his name. | <input type="checkbox"/> | e Yes, they want to do their bit for the environment. |
| 6 Do you like white-knuckle rides? | <input type="checkbox"/> | f Yes, he can't stand the presenter. |
| 7 White-collar workers earn more. | <input type="checkbox"/> | g Yes, ever since his wife left him. |
| 8 They're going to vote for the Green Party. | <input type="checkbox"/> | h I wonder what they've got against him? |

65.5 Over to you

Look up the colours below in a dictionary. Write down any new and useful expressions in example sentences of your own, e.g. *That sharp corner is a terrible black spot for road accidents.*

black white red blue yellow green

A

Going fast

These verbs suggest going somewhere very quickly on foot or in a vehicle: **dash, fly, race, tear**. I **dashed** into the classroom to pick up my books. She came **flying** out of her house. I **raced/tore** to the station and just made it in time for the last train.

The verbs **nip** and **pop** suggest going a short distance quickly, on foot or in a vehicle: I **nipped/popped** into a near by shop to buy a bottle of water.

The verb **dart** suggests a quick, sudden movement, often by an animal: A dragonfly **darted** past. I **darted** behind the door to hide.

The verbs **zip** and **whizz** are often used about vehicles going quickly: The bus **whizzed/zipped** past me just as I got to the bus stop.

The verb **bolt** also suggests fast movement over a short distance but it also has the added association of running away from something: The thieves **bolted** when the alarm went off.

The verb **career** suggests that something is moving rapidly and is out of control: The car skidded and **careered** down a bank. The company seems to be **careering** into financial ruin.

The verbs **scamper, scurry, scuttle** suggest small rapid steps, often used to describe the way a small animal runs: As we went into the dark shed, we saw mice **scampering** away and spiders **scurrying** into corners. Cockroaches **scuttled** into a crack in the floor.

These verbs emphasise the fact that speed is increasing: **speed up, accelerate**. **Accelerate** is used only about transport, whereas **speed up** can also refer to movement on foot. Both verbs can be used figuratively: We'd better **speed up** if we're going to get there on time. The growth of the company has **accelerated** since it started exporting.

B

Going up or down fast

These verbs suggest a downward movement, as well as speed: **plunge, plummet**: He put on a lifejacket and **plunged** into the icy water. Notice that they are mainly used metaphorically: When export sales began to decline, our hopes of business success **plummeted**. After the death of his father, he was **plunged** into despair.

These verbs suggest a fast upward movement: **rocket, soar**. Notice that they are mainly used metaphorically and have strong associations with financial matters such as prices and share values: When our export sales **rocketed**, our hopes **soared**.

The primary association of **soar** is with birds, and when it is used about people's feelings it provides associations of happiness and being carefree: My heart **soared** when I heard that he was coming home.

The opposite of **soar** and **rocket** in a financial context would be **slump** or **tumble**. Both suggest a rapid downward movement: Share prices **slumped** (or **plummeted**) on the stock market yesterday, with telecommunications companies **tumbling** most dramatically of all.

C

Going slowly

These intransitive verbs emphasise that the movement is slow: **crawl, creep**. They are often used metaphorically: Prices have been **creeping** up since May. It was rush hour and the traffic was **crawling** along.

Totter also suggests a fairly slow movement, but it is one that is particularly unsteady as well: Mina **tottered** down the road, laden with parcels and bags.

Sidele means to walk anxiously and nervously: Sam **sidled up** to the boss's desk and coughed to attract his attention.

Dawdle means to move more slowly than is necessary, or to waste time: Don't **dawdle** on the way home.

Exercises

66.1 Answer these questions.

- 1 Would you be more likely to dash to the shops if you had plenty of time or if you were in a hurry?
- 2 If a car accelerates, does it speed up or slow down?
- 3 If you stop to look in shop windows, are you scampering or dawdling?
- 4 If traffic is said to be crawling, is it moving freely or is there a traffic jam?
- 5 If you plan to sell some shares, would you prefer their price to rocket or to tumble?
- 6 If a woman is wearing particularly high heels, is she more likely to scurry or to totter?
- 7 If a car slips on ice, is it more likely to be said to career or to dart across the road?
- 8 Who do you think is feeling more confident – a person who races up to greet you or someone who sidles up to greet you?
- 9 If you are thinking of buying your first flat, would you prefer the price of accommodation to be creeping up or to be soaring?
- 10 We sometimes say that people bolt their food. Does this mean that they eat fast or slowly?

66.2 Would you be pleased or not to read the following headlines in your newspaper?

1 **Taxes rocket in new budget**

2 **Shares plunge in uncertainty over US presidency**

3 **Economic growth tumbles to new low**

4 **Hopes soar for more Olympic medals**

5 **Profits plummet**

6 **Jobless figures creep up**

66.3 Which do you think is the best verb to fill each of these gaps?

- 1 When the car suddenly swerved to avoid hitting the dog, it out of control and crashed into a tree.
A popped B bolted C careered D dashed
- 2 When she switched the bathroom light on, she was horrified to catch a glimpse of cockroaches away into cracks in the tiles.
A plummeting B scuttling C creeping D nipping
- 3 I'm going to into town in my lunch hour. Can I get you anything?
A bolt B plunge C totter D nip
- 4 If you don't, you'll miss the bus and be late for school.
A accelerate B rocket C speed up D crawl
- 5 Meena's spirits when she learnt that she had won first prize.
A plunged B soared C zipped D tore
- 6 When the boy saw the fierce dog, he into the house.
A dawdled B careered C tottered D bolted
- 7 I'm just going to to the letter box to post these letters.
A scurry B totter C plunge D pop
- 8 Richard into the house, trying hard not to wake his parents.
A soared B crept C scampered D accelerated
- 9 The dog suddenly out into the road.
A tottered B darted C plunged D soared
- 10 We watched the cars past on the motorway.
A whizzing B tumbling C popping D darting

A

'Cause' verbs and their collocations

The differences between these verbs are best learnt by observing their typical collocations.

Cause usually collocates with negative results and situations.

The new computer system has **caused** us a lot of problems.

His stomach cancer was **caused** by exposure to radiation.

Produce is more neutral, and deals with more concrete results. It is used in formal contexts.

Scientists can **produce** statistics and figures that can prove almost anything.

Cooking the dish for a long time at a very low heat **produces** the best results.

While *cause* usually collocates with negative situations, *give* can be used for positive or negative ones. *Give* is less formal than *cause*.

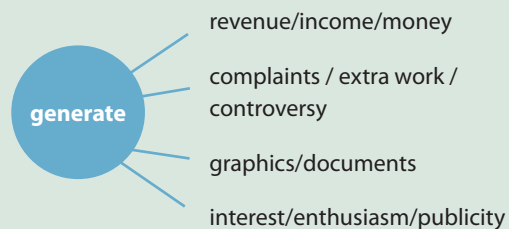
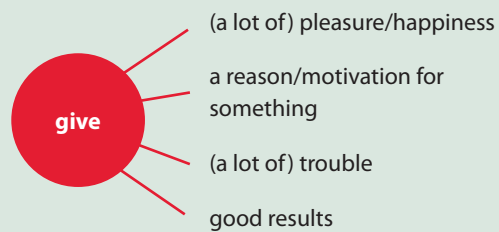
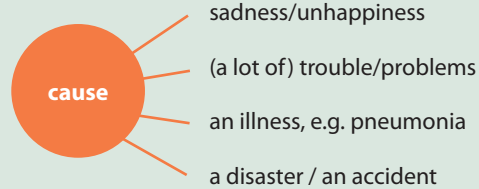
Our dog has **given** us a lot of pleasure over the years.

This car is **giving** me so much trouble, I'm going to get rid of it.

Generate is often used in contexts where people are forced to do more than usual, and in computer contexts. It sometimes has a rather negative feel. It is used in formal contexts.

It's going to be difficult to **generate** sufficient interest in the project.

The government will have to **generate** the extra funds somehow or other.



Language help

Cause and *give* are often used for things happening without people doing anything, e.g. *The hurricane **caused** terrible damage.*

Produce and *generate* usually suggest some sort of intervention by people, e.g. *His presentation **generated** a lot of interest in the project.*

B

Other 'cause' words

The news **provoked** a feeling of despair in everyone.

The events **precipitated** / **sparked** a political crisis. [quickly, suddenly caused]

The invention of the car **brought about** great changes in society. [gradually produced]

Your action has **resulted in** a formal complaint from a member of the public. [produced]

His problems **stem from** his difficult childhood. [be a result of]

Have you any **grounds for** suspecting him? [cause, reason]

The proposal **has implications for** traffic in the area. [is likely to cause certain results]

My argument **is based on** the available data. [has been developed as a result of = the available data provide the **basis** for my argument]

Exercises

67.1 Decide which verb from the opposite page best fits each gap. There may be more than one possible answer.

- 1 The decision by the government to relax the regulations has a lot of investment in the poorer regions.
- 2 We need to a list of names and addresses by six o'clock tonight.
- 3 Her death was by a sign falling from a shop front in the heavy winds.
- 4 The Governor's remarks almost a full-scale war between the two regions.
- 5 His stupidity in none of us being able to get home that night.
- 6 Your letters have me so much pleasure. Please don't stop writing them.
- 7 The book a lot of anger amongst female readers.
- 8 I don't necessarily want to a crisis, but I have some bad news to tell you all.

67.2 A preposition is missing from each of these sentences. Add it in the correct place.

- 1 I have good grounds believing that he is lying.
- 2 My suspicions are based what I saw with my own eyes.
- 3 The government's decision has serious implications the economy.
- 4 His fear of flying stems a film he once saw.
- 5 I'm glad to say that all her hard work has resulted success.
- 6 The riots will probably bring a change of government.
- 7 A considerable amount of damage was caused the tornado.

67.3 Rewrite these sentences using the word in brackets.

- 1 Because of the crash on the motorway, all traffic is being severely delayed. (CAUSED)
- 2 Thanks to your advice, we got there on time. (RESULTED)
- 3 There is a lot of interest in the minister's comments about tax law. (GENERATED)
- 4 She has many problems now as a consequence of her previous poor decisions. (STEM)
- 5 There were many flight cancellations because of bad weather. (BROUGHT)

67.4 Use any of the words and expressions from the opposite page to connect the events in the left-hand column with those in the right-hand column, as shown.

EXAMPLE *Scientists have produced statistics showing a direct link between smoking and cancer.*

- | | |
|--------------------|---|
| 1 scientists | stunning images and graphics |
| 2 the higher taxes | statistics showing a direct link between smoking and cancer |
| 3 icy roads | the break-up of his marriage |
| 4 my old car | endless problems and involved me in a lot of expense |
| 5 this software | riots in three cities |
| 6 jealousy | a number of serious accidents this week |

67.5 Over to you

Write sentences about something in your life which has:

- caused you a lot of problems.
- given you a lot of happiness.
- provoked a feeling of anger in you.
- resulted in embarrassment for you.
- brought about a change in your life.

A Talking about similarity

collocation	meaning
I often feel there is a cultural affinity between London and New York. I felt an affinity with the writer as I read this novel.	closeness, similarity; feeling that different things/people have much in common
Her singing is more akin to that of Rihanna than Adele.	similar in spirit/feel
To use a sporting analogy , middle age is like half-time at a football match.	see similarities that help us understand something
The picture this news article paints does not correspond to the truth.	is not equal to / does not match
It's a mistake to equate the price of something with its true value.	consider as the same
She knew that to apologise would be tantamount to admitting she had failed.	the equivalent of (normally used in negative contexts)
The goals of the two sides in the war have become almost interchangeable .	so similar that they could be exchanged one for the other
Mrs Burton's house was indistinguishable from all the others in the street.	so similar you cannot see the difference

B Talking about difference: adjectives beginning with *di-*

example	contexts/comments
The diverse ethnic groups living in Malaysia give the country its cultural richness.	used to show a group is made up of different types of something
The disparate regions of Spain all have unique customs and cultures.	used for different types within a group, but emphasises separation and difference
This house is not dissimilar to the one I was born in.	very often used with <i>not</i>
They have widely divergent opinions.	often used to show contrasting opinions or ideas within a group
The Swedish and Norwegian languages are quite distinct from one another, even though they look similar when written.	used to describe differences where one might be deceived by similarities
It's easy to find our car in a car park because of its distinctive colour.	used to describe something that is easy to recognise because it is different
There are several discrete categories of verbs in English.	different and separate, not overlapping

Note the verbs associated with some of the adjectives above: to **differentiate** [to find a difference between], to **diversify** [to become or make more varied], to **diverge** [to move away, become more different from something], to **distinguish** [to notice the difference between two things].

Language help

Comparable (to) means similar in some way to something else, e.g. *The two girls are a **comparable** size.* [about the same size]

Comparative means when comparing different things. These collocations are common: **comparative silence/freedom/comfort.**

Exercises

68.1 One of these words is followed by a different preposition from the rest. Which word is it and which preposition does it need?

akin correspond dissimilar distinct tantamount

Now use the words above and their prepositions in these sentences.

- 1 The state of Maine in the USA is not parts of Scandinavia. They both have lakes and forests.
- 2 To pretend I didn't want to be with her would be telling a lie.
- 3 What you say what I've heard too. I'm sure it's correct.
- 4 His life story is more a novel by Charles Dickens than a James Bond film.
- 5 The culture of the north of the country is quite that of the south, and it's a mistake to think they are the same.

68.2 Fill in the missing words.

- 1 There is a close affinity Singapore Hong Kong; both are crowded, vibrant cities existing in a confined space.
- 2 I just cannot feel any affinity his poetry; it's too dark and cruel.
- 3 This version of her essay is indistinguishable the first version. I can't see any changes.
- 4 It would be a great mistake to equate his shyness coldness or unfriendliness.
- 5 His ideas are not that dissimilar mine.
- 6 The temperatures in Moscow are currently comparable those in New York.



68.3 Choose the appropriate word in these sentences.

- 1 Spanish and Portuguese cultures are quite *diverse* / *distinct*, even though, to the outsider, they may sometimes appear similar.
- 2 The way they weave carpets in this region is not *dissimilar* / *divergent* to the way they are made in neighbouring countries.
- 3 English verbs do not always fit very easily into *distinctive* / *discrete* categories. For instance, is the verb *used to* an ordinary verb or a modal verb like *would*?
- 4 Seen from the widely *disparate* / *divergent* viewpoints of left and right, the problem either originates in too much freedom or in too much state control.
- 5 It would be very difficult to unite the *disparate* / *discrete* tribes and ethnic groups to form one coherent political force.
- 6 Her CD collection contains quite a *divergent* / *diverse* selection of music, with everything from classical to heavy metal.
- 7 The two suits I liked are a *comparable* / *comparative* price.
- 8 We walked part of the way home together and then our paths *differentiated* / *diverged*.
- 9 As he'd been to a boarding school, John loved the *comparable* / *comparative* freedom he had at university.
- 10 The business used only to make bicycles, but they've now *diversified* / *distinguished* into a range of other cycling products.

A Nouns relating to difficulties

Fairly small difficulties: **a snag, a hitch, a glitch**. **Glitch** usually refers to a technical problem of some kind; the other two words are more general.

More important difficulties:

A **setback** means that progress has been stopped by something.

A **stumbling block** is something that prevents action or agreement.

A **pitfall** is an unexpected difficulty (often used in the plural).

An **obstacle** is anything that stops progress, either literally or metaphorically.

An **impediment** is something that prevents free action, progress or movement.

A **dilemma** is a situation where a difficult choice has to be made between two, sometimes unpleasant, alternatives.

An **ordeal** is a severe experience, which is very difficult, painful or tiring.

B Adjectives relating to difficulty

adjective	meaning	collocations
problematic	full of problems or difficulties	relationship, situation, concept
abstruse	difficult to understand	theory, argument, philosopher
arduous	difficult, tiring, needing much effort	climb, task, journey
complex	difficult to understand as it has many parts	issue, problem, theory, process
convoluted	unreasonably long and hard to follow	explanation, sentences, theory
gruelling	extremely tiring and difficult	journey, work, match, expedition
insufferable	difficult to bear, as it is annoying or uncomfortable	behaviour, heat, boredom, pain, person
obstructive	causing deliberate difficulties	person, measure, behaviour
tough	difficult to deal with or do	time, job, climate, decision
traumatic	shocking and upsetting	experience, past, childhood
wayward	changeable, selfish and/or hard to control	behaviour, child, person

Common mistakes

Difficulty is used in the singular in the expression *to have difficulty in doing something*: *I had great difficulty in finding a job at first* (NOT *great difficulties*).

C Informal expressions relating to difficulties

Oh dear, more homework! **What a pain!** / **What a drag!** [What a nuisance!]

The software is good for editing still images, but editing video is a real **chore**. [boring job that has to be done]

What's eating him? / **What's got into him?** / **What's bugging him?** / **What's (up) with him?**

[What's the matter with him?]

I can't face the **hassle** of moving house again. [situation causing trouble or difficulty]

My daughter keeps **hassling** me for a new bike. [asking again and again]

Having to listen to him singing is sheer **torture!** [used figuratively to refer to an unpleasant experience]

to slog (your guts out) / **to grind** / **to graft** / **to flog yourself to death** [to work hard]

in a fix / **in a spot** / **in a hole** / **up against it** / **up to your neck** [in a difficult situation]

The company's in a **sticky/tricky** situation now the workers are going to strike. [difficult]

I think I'm **off the hook** / **in the clear** / **out of the wood(s)** now. [freed from a difficult situation]

The **downside** of living here is the traffic thundering by. [the disadvantage of a situation]

Exercises

69.1 Choose the best word from the box to complete the sentences. Put the word in the plural if necessary.

glitch chore impediment dilemma ordeal pitfall snag stumbling block

- 1 Shona is caught in a terrible – should she move abroad with the man she loves or take the promotion she has been offered at work?
- 2 At first there were some with the software, but it's OK now.
- 3 Removing old files from my hard drive was a real – I spent four boring hours doing it!
- 4 The hostage is writing a book about his six-month
- 5 The proposal is very good. The only is that it is a little expensive.
- 6 Mark used to have a speech, but he's overcome it and is now an actor.
- 7 The leaflet gives new businesses information about typical to avoid.
- 8 Negotiations were going well until the issue of sick pay became a major

69.2 Which of the adjectives in B opposite might you use to describe:

- 1 a pupil who deliberately makes it hard for his teacher to continue with the lesson
- 2 an accident which affects the victim psychologically
- 3 a book that deals with very difficult ideas without simplifying them
- 4 a child who is very disobedient and self-willed
- 5 pain that is almost impossible to put up with
- 6 a speech that is very difficult to follow because the line of argument is very complex
- 7 an exhausting Arctic expedition
- 8 a decision that is not easy to make

69.3 Fill the gaps in this conversation using words from the opposite page.

A: What's got ¹..... you, Dan? You look really fed up!

B: Oh, I don't know. I've been slogging my ²..... out at work and it's all getting too much. My wife says I should leave rather than go on flogging myself to ³..... . But I really can't face the ⁴..... of looking for something else at the moment.

A: What a ⁵..... ! I'm also in a bit of a ⁶..... .

B: Why? What's up ⁷..... you then?

A: I'm in a ⁸..... situation with my flat. The landlord's threatening to put the rent up. We've had quite a ⁹..... relationship for some time now, and I'm having great ¹⁰..... in finding somewhere else to live. That's the ¹¹..... of living in Cambridge – it's beautiful but accommodation is so expensive. Still, at least my economics exam is over.

B: Great! How did that go?

A: Well, studying for it was sheer ¹²..... , but the exam itself wasn't too bad. It's a great relief it's over. Anyway, I hope you soon get through all your work and begin to feel off the ¹³..... soon.

B: Thanks. I think I'll feel out of the ¹⁴..... when this project is over.

69.4

Over to you

Answer these questions about difficulties you may have experienced in your life.

- When have you been in a dilemma? What were the choices that were facing you?
- Give an example of a project you were involved in that suffered a setback.
- Are there any downsides to living where you do at the moment?
- What obstacles have you had to overcome in your life so far?

A Expressions based on modal verbs

I **must admit/confess/say** that I didn't enjoy the film.

You want me to lend you £1,000! **You must be joking!**

You **must have been frightened/worried/nervous/delighted/overjoyed** when you heard the news!

Don't look so miserable – **it may/might (well) never happen!**

What, may/might I ask, was the point of throwing your pen on the floor like that? (rather formal)

I was just strolling through the park when **who should I see / meet / bump into but** my boss.

Don't worry about spilling the wine. **Accidents will happen!** [accidents are inevitable]

The car **won't start**. What can I do?

That'll be Sean making that noise. He always plays his music very loudly.

A: Why are you so gloomy? The interview didn't go badly. **You might well** be offered the job, you never know.

B: **I should be so lucky!** [That is not likely!] All the other candidates were better qualified.

Common mistakes

Remember the apostrophe in *won't*: *The window **won't** open* (NOT *wont*).

B Ways of expressing probability

The odds are he'll get the job. [it is likely that]

The odds are against her passing the exam. [it is unlikely that]

They **are bound to** get married in the end. [almost certain to]

She's **unquestionably** the best student in the class. [there is no doubt at all]

It was **apparent** that the negotiations were going badly. [obvious]

She'll be here by five o'clock, **for sure**. [I am sure] (usually comes at the end)

In all probability we'll get the job finished on time. [it is very likely]

If you are not highly disciplined when you go on a diet, **the chances are** you won't succeed.
[it is probable that]

There's every likelihood that the price of petrol will rise soon. [it is very probable]

C Ways of expressing obligation and lack of obligation

It is **essential** that you (should) take strong footwear with you.

Wearing a safety helmet is **obligatory** in this area.

The road was blocked. We **had no option** but to turn back.

We **have an obligation to** preserve the school's good name.

Some courses are **optional** but Maths and English are **compulsory**.

D Ways of expressing a desire to do something

I am **determined/anxious/eager/keen/resolved** to do whatever I can to help.

He **wishes/desires/yearns/longs** to return home. (all rather formal except *long*)

She has **ambitions/aspirations** to become Prime Minister.

Exercises

70.1 Look at A opposite. Match the situations on the left with the responses on the right.

- | | | |
|--|--------------------------|--|
| 1 Are you going clubbing tonight? | <input type="checkbox"/> | a Shall I have a look at it? |
| 2 I painted my house bright green last week. | <input type="checkbox"/> | b They must be overjoyed. |
| 3 The car won't start. | <input type="checkbox"/> | c You must have been terrified. |
| 4 You might win the lottery. | <input type="checkbox"/> | d It'll be the Patels. |
| 5 I'm afraid I've broken a cup. | <input type="checkbox"/> | e What, may I ask, was the point of that? |
| 6 Erica and Matt have just had twins. | <input type="checkbox"/> | f I should be so lucky! Do you know what the odds are? |
| 7 Someone's at the door. | <input type="checkbox"/> | g You must be joking! I'm much too old. |
| 8 I only just managed to escape. | <input type="checkbox"/> | h Don't worry. Accidents will happen! |

70.2 Rewrite these sentences using the words in brackets.

- 1 Anna'll probably get the job. (LIKELIHOOD) *In all likelihood Anna'll get the job.*
- 2 You must put on a life jacket. (OBLIGATORY)
- 3 I expect that Karl will take over his father's job. (ODDS)
- 4 You must do what the police officer says. (OPTION)
- 5 I'm sure they'll settle down eventually. (BOUND)
- 6 It's likely we'll meet someone we know at the party. (CHANCES)
- 7 We could see that there was going to be trouble. (APPARENT)
- 8 It's possible you'll end up with no job at all if you don't try. (WELL)
- 9 There's no doubt that this is the most serious problem we've encountered. (UNQUESTIONABLY)
- 10 With all this snow, the train will be late, definitely. (SURE)
- 11 I was in the park today, and I saw Beth. (SHOULD)
- 12 She really wants to get into university next year. (EAGER)

70.3 Write down three rules for a school using the words in brackets.

- 1 (ESSENTIAL)
- 2 (COMPULSORY)
- 3 (OPTIONAL)

70.4 Complete these sentences using the appropriate form of the words in brackets. Use a dictionary if necessary.

- 1 The town council expressed their to do what they could to help ease the traffic problems in the city. (DETERMINE)
- 2 The poem is about the poet's for his lost innocence. (YEARN)
- 3 Did you make any New Year's this year? (RESOLVE)
- 4 The President is that you attend her in her office immediately. (DESIRE)
- 5 Her to please is very touching. (EAGER)
- 6 She would have enjoyed her year abroad more had it not been for her for her boyfriend at home. (LONG)
- 7 Amy is a very person. (AMBITION)
- 8 Liam has to be a great athlete. (ASPIRE)

70.5 Answer the questions.

- 1 Which verb from the opposite page could you use to make this sentence a little less formal?
It was a hard day. I was just yearning to get home and go to bed early.
- 2 *With his qualifications, he's bound to get a good job in the oil industry.* Does this sentence mean (a) he may work in the oil industry, (b) he has no choice but to work in the oil industry, or (c) he's almost certain to work in the oil industry?
- 3 Find four pairs of synonyms in this list of words. Which word is the odd one out?
resolved eager desire likelihood determined obligation keen wish probability

A Changes in numbers and quantities

During the five years 2010–2015, internet use across the world was estimated to have increased **twofold**¹, while in China, it **quadrupled**². In the developing world, internet use grew **by a factor of**³ three.

The **drastic**⁴ changes in interest rates resulted in a **threefold**⁵ increase in the number of people unable to keep up their mortgage repayments.

The estimated number of stars in the Milky Way has been **revised upwards**⁶ in light of recent discoveries.

The weather patterns have **deviated from the norm**⁷ in recent years.

Sales **fluctuate**⁸ from month to month.

Interest rates have **seesawed**⁹ all year.

Share prices have been **erratic**¹⁰ this last month.

¹ the suffix *-fold* means ‘multiplied by that number’

² increased by four times

³ multiplied by

⁴ severe and sudden

⁵ twofold, threefold, etc. can be used as an adverb or adjective

⁶ changed to a higher number (you can revise something downwards to a lower number)

⁷ moved away from the standard or accepted pattern

⁸ keep going up and down

⁹ gone up and down at regular intervals

¹⁰ not regular and often changing suddenly

B More expressions for describing statistics and numbers

When the different amounts were added up, the **aggregate** was £600,000. [total]

I’ve **aggregated** all the figures. [added up all the different amounts]

The Finance Minister said the July rise in inflation was only a **blip**. [temporary change]

There seems to be a **correlation between** mathematical and musical ability. [connection between facts or things which cause or affect each other]

The percentage of **GDP expenditure** which goes on education varies considerably from country to country. [**G**ross **D**omestic **P**roduct: the total amount that a country produces] [the amount of money spent on something]

There’s a **discrepancy between** our figures and yours. [difference between two things that should be the same]

The **ratio** of men to women in the Engineering Faculty was 3 to 1. [the relationship between two amounts, which expresses how much bigger one is than the other]

The company’s figures were found to be **flawed** and the accountant was fired. [inaccurate]

She suffered **multiple** injuries in the accident. [very many of the same type, or of different types]

Our data are **inconsistent with** yours. [not in agreement with]

C Assessing quantity



Let me give you a **ballpark figure**¹ of how much money we expect to make this year. If I **tot everything up**², we begin to **run into six figures**³. There are a lot of **variables**⁴ and our **projected figures**⁵ may not be all that accurate. So I’ve **erred on the side of caution**⁶ and I’ve **rounded things down**⁷ rather than up, in order to give you a **conservative**⁸ estimate.

¹ guess believed to be accurate

² add everything up (less formal)

³ get a figure over 100,000

⁴ different factors that may change

⁵ planned figures

⁶ been cautious

⁷ make, say, 2.5 into 2 rather than 3

⁸ cautious

Exercises

71.1 Use words from the opposite page to fill the gaps.

- 1 The chain has increased its number of restaurants in the last ten years. There were 20; now there are 80.
- 2 Many teachers were worried after the government announced it was going to cut its on schools.
- 3 The number of students enrolling for the course has increased by a of three, from 50 to 150 in just two years.
- 4 There was a sudden and rise in the number of serious road accidents during the extreme bad weather last winter.
- 5 We need to the estimate downwards from 3,000 to about 2,500.
- 6 There seems to be a between the two sets of data which suggests that the experiment was successful.
- 7 International trade is important to the country and makes up one third of its
- 8 The company its number of overseas branches from three to 12 in the space of five years.

71.2 Rewrite these sentences using the words in brackets so that they keep the same meaning.

- 1 The two reports of the accident appear to be inconsistent. (DISCREPANCY)
- 2 Oil prices were up one moment and down the next last year. (SEESAW)
- 3 Monthly average temperatures have been different from what we usually see this year. (DEVIATE, NORM)
- 4 The water levels didn't go up and down as much as we'd expected last year. (FLUCTUATE)
- 5 I don't need to know all the individual figures – just give me the total. (AGGREGATE)
- 6 His moods change – one minute he's happy, the next he's depressed. (ERRATIC)

71.3 Answer these questions.

- 1 If you give someone a ballpark figure, is it (a) precise or (b) rough?
- 2 If you round up 68.7, does it become (a) 69 or (b) 68?
- 3 If you want to give a conservative estimate when forecasting profits, would you prefer to (a) underestimate or (b) overestimate your figures?
- 4 If your weekly wage (in dollars) has just run into four figures, how much do you earn?
- 5 If you tot up all the numbers between 1 and 10, what do you get?
- 6 Name two variables that might affect a soft drinks company's projected profits.
- 7 If the ratio of girls to boys in a school is 1.5 to 1, are there more girls or boys?
- 8 If you err on the side of caution, do you (a) take care not to make any mistakes, (b) adopt a cautious attitude, or (c) make errors through lack of caution?

71.4 Complete the word formation table below. Use a dictionary if necessary. Do not fill the shaded boxes.

verb	noun	adjective
deviate		
	discrepancy	
		flawed
		inconsistent
err		
		multiple

A Presenting arguments and commenting on others' work

If you **advocate** something, you argue in favour of it: He **advocated** capital punishment.

If you **deduce** something, you reach a conclusion by thinking carefully about the known facts: Look at these sentences and see if you can **deduce** how the imperfect tense is used.

If you **infer** something, you reach a conclusion indirectly: From contemporary accounts of his research, we can **infer** that results were slower to come than he had anticipated.

If someone's work **complements** someone else's, it combines well with it so that each piece of work becomes more effective: Elswick's (2016) research **complements** that of Johnson (2012).

If someone's work **overlaps** with someone else's work, it partially covers the same material.

You might call someone's work: **empirical** [based on what is observed rather than theory], **ambiguous** [open to different interpretations], **coherent** [logically structured], **comprehensive** [covering all that is relevant], **authoritative** [thorough and expert].

B Talking about figures and processes

If figures are referred to as **arbitrary**, they are based on chance or personal choice rather than a system or data that supports them.

Figures that **deviate from the norm** are different from what is typical.

If statistics **distort** the picture, they give a false impression.

If you refer to the **incidence** of something, e.g. a disease, you are talking about how often it occurs.

If something, e.g. the incidence of brown eyes, is **predominant**, it is the largest in number.

If things, e.g. stages in a process, happen **in sequence**, they happen in a particular order.

If you want to say that something happens in many places or with many people, you can say that it is **widespread**, e.g. widespread outbreaks of an illness, widespread alarm.

C Words typically used in academic contexts

academic verb	everyday verb
append	add (at the end)
conceive	think up
contradict	go against
demonstrate/indicate	show
denote	be a sign of, stand for
negate	make useless, wipe out
perceive	see
reflect upon	think about
reside	lie, live
trigger	cause
utilise	use
academic expression	everyday expression
an instance of something	an example of something
the converse	the opposite
crucial	very important
notwithstanding	despite this
somewhat	rather
thereby	in this way
whereby	by which (method)

Exercises

79.1 Which of the five verbs in A opposite best fits in each sentence?

- 1 The French and Swedish teams work in similar areas, but their research, fortunately, does not However, the French data the Swedish data very well.
- 2 Look at the complete set of graphs and see if you can the rules governing the data from them.
- 3 This article a different approach to the problem.
- 4 A great deal can be about the artist's state of mind from his later works.

79.2 Which of the five adjectives in A best describes each of these things?

- 1 a textbook written by the most highly regarded expert in the field
- 2 research based on a survey of the population
- 3 a poem which can be understood in two quite different ways
- 4 an argument which is well-expressed and easy to follow
- 5 a textbook which gives a broad overview of an entire discipline

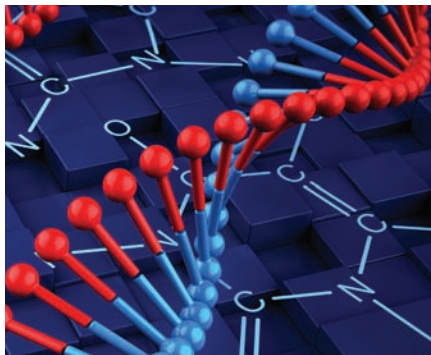
79.3 Answer these questions which use vocabulary from B opposite.

- 1 If the incidence of asthma in children is increasing, what is actually going up: (a) the seriousness of asthma attacks or (b) the number of asthmatic children?
- 2 What are the next two numbers in this sequence: 1, 4, 9, 16, 25, 36?
- 3 If the average mark in a maths test was 68% and Ulla's mark deviated noticeably from that average, what do we know about Ulla's mark?
- 4 If facts are distorted, are they presented (a) accurately, (b) clearly or (c) in a misleading fashion?
- 5 If sociologists choose the subjects of their research in an arbitrary fashion, do they take care to get people from an appropriate balance of backgrounds?

79.4 Use items from C to rewrite the underlined parts of the sentences in a more formal academic style.

- 1 The information lies in archives that must not be opened until 2050.
- 2 He thought up his theory while still a young man.
- 3 Each of the symbols in the phonetic alphabet stands for a sound.
- 4 This study went against what was previously held to be true, and so started a great deal of discussion amongst specialists in the field.
- 5 Details of the experiment have been added at the end of the report.
- 6 Jelowski's book thinks about the rise and fall of great Empires over two millennia. She sees the Roman Empire as an example of a pattern that has repeated itself in other times and other parts of the world.

79.5 Rewrite this paragraph. Change the bold words and use words from C opposite to make it sound more academic.



The present study was initially **thought up** in order to validate a new method of enquiry **by which** genetic information could be **used** to predict disease. The study **goes against** the findings of Hill (2009); indeed it would appear to **show** the **opposite** of what he claimed. It presents a **rather** different view of the genetic factors which **cause** disease. **Despite this**, the study does not **wipe out** Hill's, as his studies served the **very important** purpose of devising symbols to **stand for** certain tendencies, **in this way** facilitating further research.

A Explaining, reinforcing, exemplifying

Look at these extracts and note the contexts in which the words in bold occur.

The Prime Minister **reiterated**¹ her concern that the debate should not be dominated by personal attacks. She **summarised**² the new policy as being progressive and radical ...

Peter Burnett's comments **epitomise**³ the attitude of many parents nowadays in **asserting**⁴ that schools are to blame for anti-social behaviour among children and that ...

It was a philosophy first **expounded**⁵ by John Ruskin in the 19th century. If human ...

The recent events **underscore**⁶ the need for a better understanding of the environmental impact of biotechnology. If this phase in the ...

Several scientists have **posited**⁷ a link between climate change and bird migration patterns ...

In an attempt to **account for**⁸ the lack of interest, political analysts have looked at past voting patterns. On the basis of ...

¹ repeated, restated

² described briefly the main facts or ideas

³ are a perfect example of

⁴ saying that something is certainly true

⁵ developed, proposed

⁶ emphasise

⁷ suggested as a basic fact or principle

⁸ explain, find the cause of

B Categorising and including

Chinese visitors **comprised** / **made up** 70% of the hotel's guests last year. [consisted of]

The course **is comprised of** two elements: reading and writing. [is composed of]

These two approaches can be **subsumed** under one heading. [brought together, united]

The book **embraces** a number of issues, from economic to religious ones. [covers, includes]

Her philosophy is difficult to **categorise**. [label as belonging to a particular type or class]

Common mistakes

Consist is followed by *of* when we refer to the elements which compose something: *The country **consists of** five major regions* (NOT *consists on/in* or *consists five*).

C Structuring the text

Here are some words and expressions for ordering and arranging the parts of an essay.

function in the text	example
beginning	I should like to preface my argument with a true story. / ¹ prefɪs/
mapping out the text	I shall return to this point later in my essay.
connecting points	This brings me/us to my next area of discussion, which is finance.
focusing	I should now like to address the question of the arms race.
ordering points	The arguments are presented in ascending/descending order of importance.
quoting/referring	The ideas of several writers will be cited in support of the argument. The text alludes to several themes that need closer examination.
including/excluding material	There will only be space to touch upon* the big question of political responsibility. It is impossible to deal with all the issues in this short essay. Discussion of the roots of the problem is beyond the scope of this essay.
drawing conclusions	We are forced to conclude that unemployment will always be with us.

**touch upon* means to include something only briefly

Exercises

80.1 Look at these extracts from essays and use words from A opposite to improve their style, making the underlined words more formal.

- 1 The response from the public really shows us the importance of having a full investigation of the facts.
- 2 This view of the world was originally laid out by the Ancient Greek philosophers.
- 3 It is not easy to find the reason for the fall in population of these birds.
- 4 Economists have said there might be a link between exchange rates and a general lack of confidence in the European Union.
- 5 I should like to say again here that the issue is not one that can be easily resolved.
- 6 The recent events are the best example of the dilemma faced by politicians the world over.
- 7 In a 2010 article, Charles Plestow said with great certainty that the whole European Medieval era had been misinterpreted.
- 8 The lecturer briefly repeated the main arguments of her talk at the end.

80.2 Rewrite these sentences using the verb in brackets and making any other necessary changes.

- 1 70% of the landmass is mountain ranges. (COMPRISE)
- 2 A wide variety of subjects are dealt with in the book. (EMBRACE)
- 3 I think these three sections can all come under one heading. (SUBSUME)
- 4 The poems in this book have been divided up into different sections by topic. (CATEGORISE)
- 5 The course has five modules, from which students must choose three. (CONSIST)

80.3 Fill the gaps with words from C that express the meaning in brackets.

- 1 I shall to this line of argument later in the book. (come back to)
- 2 The question of monetary union us to our next topic: the idea of a federal Europe. (means we've arrived at)
- 3 Smithies just upon the subject of internet policing, but does not go into it in depth. (mentions only briefly)
- 4 I shall attempt to the problem of censorship later in this discussion. (attend to, consider)
- 5 Psychological factors in learning foreign languages are this article. (outside of the topic area)
- 6 I shall discuss the poets in order, that is to say I shall comment on the least important ones first. (going up)
- 7 In the final analysis, we are that there is little hope of stamping out illegal drugs altogether. (have no choice but to believe)
- 8 This unit has attempted to a range of useful vocabulary for formal writing. (give all the necessary information about)

80.4

Over to you

Choose six words or expressions from this unit which you could use in your special subject(s) of study. For each word or expression, write a sentence relevant to your subject(s).

A

Aspects of writing

If you're in a hurry, you can **scribble** a note to someone. [write quickly, without much care] A note is likely to be in a more **chatty** style than, say, a business letter. [when used about writing; *informal*]

I'll just **jot down** (informal) / **make a note of** (more formal) your phone number before I forget it. [write something down to remember it]

She got so bored at the meeting she spent the whole time **doodling**. [drawing and writing irrelevant things on the paper in front of her]

I'll **copy out** the information on hotels for you. [copy in writing]

I'm just **drafting** an application letter for that job I told you about. [making a first attempt at writing something] (noun = **draft**: the first **draft** of an essay)

Some students **write down** everything the lecturer says. [copy in writing what is spoken]

She's **writing up** her dissertation at the moment, so she's very tired and stressed. [making a proper final written text based on previous drafts]

She bought the **manuscript** of a famous poem at the sale. [original version produced by the author]

B

Type and print

Learning to **touch-type** was one of the most useful things I've ever done. [type, using all your fingers without looking at the keyboard]

I've finished my book. I'll email the **typescript** to the publisher tomorrow. [an author's text that has not yet been published]

I'll **run you off** a copy at the same time. [print out]

I've done the text, but I want to **format** it properly before printing it. [create the page as it will appear when printed]

I usually **cut and paste** or **copy and paste** bits of material from my notes when I'm writing an essay, then link them all together. [move text from one place to another electronically]

The letters and numbers on a keyboard can all be called **characters** – a password often needs to be at least eight **characters**, for example.

These words are in bold and *these words are italicised / in italics*.

These words are in a **shaded box**.

These words are in a different **font** size from the rest and *these words are in a different font* or **typeface**.

‘This sentence is in **double inverted commas / double quotation marks**.’ ‘This one is in **single quotation marks / single quotes**.’

This sentence **is indented**. [begins away from the normal margin]

** This sentence has two **asterisks** in front of it.

- This sentence has a **bullet** (point) in front of it.

Types of **brackets**: () **round** brackets

< > **diamond/angle** brackets

[] **square** brackets

{ } **curly** brackets

CAPITALS or **UPPER CASE** (more technical) is the opposite of **small letters** or **lower case**. This person has written her name in **block capitals**: *MONICA KEEBLE*

This is part of the first page of an academic book. Look at the structure and the names of the different elements. The numbers on the extract are in **superscript**. [written above the normal line]

Psychology Today¹

An introduction²

Contents

Chapter 1	What is psychology? ³
1.1	Some definitions ⁴
1.2	Psychology vs psychiatry

¹ title ² subtitle ³ chapter heading

⁴ sub-heading (within a chapter)

Exercises

81.1 Complete these sentences. The first letter of the missing word or phrase is given.

- 1 Let me just j..... your email address, or I'll forget it.
- 2 I'll just s..... a note for Preeti to tell her where we've gone.
- 3 I spent the whole lesson just d..... in the margin of my exercise book, I was so bored.
- 4 She's been w..... her PhD thesis for the last three months, that's why no one has seen her.
- 5 I'll email you a d..... of the letter, so you can suggest any changes before we send it.
- 6 In a bibliography, it is normal practice to put book titles in i..... rather than inverted commas, as some students do at first.
- 7 If you use even a sentence from someone else's work in your essay, then you must put it in q..... and acknowledge where it came from.
- 8 Your computer password should consist of at least eight c....., with at least one number.
- 9 Please r..... a copy of the agenda for everyone coming to the meeting.
- 10 Writers sometimes use an a..... to indicate that there is a footnote.

81.2 Circle the correct answer to describe these sentences.

- | | | | |
|-------------------------------|------------------|----------------|-----------------|
| 1 I love the summer. | upper case | bold | italics |
| 2 WILL YOU BE QUIET! | upper case | bold | italics |
| 3 <i>This is crazy.</i> | upper case | bold | italics |
| 4 Can you read this? | new typeface | new font size | |
| 5 I've missed you. | new typeface | new font size | |
| 6 so i wrote to mr smith. | upper case | lower case | block capitals |
| 7 ANNE TAYLOR | small letters | lower case | block capitals |
| 8 {See next page} | diamond brackets | curly brackets | square brackets |
| 9 [Not suitable for children] | round brackets | curly brackets | square brackets |
| 10 <johnjo@speedmail.com> | diamond brackets | curly brackets | square brackets |

81.3 Match up the words to make compound nouns.

- | | | | | | |
|------------|--------------------------|-------------|--------------------------|------------|------------|
| 1 bullet | <input type="checkbox"/> | 6 quotation | <input type="checkbox"/> | a marks | f commas |
| 2 type | <input type="checkbox"/> | 7 block | <input type="checkbox"/> | b typing | g case |
| 3 inverted | <input type="checkbox"/> | 8 lower | <input type="checkbox"/> | c point | h brackets |
| 4 square | <input type="checkbox"/> | 9 touch | <input type="checkbox"/> | d heading | i face |
| 5 font | <input type="checkbox"/> | 10 chapter | <input type="checkbox"/> | e capitals | j size |

81.4 Fill the gaps in these sentences with a word from the opposite page.

- 1 It's better to be more formal when you write an academic essay and not use such a style.
- 2 I think you should your CV differently if you want it to look good when it's printed out.
- 3 She works in the museum, conserving ancient
- 4 Dima got into trouble with the teacher because his essay was a cut-and- job straight from the internet.
- 5 You waste so much time typing with just two fingers – you really should learn to
- 6 I'll a letter of complaint to the restaurant, but I'd like you to check it before I finalise it.
- 7 Mrs Ward taught the children to the first line of each paragraph when they wrote stories.
- 8 My PhD thesis was called *Socialisation through children's literature* and its was *The Soviet example*.

A

Vague and general words

In informal speech, we make frequent use of rather vague words and words with many different or rather general meanings, like **thing** or **get**.

That's **one of the things** I want to talk to him about. [thing = subject]

Laura **has got a thing about** mice. [she either really likes or dislikes them]

Don't **make such a big thing of it!** [Don't make so much fuss about it!]

There **wasn't a thing** we could do about it. [a thing = anything]

For one thing, I haven't got time. **For another thing**, I can't afford it. [Firstly ..., secondly ...]

The thing is, I have to take my car for a service tomorrow morning. [used to introduce a topic or a problem, or to provide an explanation]

As things are at present, ... [as the situation is]

I don't **get** what you're saying. [understand]

We must **get** that parcel in the post today. [send]

She had big plans to travel the world but she just never **got it together**. [took positive action or organised herself]

Jill will **get things sorted (out)** today. [organise things so that the problem is solved]

I hope I can **get her to myself** this evening. [be alone with her]

B

When you can't think of the word

When we can't remember a word or name, we often replace it with a vague word.

For objects: **thingy**, **thingummy** /'θɪŋəmi/, **thingumijig** /'θɪŋəmədʒɪŋ/, **thingamibob** /'θɪŋəməbɒb/, **whatsit**, **whatchamacallit** /'wɒtʃəmə,kɔ:lɪt/, **whatnot**

Have you seen the **thingy** we use for keeping the door open?

For people: **whatsisname** /'wɒtsɪzneɪm/ (for a man); **whatsername** /'wɒtsənneɪm/ (for a woman)

Did you see **whatsisname** today?

Note that these words can be written in different ways. It is also possible to use **thingy** for either a man or a woman: I was talking to **thingy** about that yesterday.

C

Quantifiers

Some quantifiers are common in informal speaking but are rare in formal writing. For example, the following expressions mean *a lot of*:

bags of **a load of** **loads of** **a mass of** **masses of** **dozens of** **tons of** **umpteenth**

I can help you – I've got **bags of** time.

They can afford to go on expensive holidays as they've got **loads of** money.

I've tried phoning her **umpteenth** times but she never seems to answer her mobile.

These expressions mean a little or some: **a bit of**, **a scrap of**.

I've got **a bit of** a headache.

You've been sitting there all day but you haven't done **a scrap of** work.

D

Being indirect and less threatening

Here are some expressions which we can use in speech to make what we are saying sound less threatening and potentially offensive to the person we are talking to.

It's **not the most** practical/sensible/intelligent/appropriate thing you've ever done. [it's impractical / not very sensible / rather unintelligent / inappropriate]

It's not the most practical idea – and **I mean that in the nicest possible way**.

No offence intended, but I think you've misunderstood the basic problem.

If you don't mind me/my saying so, I think that you could have handled that better.

I gather you feel upset by the recent changes in the office. [I've heard it from someone]

Incidentally, have you paid your money for the club outing yet? [often used to introduce a new subject into the conversation in an indirect way]

What a load of idiots – **present company excepted**, of course. [not including you or me]

The staff here, **myself included**, have not been working quite as hard as we should.

Exercises

82.1 Look at A opposite. Explain what the underlined expressions with *thing* and *get* mean in the following sentences.

- 1 Don't make such a big thing about it. I'm only going for a few days.
- 2 Jess has got a thing about wanting straight hair, but her natural frizz suits her much better.
- 3 The thing is, I don't know when we'll be at home.
- 4 Unless things change, we won't be able to get away for a holiday.
- 5 We have a number of things to get through before lunchtime.
- 6 I don't get on with them very well. For one thing, we like different things. For another, I find them quite rude.
- 7 Did you get what the lecturer was saying? I didn't get a thing.
- 8 I hope we can get everything sorted out today. It's time we got it together!

82.2 What words do you think the speaker is looking for in each of these sentences? Choose from the words in the box.

colander hammer rolling pin protractor sieve Daniel Craig

- 1 Where's the thingummy for sifting the flour so there aren't any lumps in it?
- 2 Look, isn't that whatisname? The actor who was in the latest *James Bond*!
- 3 I can't find the thingumibob for measuring angles.
- 4 Have you got a whatsit, you know, for bashing in nails?
- 5 Where's the thingy for draining potatoes?
- 6 I need a whatchamacallit – you know, one of those things for flattening pastry.



82.3 Look at the sentences in 82.2 again and find a different vague word from the one used in the exercise, e.g. *Where's the whatchamacallit for sifting the flour so there aren't any lumps in it?*

82.4 Look at C. Rewrite the underlined parts of these sentences in a more informal style.

- 1 The garden had great numbers of pink and yellow flowers.
- 2 I've asked her out a great many times, but she's always got some excuse.
- 3 He hasn't done any useful work here since he first got the job.
- 4 I've got a large number of papers I want to get rid of.
- 5 Alice invited a great many people to her party at the weekend.
- 6 Yasmin's got a great deal of energy – I don't know where she gets it all from!
- 7 A great many people were turned away because the lecture room was full.
- 8 She was told many times not to leave any valuables on her desk.

82.5 Look at D, and then fill the gaps in this text.

This is a very boring party, present ¹..... excepted, of course. No one, myself ²....., seems to be making much of an effort to chat. I ³..... a lot of people couldn't come. ⁴....., no ⁵..... intended, but don't you think you could have dressed a bit more smartly? If you don't ⁶..... me saying so, I think you should have changed out of your gardening clothes. I mean that in the nicest ⁷..... way, of course!



82.6 Over to you

- Have you got a thing about anything?
- Is there anything you need to get sorted out this week?

The words and phrases in this unit are mostly for informal conversation, except where indicated, and may sound inappropriate in more formal contexts.

A

Vague expressions for numbers and quantities

He left a sum **in excess of** \$1 million when he died. [more than; used in more formal contexts]

It'll cost you **somewhere in the region of** £900 a month to rent a flat. [less formal = around/about £900]

It'll take five hours, **give or take** half an hour, to drive there. [could take 4.5 or 5.5 hours; *informal*]

The second meeting is **approximately** two and a half months after the first one. [could be between 9 and 11 weeks.; *rather formal*]

It'll take a week **or so** to get the computer repaired. [more than a week, but unclear how much more; *informal*]

Quite a few students hadn't registered. [a surprisingly or undesirably *large* number]

There was only a **smattering** of women authors among the prize winners. [small proportion]

Would you like a **dash/smidgeon** of chilli sauce with your kebab? [very small quantity]

I'd like a **dollop** of ice cream with my fruit salad. [usually a small amount; however, we can also say a large dollop]

I used to have **stacks of** CDs with my files on, but now I have them all on one memory stick. [a large number or quantity of; *informal*]

B

Making things less precise in informal conversation

More or less is often used with verbs and adverbs to make things more vague:

I think we've **more or less** solved the problem with the computer now.

My English is **more or less** the same level as the other students in the class.

A bit and **a bit of a** are used with adjectives and nouns to soften the meaning:

I'm **a bit** fed up with all the complaints I'm getting.

We were in **a bit of a** panic when we heard there was a strike at the airport.

Or whatever, or something, things like that and **that kind of thing** are useful expressions for referring vaguely to things and actions:

You could work on Saturday, then spend Sunday going to museums or galleries **or whatever**.

[or similar activities]

If you don't want tea, have a lemonade **or something**. [any other kind of drink you want]

In the evenings we played board games **and things like that / and that kind of thing**. [different kinds of entertaining activities]

We need a big container made of plastic; a dustbin or **something along those lines** would do.

[something fitting that description]

He said he was fed up with all the attacks and criticisms, **or words to that effect**. [or similar words expressing the same meaning]

Common mistakes

We do not usually use *more or less* with people's ages: *He's about 35* (NOT *He's more or less 35*).

Exercises

83.1 Make the numbers in these sentences less precise, using expressions from A opposite. Follow the instructions in brackets.

- 1 The company will invest £10.3 million in new technology over the next five years. (formal, meaning 'more than')
- 2 It will cost you £10,000 to have the whole house redecorated. (less formal, approximately)
- 3 It could take six, seven or eight hours to drive to Aberdeen, depending on the traffic. (an informal *and* a more formal version)
- 4 Twenty-seven students failed the exam. I was rather surprised and disappointed. (a surprisingly large number)

83.2 These sentences contain some more vague language items used in conversation which are not presented on the opposite page. Underline the items that make the meaning less precise. Make a note of the grammar (i.e. is the item used with nouns, adjectives, etc.?).

- 1 Her hair's a sort of reddish colour, and I'd say she's, well, forty, forty-fourish.
- 2 The garden was a bit on the big side, but it was very pretty.
- 3 There was a kind of elasticky thing that held the two parts together, and I've lost it.
- 4 They're good shoes. They're comfortable on long walks and that.
- 5 I've been to the doctor's and had treatments and suchlike, and I'm sure it helps in one way or another.

83.3 Fill the gaps in these sentences with suitable words from A opposite.

- 1 I had a large slice of chocolate gateau with of cream.
- 2 Just a of milk in my coffee, please. I like it quite dark.
- 3 He put of hair gel on before going out to the party.
- 4 Most of the people in the class were Spanish, with just a of other nationalities.
- 5 She put a of mayonnaise on her salad and mixed it all up.

83.4 Put an appropriate adjective or noun in the gap. There will usually be more than one possible answer. Then underline the vague expressions in each sentence.

- 1 It's a bit that she hasn't rung. I hope she's not ill.
- 2 The computer keeps crashing; it's a bit of a
- 3 It was a bit; I couldn't remember his name. I'll apologise next time I see him.
- 4 If you don't want a big meal, you could have a or something.
- 5 Make yourself at home. There are some magazines there, or you can just or whatever.
- 6 It's a sort of craft shop; they sell and things like that.
- 7 When you go on business trips, do you have time to go and that?
- 8 There were six of us working, so we'd more or less by 5 pm.

83.5

Over to you

Which expressions from the opposite page could you use to talk about:

- the amount of rent you pay for your accommodation or the amount you spend on food each week?
- how long it takes you to get from home to your workplace or place of study?
- any favourite items you like to add to your food, e.g. salt, cream, milk, ketchup?

A

Verbs denoting volume: from quiet to loud

Mumble and **mutter** are both usually negative: Stop **mumbling!** I can't hear what you're saying. He was **muttering** something under his breath – probably complaining, as usual.

Murmur can be more positive: They **murmured** their approval when he told them the plan.

The phrase **without a murmur** means without any protest, complaint or comment:

They accepted it all **without a murmur**. I was surprised; normally they argue about everything.

Raise your voice can be used in positive or negative contexts:

You'll have to **raise your voice** a bit. She's a little hard of hearing. [speak louder]

Don't you **raise your voice at** me! [Do not speak in that loud, angry tone.]

Shout, yell, scream, roar and **shriek** are all followed by **at**: Don't **shout at** me!

Yell often conveys urgency, anger, frustration; it is also used when there is much surrounding noise:

He **yelled at** the children to stop messing around with his computer.

'Stay where you are!' he **yelled** above the noise of the traffic.

Shriek means loud and very high-pitched. It can be used in positive and negative contexts:

'Oh, wow! That's fantastic!' she **shrieked**.

Roar suggests very loud volume, but deeper-pitched, like a lion. It is used in positive and negative contexts:

The crowd **roared** as he kicked the ball into the back of the net.

'How dare you come in here!' he **roared** angrily.

B

Verbs describing speech and styles of conversation

Tom and Lily are always **nagging (at)** each other. [criticising faults or duties not done]

Stop **bickering over** who sits by the window, you two! [arguing in an irritated way usually about something petty; synonym = **squabble**]

They spent all evening **slagging off** their colleagues. [criticising in an insulting way; *very informal*]

Jessie is always **whining** and **whingeing**. [complaining in an annoying way; *informal, negative*]

He's been **chatting away** on the phone all morning. [suggests light, non-serious talk; note how *away* is used to emphasise continuous/extended talk]

We always **gossip about** work when we go out together. [talk about people, rumours, etc.]

It took him a long time to realise they were **winding him up**. [¹/waɪndɪŋ/ teasing, fooling him; *informal*;

noun = **wind-up**, often used in phrase, a **complete wind-up**]

I realised she was **buttering me up**. [saying nice things because she wanted something from me; negative]

Rick tends to **exaggerate** his problems, so don't take him too literally. [make something seem greater than it really is; noun = **exaggeration**]

Meg is inclined to **generalise** on the basis of her very limited experience. [make general statements about something; noun = **generalisation**]

C

Speech and articulation problems

example	meaning
She speaks with a lisp . She lisps : she says 'thing' instead of 'sing'.	difficulty in making an 's' sound and making a 'th' sound instead
He hates speaking in front of people because he's got a really bad stammer .	speak with abnormal pauses and repetitions
'I want to t-t-t-tell you something,' she stuttered nervously.	repeat sounds at the beginning of words
He was slurring his words because he had drunk far too much alcohol.	his words had a slow, lazy sound, difficult to understand
I want to tell her I love her, but I get tongue-tied .	cannot say what I want to say because of nerves, i.e. emotional rather than physical problem affecting speech

Exercises

84.1 Without looking at the opposite page, can you remember the following?

- 1 a verb meaning 'to argue in an irritated manner'
- 2 a phrase meaning 'without complaining'
- 3 a verb meaning that someone often makes a 'th' sound instead of a 's' or 'z' sound
- 4 three verbs meaning 'speak very loudly' that are followed by *at*
- 5 how the verb *roar* is different from the verb *shriek*
- 6 a verb meaning talking about people, usually when they are not present, often about their private affairs
- 7 a verb meaning to tease someone or fool them to make them look silly
- 8 a noun meaning making something sound more important or worse than it really is

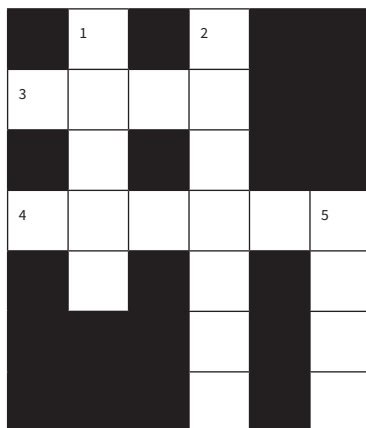
84.2 Fill the gaps with one word.

- 1 'I want to c-c-c-c-come with you,' she nervously.
- 2 Lara got, perhaps because of the famous people present, and didn't say a word all evening.
- 3 I wish you'd speak up and stop I can't hear a word you're saying.
- 4 I had to at him to be heard, the noise of the plane was so loud.
- 5 'I love you,' he softly.
- 6 I hate people who about their workmates. I never talk about other people.
- 7 The drugs had made her speech very incoherent. She was all her words.
- 8 She speaks with a - she says whithper, instead of whisper.
- 9 I know Ben is a little strange but you can't about all Canadians just because of him.

84.3 Choose the correct word to complete these sentences.

- 1 They're always *wining* / *whining* and whingeing about everything. Take no notice of them.
- 2 I don't believe you. I think you're winding me *up* / *down*.
- 3 Do you think Peggy was trying to *bicker* / *butter* me up for some reason? I wonder why she was saying all those nice things about me?
- 4 You're always *nagging* / *slagging* me! Just leave me alone and let me watch TV!

84.4 Complete the crossword.



Across

- 3 people often do this on the phone for hours
- 4 speak in a soft voice

Down

- 1 speak loudly
- 2 another word for stutter
- 5 make a loud, deep sound like a lion

A

Abbreviations pronounced as individual letters

e.g.	for example, from <i>exempli gratia</i> (Latin)
i.e.	that is, from <i>id est</i> (Latin)
AD	the year of our Lord, from <i>Anno Domini</i> (Latin), used in the Christian calendar to count years since the birth of Christ; many people prefer CE as an alternative [Common Era]
BC	before Christ, used to count the years before the birth of Christ; many people prefer BCE [before the Common Era]
EU	European Union
ID	identity document
NB	note well, from <i>nota bene</i> (Latin), used as a warning or to point out something important
IQ	intelligence quotient: a way of measuring people's intelligence using a system of numbers
PTO	please turn over
USB	Universal Serial Bus: a type of connection between a computer and an electronic device
FAQ	frequently asked questions
ASAP	as soon as possible
VIP	very important person
RSVP	please reply (used on invitations, from French, <i>répondez s'il vous plaît</i>)
UFO	<i>/juːfə'əʊ/</i> unidentified flying object; often used to talk about an alien spaceship

B

Shortened and blended words

bedsit	a flat with only one room which is a bed room and a sitting room
sitcom	short for situational comedy : a kind of humorous TV programme
sci-fi	<i>/'saɪfaɪ/</i> science fiction
info	information
biodata	<i>/'baɪəʊ deɪtə/</i> biographical data : details about someone's life, job and achievements
biopic	<i>/'baɪəʊpɪk/</i> biographical picture : a film about the life of a real person
wi-fi	<i>/'waɪfaɪ/</i> wireless fidelity : wireless connection for computers and electronic communications

C

Acronyms

Some abbreviations are **acronyms**, i.e. they are formed from the first letters (or occasionally syllables) of a word or series of words and are pronounced as a word.

AIDS	<i>/eɪdz/</i> acquired immune deficiency syndrome
NATO	<i>/'neɪtəʊ/</i> North Atlantic Treaty Organisation
PIN	personal identification number (used on credit cards, bank cards, etc.)
VAT	value-added tax (a kind of tax on goods), pronounced <i>/væt/</i> or <i>/'vɪəri'tiː/</i>

D

Abbreviations used in academic writing and bibliographies

fig.	figure (a picture or drawing, often with a number, in a book or other document). Example: See fig. 2.
ed. (plural eds.)	editor/editors (often used in bibliographical references)
p. (plural pp.)	page/pages. Examples: see p. 26, see pp. 58–61 (from page 58 to page 61).
cf.	compare. Example: Carter (1997) investigated core vocabulary (cf. Lee 1987).
et al.	and others (used in bibliographical references to refer to a book or article with several authors, usually three or more). Example: O'Keeffe et al. (2010) discuss this problem.

1. Would you mind ... up. I'm deaf, you see.

- a) to talk b) to say
c) speaking d) shouting

2. I'll never finish ... this new dictionary.

- a) compile b) to compile
c) of compiling d) compiling

3. I'm going to the shops. We've run ... everything.

- a) down b) away with
c) out of d) across

4. We ... to the cinema in time for the start of the film.

- a) reached b) arrived
c) got d) left

5. ... I use your phone? We've had an accident.

- a) Shall b) Will
c) Do d) May

6. I'll probably ... college at the end of this term.

- a) finish b) I'll leave
c) go away from d) to leave

7. The museum keeper made ... their bags in the cloakroom.

- a) they put b) their putting
c) them put d) them to put

8. We're going on holiday. Grannie is going to ... the baby.

- a) look after b) care
c) look for d) look out

9. The more one drinks, ... one gets.

- a) the fatter b) fatter
c) fattest d) faster

10. We can't ... our mind about where to live after getting married.

- a) decide b) make up
c) do up d) determine

11. Everybody ... to get out of the building that was on fire.

- a) could b) succeeded
c) were able d) managed

12. His wife kept ... him to drive more slowly.

- a) telling b) to tell
c) tell d) told

13. I can't help ... every time I see little Johnny.

- a) laugh b) laughing
c) to laugh d) to smile

14. She's tired. She's practically been run ... her feet.

- a) off b) down
c) into d) out

15. "I've broken your watch." "It ... I needed a new one."

- a) no matter b) doesn't matter
c) never minds d) doesn't mind

16. I'm not looking forward ... in that horrible place.

- a) to work b) to working
c) of working d) at working

17. You shouldn't ... at the poor boy.

- a) shouting b) have shouted
c) shouted d) to shout

18. The children soon got used ... in the U.S.A.

- a) to living b) live
c) living d) at living

19. I still remember people ... at my foreign accent.

- a) laugh b) laughing
c) to laugh d) to laughing

20. The boss has made my father ... the company.

- a) left b) leaving
c) leave d) to leave

1. You can start teaching as soon as you ... your final exam.

- a) pass b) will pass
c) have passed d) passed

2. We are looking ... having a nice quiet Christmas at home.

- a) forward to b) back on
c) out for d) on to

3. She daren't ... her parents that she's pregnant.

- a) to tell b) tell
c) telling d) to say

4. Every one of you ... done very well in the final exam.

- a) have b) has
c) are d) is

5. If I had known you were coming, I ... to wait for you.

- a) would have gone b) would go
c) should go d) would have going

6. We have all been run ... our feet during this campaign.

- a) over b) down
c) into d) off

7. We ran ... petrol and had to walk nearly two miles.

- a) out of b) down
c) into d) off

8. I don't remember ever ... her sing so beautifully.

- a) to hear b) to have heard
c) having heard d) heard

9. When we ... town we had something to eat in a self-service.

- a) arrived at b) arrived
c) got to d) reached

10. I intend ... my holidays working.

- a) to spending b) of spending
c) to spend d) spend

11. ... you all stand there while I get my camera out?

- a) May b) Would
c) Do d) Might

12. Hello, Mrs Harris, ... I borrow a little sugar?

- a) may b) would
c) do d) will

13. The Rajah left ... India early this morning.

- a) from b) to
c) for d) in

14. I always go to school ... bus, but today I went ... foot.

- a) in/by b) on/at
c) by/on d) into/on

15. The boss made the secretary ... all the letters again.

- a) to type b) type
c) typing d) typed

16. He waited for Martha for half an hour, but she didn't ...

- a) turn on b) turn out
c) turn up d) turn off

17. I get mad when people don't do ... they're supposed to do.

- a) that b) which
c) what d) who

18. I remember ... with a large train when I was a child.

- a) playing b) to play
c) of playing d) I play

19. When I moved to Paris I soon ... in the French capital.

- a) used to living b) got use to live
c) got used to living d) used to live

20. We must get ... this body. The police are coming.

- a) away with b) out of
c) rid of d) lost of

1. You must try to ... smoking and drinking.

- a) give out b) give on
c) give in d) give up

2. You will never play the guitar ...

- a) for a living b) to earn a life
c) for living d) to earn to live

3. I'm telling you that as a man, not ... doctor.

- a) as b) as a
c) like d) like one

4. You'd better go to the hospital for a ...

- a) revision b) control
c) check-up d) checking

5. You won't ... me to go the betting shop again.

- a) argue b) persuade
c) urge d) impress

6. It's a ... she couldn't come. I'd have liked to meet her.

- a) shock b) shame
c) sorrow d) harm

7. There was a ... and all the runners were off.

- a) warning b) sign
c) shot d) show

8. They had to leave their children ... when they escaped from the country.

- a) at a loss b) behind
c) at all costs d) out

9. Constable Brook ran ... the burglar, but didn't catch him.

- a) behind b) after
c) over d) for

10. It's so muddy that we'll have to ... the match till Sunday.

- a) cancel b) put away
c) play d) put off

11. If you need some money I'll ... it to you.

- a) borrow b) lend
c) let d) leave

12. ... goes the last train. We'll have to wait till tomorrow.

- a) Now b) At least
c) There d) At once

13. That woman is in ... of two hundred men.

- a) direction b) leadership
c) management d) charge

14. To their ... the virus proved to be harmless.

- a) opinion b) relief
c) eyes d) anxiety

15. Be careful with the barbed wire. You may get a ...

- a) scratch b) spider
c) scream d) tear

16. Don't stop working. Carry ...

- a) out b) on with
c) on d) over

17. He goes ... to work every day.

- a) to run b) running
c) to running d) run

18. There didn't ... a policeman in this area.

- a) used to being b) use to being
c) used to be d) use to be

19. After dinner Mr Smith offered to ... the bill.

- a) pay for b) pay out
c) pay d) pay up

20. He flashed a smile, ... against the wall.

- a) staying b) supporting
c) stopping d) leaning

1. The communists came to ... in 1917 in the former USSR.

- a) power b) force
c) command d) control

2. There was a ... leaning against the wall, under the window.

- a) stair b) staircase
c) scale d) ladder

3. When children go to bed, mothers usually ... them ...

- a) tuck/in b) tell/of
c) wrap/in d) bring/up

4. He's always angry. He seems to have a chip on his ...

- a) arm b) eye
c) shoulder d) knee

5. We can't answer the fire. We've run ... ammunition.

- a) out of b) out in
c) over of d) away of

6. These boys are said ... a treasure in a cave.

- a) to have found b) they found
c) found d) to find

7. There will be about fifteen of us ...

- a) entirely b) altogether
c) completely d) wholly

8. My boss has ... an account in France.

- a) registered b) made
c) entered d) opened

9. After the traffic lights take the first turning ... the right.

- a) by b) on
c) in d) for

10. "Is he married?" "No, he is ..."

- a) lonely b) bachelor
c) single d) alone

11. She can't ... her mind whether to marry Jim or Tom.

- a) make up b) make off
c) make for d) made

12. "I wonder if she'll be in time." "..."

- a) I expect so b) I don't expect
c) I don't expect it d) I expect not so

13. "Would you like another piece of cake?" "..."

- a) No, thanks b) Yes, thanks
c) No, please d) Not at all

14. I'd love ... free like a bird.

- a) being b) I am
c) to being d) to be

15. That man is no You should leave him.

- a) point b) worth
c) good d) expensive

16. It's getting late. It's about time we ...

- a) should go b) went
c) have gone d) are gone

17. This time tomorrow I ... on the beach.

- a) will be lying b) am lying
c) shall have lied d) shall have been lying

18. ... of the two tennis players reached the ball.

- a) No one b) None
c) Neither d) Not any

19. The accused still denies ... the crime.

- a) to have committed b) having committed
c) to commit d) to have committed

20. ... about the accident, we wouldn't have come.

- a) If we hear b) If we heard
c) Had we heard d) Did we hear

1. All his threats about leaving are just a storm in ...

- a) a tea cup b) a plate
c) the air d) a nutshell

2. ... his leaving late, he arrived in time.

- a) Although b) However
c) Despite d) Even

3. This love story has ... unhappy ending!

- a) so sad b) such an
c) so an d) such a

4. We've been searching ... for the missing child.

- a) back and forth b) high and low
c) up and down d) to and fro

5. "What are your chances of passing?" "Very ... I'm afraid."

- a) faint b) slim
c) weak d) frail

6. This child does nothing but ... about everything.

- a) complaining b) to complain
c) complain d) complains

7. He's not as clever as he ...

- a) makes out b) gives over
c) gives away d) makes up

8. We didn't have much difficulty ... the correct address.

- a) to find b) in finding
c) at finding d) finding

9. I have a lot of ... to make about this hotel.

- a) accusations b) complaints
c) reclamations d) claims

10. I've got a lot of work. I can't afford ...

- a) to relax b) relaxing
c) to relaxing d) relax

11. The big bully threatened to ... him in the face.

- a) punch b) crash
c) push d) crunch

12. It's no use ... him. He won't tell you anything.

- a) to ask b) asking
c) in asking d) ask

13. She was a woman ... average height, neither tall nor short.

- a) of b) in
c) with d) at

14. That old woman always avoids ... us.

- a) meeting b) to meet
c) in meeting d) meet

15. I don't mind ... the car on Saturday mornings.

- a) if I wash b) to washing
c) washing d) wash

16. We heard the ... of the approaching planes.

- a) scream b) roar
c) screech d) crash

17. They all entered ... the church very quietly.

- a) into b) -
c) inside d) in

18. I'll get to Madrid too late, ... I won't go to the meeting.

- a) besides b) moreover
c) although d) therefore

19. The ... audience held their breath in suspense.

- a) whole b) main
c) complete d) full

20. I was so angry that I lost my ... and hit him.

- a) sense b) mood
c) manner d) temper

1. It's no good ... him. He never answers the phone.

- a) to phone b) phoning
c) that you phone d) phone

2. The maid is going to ... the table.

- a) put b) lie
c) lay d) arrange

3. Many escaped from the crashed plane without serious ...

- a) wound b) injuries
c) damage d) danger

4. My brother has got engaged ... Jennifer.

- a) with b) to
c) at d) of

5. We don't let ... TV very late at night.

- a) them watch b) that they watch
c) them to watch d) them watching

6. The robbery was committed ... broad daylight.

- a) with b) at
c) in d) by

7. We found ourselves in a very ... situation.

- a) clumsy b) awkward
c) hard d) nervy

8. The whole house needs ...

- a) to repair b) repairing
c) to repairing d) repair

9. You neglected ... the window and someone got in.

- a) closing b) not closing
c) in closing d) to close

10. To repair radio and TV sets you need several months' ...

- a) education b) training
c) coaching d) formation

11. She didn't want ... so early.

- a) he to go b) him to go
c) that he went d) he go

12. Drive carefully because there are ... of ice on the road.

- a) coats b) spots
c) patches d) plates

13. The owner of the house won't allow ... the rooms.

- a) me to paint b) that I paint
c) me painting d) to my painting

14. They say that the firm is going to ... our salaries.

- a) raise up b) raising
c) put up d) lift up

15. Marian is ... that everybody loves her.

- a) such a beautiful b) so a beautiful
c) such beauty d) such a beauty

16. A motorcycle collided ... a fast car round the corner.

- a) with b) into
c) against d) —

17. Mrs Smith suggested ... after dinner.

- a) leaving b) to leave
c) leave d) they left

18. Pietro must ... improved his English tremendously.

- a) be b) have
c) to have d) have to

19. That boy certainly ... his father.

- a) takes after b) takes down
c) takes from d) takes off

20. Courageous people always ... the facts.

- a) face b) front
c) sight d) look

1. **Take this fish to the fishmonger's ...**
 a) and cut it b) and have it cut
 c) to cut it d) for having it cut

2. **... you are determined to go, you can go.**
 a) However b) Since
 c) Besides d) Therefore

3. **It's difficult to get used ... up early every day.**
 a) to get b) to getting
 c) getting d) get

4. **The old wooden door ... as he pushed it open.**
 a) screamed b) sneezed
 c) creaked d) grumbled

5. **I'll never ... them to do that to my daughter.**
 a) let b) allow
 c) permit d) admit

6. **He took the ... out of his pocket and paid the bill.**
 a) bag b) wallet
 c) purse d) briefcase

7. **The old drunkard ... across the pavement.**
 a) stammered b) staggered
 c) shattered d) scrambled

8. **A fast car knocked the old woman ... at the crossing.**
 a) — b) down
 c) up d) over

9. **You should try ... understand your position.**
 a) to make her b) to make her to
 c) make her d) make she

10. **I'll take this film to the chemist's ...**
 a) to develop it
 b) to have it developed
 c) for developing it
 d) for to develop it

11. **The two girls are ... that they are always together.**
 a) such friendly b) such good friends
 c) so very good friends d) so good friends

12. **I ... my handbag somewhere around here.**
 a) can have left b) must have left
 c) must to have left d) can have forgotten

13. **It's no good ... him what to do. He never does it.**
 a) telling b) telling to
 c) to tell d) to telling

14. **I need another ... of paper to finish my exam.**
 a) square b) blade
 c) sheet d) fragment

15. **The young prince ... power after the death of the Queen.**
 a) assumed b) consumed
 c) presumed d) resumed

16. **He didn't see the rock and ... on it.**
 a) crushed b) stumbled
 c) skipped d) crept

17. **The gust of wind ... the papers all over the office.**
 a) spread b) scattered
 c) strayed d) knocked

18. **Little Tony made it ... that he didn't agree with his mother.**
 a) plain b) revealed
 c) sincere d) frank

19. **Modern vehicles are ... with seat belts even in the back seat.**
 a) built in b) equipped
 c) packed d) prepared

20. **She is pretty, but her cold eyes don't ... to me.**
 a) attract b) appeal
 c) fancy d) call

1. Sorry to ... you but this is important.

- a) interfere b) intrude
c) bother d) molest

2. You'll be ... as soon as there is any news.

- a) notified b) let known
c) communicated d) related

3. I would like to ... my compliments to your wife.

- a) pay b) say
c) express d) show

4. There was a ... of milk on the table.

- a) flask b) jug
c) vase d) flake

5. Since becoming a widower he's ... the bottle.

- a) taken up b) taken to
c) gone to d) gone for

6. The ... of this disease was terrible in some countries.

- a) outcome b) outbreak
c) outrage d) output

7. There ... a lot of orders for this new material.

- a) had b) has been
c) will has been d) have been

8. If I hadn't been involved in an accident, I ... been in time.

- a) would have b) would
c) had d) could

9. By jumping from the window he ... to escape from the fire . He was lucky.

- a) was able b) could
c) could have d) would be able

10. Take the fish back to the fishmonger's and ...

- a) get clean it b) have it cleaned
c) have cleaned it d) clean it

11. I'm going to ... at the hairdresser's.

- a) have my hair done b) to do my hair
c) get done my hair d) have done my hair

12. Food ... to some African countries, but it was never shipped

- a) was to be send b) was to be sent
c) had to be send d) had been sent

13. All the papers ... in by 11 o'clock.

- a) are to be hand
b) are to be handed
c) are to have been handed
d) will be at hand

14. Good work ... by these people.

- a) has being done b) is being done
c) has been doing d) was doing

15. A lot of damage ... by the storm by nightfall.

- a) had been caused b) was causing
c) had being caused d) has been caused

16. I wish you ... help us.

- a) may b) should
c) would d) might

17. I wish you ... tell us the truth.

- a) may b) would
c) should d) might

18. He insisted that all the work ... be done at night.

- a) would b) should
c) can d) may

19. It's only right that they ... some benefits.

- a) must have b) should have
c) may get d) had

20. I can't help ... when I see that film.

- a) crying b) to cry
c) cry d) to crying

1. The shooting of the picture ... start next month.

- a) it's expected to b) is expected will
c) is expected to d) are expected to

2. "We met at the last congress". "Yes, I knew we ... since then".

- a) hadn't met b) haven't met
c) didn't meet d) met

3. Out of the conjurer's bag ...

- a) did the white rabbit come
b) the white rabbit came
c) did come the white rabbit
d) came the white rabbit

4. "I told him to hurry up". "...", I said to him.

- a) Hurry up b) You hurry
c) You'll hurry d) Hurry you

5. Out of the old tramp's pocket ...

- a) came the missing coin
b) the missing coin came
c) did the missing coin come
d) did come the missing coin

6. He advised us to go. "You ... go," he said.

- a) had better b) will better
c) better d) have better

7. Jane said, "Tom, I'm going out": Jane told Tom that ... going out.

- a) he was b) she was
c) she'd be d) she is

8. He is quite happy ... his being blind.

- a) in spite of b) instead of
c) despite of d) even though

9. I ... the car if I had had the money.

- a) had bought b) would had bought
c) would buy d) would have bought

10. If I ... the dress, I would have bought it.

- a) would like b) had liked
c) would have liked d) liked

11. If pictures weren't so expensive, I ... many more.

- a) would buy b) will buy
c) bought d) may buy

12. She would fall if she ... on that banana skin.

- a) step b) stepped
c) would step d) steps

13. It's a pity you answered back. If only you ... him.

- a) had ignored b) had ignore
c) would ignore d) ignored

14. If only we ... the state of the car before we bought it.

- a) knew b) had known
c) had know d) know

15. You can borrow the book ...you return it when you inish reading it.

- a) unless b) provided
c) otherwise d) whether

16. It was so uncertain that we didn't know ... to go or to stay.

- a) provided b) otherwise
c) whether d) if

17. The rock was ... for the little girl to move.

- a) heavy enough b) enough heavy
c) too heavy d) heavy too

18. The field was ... for them to play a good game.

- a) slippery enough b) enough slippery
c) too slippery d) slippery too

19. Choose the reported speech of: "I know it," she said.

- a) She said that she knew it
b) She said that she knows it
c) She says she knows it
d) She says she knew it

20. She is quite cheerful ... being on a wheelchair.

- a) in spite b) despite
c) instead of d) even though

1. Sorry, but we ... come in time. There was a lot of traffic.

- a) can't b) couldn't
c) mightn't d) may not

2. I wish she would stop ... nonsense.

- a) to talk b) talking
c) to talking d) of talking

3. You'll regret ... that to my daughter.

- a) having done b) to have done
c) your doing d) to do

4. "Do you think he'll come?" "Well, he ... be able to come. He's ill in bed".

- a) may b) may not
c) might d) couldn't

5. When we got to the cliff, the artist ... the landscape for hours.

- a) had painted b) had been painting
c) has painted d) painted

6. Shirley ... in that town for years when I first met her.

- a) was living b) had been living
c) was living d) lived

7. By the time we get there they will ...

- a) already have left b) already left
c) be leaving d) have been leaving

8. The film will ... by the time we get there.

- a) already have started b) already started
c) be starting d) have been starting

9. Had I known that, I ... come earlier.

- a) would have b) should
c) ought to d) must

10. Scarcely ... when the enemy's artillery broke out.

- a) they had started off b) they started off
c) did they start off d) had they started off

11. It's incredible that we ... lived in the same building all this time.

- a) should b) ought
c) should have d) ought to

12. I don't suppose he'll do it, but ... do it, let me know.

- a) ought he to b) should he
c) should d) ought he

13. ... painted this picture was a genius.

- a) Whomever b) However
c) Whoever d) Whichever

14. They say we're going to play "gin", ... that is.

- a) whichever b) whatever
c) whenever d) however

15. There ... time for another game if we hurry.

- a) would have been b) will be
c) will have been d) would be

16. There ... plenty of time if we finished early.

- a) would have been b) will have been
c) will be d) would be

17. If he spoke louder, I ... understand much better.

- a) would be able b) would be able to
c) could d) may

18. If they leave me alone, I ... to finish it in time.

- a) will be able b) could have
c) would be able d) could

19. She went to the dentist to ...

- a) have her tooth taken out
b) take out her tooth
c) take her tooth out
d) have taken out her tooth

20. Look at the car! Why don't you ...?

- a) paint it b) get it paint
c) have it painted d) have painted it

1. The engines ... regularly, but somehow they weren't.

- a) were to be checked
- b) had been checked
- c) were checked
- d) were to have been checked

2. The boss says that this job is to ... finished today.

- a) have been
- b) have being
- c) been
- d) be

3. Many skyscrapers ... in our town, just now.

- a) are been built
- b) are been build
- c) are being built
- d) have being built

4. Thieves had broken in and several jewels ... stolen.

- a) has been
- b) had been
- c) is being
- d) was being

5. I wish you ... come to work more often, lad.

- a) would
- b) should
- c) might
- d) may

6. "I'm sorry I'm late." "I wish you ... come on time occasionally".

- a) could
- b) should
- c) comes
- d) would

7. She walked softly ... the baby shouldn't wake up.

- a) in case
- b) so that
- c) lest
- d) in order

8. It's funny that he ... me a favour.

- a) would ask
- b) should ask
- c) might ask
- d) asked

9. "He had a checkup a year ago." "Yes, I know he ... a year".

- a) hasn't had a checkup for
- b) didn't have a checkup for
- c) hasn't checkup for
- d) hasn't had a checkup since

10. The accused was very lucky to avoid ... to prison.

- a) to being sent
- b) being sent
- c) to be sent
- d) being to send

11. ... they have launched a rocket to Mars.

- a) It's believed
- b) They are believed that
- c) It's believe
- d) It's believed to

12. Your brother saw the accident, so ... give evidence.

- a) it's supposed to
- b) he's supposed to
- c) it's supposed that he
- d) he is supposed that

13. ... that he will come in time.

- a) It's not very probably
- b) He is not very likely
- c) He is not very probable
- d) It is not very likely

14. "I think he's seen us." "Yes, ... to have seen us at such a short distance".

- a) he's bound
- b) he's likely
- c) it's bound
- d) it's likely

15. There was ... to do in that little village. It was very boring.

- a) nobody
- b) nothing
- c) something
- d) anything

16. This hotel is very dirty. We'd better go ... else.

- a) everywhere
- b) nowhere
- c) anywhere
- d) somewhere

17. Annette hasn't telephoned ... Easter.

- a) for
- b) since
- c) ago
- d) during

18. He urged all the workers ... again before striking.

- a) to think
- b) thinking
- c) of think
- d) at think

19. They ... have been killed in the plane crash.

- a) are reported to
- b) are reported they
- c) it's reported to
- d) are reported that

20. You ... in the office, you know !

- a) don't suppose to smoke
- b) are not to be smoking
- c) didn't suppose to smoke
- d) are not supposed to smoke

1. Over and over again ... the question in his mind.

- a) he turned himself b) did he repeat
c) asked he d) he asked

2. Over and over again ... the same thing.

- a) the mother repeated
b) repeated the mother
c) did the mother repeat
d) the mother did repeat

3. He admitted having burgled the house:

“I ... the house”, he said.

- a) burgle b) burgled
c) would burgle d) stole

4. He said, “I don’t like the play”: Jim said that he ... the play.

- a) didn’t like b) doesn’t like
c) hadn’t liked d) won’t like

5. We would have gone for a walk if it ... so cold.

- a) hadn’t been b) hadn’t had
c) wouldn’t be d) wouldn’t have been

6. If we had tried to escape, we ... killed.

- a) would be b) would have
c) would have been d) was

7. I’d go to the meeting if I ... to work late.

- a) hadn’t b) didn’t have
c) wouldn’t have d) had

8. If you left the dogs alone, they ... bite you.

- a) didn’t b) shouldn’t
c) wouldn’t d) won’t

9. It was all wrong. I wish I ... it better.

- a) had done b) would have done
c) would do d) did

10. I wish he ... his mistake. It would have been more honest.

- a) admitted b) would admit
c) did admit d) had admitted

11. After winning the pools he didn’t know ... to laugh or to cry.

- a) provided b) whether
c) unless d) otherwise

12. Take more sandwiches ... you get hungry.

- a) provided b) in case
c) whether d) otherwise

13. Mining is ... a way to earn a living.

- a) too dangerous b) dangerous enough
c) dangerous too d) enough dangerous

14. ... they had sent a note they also phoned to make sure.

- a) Even b) Although
c) Even if d) Even so

15. “Didn’t you hear the news?” “No, you ... have told me!”

- a) might b) may
c) must d) can

16. To prevent people from breaking in they tried ... a fence up.

- a) putting b) to put
c) to putting d) at put

17. Would you mind ... in my office, please?

- a) not to smoke b) not smoking
c) you not to smoke d) your not smoking

18. “How did the accident happen?” “Someone ... run across the road”.

- a) can b) must
c) may have d) may

19. As Mr Jones hadn’t come, they thought he ... missed the train.

- a) might b) may
c) might have d) must

20. She was very tired because she ... all through the night.

- a) had had walked b) had been walking
c) walked d) was walking

1. The old ship ... on the seabed for years when they found it.

- a) had lain b) was lying
c) had been lying d) had laid

2. She went to the dentist to ...

- a) take out her tooth
b) to take her tooth out
c) have taken out her tooth
d) have her tooth taken out

3. Sorry, but we won't ... to the party.

- a) coming b) be coming
c) have come d) to come

4. Had they played as I told them, they ... lost.

- a) wouldn't b) wouldn't have
c) shouldn't have d) shouldn't

5. Not till then ... he had lost the money.

- a) he noticed b) did he notice
c) notice he d) had he noticed

6. Yes, you ... to have been more polite.

- a) ought b) should
c) must d) would

7. We have dampness ... it rains.

- a) wherever b) whichever
c) whenever d) however

8. The car was completely wrecked. ... did you escape?

- a) However b) How ever
c) When ever d) Where ever

9. There ... time for all that, if you hurried.

- a) would be b) would have been
c) will have been d) will be

10. I have never seen that man ... my life.

- a) on b) of
c) in d) from

11. If you spoke louder, I ... hear.

- a) would be able b) would be able to
c) could d) may

12. They went on for another mile and ... to find the place.

- a) were able b) had been able
c) could have been able d) could

13. I don't think they'll ... to see us next weekend.

- a) be coming b) have coming
c) have come d) coming

14. Take this gadget to the shop and ...

- a) have it repaired b) repair it
c) have fixed it d) have it fix

15. All the orders received today ... off by tomorrow.

- a) are to been sent b) are to have sent
c) are to be send d) are to be sent

16. All these papers ... sent back to the head office by Monday.

- a) are to have been b) are to be
c) are to have being d) aren't

17. He had been rescued and ... given mouth-to-mouth artificial respiration.

- a) was been b) had being
c) was being d) has being

18. That boy's behaviour is due to his parents ... him.

- a) have spoiled b) having being spoiled
c) having spoiled d) spoiling

19. If you ... booked the hotel for me, I'd be very grateful.

- a) did b) -
c) should d) could

20. "It's been raining for a week." "Yeah, I wish it ... stop."

- a) might b) would
c) did d) could

- 1. I'll make some coffee ... the Clintons should come.**
 a) in case b) so that c) lest d) in order
- 2. He ... the fastest man in the world.**
 a) is considered
 b) it's considered
 c) is considered that he is
 d) had considered
- 3. Most of them believe the story, but Tim still needs ...**
 a) being convinced b) to convince
 c) convincing d) convince
- 4. He said he wasn't used ... kept waiting.**
 a) to be b) to being
 c) be d) being
- 5. ... hiding in the woods.**
 a) He is thought to be b) He is thought he is
 c) It's thought to be d) It's thought that he
- 6. ... smoke in class, you know.**
 a) It's not supposed you
 b) You're not supposed to
 c) You are not supposed that
 d) It's not supposed that you
- 7. ... that it will rain this afternoon.**
 a) He is not very probable
 b) It is not very probably
 c) He is not very likely
 d) It is not very likely
- 8. ... else came with you?**
 a) What b) Who
 c) Which d) Whom
- 9. "Was there anybody else with you?" "No, there was ..."**
 a) anybody else b) somebody else
 c) no-one else d) anyone else
- 10. He's been living in France ... ages.**
 a) since b) for
 c) during d) ago
- 11. "He last came here in 1980." "I knew he ... 1980."**
 a) hasn't come since b) hadn't come since
 c) didn't come d) hadn't come from
- 12. He brought a proof ... they should think he was lying.**
 a) lest b) in order
 c) that d) so that
- 13. He ... played truant today.**
 a) is thought to have b) is thought he
 c) it's thought he d) is thought to have had
- 14. So pretty ... that everybody stared.**
 a) did she was b) did she be
 c) was she d) she was
- 15. So much whisky ... that he couldn't walk straight.**
 a) he drank b) did he drink
 c) he has drunk d) he drunk
- 16. He said that he had gone there the year before: "I ..." he said.**
 a) went there last year
 b) went there a year ago
 c) had gone there last year
 d) has gone there this year
- 17. The doctor said, "I'll be back this afternoon": The doctor said that ... be back that afternoon.**
 a) he would b) he will
 c) he could d) he might
- 18. If he ... my advice, he would have come earlier.**
 a) had took b) would have taken
 c) had taken d) would take
- 19. We would have bought the house if we ... enough money.**
 a) had had b) would have
 c) would had d) had
- 20. I would understand him better if he ... slowly.**
 a) speak b) would speak
 c) spoke d) did speak

1. If that witch ... this way, I will run away.

- a) would come b) comes
c) should come d) came

2. This car is too small. If only we ... a larger one!

- a) would have b) have
c) had d) had had

3. I wish he ... that to himself. There's no need to tell anyone.

- a) keep b) kept
c) would keep d) had kept

4. We must do it tomorrow ... we like it or not.

- a) provided b) whether
c) unless d) otherwise

5. We'll have to work all night, ...we won't finish in time.

- a) otherwise b) for
c) in case d) perhaps

6. Jimmy is not ... to go there alone.

- a) too brave b) brave enough
c) enough brave d) brave too

7. He's not ... to study engineering.

- a) too clever b) clever too
c) clever enough d) so clever

8. She looks clever; she's stupid, ...

- a) although b) though
c) despite d) in spite

9. It ... have been his wife. She's dead.

- a) can b) couldn't
c) mightn't d) may not

10. I regret ... so much time.

- a) having wasted b) to waste
c) me wasting d) me to waste

11. Janet ... for hours when Mr Gibson arrived.

- a) had been typing b) had typed
c) was typing d) typed

12. Nelly ... in that firm for weeks when her sister joined her.

- a) had been working b) had worked
c) was working d) is working

13. Next summer we'll ... to Benidorm for 20 years.

- a) have been coming b) have come
c) be coming d) have coming

14. By the end of the year I'll ... Spanish for 3 years.

- a) have learned b) have learning
c) be learning d) have been learning

15. Only when he looked me in the eye ... what had happened.

- a) did I realize b) did I realized
c) I realized d) I did realize

16. No sooner ... the wine that he began to be sick.

- a) had he drunk b) he had drunk
c) does she drink d) he drank

17. There ... to be more children studying music.

- a) should b) might
c) ought d) would

18. That girl ... to have been a little more polite.

- a) ought b) should
c) must d) would

19. ... calls, say I am not in the office.

- a) Whoever b) Whichever
c) Whomever d) However

20. Dorothy, ... did you put my shirt?

- a) what ever b) which ever
c) where ever d) wherever

1. They ... the cinema in time for the main film.

- a) arrived b) came
c) left d) got to

2. There ... time for that if we had come faster.

- a) would be b) would have been
c) will be d) will have been

3. By the end of the year there ... twenty million visitors.

- a) would be b) would have been
c) will be d) will have been

4. She ... to enter this place. She's too young.

- a) wouldn't have been b) could have
c) could d) wouldn't be able

5. If it hadn't been raining, we ... to arrive in time.

- a) could have been able
b) would have been able
c) could have
d) would have being able

6. She's going to ...

- a) lift her face b) have a face-lift
c) have lifted her face d) get lifted her face

7. Peter is going to ...

- a) take his photo
b) have his photo taken
c) have taken his photo
d) photo himself

8. This building ... finished by the end of this year.

- a) is to be b) is to have being
c) is to have been d) will

9. She ... to throw it away when she noticed something.

- a) had about b) is about
c) was about d) was

10. A great welcome ... to the Prime Minister by the crowd.

- a) has being b) was gave
c) was given d) was been given

11. The thief was caught after ... chased all over the town.

- a) being b) been
c) to be d) having being

12. I wish you ... stop that habit of yours.

- a) may b) might
c) would d) should

13. If you ... just let us go free!

- a) would b) might
c) should d) can

14. We're all anxious that nobody ... get hurt.

- a) must b) would
c) should d) could

15. They put up posters ... people should know.

- a) so b) lest
c) in order that d) in case

16. Please, confine yourself ... to ... my question.

- a) to try/answer b) to trying/answer
c) trying/answering d) trying/answer

17. We are quite accustomed ... on the left by now.

- a) drive b) driving
c) to drive d) to driving

18. ... working on this new project.

- a) He's supposed he is b) He is supposed to be
c) It's supposed that d) It's supposed to be

19. This new film ... be very good.

- a) it's thought b) it's thought it's
c) is thought that d) is thought to

20. According to the instructions ... to work!.

- a) it's bound b) it's likely
c) it must d) should

1. If he keeps driving like that ... to kill himself.

I wouldn't be surprised.

- a) he's bound b) he's likely
c) it's likely d) it's bound

2. If you don't like this place, go ...

- a) somewhere b) someone else
c) elsewhere d) where else

3. There was ... for us to do in that place, so we left.

- a) nothing else b) anything else
c) something else d) everything else

4. The poor chap has been moaning ... hours.

- a) for b) since
c) during d) ago

5. "She was 9 when I last saw her." "Yes, I know you ... she was nine.

- a) hadn't seen her since
b) didn't see her since
c) haven't seen her for
d) haven't seen her since

6. You ... tell any lies.

- a) are not supposed to
b) are not supposed that you
c) aren't supposed you will
d) mustn't supposed to

7. She ... died at the age of ninety-nine.

- a) is believed to have b) is believed that she
c) was believed to d) was believed to be

8. So far ... that he was exhausted.

- a) he ran b) did he run
c) he has run d) has he run

9. So fierce ... that everybody ran away frightened.

- a) did it was b) did it be
c) it was d) was it

10. He said he would go the next day: "I ... tomorrow". he said.

- a) would go b) will go
c) went d) have gone

11. "We ... leave early," he said.

- a) have better b) had better
c) had rather d) rather

12. If it ... so cold, we would have gone on a picnic.

- a) hadn't had b) hadn't been
c) wouldn't have been d) wouldn't be

13. If he had accepted the job, what ...?

- a) would happen b) happened
c) would have happened d) would happened

14. He would run in the marathon if he ... fitter.

- a) would be b) were
c) would have been d) will be

15. If I ... you, I wouldn't smoke that cigarette.

- a) were b) would be
c) should be d) had been

16. This place is terrible. I wish we ... somewhere else.

- a) had gone b) will go
c) went d) go

17. I wish we ... this old wreck. It never works properly.

- a) didn't buy b) bought
c) hadn't bought d) wouldn't have bought

18. He carries the medicine with him ... he has another attack.

- a) in case b) provided
c) unless d) otherwise

19. He pays for my studies. I wouldn't have gone to college ...

- a) otherwise b) but for
c) provided d) whether

20. The water in the Arctic is ... for people to swim in.

- a) cold enough b) too cold
c) cold too d) enough cold

1. It's ... for little Jenny to go out.

- a) cold enough b) enough cold
c) too cold d) cold too

2. ... of all his efforts he couldn't get there in time.

- a) Despite b) In spite
c) Though d) Although

3. ... what she said, I don't believe her.

- a) Despite b) In spite
c) Though d) Although

4. The whole village knows about it. We ... as well tell him.

- a) could b) can
c) might d) would

5. You can't stop children from ... to people.

- a) talking b) to talking
c) to speak d) to talk

6. I regret ... you that your son has died.

- a) to tell b) telling
c) saying d) to say

7. "I wonder what he was doing yesterday!" "He ..."

- a) might have been working
b) may be working
c) might had worked
d) may have worked

8. "... I see your passport, please?" asked the official.

- a) Might b) May
c) Must d) Would

9. They were tired because they ... for hours.

- a) had been walking b) had walked
c) walked d) were walking

10. They ... in the sun all morning when I saw them.

- a) had been lying b) had lied
c) were lying d) lied

11. She'll be in the office tomorrow. When you ring up she'll ...

- a) be working b) has been working
c) works d) working

12. I listen to the radio from 7 to 9, so at 8 tomorrow I'll ...

- a) have listened b) be listening
c) listen d) have been listening

13. Not till then ... to my mind.

- a) did the truth come b) the truth did come
c) the truth came d) came the truth

14. Hardly ever ... to get to work on time.

- a) she manages b) does she manage
c) manages she d) she doesn't manage

15. It's stupid that he ... leave without saying a word to anybody.

- a) should b) ought
c) ought to d) would

16. There ... to be more cash registers in this supermarket.

- a) should b) might
c) ought d) would

17. ... he goes we'll find him, and he'll pay for it.

- a) Whenever b) Wherever
c) Whomever d) However

18. ... path we take we'll get to the same point.

- a) However b) Whenever
c) Whichever d) Whatever

19. By the time we finish here, there ... a lot of arguments.

- a) would be b) would have been
c) will have been d) will be

20. If we spent more money on ads, there ... more business.

- a) will have been b) would have been
c) will be d) would be

1. He ... to escape from the police by hiding in the barn.
 - a) could
 - b) was able
 - c) would be able
 - d) could have

2. May I borrow this book? I'd like ... to show it to my mother.
 - a) to have been able
 - b) can
 - c) to be able
 - d) could

3. I'm going to ... on this plot of land.
 - a) have a villa built
 - b) build a villa
 - c) get build a villa
 - d) have built a villa

4. Before you face the cameras you must ...
 - a) have your face made up
 - b) make up your face
 - c) have got your face made up
 - d) get the face made up

5. All books borrowed ... returned within 15 days.
 - a) are to be
 - b) is to be
 - c) are to have been
 - d) are to have being

6. The teacher says that you ... this exercise at once.
 - a) you have done
 - b) are to do
 - c) are to have done
 - d) are to doing

7. The fire was brought under control, but not before some damage ...
 - a) was causing
 - b) had being caused
 - c) has been caused
 - d) had been caused

8. That old mansion is ... by the Council.
 - a) been repaired
 - b) repairing
 - c) been repairing
 - d) being repaired

9. I'm tired of this work, I wish they ... change my job!
 - a) did
 - b) could
 - c) should
 - d) would

10. He comes very seldom. I wish he ... come more often.
 - a) might
 - b) should
 - c) does
 - d) would

11. It's normal that we ... a share of the money.
 - a) had
 - b) may have
 - c) should have
 - d) must get

12. It's odd ... both our wives should have the same names.
 - a) so that
 - b) that
 - c) lest
 - d) in order

13. I can't see how you can avoid ... maths again.
 - a) to fail
 - b) to failing
 - c) having failed
 - d) failing

14. The old lady apologized to us for ... so many problems.
 - a) having caused
 - b) to causing
 - c) to cause
 - d) cause

15. ... sleeping in her bedroom.
 - a) She is supposed she is
 - b) She is supposed to be
 - c) It's supposed that
 - d) It's supposed to be

16. The smugglers ... be living in the Riviera.
 - a) it's thought they
 - b) are thought that
 - c) are thought to
 - d) it's thought to

17. Jim ... to find out the answer. I wouldn't be surprised.
 - a) he's likely
 - b) he's bound
 - c) is likely
 - d) is certain

18. Where ... to be on Sunday morning?
 - a) it's likely
 - b) you are likely
 - c) are you likely
 - d) are you bound

19. "... else can I do for you?" "Nothing else, thanks".
 - a) Who
 - b) How
 - c) What
 - d) Which

20. She couldn't do ... but leave quietly.
 - a) nothing else
 - b) something else
 - c) anything else
 - d) no-one else

1. "I last came here a month ago". "Yes, I know you ... a month".

- a) haven't come since b) didn't come for
c) didn't come since d) haven't come for

2. "I last saw Tim when he was ill." "Yes, I knew you ... then".

- a) didn't see him since
b) hadn't seen him since
c) hasn't seen him since
d) hadn't seen him for

3. The tea is sweet. You ... to put any sugar in it.

- a) were suppose b) weren't supposed
c) were supposed d) weren't suppose

4. Who ... the match?

- a) is expected he'll win
b) is expected to win
c) it's expected to win
d) is expected is going to win

5. "... "Oh, not again! She was here this morning!"

- a) That woman comes
b) Here comes that woman
c) That woman doesn't come
d) That woman is coming here

6. I don't allow people ... in my office.

- a) to smoke b) smoking
c) to smoking d) smoke

7. I don't allow ... in my office.

- a) to smoke b) smoking
c) to smoking d) smoke

8. The noise of the engine died slowly ...

- a) out b) over
c) away d) off

9. You ... save some money for old age.

- a) had better b) would better
c) have better d) rather

10. That car has ... of petrol in the middle of the race.

- a) run off b) run out
c) ran out d) run

11. He couldn't help ... what they said at the other table.

- a) to overhear b) to hear
c) hearing d) overhearing

12. She was reading a book, completely lost ... world.

- a) to the b) at the
c) in the d) for the

13. The little girl made ... a story about being kidnapped.

- a) out b) up
c) off d) -

14. We'll make it ... for them if they come here again.

- a) warm b) cold
c) chilly d) hot

15. She's not used ... on the left. She's French.

- a) to drive b) driving
c) to driving d) drive

16. A page of my book has been ...

- a) tore out b) broken
c) torn out d) broke

17. She was given a wonderful ...

- a) goodbye b) send-off
c) send away d) tell off

18. "Will he come?" "Yes, in fact, he jumped ... the invitation".

- a) at b) to
c) over d) on

19. The thieves had ... all the jewels.

- a) burgled b) stolen
c) robbed d) pinched

20. People must have some kind of ... in order to work hard.

- a) fascination b) incentive
c) cheering d) animation

1. She had been sitting ... all afternoon deep in thought.

- a) for herself b) only herself
c) by herself d) in her own

2. He's not serious. He's been ... all afternoon.

- a) pulling your hair b) taking your hair
c) joking you d) pulling your leg

3. Your mother ... of the way you behaved at the Robinsons'.

- a) disapproves b) condemns
c) disagrees d) objects

4. When I was young I ... so hard!

- a) must work b) must have worked
c) had to work d) ought to work

5. The papers were ... all over the floor.

- a) strayed b) spread
c) lying d) scattered

6. They have ... for another typist.

- a) applied b) announced
c) advertised d) noticed

7. These gossips have made me ... uncomfortable.

- a) to feel b) feel
c) feel myself d) that I feel

8. I walked away, leaving him ...

- a) by his self b) by himself
c) in his own d) only

9. She doesn't feel well. She's been ... the last few days.

- a) off-health b) out of condition
c) off-colour d) out of colour

10. We are very conscious of our ... limitations.

- a) proper b) own
c) self d) very

11. I'd like ... with you.

- a) the play b) that I play
c) to play d) playing

12. Would you ... holding this umbrella for me, please?

- a) matter b) like
c) mind d) object

13. One of the water ... has burst. Water is pouring out.

- a) pipes b) tubes
c) tuberies d) channels

14. Are you going to sit on that chair ... day? Do something!

- a) each b) all
c) every d) all the

15. Let's hope the fire ... enough heat.

- a) gets out b) gives in
c) gets over d) gives off

16. She is one of our ... stars.

- a) preferred b) favourite
c) favoured d) favour

17. Thank goodness the journey ... at long last.

- a) was achieved b) finished
c) was over d) was end

18. The mountaineers ... into their sleeping bags.

- a) crushed b) crawled
c) leapt d) crashed

19. There was ... snow. Most of it had melted.

- a) a little b) few
c) little d) a few

20. The government's policy is to raise our ... of living.

- a) capacity b) standard
c) degrees d) conditions

1. The original letter was ... up by mistake.

- a) broken b) smashed
c) torn d) cut

2. By now the Sunday service ... ended.

- a) will be b) shall have
c) has d) must have

3. The thief had ... idea of the geography of the place.

- a) any b) much
c) no d) few

4. "Did you hear the news?" "Yes, ... me yesterday."

- a) they reached b) it reached
c) it arrived at d) they arrived at

5. I couldn't ... the meeting. I wasn't here.

- a) assist b) attend
c) attempt d) present

6. She was relying ... me to give her a hand.

- a) on b) in
c) to d) for

7. He didn't dare to move in case he ... himself an injury.

- a) did b) made
c) would make d) would do

8. She was ... for misbehaviour and absenteeism.

- a) retired b) sacked
c) resigned d) disposed

9. That old man has gone ... his head. He's mad.

- a) off b) out
c) over d) away

10. He didn't have ... petrol ... in the tank.

- a) much/right b) many/right
c) many/left d) much/left

11. The cat was ... by a lorry on the main road.

- a) run over b) run down
c) ran down d) run on

12. For Christmas we always have turkey ... with sultanas, etc.

- a) packed b) stuffed
c) loaded d) full of

13. The player was sent ... the field by the referee.

- a) out b) off
c) away d) of

14. We were shut ... from the whole world.

- a) out b) off
c) in d) away

15. ... over spilt milk won't solve the problem.

- a) To cry b) To crying
c) Crying d) Cry

16. We're turning ... thousands of cars every month.

- a) out b) over
c) in d) down

17. Here are the instructions. Pass them ... to the soldiers.

- a) out b) off
c) away d) on

18. She was feeling miserable. She had her ...

- a) throat in her knees b) head in her shoes
c) heart in her stomach d) heart in her boots

19. The ... on London Bridge delayed us nearly an hour.

- a) held-in b) hold-up
c) hold-out d) hold-over

20. A mule is a ... a mare and an ass.

- a) cross between b) result from
c) half of d) mix of

1. Not a sound ... heard when the judge pronounced sentence.

- a) was b) could
c) had d) they

2. They are always ... fault with other people.

- a) looking for b) finding
c) seeking d) meeting

3. The passengers were waiting ...

- a) the train's start b) for the train to start
c) the train to start d) for the train start

4. Most people like reading the ... press.

- a) commoner b) most popular
c) more popular d) more ordinary

5. We've had a lot of ... in the company recently.

- a) outputs b) setbacks
c) outbreaks d) set-ups

6. I don't trust this man. He won't ... his word.

- a) stick b) keep
c) follow d) hold

7. Many people have ... for this job.

- a) presented b) appointed
c) succeeded d) applied

8. They ran to the platform and it was ... to catch the train.

- a) to and fro b) touch and go
c) give and take d) stop and go

9. Doctors are very well ... with the problem.

- a) informed b) enlightened
c) advised d) acquainted

10. It's on the shelf, out of the children's ...

- a) touch b) reach
c) distance d) attempt

11. They all come to see me ...

- a) sooner or later b) soon or later
c) the sooner d) sooner and later

12. Our company has increased its ... by 10% this year.

- a) product b) output
c) make-up d) exposure

13. A tall man ... glasses stood at the door.

- a) fitting b) carrying
c) bearing d) wearing

14. I don't know how her husband can ... that woman.

- a) put up b) put up with
c) stand up with d) stand with

15. ... he explained to her the situation.

- a) One other time b) Once more
c) Other time d) Another time

16. I wonder why ... me yet.

- a) she hasn't told b) she didn't tell
c) hasn't she told d) she hadn't told

17. The temperature was just above ... point.

- a) frozen b) ice
c) icing d) freezing

18. They had been ... with our firm for years.

- a) making business b) treating
c) dealing d) supplying

19. She stood two hours in a ... to get some bread.

- a) file b) queue
c) procession d) row

20. She rose ... the window, but it was already closed.

- a) in order that she shut b) to shut
c) for shutting d) so as for shutting

1. The baby ... asleep in no time.

- a) went b) fell
c) became d) grew

2. We can't increase production. Problems are ... all the time.

- a) coming up b) raising
c) presenting d) coming

3. I ... you to go to the police at once.

- a) announce b) advertise
c) notice d) advise

4. I had mistaken you ... your father.

- a) for b) with
c) by d) to

5. They are ... to build another skyscraper in this town.

- a) thinking b) planning
c) projecting d) pretending

6. I wanted you to come to see me as soon as you ... home.

- a) were coming b) would come
c) have come d) came

7. The old woman had been living ... for many years.

- a) by her own b) without no one
c) by herself d) solely

8. Yorkshire pudding! That's my favourite ...

- a) receipt b) menu
c) dish d) plate

9. Bear ... mind everything you hear in this room.

- a) in b) on
c) at d) over

10. Old Spencer's lecture dragged ... for hours.

- a) in b) on
c) out d) off

11. If we had had a bit more time we ...

- a) would finish b) would have finished
c) finished d) will finish

12. The whole operation will ... by midnight.

- a) be finish b) be over
c) be above d) have finished

13. Dry the plates and put them ...

- a) out b) away
c) in d) of

14. My son is ... History at university.

- a) reading in b) reading
c) attending d) learning

15. Looking at the dark clouds, I'd say that it's ... to

rain.

- a) favourable b) bound
c) inevitable d) clear

16. Have you paid ... the bill yet?

- a) for b) at
c) - d) to

17. They made ... with all the jewellery

- a) off b) out
c) over d) away

18. His new book didn't come ... our expectations.

- a) into b) up to
c) to d) at

19. That boy is terrible. He's always getting ...

- a) into hot water b) troubled waters
c) into cold water d) in warm water

20. ... turn is it to make the beds this week?

- a) Whose b) Whom
c) Of whom d) Which

1. He thinks his new book will set ...

- a) fire to the Thames
- b) the world on fire
- c) the Avon flames
- d) the river Cam on flames

2. A lorry ran ... a coach in High Street.

- a) into
- b) against
- c) with
- d) in

3. The family business was still ... the old man himself.

- a) ran by
- b) run by
- c) run for
- d) ran for

4. If it ... for his honesty, he would have made a fortune.

- a) had been
- b) hadn't been
- c) wouldn't have been
- d) wouldn't be

5. Well, it stands ... reason that he shouldn't do that again.

- a) up
- b) into
- c) on
- d) to

6. The children aren't used to ... their own beds.

- a) make
- b) do
- c) making
- d) doing

7. There was no light in the cellar so she ... a match.

- a) burnt
- b) hit
- c) struck
- d) fired

8. Trains in this country never seem to start ...

- a) on time
- b) at time
- c) at their hour
- d) on their hour

9. She's very responsible. I'll ... her for the post.

- a) advise
- b) prompt
- c) recommend
- d) suggest

10. She ... settle everything before then.

- a) would like that I
- b) wants me to
- c) wants that I
- d) wanted that I

11. As she ran blindly in the dark she ... over a large stone.

- a) crept
- b) stumbled
- c) skipped
- d) skidded

12. There are no rooms left, ... to sleep in the barn.

- a) unless you are liking
- b) if you don't like
- c) if you didn't like
- d) unless you'd like

13. You'll be ... as soon as we receive any news.

- a) notified
- b) communicated
- c) known
- d) let known

14. If you leave your car on the double yellow line, you'll ...

- a) be fined
- b) be fine
- c) get fined
- d) get fine

15. That new girl is quite ... She told me how to run my firm.

- a) outstretched
- b) uplifted
- c) outstanding
- d) outspoken

16. ... all the recent changes, things are very quiet.

- a) However
- b) Nevertheless
- c) Even though
- d) In spite of

17. All these promises will not ... them large incomes.

- a) fetch
- b) promote
- c) bring
- d) reserve

18. These few weeks in the country were among the ... in my life.

- a) most happy
- b) happiest
- c) more happy
- d) happier

19. When his wife died he ...

- a) split up
- b) went to pieces
- c) fell to pieces
- d) broke himself up

20. They set the money won in the lottery ... for their old age.

- a) up
- b) in
- c) along
- d) aside

Carnivorous Plants

Read the following passage and answer the questions that follow.

Imagine that you're a fly. You're just zipping around the sky, looking for a place to rest, when you see nice pink leaf. *That looks like a nice place to land.* You think to yourself in your fly head. As you rest your feet on the leaf, you notice something strange. This leaf is hairy. You begin to make your move, but you trigger the plant's reflex. *Snap!* In one-tenth of a second, you are caught in the Venus flytrap. You will be digested in five to twelve days. Welcome to the world of carnivorous plants!

There are over a quarter of a millions plant species. Only 600 or so are carnivorous. We call them this because they attract, trap, and eat bugs. Like other plants, they get energy from the sun. But unlike other plants, they get their nutrients from their prey. Carnivorous plants live in bogs and places where the soil lacks nutrients. Most plants get nutrients from the soil. Carnivorous plants have turned to other sources.

The snap of the Venus flytrap is not the only way that plants eat bugs. Pitcher plants trick their prey into landing on them. They offer nectar bribes to the foolish insects that would take them. True to their name, pitcher plants have deep chambers. Their landing surface is slippery. They have inward pointing hairs, making it hard to escape. The fly lands on the pitcher plant to eat, but slips into a pit filled with digestive fluids and is eaten.

Then there're sundews. We call them sundews because they sparkle in the sun as if covered in morning dew. Of course, that sparkle is from something much more *treacherous*. It is a sweet goo called mucilage that bugs can't resist. Sundews create mucilage to attract bugs. As they fly in to eat, bugs become trapped in the very object of their desire. They soon exhaust themselves by trying to escape the mucilage. Or the sundew's tentacles, which respond to prey by curling around them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.

Have you ever walked into trouble and found that you couldn't get out? So has every insect that has ever wandered into a corkscrew plant. Bugs love to investigate plants for nectar and food. Corkscrew plants have inviting stems. Curved hairs line the inside of these stems. These hairs allow insects to go up the stems, but not back. Going forward leads a chamber filled with digestive

fluid, the plant's stomach. Bugs who wander into the corkscrew plant find that they are unable to escape. They must march to their own -demise.

And then there are the bladderworts. They're about as nice as they sound. They live in water and float near the surface. Their traps are like small bladders hidden beneath the water. Only their flowers are visible from the surface. When bugs swim into the trigger hairs, the plant reacts. A trapdoor in the bladder opens up. The bladder sucks up the prey and the water surrounding it. A tenth of a second later, the bladder shuts again. The plant has trapped the prey. It releases digestive fluids. The prey will be digested within hours.

Carnivorous plants might sound tough, but they are difficult to keep at home. They are built to survive in places that other plants cannot. This specialization comes at a cost. They have a hard time adapting to other environments. Their strengths become weaknesses in rich soil. They depend on the harsh yet delicate environments in which they thrive. They are not so hardy after all. Still, there's something to be said about the power of life when one finds a plant that can survive in barren soil.

1. Which statement would the author most likely **agree** with?
 - a. There are too many species of carnivorous plants.
 - b. There are too few plant species in the world.
 - c. Only a small number of plants are carnivorous.
 - d. A majority of plants are carnivorous.
2. Which plant traps bugs in its stem and forces them to walk forward?
 - a. Corkscrew plants b. Sundews
 - c. Bladderworts d. Pitcher plants
3. Which of the following statements is **false**?
 - a. Carnivorous plants get their energy from eating bugs.
 - b. Carnivorous plants do not get nutrients from the soil.
 - c. Carnivorous plants get their energy from the sun.

- d. Carnivorous plants get their nutrients from eating bugs.
4. Which event happens **last** when a sundew eats a meal?
- a. The sundew creates mucilage.
 - b. The sundew's tentacles curl in response to the prey.
 - c. The bug is attracted to the mucilage.
 - d. The sundew releases enzymes.
5. Which best expresses the main idea of the **third** paragraph?
- a. There are more types of carnivorous plants than the Venus fly trap.
 - b. The pitcher plant tricks bugs into falling into its stomach.
 - c. The Venus flytrap kills its prey in a various ways.
 - d. Some plants attract bugs by offering them nectar.
6. Which best defines the word *treacherous* as it is used in the **fourth** paragraph?
- a. Something that provides nutrients.
 - b. Something that is very bright.
 - c. Something that tastes delicious.
 - d. Something that has a hidden danger.
7. Which best describes the overall text structure of the second paragraph?
- a. Chronological order
 - b. Compare and contrast
 - c. Sequential order
 - d. Spatial
8. Which statement would the author most likely **disagree** with?
- a. Carnivorous plants cannot thrive in rich soil.
 - b. Bladderworts react quickly when their trigger hairs are bumped.
 - c. Carnivorous plants are tough and can live in any environment.
 - d. Bladderworts hide their traps just below the surface of the water.
9. Which best expresses the main idea of the **last** paragraph?
- a. Carnivorous plants are not hard to take care of because they feed themselves.

b. Carnivorous plants are delicate because they need certain conditions to survive.

c. Carnivorous plants are difficult to keep at home, but you should keep trying.

d. Carnivorous plants are inspirational and they are interesting to watch and own.

10. Which title best expresses the author's main purpose in writing this text?

a. *Watch Out! How To Avoid Being Eaten by Carnivorous Plants*

b. *At Risk: How You Can Help to Preserve Carnivorous Plants*

c. *Venus Flytrap: Nature's Most Beautiful and Dangerous Plant*

d. *Fatal Flowers: Plants That Kill Insects*

Long Response

1. In what ways are carnivorous plants stronger and more resilient than other plants? In what ways are they weaker? Answer both parts of the question and support your answer with quotes from the text. Explain what your quotes show.

2. Compare and contrast two types of plants described in this passage. How are they similar? How are they different? Refer to the text in your answer and explain your arguments completely.

3. Carnivorous plants have some unique and amazing characteristics. What do these characteristics suggest about life and the world that we live in? In other words, what can carnivorous plants teach us about the world? Make a point and support it with an example from the text. Explain what your support shows.

Google

Read the following passage and answer the questions that follow.

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy," as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search." Now everyone and their grandma knows what it means to Google it.

Unlike Xerox, Google wasn't the first company to invent their product, not by a long shot. Lycos released their search engine in 1993. Yahoo! Came out in 1994. AltaVista began serving results in 1995. Google did not come out until years later, in 1998. Though a few years difference may not seem like much, this is a major head start in the fast moving world of tech. So how did Google do it? How did they overtake their competitors who had such huge leads in time and money? Maybe one good idea made all the difference.

There are millions and millions of sites on the internet. How does a search engine know which ones are relevant to your search? This is a question that great minds have been working on for decades. To understand how Google changed the game, you need to know how search engines worked in 1998. Back then most websites looked at the words in your query. They counted how many times those words appeared on each page. Then they might return pages where the words in your query appeared the most. This system did not work well and people often had to click through pages and pages of results to find what they wanted.

Google was the first search engine that began considering links. Links are those blue underlined words that take you to other pages when you click on them. Larry Page, cofounder of Google, believed that meaningful data could be drawn from how those links connect. Page figured that websites with many links pointing at them were more important than those that had few. He was right. Google's search results were much better than their rivals. They would soon become the world's most used search engine.

It wasn't just the great search results that led to Google becoming so well liked. It also had to do with the way that they presented their product. Most of the

other search engines were cluttered. Their home pages were filled with everything from news stories to stock quotes. But Google's homepage was, and still is, clean. There's nothing on it but the logo, the search box, and a few links. It almost appears empty. In fact, when they were first testing it, users would wait at the home page and not do anything. When asked why, they said that they were, "waiting for the rest of the page to load." People couldn't imagine such a clean and open page as being complete. But the fresh design grew on people once they got used to it.

These days Google has its hands in everything from self-driving cars to helping humans live longer. Though they have many other popular products, they will always be best known for their search engine. The Google search engine has changed our lives and our language. Not only is it a fantastic product, it is a standing example that one good idea (and a lot of hard work) can change the world.

1. Which event happened last?
 - a. Lycos released their search engine.
 - b. Yahoo! released their search engine.
 - c. Google released their search engine.
 - d. Xerox released their copy machine.
2. Which statement would the author of this text most likely **disagree** with?
 - a. Part of Google's success is due to the design of their homepage.
 - b. Google succeeded by following examples of others in their field.
 - c. Google wasn't the first search engine, but it was the best.
 - d. Google's success may not have been possible without Larry Page.
3. Which best expresses the main idea of the third paragraph?
 - a. There are lots and lots of websites connected to the internet.
 - b. Google created a better way to organize search results.
 - c. Many smart people have worked on search engines over the years.
 - d. Older search engines used unreliable methods to order results.
4. What is the author's main purpose in writing this article?
 - a. To explain how Google overtook its rivals

- b. To compare and contrast Google and Xerox
 - c. To persuade readers to use Google for internet searches
 - d. To discuss how companies can influence language over time
5. Which statement would the author most likely **agree** with?
- a. Google became successful because its founders were well-connected.
 - b. Google was the world's first and best search engine.
 - c. Google changed the world by solving an old problem in a new way.
 - d. Google's other products are now more important to its success than search.
6. Which best expresses the main idea of the fourth paragraph?
- a. Links allow people to surf from one website to the next.
 - b. Larry Page's ideas about links helped Google get to the top.
 - c. Larry Page contributed to the internet by inventing the link.
 - d. Google is a website that serves important links to users.
7. Which best explains why the author discusses Xerox in this text?
- a. He is discussing big companies that came before Google.
 - b. He is explaining how companies must change with the times.
 - c. He is showing how companies can affect our language.
 - d. He is comparing and contrasting Google and Xerox.
8. How did Google improve search quality in 1998?
- a. They counted how many times queries appeared on each page.
 - b. They looked more closely at the words in search queries.
 - c. They linked to more pages.
 - d. They studied the relationships of links.
9. Which was cited as a reason why Google became so popular?

- a. Google's homepage was clean.
- b. Google provided catchy news stories on their homepage.
- c. Google homepage loaded quickly.
- d. Google provided useful stock quotes on their homepage.

10. Which title best expresses the author's main purpose in writing this text?

- a. *Xerox Vs. Google: Battle of the Titans*
- b. *Search Engines: How They Work and Why They're Important*
- c. *A Better Way: How Google Rose to the Top*
- d. *Search Engines: A Short History of Important Tools*

Long Response

1. What can readers learn about Google's approach to doing business based on reading this article? Use information from the text to support your response.

2. Explain how Google was able to overcome its competitors. Cite information from the text to support your response.

3. What do Google and Xerox have in common? Support your answer with information from the text.

Google it

Read the following passage and answer the questions that follow.

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy," as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search." Now everyone and their grandma knows what it means to Google it.

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Seat Belts

Read the following passage and answer the questions that follow.

"Click!" That's the sound of safety. That's the sound of survival. That's the sound of a seat belt locking in place. Seat belts save lives and that's a fact. That's why I don't drive anywhere until mine is on tight. Choosing to wear your seat belt is as simple as choosing between life and death. Which one do you choose?

Think about it. When you're driving in a car, you may be going 60 MPH or faster. That car is zipping down the road. Then somebody ahead of you locks up his or her brakes. Your driver doesn't have time to stop. The car that you are in crashes. Your car was going 60 miles per hour. Now it has suddenly stopped. Your body, however, is still going 60 MPH. What's going to stop your body? Will it be the windshield or your seat belt? Every time that you get into a car you make that choice. I choose the seat belt.

Some people think that seat belts are uncool. They think that seat belts cramp their style, or that seat belts are uncomfortable. To them I say, what's more uncomfortable? Wearing a seat belt or flying through a car windshield? What's more uncool? Being safely anchored to a car, or skidding across the road in your jean shorts? Wearing a seat belt is both cooler and more comfortable than the **alternatives**.

Let's just take a closer look at your choices. If you are not wearing your seat belt, you can hop around the car and slide in and out of your seat easily. That sounds like a lot of fun. But, you are also more likely to die or suffer serious injuries. If you are wearing a seat belt, you have to stay in your seat. That's no fun. But, you are much more likely to walk away unharmed from a car accident. Hmmm... A small pleasure for a serious pain. That's a tough choice. I think that I'll avoid the serious pain.

How about giving money away? Do you like to give your money away? Probably not. And when you don't wear your seat belt, you are begging to give your money away. That's because kids are required to wear seat belts in every state in America. If you're riding in a car, and you don't have a seat belt on, the police can give you

or your driver a ticket. Then you will have to give money to the city. I'd rather keep my money, but you can spend yours how you want.

Wearing a seat belt does not make you **invincible**. You can still get hurt or killed while wearing your seat belt. But wearing them has proven to be safer than driving without them. You are much less likely to be killed in a car wreck if you are wearing a seat belt. You are much less likely to get seriously injured if you are wearing one. So why not take the safer way? Why not go the way that has been proven to result in fewer deaths? You do want to live, don't you?

1. Which title best expresses the main idea of this text?

- a. *Car Accidents: Ways That We Can Prevent Them*
- b. *Slow Down: Save Lives By Driving Slower*
- c. *Seat Belts: Wear Them to Survive Any Wreck*
- d. *Why Not? Improve Your Odds with Seat Belts*

2. Which best expresses the author's main purpose in writing this text?

- a. To inform readers about seat belt laws
- b. To persuade readers to wear seat belts
- c. To entertain readers with stories and jokes about seat belts
- d. To describe what car accidents are like without seat belts

3. Which best describes the text structure in the fourth paragraph?

- a. Compare and contrast
- b. Chronological order
- c. Sequential order
- d. Problem and solution

4. Which best defines the word *alternatives* as it is used in the third paragraph?

- a. Being safe
- b. Being unsafe
- c. Other choices
- d. Driving fast

5. Which best expresses the main idea of the fifth paragraph?

- a. Seat belts are a waste of money.
 - b. People don't like to give money away.
 - c. Not wearing a seat belt may cost you.
 - d. Seat belt laws save lives.
6. Which best defines the word *invincible* as it is used in the last paragraph?
- a. Uncool b. Difficult or impossible to see
 - c. Glow-in-the-dark d. Unable to be harmed
7. Which statement would the author most likely **agree** with?
- a. Being safe is more important than being cool.
 - b. Moving freely around a car is worth the risks.
 - c. Seat belts will keep you safe in any car accident.
 - d. You should be most concerned with your comfort.
8. Which argument is **not** made by the author?
- a. Not wearing a seat belt can be expensive.
 - b. Penalties for not wearing a seat belt should increase.
 - c. Seat belts keep you from flying through the windshield.
 - d. Wearing a seat belt is cooler than suffering an injury.
9. Which statement would the author most likely **disagree** with?
- a. Seat belts save lives.
 - b. Every state in America has seat belt laws.
 - c. You shouldn't drive anywhere until you are wearing your seat belt.
 - d. Seat belts increase your chances of being injured in a car wreck.
10. Which best explains why the author starts his essay with the word *click*?

- a. He is trying to scare readers.
- b. He is trying to get the reader's attention.
- c. He is trying to remind readers how seat belts sound when clasped.
- d. He is trying to describe what it's like to ride in a car.

Long Response

1. What are three main points that the author uses to support his argument? Put them in your own words.

2. Do you believe that the author is more interested in being safe or being comfortable? Refer to the text in your response.

The Coliseum

Read the following passage and answer the questions that follow.

The Coliseum is an ancient stadium in the center of Rome. It is the largest of its kind. It is very old. They started building it in the year 70. It took ten years to build. It is still around today.

The Coliseum has been used in many ways. In ancient Rome, men fought each other in it. They fought against lions, tigers, and bears. Oh my God! It was dreadful. But most of the people loved it. As many as 80,000 Romans would pack inside to watch. These gruesome events went on until 523.

The Coliseum has been damaged many times over the years. It was struck by lightning in the year 217. This started a fire. Much of the Coliseum is made of stone. But the fire damaged the upper levels. They were made of wood. This damage took many years to repair. It was not finished until the year 240.

The worst damage happened in 1349. A mighty earthquake shook Rome and the Coliseum. The south side of the building collapsed. Pieces of the arena were all over the ground. Many people took the fallen stones. Others took stones from the seating areas. They used them to repair houses and churches.

The Romans of those days were not connected to the Coliseum. It had last been used as a castle. Before that it was a graveyard. It has been hundreds of years since the games. The damage to the Coliseum was never repaired. It's a good thing the outer wall of it still stands strong.

Today the Coliseum is one of Rome's most popular attractions. People from all over the world come to Italy to see it. The Pope leads a big march around it every Good Friday. It is a symbol that many know. It has even appeared on the back of a coin. I guess that makes it a symbol that many people want too.

1. Which happened first?
 - a. An earthquake damaged the Coliseum.
 - b. The Coliseum was struck by lightning.
 - c. The Coliseum appeared on the back of a coin.

- d. The Coliseum was used as a castle.
2. When did the Romans finish building the Coliseum?
- a. The year 70 b. The year 523
- c. The year 80 d. The year 240
3. What caused the fire that damaged the upper levels of the Coliseum?
- a. A bolt of lightning
- b. Rowdy people who came to watch the events
- c. An attacking army
- d. An angry mob
4. For which purpose was the Coliseum **not** used?
- a. People fought other people in it.
- b. It was a private castle.
- c. People fought animals in it.
- d. It was a meeting place for the government.
5. Which caused the most damage to the Coliseum?
- a. Fires b. Earthquakes
- c. Wars d. Hurricanes
6. What did the people do with the stones that they took from the Coliseum?
- a. They repaired buildings. b. They sold them.
- c. They used them as weapons. d. They used them as tombstones.
7. Which best defines the word *gruesome* as it is used in the second paragraph?
- a. Exciting b. Funny
- c. Horrifying d. Boring
8. Which best describes the main idea in the last paragraph?

- a. This is about all the things the Coliseum has been used for throughout history.
- b. This is about how the Coliseum is a popular place to visit today.
- c. This is about how the Coliseum is a symbol that many people know.
- d. This is about how the Coliseum is used today.

9. Which was **not** a way in which the Coliseum was damaged over the years?

- a. Earthquake
- b. Tornado
- c. Lightning
- d. Fire

10. Which statement would the author most likely **agree** with?

- a. The Coliseum should be replaced with a building that is not damaged.
- b. The Coliseum has its place in history but it is not useful today.
- c. The Coliseum should be used for fighting once again.
- d. The Coliseum is very old and has been used for many purposes.

Why was the Coliseum repaired after the fire but not after the earthquake? Use the text in your answer.

Why did the fire only damage the upper levels of the Coliseum? Refer to the text in your answer.

Why is the Coliseum still important today? Use the text in your answer.

A cause of obesity in young children

A new study has linked a later bedtime with an increased risk of obesity for kids - although the researchers say parents shouldn't rush to put their preschoolers to sleep earlier as a result. Instead, concerned moms and dads should focus on maintaining a regular routine when it comes to scheduling meal and bed times, said Dr. Claude Marcus, a professor of pediatrics at the Karolinska Institute in Sweden and an author of the study, which published Tuesday in the journal of Pediatrics.

The research, which was part of a wider study on obesity, focused on 107 children in Sweden, with 64 of the children having a parent who classified as overweight or obese. The researchers monitored each child's weight, height and waist circumference from ages one to six; all of the children had similar measurements when the study started. Sleep was measured for seven consecutive days once a year for the length of the study by using a tracker worn on the child's wrist.

They found that children who habitually went to sleep late -- defined by the researchers as past 9 p.m. -- had a wider waist and higher BMI (body mass index) by the end of the study. "This late bedtime was one factor that really stood out. It was associated with increased weight," said Marcus. "However, what we can see is [only] an association. If you put your kids to bed earlier, would it change anything? That's something we don't know." Marcus suggested that staying up beyond 9 p.m. could be one sign of an overall lifestyle that puts kids at greater risk of being overweight, rather than their weight gain being directly connected to their bedtime.

He noted that kids' bedtimes around the world vary widely -- with kids in places like Spain and some parts of Asia habitually staying up much later than the study's cut-off time.

"My personal hypothesis is that this is more of a marker of a more irregular life," he said. In a linked commentary on the research, Dr. Nicole Glaser and Dr. Dennis Styne, both pediatric endocrinologists at UC Davis Health in Sacramento, California, said it was possible that obesity and inadequate sleep

might be due to other influences, such as "excess screen time, inadequate exercise, or less vigilance overall about health habits on the part of the family."

- Answer these questions (choose the best answer):

1. The study mentioned in the article was conducted in _____.
 - The UK
 - Sweden
 - Canada

2. The study found that children who went to bed late generally _____.
 - were more obese
 - were less obese
 - had about the same level of obesity as the children who went to bed early

3. The article mentions that kids in Asia and Spain generally go to bed _____ kids in Sweden.
 - earlier than
 - at roughly the same time as
 - later than

4. Did researchers find a concrete reason for the link between going to bed late and obesity?
 - Yes
 - The article doesn't say
 - No, there are only hypotheses

5. Were seven year olds included in the study?
 - No
 - Yes
 - The article doesn't specify the age of kids that took part in the survey

Ban on some polluting fuels

London --

Owners of wood burners, stoves and open fires will no longer be able to buy coal or wet wood to burn in them, under a ban to be rolled out from next year. Sales of the two most polluting fuels will be phased out in England to help cut air pollution, the government says.

Bags of logs sold in DIY stores, garden centres and petrol stations often contain wet wood - a type of wood which produces more pollution and smoke. The public should move to "cleaner alternatives", the government says.

Plans for the ban were first announced 18 months ago, but the Department for Environment, Food and Rural Affairs has now confirmed it is going ahead. The government said wood burning stoves and coal fires are the largest source of PM2.5, small particles of air pollution which find their way into the body's lungs and blood. What does air pollution do to our bodies?

"Cosy open fires and wood-burning stoves are at the heart of many homes up and down the country," said Environment Secretary George Eustice. "But the use of certain fuels means that they are also the biggest source of the most harmful pollutant that is affecting people in the UK."

The changes will mean:

1) Sales of bagged traditional house coal will be phased out by February 2021, and the sale of loose coal direct to customers will end by 2023

2) Sales of wet wood in small units (less than 2m³) will be phased out from February 2021. Wet wood in volumes greater than 2m³ will also have to be sold with advice on how to dry it before burning

Makers of solid fuels will also need to show they have a very low sulphur content and only emit a small amount of smoke.

It is not banning wood or coal burning stoves.

Answer these questions (choose the best answer):

1. The sale of all coal to customers will be banned by _____

- 2023
- 2021
- 2022

2. Will wood and coal burning stoves also be banned?

- No
- Yes, by 2021
- Yes, by 2023

3. Why are wet wood and coal being banned?

- Because they are not cost-efficient fuels
- Because they are too expensive
- Because they are the worst source of harmful PM2.5

4. Which of the following is NOT true?

- Solid fuels will have to contain sulfur content information.
- PM2.5 doesn't affect the lungs.
- Bigger pieces of wet wood will have to contain information about how to dry it.

5. When were these plans first announced?

- A year ago
- A year and a half ago
- A couple of years ago

How to Choose the Right University

Choosing which university fits your interests and academic background is an important decision that will greatly influence the success of your university study. In the UK alone, there are hundreds of choices and therefore you need to be strategic in making a shortlist of universities and narrowing down your choices into second and first choice. This involves weighing some factors such as your motivation and aspiration, your personality, your location, and your budget.

People attend university for different reasons, so ask yourself what you want from your target university and what you want to do after you graduate. Many people attend top universities because of the prestige without considering their choice of future career. If you have interest in a particular career, you should find universities with a better reputation for your career choice than others. With a degree from a university that is most respected in the profession you want to enter, it will be easy for you to get your dream job and you will be able to climb the career ladder fast.

Your personality types also play an important role in your success as a university student. A scholarly type student usually has self-motivation to work hard in order to ace exams and achieve high grades. This type of person will find comfort in a highly academic environment offered by top world universities such as Oxford or Cambridge. On the contrary, if you are not a type of person who can study for hours and getting top grades is not your main priority, you had better go to a university with a more laid-back academic environment so that you will not be stressful all the time and can enjoy your life at university.

Coming home could be a good escape during your hard time at university, so think about the distance between your home and the target university. If you get homesick easily, you should not consider choosing a university outside your hometown or which takes more than a day to travel by land or water. However, if distance is not a problem for you, you might want to consider studying abroad, especially at a university whose reputation is better than the universities in your home country.

Last but not least, calculate your financial ability, which should cover tuition fees and cost of living. Both vary across the country and different universities, so do your homework by doing some research in order to find out which one fits

your bills. If you cannot afford to go to the university of your choice, you can search for financial aid in the forms of student loans, grant, or scholarship. Do remember that if you decide to obtain a loan, you have to pay for it after you finish your study.

- 1) Why do you need to choose the right university?
 - A) Because it will make you happy.
 - B) Because it has an impact on your success at university.
 - C) Because life at university is difficult.
 - D) Because the right university is difficult to find.
- 2) Which university should you go to if you already have a career choice?
 - A) One with the lowest tuition fees.
 - B) One that offers you a scholarship.
 - C) One that has the highest prestige.
 - D) One that has a good reputation in your future profession.
- 3) What type of student will enjoy a highly academic environment?
 - A) A student who has self-motivation to work hard.
 - B) A smart student who does not need to study hard for exams.
 - C) A student who puts the highest priority on student societies.
 - D) A student who does not have a part-time job.
- 4) Where should you study if you are prone to homesickness?
 - A) Abroad.
 - B) Outside your hometown.
 - C) At your local university.
 - D) At home.
- 5) What can you do if you do not have enough money to fund your study?

- A) Wait for a year to collect money.
- B) Find a full-time job.
- C) Choose to study online.
- D) Find a student loan or scholarship.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them.

However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

1. Which title best summarizes the main idea of the passage?
 - A. Wild Animals in Art
 - B. Hidden Prehistoric Paintings
 - C. Exploring Caves Respectfully
 - D. Determining the Age of French Caves
2. In line 4, the words pays heed to are closest in meaning to _____.

- A. discovers
 - B. watches
 - C. notices
 - D. buys
3. Based on the passage, what is probably true about the south of France?
- A. It is home to rare animals.
 - B. It has a large number of caves.
 - C. It is known for horse-racing events.
 - D. It has attracted many famous artists.
4. According to the passage, which animals appear most often on the cave walls?
- A. Birds
 - B. Bison
 - C. Horses
 - D. Wild cats
5. In line 10, the word depict is closest in meaning to _____.
- A. show
 - B. hunt
 - C. count
 - D. draw
6. Why was painting inside the Lascaux complex a difficult task?
- A. It was completely dark inside.
 - B. The caves were full of wild animals.
 - C. Painting materials were hard to find.
 - D. Many painting spaces were difficult to reach.

7. In line 14, the word They refers to _____.
- A. walls
 - B. artists
 - C. animals
 - D. materials
8. According to the passage, all of the following have caused damage to the paintings EXCEPT _____.
- A. temperature changes
 - B. air movement
 - C. water
 - D. light
9. What does the passage say happened at the Lascaux caves in 1963?
- A. Visitors were prohibited from entering.
 - B. A new lighting system was installed.
 - C. Another part was discovered.
 - D. A new entrance was created.

WAS DR. SEUSS A REAL DOCTOR?

A favorite author for over 100 years, Theodor Seuss Geisel was born on March 2, 1902. Today, we celebrate the birthday of the famous “Dr. Seuss” by hosting Read Across America events throughout the month of March. School children around the country celebrate the “Doctor’s” birthday by making hats, giving presentations and holding read aloud circles featuring some of Dr. Seuss’ most famous books.

But who was Dr. Seuss? Did he go to medical school? Where was his office? You may be surprised to know that Theodor Seuss Geisel was not a medical doctor at all. He took on the nickname Dr. Seuss when he became a noted children’s book author. He earned the nickname because people said his books

were “as good as medicine”. All these years later, his nickname has lasted and he is known as Dr. Seuss all across the world.

Think back to when you were a young child. Did you ever want to try “green eggs and ham.”? Did you try to “Hop on Pop”? Do you remember learning about the environment from a creature called The Lorax? Of course, you must recall one of Seuss’ most famous characters; that green Grinch who stole Christmas. These stories were all written by Dr. Seuss and featured his signature rhyming words and letters. They also featured made up words in order to enhance his rhyme scheme and even though many of his characters were made up, they sure seem real to us today.

And what of his “signature” book, The Cat in the Hat? You must remember that cat and Thing One and Thing Two from your childhood. Did you know that in the early 1950’s there was a growing concern in America that children were not becoming avid readers? This was, book publishers thought, because children found books dull and uninteresting. An intelligent publisher sent Dr. Seuss a book of words that he thought all children should learn as young readers. Dr. Seuss wrote his famous story The Cat in the Hat, using those words. We can see, over the decades, just how much influence his writing has had on very young children. That is why we celebrate this doctor’s birthday each March.

PASSAGE 1 – QUESTIONS

1. What does the word “avid” mean in the last paragraph?

- a. Good
- b. Interested
- c. Slow
- d. Fast

2. What can we infer from the statement “ His books were like medicine”?

- a. His books made people feel better
- b. His books were in doctor’s office waiting rooms
- c. His books took away fevers
- d. His books left a funny taste in readers’ mouths.

3. Why is the publisher in the last paragraph referred to as “intelligent?”

- a. The publisher knew how to read.
- b. The publisher knew kids did not like to read.
- c. The publisher knew Dr. Seuss would be able to create a book that sold well.
- d. The publisher knew that Dr. Seuss would be able to write a book that would get young children interested in reading.

4. The theme of this passage is

- a. Dr. Seuss was not a doctor.
- b. Dr. Seuss influenced the lives of generations of young children.

- c. Dr. Seuss wrote rhyming books.
- d. Dr. Seuss' birthday is a good day to read a book.

Reading

Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in far away places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you

get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

1. Which best expresses the main idea of the second paragraph?

- a. Reading is exciting.
- b. Reading strengthens your mind.
- c. Age affects the body in many ways.
- d. Working out keeps your body in shape.

2. Why does the author think that you should read books that are boring?

- a. You will eventually grow to love them if you read them enough.
- b. You will get better grades in reading class.
- c. You will make your teacher very happy.
- d. You will learn new words.

3. Which best expresses the main idea of the third paragraph?

- a. Reading can benefit you.
- b. You can learn to program video games or design clothing by reading.
- c. You can learn amazing things and become a better person by reading.
- d. Knowledge is power.

4. Which is not a reason given by the author why students fail to complete reading assignments?

- a. Students may be bored.
- b. Students may be distracted.
- c. Students may be unwilling to focus.
- d. Students may be tired.

5. Which best expresses the author's main purpose in writing this text?

- a. He is trying to persuade students to do their reading work.
- b. He is teaching people how to become better readers.
- c. He is explaining why people don't do their reading work.
- d. He is entertaining readers with facts about the mind and body.

6. Which best describes the author's tone in the first three sentences?

- a. Surprised
- b. Sarcastic
- c. Informative
- d. Irate

7. Which of the following is not one of the author's main points?

- a. Reading broadens your perspective and makes you a better person.
- b. Reading is a relaxing activity with positive mental side effects.
- c. Reading helps you perform on tests and get into selective schools.
- d. Reading keeps your mind in shape and prevents losses due to age.

8. Which is not one of the author's arguments in the fifth paragraph?

- a. Reading gives you a broader perspective on the world.

- b. Reading changes the way that you understand the world.
- c. Reading helps prepare you for your job in the real world.
- d. Reading teaches you about distant lands and cultures.

9. Why does the author believe that reading is good for your mind state?
- a. It has a calming effect.
 - b. It can lower your stress levels.
 - c. It can help you relax.
 - d. All of these

10. Which title best expresses the main idea of this text?
- a. Reading: Good for the Mind in Many Ways
 - b. Reading: The Key to a Successful Academic Future
 - c. Reading: Improve Your Vocabulary While Being Entertained
 - d. Reading: The Best Way to Improve Your Writing Skills

1. Does the author argue his point well? Analyze one of his arguments and explain whether or not it is an effective argument.

2. Why does the author believe that reading boring or unfamiliar books can be helpful for readers? Use the text in your response.

3. Why does the author describe reading as a "positive escape"? In what ways is reading positive? Use evidence from the text to support your response.

TV

Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Televisions show sounds and pictures. They get data from cables, discs, or over-the-air signals. They turn this data into sounds and images. People watch news and shows on them. You probably call them TVs.

John Baird made the first TV in 1925. It had one color. It could only show 30 lines. This was just enough room for a face. It didn't work well, but it was a start.

The first TV station was set up in 1928. It was in New York. Few people had TVs. The broadcasts were not meant to be watched. They showed a Felix the Cat doll for two hours a day. The doll spun around on a record player. They were experimenting. It took many years to get it right.

By the end of the 1930s, TVs were working well. America got its first taste at the 1939 World's Fair. This was one of the biggest events ever. There were 200 small, black and white TVs set up around the fair. The U.S. President gave a speech over the TVs. The TVs were only five inches big but the people loved it.

They wanted TVs. But World War II was going on during this time. Factories were busy making guns and bombs. When the war was over, TV spread across the country.

By 1948 there were 4 big TV networks in America. They aired their shows from 8 to 11 each night. Local shows were aired at other times. Most of the time, nothing was shown at all. TV was not "always on" like it is now.

Color TVs came out in 1953. They cost too much money for most. Also, shows were aired in black and white. By 1965, color TVs were cheaper. TV stations started airing shows in color. People had to switch if they wanted to see the shows.

Now most TVs are high-def. This means that they have many lines on them. This makes the image clear. TVs have come a long way since Baird's 30 line set. High-def TVs have 1080 lines. There are state of the art sets called 4K TVs. These TVs have 3,840 lines. Some people watch TV in 3D. I wonder what they will come up with next. Smell-o-vision anyone?

1. When did color TVs come out?

- a. 1925
- b. 1953
- c. 1939
- d. 1965

2. Which was not true about the first TV?

- a. It could only show one color.
- b. It only had 30 lines.
- c. It did not have sound.
- d. It did not work well.

3. When did networks start showing programs in color?

- a. 1948
- b. 1953
- c. 1965
- d. 1939

4. Why did the first TV station only show Felix the Cat for two hours a day?

- a. They were running tests.
- b. Felix the Cat was really popular.
- c. Felix the Cat had been a big radio star.
- d. Felix the Cat was the only show that they had.

5. Which of these events slowed the spread of TVs?

- a. The World's Fair of 1939
- b. The Civil War
- c. The election of the U.S. President.
- d. World War II

6. What is the author's main purpose in writing this?

- a. He is trying to explain how a TV works.
- b. He is telling readers how TVs became popular.
- c. He is describing the history of the TV.
- d. He is trying to get people to watch more TV.

7. Why did many families switch to color TVs in 1965?

- a. Color TVs cost a lot of money.
- b. Many shows were only shown in color.
- c. Color TVs came out in 1965.
- d. World War II ended and troops returned home.

8. Why was 1939 an important year for TV?

- a. Many Americans were introduced to TV.
- b. The first color TV was released.
- c. The first TV station began broadcasting.
- d. John Baird created the first TV.

9. How many lines does a 4K TV have?

- a. 30
- b. 1,080
- c. 4,000
- d. 3,840

10. Which happened first?

- a. The 1939 World's Fair
- b. The release of high-def TVs
- c. The end of World War II
- d. The release of color TVs

1. Why would watching TV have been boring in 1928?

2. Why did the 5 inch black-and-white TVs at the World's Fair impress people?

3. Why would it have been a bad idea to buy a color TV when they first were released?

Black Friday

Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough lowpriced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

1. According to the text, why do stores set prices so low on some items that they lose money?

- a. They want people to enjoy the holidays.
- b. They hope people will buy other gifts while they are in the store.
- c. They are in a giving mood because the holiday season is just beginning.
- d. They are trying to get rid of old items from last year to make room for new items.

2. Which is **not** true about Black Friday?

- a. Black Friday is always the day after Thanksgiving.
- b. Black Friday is the busiest shopping day of the year.
- c. Black Friday is a national holiday.
- d. Black Friday is the start of the holiday shopping season.

3. Where does the name Black Friday come from?

- a. The police called this day Black Friday because there is a lot of traffic.
- b. The stores called this day Black Friday because it is a serious shopping day.
- c. The police called this day Black Friday to remember the victims of violence.
- d. The stores called this day Black Friday because they make a lot of money.

4. Which best explains the main idea of the third paragraph?

- a. People stand in long lines on Black Friday.
- b. Black Friday is the best time of the year to get good deals.
- c. Black Friday is a really disappointing time of the year.
- d. Black Friday deals are limited and not everyone will get one.

5. Which country does **not** participate in Black Friday?

- a. France b. Costa Rica

c. Brazil d. United Kingdom

6. Which happened first?

a. Stores tried to rename the day after Thanksgiving "Big Friday."

b. Black Friday events began happening in Australia.

c. Police began calling the day after Thanksgiving "Black Friday."

d. Black Friday became the busiest shopping day of the year.

7. Which title best expresses the author's purpose in writing this text?

a. *Black Friday: Stories from the Parking Lot*

b. *Black Friday: Why You Should Go This Year*

c. *Black Friday: The Stuff That You Should Know*

d. *Black Friday: How to Save Money on the Big Day*

8. Which best describes the overall structure of the fifth paragraph?

a. chronological order b. problem and solution

c. compare and contrast d. order of importance

9. Which was **not** cited as one of the downsides of Black Friday?

a. Stores run out of high demand items quickly.

b. Nobody really saves any money on Black Friday.

c. There are large crowds and lots of shoving.

d. Sometimes violence occurs at Black Friday events.

10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?

a. Costa Rican stores don't want the shopping day associated with American violence.

b. *Viernes Negro* sounds more exotic and exciting than *Black Friday*.

c. Costa Ricans want to establish their own shopping tradition.

d. This is how you say "Black Friday" in Spanish, the language of Costa Rica.

Long Response Questions

1. How do stores try to lure shoppers during Black Friday events? Use the text to support your response.

2. Why is Black Friday a frustrating experience for some people? Refer to the text in your answer.

