

# Linguistic Drills

English Department Students

Compiled By

**Dr. Haggag Mohamed**

**Advanced Level**

## 1

# Cramming for success: study and academic work

## A Study and exams



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

- <sup>1</sup> study in a very concentrated way for a short time
- <sup>2</sup> an exceptionally clever person
- <sup>3</sup> exam papers from previous years
- <sup>4</sup> learning purely by repetition
- <sup>5</sup> /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**)
- <sup>6</sup> spend the maximum time studying
- <sup>7</sup> in a very focused way
- <sup>8</sup> 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

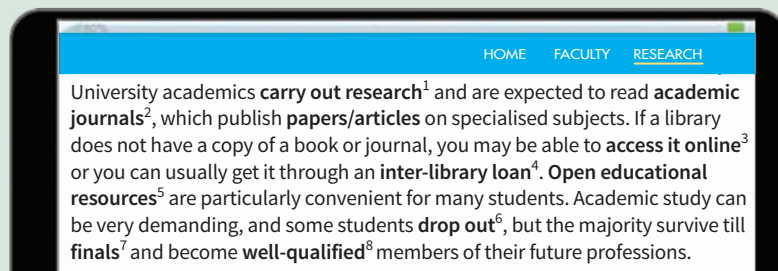
**dissertation** a long, research-based work, perhaps 10–15,000 words, for a degree or diploma

**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**<sup>1</sup> when preparing an essay. Always write a **first draft**<sup>2</sup> before **writing up** the final version. Your essay should be all your own work; **plagiarism**<sup>3</sup> 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**<sup>4</sup> any sources they have used. There is usually a **deadline**<sup>5</sup>. After the essay is **submitted**<sup>6</sup>, it will be **assessed**<sup>7</sup> and usually you can get **feedback**<sup>8</sup>.

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

## C Aspects of higher academic study



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

- <sup>5</sup> online materials that can be freely used by teachers and students anywhere
- <sup>6</sup> leave the course before the end
- <sup>7</sup> last exams before the end of a college or university course
- <sup>8</sup> 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**<sup>1</sup>. This is often referred to in the debates over **selective**<sup>2</sup> versus **comprehensive**<sup>3</sup> **schooling**<sup>4</sup>. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**<sup>5</sup> of one sort or another is **inherent in**<sup>6</sup> the system.

**League tables**<sup>7</sup> for schools and colleges may actually help unintentionally to **perpetuate**<sup>8</sup> 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**<sup>9</sup>, or at least that is how the public **perceives**<sup>10</sup> it. The ability of **better-off**<sup>11</sup> parents and **well-endowed**<sup>12</sup> schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**<sup>13</sup> opportunity for the **less well-off**<sup>14</sup> or for children from home environments that do not provide the push and motivation to **excel**<sup>15</sup>.

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

<sup>1</sup> when everyone has the same chances

<sup>2</sup> 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

<sup>3</sup> everyone enters without exams and education is free, paid for by the government

<sup>4</sup> education received at school

<sup>5</sup> when you favour a small, privileged group

<sup>6</sup> existing as a basic part of something

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

<sup>8</sup> make something continue

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

<sup>10</sup> sees, considers

<sup>11</sup> richer

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

<sup>13</sup> reducing

<sup>14</sup> poorer

<sup>15</sup> achieve an excellent standard

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

<sup>17</sup> money given to pay for studies, usually provided on the basis of need

<sup>18</sup> education at university or college level

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

<sup>20</sup> students doing a first degree [**postgraduates** = students doing a further degree]

<sup>21</sup> 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**<sup>1</sup> customer service? Are you looking for a **challenging**<sup>2</sup> role within a **fast-paced**<sup>3</sup> working environment?

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

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

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

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**<sup>3</sup> 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**<sup>4</sup>. 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**<sup>5</sup> experience, as well as developing good communication skills both with customers and the rest of the team. I am a **team player**<sup>6</sup> and I am keen to develop my career and gain **managerial experience**<sup>7</sup> in the future.

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

**Yours faithfully**<sup>8</sup>

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]

- <sup>1</sup> a letter sent with a job application (also called a **covering letter**)
- <sup>2</sup> how you start a letter when you do not know the name of the person you are writing to
- <sup>3</sup> practical, direct (not theoretical)
- <sup>4</sup> area of business or activity
- <sup>5</sup> dealing directly with customers
- <sup>6</sup> a person who is good at working with others
- <sup>7</sup> experience of managing other people
- <sup>8</sup> 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**<sup>1</sup>, they often have a set of **criteria**<sup>2</sup> (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**<sup>3</sup> 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**<sup>4</sup> with you. This will help **boost**<sup>5</sup> your confidence. The interview may be conducted by a **panel** [a group of people], probably including your future **line manager**<sup>6</sup>. Don't forget to **make eye contact** with all the interviewers while you are talking. As you arrive for the interview, **body language**<sup>7</sup> is important. Give a **firm handshake** and **speak up**<sup>8</sup>. This will help to create a good **first impression**.

<sup>1</sup> hiring (new staff)   <sup>2</sup> requirements you use to make a decision   <sup>3</sup> selected from a larger group   <sup>4</sup> a practice of something new   <sup>5</sup> improve or increase   <sup>6</sup> the person who is directly responsible for your work   <sup>7</sup> physical movements which show how you are feeling   <sup>8</sup> 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**<sup>1</sup> your CV?

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

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

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

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

How would your colleagues / your **supervisor**<sup>6</sup> describe you?

I'm keen to **take on**<sup>7</sup> more responsibility.

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

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



<sup>1</sup> tell us about in more detail   <sup>2</sup> a person who is learning a new job   <sup>3</sup> training given to employees to increase their knowledge or skills   <sup>4</sup> within the company   <sup>5</sup> people who have just joined (the company)   <sup>6</sup> the person who checks your work   <sup>7</sup> start to have   <sup>8</sup> find someone to do the job   <sup>9</sup> 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**<sup>1</sup> the job. Please review the attached document **outlining**<sup>2</sup> your salary, benefits (including **paid leave**<sup>3</sup>) and **reporting structure**<sup>4</sup>, 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

<sup>1</sup> very suitable for

<sup>2</sup> giving an overview of

<sup>3</sup> time off you are paid for, such as holiday or parental leave

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

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

## B

## During the day (different work patterns)



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

- <sup>1</sup> ordinary, not interesting    <sup>2</sup> have something finished by a fixed day or time    <sup>3</sup> offer to do something without being asked or told to do it    <sup>4</sup> making you feel satisfied that you have done something important or useful, or done something well    <sup>5</sup> encouraging new ideas or new thinking    <sup>6</sup> 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**<sup>1</sup> and **repetitive**<sup>2</sup>. All I ever think about is **knocking off**<sup>3</sup> 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**<sup>4</sup>. It's not a **satisfying**<sup>5</sup> job – I feel I need something a bit more **challenging**<sup>6</sup>.

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



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

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



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

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

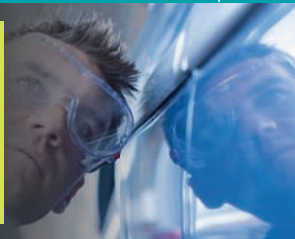


# Exercises

## 5.1 Correct seven mistakes in this paragraph.

**REAL WORKERS, REAL STORIES**
more stories | about

I'm a technician in a factory. I think I have a good work relationship with my colleagues. I tried to establish a good report with them from the very beginning. The person I like most is my opposite member in our office in Paris. My boss likes me to make the initiative. Generally, when I socialise with my jobmates outside of work, we try not to talk about shop, but it's not easy and sometimes we have a good gossip about colleagues and events at work.



## 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.

- 1 A good friend suggested we set up a small company together, so I ..... her and we formed a ..... in 2012.
- 2 I'm really tired; I've had a very heavy ..... recently.
- 3 I don't want an office job. I don't want to spend all day stuck .....
- 4 I'd hate to feel trapped in my job and to be stuck in .....
- 5 I work for different companies at different times as it suits me. I'm .....
- 6 I used to work for someone else, but now I'm my own boss; I'm .....
- 7 I stopped working in the hamburger restaurant. It was such a dead .....
- 8 When I was working in the factory, all I could think of all day was the moment when I could knock .....
- 9 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)
- 10 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**<sup>1</sup>. He thought **telemarketing**<sup>2</sup> sounded quite glamorous but soon found that most of the people he phoned hated **cold calling**<sup>3</sup> and put the phone down when he tried the **hard sell**<sup>4</sup>. However, he persevered and found he became quite skilled at persuading customers to **part with their money**<sup>5</sup>. He then moved into a job on a **TV shopping channel**<sup>6</sup>, where he specialised in selling **merchandise**<sup>7</sup> for the leisure market. He did so well at this that he set up his own sportswear company and **hasn't looked back**<sup>8</sup> since.

<sup>1</sup> + <sup>2</sup> selling or marketing goods and services by phone

<sup>5</sup> spend money

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

<sup>6</sup> a TV channel devoted to selling products

<sup>4</sup> attempt to sell something by being very forceful or persuasive

<sup>7</sup> products that are bought and sold

<sup>8</sup> 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**<sup>1</sup>. However, she got increasingly irritated by all the **red tape**<sup>2</sup> involved in the **administration**<sup>3</sup> of a business and when a larger company contacted her with a **proposition**<sup>4</sup>, suggesting a **takeover**<sup>5</sup>, 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**<sup>6</sup> and **hammer out a deal**<sup>7</sup> without too much delay. In many ways Tina was sad that her company had been **swallowed up**<sup>8</sup> but she has used the money raised by the sale of her **capital assets**<sup>9</sup> to **invest in**<sup>10</sup> a business **start-up**<sup>11</sup>: an online **holiday property letting agency**<sup>12</sup>.

<sup>1</sup> producing a lot of money

<sup>7</sup> talk in detail until a business agreement is made

<sup>2</sup> bureaucracy (negative)

<sup>8</sup> taken over by a larger company

<sup>3</sup> organisation and arrangement of operations

<sup>9</sup> buildings and machines owned by a company

<sup>4</sup> formal offer

<sup>10</sup> put money into

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

<sup>11</sup> new company

<sup>6</sup> come to an agreement in which both sides reduce their demands a little

<sup>12</sup> a business organising the rental of holiday houses and flats

# Exercises

## 7.1 Match the two parts of these business collocations from the opposite page.

- |              |                          |           |
|--------------|--------------------------|-----------|
| 1 loss       | <input type="checkbox"/> | a agency  |
| 2 capital    | <input type="checkbox"/> | b channel |
| 3 purchasing | <input type="checkbox"/> | c leader  |
| 4 shopping   | <input type="checkbox"/> | d tape    |
| 5 hard       | <input type="checkbox"/> | e power   |
| 6 letting    | <input type="checkbox"/> | f loyalty |
| 7 brand      | <input type="checkbox"/> | g assets  |
| 8 niche      | <input type="checkbox"/> | h sell    |
| 9 red        | <input type="checkbox"/> | i market  |

## 7.2 Look at A and B opposite. Fill the gaps in these sentences.

- 1 A world-famous painting will go ..... the hammer in London tomorrow.
- 2 It's a sensible idea to shop ..... a bit before buying a computer.
- 3 Sally made the right decision when she quit her old job and set up her own business – she hasn't looked ..... since the day it opened.
- 4 I don't mind trying a hard sell on a person who has already expressed an interest in our products, but I hate ..... calling.
- 5 It can be quite hard to persuade my dad to ..... with his money.
- 6 I'm going to make a ..... for the dining table that is up for auction tomorrow.
- 7 My current job is in ..... I spend all the day on the phone.
- 8 They produce special clothes for people who practise yoga and have really cornered this ..... market.
- 9 The shop I went to didn't ..... the printer I wanted so I'm going to order it online.

## 7.3 Replace the underlined words with a word or phrase from C with a similar meaning.

- 1 As their business interests were quite different, it took them a long time to come to an agreement.
- 2 If you want to go into the import and export business, you had better be prepared for a lot of bureaucracy.
- 3 At the moment they are discussing the possibility of buying up another company.
- 4 Sportswear is a very profitable business to be in at the moment.
- 5 Banks will only lend a new business money if they have a realistic business plan.
- 6 A number of small companies have been taken over by that huge multinational in the last six months.
- 7 Hassan has made a rather interesting suggestion about setting up a business together.
- 8 Chloe is much better at the creative side of business than the organisation involved in running a company.

## 7.4 Choose the best word to complete each sentence.













- 1 I hope we'll be able to *keep / reach* a compromise when we meet tomorrow.
- 2 I think those new games consoles are *priced / purchased* too high at the moment.
- 3 The shops are hoping to sell a lot of *capital assets / merchandise* connected with the royal wedding.
- 4 My sports car was so expensive to run that I decided to trade it *down / up* for something much cheaper.
- 5 Helga has never looked *back / out* since she started her own business ten years ago.
- 6 There's a lot of *loss leader / red tape* involved in setting up a new business.

# 8

## Describing people: positive and negative qualities

### A Character and personality

Chinese astrology organises years into cycles of 12, and asserts that the year you are born in affects your character. Each year is named after an animal.

animal	year	characteristics
RAT 	1972, 1984, 1996, 2008	imaginative, charming, generous, quick-tempered, <b>opportunistic</b> <sup>1</sup>
BUFFALO 	1973, 1985, 1997, 2009	conservative, <b>methodical</b> <sup>2</sup> , conscientious, <b>chauvinistic</b> <sup>3</sup> , a born leader
TIGER 	1974, 1986, 1998, 2010	sensitive, emotional, tends to <b>get carried away</b> <sup>4</sup> , stubborn, rebellious, courageous
RABBIT 	1975, 1987, 1999, 2011	affectionate, <b>obliging</b> <sup>5</sup> , sentimental, <b>superficial</b> <sup>6</sup> , often <b>insecure</b> <sup>7</sup>
DRAGON 	1976, 1988, 2000, 2012	fun-loving, popular, a <b>perfectionist</b> <sup>8</sup> , gifted, may sometimes be <b>tactless</b> <sup>9</sup>
SNAKE 	1977, 1989, 2001, 2013	charming, <b>intuitive</b> <sup>10</sup> , stingy
HORSE 	1978, 1990, 2002, 2014	<b>diligent</b> <sup>11</sup> , independent, <b>placid</b> <sup>12</sup> , outgoing, can be selfish and cunning
GOAT 	1979, 1991, 2003, 2015	elegant, artistic, always ready to complain, over-anxious
MONKEY 	1980, 1992, 2004, 2016	witty, <b>magnetic personality</b> <sup>13</sup> , good company, can be <b>distrustful</b> <sup>14</sup>
ROOSTER 	1981, 1993, 2005, 2017	industrious, <b>shrewd</b> <sup>15</sup> , <b>supportive</b> <sup>16</sup> , decisive, <b>extravagant</b> <sup>17</sup>
DOG 	1982, 1994, 2006, 2018	<b>down-to-earth</b> <sup>18</sup> , <b>altruistic</b> <sup>19</sup> , <b>morose</b> <sup>20</sup> , <b>sharp-tongued</b> <sup>21</sup>
PIG 	1983, 1995, 2007, 2019	intellectual, tolerant, <b>naive</b> <sup>22</sup> , often materialistic

- <sup>1</sup> using situations for own benefit
- <sup>2</sup> systematic, careful
- <sup>3</sup> too patriotic
- <sup>4</sup> become too excited and lose control
- <sup>5</sup> ready to help
- <sup>6</sup> not caring about serious things
- <sup>7</sup> not confident, uncertain about your own abilities
- <sup>8</sup> someone who is not satisfied if things are not 100% perfect
- <sup>9</sup> inclined to say things that upset or offend people
- <sup>10</sup> understanding instinctively
- <sup>11</sup> hard-working
- <sup>12</sup> calm, does not easily become excited or angry
- <sup>13</sup> personality that attracts people to you
- <sup>14</sup> not trusting, suspicious of others
- <sup>15</sup> having good judgement
- <sup>16</sup> gives help or encouragement
- <sup>17</sup> spends too much money or uses too much of something
- <sup>18</sup> practical and sensible
- <sup>19</sup> thinking of others rather than yourself
- <sup>20</sup> gloomy
- <sup>21</sup> inclined to speak in a severe and critical way
- <sup>22</sup> without enough experience of life, trusting too easily

### B Positive and negative associations

*Charming, generous – is that how you think of yourself? Selfish, cunning – that can't be me!*

Some words in the chart above have positive associations, others negative ones. Here are some words from the chart, together with other words that share some aspects of their meaning. The table shows which have positive and which have negative associations.

positive	negative	positive	negative
generous, unstinting	extravagant, immoderate	shrewd, astute	cunning, sly
resolute, dogged	stubborn, obstinate	sober, serious	morose, sullen
thrifty, frugal	stingy, parsimonious	witty, pithy	brusque, terse
diligent, industrious	work-obsessed, (a) workaholic (noun)	tolerant, open-minded	unprincipled, unscrupulous
idealistic, principled	dogmatic, inflexible	chatty, talkative	verbose, garrulous



# Exercises

## 8.1 Read the comments and then answer the questions.



I wish Tatyana would calm down and not get so over-excited about things.



Tom thinks his country is better than any other country and doesn't listen to reason.



Alice can always be relied upon to make the right decision.



Sophie is always so calm.



Harry is such a practical and sensible person.



Andrey has a tendency to say things that upset people.

- |                         |                                  |                        |
|-------------------------|----------------------------------|------------------------|
| 1 Who is placid?        | 3 Who tends to get carried away? | 5 Who is shrewd?       |
| 2 Who is down-to-earth? | 4 Who is often tactless?         | 6 Who is chauvinistic? |

## 8.2 Which colleagues does the speaker have a positive opinion of and which a negative one?

'Ellie, my boss, is very astute and she can be very witty, but I find her assistant, David, a bit sullen and obstinate. Julia, who I sit next to, is a bit stingy and extremely work-obsessed. I do a lot of work with Marco, who's very obliging, supportive and tolerant.'

## 8.3 Fill the gaps with words from the opposite page. You are given the first letter(s) and clues to the meaning in brackets.

- He's rather o..... He always tries to use situations to his own advantage. (devious)
- She has an i..... approach to life rather than a rational one. (instinctive)
- My father was a somewhat quick-tempered and m..... sort of person. (gloomy)
- He was a very altruistic person, almost to the point of being n..... (too trusting)
- Aisha has a m..... personality. Everyone is drawn to her. (attractive)
- Rob is a very conscientious and m..... worker. (careful, systematic)
- I find Eva a bit b..... and rude. (speaks in a quick and rude way)
- She's fun-loving but she can be a bit s..... at times. (doesn't care about serious things)
- I think Max is i..... (doesn't have much confidence, not really sure of himself)
- I'm always happy to go out for a meal with Kerstin. She's such g..... C..... (pleasant and entertaining to spend time with)
- She was very c..... in speaking out against corruption. (brave, unafraid to speak or act)
- Owen's a p..... He's never happy if he doesn't get an A-grade in every test.

## 8.4 Find adjectives on the opposite page related to these abstract nouns.

- |             |                   |             |                     |
|-------------|-------------------|-------------|---------------------|
| 1 altruism  | 4 placidity       | 7 distrust  | 10 unscrupulousness |
| 2 parsimony | 5 industriousness | 8 terseness |                     |
| 3 diligence | 6 rebellion       | 9 naivety   |                     |

## 8.5 The adjectives you found in the exercise above are more common in formal contexts. Give a synonym for each word that would be more likely to be used in informal situations (e.g. a friendly, informal conversation). Use a dictionary if necessary.

## 8.6 Over to you

Which adjectives from this unit could you use to describe you, your friends and your family members?

## 9

# Describing people: appearance and mannerisms

## A Adjectives connected with size, weight and general appearance

She introduced me to a tall, **slender** woman who looked very serious. [thin in an attractive way]

He was too **scrawny** to be a football player. [unattractively thin and bony-looking]

A **lanky** teenager walked in. [very tall and thin, and usually moving awkwardly]

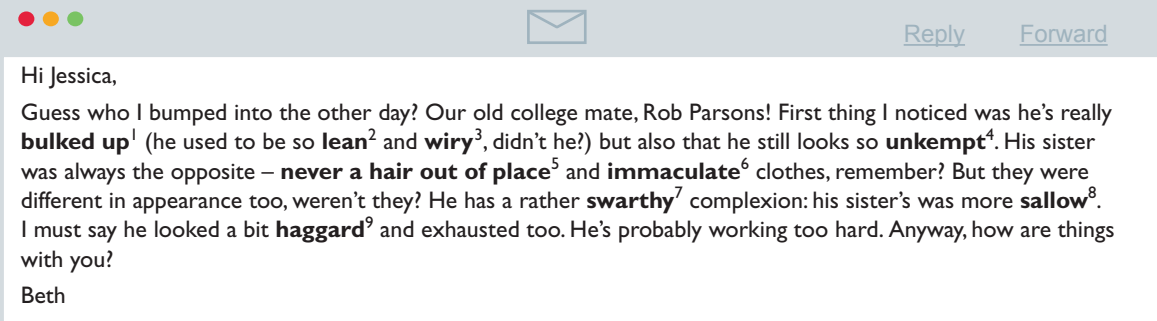
A **gangling/gangly** youth approached him. [tall, with long, thin arms and legs and rather awkward movements; often used of men and boys]

Recent studies show that an increasing number of children are **obese**. [very fat, in an unhealthy way]

She's the rather **stout** woman wearing glasses over there. [with a quite large, solid body; used of men and women]

My grandfather was a **stocky** man with big hands and broad shoulders. [short and with a body that is wide across the shoulders and chest]

## B Aspects of appearance and complexion



Hi Jessica,

Guess who I bumped into the other day? Our old college mate, Rob Parsons! First thing I noticed was he's really **bulked up**<sup>1</sup> (he used to be so **lean**<sup>2</sup> and **wiry**<sup>3</sup>, didn't he?) but also that he still looks so **unkempt**<sup>4</sup>. His sister was always the opposite – **never a hair out of place**<sup>5</sup> and **immaculate**<sup>6</sup> clothes, remember? But they were different in appearance too, weren't they? He has a rather **swarthy**<sup>7</sup> complexion: his sister's was more **sallow**<sup>8</sup>. I must say he looked a bit **haggard**<sup>9</sup> and exhausted too. He's probably working too hard. Anyway, how are things with you?

Beth

<sup>1</sup> increased in body size, especially by gaining more muscle

<sup>2</sup> thin and healthy    <sup>3</sup> thin but strong

<sup>4</sup> untidy, scruffy (the opposite would be *smart* or *neat*; 'kempt' does not exist)

<sup>5</sup> always well-dressed, neat and smart-looking

<sup>6</sup> in perfect condition, smart

<sup>7</sup> dark-coloured, used about skin

<sup>8</sup> yellowish

<sup>9</sup> his face looked ill and tired

## C Facial expression

A: What are you **grinning** at? [giving a big smile]

B: You've got ice cream on your nose – it looks so funny!

Look at those models **pouting** for the photographers! [positioning their lips in an attractive way]

She said if her daughter doesn't get what she wants, she **pouts** for the rest of the day. [positions her lips in a look of annoyance]

You don't have to **grimace** every time I eat raw garlic. I happen to think it's delicious. [make an expression of pain or strong dislike]

I arrived late and she just **scowled** at me. [gave a bad-tempered, angry look]

He was **leering** at us. I felt very uncomfortable and wanted to leave. [looking in an unpleasant, sexually interested way]

## D Mannerisms and actions

I asked him for advice but he just **shrugged his shoulders**. [lifted his shoulders up and down to show he didn't know or couldn't answer]

He **folded his arms** and **crossed his legs** and waited for me to speak. [crossed one arm over the other close to his body] [crossed one leg over the other while sitting]

He sat there **twitching** nervously as he waited for his interview. [suddenly making small movements]

She **bites her nails** all the time. It drives me crazy!

She **clenched her fist** and told him to get out of the room at once. [closed her hand tightly because of anger]

He just kept **tapping/drumming his fingers** on the table, looking impatient. [made quick, light hitting movements]

# Exercises

## 9.1 Rewrite these sentences using words from A opposite instead of the underlined words.

- 1 She looks as if she needs a good meal; her body is so thin and bony.
- 2 Martha and David are both rather tall and thin individuals.
- 3 Being extremely fat can have health risks.
- 4 A very tall, thin, bony, awkward-looking boy carried our bags for us.
- 5 Her new silk dress suited her thin frame.
- 6 A short man with broad shoulders offered to lift the stone so we could look underneath.
- 7 That solid-looking woman on the left of the photo is Charlie's wife.

## 9.2 Fill in the gaps in the sentences using words from B opposite.

- 1 Finn looked really ..... after two weeks of camping – his clothes were dirty and his hair was a mess!
- 2 Leah always looks amazing – she never has a ..... out of place!
- 3 Alex has ..... a lot – must be all that time he spends at the gym lifting weights!
- 4 Dan hasn't slept for three days – he looks really tired and .....

## 9.3 What are these people doing?



1 ..... *He's folding his arms.* .....



2 .....



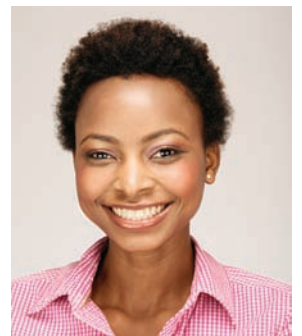
3 .....



4 .....



5 .....



6 .....

## 9.4 Answer these questions. Use a dictionary if necessary.

- 1 The verb *to pout* has two meanings on the opposite page. What are they?
- 2 If someone scowls at you, how are they probably feeling?
- 3 What is the difference between a *swarthy* complexion and a *sallow* complexion?
- 4 When would you clench your fist?
- 5 When do people normally shrug their shoulders?
- 6 What might you do with your fingers on a table if you were nervous or impatient?
- 7 In what situations do people typically (a) fold their arms, (b) cross their legs?
- 8 If someone is 'lean and wiry', which of these adjectives are true of them: *thin, fat, healthy, weak, ill-looking, strong*?

## A Adjectives to describe people's personality or behaviour

word	meaning	example
<b>impetuous</b>	acts on a sudden idea without thinking first (often negative)	She's so <b>impetuous</b> ; I wish she would consider things before acting.
<b>impulsive</b>	similar to <i>impetuous</i> , but can be used in a more positive way	His <b>impulsive</b> generosity led him to give money to anyone who asked for help.
<b>effusive</b>	gives exaggerated expression of pleasure, praise or gratitude	She always gives me such an <b>effusive</b> welcome when I visit her.
<b>excitable</b>	easily excited by things	He's a very <b>excitable</b> child; he needs to calm down.
<b>pushy</b>	always selfishly promoting your own position or interests; <i>informal</i>	She's so <b>pushy</b> ; it's typical of her to demand a pay rise for herself and not care about the rest of us.
<b>self-conscious</b>	nervous or uncomfortable because you know what people think about you or your actions	Freddie seemed <b>self-conscious</b> and uncomfortable when he had to make the announcement at the party.
<b>well-balanced</b>	calm and reasonable and showing good judgement	The teacher said Maddy was a <b>well-balanced</b> child who got on well at school.
<b>taciturn</b> /'tæsɪtɜ:n/	reserved or says very little (generally negative)	He was a bit <b>taciturn</b> when I first met him. He hardly said a word.

## B Sociability

Chloe's such an **introvert**. Her brother Mark is so **outgoing** and is such an **extrovert**. Strange, isn't it? [inward-looking and quiet] [energetic and friendly, finds it easy to be with others] [outward-looking, energetic and sociable]

Mr Rogers is such a **diffident** man. He seems to have quite low **self-esteem**. [lacks confidence] [has a low opinion of himself]

English people are traditionally thought of as rather **reserved**. [not immediately sociable]

Eva tends to be rather **aloof**. I don't know if she's just shy. [unfriendly and not sociable]

My aunt Annie can be very **haughty** and **disdainful** at times, but she's lovely really. [unfriendly and thinks herself better than others] [does not believe others deserve respect]

I've always found Professor Mactoft very **unapproachable**, but his colleague Dr O'Daly is very **approachable**. [not easy to be sociable with or start a conversation with] [the opposite]

Natasha is very **conceited** and **self-important**, but Rachel is such a **modest** person. [thinks herself wonderful] [has an exaggerated sense of her importance] [prefers not to exaggerate her own qualities]

Joe is always so polite and **respectful**. I wish he would be more informal and just treat me as his equal. [treating someone well and politely, often with admiration]

## C Character traits

Arjen is a somewhat **naive** person; he thinks love can solve all the world's problems. [/'naɪ'i:v/ willing to believe simple things, perhaps because of inexperience]

Telephone salespeople often take advantage of **gullible** people. [easily deceived]

My father was a very **conscientious** man; he never took time off work unless he was really sick. [/,kɒntʃi'entʃəs/ always took his work very seriously]

She's a **restless** individual. I don't think she'll ever settle down in a job. [not satisfied with what she is doing now and wanting something new]

You are so **obstinate** and **pig-headed**! Why don't you listen when people give you advice? [unwilling to change, despite persuasion] [similar to *obstinate* but stronger; *informal*]

# Exercises

## 10.1 Answer these questions.

- 1 Why would people rather have an approachable teacher or boss than an unapproachable one?
- 2 What is a stronger and less formal way of saying *obstinate*?
- 3 If someone is *diffident*, do they have little or lots of self-confidence?
- 4 How could you describe a greeting from someone that showed exaggerated pleasure?
- 5 Do you think it would be easy or difficult to have a friendly conversation with a taciturn person?
- 6 Which tends to be more negative, *impetuous* or *impulsive*?
- 7 Which would most people rather be described as, *conscientious* or *self-conscious*?
- 8 If you're *outgoing*, are you more likely to be seen as an introvert or an extrovert?

## 10.2 Rewrite the underlined parts of the sentences using the words in the box, making any other changes necessary.

restless well-balanced aloof conceited haughty excitable naive self-esteem  
pushy outgoing

- 1 Don't be so over-proud of your achievements! You're not the only one to get an A-grade!
- 2 People who have a poor opinion of themselves can find it difficult to achieve their goals.
- 3 He's generally a happy, sociable sort of person.
- 4 She is a person who is generally quite reasonable and who shows good judgement overall.
- 5 You always seem unable to settle down. What's the problem?
- 6 He's so easily excited. He should try to calm down more.
- 7 She believes rather simple things when it comes to politics.
- 8 He's just pursuing his own interests and cares little what happens to others.
- 9 Frances was very unfriendly and would not take part in things at the party.
- 10 At times, Joel is quite cold and unfriendly and acts as if he's better than the rest of us.

## 10.3 Complete the table. Some of the words are not on the opposite page.

adjective	noun	adjective	noun
excitable		reserved	
gullible			diffidence
	disdain	pig-headed	
impetuous			respect
obstinate		self-important	
approachable		modest	

## 10.4 These sentences contain words from the table in 10.3. Rewrite the sentences using the other form of the word. For example, use a noun instead of an adjective and vice versa.

- 1 One of her main character traits is that she is impetuous.
- 2 It's difficult to get him to change his ways. He displays a high level of obstinacy.
- 3 Luke shows a lot of reserve, but his wife is known more for her approachability.
- 4 One of her nicest characteristics is that she is modest.
- 5 She shows a lot of respect for her elders. It's important in her culture.
- 6 Being pig-headed seems to be a family trait among my relatives.
- 7 She is so full of self-importance; it irritates everyone.
- 8 Online identity thieves prey on people being gullible.

## 10.5 Over to you

Choose five words from the opposite page that you feel describe you. Be honest!



## A

## Love and romance

When Tom met Lily, it was **love at first sight**. [love began the first time they saw each other]

She **fell head over heels in love** with him. [fell deeply and madly in love]

Nick **only has eyes for** Sophie. He's not interested in other girls. [is only attracted to]

Lauren was more than **infatuated with** Dave; she was completely **besotted with** him. [romantically obsessed with] [almost stupidly or blindly in love with]

I've often seen Matt and Ellie at the cinema together, but it's purely a **platonic relationship**.

[affectionate relationship between people of the opposite sex that is not sexual]

## B

## Friendships and other positive relationships

Anona and I **hit it off** immediately; we're true **soulmates**. [liked each other the moment we met] [people who feel close in spirit and understand each other deeply]

The moment I met Rob, I could see he was **a man after my own heart**. [someone you admire because they do or think the same as you; also **woman after your own heart**]

Charlie and I **get on like a house on fire**. [have a very good, enjoyable relationship]

Rob and Jamie have been **bosom friends/buddies/pals** for years. [very close, good friends]

Marta and Carmen are **inseparable**. [always want to be together, very close]

There's a close **bond** between Rushda and her aunt. [relationship or feeling of togetherness]

## C

## General social relationships: collocations

The replies in these conversations are another way of saying what the first speaker says.

A: You seem to be very similar to Ben – the way you think and look at life.

B: Yes, we've always been **kindred spirits**.

A: What a nice wedding! Nathan and Amelia seem to be perfect for each other.

B: Yes, such a **well-matched** couple!

A: Our Spanish friends are always phoning their brothers and sisters.

B: Yes, well, I think **family ties** in Spain are much stronger than here.

A: I've never met Rosie, but I know several people she knows.

B: Yes, she said you have a number of **mutual acquaintances**.

A: Gareth has a lot of respect for Clare.

B: Yes, he **holds her in high regard**.

A: Sarah and Anna are very close these days. I'm sure they share all their secrets.

B: Yes, they're **as thick as thieves**.

## D

## Nouns and adjectives

adjective	noun	example
<b>adoring</b>	<b>adoration</b>	The parents gazed at their new-born baby with a look of tender <b>adoration</b> .
<b>affectionate</b>	<b>affection</b>	He never shows much <b>affection</b> for his children.
<b>amiable</b>	<b>amiability</b>	She always treats us with great <b>amiability</b> .
<b>considerate</b>	<b>consideration</b>	'Have some <b>consideration</b> for the other students!' she said angrily.
<b>faithful</b>	<b>faithfulness</b>	<b>Faithfulness</b> is the key to a good marriage.
<b>fond</b>	<b>fondness</b>	Over the years she developed a <b>fondness</b> for Mario that went beyond a purely business relationship.
<b>loyal</b>	<b>loyalty</b>	He was a great team captain who inspired <b>loyalty</b> in the players.

# Exercises

## 11.1 Match up the words on the left with words on the right to make expressions. Then use the expressions to complete the sentences below.

- |         |                          |                 |           |                          |                      |
|---------|--------------------------|-----------------|-----------|--------------------------|----------------------|
| 1 love  | <input type="checkbox"/> | a pals          | 4 hit     | <input type="checkbox"/> | d spirits            |
| 2 head  | <input type="checkbox"/> | b it off        | 5 kindred | <input type="checkbox"/> | e at first sight     |
| 3 bosom | <input type="checkbox"/> | c acquaintances | 6 mutual  | <input type="checkbox"/> | f over heels in love |

- When Josh met Emma, it was .....
- Phil and Toby look at life in the same way. They're .....
- Ever since they worked together, Lucy and Olivia have been .....
- I was introduced to Zoe by some .....
- They just looked at each other and fell .....
- When Ross and I met, we immediately .....

## 11.2 Fill the gaps in these sentences.

- Rachel only has ..... for Mark these days. She's crazy over him.
- They look such a ..... couple. I wonder if they will get married?
- Tara and I have always got ..... like a house .....
- He's completely ..... with her. I've never known him to be so much in love before. He's like a teenager. (*two possible answers*)
- Matt would do anything for his boss – he holds her in very high .....
- I think she was quite right to say what she did – she's a woman after my own .....
- The children must be planning something – they look as ..... as thieves.
- They spend most of their holidays in the south of Italy because of their ..... ties there.

## 11.3 Complete the table. Some of the words are not on the opposite page.

noun	adjective	noun	adjective
	loyal	respect	
consideration		affection	
passion			romantic
	devoted	support	
	fond		amiable
	faithful	trust	
adoration			infatuated

## 11.4 Now complete these sentences, which include words from the table above, using the correct preposition. Use a dictionary if necessary.

- She's absolutely devoted ..... her mother and visits her every day.
- I've always had a lot of respect ..... my boss, and I do enjoy my job a lot.
- She's been so loyal ..... me all these years, I can't let her down now.
- He's very supportive ..... his colleagues; they're very lucky.
- I'm quite fond ..... Simon, but that doesn't mean I want to marry him.
- He puts a lot of trust ..... me, and I feel I can trust him too.
- I feel very affectionate ..... him but I'm not in love with him.
- Sophie and Dan are as passionate ..... each other as they were ten years ago.

## 11.5 Over to you

Name someone in your life who:

- you feel a close bond with.
- is a real soulmate for you.
- is a person after your own heart.

## A Friendship

## FRIENDSHIP

Friends are people who are much more than mere **casual acquaintances**<sup>1</sup>. **True friends** are always there when you need them, as you are for them. We expect **loyalty**<sup>2</sup> from our friends, despite our faults, and should give it in return, never speaking ill of them **behind their backs**<sup>3</sup>. As well as having friends and casual acquaintances, we have relationships with **colleagues**, **allies** and **partners**.



<sup>1</sup> people you know, but not very well    <sup>2</sup> support in good or bad times    <sup>3</sup> when they are not there

Here are some qualities of friendship and their opposites:

quality	opposite
<b>loyal</b> (adj.), <b>loyalty</b> (noun)	<b>disloyal</b> (adj.), <b>disloyalty</b> (noun)
<b>supportive</b> [always supports you]	<b>unsupportive</b> , <b>critical</b>
<b>honest</b> , <b>truthful</b>	<b>dishonest</b> , <b>untruthful</b>
<b>respectful</b> (adj.), <b>respect</b> (noun)	<b>disrespectful</b> (adj.), <b>disrespect</b> (noun)

## B Good and bad relationships

I used to think of Kate as a friend but I now realise she has been **two-faced towards** me. [insincere; pleasant with someone and then unpleasant about them behind their back]

Russia and America were **allies** in the war. [countries or people who join together to fight for a common cause]

We were **business partners** but now we're **bitter/arch rivals**. [people who own a business together] [people in competition with each other in a negative, aggressive way] Indeed, I could say we are now **sworn enemies**. [people who will always hate each other]

Fergus has been **disloyal to** me on a number of occasions.

OK, I was **dishonest with** you. I'm sorry, but I didn't want to hurt you.

Sam has been very **distant towards** me recently. [not friendly, cold]

Jamie has always been **scrupulously honest** in his dealings with us.

I would expect **complete and unswerving loyalty** from a true friend.

Monica has always been my **staunchest ally** at work. I can always rely on her to support me.

I was amazed that someone who called herself my friend could be so **deeply critical of** me.



## C Breakdowns: expressions and collocations

Unfortunately, relationships sometimes **break down** because of **genuine misunderstandings**. [collapse] [not understanding something correctly]

A **rift** can **develop** between two people or groups. [serious disagreement that divides people]

There's been a lot of **discord** in the office lately. [disagreement and discontent]

My father and I **don't see eye to eye** on most things. [have different opinions]

Jack and his sister have **been on bad terms** for a long time. [have a poor relationship]

His love affair with Anna has **turned sour**. I think they'll **split up**. [become bad] [separate]

Our marriage **has had its ups and downs**, but basically we're OK. [had good and bad times]

a **bumpy relationship** [up and down like a car on a road with bumps]

a **broken home** [family split up by divorce]

a **family feud** [/'fju:d/ quarrel in a family causing bad feeling for many years]

# Exercises

## 12.1 Give the opposites of these adjectives.

- 1 loyal
- 2 truthful
- 3 honest
- 4 supportive
- 5 distant
- 6 respectful

## 12.2 Some words in these sentences have been used incorrectly. Rewrite the sentences using the correct word from A.

- 1 We both own the company: we're business rivals.
- 2 I've made several casual colleagues since moving to London, but no close friends yet.
- 3 Were Britain and the USA colleagues in the First World War?
- 4 The two companies hate each other: they're acquaintances.

## 12.3 Fill the gaps with suitable adjectives or adverbs from the opposite page.

- 1 You need ..... allies at work who won't let you down.
- 2 His ..... honesty is a quality I greatly admire.
- 3 I don't know why she was so ..... critical of him; it seemed very unfair.
- 4 Her ..... and ..... loyalty to him was a mistake. He betrayed her in the end.
- 5 Tom and Amy were ..... rivals at work, but seemed to get on well outside the office.
- 6 When all my other so-called friends drifted away, Jack always remained a ..... friend to me.

## 12.4 Fill the gaps with a suitable preposition.

- 1 I know I'm not perfect, but I've never been dishonest ..... you.
- 2 She's very critical ..... her colleagues.
- 3 Why are you always so disloyal ..... me?
- 4 A true friend would never talk ..... your back.
- 5 I hate being ..... bad terms ..... people.
- 6 I realise that people can often be two-faced ..... their boss.

## 12.5 Rewrite the underlined phrases to give the opposite meaning.

- 1 Mia and her sister shared the same opinion on a lot of things.
- 2 Carla's affection for Andrew has grown stronger lately. I expect they'll get engaged.
- 3 Our relationship stayed firm because we were truthful to each other.
- 4 Henry's brothers are close friends.

## 12.6 Use expressions from the opposite page to describe these situations.

- 1 Harry has phoned – he's still at the station. He thought I was picking him up and I thought he was getting a taxi. It was a .....
- 2 The kids have been unhappy since their parents divorced. They come from a .....
- 3 Her marriage has been both good and bad at different times. It has .....
- 4 The two union leaders have had a serious disagreement which has split them. A serious .....
- 5 Two of the brothers have not spoken to their other brother for 20 years because of something bad that happened. I think it's a .....

## A

## Strong desires

Pregnant women **crave** / **have a craving for** strange things like tuna and banana pizza! [want very strongly]

Young children often seem to **thirst** / **have a thirst for** knowledge. [feel very strongly that you want]

Sometimes my cousin just **yearns to** be on her own with no family responsibilities. [if you **yearn to do** / **yearn for** / **have a yearning for** something, it means that you want something that you do not have and, often, can never have]

An Olympic gold medal is probably the most **coveted** sporting prize. [**to covet** something means to want to possess it very much]

## B

## Reacting to other people's emotions

Lottie tried to **defuse** the tension by changing the subject. [make a dangerous or tense situation calmer]

Tim was very angry with his daughter and it took her a long time to **placate** him. [stop someone feeling angry]

An independent advisor has been brought in to **conciliate** between the unions and the employer.

[end a disagreement between two people or groups by acting in a friendly way towards both sides; *formal*]

Although **appeasing** the enemy postponed the war for another year, it did not ultimately prevent it from happening. [end a disagreement by giving the other side an advantage that they are demanding (normally used in a disapproving way); *formal*]

## Language help

A useful adjective from *placate* is *implacable*. It is used about someone's opinions and feelings and means that they cannot be changed, e.g. *I cannot understand the **implacable hatred** that he still feels for his old rival.* (Note: *placable* doesn't exist.)

## C

## Being extremely happy

**exultant**: feeling great pleasure and happiness, usually because of a success (more formal than **ecstatic**) Sarah was in an **exultant** mood / was **ecstatic** after her great exam results.

**to rejoice**: be extremely happy; *formal* Everyone **rejoiced** at the news of her recovery.

**jubilant**: expressing great happiness, especially at a victory; *formal* There were **jubilant** shouts as the results of the referendum were announced.

**bliss**: perfect happiness (often collocates with **utter** and **sheer**; adjective = **blissful**; the adverb **blissfully** often collocates with **happy**, **ignorant** and **unaware**) We had a fabulous holiday on a beautiful island – seven days of **utter/sheer bliss**. They are **blissfully happy** even though they're poor.



There are a number of informal expressions which mean to be very happy:

You look **full of the joys of spring** today. Why are you smiling all the time?

My daughter's just had a baby girl. We're **thrilled to bits** at the news.

**I feel on top of the world**. It's great to have a job again.

I've been **floating/walking on air** ever since I heard I got into drama school.

A: How did you feel when you scored the winning goal?

B: I was **over the moon**!



# Exercises

## 13.1 Choose one of the words below each sentence to fill the gaps.

- I often find I ..... sweet things when I'm studying, but I try to resist!  
A thirst                      B crave                      C hunger
- Martha is very good at ..... difficult situations.  
A placating                  B appeasing                  C defusing
- Everyone is ..... to bits that Karim was so successful in the competition.  
A blissful                      B thrilled                      C exultant
- If he has a tantrum, you mustn't try to ..... him. Don't give in!  
A conciliate                  B appease                      C defuse
- When Jess retires, there will probably be a lot of internal applicants for what must be the most ..... job in the company.  
A yearned                      B craved                      C coveted
- Fortunately, her parents were ..... ignorant of what was going on.  
A jubilantly                  B blissfully                      C exultantly

## 13.2 Read the comments. Then answer the questions.

**Rowan**



I just want to learn more and more about science, history, everything.

**Katie**



I'm just longing to return to my homeland again. But I don't think I ever will.

**William**



I'd give anything to own that motorbike of Nick's. It's so fantastic!

**Ashley**



Calm down, there's no need to be so cross.

- Who is yearning to do something?
- Who is placating someone?
- Who has a thirst for something?
- Who covets something?

## 13.3 Match the sentence beginnings on the left with the endings on the right.

- |                              |                          |   |
|------------------------------|--------------------------|---|
| 1 Lucy has been walking      | <input type="checkbox"/> | a on top of the world since he got his PhD. |
| 2 Beth is full               | <input type="checkbox"/> | b unaware of all the problems.              |
| 3 Eva seems to be blissfully | <input type="checkbox"/> | c to bits when he won the medal.            |
| 4 Everyone rejoiced          | <input type="checkbox"/> | d on air since she got her promotion.       |
| 5 Sam is feeling             | <input type="checkbox"/> | e when they heard that the war had ended.   |
| 6 His parents were thrilled  | <input type="checkbox"/> | f of the joys of spring.                    |

## 13.4 Answer these questions.

- If a politician talks about someone appeasing someone else, is he/she expressing approval?
- Would fans be more likely to be called jubilant or blissful if their team won the World Cup?
- If someone tried to conciliate between two neighbours who each claimed the other was too noisy, what would that person be trying to do?
- If you are trying to placate someone, is it likely that they are (a) angry or (b) over-excited?
- If, after a conflict, someone is thirsting for revenge, is it likely they are ready to forget the conflict or not?

## 13.5

### Over to you

Think of an occasion (a) when you felt ecstatic about something, (b) when you had to defuse a difficult situation, and (c) when you had to placate someone.

## A Antipathies and aversions

**Antipathy** is a feeling of strong, often active, dislike or opposition towards something or someone, e.g. **Antipathy** towards the government increased during the economic crisis. **Aversion** is a feeling of intense dislike or an unwillingness to do something. It can also refer to the person or thing which causes that feeling. It is often used in the phrase **have/feel an aversion to**, e.g. I **felt an instant aversion to** the new manager. Arrogance has always been my **pet aversion**. [the thing I dislike most of all]

**Averse to** means opposed to, usually used with **not**, e.g. I'm **not averse to** a good night out. [I enjoy a good night out]

## Language help

\* Remember, the *-ing* form refers to the person or thing that causes a feeling; the *-ed* form refers to the person experiencing the feeling, e.g. *The news was **distressing**. I felt **distressed**.*

## B Negative feelings

noun	meaning	adjective	verb	examples
<b>loathing</b>	intense hatred	<b>loathsome</b>	<b>loathe</b>	I just loathe people who tell lies.
<b>abhorrence</b>	intense disgust	<b>abhorrent</b>	<b>abhor</b>	We all find her behaviour abhorrent.
<b>scorn</b>	lack of respect for something	<b>scornful</b>	<b>scorn</b>	There was a scornful note in his voice.
<b>irritation</b>	a feeling of being annoyed	<b>irritating</b> <b>irritated*</b>	<b>irritate</b>	Her comments gave me an intense feeling of irritation.
<b>distress</b>	a feeling of being extremely upset or worried	<b>distressing</b> <b>distressed*</b>	<b>distress</b>	Being told that my best friend was seriously ill was very distressing.
<b>alarm</b>	a feeling of being very worried or frightened	<b>alarming</b> <b>alarmed*</b>	<b>alarm</b>	The advance of the enemy troops across the river was an alarming development.

## C Adjectives with negative connotations

She was very **offhand** with everyone. [showed a rude lack of interest in others]

The Director's personal assistant can be very **officious**. [too eager to tell others what to do]

He makes very **ostentatious** displays of his wealth, with big, flashy cars, designer clothes, etc. [displaying wealth or possessions in a vulgar way]

She's become very **pompous** since she was elected to Parliament. [too formal and showing that you think that you are more important than other people]

She boasts about reading philosophy books – she's so **pretentious**. [tries to appear more serious or important than she is]

What **puerile** behaviour! Grow up! [silly and childish]

Because I rushed it, my essay was a bit **sloppy**. [not taking care in the way you work; *informal*]

Jo can be very **fickle**. [changes her feelings suddenly without reason]

Oh, stop being so **nit-picking**! [too concerned about unimportant details; *informal*]

The customs officer was such an **obnoxious** man. [unpleasant and rude]

## D Being extremely unhappy

I felt utterly **dejected** when I didn't get the job. [unhappy and disappointed]

She looked **forlorn**, gazing into the distance. [sad, alone and not cared for]

I was **devastated** when I heard of the death of a good friend of mine. [very shocked and upset]

The missing child's parents were **distraught**. The neighbours tried to calm them. [extremely worried and upset]

You're looking a bit **down** today. Anything wrong? [unhappy; *informal*]

He always looks so **miserable** and never seems to smile! [very unhappy]

# Exercises

## 14.1 Rewrite the sentences using the form of the word in bold indicated in brackets. Make any other necessary changes.

- 1 I am strongly **averse** to people who always want to be the centre of attention. (noun)
- 2 He's always **scornful** of our amateur theatrical productions. (verb)
- 3 She has an **abhorrence** of injustice, wherever it occurs. (verb)
- 4 I do not have an **aversion** to a vegetarian diet. I've just never tried it. (adjective)
- 5 His attitude **irritated** me very much. (adjective) (*two possible answers*)
- 6 The news was **alarming** to us all. (adjective ending in -ed)

## 14.2 Answer the questions.

- 1 If you are distressed by a piece of news, are you (a) angry, (b) upset, or (c) depressed?
- 2 If you find something loathsome, what emotion do you feel towards it?
- 3 If someone feels antipathy towards another person, do they (a) just not like them, (b) feel annoyed by them, or (c) actively and strongly dislike them?
- 4 If someone irritates you, do you feel (a) deep anger, (b) annoyance, or (c) hatred towards them?

## 14.3 Match the sentence beginnings on the left with the endings on the right.

- |                                    |                          |  |
|------------------------------------|--------------------------|--|
| 1 We were distraught               | <input type="checkbox"/> | a so I offered to buy him a coffee.      |
| 2 She felt dejected                | <input type="checkbox"/> | b by the death of so many good friends.  |
| 3 He was looking a bit down        | <input type="checkbox"/> | c who rarely laughed or enjoyed herself. |
| 4 They were utterly devastated     | <input type="checkbox"/> | d when our cat went missing.             |
| 5 She was quite a miserable person | <input type="checkbox"/> | e because she failed the exam.           |

## 14.4 Add words to complete the sentences.

- 1 The palace was very ..... , with gold ceilings and marble statues everywhere.
- 2 One of my friends is a bit ..... ; he has a new girlfriend every week!
- 3 She thinks I'm ..... because I like opera, but I think that's unfair. I like pop music too.
- 4 The lawyers were very ..... - ..... when they were dealing with old Mrs Carson's complicated will.
- 5 The decorators were very ..... and didn't paint the kitchen properly.
- 6 He's an ..... person; absolutely nobody thinks he's nice.
- 7 The receptionist was very ..... with me, and didn't seem to take me seriously.
- 8 The Minister made a very ..... speech, and seemed full of his own importance.
- 9 Their behaviour was silly and ..... . I wish they would act more maturely.
- 10 The man at the museum was very ..... , telling us to be quiet and not to touch the exhibits.
- 11 She looked a bit ..... because all her friends had gone to a party and she was not invited.
- 12 We were ..... when our friends didn't arrive and we heard there'd been an accident on the motorway.

## 14.5

### Over to you

- Name three things that you loathe doing.
- Are there any ideas that you find abhorrent? Why?
- Have you ever felt an instant antipathy to someone?
- Do you have a pet aversion? If so, what is it?

## A

## At the beginning

**Pregnancy**<sup>1</sup> is the nine-month period when a woman is expecting a baby. It begins with **conception**<sup>2</sup>, when the mother's egg is **fertilised**<sup>3</sup> and an **embryo**<sup>4</sup> **implants**<sup>5</sup> in the mother's **womb**, or **uterus**<sup>6</sup>. Most mothers **conceive**<sup>7</sup> naturally but some are helped by **fertility drugs**<sup>8</sup> or other procedures such as **IVF**<sup>9</sup>. As the **foetus**<sup>10</sup> grows, it is fed through the mother's **placenta**<sup>11</sup>. After 40 weeks, the mother usually **goes into labour**<sup>12</sup>. If this doesn't happen naturally, she may **be induced**<sup>13</sup>. Usually, a mother is helped to **give birth**<sup>14</sup> by a **midwife**<sup>15</sup>. Sometimes a surgeon is needed to **deliver**<sup>16</sup> the baby by **caesarean section**<sup>17</sup>.

<sup>1</sup> (adj. = **pregnant**)    <sup>2</sup> time when sperm and egg meet and a baby starts to form    <sup>3</sup> made to start developing into new life    <sup>4</sup> developing baby    <sup>5</sup> fixes itself    <sup>6</sup> organ inside the mother where the fertilised egg develops into a baby; uterus is a more medical word than womb    <sup>7</sup> become pregnant    <sup>8</sup> drugs that help a woman to become pregnant    <sup>9</sup> **in vitro fertilisation**: process that fertilises a woman's egg in a laboratory; babies born this way are sometimes referred to as **test tube babies**    <sup>10</sup> what the embryo developing in the uterus is known as from eight weeks onward    <sup>11</sup> organ connecting the developing baby to the mother and giving it food    <sup>12</sup> goes into the last stage of pregnancy, where the womb starts the process of pushing the baby out of the body    <sup>13</sup> be helped medically to start the process of labour (noun = **induction**)    <sup>14</sup> have her baby    <sup>15</sup> person medically trained to help women when they are giving birth    <sup>16</sup> help the mother to give birth (noun = **delivery**)    <sup>17</sup> operation in which the mother's abdomen and womb are cut open to allow the baby to be removed

## Language help

*Expect* when it means 'expect a baby' is only used in the continuous form, e.g. *Helena and her sister are both **expecting*** (NOT *expect*).

## B

## At the end

More and more people these days are living to a **ripe old age**<sup>1</sup>. My aunt, for example, that's my **late**<sup>2</sup> father's sister, is 93. She's been a **pensioner**<sup>3</sup> for more years than she worked. She lives in **sheltered accommodation**<sup>4</sup> but she's not at all **dodderly**<sup>5</sup> or **gaga**<sup>6</sup>. She's lucky still to **have all her wits about her**<sup>7</sup> because a lot of elderly people develop **dementia**<sup>8</sup>. Funerals are changing a lot too. I went to one recently where there was a **coffin**<sup>9</sup> in the colours of the dead man's football team. And at the **wake**<sup>10</sup>, his sister told me she'd put it in her **will**<sup>11</sup> that her own **ashes**<sup>12</sup> are to be sent up in a rocket! Funerals now are often more about celebrating a person's life rather than just about **mourning**<sup>13</sup>. As for me, I think I'd prefer an ordinary **cremation**<sup>14</sup>. But then I'd quite like to have my ashes **scattered**<sup>15</sup> at sea, as I love sailing.

<sup>1</sup> living well into old age; usually used in the phrase **to live to a ripe old age**    <sup>2</sup> now dead    <sup>3</sup> elderly person, receiving an old age pension from the state    <sup>4</sup> special housing, usually for old people, where care staff also live    <sup>5</sup> weak and unable to walk well, usually because of old age; *informal*    <sup>6</sup> unable to think clearly because of old age; *informal* and offensive    <sup>7</sup> is still able to think and react quickly    <sup>8</sup> an illness that causes problems with memory loss    <sup>9</sup> box where the dead person is put    <sup>10</sup> gathering of family and friends after a funeral    <sup>11</sup> legal document saying what is to happen to your possessions after your death    <sup>12</sup> remains of a body after cremation (see 14)    <sup>13</sup> expressing sadness after someone's death (the mourners have been **bereaved**)    <sup>14</sup> service at a place called a **crematorium**, where a dead body is burnt (as opposed to a **burial**, where the body is buried in the ground)    <sup>15</sup> spread around

## C

## Death in different registers

expressions of sympathy: Please accept my **condolences**. (*formal*) I was so sorry to hear/learn of your **loss**. (*informal*)

euphemisms for 'to die': **to pass away**, **to pass on**, **to pass over**

very informal expressions for being close to death: **to be at death's door**, **to be on your last legs** (often used about machines, e.g. My laptop's on its last legs)

newspaper words: **fatalities** [dead people], **perished** [died], **slaughtered** [violently killed]

legal words: **the deceased** [the dead person], **to bequeath** [to leave something in a will; noun = a **bequest**], **to inherit** [to receive something from someone who has died; noun = an **inheritance**], to die **intestate** [without having made a will]

# Exercises

## 15.1 Complete these sentences with words from A opposite.

- If Liz doesn't ..... soon, she's going to ask her doctor for a fertility test.
- Karen went into ..... at midnight and gave ..... only four hours later.
- Did Amy have a natural ..... or a ..... section?
- The ..... provides the baby growing in the mother's ..... with all the food it needs.
- The first test ..... baby was born in 1978.
- As well as helping with the birth, a trained ..... usually visits the mother before and after the birth to check that everything is going well.
- Laila's ..... a baby – it's due in the middle of October.
- During the nine months of ....., the baby developing inside the mother is often referred to as a .....

## 15.2 Correct these sentences, which use the vocabulary in B and C.

- The whole country is in morning after the President's death.
- I'd like my dust scattered in my favourite forest.
- My extinct grandfather was a shepherd all his life.
- I'm afraid her elderly step-mother has just passed off.
- My car is on its last leg.
- My father inherited me his gold watch in his will.
- Mrs Wilson seems to have been at death's window for years.
- Over 2,000 people were perished in the earthquake.
- It was amazing there were no fertilities when the bridge collapsed.
- My aunt left me a request of £500 in her will.

## 15.3 Write sentences with the same meanings, using the word in brackets and making any appropriate changes.

- Both my sisters are pregnant at the moment. (EXPECT)
- Twins were born to Shona Harrison last Monday. (BIRTH)
- She has been taking medication to help her conceive. (FERTILITY)
- All my grandparents lived to their 80s or 90s. (RIPE)
- My neighbour is 90 but she is still very mentally alert. (WITS)
- Unfortunately, the deceased died intestate. (WILL)
- John bequeathed £1,000 to each of his three nephews. (INHERIT)
- I was so sorry to hear of your loss. (CONDOLENCES)

## 15.4 Choose words or expressions from the box to complete these texts.

deceased	bequest	bequeathed
inherited	slaughtered	pensioner
perished	passed away	fatalities

THE DAY IN REVIEW
NEWS

Yesterday was indeed a black day for our country. Twenty-five people <sup>1</sup>..... in an earthquake. Five more people were <sup>2</sup>..... in a terrorist bomb attack and there were ten road accident <sup>3</sup>..... . Among the <sup>4</sup>..... was one of our most popular young politicians.

✉
[Reply](#)
[Forward](#)

**Charles Smith**

I'm very sad to have to tell you that my grandfather <sup>5</sup>..... last month. He retired 20 years ago, so he had been a <sup>6</sup>..... for some years. He had considerable savings and <sup>7</sup>..... each of his grandchildren quite a large sum of money. I'd love to spend the money I <sup>8</sup>..... on something really special. He also left a very large <sup>9</sup>..... to the university where he worked for most of his life.



## A Adjectives describing free-time activities

adjective	meaning	possible examples
<b>rewarding</b>	gives you a lot of positive experiences	doing voluntary work, helping charities
<b>fruitful</b>	produces good results	collaborating/cooperating with someone in an activity
<b>lucrative</b>	makes a lot of money	selling designer jewellery, writing apps for smartphones
<b>therapeutic</b> /θerə'pjʊ:tɪk/	makes you healthy in body and/or mind	gardening, yoga, jogging
<b>relaxing/calming</b>	reduces stress, gives a peaceful feeling	reading, listening to music, meditation
<b>time-consuming</b>	takes a long time to do	being president of a club, being a member of a committee

I enjoyed being secretary of the sports club but it was very **time-consuming**. I had to give up two evenings a week to do it.

The conservation work I do is very **rewarding**. I feel I'm doing something good and useful. Photography has been a **lucrative** pursuit for her. She often sells her pictures to magazines. Painting is such a **therapeutic** activity. It makes me feel good, and teaches me patience.

## B Informal expressions: how people spend their leisure

Rob's a real **culture vulture**; he goes to the theatre regularly and to every art gallery he can find. [big fan of anything cultural]

I'm a bit of a **couch potato**; I spend hours every day just watching TV. [physically very inactive person]

Lucy loves playing tennis but only as an **amateur** – she'd never want to be a professional. [someone who does something as a hobby, not a job]

Fatima's a bit of a **dabbler**; she takes up a hobby for a couple of weeks, then she gets bored and starts something different. [person who never keeps doing one activity for long]

Matt does a lot of **chores** at the weekend – things like shopping and mowing the **lawn**. [boring tasks that have to be done] [grass]

Laura's a **shopaholic**. She buys all sorts of things she doesn't need. [person addicted to shopping; compare **alcoholic**: addicted to alcohol]

Joe **is** heavily **into** downhill skiing these days. [is very involved in]

I **went off** football and I took up golf instead. [stopped liking, lost interest in]

She **locks herself away** for hours in her room and listens to music. [isolates herself from the world]

He's totally **hooked on** motor racing these days. [is addicted to]

What do you **get up to** at weekends, Mariana? [do]

Do you have a hectic social life? I have a pretty **full diary**. [a lot of activities]

Mark is a **keen participant** in all the community activities in his town. [takes part enthusiastically]



## Language help

Words like *shopaholic*, *workaholic* and *chocaholic* are used in a light-hearted way and are different from *alcoholic*, which is a serious and medically recognised condition.

## Exercises

### 16.1 Fill the gaps with a suitable adjective from A opposite. There may be more than one possible answer.

- 1 I find writing poetry very..... . It helps me to get a truer understanding of myself and gives me a good feeling inside.
- 2 I enjoy selling the pictures I paint, but it's not very ..... . I only made £300 last year.
- 3 Gardening is very ..... . It reduces stress levels and calms you down.
- 4 I've had a ..... partnership with Jane for several years: she plays the piano and I play the violin. It's been very good for both of us.
- 5 Doing unpaid work at the hospital has been a ..... experience for me.
- 6 I would like to be on the club committee, but I've heard it's very ....., and I don't have a lot of free time.

### 16.2 Solve these riddles, based on words in B opposite.

- 1 I am a vegetable that sits where humans sit. What am I?
- 2 I enjoy shopping a bit too much. What am I?
- 3 I am a bird that eats the flesh of art. What am I?
- 4 I do some of this and some of that, but never all of this or all of that. What am I?

### 16.3 Answer the questions.

- 1 Which of these is your least favourite chore – washing your clothes or tidying your room?
- 2 How often is it usually necessary to mow a lawn?
- 3 Does an amateur footballer get paid for playing a match?
- 4 If you say that someone 'dabbles in photography', are they a serious photographer?
- 5 When it comes to sport, do you prefer to be a spectator or a participant?

### 16.4 Give alternatives for the underlined words.

- 1 My daughter's extremely interested in folk music. She downloads a lot of traditional folk songs.
- 2 He isolates himself in the attic and plays with his model railway for hours on end.
- 3 She's totally addicted to football these days. She watches every match on TV.
- 4 I have a long list of social appointments for the rest of the month.
- 5 What do you engage in when you aren't working, Nigel?
- 6 Martine performed with enthusiasm in the end-of-term concert.

### 16.5 Complete the dialogues with a word or expression from the opposite page. B agrees with A by saying the same thing in a different way.

- 1 A: Going for a swim helps you forget your everyday worries, doesn't it?  
B: Yes, it's very .....
- 2 A: Dan spends every evening watching rubbish TV.  
B: That's true. He's a terrible .....
- 3 A: I'm not so keen on playing in the school orchestra as I used to be.  
B: Yes, I've ..... it too.
- 4 A: I'd like to join a drama group but it would mean giving up lots of evenings and weekends.  
B: Yes, it can be a very ..... activity.
- 5 A: I don't think I can fit in a tennis match with you for another couple of weeks.  
B: No problem. I've got a very ..... too.
- 6 A: Someone said I could make some money out of those necklaces I make in my spare time.  
B: I agree. I think it could prove very ..... for you.

## A

## Dressing for work

Many students, both male and female, would agree that they often look **scruffy**<sup>1</sup> in their T-shirts and jeans. However, those who go into the world of business have to make a rapid transition and learn about **dress codes**<sup>2</sup> in the workplace. Business **attire**<sup>3</sup> needs to project a professional image, and clothing that **reveals**<sup>4</sup> too much **cleavage**<sup>5</sup> (for women), or your back, your chest or your **midriff**<sup>6</sup> is not appropriate, even in a casual business setting. For women, see-through **fabrics**<sup>7</sup> should be avoided, and skirts should not be too tight or too short, though nobody wants to look **frumpy**<sup>8</sup>. For men, trousers should not be too tight, or shirts too open. Women often need a good choice of **outfits**<sup>9</sup> and men find a good range of **suits**<sup>10</sup>, ties and casual trousers and jackets **invaluable**<sup>11</sup>. **Accessories**<sup>12</sup>, e.g. jewellery, shoes and **cufflinks**<sup>13</sup>, can also enhance the professional look. Some offices have **dress-down days**<sup>14</sup>, often Fridays, when staff can wear more casual clothes. In other jobs, of course, people are required to wear **uniforms**, or **protective clothing** such as **overalls**<sup>15</sup> and **safety helmets**<sup>16</sup>.

<sup>1</sup> untidy [noun: **scruff** = person who dresses in an untidy way]    <sup>2</sup> accepted way of dressing in a particular social group    <sup>3</sup> clothing; *formal*    <sup>4</sup> shows    <sup>5</sup> space between a woman's breasts    <sup>6</sup> part of the body between the chest and the waist    <sup>7</sup> materials    <sup>8</sup> old-fashioned and boring    <sup>9</sup> set of clothes for a particular occasion    <sup>10</sup> jacket and trousers in the same material    <sup>11</sup> extremely useful    <sup>12</sup> extra items added to clothing for useful or decorative purposes    <sup>13</sup> decorative objects used to fasten the cuffs on men's shirts    <sup>14</sup> days when people wear less formal clothes    <sup>15</sup> (plural noun) piece of clothing covering all the body, usually worn over other clothing to protect it when working    <sup>16</sup> hat to protect the head

## Language help

*Invaluable* means extremely valuable. The opposite of *valuable* is *valueless* or *without value*.

## B

## Words and expressions about clothes

Clothes can be described as **revealing**<sup>1</sup>, **skimpy**<sup>2</sup>, **baggy**<sup>3</sup>, **clingy**<sup>4</sup>, or **chic**<sup>5</sup>. Sometimes an invitation to a more formal party will ask people to dress in **smart-casual**<sup>6</sup> clothes. To be **dolled (up) / dressed up / done up to the nines** means to be dressed in a very fashionable or very formal way. Some people choose to buy **designer (label) clothes** but most people prefer to buy clothes more cheaply **on the High Street**<sup>7</sup>. People who can afford to sometimes have clothes **made-to-measure**<sup>8</sup>, but more often people buy their clothes **off the peg/rack**<sup>9</sup>.

<sup>1</sup> showing a lot of flesh

<sup>4</sup> close-fitting

<sup>7</sup> from ordinary, much less expensive shops

<sup>2</sup> short, using little material

<sup>5</sup> /'ʃi:k/ modern, stylish

<sup>8</sup> made especially for them

<sup>3</sup> loose, e.g. a sweater

<sup>6</sup> clothes that are informal

<sup>9</sup> ready-made

but clean, tidy and stylish

## C

## Being in fashion

These jackets are **all the rage**. [very fashionable]    The woman was dressed in **the very latest fashion**. [an extremely fashionable way]    Dresses like this are **the height of fashion**. [very fashionable]    The magazine has **up-to-the-minute** fashion articles. [dealing with the most recent trends]    The film has **set a new trend** for the silk top the star wore. [started a new fashion]    A **trend-setter** is a person whose style is followed by others.    High heels are **on trend** this year. [fashionable]    Large handbags are this year's **must-have item**. [thing that everyone wants]    If a fashion/trend **catches on**, it becomes popular.    A **slave to fashion** is someone who is strongly influenced by fashion. [used in a disapproving way]    Your new outfit really **suits** you. [looks good on you]

## D

## Clothes in metaphors

to speak **off the cuff** [without having prepared anything]    **to be hand in glove with someone** [to have a close working relationship with someone]    to do something **on a shoestring** [spending as little as possible]    **no frills** [simple and plain]    **to put someone in a straitjacket** [restrict someone's freedom]    **to draw a veil over** something [not to talk about something]    **to have something up your sleeve** [to have a secret plan or idea]

# Exercises

## 17.1 Answer these questions.

- 1 What do you mean if you call someone 'scruffy'?
- 2 What is the dress code in a workplace you are familiar with?
- 3 What kinds of clothes are not appropriate for a job interview?
- 4 What might be appropriate clothes to wear for a job interview for a man and for a woman?
- 5 What is your favourite outfit?
- 6 And what accessories would be required for this outfit?
- 7 What would you put on if you had a dress-down day at work?
- 8 What sorts of work require staff to wear a uniform?
- 9 What kind of jobs need protective clothing to be worn?
- 10 If a woman says she finds a particular outfit 'invaluable', does she mean it's very expensive, extremely useful or absolutely useless?

## 17.2 Fill the gaps with words or phrases from B or C opposite.

- 1 Wow, you're done up to .....! Where on earth are you going?
- 2 The sign outside the bar said: 'Dress code: ..... - no jeans or trainers.'
- 3 I'm surprised to see girls wearing such ..... dresses in this cold weather.
- 4 I can't afford ..... clothes. I buy most of my outfits on the .....
- 5 Lucy is always dressed in the ..... of fashion - she always looks very .....!
- 6 As soon as Amy gets home from work, she changes from her smart suit into tracksuit bottoms and a comfortable, ....., old jumper.
- 7 Very high heels remain ..... trend this season.
- 8 These bracelets were last year's .....-have item.

## 17.3 Rewrite the underlined parts of these sentences using phrases from D opposite.

- 1 I'm no good at speaking if I haven't had time to prepare what I want to say.
- 2 Simon is bound to have some plan in readiness for tomorrow's meeting.
- 3 I think we should keep quiet about what happened on Monday, don't you?
- 4 Be careful what you say to Helen - she works very closely with the boss.
- 5 The new legislation means we are not able to act as we wish.
- 6 We'll still have a great party even if we have to do it as cheaply as possible.

## 17.4 Here are more metaphorical uses of clothes words. Explain the literal and metaphorical meanings of the underlined words and expressions. Use a dictionary if necessary.

- 1 We'll have to tighten our belts if you stop working full-time.
- 2 We wanted to leave but were hemmed in by the crowd and couldn't escape.
- 3 Phil's got so many books - his room is bursting at the seams.
- 4 The negotiations have been cloaked in secrecy ever since they began.
- 5 If she wins the prize again this year, it'll be a real feather in her cap.

## 17.5

### Over to you

- What is all the rage in your country at the moment?
- When was the last time you got dressed up to the nines?
- What do you think about people who are a slave to fashion?
- What would you wear on a dress-down Friday at work?
- What sort of people start new fashion trends?
- What item of clothing would you most like to have made-to-measure?

### A Home styles

A **squat** /skwɒt/ is an empty building where people start living without the owner's permission.

A **hovel** /'hɒvəl/ is a very small, dirty house or flat in a bad (or **run down**) condition.

Rented accommodation can be either **furnished** or **unfurnished**. [with or without furniture]

A **penthouse** is a luxury flat at the top of a building.

**Council** or **social housing** is rented accommodation provided by the state for people who have low incomes. A **council estate** is a large group of such housing.

**High-rise (flats)** or **tower blocks** are flats in a tall, modern building with a lot of floors.

A **granny flat** is a set of rooms for an elderly person, connected to a relative's house.

### B Idioms and expressions relating to house and home

expression	meaning	example
<b>get on like a house on fire</b>	get on very well with someone	Happily, my mother-in-law and I have always <b>got on like a house on fire</b> .
<b>a household word/name</b>	something/someone everyone knows	Nike has become a <b>household name</b> .
<b>on the house</b>	free of charge	The restaurant owner offered us coffees <b>on the house</b> .
<b>home truths</b>	information that is true but not pleasant or welcome	It's time he was told some <b>home truths</b> about the way he's been behaving!
<b>nothing to write home about</b>	nothing special	The town is OK but <b>nothing to write home about</b> .
<b>hit home</b>	become fully understood or fully felt	The difficulty of managing without a regular salary is <b>hitting home</b> now.
<b>make yourself at home</b>	make yourself feel comfortable in someone else's home	Please just <b>make yourself at home</b> while I get dinner ready.

### C Idioms and metaphors relating to life

expression	meaning	example
<b>life in the fast lane</b>	a way of life that is full of activity and excitement	As a rock star, Joe lived <b>life in the fast lane</b> .
<b>have the time of your life</b>	have a wonderful time	Paula's <b>having the time of her life</b> in Canada.
<b>get a new lease of life</b>	become more energetic and active than before	When Georgie moved jobs, she seemed to <b>get a new lease of life</b> .
<b>a dog's life</b>	a very unhappy and difficult life	Ryan had <b>a dog's life</b> in the army.
<b>lead a sheltered life</b>	have a life that is protected from unpleasantness (also <b>lead a busy/quiet/normal, etc. life</b> )	Kyoko has <b>led a very sheltered life</b> and may find it hard to adapt to the big city.
<b>(not) be a matter of life and death</b>	(not) be very serious	If we miss the last train, <b>it's not a matter of life and death</b> .
<b>take your life in your hands</b>	do something very dangerous	<b>You're taking your life in your hands</b> if you cross the road here – go to the zebra crossing!
<b>breathe new life into</b>	bring new ideas and energy to something	When Orla joined the staff, she <b>breathed new life into</b> the school.



# Exercises

## 18.1 Complete the following table about the types of accommodation in A opposite.

accommodation	What kind of person lives there?	Would you like to live there? Why/ Why not?
squat	Example: <i>a homeless person, or someone who wants to make a political statement about property ownership</i>	Example: <i>I wouldn't like it because you never know when you might be evicted.</i>
furnished accommodation		
social housing		
granny flat		
high-rise		
hovel		
penthouse		

## 18.2 Fill the gaps in these sentences with words and phrases from B and C opposite.

- 1 From the moment we met, we got on like a house .....
- 2 Jenna's so selfish, she deserves to be told a few .....
- 3 The new restaurant is OK but nothing really to .....
- 4 So what that you didn't get the promotion – it's not a matter of .....
- 5 I'm not sure I'd like to have a celebrity lifestyle, living life in the .....
- 6 As a child, the writer ..... a sheltered life in a small village in the back of beyond.
- 7 We need someone to come and ..... some new life into the project.
- 8 We soon managed to ..... ourselves at home in our holiday cottage.

## 18.3 Choose expressions from B and C opposite to replace the underlined words in these sentences.


- 1 We had the most marvellous time on holiday this year.
- 2 As soon as spring comes, I feel as if I'm becoming energetic and active again.
- 3 The problems caused by the floods are only making themselves fully felt now.
- 4 I imagine that being a servant in the past must have been very hard and tedious.
- 5 All over the world, everybody knows about McDonald's.
- 6 He's taking a big risk if he gets in a car with Ben at the wheel!
- 7 Because we were such frequent customers, the restaurant gave us a meal free.
- 8 Our holiday apartment was quite adequate but not particularly special in any way.

## 18.4 Here are some more expressions with *home* and *life*. Use the context to work out what the underlined expressions mean.

- 1 The poet said that he had had a period of depression but that he had never considered taking his own life.
- 2 The comedy duo's superb performance brought the house down.
- 3 Our customers come from many different walks of life – we have doctors, shop assistants, computer programmers, you name it!
- 4 The system turned out to be a house of cards – it didn't take much to bring it down.
- 5 Whenever my nephews arrive for a visit, they eat us out of house and home.
- 6 I love having George around – you can rely on him to be the life and soul of the party.

## A

## Nouns for social events



Hi Rebecca,

How's life? Things have been really hectic on the social front here. It seems to be nothing but parties! Frankie and Joe had their **housewarming**<sup>1</sup> last week, now that they've decorated and got all their furniture in. A lot of our friends seem to be getting married lately: Josh went to his friend Mick's **stag party**<sup>2</sup> last weekend – they went to Spain for it! And next week, my old schoolmate Angela's having her **hen night**<sup>3</sup>. It's **fancy dress**<sup>4</sup> too. I think I'll go as Cleopatra. The wedding's at the end of the month. I think the **wedding party**<sup>5</sup> will include a lot of our year from school; that'll be nice. They're having the **reception**<sup>6</sup> at the Royal Hotel, very posh. The following week Josh has got his annual company ball. It's a **black-tie**<sup>7</sup> affair.

Meanwhile, I've got the **launch party**<sup>8</sup> for my new book coming up next month and I have the usual **girls' night out**<sup>9</sup> with Amy and Izzie every few weeks. Oh, and there's a **leaving do**<sup>10</sup> at the office next week. We're going to be exhausted by the end of the year!

Hope to hear from you soon, Jess x

- <sup>1</sup> a party to celebrate moving to a new house or flat    <sup>2</sup> a party before a wedding for the future husband and his male friends    <sup>3</sup> a party night out before a wedding for the future wife and her female friends  
<sup>4</sup> everyone dresses up in costume    <sup>5</sup> the main group of close family and friends at a wedding, rather than to the reception after the wedding    <sup>6</sup> a formal party, e.g. after a wedding or to meet an important visitor  
<sup>7</sup> a formal event at which men have to wear dinner jackets and black bow ties and women wear evening dresses  
<sup>8</sup> a party to celebrate the publication of a new book or product    <sup>9</sup> an evening out just for female friends  
<sup>10</sup> a party to celebrate somebody leaving a job or institution (**do** is an informal noun)

## B

## Networking



CONTEMPORARY BUSINESS    HOME | ABOUT US | CONTACT

Advice on networking

We interviewed some successful business people about networking. Here are some of their comments.

'**Exchange**<sup>1</sup> business cards. **Do lunch**<sup>2</sup> with useful people. Don't be afraid to **hobnob with**<sup>3</sup> the boss. Go for it!'

'Make sure you **rub shoulders with**<sup>4</sup> the people who really matter. Every moment counts in networking.'

'**Socialising** is meeting people purely for pleasure but **networking** is making contacts that are going to be useful to your business or career, so, don't just leave it to chance – plan your networking.'

'Try to **be proactive**<sup>5</sup> in the workplace.'

- <sup>1</sup> give each other  
<sup>2</sup> have lunch; *informal*  
<sup>3</sup> be friendly with someone who is important or famous, sometimes with negative associations  
<sup>4</sup> mix socially with people; *informal*  
<sup>5</sup> taking action yourself rather than waiting for something to happen

## C

## Expressions for social activity

I don't like the people Chris **hangs out with** / **knocks around with**. [spends social time with; *informal*] (*Said to your host*) I hope I'm not **outstaying my welcome**. [staying too long]  
 Jamie's a real **party animal**. [someone who loves going to parties]  
 I hate it at my new job – everyone's so **clikey**. [a **clique** is a disapproving word for a small group of people who spend time together and do not allow others to join them]  
 It was good at the club last night. Pete Esterhaus was there with his **crowd**. [his group of friends / the people he socialises with; *informal*]  
 Lizzy and Rob are always together. Are they **an item**? [having a romantic relationship; *informal*]  
 Joel isn't very happy because Molly **stood him up** last night. [didn't arrive for a date they had made]

## Exercises

### 19.1 Look at A opposite and decide what kind of party you might be invited to if:

- 1 a friend of yours is about to get married and is having a party before the wedding (depending on whether you are male or female).
- 2 you are going to help a friend celebrate on the day of their wedding.
- 3 some friends have just moved into a new flat.
- 4 a friend has just had a book published.
- 5 your local council is arranging for important people in the area to meet a visiting dignitary.
- 6 you have friends who love dressing up as characters from famous films.

### 19.2 Rewrite these sentences by replacing the underlined words with an expression from the opposite page that means the same thing. There may be more than one possible answer.

- 1 It's always good to see Theo, but somehow he always manages to stay too long.
- 2 I'm going to a dinner at the Royal Plaza Hotel tonight. It's an event where you have to wear a dinner jacket and bow tie.
- 3 Don't forget your old friends when your film becomes a hit and you're socialising with the rich and famous.
- 4 We're going to have a night out just for us girls on Friday.
- 5 We must invite Jasmine to our do. She's a real lover of parties!
- 6 Don't always wait for people to do things for you. You should be more prepared to take action yourself.
- 7 It's good to see you! We must have lunch together sometime and discuss business.
- 8 It irritates me the way he's always being so friendly with the managers.



### 19.3 There is one mistake in each of these sentences. Correct the mistakes.

- 1 He usually hangs over with his college friends at the weekend and they go to football matches and things.
- 2 Nella and her friends are very clique. They don't mix with anyone else.
- 3 I'd better go home now. You've been very kind, but I don't want to stay out my welcome.
- 4 She said she wanted to go out with me, then she stood me down!
- 5 Rita and Nick are an article. They've been together for months. Didn't you know?
- 6 Laurie's crowds are really fun people. I often meet up with them in town.

### 19.4

#### Over to you

- Which of the types of party listed in A have you had personal experience of? How did you enjoy them?
- Who do you mostly knock around with? Are any of your friends party animals?
- Have you ever rubbed shoulders with anyone famous? If not, who would you most like to rub shoulders with?

## A

## Useful adjectives for describing works and performances

That TV series is **overrated**. [not as good as people say]

The plot was so **hackneyed**! [done so often it is boring]

The play was **disjointed** and difficult to follow. [unconnected and not in a clear order]

The film *Green Aliens from Mars* was a bit **far-fetched**. [impossible to believe]

The play was a bit **risqué**, and some religious leaders criticised it. [rɪ'skeɪ/ against accepted social standards and likely to shock some people]

It was a **gripping** film from start to finish. [exciting and keeping your attention the whole time]

It was a **harrowing** documentary about war and refugee camps. [extremely upsetting]

It's a **moving** story about a child whose mother dies. [making you feel pity or sadness]

What a truly **memorable/unforgettable** performance. [you remember it long after]

The ballerina's performance was **understated**. [done or expressed in a simple but attractive style]

The play was long and **tedious**. [boring]

That new stand-up comedian is **hilarious**. [extremely funny]

## Language help

The adjectives above can also be used about writing, e.g.  
The plot of the novel is **far-fetched/hilarious/gripping**, etc.



## B

## Success and failure

The audience clearly loved the play – the **applause** was deafening. [clapping to show enjoyment] So it's not surprising that it got **glowing reviews**. [excellent reviews]

The audience called for several **encores** after his concert.  
[/'ɛŋkɔːz/ calls from the audience to perform some more]

She got a **standing ovation** as Juliet in *Romeo and Juliet*. [the audience stood up and applauded at the end of the performance]

Her latest album has already won three **awards**. [prizes/honours, e.g. 'Best album of the Year']

Sam Dell won the award for 'Best **up-and-coming** actor'. [likely to become very successful]

The critics generally agree that her new symphony is a **masterpiece**. [very great work of art]

She has become **typecast** as a middle-aged mother in TV drama series. [always associated with that type of role]

His latest opera was **panned/slated** by the critics, which is strange, since all his previous works have been universally **lauded**. [very negatively criticised] [highly praised]

The play **bombed** in London's West End, although it had been really successful in New York. [was a failure]

The show was **booed** on the first night. [got disapproving noises from the audience]

The new TV soap has turned out to be a **total flop**. [complete failure]

Novak **was** definitely **miscast** as the father in that film; he was very **unconvincing**. [was the wrong person for the role] [not seeming real or true]

## C

## Nouns relating to performing

Megan did well in the **audition** and is now busy going to **rehearsals** for the play. [short performance where actors show what they can do, hoping to get a role] [practice performances]

I liked her **interpretation** of the song 'Yesterday'. [way of understanding and performing it]

I prefer the original **version** by the Beatles. [one of several performances that exist] None of the **covers** are as good, in my opinion. [versions of songs that are not the original]

The actor's **portrayal** of the mother in the film was very tender. [the picture she created]

# Exercises

## 20.1 Give an adjective from A which is *opposite* in meaning to the following words.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1 credible, believable ..... | 4 exaggerated .....              |
| 2 original, innovative ..... | 5 coherent, smooth-flowing ..... |
| 3 underrated .....           | 6 fascinating .....              |

## 20.2 Now use other adjectives from A instead of the underlined words in these sentences. Make any other changes that are necessary.

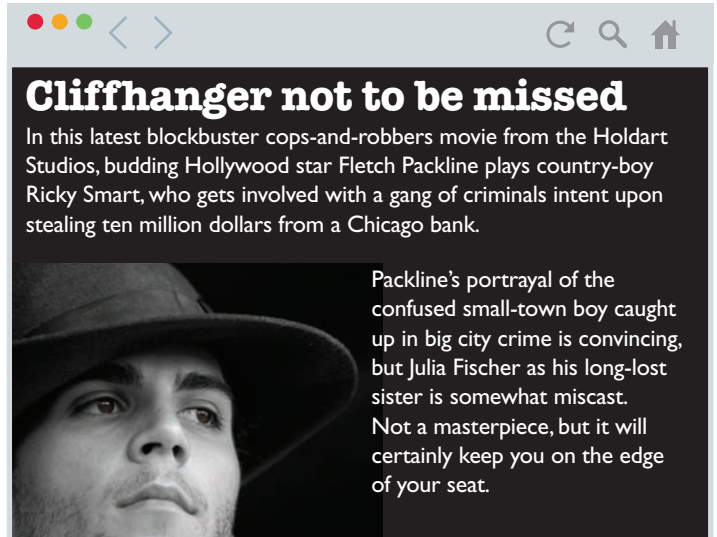
- The musical shocked some people because they thought it was immoral and was attacked by several politicians and religious figures.
- Her dance performance was one of those you will never forget, simply marvellous.
- I can't remember the last time I saw such a film that keeps you in suspense and totally absorbed all the time.
- It was a play that aroused very deep emotions in me.
- It's a film that is difficult to watch without getting very upset.
- His first stand-up routine had the audience falling off their seats with laughter.

## 20.3 Fill the gaps in this paragraph with words from the opposite page. The first letter is given to help you.

Two new musicals opened last week. The first, Dogs, turned out to be a total <sup>1</sup>f..... It was loudly <sup>2</sup>b..... by the audience and <sup>3</sup>p..... by critics, who had praise only for the male lead's <sup>4</sup>i..... of his role. The other show, Danger, has, however, received <sup>5</sup>g..... reviews and has been given a standing <sup>6</sup>o..... at every performance so far.


## 20.4 Read the text and underline the words or phrases that match the eight definitions. Use a dictionary if necessary.

- the way an actor creates a picture of a person
- he/she is the wrong actor for that part
- a film/book/play that keeps you in suspense
- keep you in suspense / constantly excited
- up-and-coming
- a film which huge numbers of people will go and see
- a police or crime theme
- a very great work of art



**Cliffhanger not to be missed**

In this latest blockbuster cops-and-robbers movie from the Holdart Studios, budding Hollywood star Fletch Packline plays country-boy Ricky Smart, who gets involved with a gang of criminals intent upon stealing ten million dollars from a Chicago bank.



Packline's portrayal of the confused small-town boy caught up in big city crime is convincing, but Julia Fischer as his long-lost sister is somewhat miscast. Not a masterpiece, but it will certainly keep you on the edge of your seat.

## 20.5 Over to you

Think about performances that you have seen. What words from this unit could you use to describe them or to talk about them?



## A Changing tastes



Throughout the centuries, people have tended to be suspicious of the new art movements of their period. At the end of the 19th century, for example, people were shocked by **Impressionism**<sup>1</sup>, criticising its practitioners as careless **daubers**<sup>2</sup>. Later, when faced with **Cubist**<sup>3</sup> paintings, the public were puzzled by those too. The **Surrealists**<sup>4</sup> were initially **deemed**<sup>5</sup> crazy. **Op-art**<sup>6</sup> was criticised because its **subject matter**<sup>7</sup> was said to consist of nothing of significance. However, nowadays, liking **Surrealism**<sup>8</sup> or Op-art is considered perfectly acceptable, and images from these **schools of art**<sup>9</sup> appear everywhere, from posters to advertising campaigns. Perhaps because of the ubiquity of advertising, people tend to be more **visually literate**<sup>10</sup> than they used to be, and so are perhaps **inured to**<sup>11</sup> surprises. Perhaps new movements in art will meet with less hostility in future.

1, 3, 4, 6, 8 types of artist and schools of art of the last 150 years    2 someone who paints quickly and carelessly (disapproving)    5 considered; *formal*    7 content    9 art movement    10 educated with regard to art    11 not affected by

## B Words for commenting on art

**original**: new in a special and interesting way (*opp.* = **predictable**)

**highbrow**: intended for educated, intelligent people (often disapproving) (*opp.* = **lowbrow**)

**impenetrable**: extremely difficult to understand (*opp.* = **transparent**)

**sophisticated**: showing advanced skills and understanding (*opp.* = **primitive**)

**challenging**: demanding considerable effort to be understood (*opp.* = **undemanding**)

**dazzling**: inspiring great admiration because it is brilliant in some way (*opp.* = **pedestrian**)

**evocative**: calling up images and memories (*opp.* = **uninspiring**)

**thought-provoking**: making people think (*opp.* = **unstimulating**)

**exquisite**: having rare beauty or delicacy (*opp.* = **clumsy**)

**intriguing**: interesting because it is strange or mysterious (*opp.* = **dreary**)

**peerless**: better than any other (*opp.* = **run-of-the-mill**)

**tongue-in-cheek**: not intended to be taken seriously, despite appearing serious (*opp.* = **earnest**)

**priceless**: extremely valuable (*opp.* = **worthless**)

**skilful**: clever, masterly, done well (*opp.* = **poorly done**)

## C Art and metaphor

Notice how words connected with art can be used when talking about literature.

The writer **paints** his hero in a fascinating **light**. Minor characters are more **shadowy** or **sketchy** but they are also **depicted** quite powerfully, even though the focus is, inevitably, on the two central characters. These are **portrayed** with great sensitivity. The heroine is particularly **colourful** and we see how her character is **shaped** and **moulded** by events. Some say the author **illustrates** his **motifs** in a black-and-white fashion, but the **image** he creates to **illuminate** the evils of slavery will remain with me for ever.



# Exercises

## 21.1 Choose a word from the text in A opposite to answer the questions.

- 1 What is the early 20th century school of art which shows unusual or impossible things happening?
- 2 What is the mid 20th century school of art which has its origins in optical illusions?
- 3 What is the early 20th century school of art which depicts people or objects as a set of geometric shapes?
- 4 What is the late 19th century school of art whose aim was to represent the effects of light on people or scenes?
- 5 What phrase can be used to mean the content of a painting or other work of art?
- 6 What phrase can be used to describe someone with an educated understanding of art?

## 21.2 Read the sentences and answer the questions.

- 1 Finn enjoys painting but he's a dauber not an artist.  
Does the speaker have a high or low opinion of Finn's work?
- 2 Curious as it now seems, the artist's work was deemed morally dangerous.  
Is this sentence more likely to come from a formal or informal source?
- 3 The sculptor is now inured to criticism.  
How is the sculptor affected by criticism?
- 4 While at art school, Matilda was particularly interested in the Cubist school of art.  
What is the difference between art school and school of art?

## 21.3 Look at the adjectives in B opposite. Divide them into these categories:

usually positive associations   usually negative associations   negative or positive associations

## 21.4 Choose one of the words from each pair of opposites in B and think of a work of art (of any kind) that you could apply it to. Write a sentence explaining why it applies.

EXAMPLE *I think that the paintings by Salvador Dali could be called intriguing, because he uses such curious and surprising images.*

## 21.5 Choose the correct word to complete these sentences.

- 1 I think that the artist's cartoons are usually rather *highbrow* / *dreary* / *lowbrow* as they are intended to appeal to a mass audience.
- 2 When an artist sent in an ordinary red brick to an exhibition, no one was sure whether it was *impenetrable* / *run-of-the-mill* / *tongue-in-cheek* or intended as a serious statement.
- 3 Although the artist's early work is very sophisticated, some of his later pieces are surprisingly *primitive* / *thought-provoking* / *original* in style.
- 4 I find pictures of dull grey street scenes rather *dreary* / *peerless* / *dazzling*.
- 5 The design on that china plate is *earnest* / *exquisite* / *transparent* – however did they manage to paint such fine detail?
- 6 Although his photographs are quite *challenging* / *evocative* / *intriguing*, it is worth making the effort to understand them.

## 21.6 Make a verb-noun-adjective word formation table with these words from C opposite.

paint	sketch	depict	portray	colour	shape	illustrate	illuminate
-------	--------	--------	---------	--------	-------	------------	------------

## 21.7 Over to you

Visit the websites of well-known museums and art galleries and look at some of the works of art in them. Use words from this unit to describe the works you see.

## A

## Blurbs

A **blurb** is a short text, usually printed on the back cover of a book, describing what the book is about and sometimes including quotes from critics. Here are some examples.

The screenshot shows a grid of six book blurbs. Each blurb is in a colored box with a 'READ MORE' link. The blurbs are:

- Woman of Snow** is a **poignant**<sup>1</sup> **chronicle**<sup>2</sup> of childhood in a small American town. Nora Delaye is the youngest child in a... [READ MORE >](#)
- The third novel by this **acclaimed**<sup>3</sup> writer, this is a **compelling**<sup>4</sup> tale of mystery, love and betrayal in a **lugubrious**<sup>5</sup> setting reminiscent of the... [READ MORE >](#)
- A **macabre**<sup>6</sup> and **chilling**<sup>7</sup> account of an unsolved murder that tears a village apart... [READ MORE >](#)
- A **page-turner**<sup>8</sup> full of brilliant moments of **insight**<sup>9</sup> and an unparalleled depth of feeling, this is a **gripping**<sup>10</sup> and **enigmatic**<sup>11</sup> tale that unfolds in... [READ MORE >](#)
- A **brehtaking**<sup>12</sup> achievement, a journey of self-discovery that enchants and saddens, with a combination of **wry**<sup>13</sup> humour and **evocative**<sup>14</sup> scenes of life in... [READ MORE >](#)
- Jim Lawless, the **eponymous**<sup>15</sup> **protagonist**<sup>16</sup> of Arkrow's latest novel, is a confused young man seeking a meaning in life. It is an **engaging**<sup>17</sup> tale, which... [READ MORE >](#)

<sup>1</sup> /'pɔɪnjənt/ moving and sad

<sup>2</sup> description of a sequence of events

<sup>3</sup> praised by the public

<sup>4</sup> very interesting and engaging

<sup>5</sup> rather dark, mournful and gloomy (**lugubrious** is often used of people too)

<sup>6</sup> /mə'kɑ:brə/ often cruel or disgusting, concerned with death

<sup>7</sup> causing great fear

<sup>8</sup> powerful story that keeps you interested

<sup>9</sup> the ability to understand what something is really like

<sup>10</sup> so interesting or exciting that it holds your attention totally

<sup>11</sup> mysterious

<sup>12</sup> amazing

<sup>13</sup> in the face of a bad situation

<sup>14</sup> which arouse memories or images

<sup>15</sup> who has the same name as the title of the book

<sup>16</sup> main character

<sup>17</sup> pleasant and interesting

## B

## Some other types of books

A **journal** is a written record of what you have done each day, e.g. a learning journal. It is also a publication containing academic articles, published at regular intervals, e.g. every three months.

**Memoirs** /'memwɑ:z/ are a written record of a person's own life, typically by a politician or military figure.

An **encyclopedia** is a book or set of books containing articles arranged in alphabetical order, dealing with the whole of human knowledge or part of it.

An **anthology** is a collection of, for example, poems or short stories by different authors.

A **manual** is usually a technical book with instructions, for example, a car manual.

A **logbook** is a book that records events, times, etc., for example, all the journeys made by a lorry or ship.

## C

## Other expressions for talking about books

I'm reading a book about the history of Ireland. It's **compulsive reading**. [difficult to stop once you've started; *formal*] Or It's one of those books you just **can't put down**. [*informal*] It's very **informative**. [gives a lot of useful information]

Nancy Riley's novel about mental breakdown, published in 1950, was **ahead of its time**. [contained ideas that no one else had yet thought of or discussed at that time] Her 1955 book *Exciting Careers for Women* was a **product of its time**, though the ideas seem tame and old-fashioned, even gender-biased, now. [a reflection of that time]

Bertram's latest novel is not a difficult book; in fact it's rather **lightweight**. [not complex; slightly negative connotation] It's good **bedtime reading**. [nice to read in bed] His last one was **heavy going** and I just couldn't **get into** it. [difficult to read] [become involved/engage with] Nonetheless, his books always attract a wide **readership**. [number of people who read them]

## Common mistakes

An academic publication containing articles by different authors that is issued periodically (e.g. three times a year) is normally called a *journal* (NOT *magazine*).

# Exercises

## 22.1 Which names for types of books or other reading material from B opposite would best fit these statements?

- 1 It's by General Rogers, who led the allied forces during the recent war.
- 2 It's so badly written I don't know how anyone could learn how to use the machine by reading it.
- 3 I recommend it. If you want to read a typical selection of modern poets, it's excellent.
- 4 The latest issue contains a paper by Professor Susan Frith, in which she presents a new theory of the human mind.

## 22.2 Rewrite these sentences using words or phrases from the opposite page to describe the experience of reading particular books.

- 1 I just could not seem to become involved in the story, so I stopped reading it.
- 2 It's not very serious, and it's easy to read.
- 3 It's dense and very difficult to read.
- 4 Take it to bed with you; it's just right when you're settling down at night. All the time I was reading it, I just couldn't wait to get to the next page.
- 5 You find yourself wanting to read more, it's so fascinating.
- 6 The book is full of useful information.
- 7 Her second novel did not attract a large number of readers.
- 8 This book contains some great moments of true understanding of how things are.
- 9 It is a pleasantly interesting tale about a boy who nurses an injured bird.
- 10 Mena Harrap's self-help book was a reflection of the time it was written, but what was true in the 1980s doesn't necessarily apply nowadays.

## 22.3 Fill the gaps in these sentences with appropriate adjectives from the opposite page, based on the meaning in brackets.

- 1 The story takes place against a rather ..... background in 18th-century London. (mournful and gloomy)
- 2 It's full of ..... comedy and satire. (humour despite a bad situation)
- 3 The book is a ..... documentation of abuse in a prison. (frightening)
- 4 The novel is full of ..... passages depicting life in Australia at the turn of the 19th century. (arousing memories or images)
- 5 It's a very ..... novel; you never really know what is happening until right at the end. (mysterious, puzzling)
- 6 The novel is a ..... portrayal of life in a coal-mining community during the last economic recession. (moving and very sad)
- 7 John Farr's latest novel is a ..... masterpiece. (very impressive, great)
- 8 *House of the Dead* is a ..... story of torture and death in a medieval castle. (cruel and dark)
- 9 The novel's ..... heroine, Maria Selune, leaves home at the age of 18 and travels through Asia. (who has the same name as the book's title)
- 10 Laisha and Asoka are the ..... in this unusual tale of rural family life. (main characters)

## 22.4 Match the things you might find in particular kinds of books with an appropriate type of book.

- |   |                          |                |
|---|--------------------------|----------------|
| 1 a section on 'troubleshooting' / problem-solving    | <input type="checkbox"/> | a encyclopedia |
| 2 an article about waterfalls, with pictures          | <input type="checkbox"/> | b journal      |
| 3 a record of a recent examination or test of a lorry | <input type="checkbox"/> | c manual       |
| 4 a day-to-day record of life during a war in 1776    | <input type="checkbox"/> | d logbook      |

## 22.5 Over to you

Think of a book you read and enjoyed recently. Which words from this unit describe it best?

## A

## Describing food products

Food production has become increasingly industrialised and globalised, and so knowing what our food contains has become more and more important. Labels do not always help. Adjectives such as **'wholesome'**<sup>1</sup>, 'farm fresh' and 'homemade' can be rather vague and meaningless, while the international numbering system for **additives**<sup>2</sup> is often incomprehensible to people. Some familiar descriptions, however, do have a clear official meaning, for example **'wholefoods'**<sup>3</sup>, **'free-range'**<sup>4</sup> eggs, **'gluten-free'**<sup>5</sup> bread or 'contains no artificial colours or **preservatives**<sup>6</sup>'. Clear and scientifically accurate descriptions can be vital for people who suffer from food **allergies**<sup>7</sup> and for vegetarians or **vegans**<sup>8</sup> who want to know exactly what is in a product, as well as being important for consumers looking for natural or **unprocessed**<sup>9</sup> foods, or those concerned about **animal welfare**<sup>10</sup> who may wish to avoid food produced by **battery-farming**<sup>11</sup> methods and so on. With the growth in popularity of **convenience foods**<sup>12</sup>, alongside public health concerns over bad diet and obesity, simple and unambiguous **nutrition labels**<sup>13</sup> are more important than ever. An example of a simple system is **traffic-light labelling**<sup>14</sup>, which indicates high (red), medium (amber) or low (green) levels of such things as fat, sugar and salt. Finally, good labelling tells us where the food was produced and under what conditions, for example **fair trade**<sup>15</sup> products.

<sup>1</sup> good for you

<sup>2</sup> substance added to food to improve its taste or appearance or to preserve it

<sup>3</sup> foods that have not had any of their natural features taken away or any artificial substances added

<sup>4</sup> produced by farm animals that are allowed to move around outside and are not kept in cages or stalls

<sup>5</sup> not containing a protein which is contained in wheat and some other grains

<sup>6</sup> chemicals used to stop food from decaying

<sup>7</sup> condition that makes a person become ill or develop skin or breathing problems because they have eaten certain foods or been near certain substances. The related adjective is **allergic (to)**.

<sup>8</sup> person who does not eat or use any animal products, such as meat, fish, eggs or cheese

<sup>9</sup> which have not been treated with chemicals that preserve them or give them extra taste or colour

<sup>10</sup> taking care of animals

<sup>11</sup> system of producing a large quantity of eggs or meat cheaply by keeping a lot of birds in rows of small cages

<sup>12</sup> foods that are almost ready to eat or are quick to prepare

<sup>13</sup> labels that indicate how the food influences your health

<sup>14</sup> labels with colours like traffic lights that give information on nutrition

<sup>15</sup> a way of buying and selling products that makes certain that the original producer receives a fair price

## B

## Food metaphors

Inviting Sophie and her ex-husband to the same party was a **recipe for disaster**. [situation sure to lead to]  
When asked why he didn't turn up to the exam, he **cooked up a story** about his kitchen being flooded. [made up, invented]

The film has **all the ingredients of** a box office hit. [all the necessary characteristics]

I'm not going to call him. I'm going to let him **stew** for another few days at least. [worry or suffer, especially about something you think is that person's fault; you can also say **stew in your own juice**]

It's kind of you to invite me, but ballet isn't really **my cup of tea**. [not the type of thing that I like]

The police **grilled** the suspect for hours, but eventually let him go. [asked a lot of questions]

I'm sure this is going to be another of his **half-baked** schemes that will never come to anything. [unrealistic or not thought through properly]

Let's hire a karaoke machine – that'll **spice up** the office party. [make more lively]

Rick has started hanging around with some **unsavoury** characters. [unpleasant, morally offensive]

They started their business with high hopes but things soon **turned sour**. [went wrong]

Let's go for a coffee and you can tell me all the **juicy** gossip. [exciting and interesting]

# Exercises

## 23.1 Read the comments and then answer the questions.

**Carlos**



I never buy eggs that come from battery farms. They have no flavour.

**Beth**



I can't be bothered cooking. I just buy ready-made meals and tins of stuff.

**Rowan**



It worries me that farm animals are sometimes treated so badly.

**Hannah**



I can't eat curry. It makes me come out in red spots.

**Thomas**



I want my food to be 100% natural.

**Atsuko**



I always buy coffee that gives growers in developing countries a decent price.

- 1 Who is concerned about animal welfare?
- 2 Who wants food without additives?
- 3 Who uses a fair trade product?
- 4 Who has a food allergy?
- 5 Who uses convenience foods?
- 6 Who prefers a free-range product?

## 23.2 Complete the sentences. The first letter of the missing word is given.

- 1 The label gave no n..... information, so I didn't know if it was good for me.
- 2 The t..... - ..... system of labelling is easy to understand with just three familiar colours.
- 3 I try to make my diet as w..... as possible and not eat things which I know are bad for me.
- 4 It's sometimes difficult to find u..... foods – everything seems to contain chemicals or preservatives of some kind.
- 5 My sister has to have a g..... - ..... diet as wheat makes her ill.
- 6 The laws governing b..... f..... were changed recently and birds must have larger cages now.
- 7 I'm a vegetarian but I don't think I could ever become a v..... . I would find the diet too restrictive.
- 8 My diet is mostly natural foods because I buy a lot of w..... .

## 23.3 Rewrite these sentences using the metaphors from B opposite. You are given a clue in brackets.

- 1 My mother asked me a lot of very searching questions about where I had been last night. (grill)
- 2 I feel I need something more exciting to make my life more interesting. (spice)
- 3 What's been happening recently? You must fill me in on all the interesting gossip. (juice)
- 4 Don't tell her that her phone has been found. Let her suffer for a bit longer – perhaps she'll be more careful with it in future. (stew)
- 5 He wanted me to go to the match with him, but rugby just isn't something I like. (tea)
- 6 They lived together happily for many years, but things changed for the worse when his mother came to live with them. (sour)
- 7 Patience combined with interest in your pupils is bound to lead to success for a teacher. (recipe)
- 8 Jake's ideas are never thought through properly. (bake)
- 9 There were some very unpleasant and offensive characters at that party. (savoury)
- 10 He has invented a crazy scheme for making money on the internet. It has all the necessary characteristics of a complete disaster. (cook, ingredient)

# Dinner's on me: entertaining and eating out

## A Paying the bill

We'll **split the bill**, shall we? [either each person will pay for himself/herself, or the bill will be divided equally between all the participants]

Lunch **is on me** today. [I am paying for you; *informal*]

Would you like to **join us** for dinner at the City Plaza hotel? [come with us]

We'd like you to **be our guest**. [we will pay; *formal*]

Let me **get this**. [pay the bill; *informal*]

I was **wined and dined** every night by the New York office. [invited out to restaurants]

## B Describing service



A new Italian restaurant called Bella Roma has just opened in the High Street, and we went there the other night to try it. I couldn't help comparing it to the Casa Italia, where we ate last week. In the Bella Roma, the service was **impeccable**<sup>1</sup> and quick; at the Casa Italia it's always a bit **sluggish**<sup>2</sup>. In the new place the waiters are **courteous**<sup>3</sup> and friendly without being **overbearing**<sup>4</sup>. In the other place they tend to be **sullen**<sup>5</sup> and the service is rather **brusque**<sup>6</sup>, which I find very **off-putting**<sup>7</sup>. But at Bella Roma they'll **go out of their way**<sup>8</sup> to give you what you want.

<sup>1</sup> perfect, cannot be faulted

<sup>2</sup> rather slow

<sup>3</sup> polite

<sup>4</sup> too confident, too inclined to tell people what to do

<sup>5</sup> bad-tempered, unwilling to smile

<sup>6</sup> quick and rude

<sup>7</sup> makes you feel you do not want to go there again

<sup>8</sup> do everything possible

## C Food preferences

I **have a sweet tooth** and can never say no to cakes or biscuits. [love sweet things]

I won't have dessert, thanks. You're lucky being so slim, but I'm afraid I have to **count the calories** /

I have to be a bit **calorie-conscious** these days. [be careful how many calories I eat]

I'll just have a small **portion** of dessert, please. [amount of a particular food that is served to one person]

I like to end the meal with something **savoury**, like cheese. [salty in flavour, or with herbs]

Ben's a bit of a **fussy eater**. [person who has very particular demands when eating]

No, thanks, I won't have wine. I'm **teetotal**. [never drink alcohol]

Before I book the restaurant, do you have any particular **dietary requirements**? [special needs or things someone cannot eat; *formal*]

I won't have any more wine, thanks. I don't want to **overdo it**. [eat or drink too much]

## D Entertaining at home

A: Why not come home and eat with us? You'll have to **take pot luck**, though. [eat what we're eating, nothing special]

B: Thank you. Shall I **bring a bottle**? [usually means a bottle of wine]

A: Should I wear a suit on Friday?

B: No, no, it isn't a **dinner party**, it's just an **informal get-together**. [rather formal dinner with guests] [informal group of people meeting for a meal/drinks, etc.]

A: Does anyone want **seconds**? [a second helping/serving of a dish]

B: Oh, yes please. It was delicious.

A: Can I pour you some juice? **Say when**. [tell me when I have served enough]

B: **When!** ['That's enough, thanks']

A: Help yourself to some **nibbles**. [things like nuts, crisps, etc., before a meal]

A: We have to leave at six. We can **grab a bite to eat** on the way. [have a quick meal]

B: Or we could get a **takeaway** when we get there. [ready-cooked meal bought to take home]



# Exercises

## 24.1 Rewrite the underlined parts of these sentences using expressions from A opposite.

- 1 When we eat out as a group, each person usually pays for their own food and drink. (Use a shorter expression meaning the same.)
- 2 Let me pay for this one. You can pay next time. (Use an informal expression.)
- 3 Visitors to the company's head office in London are always taken out to the best restaurants. (Use a phrase with two words which rhyme with each other.)
- 4 Fancy coming with us for lunch tomorrow? (Use a more formal expression.)
- 5 No, please. Put your credit card away. I'm inviting you for dinner. (Use an informal expression.)
- 6 I'd like to pay for you at the theatre tomorrow night. (Use a formal expression.)



## 24.2 Rewrite the underlined parts of these sentences using expressions from the opposite page to describe food and drink preferences.

- 1 I never drink alcohol. (Use an adjective.)
- 2 I don't really like sweet things. (Use an idiom.)
- 3 Are there things you can't or mustn't eat? (Use a formal/polite expression.)
- 4 Just a small amount of food (use one word) for me, please. I don't want to eat too much. (Use an expression that means the same.)
- 5 She's become very careful about how many calories she's eating. (Give two different ways of saying the same thing.)
- 6 Sasha is such a choosy person when it comes to food. It's difficult to find things she likes. (Use an expression that means the same.)

## 24.3 Give words from the opposite page which contrast with or are the opposite of these phrases.

- 1 a sweet dish
- 2 a friendly waiter
- 3 a formal gathering
- 4 rude staff
- 5 quick service
- 6 dreadful service

## 24.4 Which expressions on the opposite page mean:

- 1 eat whatever your hosts are eating at home, not a special dish for you?
- 2 tell me when I've poured enough in your glass?
- 3 get a quick meal or some other food that does not take a long time?
- 4 small items you eat before a meal, or perhaps at a reception?
- 5 another portion of what you have just eaten?
- 6 a semi-formal party in someone's house, probably not a meal?

## A Driving and traffic regulations

In the UK, you must **give way**<sup>1</sup> at a **give-way sign** and at a roundabout, where traffic coming from the right has the **right of way**<sup>2</sup>. You must give way to pedestrians at a **pedestrian crossing**<sup>3</sup>.

In some countries, **sounding/beeping**<sup>4</sup> your horn is prohibited, except in emergencies.

In most countries, **jumping**<sup>5</sup> a red light is a serious offence, as is **reckless**<sup>6</sup> driving.

In many parts of the world, **drink-driving**<sup>7</sup> or **drug-driving**<sup>8</sup> can result in a heavy fine or imprisonment. Drivers may be asked by a police officer to take a **breathalyser**<sup>9</sup> test. **Hit-and-run**<sup>10</sup> accidents are almost always considered to be grave offences and may result in a **ban**<sup>11</sup> for several years and/or imprisonment. In the UK, less serious breaches of traffic regulations may lead to **penalty points**<sup>12</sup> on the driver's licence. In many countries, **on-the-spot**<sup>13</sup> fines may be issued for careless driving and other offences.

In the European Union, **exhaust emissions**<sup>14</sup> must meet certain standards, and the car must be **roadworthy**<sup>15</sup>, which includes a minimum depth of **tyre tread**<sup>16</sup>: driving with a **bald**<sup>17</sup> tyre is against the law.

<sup>1</sup> stop at a junction before entering a bigger road    <sup>2</sup> is allowed to go before other traffic    <sup>3</sup> often called a *zebra crossing* when it has black and white stripes    <sup>4</sup> *beeping* is less formal than *sounding*    <sup>5</sup> not stopping at  
<sup>6</sup> very dangerous, without any care for others    <sup>7</sup> driving after consuming alcohol above the official limit  
<sup>8</sup> driving after taking illegal drugs    <sup>9</sup> instrument you breathe into to measure alcohol level    <sup>10</sup> running into someone and not stopping  
<sup>11</sup> removal of your driving licence    <sup>12</sup> negative points which are added up over time and which can result in the loss of your licence  
<sup>13</sup> given at the scene of the offence    <sup>14</sup> waste gases produced by the vehicle  
<sup>15</sup> in a condition that it can be driven safely    <sup>16</sup> the depth of the grooves in the tyre rubber    <sup>17</sup> one which has lost its tread

## B Traffic problems

It was the rush hour, and there was a long **tailback**. [line of slow or stopped traffic]

There's always **congestion** in the city centre. [situation in which there is a lot of traffic that can't move.]

In some cities, cars have to pay a **congestion charge** to go into the city centre. [a charge you have to pay to use the road]

You have to pay a **toll** on the new motorway. [a charge you have to pay to use the road]

There was a **pile-up** involving ten cars, because of the fog, so the road was closed and we were **diverted** onto a narrow country lane. [crash between several or many cars] [directed away from our road]

Overnight snow caused **disruption** this morning on many roads, but it has cleared now. [when a system, process or event is prevented from continuing as usual or as expected]

I had stupidly parked in a **tow-away zone** and came back to find my car had gone! [area where your car may be taken away if you park illegally]

I only parked for a few minutes outside the station, but when I came out my car had been **clamped**. [fitted with a metal device on the wheel to prevent it from moving]

I saw two men fighting next to their cars. I think it was a case of **road rage**. [anger or violence between drivers because of difficult driving conditions]

The road was wet and I **skidded** on a bend and almost crashed. [lost control of the steering so that the car slid across the road]

There was a **head-on collision** on the main road between here and the next village last night. [two vehicles hitting each other directly in the front]



(Radio announcement)

There was an accident at the junction between the A476 and the A53 this morning involving a lorry carrying a load of glue. Traffic has been stuck there for the last three hours.

## Exercises

### 25.1 Fill the gaps in these sentences using words and phrases from the opposite page.

- 1 We can't park here; it's a ..... zone.
- 2 There was a five-mile ..... on the motorway because of road works.
- 3 Fog caused a number of ....., one of which involved 15 cars.
- 4 If it's a ..... sign, you don't have to stop if the road is clear, but if it's a stop sign, then you must always stop.
- 5 Who has the ..... at a pedestrian crossing in your country? Cars or pedestrians?
- 6 It was a ..... accident, but the police have a description of the car.
- 7 The permitted level of ..... is to be lowered in an attempt to reduce air pollution in big cities.
- 8 He was given a ..... test and it was discovered he had consumed a huge amount of alcohol. He was charged with ....., fined and given three ..... on his licence.
- 9 In some countries, drivers ..... their ..... just because they get frustrated. As a result, the city streets are incredibly noisy.
- 10 The bad weather caused a lot of ..... to traffic all over the country.
- 11 People are being encouraged to leave their cars at home in an effort to reduce ..... in the city centre.

### 25.2 Respond to these comments as in the example, so that your response explains the meaning of the underlined words. Use words from the opposite page.

- 1 A: I came out and saw a big metal thing on my wheels.  
B: *Oh, so your car had been clamped!*  
A: Yes. I had to pay a lot of money to get it released.
- 2 A: As I drove round the corner, there was some ice on the road and I lost control of the steering.  
B: Oh, so you .....
- 3 A: The two women were obviously having an argument about the way one of them had been driving. Then suddenly they started hitting each other!  
B: Oh, I guess it was a case of .....
- 4 A: The police officer looked at two of my tyres and said they were illegal.  
B: Oh, so your tyres were ....., were they?
- 5 A: The road was closed. Two lorries had come straight at each other and crashed.  
B: Oh, so it was a .....
- 6 A: The police officer fined me there and then. I have to pay up within seven days.  
B: Oh, really? I didn't know they could give .....
- 7 A: Yes. You have no choice. They just give it to you and you can't dispute it at the time.
- 8 A: The man at the garage said my car wasn't in a fit condition to be driven legally.  
B: Oh, so it's not .....
- 9 A: They charge a lot to drive across the new bridge!  
B: Oh, really? Do you have to pay a .....? I didn't know that.

### 25.3 What do you think the underlined expressions mean? Write their meaning in your own words. Use a dictionary if you can't work out the meaning from the context.

- 1 There were three separate accidents in the city centre during the rush hour and soon there was total gridlock. It took about two hours to clear.
- 2 The police car made me pull over and they checked my lights.
- 3 I had a minor bump yesterday. It wasn't serious, but one of my lights got smashed.
- 4 My car conked out on the motorway and I had to ring for assistance. It cost me £100.
- 5 He's a bit of a back-seat driver, so don't be surprised if he criticises your driving.

## A

## Booking travel and holidays

Here are some choices you may make when booking travel or holidays.



A **scheduled flight** is a normal, regular flight; a **charter flight** is a special flight taking a group of people, usually to the same holiday destination. Some airline tickets may have **restrictions** (e.g. you can only travel on certain days). Such tickets can offer good **value for money** but, if you cancel, they are **non-refundable**<sup>1</sup> or you may have to pay a **cancellation fee**. Some tickets allow a **stopover**<sup>2</sup>. A **package** holiday normally includes accommodation and **transfers**, e.g. a coach or a **shuttle bus** to and from your hotel. An **all-inclusive** holiday includes your flight, accommodation and all meals, drinks and snacks in the hotel.



<sup>1</sup> you can't get your money back    <sup>2</sup> you may stay somewhere overnight before continuing to your destination



Sea travel is normally on a **ferry**, and the journey is called a **crossing**, but you can have a holiday on the sea if you **go on a cruise**. For some people, a luxury cruise is the **holiday of a lifetime**<sup>1</sup>. You may decide to book a **berth** in a **shared cabin**<sup>2</sup>, or to have a single or double cabin. For more money, you can often get a **deluxe** cabin, perhaps on the **upper deck**<sup>3</sup>. Cruises often go to **exotic**<sup>4</sup> islands where you can **get away from it all**<sup>5</sup>.

<sup>1</sup> one you will always remember    <sup>2</sup> a bed in a cabin with other people    <sup>3</sup> the higher part of the ship, which is often bigger and more comfortable    <sup>4</sup> unusual or exciting    <sup>5</sup> escape your daily life and routines

Train travel allows you to relax as you travel and look at the countryside through the windows of your **carriage**. Railways link major towns but you may have to **change trains**<sup>1</sup> if you are not able to get a **through train**<sup>2</sup>.



<sup>1</sup> get off one train and on to another    <sup>2</sup> or **direct train**, one which takes you directly to your destination



Car hire is another way of **getting around**<sup>1</sup>. When you book it, you may have to choose whether you want **unlimited mileage**<sup>2</sup>. There may also be **extras** to pay, such as accident insurance. If you hire a car, it gives you the freedom to **come and go as you please**<sup>3</sup>.

<sup>1</sup> travelling to different places; *informal*    <sup>2</sup> /'maɪlɪdʒ/ you can travel as many miles as you like for the same price    <sup>3</sup> go where you want when you want

## B

## Accommodation when travelling

Some people like **camping**<sup>1</sup> while others prefer hotels. Or you can have a **self-catering**<sup>2</sup> holiday, such as staying in an apartment or **chalet**<sup>3</sup>. You can also choose to stay in a **guest house**<sup>4</sup> or an **inn**<sup>5</sup>. Some types of accommodation offer **half board**<sup>6</sup> or **full board**<sup>7</sup>.

<sup>1</sup> sleeping in a tent or a caravan    <sup>2</sup> where you do your own cooking    <sup>3</sup> /'ʃæleɪ/ small cottage or cabin specially built for holiday-makers    <sup>4</sup> small, relatively cheap hotel    <sup>5</sup> similar to a pub, but also offering accommodation; sometimes in an attractive old building    <sup>6</sup> usually breakfast and one other meal    <sup>7</sup> all meals

# Exercises

## 26.1 Use vocabulary from A opposite to express these sentences more briefly.

- It was a regular flight which the airline runs every day.  
*It was a scheduled flight.*
- I hate those special flights where everyone is booked to the same holiday destination.
- The ticket allowed us to spend up to three nights in Singapore on the journey from London to Sydney.
- You can get a bed on the ferry in a little room with three other beds.
- Our seats were in the part of the train that was nearest to the engine.
- The bus or taxi to your hotel is included in the cost of the holiday.
- It was a cheap fare, but there were some things you were not allowed to do.
- The ticket is relatively cheap, but you can't get your money back if you have to cancel.
- The price of the holiday includes the flight, hotel and all your food and drink.

## 26.2 Match the words on the left with their collocations on the right.

- |             |                          |                 |
|-------------|--------------------------|-----------------|
| 1 holiday   | <input type="checkbox"/> | a catering      |
| 2 full      | <input type="checkbox"/> | b for money     |
| 3 self-     | <input type="checkbox"/> | c mileage       |
| 4 unlimited | <input type="checkbox"/> | d bus           |
| 5 exotic    | <input type="checkbox"/> | e of a lifetime |
| 6 value     | <input type="checkbox"/> | f board         |
| 7 shuttle   | <input type="checkbox"/> | g train         |
| 8 through   | <input type="checkbox"/> | h airline       |
| 9 low-cost  | <input type="checkbox"/> | i class         |
| 10 economy  | <input type="checkbox"/> | j island        |



## 26.3 Which expressions in the box do you associate with each of the holidays below? Use a dictionary if necessary. Each expression may go with more than one type of holiday.

to rough it	to keep on the move	to just drift along
an exhilarating experience	to sleep under the stars	a cosy atmosphere
to be out in the wilds	a real learning experience	to come and go as you please
to lounge around	to be your own boss	to spend a fortune on entrance fees

- self-catering holiday
- camping at a beach resort
- staying in an inn or a guest house
- skiing holiday, staying in a chalet
- trekking holiday, camping in the mountains
- cruise
- sightseeing holiday, staying in a hotel in a historic city
- touring holiday, in a hire car



## 26.4 Complete these sentences with expressions from 25.3.

- It was a lovely cruise; we just ..... all day.
- I prefer self-catering because I like to .....
- Camping is OK if you don't mind .....
- Skiing is always such .....
- Sightseeing's great but it's easy .....
- The guided tour of the ancient ruins was .....
- Inns and guest houses usually have quite .....
- I'd hate to stay in just one place on my holiday – I much prefer .....



## A Describing tourist destinations

## DESTINATION: SURINAME

If you're the type of traveller who wants to **escape the crowds**<sup>1</sup>, **get off the beaten track**<sup>2</sup> and **get back to nature**<sup>3</sup>, take a closer look at Suriname. Suriname's **tourist sector**<sup>4</sup> is relatively modest and the emphasis is on what makes the country different for the **discerning**<sup>5</sup> traveller. Other Caribbean nations may **boast**<sup>6</sup> better sand, sea and sun, but because of that, you won't find **hordes**<sup>7</sup> of people in Suriname. What you will find is a **wealth of**<sup>8</sup> wildlife with a huge range of **flora and fauna**<sup>9</sup>. More than 12% of the country is given over to **national parks**<sup>10</sup> and **nature reserves**<sup>11</sup> and large **tracts**<sup>12</sup> of the country are covered by **virgin**<sup>13</sup> rainforest. So, if you are **seeking something out of the ordinary**<sup>14</sup>, click [here](#) for more information.



- <sup>1</sup> go where there are not many people    <sup>2</sup> go to places tourists don't normally go, somewhere different/unusual  
<sup>3</sup> live a natural, rural style of life    <sup>4</sup> tourist industry; *formal*    <sup>5</sup> showing good judgement, especially about style and quality    <sup>6</sup> this use of *boast* is for listing the good qualities of a place; *formal*    <sup>7</sup> crowds, in a negative sense  
<sup>8</sup> large amount of; *formal*    <sup>9</sup> plants and animals; a fixed phrase (Latin)    <sup>10</sup> areas of a country that are protected by the government because of their natural beauty or because they have a special history    <sup>11</sup> areas of land protected in order to keep safe the animals and plants that live there, often because they are rare    <sup>12</sup> areas of land; collocates with *large, vast, huge*    <sup>13</sup> original and natural    <sup>14</sup> looking for something different (*seek* is rather formal)

## B Travel advertisements

Unwind<sup>1</sup> in  
Ubuda,  
recharge<sup>2</sup> in  
Positano,  
all from under  
£800.

Taste of the bush<sup>3</sup>  
All travel in air-conditioned 4x4<sup>4</sup> vehicles

Waterfront<sup>5</sup> villas, self-catering,  
sleep up to six. Stunning<sup>6</sup>  
locations, unbeatable<sup>7</sup> prices.  
Phone now!

Awe-  
inspiring<sup>8</sup>  
national parks  
Rambles, hikes  
and treks<sup>9</sup>  
Unrivalled<sup>10</sup>  
programme  
Send for our brochure.

Enjoy the scenic<sup>11</sup>  
wonders of a  
tropical paradise<sup>12</sup>.  
Ecotourism<sup>13</sup>  
at its best.

Savour<sup>14</sup>  
the renowned landscapes in  
our heartland<sup>15</sup>.

- <sup>1</sup> /ʌn'waɪnd/ relax, reduce your general level of stress    <sup>2</sup> get back your energy (like recharging a battery)  
<sup>3</sup> wild, areas covered in grass, bushes or trees (especially in Africa and Australia)    <sup>4</sup> pronounced *four by four*;  
vehicles with driving power on all four wheels    <sup>5</sup> on the edge of the sea or of a river    <sup>6</sup> extremely beautiful  
<sup>7</sup> no other company can offer cheaper ones for the same service    <sup>8</sup> it fills you with a sense of the power and  
beauty of what you are looking at    <sup>9</sup> these words represent a scale of length and difficulty: a **ramble** is a  
long, pleasant walk, not too demanding; a **hike** is more demanding, suggesting more difficult terrain; a **trek** is  
usually of several days over wild country    <sup>10</sup> no other holiday programme can match this    <sup>11</sup> having views of  
the attractive, natural things in the countryside    <sup>12</sup> a perfect place or situation (often collocates with *tropical*  
when describing somewhere hot and sunny)    <sup>13</sup> the business of organising holidays in a way which helps  
local people and does not damage the environment    <sup>14</sup> enjoy or taste (often used in advertisements)  
<sup>15</sup> the inland areas furthest away from the sea or from borders with other countries



## Exercises

### 27.1 Complete the expressions and collocations in these sentences, using words from A.

- 1 Malaysia ..... some of the loveliest beaches in Asia.
- 2 The tourism ..... is very important to the economies of many developing countries.
- 3 It is vital that tourism should not damage the flora and ..... of beautiful areas of this spectacular landscape.
- 4 Most tourists like to feel free to ..... off the ..... track.
- 5 Most people don't like to travel to places where there will be ..... of other tourists.
- 6 People who spend all their time in big cities often like to ..... back to ..... when they go away for a holiday.
- 7 If you're ..... something out of the ....., why not try a snowboarding holiday? It's certainly different!
- 8 When I travel, I always try to ..... the crowds and find somewhere quiet.
- 9 There are vast ..... of unspoilt land in the north of the country, with ..... rainforests and a ..... of wildlife.
- 10 The country has fabulous national ..... and nature ..... where you can camp or stay in basic accommodation.



### 27.2 Use words from B opposite to fill the gaps, based on the words given in brackets.

- 1 This company is excellent and their prices are ..... (RIVAL)
- 2 The ..... beauty of the coastline is unforgettable. (SCENE)
- 3 There are some absolutely ..... beaches in the north. (STUN)
- 4 I think SunTravel Vacations is ..... when it comes to value-for-money holidays. (BEAT)
- 5 The mountains were so ..... Some were over 5,000 metres high. (AWE)
- 6 We rented a ..... villa. It was nice to be so near the beach. (WATER)
- 7 I just want somewhere quiet and relaxing to ..... for a week. (WIND)
- 8 Everyone needs to ..... their batteries now and again. (CHARGE)

### 27.3 Answer the questions.

- 1 Order these words from the most physically demanding to the least physically demanding: ramble, trek, hike.
- 2 What verb might you find in travel advertisements meaning enjoy?
- 3 What adjective can be used with *traveller* to mean one who knows exactly what he or she wants in terms of quality and style?
- 4 Where would you find the bush?
- 5 How do you say this and what does it mean: 4x4?
- 6 If somewhere was described as a 'paradise', would that be positive or negative?

### 27.4

#### Over to you

Think about holidays you have had. How would you describe them? Then think about your perfect holiday. What words from this unit can you use to describe it?

## A Climate



Travelling from north to south in Nigeria, you pass through a fascinating series of landscapes. **Rainfall**<sup>1</sup> in the south-east can be extremely high in the wet season, whereas the northern part of the country is **arid**<sup>2</sup> and **prone to**<sup>3</sup> **drought**<sup>4</sup> during the dry season.

<sup>1</sup> the amount of rain that falls, for example in a month or in a year    <sup>2</sup> dry    <sup>3</sup> tending to have a particular negative characteristic    <sup>4</sup> long period without rain

## B Vegetation



More than 30% of the landscape of Canada lies inside the Arctic Circle, where the land can stay frozen for up to nine months of the year. In these regions, known as the **tundra**<sup>1</sup>, **vegetation**<sup>2</sup> is limited. Further south, dense, **coniferous**<sup>3</sup> forests known as taiga cover large areas of land. Towards the border with the United States are the grasslands of the **prairies**<sup>4</sup> and the mixed, temperate forests.

<sup>1</sup> area in the north with no trees and permanently frozen ground    <sup>2</sup> plant life    <sup>3</sup> trees that are **evergreen** [in leaf all year round] and produce cones, unlike **deciduous** trees, which lose their leaves in winter    <sup>4</sup> flat grasslands in Canada and northern USA (similar to steppes in Asia or pampas in South America)

## C Agriculture



Rice is the main crop grown in the south of China, along with tea, cotton, fruit and vegetables. The rice is planted in flooded **paddy fields**<sup>1</sup>. A good year can see two crops of rice and one of vegetables harvested. In the drier, hillier north and west, farmers generally harvest a single crop of **cereals**<sup>2</sup> and, in addition, **tend**<sup>3</sup> sheep and cattle.

<sup>1</sup> fields planted with rice growing in water    <sup>2</sup> type of grass cultivated to produce a grain, e.g. a food plant like rice, wheat or maize    <sup>3</sup> take care of

## D Industry



France is one of the world's leading **developed**<sup>1</sup> nations. It is home to large **manufacturing**<sup>2</sup>, steel and chemical industries. The country is an important and major producer of aircraft and cars and is **at the forefront**<sup>3</sup> of technology and engineering. Its sizeable nuclear industry **generates**<sup>4</sup> a significant proportion of the nation's electrical power. Like many developed countries, France provides a lot of help and aid to **developing**<sup>5</sup> countries.

<sup>1</sup> with a modern, industrial economy    <sup>2</sup> producing goods in large numbers    <sup>3</sup> in an important position    <sup>4</sup> produces/creates    <sup>5</sup> describes a country that is poor and does not have a modern, industrial economy

## E Population



Brazil is a vibrant mixture of peoples. Some **are descended from**<sup>1</sup> **indigenous**<sup>2</sup> tribes, others from the Portuguese, who were the colonial power in Brazil for 300 years. Many Brazilians have African **ancestors**<sup>3</sup> brought over in the 17th century as slaves to work on sugar plantations. During the 20th century, large numbers of European **migrants**<sup>4</sup> **settled**<sup>5</sup> in the south.

<sup>1</sup> are related to someone who lived in the past    <sup>2</sup> existing naturally in that place    <sup>3</sup> relatives from earlier times: we are our ancestors' **descendants**    <sup>4</sup> people who move to live in another country or another part of their own country (often for reasons of economic need; an **emigrant** is someone who leaves a country, an **immigrant** is someone who moves to live in a country)    <sup>5</sup> made their homes

## Exercises

**28.1** Match the two parts of the collocations from the opposite page. Note the words are not all in bold.

- |              |                          |              |
|--------------|--------------------------|--------------|
| 1 coniferous | <input type="checkbox"/> | a plantation |
| 2 developed  | <input type="checkbox"/> | b industry   |
| 3 paddy      | <input type="checkbox"/> | c forest     |
| 4 chemical   | <input type="checkbox"/> | d field      |
| 5 sugar      | <input type="checkbox"/> | e nation     |

**28.2** Here are some other words which collocate with the words in the right-hand column in the exercise above. There are three for each of the five words. Can you match them?

coffee deciduous dense developing manufacturing oil pharmaceutical  
rain magnetic rubber tea textile wheat independent sovereign

**28.3** Complete the sentences using a word from the box. There may be more than one possible answer.

descendants ancestors migrants emigrants immigrants

- 1 I believe my ..... came to Britain from France in the 17th century.
- 2 Many ..... left Russia for France after the Revolution in 1917.
- 3 The USA has traditionally welcomed ..... from all over the world.
- 4 Our largest cities are full of ..... looking for work and a better life.
- 5 Some Scots are said to be the ..... of 16th century Spanish sailors shipwrecked off the Scottish coast.

**28.4** Rewrite the underlined words using words and expressions from the opposite page.

- 1 Recently, the country's economy has suffered a decline in industry concerned with making things.
- 2 The university has long been in a very important position in agricultural science.
- 3 The river delta tends to suffer catastrophic flooding on a regular basis.
- 4 One can often see local shepherds looking after large flocks of sheep on the hillsides.
- 5 In the late 18th century, migrants made their home in the uncultivated lands towards the north of the country.
- 6 In the extremely dry southern provinces, plant life is sparse.
- 7 In the cold northern regions, the landscape consists mostly of permanently frozen ground with no trees.
- 8 The tribes that have always existed naturally in the eastern jungles are now facing threats to their way of life.
- 9 The farmlands are dotted with woods that lose their leaves in winter, while the large forests of trees that are always in leaf provide the country with much-needed timber.
- 10 The flat grasslands of the northern USA experienced a severe long period with no rain last year.

**28.5**

Over to you

If your country is not one of the ones on the opposite page, write a short paragraph about it in the same style, or else choose another country and do the same.

## A

## Weather conversations

Here are some less common but nonetheless useful words about weather, so that you can have typical weather conversations where you agree with someone by using a near-synonym. In these examples, B replies using more informal language.

A: Bit **cold** today, isn't it?

B: Yes, it's **chilly/freezing/nippy**, isn't it?

A: It's **hot**, isn't it?

B: Yes, it's **boiling/sweltering/roasting!**

A: It's a bit **windy** today!

B: Yes, really **blowy/breezy**, isn't it?

A: What **oppressive/sultry** weather!

B: Yes, isn't it **stifling/heavy/close?**

A: What a **downpour/deluge!**

B: Yes, it's **chucking it down / it's pouring!**

A: Isn't it **humid** today?

B: Yes, horrible **muggy/clammy/sticky** weather!



## B

## Climate and metaphors

Climate metaphors are often used, particularly in written English.

The word **climate** can refer to the general atmosphere or situation in society.

His secrecy and dishonesty created a **climate of distrust**.

The government reforms have contributed to a **climate of change**.

The words **cultural, current, economic, financial, moral, political, social** and **prevailing** all collocate strongly with **climate** in this social sense.

She has a very **sunny disposition** – she's hardly ever miserable.

Though they won the championship last year, the outlook for the team is less **sunny** this year.

Unfortunately, our plans met with a **frosty** reception.

I'm **snowed under** with work – I'll never get through it all in time.

After the company accounts were examined, the manager left **under a cloud**.

Don't let your love for him **cloud your judgement**.

The soldiers were hit with a **hail of bullets**.

The Prime Minister was greeted with a **hail/storm of abuse**.

I've only a **hazy memory** of my first day at school.

The truth is hidden **in the mists of history**.

The article sparked a **whirlwind** of speculation.

They had a **whirlwind romance** and got married just a month after they met.

The horses **thundered** down the racetrack.

**Thunderous applause** followed his speech.

(Note that **thundery** is used to describe stormy weather while **thunderous** describes a loud, deep noise.)

The **winds of change/discontent/democracy** are blowing across the country.



# Exercises

**29.1 Respond to these statements about the weather. Agree using slightly more formal language like that of speaker A in the conversations on the opposite page.**

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1 It's a bit nippy outside, isn't it? | 5 Close today, isn't it?       |
| 2 What a sweltering day!              | 6 It's chucking it down!       |
| 3 Isn't it muggy here?                | 7 It's clammy today, isn't it? |
| 4 It's blowy, isn't it?               | 8 What a sticky day!           |

**29.2 What are the metaphorical meanings of these words from B opposite?**

- |  |                |              |
|--|----------------|--------------|
| 1 sunny – <i>pleasant and positive</i> | 4 snowed under | 7 climate    |
| 2 frosty                               | 5 whirlwind    | 8 hazy       |
| 3 to cloud                             | 6 hail         | 9 to thunder |

**29.3 Find collocations for these words. You will find some on the opposite page, but use a dictionary to find more if necessary.**

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1 climate    | ..... | 4 the winds of | ..... |
|              | ..... |                | ..... |
|              | ..... |                | ..... |
| 2 prevailing | ..... | 5 a frosty     | ..... |
|              | ..... |                | ..... |
|              | ..... |                | ..... |
| 3 to cloud   | ..... | 6 a hail of    | ..... |
|              | ..... |                | ..... |

**29.4 Read the text below and find words in it which mean the following.**

- |                             |   |
|-----------------------------|---|
| 1 average                   | 6 rays from the sun   |
| 2 dry                       | 7 make less extreme   |
| 3 height above sea level    | 8 situated very far from the sea                              |
| 4 distance from the equator | 9 differing weather conditions at different times of the year |
| 5 rain and snow             |   |

Schemes for dividing the Earth into climatic regions are based on a combination of indices of mean annual temperature, mean monthly temperature, annual precipitation totals and seasonality. The climate of a place is affected by several factors. Latitude affects the amount of solar radiation received, with the greatest in equatorial regions

and the least in polar regions. Elevation affects both temperature and precipitation; mountainous areas are generally cooler and wetter. Location close to the sea or to large bodies of water moderates temperature; continental areas are generally more arid and more affected by extremes of temperature.

**29.5 Over to you**

- What words can you use to describe the climate in your country?
- How would you describe the economic climate?



## A

## Buildings

To **build something/someone up** can be used metaphorically to mean to praise someone or something in a way that will increase expectations of them: The press has **built up** the young footballer so much that it must be extra pressure on him.

Note how **cement** is used to fix bricks firmly in place and to make relationships more solid. It can be used in this way both as a noun and a verb: Let's have a drink together **to cement** our partnership.

**To come up against a brick wall** is used metaphorically, meaning to meet a barrier: When I tried to find out who had opened my letters, I **came up against a brick wall**.

**Ceiling** can be used to suggest a limit to something: They put a **ceiling** on the number of planned redundancies.

The **glass ceiling** is a phrase used to refer to an invisible barrier that stops people, especially women, from rising to top positions at work.

**Roof** is used in a number of common metaphors: The **roof fell in** on my world on the day he died. [My world collapsed ...]

Conversely, the **floor** can **give way** metaphorically when you faint.

The informal phrase **go through the roof** is used about prices, meaning to increase in a rapid, uncontrolled fashion.

**Hit the roof** means get very angry: My mother will **hit the roof** when she sees what we've done.

**Window**, both literally and metaphorically, means an opening.

A **window of opportunity** is a chance to do something special: If you see a **window of opportunity**, then take advantage of it.

If a quality or idea **goes out (of) the window**, it means it departs: Once the boys started going around together, common sense **went out of the window**.

As a very tall building, **tower** conveys an idea of distance from ordinary people. If someone lives in an **ivory tower**, he/she does not know about the unpleasant and ordinary things that happen in life: Academics are often criticised for living in their **ivory towers**.

If a person is a **tower of strength**, they are extremely strong (in an emotional rather than a physical sense): Our friends were a **tower of strength** when our house burnt down.

If a person or thing **towers above** something or someone, they are either outstandingly tall or outstanding in some other positive way: Lauren **towers above** all her classmates, although she is actually one of the youngest students.

## B

## Entrances

**Gateway** is used metaphorically in the phrase **be a gateway to**, meaning give an opportunity to get somewhere: A degree in law is a **gateway to** a well-paid job.

**Door** can also be used in a similar way to gateway above, but it is also used in many other metaphorical phrases as well: Failing his final exams **closed/shut** a lot of **doors** for him. Knowing several languages **opens doors** when it comes to finding work. The new year gives us the opportunity to **close the door on** the past and make a fresh start. Doing something **through/by the back door** suggests doing it unofficially: Jack came into the business **by the back door** – the manager knew him from university. Doing something **behind closed doors** suggests secrecy: Unfortunately, the decision was taken **behind closed doors** and no one knows exactly why it was made.

**Key** can be used as a noun to suggest the importance of something: This research may **provide/hold the key to** developing a cure for cancer. Knowing the right people is **the key to success** in that country.





# Exercises

## 30.1 Match up the words to make metaphors. Explain what each metaphor means.

- |             |                          |               |
|-------------|--------------------------|---------------|
| 1 glass     | <input type="checkbox"/> | a strength    |
| 2 ivory     | <input type="checkbox"/> | b opportunity |
| 3 brick     | <input type="checkbox"/> | c ceiling     |
| 4 back      | <input type="checkbox"/> | d tower       |
| 5 window of | <input type="checkbox"/> | e wall        |
| 6 tower of  | <input type="checkbox"/> | f door        |

## 30.2 Complete these sentences with the appropriate verb.

- 1 The price of fuel has ..... through the roof.
- 2 We hope that this scientist's work may ..... the key to solving the problem.
- 3 A degree in economics ..... the door to a number of interesting job opportunities.
- 4 Whenever you try to initiate something in this company you find that, sooner or later, you ..... up against a brick wall.
- 5 Lucy's father ..... the roof when he saw that she'd dyed her hair purple.
- 6 Ben ..... over all the other lawyers in his firm. He is by far the most able.
- 7 Her argument with the board last year has, unfortunately, ..... a lot of doors for her in this company.
- 8 The roof ..... in on their world the day that war was declared.

## 30.3 Rewrite the underlined parts of these sentences using one of the expressions on the opposite page.

- 1 My brother is always enormously supportive whenever I have a problem.
- 2 We'll never know what the US and Russian Presidents said to each other when they met in private.
- 3 The fee for this work will depend on the time it takes, but cannot be more than \$20,000.
- 4 The cost of petrol has risen dramatically in the last six months.
- 5 Having children often makes a marriage stronger.
- 6 Winning an Olympic medal can provide an opportunity to develop a career in the media.
- 7 The most important decision we have to take now is where to locate our business.
- 8 The professor has spent all his life in one university or another and really finds it very difficult to cope in the real world.
- 9 Lena has always said what an incredible person Max is – I hope I won't be disappointed when I meet him.

## 30.4 Here are some more metaphors based on aspects of buildings. Can you guess what the underlined expressions mean and rewrite them?

- 1 He earns very little, barely enough to keep the wolf from the door.
- 2 The speaker's request for questions was met with a wall of silence.
- 3 Working on this project together should help to lay the foundations for a good relationship in the future.
- 4 Nathan's prolonged illness left his business in ruins.
- 5 This government should clean up its own backyard before criticising other countries.

## 30.5

### Over to you

Which of the metaphors in this unit also work as metaphors when translated literally into your own language? Look at exercise 30.4 as well as the opposite page.

## A

## Parts of a plant

Here are some metaphors based on parts of trees and plants:

**Seed(s)** is often used to talk about the start of an idea or feeling: **the seeds of success, the seeds of discontent, the seeds of revolution.**

**Root(s)** is used to suggest the origins of something. You can talk about **going back to your roots**, for example, meaning going back to the place where your family came from. You can also talk about **the root of a problem** or **the roots of a tradition.** **Putting down roots** means settling down and making your home in one place: After travelling the world for a couple of years, I was ready to go home and **put down some roots.**

When an idea becomes known or accepted, it can be said to **take root.** The **grassroots supporters** of an organisation or society are the ordinary people in it, not the leaders.

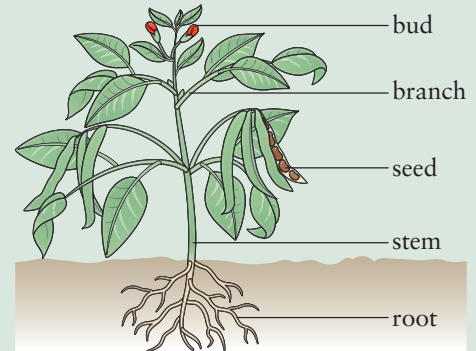
**Deeply** and **firmly** collocate with **rooted:** Its origins are **firmly/deeply rooted** in the 19th century.

**Stem** is used as a verb to signify that something originates in something else: Her discontent **stems** from a traumatic experience she had last year.

**Bud** is used in the expression **nipped in the bud** [flower before it opens] [stopped before it develops into something]: He's showing signs of neglecting his work – we'd better **nip that in the bud.**

The adjective **budding** can also mean showing promise of future development: She's a **budding** young actor.

**A branch** is something that grows off or **branches out** from a main organisation. We talk about **branches of a shop** or a **business branching out into new directions:** We don't have the blue sweater in your size here, but you could try our Oxford Street **branch.**



## B

## Metaphorical verbs connected with plant growth and gardening

The new boss is planning to **weed out** older or less experienced staff. [get rid of]

The government will probably have to **prune back** its proposals. [cut/limit]

At last she **is reaping the rewards of** all her years of study. [is getting results from]

Because we didn't protest about the change, we are now **reaping what we sowed.** [experiencing the logical results of our actions – usually used in negative contexts]

The journalists **have dug up** some interesting facts. [have discovered]

The idea **was germinating** while we were on holiday. [was beginning to develop]

Out-of-town shopping centres **have been sprouting up** all over the country. [have been appearing quickly in large numbers]

Our business **is flourishing.** [is doing very well]

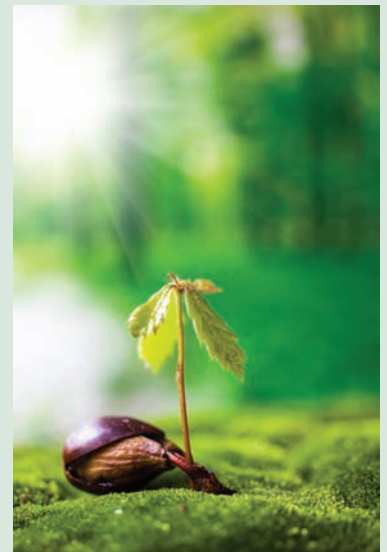
We are beginning to see the **green shoots** of economic recovery. [first signs that the economy is improving]

A deciduous tree **sheds** its leaves. [[loses] Companies can **shed employees/jobs.** People can **shed worries/inhibitions/weight.**

Plants can **thrive;** so can people and things [grow/develop well and successfully]: The language school is **thriving** – student numbers are up from last year. She loves her high-powered job and seems to **thrive on** stress and crises!

Plants **fade, wither, shrivel** and **wilt** when they die. These verbs can be used metaphorically: Hopes of finding survivors are **fading.** [becoming smaller] Revenues/Donations/Profits have **shrivelled** in recent years. [become less]

It was so hot in the classroom that the students were starting to **wilt.** [lose energy] A **glance/look/remark** can **wither** or **be withering** [make the recipient feel scorned]: She gave him a **withering look.**



# Exercises

## 31.1 Match up the pairs to make collocations.

- |             |                          |             |                          |                   |              |
|-------------|--------------------------|-------------|--------------------------|-------------------|--------------|
| 1 nipped    | <input type="checkbox"/> | 5 to reap   | <input type="checkbox"/> | a of the problem  | e roots      |
| 2 a budding | <input type="checkbox"/> | 6 to take   | <input type="checkbox"/> | b root            | f in the bud |
| 3 grass     | <input type="checkbox"/> | 7 the seeds | <input type="checkbox"/> | c Olympic athlete | g rewards    |
| 4 the root  | <input type="checkbox"/> |             |                          | d of discontent   |              |

## 31.2 Fill the gaps in these sentences.

- Alec has spent most of his life in London, but he is keen to get back to his ..... when he retires. His family came from Scotland, so he'll move there.
- The business is firmly ..... in Western Australia.
- The idea took some time to ..... root, but it's very fashionable now.
- His grandfather sowed the ..... of the business's success.
- The US bookshop chain is opening a number of ..... in the UK.
- It's about time she ..... down some roots.
- The idea for her novel ..... from her interest in mountain climbing.
- The West Side Drama College turns out a hundred ..... actors every year.

## 31.3 Divide the verbs in the box into two groups: verbs associated with growth and health and verbs associated with decline and death.

fade flourish germinate shrivel sprout wilt thrive wither

## 31.4 Suggest three nouns that each of these adjectives could describe.

- budding .....
- flourishing .....
- withering .....
- fading .....
- deeply rooted .....
- thriving .....

## 31.5 Rewrite the sentences using plant metaphors instead of the underlined words.

- My hopes of getting a job are disappearing. Unemployment is at an all-time record.
- The firm is cutting the labour force in order to reduce costs.
- She got rid of her inhibitions at the party and danced with everyone!
- He and his wife are now receiving the rewards of many years of hard work building up their business.
- The party is trying hard to get rid of the extremists and create for itself a more moderate political image. They want to reflect the views of their ordinary supporters.
- Some people seem to grow and develop on difficult challenges.
- A blogger found out some alarming facts about government spending.
- Well, if you won't study for your exams, don't be surprised if you suffer the negative consequences of your actions.
- After three years of recession, we are beginning to see the first signs of an economic recovery.

## 31.6 Over to you

- Do you have any responsibilities that you would prefer to shed at the moment?
- Can you think of a situation where you reaped the rewards of something you did?
- What in your life is flourishing at the moment?
- Where are your family's roots?

**A** Describing animals and birds

**mammal:** animal that gives birth to live babies, not eggs, and feeds them on its own milk (e.g. cat, cow, kangaroo); a kangaroo is a special kind of mammal called a **marsupial** [its young grow in a **pouch** in front of the mother]

**rodent:** e.g. mouse, rat    **reptile:** e.g. snake, lizard

**carnivore:** animal that eats a diet that is mainly or exclusively meat (e.g. lion, tiger, hyena)

**herbivore:** animal that eats a diet that is mainly or exclusively grass/vegetation (e.g. deer, cow)

**predator:** animal that hunts/eats other animals (e.g. eagle, lion, shark)

**scavenger:** animal that feeds on dead animals which it has not killed itself

**warm/cold-blooded:** warm-blooded animals (e.g. mammals) have temperatures that stay the same; cold-blooded animals (e.g. reptiles) have to control their temperature by taking in heat from outside or by being very active

**B** Describing typical animal behaviour

Our old cat is a very **docile** creature. [behaves very gently]

These birds are so **tame**, they will sit on your hand. [not afraid of humans, usually because of training or long involvement with humans]

Dogs and horses became **domesticated** thousands of years ago. [live with or are used by humans]

There are **wild** cats in the mountains. [opposite of domesticated]

A **savage** wolf killed three of the farmer's sheep. [extremely violent or wild]

A **fierce** dog guarded the gates. [behaves aggressively]

**C** Life of animals and birds

As more buildings and roads are constructed, the **natural habitat** for many species is shrinking. [preferred natural place for living and breeding]

The arctic tern is a bird which **migrates** from the Arctic to the Antarctic, a round trip of over 70,000 km. **Migration** is when animals travel long distances to get to a different habitat.

The **dodo** was a large flightless bird which was found on one island in the Indian Ocean but **became extinct** in the 17th century. [died out]

You can see lots of animals in the big **game reserves** / **game parks** in Africa. [areas of land where animals are protected from hunting, etc.; **game** can be used to mean animals or birds that are hunted]

There is a **bird sanctuary** near here. [protected natural area where birds can live and breed]

We went to the local **animal (rescue) shelter** to see if we could get a dog there. [place where **stray** cats, dogs, etc., i.e. pets that have lost their home, are given food and a place to live]

## Language help

A *dodo* is now used to mean someone or something out of touch or obsolete.

**D** Human exploitation of animals and birds

Many people are opposed to **blood sports** such as foxhunting and bullfighting. [sports whose purpose is to kill or injure animals]

Some people refuse to wear clothing made of natural animal fur, since they are opposed to **the fur trade**. [the selling of animal furs for coats, jackets, etc.]

**Poachers** kill hundreds of elephants every year to supply **the ivory trade**. [people who hunt animals illegally] [the buying and selling of ivory from elephants' tusks]

**Animal rights activists** often demonstrate outside research laboratories where animals are used in experiments. [people who actively campaign for the protection and rights of animals]

Rhinos are hunted for their **horn**, which is said to have healing powers. [hard, pointed, often curved part growing from the head of an animal]

# Exercises

## 32.1 Rewrite the underlined phrases in these sentences using words from the opposite page.

- 1 There are a lot of different types of squirrels, rats, mice and things like that living in the woods.
- 2 A whale isn't a fish, as it doesn't lay eggs. It's actually an animal that gives birth directly.
- 3 There are some interesting turtles and crocodiles and that sort of thing near the river.
- 4 Everyone thinks these animals eat meat, but in fact they only feed on certain kinds of leaves.
- 5 The mother bird protects her eggs from animals that attack them.
- 6 Many different species have died out because their habitat has been destroyed.

## 32.2 Fill the gaps in these sentences using adjectives from B on the opposite page to describe gentle or aggressive behaviour, or the relationship between animals and humans.

- 1 Sheep are generally rather ..... animals, but the other day a ram attacked our dog.
- 2 Lions can look very ..... with their huge teeth and large heads.
- 3 Horses were probably first ..... many thousands of years ago.
- 4 Some dolphins are very ..... and will swim along with human beings.
- 5 I don't think ..... birds should ever be hunted. They should be left in peace in their natural surroundings.

## 32.3 Here are the beginnings of some words related to animals and birds. Can you fill in the missing letters? You are given a clue as to the meaning.

- 1 h..... (natural home)
- 2 s..... (protected place)
- 3 r..... (protected area, often for big game)
- 4 s..... (creature that eats flesh of, e.g., birds killed by other animals)
- 5 s..... (pet that has wandered away from home)
- 6 m..... (animal that carries its young in a pouch until the young are fully developed)
- 7 m..... (travelling a long way to live somewhere else for a while)
- 8 d..... (an extinct bird or an out-of-touch person or idea)

## 32.4 Answer these questions.

- 1 What do we call sports that deliberately injure or kill animals for pleasure?
- 2 What name is given to the activity of buying and selling elephants' tusks?
- 3 What do we call people who illegally hunt or catch animals or fish?
- 4 What arguments would animal rights activists have against the fur trade?
- 5 What is the most valuable part of the rhino and the reason why it is hunted?
- 6 Where might you go to get a pet if you want to give a home to one that no longer has one?
- 7 Where might you go in Africa to see wild animals?
- 8 What do you call creatures like mammals that always have approximately the same temperature?
- 9 What is used to describe creatures like reptiles and is the opposite of the answer to 8?

## 32.5 Complete the following table. Do not fill the shaded boxes. Use a dictionary if necessary. In the noun and adjective columns, mark which part of the word is stressed.

noun	verb	adjective
carnivore		
herbivore		
predator		
poacher		
migration		
domestication		

You probably already know a lot of words for talking about the environment, pollution, and so on. In this unit we focus particularly on collocations (words that are often used together). Try to learn these and use them in your writing.

## A

## Threats and potential threats to the environment

**Shrinking habitats**<sup>1</sup> are a threat to **biodiversity**<sup>2</sup>, in terms of both plants and animals, and **endangered species**<sup>3</sup> need legal protection if they are to survive. Although some **climate change sceptics**<sup>4</sup> disagree, most scientists believe that **global warming**<sup>5</sup> will increase. This will encourage **polar ice** to melt, resulting in **rising sea levels** and **climatic changes**. **Carbon (dioxide) emissions**<sup>6</sup> from the burning of **fossil fuels**<sup>7</sup> are contributing to the **greenhouse effect**<sup>8</sup>. In addition, population growth **exerts severe pressure on**<sup>9</sup> **finite resources**<sup>10</sup>, and the **ecological balance**<sup>11</sup> may be upset by **uncontrolled deforestation**<sup>12</sup>. **Demographic projections**<sup>13</sup> suggest the world population will continue to **grow exponentially**<sup>14</sup>, putting extra pressure on **depleting resources**<sup>15</sup>. **Waste disposal**<sup>16</sup> is an increasing problem and **toxic waste**<sup>17</sup> is **contaminating**<sup>18</sup> many rivers and seas. Safe water may become an increasingly **precious commodity**<sup>19</sup>, leading to issues of **water security**<sup>20</sup>. One of **the worst-case scenarios**<sup>21</sup> is that there will be no tropical rainforests left by the year 2050. Our only hope is that **pristine environments**<sup>22</sup> such as Antarctica can be protected from development and **damage**, so that at least these habitats are preserved.

<sup>1</sup> places where animals live and breed which are decreasing in size    <sup>2</sup> variety of different types of biological species    <sup>3</sup> types of animals/plants which are in danger of no longer existing    <sup>4</sup> people who do not believe that climate change is a serious issue    <sup>5</sup> steady rise in average world temperatures    <sup>6</sup> carbon dioxide gas from factories, cars, etc.    <sup>7</sup> coal, oil, etc.    <sup>8</sup> warming of the Earth's surface caused by pollution, where gases trap and redirect heat back down to the Earth's surface    <sup>9</sup> puts great pressure on; *formal*    <sup>10</sup> limited resources that will eventually run out / be exhausted    <sup>11</sup> balance of natural relationships in the environment    <sup>12</sup> unrestricted destruction/clearing of forests    <sup>13</sup> forecasts about the population    <sup>14</sup> grow extremely rapidly    <sup>15</sup> resources that are reducing    <sup>16</sup> getting rid of waste    <sup>17</sup> poisonous waste materials    <sup>18</sup> poisoning (something)    <sup>19</sup> very valuable substance    <sup>20</sup> ability to ensure that a population has safe drinking water    <sup>21</sup> the worst possibilities for the future    <sup>22</sup> perfectly clean/untouched/unspoiled areas

## B

## Responses to environmental issues and problems

Look at these newspaper headlines and note the useful phrases.

GOVERNING PARTY IN BID TO IMPROVE  
GREEN CREDENTIALS<sup>1</sup>

PROPHETS OF DOOM AND GLOOM<sup>2</sup> SHOULD LISTEN TO SCIENTIFIC  
EVIDENCE, SAYS PRIME MINISTER

SUSTAINABLE DEVELOPMENT<sup>3</sup> THE ONLY ANSWER FOR  
EMERGING COUNTRIES, SAYS UN COMMISSION

RENEWABLE ENERGY<sup>4</sup> – GOVERNMENT DEVELOPS  
NEW STRATEGY

<sup>1</sup> reputation for positive support of the environment and for making policies that reflect this

<sup>2</sup> people who always make the most depressing or pessimistic predictions about the future

<sup>3</sup> development of industry, etc. which does not damage the environment or social and economic stability, and which can continue over a period of time

<sup>4</sup> energy produced using sun, wind or crops rather than coal or other fuels which cannot be replaced once used

## Common mistakes

People cause *damage* to the environment (NOT *damages*).



# Exercises

## 33.1 Make these sentences formal by using words and phrases from A opposite instead of the underlined words, making any other necessary changes.

- 1 All that carbon-what's-it-called gas put out by cars and factories is a major problem.
- 2 These flowers here are a type there's not many left of, so it's illegal to pick them.
- 3 A lot of wild animals have to survive in smaller and smaller areas where they can live.
- 4 A lot of Patagonia is a completely spotless area that's never been touched.
- 5 We have to look after the things we use on this planet because they won't last for ever.
- 6 If the cutting down of trees continues, there will be no forest left ten years from now.
- 7 Burning coal and oil and stuff like that causes a lot of pollution.
- 8 The sea will get higher if this heating up of the world continues.
- 9 Increasing population puts really big pressure on economic resources.
- 10 The way things all balance one another in nature is very delicate.

## 33.2 Complete the following table, using a dictionary if necessary. Do not fill the shaded boxes.

noun	verb	adjective	adverb
climate			
demography			
	project		
	sustain		
	contaminate		
		toxic	
	deplete		

## 33.3 Correct the mistakes in this paragraph.

Profits of boom and gloom are always saying that we are heading for an environmental catastrophe, and that unless we adopt a policy of attainable development, we will cause irreparable damages to the planet. The worst-place scenery is of a world choked by overpopulation, the greenhouse affect and traffic gridlock. Much of what is claimed is exaggerated, but politicians are influenced by such voices and are always trying to improve their green potentials in the eyes of the voters.



## 33.4 Match words on the left with words on the right to make collocations about the environment.

- |                  |                          |               |
|------------------|--------------------------|---------------|
| 1 renewable      | <input type="checkbox"/> | a scenario    |
| 2 demographic    | <input type="checkbox"/> | b sceptic     |
| 3 precious       | <input type="checkbox"/> | c effect      |
| 4 polar          | <input type="checkbox"/> | d energy      |
| 5 waste          | <input type="checkbox"/> | e projections |
| 6 greenhouse     | <input type="checkbox"/> | f disposal    |
| 7 worst-case     | <input type="checkbox"/> | g commodity   |
| 8 climate change | <input type="checkbox"/> | h ice         |



## 33.5 Over to you

To find more vocabulary connected with environment and conservation issues, visit the websites of major conservation organisations such as the World Wildlife Fund (WWF) ([www.worldwildlife.org](http://www.worldwildlife.org)) or Friends of the Earth International ([www.foei.org](http://www.foei.org)).

## A

## Good service

Read these comments by someone about a company they recently used.



They're a good company. They always make sure you get a **prompt**<sup>1</sup> reply to any **query**<sup>2</sup> and they're very **responsive to**<sup>3</sup> complaints. When I rang to ask if I could change the delivery date, they were very **accommodating**<sup>4</sup> and **got back to**<sup>5</sup> me within ten minutes with a new date. Whenever I ring, I get **impeccable**<sup>6</sup> service; they're always very helpful and **obliging**<sup>7</sup>, whatever the problem is.

<sup>1</sup> quick, without delay

<sup>2</sup> /'kwɪəri/ question or enquiry

<sup>3</sup> they listen, take things seriously and act

<sup>4</sup> willing to understand and help

<sup>5</sup> called (or wrote) with an answer

<sup>6</sup> 100% perfect

<sup>7</sup> willing and happy to do things for someone

## B

## Adjectives connected with bad service

adjective	meaning	example
<b>incompetent</b>	failing through insufficient skill, knowledge or training	It wasn't just bad service; they were completely <b>incompetent</b> .
<b>impersonal</b>	lacking a personal element or feeling of human warmth	I find some big shops so <b>impersonal</b> .
<b>shoddy</b>	poor quality (of service or of goods)	They repaired my car but the work was very <b>shoddy</b> .
<b>substandard</b>	below the standard expected (often used about actions)	It was a <b>substandard</b> performance altogether for such a big company.
<b>uncooperative</b>	not supportive, unwilling to work together	The secretary was very <b>uncooperative</b> , so I ended up doing it myself.

There's a huge **backlog** of orders and they can't deliver for three weeks. [number which are waiting to be dealt with]

They never seem to have any **sense of urgency** when you ring them. It's exasperating. [feeling that your request is important or urgent]

They have a **helpline**, but it's useless; they always **put you on hold** every time you ring. [telephone number where you can get help if you have problems] [make you wait]

The home button on my tablet stopped working but it was still **under guarantee/warranty** so I didn't have to pay to get it repaired. [having a written promise by a company to repair or replace a faulty product]

## C

## Service encounters on the internet

Most big companies offer a **secure site** where you can **set up an account**, and they have a **privacy policy** guaranteeing **secure transactions**. [web address where no outside person can read your details] [enter all the details necessary to open an account] [set of rules to make sure your account is private] [business exchanges which protect, e.g., your credit card from use by someone else]

The hotel website lets you check **availability** and has all the information you need on its **home page**. [whether they can supply something, e.g. a room for when you want it] [main or first page of a website]

This site has a very good **FAQ** link where you can find answers to the most important questions. [frequently asked questions (pronounced as initials)]

This online bookshop is excellent: you can **browse** and it has a very good **site index**. [look at the list of goods/services offered before buying] [alphabetical list of contents of website]

Most large online stores offer **immediate dispatch** and a **nationwide** service. [goods will be sent at once] [covering the whole country] You can also **track** your order so you know when it will be delivered. [follow]

Do you buy clothes online or do you prefer to buy them **in-store**? [in a real shop]

# Exercises

## 34.1 Fill the gaps with appropriate words or phrases from the opposite page. There may be more than one possible answer.

- 1 I rang to complain and they put me ..... for about 15 minutes. Then I spoke to someone who promised to ring me again, but they never got ..... me. I'll have to call them again.
- 2 They promised immediate ..... of the goods I ordered, but I've been waiting over a week now, and nothing has arrived.
- 3 I've always found the company very ..... to complaints and enquiries.
- 4 I was expecting a ..... reply to my email, but I've been waiting two weeks now, and still haven't had an answer.
- 5 I asked why they hadn't dealt with my order yet and they said there was a ..... of orders which had built up over the New Year's holiday.
- 6 In my opinion, the goods and the service were both pretty ..... I would have expected better quality from such a famous firm.
- 7 Staff in that shop are so .....; they are genuinely helpful.
- 8 I rang the ....., but they couldn't solve my problem.
- 9 I think you need to try a musical instrument before you buy it, so I would recommend you buy your guitar ..... rather than online.
- 10 Most online stores ask you to ..... an account before you can buy things.

## 34.2 Here are some links from internet sites. Match them with the list of functions.

- |   |   |   |
|---|---|---|
| 1  <b>Track your order</b> | 4  <b>Check availability</b>     | 7  <b>At a glance site map</b> |
| 2  <b>Returns policy</b>   | 5  <b>Browse our categories</b> | 8  <b>Your basket</b>          |
| 3  <b>FAQ</b>              | 6  <b>Gallery</b>                | 9  <b>Privacy and cookies</b>  |

- |  |   |
|--|---|
| a look through the range before buying   | e goods you have chosen but not yet paid for              |
| b the most commonly asked questions  | f see if the goods you want can be supplied               |
| c rules for protecting your personal details and whether the site may leave tracking and other software on your computer | g look at pictures of something or someone                |
| d with one look you can see what the website contains  | h rules for sending back goods you are not satisfied with |
|  | i follow the progress of your order                       |

## 34.3 Replace the underlined words with words from the opposite page.

- 1 The plumber we got lacked the necessary skills and he caused a flood in our kitchen.
- 2 If you have any questions about the service, there's a helpline you can ring.
- 3 The new TV came with a two-year promise to repair or replace a faulty item.
- 4 The service has no feeling of human warmth about it; they just treat you as a number.
- 5 Do they offer a service that covers the whole country?
- 6 The service they gave me couldn't have been better.
- 7 It's a website which safely protects all your personal details.
- 8 It didn't feel like a business exchange that was safe, so I cancelled it and logged off.

## 34.4

### Over to you

To find more vocabulary connected with customer service on the internet, visit the websites of online stores and read their terms and conditions, privacy policy, etc. Note down useful words that you find.

## A

## Entering a country

On arrival in most countries, you have to show your passport or national identity card, possibly a **landing card**<sup>1</sup> and often a **customs declaration form**<sup>2</sup>. You may need a visa and a **vaccination certificate**<sup>3</sup>, depending on **entry regulations**<sup>4</sup>. Alternatively, some passengers can use e-passport gates which make use of **facial recognition technology**<sup>5</sup>. Customs officers carry out **spot checks**<sup>6</sup> on people's baggage to find **banned or restricted goods**<sup>7</sup> and to check that you haven't gone over your **allowance**<sup>8</sup>. They may use **sniffer/detector dogs**<sup>9</sup> to **detect**<sup>10</sup> drugs, tobacco, cash or explosives. In most cases, you have to **clear customs**<sup>11</sup> at the **port of entry**<sup>12</sup>. Some passengers may wish to be recognised as **refugees**<sup>13</sup> and **claim asylum**<sup>14</sup>. People who claim asylum in this way are sometimes called **asylum-seekers**.

<sup>1</sup> form with your personal details and date of arrival    <sup>2</sup> form showing how much money and what goods you are carrying    <sup>3</sup> paper proving you have had the necessary health injections    <sup>4</sup> rules about who can enter a country and for how long    <sup>5</sup> computer application that can automatically identify a person from a visual image    <sup>6</sup> checks done as a sample, rather than checking everyone or everything    <sup>7</sup> items that are forbidden or only permitted in specified quantities    <sup>8</sup> amount permitted by law    <sup>9</sup> specially trained dogs who locate specific items using their sense of smell    <sup>10</sup> find something hidden    <sup>11</sup> successfully get through baggage checking    <sup>12</sup> the port or airport where you first enter a country    <sup>13</sup> people who have escaped from their own country for political reasons    <sup>14</sup> /ə'saɪləm/ to request permission to stay in another country to avoid **persecution** back home [cruel treatment because of race, religion or political beliefs]

## B

## Policing the streets

The police **enforce** the law. [make people obey]

A police officer can **stop and search** you if there is a **suspicion** you are carrying drugs, weapons or stolen property. [belief that something may be the case]

The police cannot normally enter your home against your wishes without a **search warrant**. [official permission from a judge or magistrate to search a home]

Many roads have **safety/speed cameras** to ensure people aren't **exceeding the speed limit**. [going faster than the permitted speed]

**Traffic wardens** issue **parking tickets**, with fines for illegal parking. [people whose job it is to make sure drivers do not leave their cars where it is not allowed]

The police also use **surveillance** /sə'veɪləns/ techniques, including **CCTV (closed-circuit television)** to monitor public areas such as town centres and airports. [television system sending signals to a limited number of screens]



## C

## Other types of policing

**security forces**: often a name for the army and police working together

**plain-clothes police**: police who do not wear uniform

**undercover police**: police who are working secretly, using a false identity

**drug squad**: police specially trained to fight the illegal drug trade

**anti-corruption squad**: police specially trained to discover and fight **bribery/corruption** [dishonest behaviour usually involving using money illegally to gain favours]

**cybercrime**: computer crime (there are many types, including **cyberterrorism**, **cyberwarfare**,

**phishing** = tricking people on the internet to give up personal information, particularly bank account details)

## Common mistakes

Police is a plural word: *The police **are** trying to combat crime.*

# Exercises

## 35.1 Rewrite these sentences using phrases and collocations from A opposite instead of the underlined words.

- You'll have to show a paper proving that you have had injections for infectious diseases when you enter the country.
- People entering from war-torn countries often ask for permission to stay to avoid political oppression in their own country.
- You have to take your baggage through customs if you arrive on an international flight at San Francisco airport, even if you are flying on within the USA.
- You may have to fill in a paper saying how much money you're bringing into the country before going through customs control.
- At the airport now, they use a system that checks that the photo in the passport is actually of the person using the passport.
- Passenger to airline cabin attendant:* Could you give me one of those papers for filling in my passport number and personal details before we arrive, please?
- At the airport, the security guards had those special dogs that can smell drugs.
- You'll need a visa; the rules about who can enter the country are very strict.
- You have to fill in the city where you first entered the country in this box here.

## 35.2 Match the words to form collocations.

- |            |                          |                  |                          |              |           |
|------------|--------------------------|------------------|--------------------------|--------------|-----------|
| 1 detector | <input type="checkbox"/> | 6 spot           | <input type="checkbox"/> | a squad      | f ticket  |
| 2 landing  | <input type="checkbox"/> | 7 closed-circuit | <input type="checkbox"/> | b television | g dogs    |
| 3 cyber    | <input type="checkbox"/> | 8 drug           | <input type="checkbox"/> | c goods      | h crime   |
| 4 speed    | <input type="checkbox"/> | 9 parking        | <input type="checkbox"/> | d check      | i warrant |
| 5 search   | <input type="checkbox"/> | 10 restricted    | <input type="checkbox"/> | e camera     | j card    |

## 35.3 What do we call:

- a police officer who does not wear uniform?
- a person whose job it is to check that no one is parked illegally?
- police officers engaged in combating dishonest use of public funds?
- the official paper you sometimes find stuck on your windscreen when you park illegally?
- the type of police officer who might try to infiltrate a group suspected of terrorism?
- the police and army considered as a single body?

## 35.4 Choose a word from the box to complete each sentence. Put it in the correct form.

detect    suspicion    exceed    search    enforce    refugee    persecution    allowance

- An official stopped the man because a sniffer dog had ..... something in his suitcase.
- During the Civil War many ..... crossed the border into neighbouring countries.
- Throughout the centuries many people have suffered ..... for their religious beliefs.
- Ella was fined for ..... the speed limit.
- It is a police officer's duty to do all he or she can to ..... the law.
- When you come into this country, the tobacco ..... is 200 cigarettes per person.
- There are restrictions on the powers the police have to stop and ..... people.
- The police have had ..... about the activities at that address for some time now.

## 35.5 Over to you

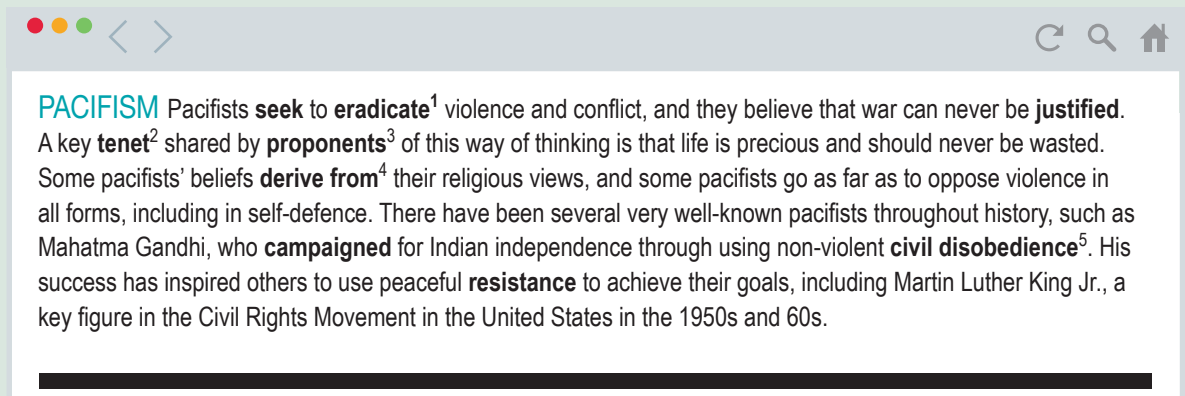
If you have internet access, look up information concerning entry and immigration formalities for different countries, which are often available in English, and note any new vocabulary. For example, for regulations about the UK, see [www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk) or for Australia, see [www.immi.gov.au](http://www.immi.gov.au).



## A People and their beliefs

person	definition	related words
<b>adherent (of)</b>	a person who supports a particular idea or party	<b>adherence, to adhere to</b>
<b>convert (to)</b>	someone who has taken on a new set of beliefs	<b>conversion, to convert</b>
<b>fanatic</b>	(disapproving) someone with a very strong belief that something is great	<b>fanaticism, fanatical</b>
<b>radical</b>	someone who believes there should be extreme change, often political	<b>radicalism, to radicalise</b>
<b>reactionary</b>	(disapproving) someone opposed to change or new ideas	<b>reaction, to react</b>

## B A definition of one belief



**PACIFISM** Pacifists **seek to eradicate**<sup>1</sup> violence and conflict, and they believe that war can never be **justified**. A key **tenet**<sup>2</sup> shared by **proponents**<sup>3</sup> of this way of thinking is that life is precious and should never be wasted. Some pacifists' beliefs **derive from**<sup>4</sup> their religious views, and some pacifists go as far as to oppose violence in all forms, including in self-defence. There have been several very well-known pacifists throughout history, such as Mahatma Gandhi, who **campaign**ed for Indian independence through using non-violent **civil disobedience**<sup>5</sup>. His success has inspired others to use peaceful **resistance** to achieve their goals, including Martin Luther King Jr., a key figure in the Civil Rights Movement in the United States in the 1950s and 60s.

- <sup>1</sup> abolish or get rid of    <sup>2</sup> a principle on which a belief is based    <sup>3</sup> person who publicly supports an opinion  
<sup>4</sup> have their origins in    <sup>5</sup> when a group of people express disapproval of laws by refusing to obey them

## C Other words and expressions relating to believing

Emma's **viewpoint** / **point of view** is that we should just wait and see what happens next. [way of thinking about a situation]

The boy produced a barely **credible** excuse for arriving late. [believable; *opp.* = **incredible**]

I was **incredulous** when she told me she was quitting her job to go to New Zealand. [not wanting or able to believe something]

He's very **gullible** – he believes anything you tell him. [easily tricked into believing things that may not be true]

You should try to be less **subjective** about the situation. [influenced by beliefs or feelings rather than facts; *opp.* = **objective**]

Can't you find a more **plausible** excuse than that? [convincing; *opp.* = **implausible**]

Many scholars **attribute** this anonymous poem **to** Dante. [consider something to be caused or created by]  
 I **presume** that Meena told you what happened. [believe something to be true although you are not totally certain]

We should **give her the benefit of the doubt**. [accept that someone is telling the truth even though it is not certain]

You should **take** what he says **with a pinch of salt** – he's inclined to exaggerate. [do not totally believe what you are told]

# Exercises

## 36.1 Complete the word table. Do not fill the shaded boxes.

noun – person	noun – abstract	verb	adjective
adherent			
convert			
radical			
			reactionary
fanatic			

## 36.2 Find words and expressions in the text in B with the following meanings.

- |                               |  |
|-------------------------------|--|
| 1 want to achieve .....       | 5 organised activities to try to achieve something ..... |
| 2 have their roots in .....   | 6 principle .....  |
| 3 completely get rid of ..... | 7 campaign of protest .....                              |
| 4 supporters .....            |  |

## 36.3 Choose the correct word in the sentences below.

- A gullible person believes everything even if it is *plausible* / *implausible*.
- I don't find his story at all *credible* / *incredulous*.
- When marking exams, try to give candidates the *advantage* / *benefit* of the doubt.
- A fanatic is someone with a very *objective* / *subjective* point of view.
- The law says that you must be *derived* / *presumed* innocent until proven otherwise.
- It is better to take her promises with a pinch of *salt* / *pepper*.
- In the essay you must summarise the economic problems of this area and conclude by giving your own *point of view* / *tenet* about what the government should do to solve them.
- The play has been *presumed* / *attributed* to Shakespeare.

## 36.4 Choose words from the box to complete the sentences below.

adherents   attribute   converts   eradicate   justified   objective   pinch   resistance  
subjective

- The charity aims to ..... poverty in this region within five years.
- It has been said that ..... to a religion can often be much more active supporters of the religion than people who were born into it.
- The group felt their protest against the unfair laws was completely .....
- The criteria for judging the Poem of the Year competition are, inevitably, to some extent .....
- Many of the self-professed ..... of this philosophy have never even read its basic texts.
- Historians ..... the origins of this philosophy to Ancient Greece.
- A judge must try to remain ..... and not let personal values influence his or her decisions.
- The Government troops offered no ..... to the rebel takeover.
- I take anything said by an election candidate with a ..... of salt.

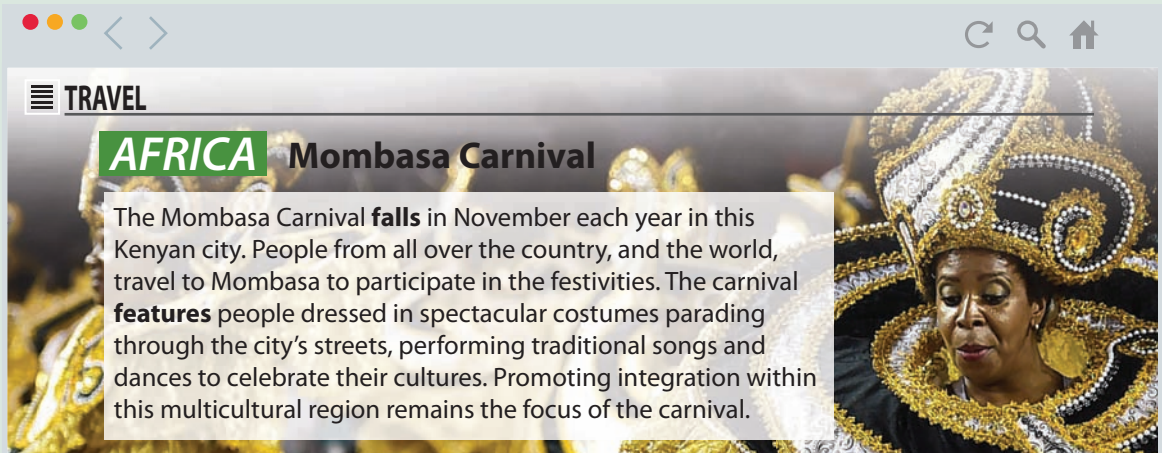
## 36.5 Over to you

If you have internet access, look up a world view that interests you, e.g. feminism, Marxism, humanism, Buddhism or any -ism that you want to research. Make notes about (a) the origins of the -ism, (b) what its basic beliefs are, and (c) what differences there are between its different branches (if it has them).

## A

## Describing festivals

Read this short text about a Kenyan cultural festival.



**TRAVEL**

**AFRICA Mombasa Carnival**

The Mombasa Carnival **falls** in November each year in this Kenyan city. People from all over the country, and the world, travel to Mombasa to participate in the festivities. The carnival **features** people dressed in spectacular costumes parading through the city's streets, performing traditional songs and dances to celebrate their cultures. Promoting integration within this multicultural region remains the focus of the carnival.

noun	verb	adjective
There are big <b>celebrations</b> on New Year's Day.	New Year's Day <b>is celebrated</b> in many ways. The festival <b>celebrates</b> the New Year.	It was a public holiday and everyone was in a <b>celebratory</b> mood.
The <b>festival</b> is held in March. [special day(s)/event] The <b>festivities</b> go on for days. [enjoyable activities]		There was a <b>festive</b> mood in the village during the spring holiday.
The <b>parade</b> in the town square was a very colourful <b>spectacle</b> .	On the anniversary of the battle, soldiers <b>paraded</b> through the streets. *	The parade is always very <b>spectacular</b> . *
Everyone in the village attends a big <b>feast</b> in the evening [big meal to celebrate something].	During the national holiday, there is a whole week of <b>feasting</b> and celebrations.	
Many of the customs have their origin in ancient <b>ceremonies</b> .		A <b>ceremonial</b> procession goes through the streets of the city.
The festival is a time of <b>renewal</b> .	Each year, the festival <b>renews</b> the national spirit of the people.	The celebrations at the end of the war brought <b>renewed</b> hope to the people.

\* There is no verb for *spectacle* and no adjective for *parade*.

## B

## Other words and phrases connected with festivals

A lot of people are very **superstitious**, especially about numbers and colours. [have illogical beliefs about hidden forces in nature]

The festival celebrated the **centenary/bi-centenary** of the country's independence. [100th anniversary / 200th anniversary]

The Rio de Janeiro Carnival is always a very **flamboyant** and **raucous** event. [extremely colourful and exaggerated] [very noisy]

The Festival of the Dead is very **sombre** and **atmospheric**. [serious, heavy and sad] [has a special feeling or atmosphere] It can be **traced back to pagan times**. [its origin may be found in] [the times when people believed that nature had special powers]

The annual holiday **commemorates** all those who died in the country's civil war. [respects and remembers officially; *formal*]

## Exercises

### 37.1 Use words and phrases from A opposite to rewrite the underlined words. Use the word class indicated and make any other necessary changes.

- 1 For Christians, Christmas is a celebration of the birth of Jesus Christ. (verb)
- 2 The festival events included parades, sports and musical gatherings. (noun, plural)
- 3 There was a feeling of celebration about the whole weekend. (adjective)
- 4 For people who live in the country, the spring festival renews the fertility of the land. (noun)
- 5 There was an atmosphere of ceremony as the military bands took part in a parade around the main square. (adjective, verb)
- 6 People were in a mood for a festival when the harvest was successfully completed and a huge meal was held in the village. (adjective, noun)
- 7 You should go and see the lantern festival. It's always spectacular. (noun)
- 8 The festival is always on the first Monday in July. It is in memory of a famous battle. (verb, verb)
- 9 It was the 100th anniversary of the founding of the university and the 200th anniversary of the city itself. (noun, noun)
- 10 The gymnastic display involving 300 children was a real spectacle. (adjective)

### 37.2 Here is an extract of someone talking about a festival using rather informal language. Write it as a more formal description, using words and expressions from the box instead of the underlined words. Make any other necessary changes.

parade   atmospheric   focus   associate   trace back to   raucous   pagan   symbolise  
sombre   superstitious   flamboyant   renewal

Well, it was called the Festival of Flowers, and it was to do with the coming of spring, after the dark, serious winter months. It was a time of everything being new again. Its origin can be seen in the religious tradition of taking flowers to offer them to the gods. Spring flowers were the main thing in the festival, and there was always a big group of people marching through the streets. It was all very lively and extremely colourful and probably rather noisy, and there was a great atmosphere. The flowers meant new life, and people thought they would be guaranteed a good harvest later in the year if they were offered to the gods. Nowadays, most people don't have such funny beliefs about nature, but there are still some festivals that are all about nature's special powers celebrated every year.



### 37.3

#### Over to you

- Which of these important days are celebrated in your country? What happens on them?  
Mother's Day   Independence Day   May Day   Valentine's Day
- What is the most important day of the year in your country? What does it symbolise or commemorate? What does it feature? What are its origins? What sort of atmosphere does it have?

## A

**Specialist terms for talking about language**

**Syntax:** the grammar and word order

Different languages express **modality** in different ways. [meanings such as possibility and necessity] English does it with **modal verbs** like *must*, *could* and *should*.

**Phonology:** the sound system, i.e. pronunciation and intonation

All languages have **phonemes**, such as /b/ and /v/. [different sounds that distinguish meanings] English has ten **diphthongs**. [sounds made by combining vowels, such as /eɪ/ and /aʊ/]

**Lexicon:** specialised term for vocabulary

**Orthography:** specialised term for writing systems and spelling

The English alphabet has 26 **characters**. [letters or symbols] Some writing systems, such as Chinese, are not alphabetic but have **pictograms** or **ideograms**. [characters representing pictures] [characters representing ideas/concepts]

**Morphology:** how words are formed

In English, there are three **morphemes** in *unthinkable*: *un*, *think* and *able*. [units of meaning]

## B

**Other useful words for talking about language**

Many words in English are **polysemous**. [they have a number of different meanings] The meaning will usually be clear from its **context**. [the language or situation around it]

Words are often used in a **metaphorical** way – a way that is not **literal**, e.g. *to see the light*, meaning ‘to understand something’ rather than literally to see a light.

Language **usage** inevitably changes with time. [the way words are used] Some words become **obsolete** while new words are **coined**. [fall out of use] [of words, created]

Any language has a number of different **registers**. [style of language used in a particular situation, e.g. formal, informal] **Jargon** is used to describe a specific type of language that is used by a particular group of people sharing a job or interest, e.g. **military jargon**, **computer jargon**.

## C

**Using language well or badly**

Someone who uses language well can be described as **articulate** [able to express their ideas clearly in words] or **eloquent**. [able to express ideas or opinions clearly, in a way that may influence others] They may express something in a **succinct** way [clearly and using few words], and they may always be able to think of the **mot juste**. [French for ‘correct word’ – exactly the right word or phrase for a particular situation]

Someone who does not use language well can be described as **inarticulate**. [unable to express their ideas clearly in words] If you are **speechless** or **lost for words**, you are so surprised that you are unable to say anything. If you **put your foot in it**, you say something without thinking carefully and may upset or embarrass someone.



# Exercises

## 38.1 Rewrite these sentences using more appropriate technical terms from A opposite instead of the underlined words.

- 1 The writing system of Burmese is quite difficult for a foreign learner.
- 2 Japanese uses several different writing systems, with hundreds of letters and symbols.
- 3 The vocabulary of a language like English is constantly changing.
- 4 Unlike English, some world languages have very few vowel sounds and no combinations of vowels.
- 5 This ancient and beautiful alphabet uses characters that symbolise pictures to express meaning.
- 6 Meanings connected with probability and obligation are expressed in different forms in different languages.

## 38.2 Complete the word formation table below. Use a dictionary if necessary. If your dictionary gives pronunciations, mark any differences in stress between the noun form and the adjective form.

noun	adjective	change in stress?
orthography		
lexicon		
modality		
metaphor		
polysemy		

## 38.3 The sentences below are examples of the different types of language in the box. What is each an example of?

obsolete language    computer jargon    metaphor    polysemy

- 1 Life is a journey and sometimes your path will be rocky.
- 2 Marry, thou are roinish, forsooth.
- 3 It's not fair that boy with the fair hair won all the prizes at the fair.
- 4 What kind of external storage device do you have access to?

## 38.4 Complete the sentences with the words in the box.

eloquent    foot    inarticulate    mot juste    speechless    succinct    words

- 1 Sam is so good with words – he can always find the .....
- 2 I love listening to her – she's such an ..... speaker.
- 3 I couldn't believe it when she said she'd lost all my money – I was completely ..... !
- 4 We don't have much time, so I'll be as ..... as possible.
- 5 I think I put my ..... in it when I asked Sara how Tom was. I didn't realise they'd split up!
- 6 I was completely lost for ..... when Adam told me he'd quit his job.
- 7 I couldn't understand a word of what he was saying – he was completely .....

## 38.5 Over to you

- How is your language written – in letters, pictograms or ideograms?
- Do learners of your language find the syntax difficult? Why?
- Does your language have diphthongs?
- Does your language have modal verbs? If not, how does it express modality?
- Do you know anyone who is very eloquent?
- Have you ever been lost for words? When?

## A

## History – the great and the ordinary



**Archaeologists**<sup>1</sup> patiently work among the remains of past civilisations, trying to understand once-powerful vast **empires**<sup>2</sup>, **kingdoms**<sup>3</sup> and **dynasties**<sup>4</sup>. Since the **dawn**<sup>5</sup> of civilisation, societies have recorded the **reigns**<sup>6</sup> of kings and emperors, the fate of their **heirs**<sup>7</sup> and **successors**<sup>8</sup> and major events such as **coronations**<sup>9</sup>, wars and **conquests**<sup>10</sup>. All this can be recorded in **manuscripts**<sup>11</sup> or on stone tablets. When an heir succeeds to the throne and is crowned, we usually learn how long he/she reigns. Meanwhile, the lives of the ordinary people, the **peasants**<sup>12</sup> and **labourers**<sup>13</sup>, the pattern of their days, the **migrations**<sup>14</sup> of social groups, often go unrecorded, and archaeologists and historians have a tougher task in interpreting whatever **shreds**<sup>15</sup> of evidence remain. But for many, this is the real history and archaeology, the true key to our past.



- <sup>1</sup> person who studies the material evidence of past societies    <sup>2</sup> group of countries ruled by a single person  
<sup>3</sup> individual countries ruled by a king or queen    <sup>4</sup> different rulers who are all from the same family, or a period of time that a country is controlled by them    <sup>5</sup> beginning    <sup>6</sup> period that a king, queen or emperor rules  
<sup>7</sup> person who is legally entitled to continue the work of someone important who has died or who has the same position as they had    <sup>8</sup> person who takes over from another person    <sup>9</sup> event when a king or queen receives his/her crown    <sup>10</sup> when someone or an army defeats and takes over another country    <sup>11</sup> texts written by hand    <sup>12</sup> person who works on the land and earns little, usually having a low social status    <sup>13</sup> person who does unskilled manual work    <sup>14</sup> moving from one place to another in large numbers    <sup>15</sup> very small amounts

## B

## Historical eras

In ancient Egypt, the **Bronze Age** began about 5,000 years ago. [period when the metals copper and tin began to be used to make weapons, tools, etc.; we also talk of the Stone Age, the Iron Age]  
 Life in **medieval** times was hard. [of or from the European Middle Ages, i.e. 1000–1500 AD]  
 I love the great **Renaissance** art of Italy. [period of new growth of interest and activity in the arts especially in Europe in the 14th to 16th centuries]  
 Magnificent architecture and works of art were created in Central America in the **pre-colonial** era. [period before Europeans arrived in large numbers and took power; *opp.* = **post-colonial**]

## C

## Military history

**infantry**: soldiers on foot (uncountable)  
**cavalry**: soldiers on horseback (uncountable)  
**(suit of) armour**: metal protective clothing worn by soldiers  
**chariot**: two-wheeled vehicle pulled by a horse and used in ancient times for racing and war  
**galleon**: large sailing ship with three or four masts, used in the 15th to 18th centuries

## D

## People

**warlord**: a military leader who controls a country or, more often, an area within a country  
**slave**: person legally owned by someone else and who has to work for them (noun = **slavery**)  
**ruler**: leader of a country  
**explorer**: someone who travels to places that no one is thought ever to have visited, in order to find out what is there  
**merchant**: someone who buys and sells things in large amounts, especially by trading with other countries  
**monarch**: neutral term for a king or queen (a country with a king or queen at its head can also be called a **monarchy**)  
**the nobility**: collective term for people of the highest social rank in a society

# Exercises

## 39.1 Which words on the opposite page are these definitions of?

- 1 The period during which someone is king or queen .....
- 2 A family that rules during different generations .....
- 3 Someone who is legally entitled to take power or control when someone dies .....
- 4 A text written by hand .....
- 5 The event when a king or queen receives a crown .....
- 6 Several different countries ruled by one person .....
- 7 A metaphorical expression meaning 'the beginning' of something .....
- 8 A small amount .....
- 9 A historical era when the use of copper and tin to make weapons and implements began .....
- 10 The period in the history of many countries before European conquerors arrived .....

## 39.2 Complete the table, using a dictionary if necessary. Do not fill the shaded boxes.

person	noun	verb
	kingdom	
emperor		
successor		
		crown
	conquest	
archaeologist		
	reign	
	labour	
	migration	
ruler		
monarch		

## 39.3 Match the beginnings and endings of the sentences.

- |                     |                          |                                       |
|---------------------|--------------------------|---------------------------------------|
| 1 The sailors       | <input type="checkbox"/> | a marched for three days.             |
| 2 The emperor drove | <input type="checkbox"/> | b led his army into battle.           |
| 3 The infantry      | <input type="checkbox"/> | c drew a map of the island.           |
| 4 The nobility      | <input type="checkbox"/> | d boarded the galleon.                |
| 5 The cavalry       | <input type="checkbox"/> | e traded with the local tribespeople. |
| 6 The warlord       | <input type="checkbox"/> | f lived in large, expensive houses.   |
| 7 The merchant      | <input type="checkbox"/> | g a chariot with two black horses.    |
| 8 The explorer      | <input type="checkbox"/> | h galloped across the field.          |

## 39.4 Here are some of the words from the opposite page used in a metaphorical way. Read the sentences and answer the questions about the underlined phrases.

- 1 The princess swept into the room like a galleon in full sail. Was the princess (a) small and awkward or (b) large and stately?
- 2 He doesn't mind criticism and it's often hard to penetrate his armour. Is the person described likely to be (a) thick-skinned or (b) physically strong?
- 3 There has been a renaissance of interest in the harp. Has interest (a) increased or (b) decreased?
- 4 No one should be a slave to tradition. Does the writer think people should (a) always follow tradition or (b) not always follow tradition?
- 5 Mike has a positively medieval attitude towards the role of women in society. Does Mike have (a) a liberal, open-minded attitude or (b) a very old-fashioned, conservative attitude?

### A Definitions of poverty

United Nations definition: ‘**Fundamentally**<sup>1</sup>, poverty is a **denial**<sup>2</sup> of choices and opportunities, a **violation**<sup>3</sup> of human **dignity**<sup>4</sup>...’

<sup>1</sup> in a basic and important way    <sup>2</sup> not allowing people to have    <sup>3</sup> act that spoils or destroys something  
<sup>4</sup> worth

type and aspect of poverty	definition	comments
<b>absolute poverty</b>	being poor according to a fixed minimum standard; sometimes called the <b>poverty line</b>	In 2015, people with less than \$1.90 to live on a day were defined as being <b>below the poverty line</b> . This sum does, of course, regularly change.
<b>relative poverty</b>	being poor in relation to others around you	This kind of poverty depends on a person’s <b>social context</b> <sup>1</sup> . It takes into account that there is no <b>income equality</b> between countries.
<b>extreme poverty</b>	living below the poverty line	People living in extreme poverty will be lacking in material possessions and money. Another word for extreme poverty is <b>penury</b> .
<b>human poverty</b>	being poor in a range of ways, not only financial	This kind of poverty takes into account such social factors as <b>shelter</b> <sup>2</sup> , <b>nutrition</b> <sup>3</sup> (people living in poverty are more likely to be <b>malnourished</b> <sup>4</sup> ), <b>literacy</b> <sup>5</sup> levels (people living in poverty are more likely to be <b>illiterate</b> ), <b>sanitation</b> <sup>6</sup> , access to education and healthcare. People lacking these basic aspects of life are said to be <b>deprived</b> <sup>7</sup> .

<sup>1</sup> situation    <sup>2</sup> having a place to live that is protected from the weather    <sup>3</sup> food that people take into their body  
<sup>4</sup> suffering from ill health because of poor food (noun = **malnourishment/malnutrition**)    <sup>5</sup> ability to read and write  
<sup>6</sup> systems for taking dirty water and waste from homes to ensure good hygiene    <sup>7</sup> noun = **deprivation** [lacking in things considered necessary for a pleasant life]

### B Other expressions relating to wealth and poverty

Most of the world’s population can be **classed** as poor. [categorised]

Only a small minority of people in the world enjoy **affluence** / are **affluent**. [wealth; wealthy]

The **super-rich** are people who are exceptionally rich.

It’s a very poor country – over 60% of the population live **on** or **below the breadline**. [having the level of income of an extremely poor person]

When your income is low, it is hard to **make ends meet**. [have enough money to buy all you need]

Many people left the **poverty-stricken** countryside to go to the city. [affected by poverty]

The charity’s main aim is to improve healthcare in **impoverished** areas of the world. [poor, without much money to live on]

Everywhere in the city you see **destitute** people living in shop doorways or under bridges. [without money, food, home or possessions; noun = **destitution**]

When we were first married, we were **living from hand to mouth**, so it’s nice to be able to spend a bit more now. [having just enough money to live without suffering]

Ever since I lost my job, **money has been tight**. [there has not been much money]

We’ll have to **tighten our belts** now that Mum has lost her job. [spend less than before]

Many of the people in this area are in the lowest **income bracket**. [range of income with upper and lower levels]

#### Common mistakes

We say *the rich* and *the poor*, meaning rich people and poor people (NOT *the riches* and *the poors*).

# Exercises

## 40.1 Complete the second sentence so that it means the same as the first one.

- 1 The number of deprived children is increasing.  
The number of children facing ..... is increasing.
- 2 There is much less illiteracy in the world than there used to be.  
There are far fewer ..... people in the world than there used to be.
- 3 Our family enjoyed relative affluence at that time.  
Our family enjoyed a relatively ..... lifestyle at that time.
- 4 It is wrong to deny people their basic human freedoms.  
..... of people's basic human freedoms is wrong.
- 5 There are more destitute people in the city than before.  
The problem of ..... in the city is increasing.
- 6 Poverty could be said to violate human dignity.  
Poverty could be said to be a ..... of human dignity.

## 40.2 Choose one of the words in the box to complete each of the sentences below.

absolute   impoverished   line   relative   fundamental   shelter   super

- 1 Some people in a middle income bracket claim that they are living in ..... poverty simply because they have fewer material possessions than their neighbours.
- 2 Millions of people still live below the poverty .....
- 3 Food and ..... are two of the most important human needs.
- 4 There is a ..... difference between not having a lot of money and being destitute.
- 5 It is not very meaningful to talk in terms of ..... poverty when you compare people who live in very different contexts.
- 6 His family were once quite affluent, but in the last few years they have become increasingly .....
- 7 The .....-rich control much of the world's wealth.

## 40.3 Complete the sentences.

- 1 An increasingly large number of families are living on the bread .....
- 2 Most of the people who live in this street are in a higher income .....
- 3 It all depends on your social ..... whether you feel poor or not because you don't own a car.
- 4 It can be hard for students to make ..... meet.
- 5 If we all tighten our ....., we should be able to manage all right.
- 6 I was surprised how poverty-..... the villages looked given the richness of the surrounding farmland.

## 40.4 Choose the best word to complete each of these sentences.

- 1 A person who sleeps in a cardboard box on the street and begs for money can best be described as *impoverished* / *destitute*.
- 2 Without my husband's income, we were very much living from hand to *mouth* / *foot*.
- 3 When we were children, money was always *small* / *tight*.
- 4 Even children with rich parents can be *deprived* / *destitute* in terms of love and affection.
- 5 An increasing number of people live below the *penury* / *poverty line*.
- 6 The table shows the proportion of people in each income *section* / *bracket*.
- 7 Many of the children here are *classed* / *grouped* as living in poverty.
- 8 The country has great extremes of poverty and *influence* / *affluence*.
- 9 Children who don't get enough food will suffer ill health as a result of *nutrition* / *malnourishment*.
- 10 Inadequate *sanitation* / *deprivation* can have serious health consequences.



## A Influencing political decisions



www.parliament.uk

Ordinary citizens in the UK can have their say in political life in a number of ways. They can:

- **Lobby**<sup>1</sup> MPs and Members of the House of Lords (who are known as peers) about a particular issue.
- **Petition**<sup>2</sup> the House of Commons to tell MPs about views on an issue and request action.
- Comment on **legislation**<sup>3</sup> going through Parliament during the **committee stage**<sup>4</sup> of a Public **Bill**<sup>5</sup> in the House of Commons.
- Submit evidence to a **Select Committee**<sup>6</sup> inquiry **scrutinising**<sup>7</sup> the work and policies of the government.

<sup>1</sup> try to influence the opinions of MPs and Lords

<sup>2</sup> formal process involving sending a written appeal to an MP, following a set format, which is then presented to the Commons by the MP

<sup>3</sup> possible future laws

<sup>4</sup> period after a proposed law has been discussed by Parliament when it is looked at in detail by a group of people

<sup>5</sup> proposal for a law currently under discussion

<sup>6</sup> committee that checks and reports on some aspect of government work

<sup>7</sup> looking very closely at

## B Lobbying and petitioning

Methods of lobbying vary and can range from sending letters and making presentations to providing **briefing**<sup>1</sup> material to Members and organising **rallies**<sup>2</sup>. Often the result lobbyists are seeking is for the MP or peer to vote a certain way on a specific issue. However, this decision will **ultimately**<sup>3</sup> be **down to**<sup>4</sup> the MP or peer's own judgement and the influence (if any) that existing party policy will have on them.

<sup>1</sup> informational    <sup>2</sup> large political meetings or demonstrations    <sup>3</sup> in the end    <sup>4</sup> the responsibility of

The public can petition the House of Commons to make MPs aware of their opinion on an issue and to request action. All that's needed is that the petition is properly **set out**<sup>1</sup> and has the signature and address of at least one person. A petition can also be created and submitted online, as an e-petition. The text of the petition is published in **Hansard**<sup>2</sup>. There is a procedure for petitions in the Lords, but it is very rarely used. Generally, MPs will **present**<sup>3</sup> all petitions they receive from their **constituents**<sup>4</sup>. MPs present petitions by either giving a short statement in the debating chamber of the House of Commons or by simply placing the petition in the Petition Bag (which hangs behind the **Speaker's**<sup>5</sup> Chair). If a petition gets 100,000 signatures, the government will respond and it will be considered for debate. A copy of the petition is sent to the appropriate government department. Government departments are expected to offer **observations**<sup>6</sup> on all **substantive**<sup>7</sup> petitions.

<sup>1</sup> in the correct format    <sup>2</sup> the official record of parliamentary business    <sup>3</sup> make something known  
<sup>4</sup> people who voted for them, people in their **constituency** [political region]    <sup>5</sup> MP with responsibility for controlling the way parliamentary business is done    <sup>6</sup> comments    <sup>7</sup> of significance

## C Select Committees

There is a Commons Select Committee for each government department, examining three aspects: spending, **policies**<sup>1</sup> and administration. Some Select Committees have a role that **crosses departmental boundaries**<sup>2</sup>, such as the **Environmental Audit**<sup>3</sup> Committee. Other Commons Committees are involved in a range of ongoing investigations, such as **allegations**<sup>4</sup> about the **conduct**<sup>5</sup> of individual MPs. Lords Select Committees do not **shadow**<sup>6</sup> the work of government departments. Their investigations look into specialist subjects, taking advantage of the **wide-ranging**<sup>7</sup> **expertise**<sup>8</sup> of the Lords and the greater amount of time (compared to MPs) available to them to examine issues. Committees in the House of Lords concentrate on six main areas: international relations, the European Union, science and technology, economic affairs, communications and the UK **constitution**<sup>9</sup>.

<sup>1</sup> official plans of action    <sup>2</sup> deals with different departments    <sup>3</sup> closely examines environmental consequences of government decisions    <sup>4</sup> complaints that have not been proven    <sup>5</sup> behaviour    <sup>6</sup> follow closely to see how a job is done    <sup>7</sup> covering many subjects, diverse    <sup>8</sup> high level of knowledge or skill    <sup>9</sup> full set of laws of a country

# Exercises

## 41.1 Are these statements about the texts true or false? Explain why.

- 1 A lobbied MP has to do what his or her constituents request.
- 2 MPs make a statement in the Commons about all the petitions they receive.
- 3 You can read Hansard to find out what has been happening in Parliament.
- 4 Government departments should comment on all the petitions they receive.
- 5 The Environmental Audit Select Committee shadows a specific department.
- 6 Select Committees do not look at how individual MPs behave – that is up to the law courts.
- 7 Lords are felt to have more time to give to committees than MPs.
- 8 Lords Select Committees focus on the same key areas as those of the Commons.

## 41.2 Match up the words to make collocations. Note that not all the nouns are in bold on the opposite page.

- |              |                          |                |                          |              |             |
|--------------|--------------------------|----------------|--------------------------|--------------|-------------|
| 1 debating   | <input type="checkbox"/> | 5 wide-ranging | <input type="checkbox"/> | a chair      | e stage     |
| 2 select     | <input type="checkbox"/> | 6 Speaker's    | <input type="checkbox"/> | b department | f policy    |
| 3 committee  | <input type="checkbox"/> | 7 party        | <input type="checkbox"/> | c material   | g expertise |
| 4 government | <input type="checkbox"/> | 8 briefing     | <input type="checkbox"/> | d chamber    | h committee |

## 41.3 Now choose one of the expressions from 41.2 to complete each sentence.

- 1 MPs discuss proposed legislation in the ..... of the House of Commons.
- 2 Before Question Time in Parliament, Ministers have to read a lot of ..... provided by their advisers.
- 3 She was elected to the House of Lords because of her .....
- 4 Many journalists gave evidence to a ..... investigating the behaviour of the press.
- 5 I am not quite sure what ..... is on renewable energy.
- 6 The bill has had two readings in the House of Commons and is now going through the ..... of procedures.
- 7 The ..... is situated between the two sets of benches in the Commons so that its occupant can more easily control the debates.
- 8 The Treasury in the UK is the ..... which deals with the country's finances.

## 41.4 Complete these sentences with words from the opposite page.

- 1 The ..... of individual MPs may be investigated if it is thought they have not behaved honestly.
- 2 There have been a number of ..... claiming that the Speaker is not doing his or her job properly.
- 3 On this particular issues, it is ..... to the individual MP how he or she votes.
- 4 It is the role of the Health Select Committee to ..... the work done in the Department of Health and to deal with any relevant issues arising from that.
- 5 A petition to Parliament has to be ..... out in accordance with strict rules.
- 6 The work of this committee is complex because it ..... departmental boundaries.
- 7 There is a lot of ..... in the House of Lords because of the very different professional backgrounds among its members.
- 8 This committee ..... the decisions made by the Department of Transport.

## 41.5 Over to you

Answer these questions about politics in your own country.

- How easy is it for ordinary citizens to lobby MPs?
- How easy is it for ordinary citizens to petition MPs?
- Does the legislative process have a committee stage?
- Do ordinary citizens play any part in committee decisions in relation to government?

## A

## United Nations

The UN is an international organisation **constituted**<sup>1</sup> in 1945 to make the world a better place for **humanity**<sup>2</sup>. From its **foundation**<sup>3</sup>, it has **pursued**<sup>4</sup> these key aims:

- To keep peace throughout the world.
- To **establish**<sup>5</sup> friendly relations between countries.
- To work together to improve people's lives by **conquering**<sup>6</sup> poverty, disease, **illiteracy**<sup>7</sup> and environmental destruction, and to encourage respect for each other's rights and freedoms.
- To be a centre for supporting nations in achieving these goals.



In other words, the UN stresses the importance of **negotiation**<sup>8</sup> when there are disagreements between countries. It is opposed to **injustice**<sup>9</sup> and **upholds**<sup>10</sup> the rights of **minorities**<sup>11</sup> but it will only support military **intervention**<sup>12</sup> if its Security Council agrees that this is **justified**<sup>13</sup>.

<sup>1</sup> formed (used about an official organisation)   <sup>2</sup> all people   <sup>3</sup> time when it was **established** [founded]  
<sup>4</sup> try to achieve (*pursue* with this meaning collocates with words like *aim, goal, career, strategy*)   <sup>5</sup> set up, put in place   <sup>6</sup> beating, getting rid of   <sup>7</sup> inability to read or write   <sup>8</sup> discussions in an attempt to reach an agreement   <sup>9</sup> unfairness   <sup>10</sup> supports   <sup>11</sup> groups of people who differ racially or in some other way from most of the people in the place where they live (*minority* collocates with adjectives like *ethnic, religious, oppressed*)   <sup>12</sup> involvement in a difficult situation in order to improve it   <sup>13</sup> caused by a good reason

## B

## Political movements

A political **movement** is a group of people with the same beliefs who work together in the attempt to achieve something. They often make use of a **slogan**, a short phrase that catches people's attention and is easy to remember. The aim of a political movement might be the **liberation** of a minority, perhaps, or the **integration** of one particular social group into the society from which it is, or feels itself to be, excluded. Members of a political movement sometimes go on a **march**, a walk where they can demonstrate their **solidarity** with others sharing the same attitudes and aims.

## C

## International conferences

● ● ●
🔄 🔍 🏠

NEWS

A major international conference is currently meeting in Rio. **Delegates**<sup>1</sup> from 60 different countries are attending. Their aim is to determine ways in which each country can minimise the energy requirements of its **infrastructure**<sup>2</sup>, with a view to slowing the rate of global warming. The governments of each country **recognise**<sup>3</sup> the importance of these discussions and have **undertaken**<sup>4</sup> to support any programme of measures agreed on by the conference. Although some of the issues under discussion are **undeniably**<sup>5</sup> **delicate**<sup>6</sup>, the conference has so far shown more **unity**<sup>7</sup> than is **customary**<sup>8</sup> at such gatherings.

<sup>1</sup> representatives   <sup>2</sup> basic systems and services such as transport   <sup>3</sup> accept   <sup>4</sup> promise   <sup>5</sup> certainly  
<sup>6</sup> needing to be handled with great skill   <sup>7</sup> being together as one   <sup>8</sup> usual

# Exercises

## 42.1 Choose a word from the box to complete each sentence.

pursue    humanity    justify    conquer    negotiations    injustice    establish    minorities

- 1 The organisation's aim is to ..... illiteracy throughout the continent.
- 2 There is still too much ..... in the world today.
- 3 The rights of ethnic ..... are sometimes neglected by national governments.
- 4 The government wants to ..... a committee to work on reducing poverty.
- 5 It is hoped that the current ..... will lead to a positive outcome.
- 6 The best hope for all of ..... is that nations should get better at respecting each other.
- 7 It is impossible to ..... the use of force in such a situation.
- 8 Lesley is determined to ..... her goal of becoming a barrister.

## 42.2 Complete the word formation table. There are two nouns for five of the verbs.

verb	noun
constitute	
	foundation
undertake	
	negotiation
justify	
	conquest
	liberation
	unity
	delegate
recognise	

## 42.3 Choose the correct word to complete each sentence.

- 1 Are you planning to go on the protest ..... tomorrow?  
A slogan                      B march                      C unity                      D movement
- 2 It's quite a ..... subject, so take care how you bring it up.  
A customary                      B deniable                      C delicate                      D justified
- 3 The country's economy can only develop once it has a good .....  
A humanity                      B liberation                      C solidarity                      D infrastructure
- 4 The party ..... not to reduce spending on international aid.  
A integrated                      B undertook                      C conquered                      D recognised
- 5 It is now nearly 100 years since the ..... of the organisation.  
A foundation                      B negotiation                      C infrastructure                      D movement
- 6 Chris is going to the conference as our .....  
A humanity                      B solidarity                      C slogan                      D delegate

## 42.4 Complete each sentence with a word from the same root as the word in brackets.

- 1 It is ..... true that the project is likely to meet with some opposition. (DENY)
- 2 Is it ..... in your country to take a gift if you visit someone's house? (CUSTOM)
- 3 It is wrong that there is still so much ..... in the world. (JUST)
- 4 The workers expressed their ..... by organising a huge demonstration. (SOLID)
- 5 Left-wing political ..... were particularly powerful in the early 20th century. (MOVE)
- 6 On the whole this society is very well ..... . (INTEGRATE)

## A

## Legal verbs

**to bend the law/rules:** to break the law/rules in a way that is considered not to be very harmful

**to contravene a law:** to break a law (noun = **contravention**)

**to infringe a law/rule:** to break a law/rule (noun = **infringement**)

**to impeach a president/governor:** to make a formal statement saying that a person in public office has committed a serious offence (noun = **impeachment**)

**to lodge an appeal:** to make an official request that a previous judgement should be changed

**to uphold/overturn a verdict:** to say that a previous decision in court was correct/incorrect

**to pervert the course of justice:** to make it difficult for justice to be done (noun = **perversion**)

**to quash a conviction:** to change a previous official decision that someone was guilty

**to set a precedent:** to establish a decision which must usually, in English law, be taken into account in future decisions

**to award/grant custody to:** to give one parent or adult the main responsibility for a child, especially after separation or divorce

**to annul a(n) agreement/marriage/law:** to declare that it no longer exists and never existed (noun = **annulment**)

**to sue** someone: to take legal action against someone

**to allege:** /ə'ledʒ/ to say that someone has done something illegal without giving proof (noun = **allegation**)

to **amend** a law: to make changes to a law (noun = **amendment**)



## B

## Crimes

crime	meaning	verb	criminal
<b>discrimination</b>	unfair treatment on grounds of sex, race or nationality	<b>discriminate (against)</b>	
<b>embezzlement</b>	stealing money that belongs to an organisation that you work for	<b>embezzle</b>	<b>embezzler</b>
<b>harassment</b>	putting undue pressure on someone, e.g. for sexual reasons or to get a debt repaid	<b>harass</b>	
<b>insider trading/ dealing</b>	illegal buying and selling of shares by someone who has specialist knowledge of a company	<b>do/practise insider trading/ dealing</b>	<b>insider trader/ dealer</b>
<b>money laundering</b>	moving money obtained illegally so that its origin cannot be traced	<b>launder money</b>	<b>money launderer</b>
<b>perjury</b>	lying when under oath	<b>commit perjury</b>	<b>perjurer</b>
<b>stalking</b>	following someone or giving them unwanted or obsessive attention	<b>stalk</b>	<b>stalker</b>
<b>trespass/ trespassing</b>	go onto someone else's land without permission	<b>trespass</b>	<b>trespasser</b>

## C

## Words and expressions with law

A **law-abiding** person is someone who always obeys the law.

A **law-breaker** is someone who – often and deliberately – does not obey the law.

If you **take the law into your own hands**, you do something illegal to punish someone because you feel the legal system will not punish that person.

If you **lay down the law**, you say with great force what you think should happen.

If someone is **a law unto himself/herself**, he or she behaves in a way which is independent and not the way in which most other people behave.



## Exercises

### 43.1 Choose the correct verbs from A to fill the gaps. Put the verb in the correct form.

- 1 The governor on the province was ..... for wrongful use of state money.
- 2 The prisoner decided to ..... an appeal against the court's decision.
- 3 The appeal court ..... the verdict of the lower court and the prisoner was released.
- 4 In English law, a previous legal decision usually ..... a precedent for future decisions.
- 5 Judges often ..... custody to the mother rather than the father.
- 6 I'm not asking you to break the rules, just to ..... them a little.
- 7 You ..... my legal rights by not allowing me to vote.
- 8 Witnesses charged with perjury are accused of ..... the course of justice.
- 9 The marriage was ..... because the man had never properly divorced his first wife.
- 10 The Supreme Court ..... the murder conviction and the man was freed.

### 43.2 Which of the crimes in B might each of these people be charged with?

- 1 A camper who spent a night on a farmer's land without asking permission.
- 2 A businessman who diverted funds from the account of the company he worked for into his own personal account.
- 3 An employer who gave a job to a man although he was less suitable for the post than a woman applicant.
- 4 A witness who gave false evidence in court.
- 5 A person who kept making inappropriate comments about a colleague's personal appearance.
- 6 A board member who took advantage of what they knew about the business's plans to make a profit on the stock market.
- 7 A person who follows someone or calls them every day and buys them gifts even though they are not in a relationship.

### 43.3 Choose a noun from each of these verbs to complete each sentence.

impeach    allege    contravene    annul    harass    infringe    pervert    amend

- 1 Parliament is currently discussing a number of ..... to the current laws on citizenship.
- 2 Amy took her employer to court for ..... in the workplace.
- 3 Some people consider ..... of others' rights as being as serious a crime as theft.
- 4 By taking on work for a competitor Nathan was in ..... of the terms of his contract.
- 5 The trial was criticised by many as a ..... of justice.
- 6 To suggest that Leah took the money is a very serious .....
- 7 The circumstances are such that I think the judge may agree to a(n) ..... of their marriage.
- 8 The ..... of a president has only taken place a couple of times in US history.

### 43.4 Choose an expression from C to complete each sentence.

- 1 You should let the police deal with the situation – it's far too risky to .....
- 2 Sam started getting into trouble when he got in with a gang of habitual .....
- 3 You shouldn't start ..... on your first day in a new job.
- 4 Masha will never be able to get Vadim to conform – he's .....
- 5 Isabelle is far too ..... to agree to bring extra cigarettes into the country.

### 43.5 Over to you

Look at the website [www.britishlaw.org.uk](http://www.britishlaw.org.uk) to find out more about the law in the UK. Note down at least ten more useful legal words and expressions.

## A

## War and violence

War is often seen as a **last resort**<sup>1</sup> when relations between states break down totally and **diplomacy**<sup>2</sup> and such measures as economic **sanctions**<sup>3</sup> have failed. The decision to take military action is rarely made lightly, since even the best-planned military operations, carried out with the benefit of the latest hi-tech **weaponry**<sup>4</sup>, inevitably result in **civilian casualties**<sup>5</sup>. Military **intervention**<sup>6</sup> may be carried out with the goal of **regime change**<sup>7</sup>, but it is often the leaders of **tyrannical**<sup>8</sup> regimes who are the most difficult to **overthrow**<sup>9</sup>. Even more tragic than wars between states is **civil war**<sup>10</sup>, which often begins with civil **unrest**<sup>11</sup> and **clashes**<sup>12</sup> between **rival**<sup>13</sup> **ethnic**<sup>14</sup> religious or political groups, and may **escalate**<sup>15</sup> into **all-out**<sup>16</sup> war and end in the **brutal suppression**<sup>17</sup> of one group by another or, in extreme cases, **ethnic cleansing**<sup>18</sup> and **massacres**<sup>19</sup>. **Conflict resolution**<sup>20</sup> may take years to bring into effect, and **mistrust**<sup>21</sup> and **hatred**<sup>22</sup> between groups within the same country may continue for many years.

<sup>1</sup> something you do when everything else has failed    <sup>2</sup> activities concerning the relationships between governments    <sup>3</sup> official orders, such as the stopping of trade, taken against a country to make it obey international law    <sup>4</sup> weapons in general / of different types    <sup>5</sup> people injured or killed who are not members of the military or the police    <sup>6</sup> intentionally becoming involved in a difficult situation to improve it or stop it from getting worse    <sup>7</sup> changing the government or leader of a country, especially by force    <sup>8</sup> using power in a cruel way over people in a country or group    <sup>9</sup> remove somebody from power using force    <sup>10</sup> war between groups who live in the same country    <sup>11</sup> disagreement or fighting between groups    <sup>12</sup> fights or arguments    <sup>13</sup> who compete against one another    <sup>14</sup> national or racial    <sup>15</sup> become greater or more serious    <sup>16</sup> complete and total    <sup>17</sup> violent and cruel ending of the right or freedom to do something    <sup>18</sup> organised attempt by one racial or political group to completely remove from a country or area anyone who belongs to another particular racial group, using violence to achieve this    <sup>19</sup> the killing of large numbers of people    <sup>20</sup> finding a way to end conflict and the negative feelings between groups    <sup>21</sup> lack or absence of trust    <sup>22</sup> feeling of intense dislike

## B

## Other words and expressions relating to war and peace

Powerful West African rulers **waged war on** their neighbours in the 19th century. [fought a war against] **Hostilities** finally ceased after five years of bloodshed. [acts of war]

The invading army **besieged** the city. [attacked by surrounding it for a period of time (noun = **siege**)]

The patrol was **ambushed** on a remote highway. [attacked unexpectedly from secret positions (noun = **ambush**)]

The two armies signed a **truce** in 2016. [agreement during a war to stop fighting for a time]

A **ceasefire** was declared in 2015. [agreement between two armies or groups to stop fighting]

A **peacekeeping force** entered the country in 2016. [neutral soldiers who keep the peace in a divided society]

**International observers** monitored the ceasefire. [outside, neutral people or body]

The rebels fought a long **campaign** against the dictatorship. The **rebellion** lasted ten years before the dictator was defeated. [planned group of military activities] [people fighting against their government]

A **suicide bomber** killed 25 people at a military base yesterday. [person who lets off explosives, deliberately killing themselves in the process]

## C

## Metaphors of warfare

The government is **waging war on** drink-driving.

Paparazzi are **besieging** the star's Hollywood home.

A major advertising **campaign** was planned to launch the new cosmetics range.

Several companies are **battling** to win market supremacy in sales of smartphones.

We have a major **fight on our hands** if we are to save the company from bankruptcy.

A **fleet** of bullet-proof cars followed the President's limousine. [a fleet normally consists of a large number of ships]

# Exercises

## 44.1 Fill the gaps with words from A opposite.

- When ..... and economic ..... had failed, the Cabinet voted to take military action.
- Occasional violence between the two groups eventually ..... into all-..... civil war.
- The government forces were accused of carrying out ethnic ..... by executing members of the rival tribe.
- During the war, a ..... occurred in a village near the border. Some 150 women and children were shot by enemy troops.
- The war brought about ..... change. The former dictator was ..... and forced to flee from the country.
- The process of conflict ..... was successful and the country has now been at peace for ten years.
- War should always be a last ..... when all other avenues have been explored.
- There were many civilian ..... as a result of the bombing raid.
- There were violent ..... between police and demonstrators in the capital city.
- The armed forces moved a large amount of ..... to the battlefield, including tanks, artillery and missile launchers.

## 44.2 Replace the underlined words using an appropriate form of the word in brackets.

- The irrational dislike of people of other ethnic groups is one of the root causes of conflict. (HATE)
- The involvement of the United Nations in the situation helped to restore peace. (INTERVENE)
- The political groups that opposed one another finally negotiated a peace agreement. (RIVAL)
- The general was a cruel and violent dictator who ruled for 18 years. (BRUTE)
- There had been a longstanding feeling of not trusting each other between the two tribes. (TRUST)
- The fight against the government began in 2010. (REBEL)

## 44.3 Choose a word from the box to complete the sentences below, using an appropriate form.

ambush    observers    truce    suicide    wage    siege    peacekeeping    campaign    ceasefire

- A ..... bomber disguised as a police officer killed 15 people in an attack today.
- The UN sent in a ..... force to keep the two sides in the civil war apart.
- A convoy of lorries was ..... by enemy soldiers in a remote valley yesterday.
- International ..... monitored the election and concluded that it had been fair.
- The government has ..... war on the drug cartels for the last ten years.
- The ..... of the city lasted six months before the enemy troops were pushed back.
- After a year of fighting, the two sides agreed to a ..... to enable peace negotiations to start. (two possible answers)
- The army fought a long ..... to free the country from the enemy forces.

## 44.4 Match the sentence beginnings on the left with the endings on the right.

- |                                  |                          |   |
|----------------------------------|--------------------------|---|
| 1 The President was besieged     | <input type="checkbox"/> | a advertising campaign to launch the new phone. |
| 2 Our team is battling           | <input type="checkbox"/> | b war on child poverty.                         |
| 3 He had a fight on              | <input type="checkbox"/> | c fleet of white limousines.                    |
| 4 The company planned a major    | <input type="checkbox"/> | d by reporters as she stepped out of her car.   |
| 5 The government set out to wage | <input type="checkbox"/> | e to reach the semi-finals.                     |
| 6 The band arrived in a          | <input type="checkbox"/> | f his hands to convince everyone he was right.  |

In this unit we focus particularly on collocations (words that are often used together).

### A International aid and development

European countries have, in recent years, turned their attention to supporting real and **sustainable development**<sup>1</sup> in Africa. There are many **encouraging signs** that such projects have **taken root**<sup>2</sup>. In the five years up to 2015, a score of African countries **achieved economic growth** of more than 4% per year. Foreign direct investment also rose. Africa's share in world trade now shows real signs of **recovering from a long decline**. From Ghana in the west to Ethiopia in the east and Mozambique in the south, Africa's economies have consistently grown more rapidly than those of almost any other region of the world. A dozen countries' economies have expanded by more than 6% a year over a period of six or more years. But many millions of people in Africa still live in **deep poverty**<sup>3</sup> and more **determined efforts** are needed to tackle the problem. The European Union is committed to supporting and **allocating**<sup>4</sup> funds and **development grants**<sup>5</sup> to those African governments which are **pursuing**<sup>6</sup> policies to reduce and **eradicate**<sup>7</sup> poverty and **improve access** to healthcare, education and clean water supplies.

<sup>1</sup> development which can continue over a long time    <sup>2</sup> started to be accepted    <sup>3</sup> *abject poverty* is also a collocation    <sup>4</sup> giving to be used for a particular purpose    <sup>5</sup> money to help development  
<sup>6</sup> *following policies* is also a collocation    <sup>7</sup> completely get rid of something bad

### B Collocations related to the noun *debt*

Countries often find it impossible to **repay debt**; the **debt burden** is too great. **Easing the debt burden** or **cancelling debt** helps **debtor countries/nations** free themselves from the problem of **incurring** more and more **debt**. **Alleviating debt** / **Debt relief** for poor countries should be a priority.



### C Trade and cooperation

**Free trade agreements** often cause disputes between countries, especially when one country thinks the other is engaged in **restrictive practices**<sup>1</sup>. Occasionally, **trade wars** erupt, and **sanctions**<sup>2</sup> or **embargoes**<sup>3</sup> are **imposed** on countries that may not be **lifted** for long periods. On the other hand, countries closely related economically and enjoying good relations have the possibility of entering into **monetary union** and having a **single currency**.

<sup>1</sup> the placing of unfair restrictions, e.g. limiting imports    <sup>2</sup> restrictions on what a country may import/export  
<sup>3</sup> total prohibitions on importing/exporting certain goods

### D Economic difficulties

If an economy is badly affected by war, we may refer to it as a **war-torn** economy. Economies in a bad state are often referred to as **ailing** economies.

**Devaluation/Revaluation** of the currency may be necessary. [reduction/increase in value against other currencies] Economies may **go into recession** and

not **come out of** / **emerge from recession** for several years. Indeed, countries may even suffer a **double-dip**<sup>1</sup> recession. A country may suffer from a **slump in prices**<sup>2</sup> for its goods. **Lower taxes** may be introduced to **boost the economy**<sup>3</sup> when it is in recession.

<sup>1</sup> recession which ends and then begins again after a short time    <sup>2</sup> serious fall/collapse in prices  
<sup>3</sup> give the economy a lift

#### Common mistakes

The verb meaning to reduce the value of a currency is to *devalue* (NOT *devaluate*).

# Exercises

## 45.1 Try to remember the collocations in A opposite. Fill the gaps in these sentences.

- 1 Development is important, but it should be ..... development, not the kind that only lasts a short time.
- 2 The government is ..... a policy of giving aid only where it is used to ..... poverty. (*Give two answers for the first one.*)
- 3 There have been some ..... signs that development projects are ..... root in many countries.
- 4 Millions of people still live in ..... poverty. (*Give two answers.*)
- 5 The economy has ..... from its decline and is now doing well.
- 6 The struggle to ..... economic growth in developing countries is a constant one.
- 7 Governments often ..... funds for specific overseas development projects.
- 8 The goal should be to improve ..... to better healthcare and education for the poor.

## 45.2 Rewrite these sentences about debt using more appropriate language from the opposite page to replace the underlined words.

- 1 Over a period of five years, the country got huge debts which it could not pay back.
- 2 Countries in debt are completely at the mercy of wealthier nations.
- 3 The weight of debt is so great in some countries that their economies are collapsing.
- 4 Wealthier countries could do a lot to make the debt of poor countries less heavy, and indeed, in some cases, could forget the debt altogether. (*Give two answers for the first one.*)
- 5 Over a period of three years, the country suffered a two-stage recession.
- 6 The following year, there was a severe collapse in the price of crude oil.
- 7 While some countries lowered the value of their currencies, one country alone increased the value of its currency due to its strong economy.
- 8 Urgent measures were needed to improve the economy.

## 45.3 Answer the questions using vocabulary from the opposite page.

- 1 What kind of war can break out between countries concerning imports and exports?
- 2 Which two verbs are used with *sanctions* and *embargoes* to mean (a) 'placing' and (b) 'removing'?
- 3 What is the name for activities which make free trade difficult or impossible between countries?
- 4 What kind of agreement is it when two or more countries decide to share a single currency?
- 5 What do we call sums of money given to poor regions to assist their economic growth?
- 6 What can we call an economy that is devastated by armed conflict?
- 7 What adjective beginning with the letter 'a' can be used to describe an economy in a bad state?
- 8 What noun can follow 'debt' to create a phrase meaning 'removing debt'?

## 45.4 Now use the answers from 45.3 to rewrite the words in bold.

- 1 **Sharing the same currency** was agreed between the five countries in 2003.
- 2 The government introduced a package of measures to rescue the economy, **which was in a bad state**.
- 3 The two Trade Ministers got together to try to abolish **activities that made trade difficult**.
- 4 A **major dispute concerning exports and imports** broke out between the two countries in 1999.
- 5 The economy, **which has been seriously affected by the war**, is slowly recovering now that peace has come.
- 6 The United Nations **placed** sanctions on the country in 1995 and did not **remove** them until 2008.
- 7 The region received a **large amount of money to help it grow economically** from the World Bank.
- 8 **Removing debt** has been crucial for some developing nations.



## A

## Cash, cheques and cards

I **was broke/skint** at the end of last month. [had no money left] (broke = informal; skint = very informal)

I'm **rolling in it** this month; I got a payment of £3,000 for some work I did. [have a lot of money; informal]

It's sometimes difficult **to make ends meet** with three children and only one parent working. [to survive financially]

**Things are a bit tight** at the moment. [my finances are not good; informal]

I was **strapped for cash** and had to borrow money from my parents. [needed cash and had very little; informal]

She gave me a cheque for what she owed me but it **bounced**. [the bank refused to pay it]

Who shall I **make** this cheque **out to / payable to**? [What name shall I put on it?] (payable to = slightly more formal)

The easiest way to pay your household bills is by **direct debit** or by **electronic transfer**. [a regular automatic payment, e.g. every month] [movement of money online between two bank accounts]

Shall we **put/stick** this meal **on** my credit card? Then we can forget it. (informal)

Could you **charge it to** my credit card, please? (formal)

The **APR** for this credit card is 23%, which is 2% lower than my other card. [annual percentage rate of interest]

My card **expires in** 05/19. The **expiry date** is 05/19. [is not valid after]

**Credit card fraud** has increased in recent years. [illegal use of someone's card or account]

A: Is this a credit card or a **debit card**? [card where the money is taken directly from your bank account]

B: Actually, it's a **store card**. [credit card issued by a store/shop for that store]

I went to **withdraw** some money / **get** some money **out** but I forgot my **PIN** and the **ATM** swallowed my card after three wrong attempts. [take money from my account; get money out = informal] [**personal identification number**] [**automated teller machine**, often just called a 'cash machine' or 'cashpoint']

A lot of people don't like using **contactless cards** because they think they are more vulnerable to fraud. They prefer to use their phones to make **contactless payments**.

## B

## Savings, pensions, etc.

Victims of last year's rail crash will receive **lump sum**<sup>1</sup> compensation payments, following a High Court decision today.

A **golden handshake**<sup>2</sup> of ten million pounds was paid to the boss of one of Britain's biggest companies today. This was in addition to an annual **bonus** of two million pounds.

People with well-managed **share portfolios**<sup>3</sup> have done better on the **stock market**<sup>4</sup> than individuals who buy **stocks and shares**<sup>5</sup> privately.

The thieves stole Mr and Mrs Bateson's **life savings**<sup>6</sup>, which they kept under their bed in a metal box.

Johan Carslow left only a very small sum to his family in his **will**<sup>7</sup>. It was hardly enough to **cover**<sup>8</sup> the cost of his funeral.

Ms Rafstedt had **borrowed**<sup>9</sup> heavily to finance the building of a new house and found herself deeply in debt, which led her to commit the robbery.

<sup>1</sup> single, large payment    <sup>2</sup> large payment to someone on leaving a job    <sup>3</sup> combination of investments of different kinds    <sup>4</sup> organisation which controls the buying or selling of parts of the ownership of companies

<sup>5</sup> parts of the ownership of companies which people buy as investments in the hope of making a profit

<sup>6</sup> money saved over many years    <sup>7</sup> official statement of what a person has decided should be done with their money and property after their death    <sup>8</sup> be enough money to pay for it    <sup>9</sup> borrow money, e.g. from a bank (used without an object)

# Exercises

## 46.1 Complete these sentences using words from the opposite page.

- 1 This is a credit card. If you want one that takes the money directly from your bank account, then you need a .....
- 2 She never used her card on 9 April, but someone did and bought hundreds of pounds' worth of goods. It was a case of .....
- 3 I haven't got enough cash to pay for this meal; shall I just ..... on my card? *(Give two answers.)*
- 4 I pay my rent by ..... every month, so I don't have to do anything.
- 5 When I ran out of money in Thailand, my parents made an ..... from their bank account to mine.
- 6 I'm sorry, I can't lend you anything at all. I'm absolutely ..... *(Give two answers.)*
- 7 I couldn't pay for it last month as I was a bit ..... for cash.
- 8 I have to be very careful how I spend my money because things are a bit ..... right now.
- 9 You can now use your phone to make ..... payments on the bus and underground system in the city.



## 46.2 Correct the mistakes in these sentences using vocabulary from the opposite page.

- 1 She got a huge golden hand when she left the company.
- 2 My old aunt Jessie is rich in it. Every time I go to see her she gives me £100.
- 3 My father got a bump sum when he retired, so he bought a weekend cottage.
- 4 She put her living savings into an online company and lost everything when it collapsed.
- 5 The bank tried to persuade me to put my money into a share folio, with stocks and shares in different companies.
- 6 If you need a very large sum of money, it's not a good idea to lend from friends or neighbours.

## 46.3 Match the beginnings and endings of the sentences.

- |  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 1 Students often find it difficult to make | <input type="checkbox"/> | a in her will.                      |
| 2 She invested a lot of money on the       | <input type="checkbox"/> | b PIN, as that's when I was born.   |
| 3 If you need cash, there's a              | <input type="checkbox"/> | c to cover the cost of the holiday. |
| 4 I use 1-9-8-7 as my                      | <input type="checkbox"/> | d ends meet.                        |
| 5 She left a million euros                 | <input type="checkbox"/> | e cashpoint in the supermarket.     |
| 6 The money was not enough                 | <input type="checkbox"/> | f stock market and lost it all.     |

## 46.4 Over to you

- Look in your wallet or purse. What different types of card do you have?
- Give the date on which one of your cards expires.
- Approximately what is the current APR on your credit card?
- What can you do to prevent credit card fraud?

## A

## Typical sections found in newspapers and magazines



One thing I always read in the paper is the **obituaries**<sup>1</sup> page; it's so interesting to read about other people's lives. I also read the **editorial**<sup>2</sup> (or **leader**); it helps me form my opinion on things. Although national papers **cover**<sup>3</sup> all the important news, I find that if you just want to sell your car or something, the **classified ads**<sup>4</sup> (or **classifieds**) in a local paper is the best place. I love the Sunday papers, especially the **supplements**<sup>5</sup> with articles on travel, food, fashion and so on. Last week there was a fascinating **feature**<sup>6</sup> on new technology in one of them. My daughter prefers magazines, especially the **agony columns**<sup>7</sup>. I just can't imagine writing to an **agony aunt**<sup>8</sup>. It amazes me how people are prepared to discuss their intimate problems publicly, but I know this sort of article really increases a publication's **circulation**<sup>9</sup>.

<sup>1</sup> descriptions of the lives of people who have just died

<sup>2</sup> an article giving the newspaper editor's opinion

<sup>3</sup> deal with (noun = **coverage**)

<sup>4</sup> pages of advertisements in different categories

<sup>5</sup> separate magazines included with the newspaper

<sup>6</sup> an article or set of articles devoted to a particular topic

<sup>7</sup> sections in a paper or magazine that deal with readers' private emotional problems

<sup>8</sup> person, typically a woman, who answers letters in the agony column

<sup>9</sup> number of copies sold by a newspaper or magazine

## B

## Some types of printed material

name	description/definition	example sentence
<b>journal</b>	a magazine containing articles about a particular academic subject	Part of John's doctoral research was published in an international chemistry <b>journal</b> .
	a book where you write about what happened to you each day	I kept a <b>journal</b> while I was working in Zambia.
<b>newsletter</b>	a regular report with information for people belonging to a particular group	Laura is in charge of producing a monthly <b>newsletter</b> for her tennis club.
<b>pamphlet</b>	small book with a soft cover, dealing with a specific topic, often political	The Conservative Party published a <b>pamphlet</b> on the future of private education.
<b>press release</b>	official written statement with information for the public	The company is going to issue a <b>press release</b> about its takeover plans later today.
<b>leaflet</b>	single sheet or folded sheets of paper giving information about something	I picked up a <b>leaflet</b> about the museum when I was in town.
<b>brochure</b>	small, thin book like a magazine, which gives information, often about travel, or a company, etc.	Do you have any <b>brochures</b> about Caribbean holidays?
<b>prospectus</b>	small, thin book like a magazine, which gives information about a school, college or university, or a company	Before you choose a university, you should send away for some <b>prospectuses</b> .
<b>flyer</b>	single sheet giving information about some event, special offer, etc., often given out in the street	I was given a <b>flyer</b> about a new nightclub which is opening next month.
<b>booklet</b>	small thin book with a soft cover, often giving information about something	The tourist office has a free <b>booklet</b> of local walks.
<b>manual</b>	book of detailed instructions about how to use something	This computer <b>manual</b> is impossible to understand!

# Exercises

## 47.1 Without looking at A opposite, test your memory for words that mean:

- 1 the small advertisements in different categories found in newspapers .....
- 2 a person you write to at a magazine to discuss intimate emotional problems .....
- 3 the section of a newspaper which pays respect to people who have just died .....
- 4 an article in a newspaper which gives the editor's opinion .....
- 5 a separate magazine that comes free with a newspaper .....
- 6 an article or set of articles devoted to a special theme .....
- 7 the number of people buying a magazine .....
- 8 the way a newspaper deals with a particular subject .....

## 47.2 Fill the gaps in these sentences with appropriate words from B opposite.

- 1 I've decided to do my own car maintenance, so I've bought the ..... for my particular model.
- 2 Someone was giving out ..... in the town centre today about a festival that's going to take place on Saturday.
- 3 I love looking through holiday ..... and dreaming about flying off to exotic places.
- 4 I never read political ..... ; they're so boring.
- 5 I wish I'd kept a ..... when I first started teaching.
- 6 The Central Bank has issued a ..... announcing some changes in personnel.
- 7 I've read the ..... and I like that university; I think I'll apply.
- 8 My son's school publishes a termly ..... for parents, which reports on the previous term and tells us about upcoming events.

## 47.3 Sort this group of vocabulary items into those connected with *books* and those with *magazines*. Use a dictionary if necessary.

spine   blurb   subscription   foreword   issue   index   edition   quarterly

## 47.4 From the context, guess the most likely meaning of the expressions in bold.

- 1 There's a new autobiography of the footballer Troy Sutton, but it was written by a **ghost writer**.  
A someone who didn't have Sutton's permission      B someone who wrote it on his behalf      C Sutton wrote it but he used a different name
- 2 It makes sense to use **desktop publishing** for any sports club's newsletter.  
A published by a school or college      B published only on the internet      C published using a home computer to design it
- 3 This book is a **facsimile** of an original edition published in 1693.  
A an exact reproduction in every detail      B a modernised edition      C a copy made on a fax machine or photocopier

## 47.5 Here are some expressions in bold not on the opposite page, which refer to how different types of printed material present their information. Match the sentences with the type of printed material. Use a dictionary if necessary.

- 1 It **lists** entry requirements.  a a political pamphlet on poverty
- 2 It **exposes** serious problems in the industry.  b a guarantee leaflet with a new camera
- 3 It **draws attention to** the fundamental issues.  c a university prospectus
- 4 It **tells you all you need to know about** main sights.  d a newspaper article
- 5 It's **packed with** useful tips.  e a tourist brochure
- 6 It contains a lot of **small print**.  f a booklet about buying a house

## A

## The pros and cons of internet use

Here are some possible advantages (pros) and disadvantages (cons) of the internet.

pros
email, <b>instant messaging</b> <sup>1</sup> , <b>chat rooms</b> <sup>2</sup> , <b>newsgroups</b> <sup>3</sup> , <b>social networking sites</b> <sup>4</sup> , <b>webinars</b> <sup>5</sup>
<b>e-commerce</b> <sup>6</sup> (e.g. internet banking, travel booking), <b>e-books</b> , <b>e-learning</b>
<b>accessing</b> vast amounts of useful information, fun of just <b>browsing</b> <sup>7</sup> and <b>surfing the web</b> <sup>8</sup>
ability to transfer <b>graphic images</b> <sup>9</sup> and sound files
ability to send files as <b>attachments</b> <sup>10</sup> , usefulness of <b>file-sharing</b> <sup>11</sup>
<b>gaming</b> – you can play video games with anyone in the world

- <sup>1</sup> a kind of email where both people are online at the same time  
<sup>2</sup> an online conversation between a group of people on topics chosen by them, where you can enter or leave the 'room' at any time  
<sup>3</sup> a website where people with shared interests can get news and information  
<sup>4</sup> websites that enable you to connect with other people, make new friends, exchange photographs, keep up with people's personal news, etc.  
<sup>5</sup> online seminars  
<sup>6</sup> all kinds of business done on the internet  
<sup>7</sup> looking at different websites, with no particular goal  
<sup>8</sup> moving from one website or web page to another, usually looking for something  
<sup>9</sup> technical term for pictures, icons, diagrams, etc.  
<sup>10</sup> files you send with email messages  
<sup>11</sup> the practice of sharing computer data or space on a network

cons
<b>ISP</b> <sup>12</sup> charges can be high for heavy users, people you've never met may get your <b>contact details</b> , your account may be <b>hacked</b> <sup>13</sup>
<b>download</b> <sup>14</sup> and <b>upload</b> <sup>15</sup> times can be slow, e-books don't feel the same as real books, e-learners may miss a 'live' teacher
<b>spam</b> <sup>16</sup> and <b>junk mail</b> <sup>17</sup> can be annoying
can become <b>addictive</b> <sup>18</sup>
<b>cookies</b> <sup>19</sup> track your activities on the web
many sites contain <b>offensive material</b> <sup>20</sup> , <b>parental control</b> <sup>21</sup> may be necessary for children

- <sup>12</sup> (pronounced I-S-P) **Internet Service Provider**: a company that offers users access to the internet and services such as news, email, shopping sites, etc., usually for a monthly fee  
<sup>13</sup> someone may access it illegally  
<sup>14</sup> bringing files to your computer from the internet  
<sup>15</sup> sending files from your computer to the internet or to another internet user  
<sup>16</sup> unwanted advertisements and other material sent to you by email from companies  
<sup>17</sup> another term for spam  
<sup>18</sup> something you cannot stop doing, which has become out of your control  
<sup>19</sup> pieces of software that are sent from the internet to your computer, which can follow and record what you do, which websites you visit, etc.  
<sup>20</sup> material such as pornography, or extreme political views, or material that encourages hate and violence against people  
<sup>21</sup> ability of parents to control which websites their children can visit

## B

## Email and internet communications

I've **bookmarked** the CNN home page, as I use it regularly to get the latest news. [put it in a list of websites I can access immediately]

If you **subscribe to** newsgroups, you often get hundreds of messages. [become a member of]

Some ISPs allow you to **screen out** / **filter out** unwanted mail. [prevent from reaching you]

Our **server** at work was **down** yesterday, so I didn't get your message till today. [central computer that distributes email and other services to a group of users] [not working]

Do you have good **anti-virus software**? It's worth updating it frequently. [protection against computer viruses]

She must have changed her email address – the email I sent her **bounced**. [came back to me]

She often **posts** ridiculous details about her life on social networking sites. [adds them]

**See also Unit 56.**

# Exercises

## 48.1 Match the words in the box with the explanations.

attachment    cookie    spam    chatroom    ISP    webinar

- 1 website where people with common interests can email each other online
- 2 a sort of class held live on the web
- 3 company that gives you access to the internet and offers news pages, shopping, etc.
- 4 program sent to your computer from the internet, used to follow your activities
- 5 file sent at the same time as an email message
- 6 unwanted material (e.g. advertisements) sent to you via the internet

## 48.2 Some of these pairs of opposites exist in the language of internet/computer communications, others do not. Tick the box for 'exists' or 'doesn't exist'. Use a search engine to find the answer on the web if you're not sure.

word	opposite	exists	doesn't exist
delete	undelete		
download	upload		
update	downdate		
inbox	outbox		
online	offline		
install	uninstall		



## 48.3 Use the correct words from the table above to fill the gaps in these sentences. You are given a paraphrase of the meaning in brackets.

- 1 I sent a photo of my house by email to a friend in Canada, but it took ages to ..... (transfer from here to there) and I spent nearly five minutes ..... (connected to the internet) just waiting for it to go.
- 2 I've had your message in my ..... (a place where unread emails are stored) for two days, but haven't had time to read it yet.
- 3 I had a lot of trouble trying to ..... (add to the programs already on my computer) that new software I bought.
- 4 How do I ..... (restore something accidentally erased) on this computer?
- 5 I edit my pictures ..... (while disconnected from the internet) and then connect to send them.
- 6 This is an old version of the software. You can ..... (get a new version) it online for free.

## 48.4 In your own words, say what the words in bold mean in these sentences.

- 1 A new law has given **e-signatures** the same legal status as handwritten ones.
- 2 **E-learning** will become more and more common as an alternative to traditional learning.
- 3 We have **e-enabled** everything you need to study on the internet.
- 4 **E-books** are selling faster than traditional books.
- 5 The **dotcom** economy has attracted hundreds of new businesses hoping to make a fortune.
- 6 With this smartphone, you'll never need a **tablet** or a laptop!
- 7 **Parental controls** provided by ISPs are vital these days.
- 8 I send about 40 texts per day. It's very **addictive**.



## A

**Promoting quality**

Advertisers like language that suggests their product is of *especially high quality*.

Check out our latest smartphone – you'll love its **innovative** features. [original and interesting]

The design of our beds is **unsurpassed**. [the best there is]

Our dishwashers **leave other** dishwashers **standing**. [are much better than other dishwashers]

Sign up for exam courses that **put/leave** other courses **in the shade**. [make other courses seem insignificant]

## B

**Promoting value for money**

Advertisers like language that suggests things give you *good value for money*.

**Rock-bottom** prices in our sale! [extremely low]

Prices **slashed**! [dramatically reduced]

**Bargains galore!** [a huge number of products on sale at ridiculously low prices]

Order now and get a 10% **discount**. [reduction in the price]

## C

**Promoting luxury and comfort**

Advertisers like language that suggests *luxury and comfort*.

**Pamper yourself** with a full-body massage. [treat yourself to something luxurious]

**Indulge yourself** with our smooth, rich, perfectly blended coffee. [let yourself do or have something that you enjoy but which may be bad for you]

Enjoy a **sumptuous** meal in **opulent** surroundings. [both adjectives mean rich and special: sumptuous collocates most strongly with words relating to food and furnishings, and opulent with words relating to lifestyle]

Live **in the lap of luxury** for two weeks. [in a very luxurious way]

## D

**Promoting scientific backing**

Advertisers like language that suggests *scientific backing* for their product.

This **ergonomically designed** reading lamp provides the perfect light. [designed by studying people and their working or living conditions, especially in order to improve effectiveness]

Our health drink is medically **proven** to boost energy levels. [shown by research]

All our computers are **state-of-the-art**. [use the very latest technology]

## E

**Promoting attractiveness**

Advertisers like language that suggests their products *make us more attractive*.

Ties that will make you **stand out in the crowd**. [be noticed]

In our new styles, you're **guaranteed to turn heads**. [be noticed]

Our new lipsticks are **tantalisingly** appealing. [temptingly]

Use our range of hair and skin products for **glossy** hair and **radiant** skin. [both adjectives mean attractive and healthy-looking]

## F

**Common ways of advertising**

Magazine and newspaper advertisements/adverts; classified ads; TV and radio commercials; posters; **billboards**<sup>1</sup>; **flyers**<sup>2</sup>; **trailers**<sup>3</sup>; sports sponsorship; banners; **sky-writing**<sup>4</sup>; **sandwich boards**<sup>5</sup>; brochures; carrier bags; **logos** on clothing and other products; **pop-ups**<sup>6</sup> on websites. In addition, personalities often use TV interviews to **plug**<sup>7</sup> a new book or film.

<sup>1</sup> very large boards

<sup>2</sup> sheets of printed information

<sup>3</sup> brief excerpts from a film, TV or radio programme

<sup>4</sup> words written in the sky using smoke from a plane

<sup>5</sup> advertising posters hung at the back and front of a person, who then walks around a busy area

<sup>6</sup> advertisements that appear on your screen suddenly

<sup>7</sup> advertise

# Exercises

## 49.1 Complete each of these sentences with one missing word from the opposite page.

- 1 Enjoy a weekend in the ..... of luxury.
- 2 Don't just follow the herd – take the chance to stand out in the .....
- 3 Don't miss the .....-bottom prices in our special May Day sale.
- 4 For the best in state-of-..... laptops and tablets, visit our website.
- 5 Why not ..... yourself this Christmas with our new foam bath?
- 6 Take a look at our ..... new fabric designs.
- 7 Our cosmetics ..... all others in the shade.
- 8 You'll find bargains ..... in our new discount superstore.
- 9 Why not ..... yourself with our delectable chocolate desserts?
- 10 We're ..... our prices this week for one week only! Huge reductions!

## 49.2 Match the beginnings and endings of the sentences.

- |                                   |                          |   |
|-----------------------------------|--------------------------|---|
| 1 The armchair is ergonomically   | <input type="checkbox"/> | a to boost the immune system.                     |
| 2 She was distributing            | <input type="checkbox"/> | b for the new James Bond film?                    |
| 3 He was wearing a sandwich       | <input type="checkbox"/> | c pop-up ads.                                     |
| 4 There was a huge billboard      | <input type="checkbox"/> | d designed to ease back pain and provide comfort. |
| 5 It contains a herb proven       | <input type="checkbox"/> | e her new book.                                   |
| 6 Did you see that trailer        | <input type="checkbox"/> | f advertising a new soft drink.                   |
| 7 My software is good at blocking | <input type="checkbox"/> | g board advertising a clothing store.             |
| 8 She went on TV to plug          | <input type="checkbox"/> | h flyers for a charity concert.                   |

## 49.3 Here are some phrases typical of advertising language. Which of the categories A to E opposite do they fit into? Some of them may fit into more than one category.

- |                          |  |
|--------------------------|--|
| 1 colossal discounts     | 5 developed by a team of international experts |
| 2 fit for a king         | 6 we outshine the best of the rest             |
| 3 tantalisingly elegant  | 7 glossy hair and a radiant, youthful look     |
| 4 go on – spoil yourself | 8 outstanding value                            |

## 49.4 Look at F opposite. What are these examples of?



## 49.5 Over to you

For more examples of language used in advertising, visit the websites of companies, restaurants, etc. and see how they describe their products. Match the language to the categories in A to E opposite.

## A Gathering the news


80%
▶

NEWS TODAY

**There are a number of different types of journalism:** print journalism<sup>1</sup>, broadcast journalism<sup>2</sup>, online journalism<sup>3</sup>—and, increasingly, **citizen journalism**: this is where ordinary citizens use social media to report, photograph and share news with others.

Professional journalists gather news in a number of different ways. They may get stories from **pressure groups**<sup>4</sup> which want to **air their views**<sup>5</sup> in public. Journalists also attend **press conferences**<sup>6</sup> where politicians or others may **issue a statement** or **press release**<sup>7</sup>. A person **seeking publicity**<sup>8</sup> will try to include a **soundbite**<sup>9</sup> in what they say.

Journalists also **hunt for**<sup>10</sup> stories by **tapping useful sources**<sup>11</sup> and by **monitoring**<sup>12</sup> international news agencies like Reuters. The more important a story is, the more **airtime**<sup>13</sup> it will achieve and the more **column inches**<sup>14</sup> it will be given in the newspaper or on the webpage: in other words, the more **coverage**<sup>15</sup> it will receive. **Paparazzi**<sup>16</sup> follow celebrities or public figures and try to get photographs of them for newspapers and magazines.



<sup>1</sup> newspapers and magazines    <sup>2</sup> radio and TV    <sup>3</sup> news websites    <sup>4</sup> people trying to influence what other people think about a particular issue    <sup>5</sup> express their opinions    <sup>6</sup> meetings to give information to and answer questions from the press    <sup>7</sup> give a formal announcement to the press    <sup>8</sup> wanting to reach a wider audience    <sup>9</sup> short memoranda sentence or phrase that will be repeated in news bulletins and articles    <sup>10</sup> look for    <sup>11</sup> making use of people or organisations which regularly provide news    <sup>12</sup> regularly checking    <sup>13</sup> minutes given to it on radio or TV    <sup>14</sup> space    <sup>15</sup> media attention    <sup>16</sup> an informal and sometimes disapproving word for press photographers

## B Delivering the news

A **rag** is an informal word for a newspaper and it suggests that it is not of very high quality. The **gutter press** is a disapproving term used about the kind of newspapers and magazines that are more interested in crime and sex than serious news.

Journalists produce **copy**, which has to be ready for a **deadline**. With printed newspapers, when everything is ready, the newspaper **goes to press**.

Previous issues of a paper are known as **back copies**. These are usually accessible in an online **archive**.

A story that is only to be found in one newspaper is an **exclusive** or **scoop**. All newspapers or TV news channels hope to **run a story** that no one else has discovered. A major story can be said to **hit the headlines** on the day it is published. At that time, the story **breaks** or becomes public knowledge.

A newspaper may be taken to court for **libel** or **defamation of character** if it publishes an untrue story that, for example, **wrongly** accuses someone of something.

Journalists of different political persuasions will **put their own gloss/spin** on a story. [present it in their own way]

Some journalists gather stories by **muck-raking**. [collecting scandal]

Generally, newspapers like to make stories sound more dramatic by using words like **heroic** and **triumph**, even for some **occurrence** that is quite ordinary. [happening, event]

## Language help

*Media* is a plural noun and should be used with a plural verb, e.g. **The media are** blamed for a number of social problems. However, some people treat it as if it were a singular word, e.g. **Social media has** had a huge impact on our lives. *Media* is often used as an adjective in phrases like **media reports/coverage/attention/interest/hype**.

# Exercises

## 50.1 Match the two parts of the collocations from the opposite page.

- |            |                          |               |
|------------|--------------------------|---------------|
| 1 air      | <input type="checkbox"/> | a groups      |
| 2 issue    | <input type="checkbox"/> | b conference  |
| 3 muck     | <input type="checkbox"/> | c bite        |
| 4 press    | <input type="checkbox"/> | d journalism  |
| 5 pressure | <input type="checkbox"/> | e raking      |
| 6 citizen  | <input type="checkbox"/> | f sources     |
| 7 sound    | <input type="checkbox"/> | g a statement |
| 8 tap      | <input type="checkbox"/> | h your views  |

## 50.2 Fill the gaps with words from the opposite page.



The way journalists work has changed a lot over the last twenty years. When I started out as a junior reporter, we had to produce all our <sup>1</sup>..... to very tight <sup>2</sup>....., because we had to make sure it was all in place before the paper <sup>3</sup>..... to press, ready to be in the shops the next morning. Now a lot of what we do is online, which means we can publish a story only a few minutes after it <sup>4</sup>..... It's much easier to find old articles to check facts, too, because most newspapers have an online <sup>5</sup>..... that you can access. People expect a lot more photos these days, though, which is why we rely on the <sup>6</sup>..... so much.

## 50.3 Answer these questions about the words and expressions in B opposite.

- 1 Would you write to a chief editor asking for a job on his or her 'rag'? Why / Why not?
- 2 What do you think about newspapers if you refer to them as the gutter press?
- 3 What is it very important for journalists not to miss?
- 4 What two words might describe the kind of story that a journalist dreams of getting?
- 5 What two expressions refer to the moment of publication of a big story?
- 6 Which two crimes are mentioned in B and what do they consist of?

## 50.4 Rewrite these sentences so that they mean the same thing, using the word in brackets.

- 1 Every news report inevitably gives its own particular view of events. (SPIN)
- 2 I have to find some articles from some previous editions of *The Times*. (BACK)
- 3 The TV news yesterday broadcast something about my favourite singer. (RAN)
- 4 The floods took up more space in the papers than any other story this week. (COLUMN)
- 5 Politicians are always ready and willing to give their opinions to the press. (AIR)
- 6 The story about the scandal surrounding her uncle broke on her wedding day. (HIT)
- 7 Any newspaper does all it can to prevent being sued for libel. (CHARACTER)
- 8 Muck-raking is a characteristic activity of an inferior kind of newspaper. (PRESS)

## 50.5 Choose the best word to complete each sentence.

- 1 The President will be holding a press *release* / *conference* this afternoon.
- 2 The story *broke* / *hit* last night when it was the first item on the TV news.
- 3 Politicians are usually not slow to seek *coverage* / *publicity*.
- 4 The story has had a lot of *print* / *media* attention.
- 5 The story received a lot of *airtime* / *soundbite* on the radio.
- 6 *Social* / *Print* media have encouraged the development of citizen journalism.
- 7 Ricky deserves to be called a *hero* / *rag* – he acted with great courage.
- 8 Unfortunately, muggings are an everyday *occurrence* / *triumph* in this part of town.

## A

## Healthcare professionals

Many professionals are trained to help people stay healthy and to treat health problems.

**Primary care** is provided by the doctors (also known as **physicians**) or nurses who the patient goes to first when they have a problem. This may happen at the doctor's surgery or, sometimes, during a **home visit**. A **locum** is a doctor who does the job of another doctor who is ill or on holiday. Most medical care, whether it is for an **acute condition**<sup>1</sup> or a **chronic** condition, is provided through the primary care system. **Secondary care**



is provided by specialists in special clinics or hospitals. Patients are **referred to** a specialist by their doctor. These may specialise, for example, in a particular **organ**<sup>2</sup> or a specific age group. Specialists (what they specialise in is in brackets) include, among many others: **ophthalmologists** (eyes), **cardiologists** (heart), **psychiatrists** (the mind), **dermatologists** (skin), **gynaecologists** (women's reproductive systems), **obstetricians** (pregnancy and childbirth), **paediatricians** (children), and **anaesthetists** (**anaesthesia** or stopping people from feeling pain during surgery). There are also healthcare workers who focus on what is sometimes referred to as **alternative medicine** or **complementary medicine**<sup>3</sup>, including: **acupuncturists**<sup>4</sup>, **chiropractors**<sup>5</sup>, **homeopathic doctors**<sup>6</sup> and **aromatherapists**<sup>7</sup>.

<sup>1</sup> one that is severe and sudden in onset

<sup>2</sup> part of the body, e.g. stomach, liver

<sup>3</sup> approaches that differ from conventional western approaches

<sup>4</sup> /'ækjʊpʌŋktʃəristz/ people who treat patients by using needles at special points around the skin

<sup>5</sup> /'kaiərəʊræktəz/ people who treat patients by pressing joints in places where two joints are connected, e.g. the **spine**, or backbone

<sup>6</sup> /,həʊmiəʊ'pæθɪk/ doctors who use tiny amounts of natural substances to treat an illness

<sup>7</sup> /ə,rəʊmə'therəpɪsts/ therapists who use aromatic oils and massage

## B

## Health systems

In Britain, **healthcare**<sup>1</sup> is paid for through taxes and **national insurance**<sup>2</sup> payments taken directly from wages and salaries. The government decides how much will be spent on the **National Health Service**<sup>3</sup>, but a lot of people feel they do not spend enough. Hospital treatment and visits to a **family doctor** (or **GP**<sup>4</sup>) at a **surgery**<sup>5</sup> or **clinic**<sup>6</sup> are free, but there is often a **prescription charge**<sup>7</sup>. Private healthcare is available and a large number of **insurance schemes** exist to enable people to **'go private'**<sup>8</sup>.

<sup>1</sup> general expression for all of the services offered by hospitals, clinics, dentists, opticians, etc.

<sup>2</sup> tax paid by most working adults which covers the costs of healthcare for everyone

<sup>3</sup> British name for the state-funded service that covers hospitals, clinics, dentists, etc. (often abbreviated to **the NHS**)

<sup>4</sup> doctor who looks after people's general health (GP = **general practitioner**)

<sup>5</sup> small centre offering primary care, run by a single GP or a group of GPs (*surgery* can of course also mean the branch of medicine that involves carrying out operations)

<sup>6</sup> centre which specialises in treating a particular condition or group of conditions

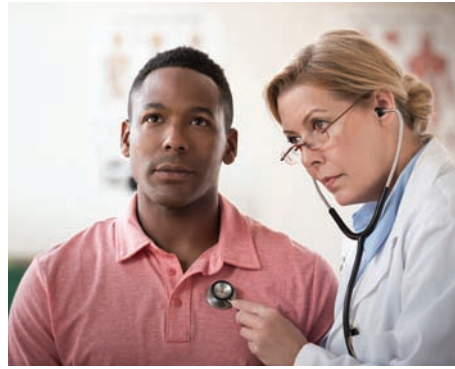
<sup>7</sup> charge for the medication the doctor prescribes, which you pay at a pharmacy

<sup>8</sup> choose private healthcare



# Exercises

## 51.1 What kind of medical specialist is each of these people?



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



4 ..... 5 ..... 6 .....

## 51.2 Choose a word from the box to complete each sentence.

acute   chronic   condition   locum   organ   prescription   refer   surgery

- 1 I need to phone the ..... to make an appointment for a blood test.
- 2 He suffers from ..... bronchitis – it comes back year after year.
- 3 The doctor wrote me a ..... for some painkillers.
- 4 The GP decided to ..... Alex to a specialist.
- 5 Chris has a skin ..... which is taking a long time to clear up.
- 6 I saw a very nice ..... today because our normal GP was on leave.
- 7 The heart is the ..... which pumps blood around our bodies.
- 8 Lydia had her appendix removed after an ..... attack of appendicitis.

## 51.3 Correct the mistakes in the collocations in these questions about healthcare.

- 1 What is the name of your familiar doctor?
- 2 Is there a prescription price in your country?
- 3 In your country is there a similar structure of primary care and second care?
- 4 Do doctors often do home visitors in your country?
- 5 Are there insurance societies for private healthcare in your country?
- 6 When it comes to healthcare, do many people in your country make private?
- 7 How popular is complimentary medicine in your country?
- 8 Have you ever been to a specialist who practises some kind of alternating medicine?

## 51.4 Over to you

Answer the questions in 51.3 about yourself and the healthcare in your country.



## A

## Feeling unwell

Some informal expressions that mean 'not well, but not seriously ill'.

A: You look a bit **off-colour** today. Are you all right?

B: I'm just feeling a bit **out of sorts**, it's nothing to worry about.

I was feeling a bit **under the weather**, so I stayed at home yesterday.

Katy's been **feeling poorly** for a while.

I'm **fighting off** a cold at the moment. [trying to get rid of]

Rani isn't in today; she's **gone down with** flu. [has caught, usually a non-serious illness]

I'm not going to work today. I've **come down with** a dreadful cold. (we usually say *come down*, not *go down* with, when talking about ourselves)

Harry **suffers from** hay fever and sneezes a lot if he's near grass or flowers. [used for more long-term problems]

## B

## Minor health problems

Note that **hurt** is different from **ache**:

My arm **hurts** where I banged it against the car door. [gives pain caused by an injury]

My back **aches** after all that digging yesterday. [persistent low-level pain]

The fixed expression **(the usual) aches and pains**

is often used to refer in a non-serious way to minor problems: Mum's feeling fine, apart from the usual **aches and pains** (NOT ~~pains and aches~~).

The fixed expression **cuts and bruises** can refer to minor injuries: Jason had a few **cuts and bruises** when he fell off his bike, nothing serious (NOT ~~bruises and cuts~~).

Some other kinds of physical discomfort:

My hand's been **stinging** ever since I touched that plant. [sudden, burning pain]

My head is **throbbing**. [beating with pain]

I have a **stiff neck** from sitting in a draught yesterday. [pain and difficulty in moving your neck round]

She tripped on the uneven pavement and **twisted her ankle**. [injured by turning it suddenly]

I feel a bit **dizzy**. I think I should sit down. [a feeling that you are spinning round and can't balance]

She was a bit **feverish** this morning, so I told her to stay in bed. [with a high temperature/fever]

I feel quite **shivery** / **hot and cold**. I think I must have a temperature. [shaking slightly, usually because of a fever]

I've had a lot of **sleepless** nights recently. [without sleeping much]

I had a terrible **nauseous** feeling after taking the medicine, but it passed. [/'nɔ:ziəs/ feeling that you want to vomit]

He was **trembling** all over; I knew it must be something serious. [shaking]

My nose is all **bunged up** today with this horrible cold. [blocked; *informal*]

## Language help

You can call a physical pain a *dull/nagging/throbbing ache* but the noun *hurt* refers to emotional pain, e.g. *The break-up of their relationship caused them both deep hurt.*

## C

## Getting better

I had a virus last week, but I **got over** it quite quickly. [got better, recovered]

Jo's **recovering from** a major operation. [getting better: used for more serious illnesses]

Dan felt terrible last week, but he's **on the mend** now. [getting better]

It's taking Hania some time to recover from her accident, but she's **over the worst** now. [past the most difficult period]

She'll **be back on her feet** again soon. [fully healthy again]

# Exercises

## 52.1 Correct the mistakes in these sentences.

- 1 She was feeling out of the weather and a bit fevering, so she took the day off.
- 2 I felt really off my colour yesterday and my head was throwing, so I took a painkiller.
- 3 I felt a bit off the sorts and seemed to have more pains and aches than usual.
- 4 Maria has back hurt after carrying that heavy suitcase of yours.
- 5 Freddie has been fighting out cold for the last few days.
- 6 I'm sorry I won't make it to your party because I've gone down with flu.
- 7 Do you suffer of any allergies?
- 8 How did you get all those bruises and cuts?

## 52.2 Rewrite the underlined parts of these sentences using words and phrases from B opposite.

- 1 I was feeling quite as if I had a high temperature.
- 2 The smell of paint always made her feel that she wanted to vomit.
- 3 I felt as if my head was spinning, so I went and lay down for an hour.
- 4 My nose was blocked, so I got a spray from the chemist.
- 5 I got a pain in my neck from driving for a long time in an awkward position.
- 6 Laura was feeling hot and cold and looked unwell, so I told her to go to bed.
- 7 My knee hurts today because I moved it awkwardly getting out of Andrei's sports car yesterday.
- 8 I didn't sleep at all last night.

## 52.3 Sort these everyday phrasal verbs and expressions connected with health and illness into two groups, depending on whether they have positive or negative meanings with regard to health.

suffer from    be over the worst    fight off    be on the mend    be back on your feet again  
get over    come down with    under the weather

positive	negative

## 52.4 Now fill the gaps using expressions from 52.3.

- 1 (Someone speaking to a colleague just returned to work after an illness) Hello, Dan, good to see you .....
- 2 (Person ringing their place of work) Nadja, I won't be in today, I've ..... a cold.
- 3 (Person in hospital, just beginning to get better, talking to a visitor) Oh, I'm OK. I'm ..... now. I still feel bad, but I should be out within a week or so.
- 4 (Parent to a child with a cold) Don't worry, darling. Everyone has a cold now and then. You'll ..... it.
- 5 (Someone ringing a workmate) I'm trying to ..... the flu, but nothing seems to help. I don't think I'll be at work tomorrow.
- 6 Lily was quite ill last week, but she's ..... now and should be back at work on Monday.
- 7 I feel a bit ..... today, but I'm sure I'll be fine tomorrow.
- 8 I used to ..... a dust allergy, but I don't think I do any more.

## A

## Medical information leaflets

Read this extract from a leaflet included in a packet of painkillers.

**Before taking this medicine, talk to your doctor or pharmacist if you:**

- are taking **low-dose**<sup>1</sup> aspirin (up to 75 mg daily)
- suffer from **asthma**<sup>2</sup>, or have a **past history**<sup>3</sup> of asthma
- have a connective tissue **disorder**<sup>4</sup>
- have a history of **gastrointestinal disease**<sup>5</sup> or suffer from **bowel**<sup>6</sup> problems
- are elderly, as it increases the risk of **adverse reactions**<sup>7</sup>
- have heart problems, have had a previous **stroke**<sup>8</sup> or think you might be at risk of these **conditions**<sup>9</sup>

**Do not exceed**<sup>10</sup> the stated dose or **duration**<sup>11</sup> of treatment

Like all medicines, these tablets may sometimes cause **side effects**,<sup>12</sup> though not everybody gets them.

Stop taking this medicine and seek medical help if you suffer from any of the following:

- **allergic reactions**<sup>13</sup>
- are sick and it contains blood or dark **particles**<sup>14</sup> that look like coffee grounds
- pass blood in your **stools**<sup>15</sup>
- stiff neck, headache, feeling sick (**nausea**), being sick (**vomiting**), fever and **disorientation** (not knowing where you are).

<sup>1</sup> measured amount of medicine that is relatively small    <sup>2</sup> medical condition in which breathing becomes difficult because air passages have narrowed    <sup>3</sup> record of medical conditions a person has experienced  
<sup>4</sup> illness of the body or mind    <sup>5</sup> illness of the stomach or digestive passages    <sup>6</sup> tube that carries solid waste out of the body    <sup>7</sup> unwanted results    <sup>8</sup> sudden change in blood supply to the brain causing loss of function of part of the body    <sup>9</sup> illnesses or physical problems    <sup>10</sup> take more than    <sup>11</sup> length  
<sup>12</sup> unwanted effects in addition to the intended one    <sup>13</sup> conditions affecting skin or breathing because of eating or coming into contact with certain substances    <sup>14</sup> small pieces    <sup>15</sup> medical term for **excrement** (formal) or **poop** (informal, childish)

## B

## Medical metaphors

Social and other problems are often talked about as if they were illnesses: The current spate of car thefts is a **symptom** of a deeper underlying problem. [medical meaning = problem indicating an illness] This behaviour is **symptomatic** of his general lack of self-confidence.

The causes of a problem can be **diagnosed** and the outlook for a situation can also be referred to as the **prognosis**. [medical meaning = identify what illness a patient has] [medical meaning = how experts expect an illness to develop]

The medical meaning of the key word is given in brackets before the examples below:

[**ailing** = unwell, sickly] an **ailing** organisation [one that has a lot of problems] The economy has been **ailing** for some time, but there are hopes of a recovery soon.

[**rash** = a lot of small red spots on the skin] a **rash of** burglaries [a number of similar things happening at the same time]

[**fever** = high temperature] World Cup **fever**, election **fever** [great excitement]

at **fever pitch**, to reach **fever pitch** [a point of very high intensity] With a week to go before Anne's wedding, preparations had reached **fever pitch**.

[**jaundiced** = yellow-looking skin because of a liver problem] Experts in the history of the area take a rather **jaundiced** view of the likely success of the peace talks. [unenthusiastic or sceptical because of previous bad experiences]

[**scar** = mark left on skin after an injury such as a cut] **carry the scars of / be scarred by** [be permanently affected by a negative experience] I'm afraid that children will always **be scarred by** experiencing war at a young age.

[**infect** = pass on an illness] I hope Helen's enthusiasm will **infect** everyone else. [pass on to]

[**pulse** = regular beating of heart, e.g. as felt on wrist] That journalist really **has his finger on the pulse** of public opinion. [understands how things are changing]

# Exercises

## 53.1 Choose the best word to complete each sentence.

- 1 Anorexia is a serious eating *effect / disorder* in which a person tries to eat as little as possible.
- 2 The doctor asked me a lot of questions about my medical *history / story*.
- 3 Far more children these days are *asthmatic / allergic* to nuts than ever before.
- 4 It is important not to *overtake / exceed* the number of pills the doctor tells you to take.
- 5 Talk to your pharmacist if you suffer any *side / adverse* reactions to the tablets.
- 6 My grandfather had a *bowel / stroke* last year.
- 7 Doctors use the word stools but children talk about *poo / excrement*.
- 8 If you vomit, you *feel / are* sick.
- 9 *Disorientation / Disease* can be the result of a bang on the head.
- 10 Maria is not allowed to drive for the *duration / dose* of her treatment.

## 53.2 Replace the underlined expressions with one of the metaphors from B. Make any other necessary changes.

- 1 Excitement grew extremely strong as the day of the final match dawned.
- 2 Although industry is doing well in the north of the country, in the south it is weak.
- 3 The manager said that there had been a sudden large number of complaints about the hotel.
- 4 Unfortunately, she is still affected in a negative way by her divorce.
- 5 The problems we have experienced in our neighbourhood are evidence of wider problems in society.
- 6 What do you think the prospects are for the peace talks?
- 7 I voted for the Green Party because they seem to be in touch with what's happening.
- 8 The business has been having problems for some time now.
- 9 I'm afraid I have rather a sceptical view of the banking industry.

## 53.3 The medical words in the box below are used metaphorically in the following text. Fill the gaps using these words. Use a dictionary if necessary.


ailing fatal disease rash paralysed prognosis fever contagious

80%

### National Rail Strike

23 November

The country has been <sup>1</sup>..... by the latest rail strike, with no rail services at all running today. The railway service has been <sup>2</sup>..... for some time, but if today's action is prolonged it may prove <sup>3</sup>..... to the rail industry. The Minister for Transport commented: 'The country has been suffering from a <sup>4</sup>..... of local strikes since the first one in Nortown last month. It was <sup>5</sup>..... and one strike led to another. Things reached <sup>6</sup>..... pitch last week and we can only hope that this <sup>7</sup>..... will come to an end soon.' The minister's <sup>8</sup>..... is that things will only start to improve once people appreciate the seriousness of the situation.



## 53.4 Over to you

Learn more medical vocabulary by going to the following website, which provides information for people who want to learn more about a medical condition: [www.nhs.uk](http://www.nhs.uk).

## A

## A healthy heart

Our arteries circulate blood around the body and are essential to good health, but the blood flow can be **impeded**<sup>1</sup> by fatty **plaque**<sup>2</sup> that can **clog**<sup>3</sup> them. The production of plaque is associated with high levels of **cholesterol**<sup>4</sup> and clogged blood vessels can lead to a heart attack or a **stroke**<sup>5</sup>. Some foods, such as eggs and shellfish, while **nutritious**<sup>6</sup>, are also **cholesterol-rich**, but, if eaten in moderation, do not significantly raise cholesterol levels or **pose a danger**<sup>7</sup>. 'Bad cholesterol' is counteracted by **fibre**<sup>8</sup> in our diet, and a **high-fibre** diet is often recommended by health experts. Fibre causes less fat to be absorbed by the blood vessels. Fibre-rich foods include fruit, vegetables, **lentils**<sup>9</sup>, **oatmeal**<sup>10</sup>, potatoes and wholemeal bread.

<sup>1</sup> slowed down or made difficult

<sup>2</sup> unwanted substance that forms on the surface of the arteries

<sup>3</sup> cause something to become blocked

<sup>4</sup> fatty substance found in the body tissue and blood of all animals

<sup>5</sup> sudden change in the blood supply to the brain causing loss of function of part of the body

<sup>6</sup> containing substances that your body needs to stay healthy (noun = **nutrition**)

<sup>7</sup> cause a problem

<sup>8</sup> substance in foods such as fruit, vegetables and brown bread, which travels through the body as waste

<sup>9</sup> very small dried beans that are cooked and eaten

<sup>10</sup> type of flour made from oats or a grain used to make **porridge** [a cooked breakfast cereal]

## B

## Exercise and calories

One of the most efficient forms of **cardiovascular**<sup>1</sup> exercise is running or fast walking, which have been proved to have a positive effect in reducing cholesterol levels. This type of exercise lowers your blood pressure and can help **diabetics**<sup>2</sup> too, by helping their **insulin**<sup>3</sup> work more effectively. Running or jogging is also a great way to **burn calories**, and you don't have to be excessively **sporty**<sup>4</sup> to do it. Based on a calculation of your body weight in relation to the time you devote to an activity, a person who weighs 63 kilos can burn 148 calories by jogging for 20 minutes. The same person doing half an hour of cycling at 25 kph could burn more than 330 calories. Exercise can also speed up your **metabolism**<sup>5</sup>, which helps you to burn calories more quickly. This can help to lower your **BMI**<sup>6</sup> to a healthy level. If you're **intent on**<sup>7</sup> losing weight, running, **brisk**<sup>8</sup> walking and fast cycling are excellent ways of doing so!

<sup>1</sup> relating to the heart and blood

<sup>2,3</sup> people suffering from **diabetes**, an illness in which the body cannot cope with **glucose** [sugar] because it does not produce enough **insulin** [hormone that controls the level of sugar in the body]

<sup>4</sup> good at or keen on sports

<sup>5</sup> the rate at which your body digests food

<sup>6</sup> Body Mass Index – the amount of fat in your body, as a proportion of your weight

<sup>7</sup> determined to

<sup>8</sup> quick and energetic

## C

## Sport and fitness metaphors

I **scored an own goal** when I told my boss it had only taken me a day to write the report. Now she wants me to write several a week. [tried to gain an advantage, but made things worse for myself rather than better]

My boss always seems to be **moving the goalposts**, which makes it very difficult to know what he wants. [changing the rules]

The new EU laws aim to provide a **level playing field** for all member states. [fair situation]

He's too young to be **in the running** for such a job. [seriously considered]

The two main parties in the election are still **neck and neck** in the opinion polls. [level with each other and equally likely to win]

Politicians often **skate around** a subject. [don't talk directly about]

The students all **sailed through** their exams. [passed very easily]

# Exercises

## 54.1 Rewrite the underlined parts of the sentences using words and expressions from A and B opposite.

- 1 Eggs and shellfish are full of substances that keep our bodies healthy.
- 2 Foods with a lot of cholesterol are fine if eaten in moderation.
- 3 These foods do not necessarily cause a danger to health.
- 4 The most important thing is not to slow down or prevent the flow of blood.
- 5 Fatty plaque can block the arteries.
- 6 Scientists recommend a diet with lots of fibre.
- 7 Running is a good form of exercise that affects the heart and blood circulation.
- 8 Fast walking is also good for you.
- 9 Jogging is a great way to use calories.
- 10 To do enough of this kind of exercise, you don't have to be a lover of sport or good at it.



## 54.2 Answer the questions.

- 1 What two serious illnesses can result from clogged blood vessels?
- 2 What word could you connect to these words before the hyphen to mean 'with a lot of'?  
.....-fibre .....-energy .....-calorie
- 3 What word could you connect to these words after the hyphen to mean 'with a lot of'?  
protein- ..... vitamin- .....
- 4 Why are lentils and oatmeal good for our diet?
- 5 What is another way of saying 'He is determined to do more exercise'?
- 6 Which people might be interested in helping their insulin to work more effectively?
- 7 What abbreviation is used to talk about the amount of fat in someone's body?
- 8 What can you increase or speed up by exercising?

## 54.3 What sports do each of the metaphors in C come from?

## 54.4 Rewrite these sentences using metaphors from C.

- 1 Elsa passed her exams without any difficulty at all.
- 2 I wish he'd get directly to the point.
- 3 I've been told that they are seriously considering me for the job of supervisor.
- 4 I didn't do myself any favours when I offered to help with the washing-up so I could borrow Dad's car. Now my parents expect me to do it every night!
- 5 The situation is hardly fair when 18-year-olds take the same exam as 15-year-olds.
- 6 It's hard to know what to do when the regulations seem to be constantly changing.
- 7 The two candidates are in exactly the same position in the race to become President.

## 54.5

### Over to you

- How much exercise do you do every week?
- What type(s) of exercise do you do?
- Do you know how many calories you burn? (There are websites that tell you how to calculate this for the activities you do.)
- What about diet? Do you think you could improve your diet? How?



## A Industries and industrial practices

expression	explanation	opposite expression	explanation
<b>heavy industry</b>	e.g. steel works, shipbuilding	<b>light industry</b>	e.g. manufacturing car parts, TV sets
<b>manufacturing industry</b>	making things, e.g. consumer goods	<b>service industry</b>	serving people, e.g. tourism, banking
<b>high-technology (high-tech; informal)</b>	involving computers, e.g. software industry	<b>low-technology (low-tech; informal)</b>	involving little or no computer technology
<b>cutting-edge technology</b>	involving new and innovative technology	<b>conventional technology</b>	using standard, proven technology
<b>privatisation</b>	e.g. selling off state railways to private companies	<b>nationalisation / state ownership</b>	when industry is owned by the government

Many big industries are run as **public-private partnerships**. [partly state-owned, partly owned by private industries or businesses]

The nuclear industry receives a huge **subsidy** from the government. [money/grants which enable it to stay in profit]

The government tries to encourage **inward investment**. [investment from foreign companies]

## B Industrial practices

example	explanation
Most of the factory workers are <b>on piecework</b> .	they are only paid for the amount they produce
Many people now work on <b>zero hours contracts</b> , which means they have no job security.	they are employed by a company, but the number of hours they work each week may vary, and some weeks there may be no work for them, so they receive no pay
<b>Child labour</b> is a serious problem in some countries.	the employment of children to do adult jobs
In many countries, the right to <b>trade union representation</b> has only come after long struggles.	a union that negotiates wages and conditions for the people it represents
Many cheap electrical goods are produced in <b>sweatshops</b> in poorer countries.	factories where people work very long hours for low wages
<b>Retraining</b> and <b>reskilling</b> are necessary when an economy is modernised.	training people for new jobs and teaching them new skills

The big **multinationals**<sup>1</sup> often close factories as a **cost-cutting exercise**<sup>2</sup> and **relocate**<sup>3</sup> and **switch production**<sup>4</sup> to countries where labour and costs are cheaper.

In many cases, **components**<sup>5</sup> for cars are imported and then **assembled**<sup>6</sup>, rather than manufactured in the country.

<sup>1</sup> big companies with operations in many different countries

<sup>2</sup> effort to reduce their costs

<sup>3</sup> move the company's offices (or, less commonly, production) to a different place

<sup>4</sup> move the centre of manufacturing to a different place

<sup>5</sup> parts

<sup>6</sup> put together

## Exercises

### 55.1 Use expressions from the table in A opposite to rewrite the underlined parts of these sentences with more appropriate vocabulary.

- 1 The economy cannot depend only on businesses like restaurants and hotels. We need to encourage industries that make things we can sell.
- 2 In this area, there are a lot of industries that use computers and things, while in the north, they depend more on industries that don't use such up-to-date technology.
- 3 The latest, innovative technology is very expensive, so the company has to rely on existing, standard technology.
- 4 The idea that industries should be owned by the government is less popular than it was, but the trend towards selling off these industries has slowed down.
- 5 Industry with big factories producing things like steel and so on has declined, and now we're more dependent on industry that makes things like radios and furniture.

### 55.2 Give words or expressions which mean:

- 1 a combination of state ownership and private ownership
- 2 payment or grant from the government which enables a loss-making industry to continue
- 3 investment in a country by foreign companies
- 4 system of paying employees only for the amount they produce
- 5 an economy that depends on factories producing large quantities of cheap goods based on long hours and low wages
- 6 to change the location where goods are produced (*Give two answers.*)
- 7 to train people for new jobs and teach them new skills (*Give two answers.*)
- 8 a big company with operations in many different countries
- 9 an effort to reduce costs
- 10 using children to do adult jobs
- 11 an employment contract which does not guarantee you work or pay every week

### 55.3 Here are some more expressions relating to problems in industry. Make sure you know what they mean, then use them to fill the gaps in the sentences below. Use a dictionary if necessary.

black market   copyright infringement   industrial piracy   industrial espionage  
money laundering

- 1 ..... is a serious problem in many parts of the world, with factories producing illegal copies of top brand names.
- 2 It was a serious case of ..... The designs for the new aircraft were photographed illegally and sold to a rival company.
- 3 ..... is a problem for people who make a living writing books. Illegal editions mean that the author receives no payment.
- 4 ..... is a huge international problem, as police and banks try to trace money from the illegal drugs trade and terrorism.
- 5 There is a big ..... in the importation of untaxed luxury cars in some countries.

### 55.4 Over to you

- What kinds of industries have you worked in? Which would you like to work in? Why?
- Would you buy an item if you believed child labour was involved in its manufacture? Why / Why not?
- Would you buy illegal imitations of famous designer brands? Why / Why not?

## A Technological advances affecting daily life

technology	examples of uses/applications	example sentences with associated key words
<b>digital technology</b>	digital photography, digital video and audio recording; digital broadcasting	The sound quality of a <b>digital</b> voice recorder is superior to that of an <b>analogue</b> one. [non-digital]
<b>wi-fi</b>	a system for connecting electronic devices to the internet without using wires	The hotel has <b>wi-fi</b> in every room.
<b>satellite communications</b>	satellite navigation [SATNAV] systems; mobile phones	She doesn't use a road map now because her new car has <b>GPS</b> (global positioning system) built in, so she gave me her old plug-in <b>SATNAV</b> .
<b>biotechnology</b>	genetic modification of plants	<b>Biotechnology</b> companies are experimenting with new, <b>disease-resistant</b> crops for farmers. [with a high level of protection against diseases]
<b>artificial intelligence (AI)</b>	automatic translation; identification systems	Scientists working in <b>AI</b> are hoping to create computers that will be more and more like the human brain.
<b>ergonomics</b>	design of environments so people can work efficiently and comfortably	This car has <b>ergonomically designed</b> seats. [designed to give maximum comfort and efficiency]
<b>Bluetooth™</b>	connecting electronic devices to each other with no wires	My car has <b>Bluetooth</b> , so I can connect my phone to the speakers.

## B How much of a techie\* are you?

[\* person who loves acquiring all the new technology]

Today we are all to some degree dependent on technology. How many of these things do you own or use?

a **smartphone** [a mobile phone that can be used as a small computer]

a **hands-free** earpiece and microphone for your mobile

a **smart ID card** for entering your workplace or college

a **laptop (computer)** or **notebook**

a **desktop** computer for the home or office

an **MP3 player**

a **games console**

a **tablet** using a **touchscreen**, such as an iPad

an **e-reader**, such as a Kindle

an **interactive flat-screen TV**

a **router** to let you connect to the internet from different devices



## Language help

*Technical* (adverb = *technically*) means relating to the knowledge, machines and materials used in science and industry, e.g. *Removing the salt from sea water is a **technically** complex process.*

*Technological* (adverb = *technologically*) means relating to or involving technology, e.g.

***Technologically**, their company is a long way behind ours.* Note that *technically* – NOT *technologically* – can also be used to mean according to an exact understanding of the facts, e.g. *The recession is **technically** over but things are still difficult for many people.*

See also Unit 48.

# 1

## What is a collocation?

### A

#### What are collocations?

A collocation is a combination of two or more words which frequently occur together. If someone says, 'She's got *yellow hair*', they would probably be understood, but it is not what would ordinarily be said in English. We'd say, 'She's got **blond hair**'. In other words, *yellow* doesn't collocate with *hair* in everyday English. *Yellow* collocates with, say, *flowers* or *paint*.

Collocations are not just a matter of how adjectives combine with nouns. They can refer to any kind of typical word combination, for example verb + noun (e.g. **arouse someone's interest**, **lead a seminar**), adverb + adjective (e.g. **fundamentally different**), adverb + verb (e.g. **flatly contradict**), noun + noun (e.g. **a lick of paint**, **a team of experts**, **words of wisdom**). There is much more about different grammatical types of collocation in Unit 3.

Phrasal verbs (e.g. *come up with*, *run up*, *adhere to*) and compound nouns (e.g. *economy drive*, *stock market*) are sometimes described as types of collocations. In this book we consider them as individual lexical items and so usually include them here only in combination with something else, e.g. **come up with a suggestion**, **run up a bill**, **adhere to your principles**, **go on an economy drive**, **play the stock market**. However, it is not always easy to separate collocations and compounds and, where they are useful for learners as an important part of the vocabulary of a topic, we include some compounds in this book too.

It can be difficult for learners of English to know which words collocate, as natural collocations are not always logical or guessable. There is, for example, no obvious reason why we say **making friends** rather than *getting* friends or **heavy rain**, not *strong* rain.

Learners also need to know when specific collocations are appropriate. This is usually referred to by linguists as knowing which register to use. **Alight from a bus** is a formal collocation used in notices and other official contexts. In everyday situations we would, of course, always talk about **getting off a bus**. There is more about register and collocation in Unit 6.

### B

#### Why is it important to learn collocations?

An appreciation of collocation will help you to:

- use the words you know more accurately  
In other words, you'll **make** (NOT *do*) fewer **mistakes**.
- sound more natural when you speak and write  
By saying, for example, **of great importance**, rather than *of big or high importance*, you won't just be understood, you will – quite rightly – sound like a fluent user of English.
- vary your speech and, probably more importantly, your writing  
Instead of repeating everyday words like *very*, *good* or *nice*, you will be able to exploit a wider range of language. You would gain more marks in an exam, for instance, for writing *We had a blissfully happy holiday in a picturesque little village surrounded by spectacular mountains* than for *We had a very happy holiday in a nice little village surrounded by beautiful mountains*, even though both sentences are perfectly correct.
- understand when a skilful writer departs from normal patterns of collocation  
A journalist, poet, advertiser or other inventive user of language often creates an effect by not choosing the expected collocation. For example, a travel article about the Italian capital might be entitled *No place like Rome*, a reference to the popular expression **There's no place like home**.

# Exercises

## 1.1 Match the two parts of these collocations.

- |                 |                    |
|-----------------|--------------------|
| 1 adhere to     | rain               |
| 2 arouse        | different          |
| 3 blond         | of wisdom          |
| 4 come up with  | your principles    |
| 5 flatly        | an economy drive   |
| 6 fundamentally | a seminar          |
| 7 go on         | someone's interest |
| 8 heavy         | contradict         |
| 9 lead          | hair               |
| 10 a lick       | the stock market   |
| 11 play         | of paint           |
| 12 words        | a suggestion       |

## 1.2 Correct the underlined collocation errors with words from the advice in B. Be careful, you might find the words in the text, as well as in the examples.

- 1 Exam candidates often make faults in their use of verbs like *do*, *make*, *go* and *get*.
- 2 Try to use a longer range of language when you write.
- 3 Exam candidates who use collocations well gather better marks.
- 4 You have to know what normal collocation patterns are before you can lose them.
- 5 The writer used colloquial language to form an effect.

## 1.3 Look at these sentences from a hotel brochure. Improve the style by replacing the words in italics with the word in brackets that forms the best collocation. (Use each word only once.)

- 1 Our new family hotel is set in a *nice* location and all the rooms have *nice* furnishings and *nice* views over the surrounding countryside. (stylish / secluded / breathtaking)
- 2 Visitors will enjoy the *good* atmosphere in either of our *good* dining rooms, both serving *good* food to both residents and non-residents. (delicious / relaxing / spacious)
- 3 We organise tours to *beautiful* surrounding villages where you'll have the opportunity to take some *beautiful* photographs and sample the *beautiful* local cuisine. (mouth-watering / picturesque / stunning)

## 1.4 Write F (formal), I (informal) or N (neutral) in the brackets at the end of each sentence. In each pair of sentences, there is one neutral sentence and one formal or informal sentence. Underline the collocations that are noticeably formal or informal.

- 1 a Passengers must not alight from the bus while it is in motion. ( )  
b Passengers must not get off the bus while it is moving. ( )
- 2 a Let's grab a bite before we get down to work. ( )  
b Let's have something to eat before we start work. ( )
- 3 a SFTS has the right to bring the agreement to an end with three months' notice. ( )  
b SFTS reserves the right to terminate the agreement with three months' notice. ( )
- 4 a She thinks her boyfriend is planning to pop the question tonight. ( )  
b She thinks her boyfriend is planning to ask her to marry him tonight. ( )

## 1.5 Correct the four collocation errors in this paragraph.

The yellow-haired boy said he had joined the English class to get some new friends. He also said that he wanted to learn about collocations because it would be of big importance in helping him to do fewer mistakes when writing in English.

# 2

## Strong, fixed and weak collocations

### A

#### Strong collocations

A strong collocation is one in which the words are very closely associated with each other. For example, the adjective **mitigating** almost always collocates with **circumstances** or **factors**; it rarely collocates with any other word. *Although she was found guilty, the jury felt there were **mitigating circumstances**.* [factors or circumstances that lessen the blame]

Here are some other examples of strong collocations.

collocation	comment
<b>Inclement weather</b> was expected.	(very formal) = unpleasant weather <i>Inclement</i> collocates almost exclusively with <i>weather</i> .
She has <b>auburn hair</b> .	<i>Auburn</i> collocates only with words connected with hair (e.g. <i>curls</i> , <i>tresses</i> , <i>locks</i> ).
I felt <b>deliriously happy</b> .	= extremely happy Strongly associated with <i>happy</i> . Not used with <i>glad</i> , <i>content</i> , <i>sad</i> , etc.
The chairperson <b>adjourned the meeting</b> .	= have a pause or rest during a meeting/trial <i>Adjourn</i> is very strongly associated with <i>meeting</i> and <i>trial</i> .

### B

#### Fixed collocations

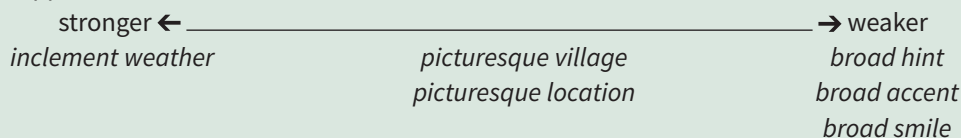
Fixed collocations are collocations so strong that they cannot be changed in any way. For example, you can say *I was walking **to and fro*** (meaning I was walking in one direction and then in the opposite direction, a repeated number of times). No other words can replace *to* or *fro* or *and* in this collocation. It is completely fixed. The meaning of some fixed collocations cannot be guessed from the individual words. These collocations are called idioms and are focused on in the book *English Idioms in Use*.

### C

#### Weak collocations

Weak collocations are made up of words that collocate with a wide range of other words. For example, you can say you are **in broad agreement** with someone [generally in agreement with them]. However, *broad* can also be used with a number of other words – **a broad avenue**, **a broad smile**, **broad shoulders**, **a broad accent** [a strong accent], **a broad hint** [a strong hint] and so on. These are weak collocations, in the sense that *broad* collocates with **a broad range** of different nouns.

Strong collocations and weak collocations form a continuum, with stronger ones at one end and weaker ones at the other. Most collocations lie somewhere between the two. For example, the (formal) adjective *picturesque* collocates with *village*, *location* and *town*, and so appears near the middle of the continuum.



### D

#### Types of collocations in this book

The collocations in this book are all frequently used in modern English. We used a corpus (a database of language) to check this. We have also selected the collocations which will be useful to you as an advanced learner. We pay most attention to those that are not predictable. *A broad avenue*, for example, would be predicted by any student who knows *broad* and *avenue*. However, the use of *broad* to mean *strong* as in **a broad accent** is more difficult to predict.



# Exercises

**2.1 Complete the collocations using the words in the box. You will need to use some words more than once.**

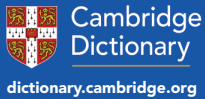
adjourn   auburn   broad   deliriously   inclement   mitigating   picturesque

- 1 a ..... accent
- 2 in ..... agreement
- 3 ..... circumstances
- 4 ..... factors
- 5 ..... hair
- 6 ..... happy
- 7 a ..... smile
- 8 a ..... location
- 9 ..... a meeting
- 10 a ..... town
- 11 ..... a trial
- 12 ..... weather

**2.2 Rewrite each sentence using a collocation from 2.1.**

- 1 Melissa has quite a strong Scottish accent.
- 2 Bad weather led to the cancellation of the President's garden party.
- 3 We were all very happy when we heard we'd won the award.
- 4 Their new home was in a very pretty location.
- 5 Because there were circumstances that made the theft less serious, the judge let him off with a warning.
- 6 I think we should stop the meeting now and continue it tomorrow.
- 7 She had a big smile on her face when she arrived.
- 8 She has lovely reddish-brown hair.
- 9 I think we're generally in agreement as to what should be done.

**2.3 Think of as many collocations as you can for each word. Then look in a dictionary such as the Cambridge Online Dictionary for other suitable words. Write W (weak) or S (strong) next to each group depending on how many words you found.**



- 1 extremely .....
- 2 ..... an effort
- 3 cancel .....
- 4 deliver .....
- 5 ..... a living
- 6 ..... a meeting
- 7 ..... feature
- 8 engage .....
- 9 bright .....

**2.4 How useful do you think the collocations you have worked on in 2.2 and 2.3 are for you personally? Choose which collocations are most important to you and make sentences with them.**

## Over to you

Choose an English-language text that you have worked on recently. Underline five collocations in it. Are these collocations weak, strong or fixed?

## 3

## Grammatical categories of collocation

## A

## Verb + noun

verb	noun	example	meaning of verb
draw up	a list a contract	Our lawyer <b>drew up a contract</b> for us to sign.	prepare something, usually official, in writing
pass up	a chance an opportunity	I didn't want to <b>pass up the chance</b> of seeing Hong Kong, so I agreed to go on the trip.	fail to take advantage of
withstand	pressure the impact	The police officer's vest <b>can withstand the impact</b> of a bullet.	bear

## B

## Noun + verb

noun	verb	example
opportunity	arise	An <b>opportunity arose</b> for me to work in China, so I went and spent a year there.
standards	slip	People feel educational <b>standards slipped</b> when the government cut finances.

## C

## Noun + noun

- Noun + noun collocations used to describe groups or sets:  
There's been **a spate of attacks/thefts** in our area recently. [unusually large number happening in close succession]  
The minister had to put up with **a barrage of questions/insults** from the angry audience. [unusually large number, happening at the same time]
- Noun + noun collocations used with uncountable nouns:  
By **a stroke of luck** I found my keys in the rubbish bin! [sudden, unexpected piece of luck]  
She gave me **a snippet of information** which is top secret. [small piece of information]

## D

## Adjective + noun

This is not an **idle threat**; I will call the police if this happens again! [simply a threat]  
He waited in the **vain hope** that the minister would meet him. [unlikely to be fulfilled hope]  
There is **mounting concern/criticism/fury** over the decision. [growing concern, etc.]  
The **simple/plain truth** is that no one was aware of the problem.

## E

## Adverb + adjective

The article provides an **intensely personal** account of the writer's relationship with his sons.  
Joe's sister was a **stunningly attractive** woman.

## F

## Verb + adverb or prepositional phrase

The teenager tried to persuade his mother that he was innocent but he **failed miserably**.  
I don't like to travel with my brother because he **drives recklessly**. [wildly, without care]  
As soon as the singer came on stage she **burst into song**.  
If your dog starts to **foam at the mouth**, you should take it to the vet immediately.

## G

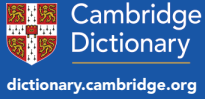
## More complex collocations

Mary was looking forward to retiring and **taking it easy for a while**.  
It's time you **put the past behind you** and started focusing on the future.

# Exercises

## 3.1

Match a word from each box to form collocations. Not all the collocations appear on the opposite page, so use a dictionary such as the Cambridge Online Dictionary to help you if necessary.



disease evidence opportunity smoke  
standards teeth wind withstand

arises chatter howls pressure  
rises slip spreads suggests

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

## 3.2

Complete each sentence using a collocation from 3.1 in the appropriate form.

- The scientific ..... human beings first emerged in Africa.
- The ..... was ..... all night and it was raining, so I couldn't sleep.
- The machine has to be made of materials that can ..... a lot of .....
- Oh, no! There's a fire. Look at the ..... from those buildings.
- It was so cold I couldn't stop my ..... from .....
- Our survey shows that parents believe ..... have ..... at the school.
- You must accompany Mason on one of his business trips to Asia, if the ..... ever .....
- An alarming new ..... is ..... among cattle in the south of the country.

## 3.3

Rewrite the underlined part of each sentence using a collocation from the opposite page.

- I don't want to say no to the chance of meeting such a famous person.
- We'll have to write a contract before you start work, as it's a new position.
- You're working too hard. You should try to relax for a short period of time.
- This new bullet-proof car can take the impact of a rocket-propelled grenade.
- Do you have any interesting little bits of information about our new boss to tell us?
- The minister faced a large number of questions from reporters.
- I had some luck last week. The police found my stolen wallet and nothing was missing.
- There's been a number of violent attacks in the area recently.
- After her divorce Mandy was determined to forget the past and build a new life.

## 3.4

Answer these questions.

- Who do you think is the most stunningly attractive person you have ever seen?
- What should you do if you are in a car with someone who is driving recklessly?
- Do you prefer walking in the country if there is a gentle breeze or a strong wind?
- Would you write your most intensely personal thoughts and feelings in your diary?

## 3.5

Choose the correct collocation.

- He said he would throw us out, but it was just a(n) *vain / idle / lazy* threat.
- They rushed the victim to hospital, in the *idle / simple / vain* hope of saving her life.
- The government is encountering *mounting / climbing / rising* criticism of its policies.
- There is *raising / mounting / vain* concern across the world about climate change.
- The horse was *fuming / foaming / fainting* at the mouth, so we called the vet.
- Suddenly, without warning, Marta *busted / bustled / burst* into song.
- The *right / straight / plain* truth is that I hate my job.
- I tried to persuade her but I'm afraid I failed *desperately / miserably / wholeheartedly*.

## 1

# Cramming for success: study and academic work

## A Study and exams



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

- <sup>1</sup> study in a very concentrated way for a short time
- <sup>2</sup> an exceptionally clever person
- <sup>3</sup> exam papers from previous years
- <sup>4</sup> learning purely by repetition
- <sup>5</sup> /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**)
- <sup>6</sup> spend the maximum time studying
- <sup>7</sup> in a very focused way
- <sup>8</sup> 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

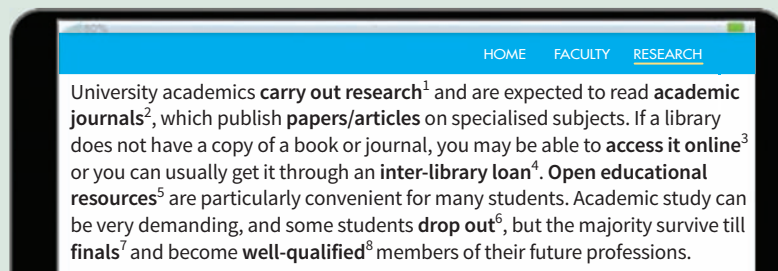
**dissertation** a long, research-based work, perhaps 10–15,000 words, for a degree or diploma

**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**<sup>1</sup> when preparing an essay. Always write a **first draft**<sup>2</sup> before **writing up** the final version. Your essay should be all your own work; **plagiarism**<sup>3</sup> 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**<sup>4</sup> any sources they have used. There is usually a **deadline**<sup>5</sup>. After the essay is **submitted**<sup>6</sup>, it will be **assessed**<sup>7</sup> and usually you can get **feedback**<sup>8</sup>.

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

## C Aspects of higher academic study



University academics **carry out research**<sup>1</sup> and are expected to read **academic journals**<sup>2</sup>, 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**<sup>3</sup> or you can usually get it through an **inter-library loan**<sup>4</sup>. **Open educational resources**<sup>5</sup> are particularly convenient for many students. Academic study can be very demanding, and some students **drop out**<sup>6</sup>, but the majority survive till **finals**<sup>7</sup> and become **well-qualified**<sup>8</sup> members of their future professions.

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

- <sup>5</sup> online materials that can be freely used by teachers and students anywhere
- <sup>6</sup> leave the course before the end
- <sup>7</sup> last exams before the end of a college or university course
- <sup>8</sup> 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**<sup>1</sup>. This is often referred to in the debates over **selective**<sup>2</sup> versus **comprehensive**<sup>3</sup> **schooling**<sup>4</sup>. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**<sup>5</sup> of one sort or another is **inherent in**<sup>6</sup> the system.

**League tables**<sup>7</sup> for schools and colleges may actually help unintentionally to **perpetuate**<sup>8</sup> 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**<sup>9</sup>, or at least that is how the public **perceives**<sup>10</sup> it. The ability of **better-off**<sup>11</sup> parents and **well-endowed**<sup>12</sup> schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**<sup>13</sup> opportunity for the **less well-off**<sup>14</sup> or for children from home environments that do not provide the push and motivation to **excel**<sup>15</sup>.

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

<sup>1</sup> when everyone has the same chances

<sup>2</sup> 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

<sup>3</sup> everyone enters without exams and education is free, paid for by the government

<sup>4</sup> education received at school

<sup>5</sup> when you favour a small, privileged group

<sup>6</sup> existing as a basic part of something

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

<sup>8</sup> make something continue

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

<sup>10</sup> sees, considers

<sup>11</sup> richer

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

<sup>13</sup> reducing

<sup>14</sup> poorer

<sup>15</sup> achieve an excellent standard

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

<sup>17</sup> money given to pay for studies, usually provided on the basis of need

<sup>18</sup> education at university or college level

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

<sup>20</sup> students doing a first degree [**postgraduates** = students doing a further degree]

<sup>21</sup> 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!

Use the word in brackets to form a new word that fits into each blank.

All over the world people are \_\_\_\_\_ (**PRISON**) just because they want to exercise their right to freedom of \_\_\_\_\_ (**EXPRESS**). For over 50 years, Amnesty International (AI) has been fighting for thousands of prisoners of conscience – people who are arrested and thrown into prison for many reasons: political \_\_\_\_\_ (**OPPOSE**) to a ruling party, religious beliefs, ethnic origin, \_\_\_\_\_ (**SEX**) orientation and others. Amnesty International works constantly for the \_\_\_\_\_ (**SPEED**) release of such prisoners.

The organization was \_\_\_\_\_ (**FIND**) by British lawyer Peter Benenson, who represented political prisoners in South Africa, Hungary and Spain. Together with other colleagues he sought to establish an organization to defend and protect freedom of opinion and religion. In 1977 Amnesty International was awarded the Nobel Peace Prize.

AI is \_\_\_\_\_ (**LARGE**) made up of volunteers, although there are some paid workers. The organization maintains national sections in many countries. \_\_\_\_\_ (**FUND**) comes mainly from \_\_\_\_\_ (**DONATE**) and member fees.

The human rights organization supports people who speak up and express their opinion openly around the world, \_\_\_\_\_ (**ESPECIAL**) in countries where freedom of \_\_\_\_\_ (**SPEAK**) is not taken for granted. Journalists who expose human rights \_\_\_\_\_ (**VIOLATE**), trade unionists fighting for workers' rights or \_\_\_\_\_ (**ENVIRONMENT**) who fight for the rights of indigenous people are among groups who seek help from Amnesty International.

AI researches cases of \_\_\_\_\_ (**USE**) and presents results in newsletters and other publications. Some members travel to problem spots and try to pressure authorities to release prisoners by organizing \_\_\_\_\_ (**DEMONSTRATE**) and writing letters and emails.

\_\_\_\_\_ (**CURRENT**), Amnesty International, based in London, has more than a million members in 140 countries \_\_\_\_\_ (**THROUGH**) the world.

## KEY

All over the world people are **imprisoned (PRISON)** just because they want to exercise their right to freedom of **expression (EXPRESS)**. For over 50 years, Amnesty International (AI) has been fighting for thousands of prisoners of conscience – people who are arrested and thrown into prison for many reasons: political **opposition/ opponents (OPPOSE)** to a ruling party, religious beliefs, ethnic origin, **sexual (SEX)** orientation and others. Amnesty International works constantly for the **speedy (SPEED)** release of such prisoners.

The organization was **founded (FIND)** by British lawyer Peter Benenson, who represented political prisoners in South Africa, Hungary and Spain. Together with other colleagues he sought to establish an organization to defend and protect freedom of opinion and religion. In 1977 Amnesty International was awarded the Nobel Peace Prize.

AI is **largely (LARGE)** made up of volunteers, although there are some paid workers. The organization maintains national sections in many countries. **Funding (FUND)** comes mainly from **donations / donors (DONATE)** and member fees.

The human rights organization supports people who speak up and express their opinion openly around the world, **especially (ESPECIAL)** in countries where freedom of **speech (SPEAK)** is not taken for granted. Journalists who expose human rights **violations (VIOLATE)**, trade unionists fighting for workers' rights or **environmentalists (ENVIRONMENT)** who fight for the rights of indigenous people are among groups who seek help from Amnesty International.

AI researches cases of **abuse (USE)** and presents results in newsletters and other publications. Some members travel to problem spots and try to pressure authorities to release prisoners by organizing **demonstrations (DEMONSTRATE)** and writing letters and emails.

**Currently (CURRENT)**, Amnesty International, based in London, has more than a million members in 140 countries **throughout (THROUGH)** the world.

Choose the best option for each blank.

California's Department of Health has published new

(1) \_\_\_\_\_ on how to handle cell phones. It warns that radiation (2) \_\_\_\_\_ from cell phones can be harmful but (3) \_\_\_\_\_ that cell phones are dangerous.

Health authorities in California (4) \_\_\_\_\_ a few measures cell phone users should take. (5) \_\_\_\_\_ sleeping, you should keep your phone at least an arm's (6) \_\_\_\_\_ away from your body. You should also avoid (7) \_\_\_\_\_ your cell phone in your pocket. They also recommend only using cell phones when reception is strong.

Some doctors (8) \_\_\_\_\_ that carrying cell phones close to your body could (9) \_\_\_\_\_ the risk of getting brain tumours, cancer and becoming infertile. It may also lead to headaches, hearing problems and a loss (10) \_\_\_\_\_ memory. On the other hand, there are many health experts who say that the risks cell phone usage (11) \_\_\_\_\_ are not proven.

Cell phones emit radiation in form of low-energy radio waves when they (12) \_\_\_\_\_ and send signals from cell towers. The frequencies that cell phones use (13) \_\_\_\_\_ linked to various illnesses.

The new cell phone guidelines (14) \_\_\_\_\_ since 2009 but not been published. (15) \_\_\_\_\_, a Berkeley professor won a lawsuit against the Department of Health to release the guidelines to the public and push for more action.

<b>1</b>	courses	outlines	controls	guidelines
<b>2</b>	emitted	broadcast	sent	absorbed
<b>3</b>	had said	does not say	has not been said	isn't said
<b>4</b>	suggest	advise	submit	remind
<b>5</b>	Through	During	Over	When
<b>6</b>	length	size	piece	stretch
<b>7</b>	to have kept	to keeping	keeping	to keep
<b>8</b>	agree	decide	accept	approve
<b>9</b>	rise	grow	improve	increase
<b>10</b>	in	to	of	for
<b>11</b>	do present	presented	have presented	present
<b>12</b>	deliver	collect	receive	accept
<b>13</b>	could be	should be	will be	need to be
<b>14</b>	would exist	existed	have existed	exist
<b>15</b>	Freshly	Recently	Just	Currently

## KEY

California's Department of Health has published new **(1) guidelines** on how to handle cell phones. It warns that radiation **(2) emitted** from cell phones can be harmful but **(3) does not say** that cell phones are dangerous.

Health authorities in California **(4) suggest** a few measures cell phone users should take. **(5) When** sleeping, you should keep your phone at least an arm's **(6) length** away from your body. You should also avoid **(7) keeping** your cell phone in your pocket. They also recommend only using cell phones when reception is strong.

Some doctors **(8) agree** that carrying cell phones close to your body could **(9) increase** the risk of getting brain tumours, cancer and becoming infertile. It may also lead to headaches, hearing problems and a loss **(10) of** memory. On the other hand, there are many health experts who say that the risks cell phone usage **(11) present** are not proven.

Cell phones emit radiation in the form of low-energy radio waves when they **(12) receive** and send signals from cell towers. The frequencies that cell phones use **(13) could be** linked to various illnesses.

The new cell phone guidelines **(14) have existed** since 2009 but not been published. **(15) Recently**, a Berkeley professor won a lawsuit against the Department of Health to release the guidelines to the public and push for more action.



Read the text about the Bill and Melinda Gates Foundation. Some of the lines are correct. Some have a word that shouldn't be there. Write this word in the box next to the line. If the line is correct put a tick (✓) in the box. The first two lines have been done for you.

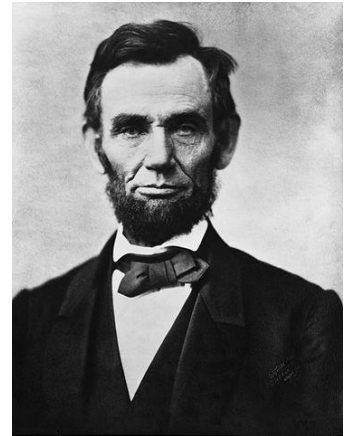
1	The Bill and Melinda Gates foundation, was founded by the	was
2	former Microsoft CEO and his wife, is the largest private	✓
3	foundation in the world. The main aims are to improve the	
4	health care and reduce poverty around the world. Almost since	
5	its launch in 2000 the foundation has been the driving car	
6	force behind the improvement of lives in developing countries.	
7	Eradicating malaria and polio, and as well as controlling the	
8	spread of tuberculosis and HIV, have been only top priorities.	
9	In the past decades, vaccines that have been given to more than	
10	250 million children, preventing them over 5 million deaths.	
11	After a joint campaign with the Indian government, officials in	
12	the second other most populous country in the world announced	
13	that India was never completely free of polio.	
14	In addition to working on global health problems then, Bill and	
15	Melinda Gates have made climate change and clean energy	
16	a personal mission. The organisation devotes out funds to	
17	family planning, agriculture fields and safe sanitation. However,	
18	it also focuses on problems at our home. About 25% of all the	
19	money goes into improving the American education system.	
20	About a thousand people around the world nearly work for	
21	the Seattle-based foundation, which has had offices in Washington,	
22	Delhi and Beijing. Unlike government bureaucracy, mostly	
23	the organisation has the positive advantage of delivering relief	
24	quickly, without annoying paperwork.	

KEY

1	The Bill and Melinda Gates foundation, was founded by the	<b>was</b>
2	former Microsoft CEO and his wife, is the largest private	✓
3	foundation in the world. The main aims are to improve the	<b>the</b>
4	health care and reduce poverty around the world. Almost since	<b>almost</b>
5	its launch in 2000 the foundation has been the driving car	<b>car</b>
6	force behind the improvement of lives in developing countries.	✓
7	Eradicating malaria and polio, and as well as controlling the	<b>and</b>
8	spread of tuberculosis and HIV, have been only top priorities.	<b>only</b>
9	In the past decades, vaccines that have been given to more than	<b>that</b>
10	250 million children, preventing them over 5 million deaths.	<b>them</b>
11	After a joint campaign with the Indian government, officials in	✓
12	the second other most populous country in the world announced	<b>other</b>
13	that India was never completely free of polio.	<b>never</b>
14	In addition to working on global health problems then, Bill and	<b>then</b>
15	Melinda Gates have made climate change and clean energy	✓
16	a personal mission. The organisation devotes out funds to	<b>out</b>
17	family planning, agriculture fields and safe sanitation. However,	<b>fields</b>
18	it also focuses on problems at our home. About 25% of all the	<b>our</b>
19	money goes into improving the American education system.	✓
20	About a thousand people around the world nearly work for	<b>nearly</b>
21	the Seattle-based foundation, which has had offices in Washington,	<b>had</b>
22	Delhi and Beijing. Unlike government bureaucracy, mostly	<b>mostly</b>
23	the organisation has the positive advantage of delivering relief	<b>positive</b>
24	quickly, without annoying paperwork.	✓

Use the word in brackets to form a new word that fits into each blank.

There are about 40 million African Americans in the USA, roughly 13 per cent of the population. The majority are \_\_\_\_\_ **(DESCEND)** of slaves "imported" from Africa to work on the plantations in the south of the USA. President Lincoln abolished \_\_\_\_\_ **(SLAVE)** in 1865 after the Civil War. Many former slaves moved north, east and west to the big cities in search of work, becoming the first blacks to live in urban ghettos.



Abraham Lincoln - 16th  
President of the United  
States of America

Although government efforts to fight \_\_\_\_\_ **(SEGREGATE)** and prevent \_\_\_\_\_ **(DISCRIMINATE)** against blacks were at a standstill for decades, some progress was made in certain areas. It was not until the 1950s and 1960s however, that black leaders like Martin Luther King were able to mobilise large sections of both the black and white population and launch the Civil Rights \_\_\_\_\_ **(MOVE)**. Thanks to public sympathy for blacks and to non-violent marches and \_\_\_\_\_ **(DEMONSTRATE)**, laws became necessary. The Civil Rights Act of 1964 was passed, which aimed at \_\_\_\_\_ **(RACE)** desegregation by granting blacks \_\_\_\_\_ **(EQUAL)** in all political and social fields.

### Positive changes of the past decades:

- Race is no longer the issue it was before and during the 1950s and 60s.
- Interracial \_\_\_\_\_ **(MARRY)** has gained widespread \_\_\_\_\_ **(ACCEPT)**.
- A black middle class has emerged, and black millionaires or politicians are no longer \_\_\_\_\_ **(COMMON)**. In 2008 Barack Obama became the first African American president in America's 200-year history.
- Racism is on the decline. The racial strife of the 60s on one hand and white supremacist groups like the Ku Klux Klan on the other are elements of the past.
- Besides continuing to play a major role in the \_\_\_\_\_ **(ENTERTAIN)** sector, African Americans have also come to dominate certain areas of sport, e.g. boxing, basketball, track and field etc...
- As a result of the integration of an \_\_\_\_\_ **(INCREASE)** number of middle-class blacks into formerly white \_\_\_\_\_ **(RESIDE)** areas, there are now many racially mixed suburban communities.

- Segregation no longer exists in public schools and has also \_\_\_\_\_ **(APPEAR)** from playgrounds, restaurants and hotels. Blacks enjoy greater racial equality and are confronted with fewer racial barriers than in the past.

### **Problems still facing African Americans:**

- \_\_\_\_\_ **(HIDE)** discrimination of blacks still exists in some fields like housing or law.
- Black and white colleagues who treat each other in a friendly way at work sometimes lead separate social lives at home.
- Despite \_\_\_\_\_ **(IMPROVE)** in politics, blacks still remain underrepresented in Congress.
- The most urgent problem is the black underclass. There is now a great \_\_\_\_\_ **(PARITY)** in income and social standing between successful middle-class blacks and the underclass. Most of them live in inner-city ghettos, the centres of drug-trafficking and the scene of gang-warfare between rival black or Hispanic groups. Nearly half of these people live below the \_\_\_\_\_ **(POOR)** line and are \_\_\_\_\_ **(DEPEND)** on welfare, food stamps and Medicaid benefits.
- The \_\_\_\_\_ **(EMPLOY)** rate of blacks is above average. About one third of black teenagers drop out of high school. The infant \_\_\_\_\_ **(MORTAL)** rate among blacks is double that of whites. Remedies are needed if the underclass is not to become alienated from the rest of American society.

## KEY

There are about 40 million African Americans in the USA, roughly 13 per cent of the population. The majority are **descendants (DESCEND)** of slaves "imported" from Africa to work on the plantations in the south of the USA. President Lincoln abolished **slavery (SLAVE)** in 1865 after the Civil War. Many former slaves moved north, east and west to the big cities in search of work, becoming the first blacks to live in urban ghettos.

Although government efforts to fight **segregation (SEGREGATE)** and prevent **discrimination (DISCRIMINATION)** against blacks were at a standstill for decades, some progress was made in certain areas. It was not until the 1950s and 1960s however, that black leaders like Martin Luther King were able to mobilise large sections of both the black and white population and launch the Civil Rights **Movement (MOVE)**. Thanks to public sympathy for blacks and to non-violent marches and **demonstrations (DEMONSTRATE)**, laws became necessary. The Civil Rights Act of 1964 was passed, which aimed at **racial (RACE)** desegregation by granting blacks **equality (EQUAL)** in all political and social fields.

### Positive changes of the past decades:

- Race is no longer the issue it was before and during the 1950s and 60s.
- Interracial **marriage (MARRY)** has gained widespread **acceptance (ACCEPT)** .
- A black middle class has emerged, and black millionaires or politicians are no longer **uncommon (COMMON)**. In 2008 Barack Obama became the first African American president in America's 200-year history.
- Racism is on the decline. The racial strife of the 60s on one hand and white supremacist groups like the Ku Klux Klan on the other are elements of the past.
- Besides continuing to play a major role in the **entertainment (ENTERTAIN)** sector, African Americans have also come to dominate certain areas of sport, e.g. boxing, basketball, track and field etc...
- As a result of the integration of an **increasing (INCREASE)** number of middle-class blacks into formerly white **residential (RESIDE)** areas, there are now many racially mixed suburban communities.
- Segregation no longer exists in public schools and has also **disappeared (APPEAR)** from playgrounds, restaurants and hotels. Blacks enjoy greater racial equality and are confronted with fewer racial barriers than in the past.

## Problems still facing African Americans:

- **Hidden (HIDE)** discrimination of blacks still exists in some fields like housing or law.
- Black and white colleagues who treat each other in a friendly way at work sometimes lead separate social lives at home.
- Despite **improvements (IMPROVE)** in politics, blacks still remain underrepresented in Congress.
- The most urgent problem is the black underclass. There is now a great **disparity (PARITY)** in income and social standing between successful middle-class blacks and the underclass. Most of them live in inner-city ghettos, the centres of drug-trafficking and the scene of gang-warfare between rival black or Hispanic groups. Nearly half of these people live below the **poverty (POOR)** line and are **dependent (DEPEND)** on welfare, food stamps and Medicaid benefits.
- The **unemployment (EMPLOY)** rate of blacks is above average. About one third of black teenagers drop out of high school. The infant **mortality (MORTAL)** rate among blacks is double that of whites. Remedies are needed if the underclass is not to become alienated from the rest of American society.



### Choose the correct word for each blank.

Daniel Tammet grew up in a large family in East London. At the age of four he started to have some very (1) \_\_\_\_\_ seizures that may have changed his brain. Scientists claim that there are (2) \_\_\_\_\_ in which young people, who suffer some kind of brain (3) \_\_\_\_\_, suddenly emerge with special abilities.

About 10% of all autists are savants, people with special talents. Normally such people cannot tell you how they do something, but Daniel is (4) \_\_\_\_\_.

In 2002, a British TV team visited Daniel Tammet in order to test his (5) \_\_\_\_\_ to calculate large numbers. The examiners were stunned by the results. Daniel was even able to outdo the computer. He can cite numbers by (6) \_\_\_\_\_ shapes on the table with his fingers. In addition, Daniel can speak 11 languages (7) \_\_\_\_\_ and claims that he can learn any foreign language within a week.

In March 2004, another experiment was (8) \_\_\_\_\_ out in front of a live audience. Daniel Tammet stated that he could recite 22 500 decimal places of the constant pi, an infinite number with no certain pattern. He completed this (9) \_\_\_\_\_ successfully in over five hours.

In another test Daniel was given a week to learn a totally new language, Icelandic, and then chat with presenters on live television. (10) \_\_\_\_\_ to locals, Icelandic is difficult to learn and nearly impossible to speak because of many funny sounds. It normally takes some time to (11) \_\_\_\_\_ to the sounds of a new language. But as time went on, even Daniel's teacher was amazed at the progress her pupil was making. When appearing on TV, experts were (12) \_\_\_\_\_ to see Daniel speaking the language so confidently.

Experts on autistic savants agree that there are probably only a few dozen people around the world who have the same abilities as Daniel. Scientists are excited to study Daniel and his extraordinary (13) \_\_\_\_\_ because it gives them the chance to get a glimpse of the human brain in a way they have never seen before. It may even be the start to (14) \_\_\_\_\_ a new kind of intelligence.

In 2008 Daniel wrote (15) \_\_\_\_\_ called *Born on a Blue Day*, which deals with his personality and talents. Since then he has written other books and appeared on numerous TV and radio shows in the US and the UK.



**Daniel Tammet**

Image: De Lorelei - CC BY-SA 4.0

1	strict	difficult	severe	hard
2	cases	affairs	experiences	forms
3	danger	harm	damage	loss
4	a segregation	a rejection	a compromise	an exception
5	cleverness	ability	power	strength
6	drawing	painting	colouring	printing
7	easily	smoothly	basically	fluently
8	taken	carried	moved	conducted
9	brief	mission	task	work
10	Referring	According	Allowing	Agreeing
11	correct	alter	change	adjust
12	dazed	stunned	upset	shocked
13	talents	geniuses	awards	grants
14	searching	travelling	exploring	inventing
15	an autobiography	a biography	a novel	a fiction

## KEY

Daniel Tammet grew up in a large family in East London. At the age of four he started to have some very **(1) severe** seizures that may have changed his brain. Scientists claim that there are **(2) cases** in which young people, who suffer some kind of brain **(3) damage**, suddenly emerge with special abilities.

About 10% of all autists are savants, people with special talents. Normally such people cannot tell you how they do something, but Daniel is **(4) an exception**.

In 2002, a British TV team visited Daniel Tammet in order to test his **(5) ability** to calculate large numbers. The examiners were stunned by the results. Daniel was even able to outdo the computer. He can cite numbers by **(6) drawing** shapes on the table with his fingers. In addition, Daniel can speak 11 languages **(7) fluently** and claims that he can learn any foreign language within a week.

In March 2004, another experiment was **(8) carried** out in front of a live audience. Daniel Tammet stated that he could recite 22 500 decimal places of the constant pi, an infinite number with no certain pattern. He completed this **(9) task** successfully in over five hours.

In another test Daniel was given a week to learn a totally new language, Icelandic, and then chat with presenters on live television. **(10) According** to locals, Icelandic is difficult to learn and nearly impossible to speak because of many funny sounds. It normally takes some time to **(11) adjust** to the sounds of a new language. But as time went on, even Daniel's teacher was amazed at the progress her pupil was making. When appearing on TV, experts were **(12) stunned** to see Daniel speaking the language so confidently.

Experts on autistic savants agree that there are probably only a few dozen people around the world who have the same abilities as Daniel. Scientists are excited to study Daniel and his extraordinary **(13) talents** because it gives them the chance to get a glimpse of the human brain in a way they have never seen before. It may even be the start to **(14) exploring** a new kind of intelligence.

In 2008 Daniel wrote **(15) an autobiography** called Born on a Blue Day, which deals with his personality and talents. Since then he has written other books and appeared on numerous TV and radio shows in the US and the UK.

**Choose the correct word for each blank.**

In the past decades, millions of children have entered the United States illegally with their parents. Many of them have gone to school and **(1)** \_\_\_\_\_ high-school diplomas. However, most of them cannot move on to further college or university education because of their **(2)** \_\_\_\_\_ as undocumented immigrants. There has been a growing debate on what to do about illegal **(3)** \_\_\_\_\_ who have proved that they can be of **(4)** \_\_\_\_\_ to their country.

In 2001 the *Development, Relief and Education for Alien Minors Act* (DREAM Act) was introduced as a **(5)** \_\_\_\_\_ in Congress for the first time. Its aim is to help undocumented youth **(6)** \_\_\_\_\_ legal residency in the United States. If passed, the new law would give them the right to stay in the US **(7)** \_\_\_\_\_ and become an American citizen.

Up to today, the bill has been turned **(8)** \_\_\_\_\_ in Congress five times. Those opposing the act say it would pave the way for more illegal immigration into the United States. **(9)** \_\_\_\_\_, DREAMers entering colleges or universities would cost the American government up to 6 billion dollars.

Proponents of the bill say there are millions of new potential taxpayers who would help the country's economy and generate about 2 billion dollars in new income.

**Qualification**

If passed the law would **(10)** \_\_\_\_\_ DREAM status to immigrants who meet certain requirements:

They must

- be under 35 years of age
- have arrived in the US before the age of 16
- have lived in the US for at least 5 years
- have obtained a US high school diploma
- have maintained a good moral character throughout their **(11)** \_\_\_\_\_ in the US

If such a status were granted potential DREAMers would have a six-year window in which they could **(12)** \_\_\_\_\_ two years of college or university education or serve in the military for two years. Following that six-year period, they could **(13)** \_\_\_\_\_ for permanent citizenship.

Of the up to 10 million undocumented immigrants in the United States, about a million would meet the **(14)** \_\_\_\_\_ for DREAM status. If passed the DREAM Act could change the lives of hundreds of thousands of Americans, dramatically increasing their potential earnings and giving them better **(15)** \_\_\_\_\_ in life.

1	secured	earned	made	cleared
2	class	grade	rank	status
3	aliens	unknowns	strangers	residents
4	profit	benefit	support	service
5	ruling	bill	law	rule
6	pursue	follow	practice	persecute
7	eternally	constantly	indefinitely	foreseeably
8	around	off	down	over
9	However	In spite of this	Nevertheless	In addition
10	grant	fund	allow	present
11	nationality	citizenship	residence	well being
12	attend	join	pass	serve
13	claim	submit	apply	request
14	obligations	requirements	conditions	necessities
15	instances	occasions	possibilities	opportunities

## KEY

In the past decades, millions of children have entered the United States illegally with their parents. Many of them have gone to school and **(1) earned** high-school diplomas. However, most of them cannot move on to further college or university education because of their **(2) status** as undocumented immigrants. There has been a growing debate on what to do about illegal **(3) aliens** who have proved that they can be of **(4) benefit** to their country.

In 2001 the *Development, Relief and Education for Alien Minors Act* (DREAM Act) was introduced as a **(5) bill** in Congress for the first time. Its aim is to help undocumented youth **(6) pursue** legal residency in the United States. If passed, the new law would give them the right to stay in the US **(7) indefinitely** and become an American citizen.

Up to today, the bill has been turned **(8) down** in Congress five times. Those opposing the act say it would pave the way for more illegal immigration into the United States. **(9) In addition**, DREAMers entering colleges or universities would cost the American government up to 6 billion dollars.

Proponents of the bill say there are millions of new potential taxpayers who would help the country's economy and generate about 2 billion dollars in new income.

### **Qualification**

If passed the law would **(10) grant** DREAM status to immigrants who meet certain requirements:

They must

- be under 35 years of age
- have arrived in the US before the age of 16
- have lived in the US for at least 5 years
- have obtained a US high school diploma
- have maintained a good moral character throughout their **(11) residence** in the US

If such a status were granted potential DREAMers would have a six-year window in which they could **(12) attend** two years of college or university education or serve in the military for two years. Following that six-year period, they could **(13) apply** for permanent citizenship.

Of the up to 10 million undocumented immigrants in the United States, about a million would meet the **(14) requirements** for DREAM status. If passed the DREAM Act could change the lives of hundreds of thousands of Americans, dramatically increasing their potential earnings and giving them better **(15) opportunities** in life.



Complete the text on the film "*Invictus*". Fill in the blanks from the word list on the right.

Invictus is a story about the South African national rugby team and their **(1)** \_\_\_\_\_ to win the rugby World Cup.

In 1990, after being held in **(2)** \_\_\_\_\_ for 26 years Nelson Mandela, head of the ANC, is finally **(3)** \_\_\_\_\_. The event marks the end of apartheid in South Africa. After winning a national **(4)** \_\_\_\_\_, Nelson Mandela becomes the first black president of South Africa, pledging to **(5)** \_\_\_\_\_ the country and its people. Since European settlers came to the southern part of Africa, Afrikaners (white South Africans) and black natives have been living in different worlds. While the black population celebrates, the Afrikaners feel **(6)** \_\_\_\_\_ and are afraid of losing the country they have built.

In his first days in office **(7)** \_\_\_\_\_ between blacks and whites in Mandela's **(8)** \_\_\_\_\_ become obvious. White government officials are afraid of being **(9)** \_\_\_\_\_ by blacks. Mandela however tries to **(10)** \_\_\_\_\_ his former opponents by saying that nobody will be fired and that he will work hard to **(11)** \_\_\_\_\_ racial equality in South Africa.

Sports show racial differences in a dramatic way. While black children run around in their **(12)** \_\_\_\_\_ playing soccer, the favourite sport of whites is rugby. The South African national team, the Springboks, are made up of white players, only one is black. As the World Cup is to be **(13)** \_\_\_\_\_ in South Africa in 1995 Mandela sees this as a way of uniting the races in the Rainbow Nation and leaving the Apartheid past behind. He **(14)** \_\_\_\_\_ rugby captain Francois Pienaar to his office and persuades him to keep up the spirit in the team, even if the captain thinks that the Springboks do not stand a **(15)** \_\_\_\_\_ in the World Cup. He also convinces François that **(16)** \_\_\_\_\_ is important, not only in politics but also in sport.

achieve  
advance  
attempt  
chance  
conveys  
election  
excitement  
extraordinary  
leadership  
prison  
quest  
reinsure  
released  
replaced  
shame  
staff  
staged  
summons  
support  
tensions  
townships  
underdogs  
underway  
unite

As the preparation period moves on Pienaar tries to unite his team and **(17)** \_\_\_\_\_ Mandela's message to them. The team pays visits to townships in an **(18)** \_\_\_\_\_ to teach black children rugby.

When the tournament gets **(19)** \_\_\_\_\_ the Springboks surprise rugby experts by beating Australia in the first game. As they continue to **(20)** \_\_\_\_\_ in the tournament an increasing number of black South Africans **(21)** \_\_\_\_\_ them. The Springboks make it to the final where they face the undefeated New Zealand team. In an **(22)** \_\_\_\_\_ match the African **(23)** \_\_\_\_\_ beat their opponents by three points.

After this tournament victory celebrations and **(24)** \_\_\_\_\_ break out on the streets of South African cities as blacks and whites cheer the Springbok team.

## KEY

Invictus is a story about the South African national rugby team and their **(1) quest** to win the rugby World Cup.

In 1990, after being held in **(2) prison** for 26 years Nelson Mandela, head of the ANC, is finally **(3) released**. The event marks the end of apartheid in South Africa. After winning a national **(4) election**, Nelson Mandela becomes the first black president of South Africa, pledging to **(5) unite** the country and its people. Since European settlers came to the southern part of Africa, Afrikaners (white South Africans) and black natives have been living in different worlds. While the black population celebrates, the Afrikaners feel **(6) shame** and are afraid of losing the country they have built.

In his first days in office **(7) tensions** between blacks and whites in Mandela's **(8) staff** become obvious. White government officials are afraid of being **(9) replaced** by blacks. Mandela however tries to **(10) reassure** his former opponents by saying that nobody will be fired and that he will work hard to **(11) achieve** racial equality in South Africa.

Sports show racial differences in a dramatic way. While black children run around in their **(12) townships** playing soccer, the favourite sport of whites is rugby. The South African national team, the Springboks, are made up of white players, only one is black. As the World Cup is to be **(13) staged** in South Africa in 1995 Mandela sees this as a way of uniting the races in the Rainbow Nation and leaving the Apartheid past behind. He **(14) summons** rugby captain Francois Pienaar to his office and persuades him to keep up the spirit in the team, even if the captain thinks that the Springboks do not stand a **(15) chance** in the World Cup. He also convinces François that **(16) leadership** is important, not only in politics but also in sport.

As the preparation period moves on Pienaar tries to unite his team and **(17) conveys** Mandela's message to them. The team pays visits to townships in an **(18) attempt** to teach black children rugby.

When the tournament gets **(19) underway** the Springboks surprise rugby experts by beating Australia in the first game. As they continue to **(20) advance** in the tournament an increasing number of black South Africans **(21) support** them. The Springboks make it to the final where they face the undefeated New Zealand team. In an **(22) extraordinary** match the African **(23) underdogs** beat their opponents by three points.

After this tournament victory celebrations and **(24) excitement** break out on the streets of South African cities as blacks and whites cheer the Springbok team.

Use the words in brackets to form a new word that fits into each blank.

Malcolm X was one of the most (1) \_\_\_\_\_ (INFLUENCE) African American leaders of the civil rights era. He transformed himself from a minor (2) \_\_\_\_\_ (CRIME) into a powerful defender of the rights of blacks.

Malcolm X was born as Malcolm Little in Omaha, Nebraska. His father was the follower of a black leader who had political and (3) \_\_\_\_\_ (ECONOMY) ties to Africa. In 1931, Malcolm's father was found dead after being run over by a streetcar. Malcolm believed white (4) \_\_\_\_\_ (RACE) were responsible for his father's death. At the age of 12 his mother was transferred to a mental hospital and Malcolm had to spend the rest of his (5) \_\_\_\_\_ (CHILD) in foster homes. During this period of his youth he became discouraged by racial prejudice (6) \_\_\_\_\_ (SURROUND) him.

In 1941, Malcolm moved to Boston where he became involved in criminal (7) \_\_\_\_\_ (ACT). In 1946, he was arrested for (8) \_\_\_\_\_ (BURGLAR) and sent to prison. There he joined the *Nation of Islam*, or *Black Muslims*, an organisation that regarded white people as devils. After being released from prison in 1952, Malcolm adopted X as his last name. The letter stood for the (9) \_\_\_\_\_ (KNOW) African name of slave ancestors.

Malcolm X quickly became the Nation of Islam's most (10) \_\_\_\_\_ (EFFECT) speaker. He urged blacks to live separately from whites and to win their (11) \_\_\_\_\_ (FREE) "by any means necessary." However, as time went on, he became (12) \_\_\_\_\_ (SATISFY) with the *Nation of Islam*, in part because the group avoided political activity.

In 1964, Malcolm X broke with the organisation. A short time later, he travelled to the holy city of Mecca in Saudi Arabia, where he met Muslims of (13) \_\_\_\_\_ (VARY) ethnic backgrounds. He changed his name once again and came back to the United States to found a new group, the *Organization of Afro-American Unity*.

In the final years of his life Malcolm X took a more moderate view of civil rights issues. He sought (14) \_\_\_\_\_ (COOPERATE) with Martin Luther King, Jr., and other civil rights activists who favoured non-violent protests. But by this time, some *Black Muslims* had condemned Malcolm X as a hypocrite and traitor because of his (15) \_\_\_\_\_ (CRITICIZE) of the group's leader, Elijah Muhammad.

On February 21, 1965, Malcolm X was (16) \_\_\_\_\_ (FATAL) shot while giving a speech in New York City. Three members of the *Nation of Islam* were convicted of the crime. Malcolm's views reached many people after his death through the (17) \_\_\_\_\_ (PUBLISH) of his autobiography.

## KEY

Malcolm X was one of the most **(1) influential (INFLUENCE)** African American leaders of the civil rights era. He transformed himself from a minor **(2) criminal (CRIME)** into a powerful defender of the rights of blacks.

Malcolm X was born as Malcolm Little in Omaha, Nebraska. His father was the follower of a black leader who had political and **(3) economic (ECONOMY)** ties to Africa. In 1931, Malcolm's father was found dead after being run over by a streetcar. Malcolm believed white **(4) racists (RACE)** were responsible for his father's death. At the age of 12 his mother was transferred to a mental hospital and Malcolm had to spend the rest of his **(5) childhood (CHILD)** in foster homes. During this period of his youth he became discouraged by racial prejudice **(6) surrounding (SURROUND)** him.

In 1941, Malcolm moved to Boston where he became involved in criminal **(7) activities (ACT)**. In 1946, he was arrested for **(8) burglary (BURGLAR)** and sent to prison. There he joined the *Nation of Islam*, or *Black Muslims*, an organisation that regarded white people as devils. After being released from prison in 1952, Malcolm adopted X as his last name. The letter stood for the **(9) unknown (KNOW)** African name of slave ancestors.

Malcolm X quickly became the Nation of Islam's most **(10) effective (EFFECT)** speaker. He urged blacks to live separately from whites and to win their **(11) freedom (FREE)** "by any means necessary." However, as time went on, he became **(12) dissatisfied (SATISFY)** with the *Nation of Islam*, in part because the group avoided political activity.

In 1964, Malcolm X broke with the organisation. A short time later, he travelled to the holy city of Mecca in Saudi Arabia, where he met Muslims of **(13) various (VARY)** ethnic backgrounds. He changed his name once again and came back to the United States to found a new group, the *Organization of Afro-American Unity*.

In the final years of his life Malcolm X took a more moderate view of civil rights issues. He sought **(14) cooperation (COOPERATE)** with Martin Luther King, Jr., and other civil rights activists who favoured non-violent protests. But by this time, some *Black Muslims* had condemned Malcolm X as a hypocrite and traitor because of his **(15) criticism (CRITICIZE)** of the group's leader, Elijah Muhammad.

On February 21, 1965, Malcolm X was **(16) fatally (FATAL)** shot while giving a speech in New York City. Three members of the *Nation of Islam* were convicted of the crime. Malcolm's views reached many people after his death through the **(17) publication (PUBLISH)** of his autobiography.

Read the text about how to make money from being on TV. Use the word in brackets to form a new word that fits into each blank.

You can make a career from being on (1) \_\_\_\_\_ (**REAL**) TV. Some of these television programmes will pay you to appear in their shows, others will reward the (2) \_\_\_\_\_ (**WIN**) in some other way. How (3) \_\_\_\_\_ (**SUCCEED**) you are depends on how good your (4) \_\_\_\_\_ (**PERFORM**) is because, after all, these shows are all about (5) \_\_\_\_\_ (**ENTERTAIN**). Other opportunities include being asked to make an (6) \_\_\_\_\_ (**APPEAR**) on other television programmes.

The disadvantages are, (7) \_\_\_\_\_ (**FIRST**), that you have to beat all the other (8) \_\_\_\_\_ (**COMPETE**) and in programmes like *Big Brother* the (9) \_\_\_\_\_ (**PRODUCE**) will be filming you 24 hours a day. At some stage of the programme, you are bound to say or do something you may not be (10) \_\_\_\_\_ (**PARTICULAR**) proud of when you later come out of that (11) \_\_\_\_\_ (**USUAL**) situation.

No one, other than the other (12) \_\_\_\_\_ (**CONTEST**) will know how extreme the situation was and may not empathize with you. If you are (13) \_\_\_\_\_ (**FORTUNE**) you may achieve celebrity status, but it may not be the kind that you desire.



## KEY

You can make a career from being on **(1) reality (REAL)** TV. Some of these television programmes will pay you to appear in their shows, others will reward the **(2) winner/ winners (WIN)** in some other way. How **(3) successful (SUCCEED)** you are depends on how good your **(4) performance (PERFORM)** is because, after all, these shows are all about **(5) entertainment (ENTERTAIN)**. Other opportunities include being asked to make an **(6) appearance (APPEAR)** on other television programmes.

The disadvantages are, **(7) firstly (FIRST)**, that you have to beat all the other **(8) competitors (COMPETE)** and in programmes like *Big Brother* the **(9) producer/ producers (PRODUCE)** will be filming you 24 hours a day. At some stage of the programme, you are bound to say or do something you may not be **(10) particularly (PARTICULAR)** proud of when you later come out of that **(11) unusual (USUAL)** situation.

No one, other than the other **(12) contestants (CONTEST)** will know how extreme the situation was and may not empathize with you. If you are **(13) fortunate (FORTUNE)** you may achieve celebrity status, but it may not be the kind that you desire.

Study  
unit **4****Guessing and explaining meaning****A****Working out meaning from context**

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

**The context in which the word is used**

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

**Similarity to other words you already know in English**

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

**Structure**

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

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

If your first language is of Latin or of Germanic origin, you will come across many words in English that resemble words in your own language. However, English has taken many words from many other languages too. So make use of any other languages you know.

But remember that some words are false friends – they sound as if they mean the same but in fact they have a different meaning. For example, *gift* in English means *a present* but in German *Gift* means *poison*.

**B****Explaining unknown words**

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

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

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

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

I think it must / could mean ...

## Exercises

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

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



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

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

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

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

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

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

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

## 5

## Countries, nationalities and languages

## A

## Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. **the United States / the US(A), the United Kingdom / the UK, the Netherlands, the Philippines, the United Arab Emirates / the UAE, the European Union / the EU, the Commonwealth.**

## B

## Adjectives referring to people, countries and languages

With **-ish**: British Irish Flemish Polish Danish Turkish Spanish

With **-(i)an**: Canadian Brazilian Latvian Korean Russian Australian

With **-ese**: Japanese Chinese Vietnamese Portuguese Maltese Taiwanese

With **-i**: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With **-ic**: Icelandic Arabic Slavonic

Some adjectives are worth learning separately, e.g. **Swiss, Thai, Greek, Dutch, Cypriot.**

## C

## Nationalities

Some nationalities and cultural identities have nouns for referring to people, e.g. **a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab, a Pole.** For most nationalities we can use the adjective as a noun, e.g. **a German, an Italian, a Belgian, a Catalan, a Greek, an African, a European.** Some need woman/ man/ person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. **a Dutch man, a French woman, an Irish person, an Icelandic man.**

## D

## World regions



## E

## Regional groups and ethnic groups

People belong to **ethnic groups** and **regional groups** such as **African-Caribbean, Asian, Latin American, North African, Scandinavian, Southern African, European, Arabic.** These can be used as countable nouns or as adjectives.

Many **Europeans** enjoy travelling to the Far East to experience **Asian** cultures.

**Arabic** culture extends across a vast region of North Africa and the Middle East.

People speak **dialects** as well as languages. Everyone has a **native language** or **first language** (sometimes called **mother tongue**); many have **second** and **third languages**. Some people are expert in more than one language and are **bilingual** or **multilingual**. People who only know one language are **monolingual**.



# Exercises

## 5.1 Write the related adjectives in the correct columns.

Ireland	Iceland	Thailand	Latvia	Israel	Switzerland	China	Pakistan
Turkey	Arabia	Brazil	the Netherlands	Korea	Denmark		

-(i) an	-ic	-ish	-i	-ese	(other)
<i>Latvian</i>		<i>Irish</i>			

## 5.2 Match the countries with their world regions.

- |                |                                     |                   |
|----------------|-------------------------------------|-------------------|
| 1 Sweden       | <input checked="" type="checkbox"/> | a the Middle East |
| 2 Cambodia     | <input type="checkbox"/>            | b Southern Africa |
| 3 Nicaragua    | <input type="checkbox"/>            | c Scandinavia     |
| 4 Tunisia      | <input type="checkbox"/>            | d East Asia       |
| 5 Saudi Arabia | <input type="checkbox"/>            | e Central America |
| 6 Botswana     | <input type="checkbox"/>            | f North Africa    |

## 5.3 Correct the mistakes in these newspaper headlines.

1 <b>New James Bond to be played by a Swedish!</b>  <i>Swede</i>	2 <b>BRITAIN'S HAVE HIGHEST TAX RATE IN EUROPE</b>	3 <b>MALTISH PRIME MINISTER VISITS WASHINGTON</b>
4 <b>Police arrest Danish on smuggling charge</b>	5 <b>Iraqian delegation meets Pakistanian President</b>	

## 5.4 Famous names. Can you name a famous ...

- |   |                          |
|---|--------------------------|
| 1 Argentinian sportsman or woman? <i>Lionel Messi</i> | 5 Italian opera singer?  |
| 2 Spanish actor?                                      | 6 Irish rock-music band? |
| 3 South African political leader?                     | 7 American golfer?       |
| 4 Australian singer?                                  |                          |

## 5.5 Over to you

Complete the sentences so that they are true for you.

- I am ..... (nationality)
- My first language is .....
- I speak ..... (number) language(s) fluently, so I am .....
- My ethnic/ regional group is .....
- I have visited these countries: .....
- I would like to travel to .....
- One language I would like to learn is .....
- I've never been to these two countries: ..... and .....

## 6

## The weather

## A

## Cold weather

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



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

## B

## Warm/ hot weather



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

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

## C

## Wet weather



shower

heavy  
rainpour  
downtorrential  
rain

flood

This wet weather scale gets stronger from left to right.

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

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

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

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

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

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

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

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

## D

## Wind

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

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

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

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

[extremely high, dangerous wind]



## Common mistakes

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



## Exercises

### 6.1 Answer the questions about the words in A opposite.

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

### 6.2 What types of weather do these pictures suggest?



- hurricane*
- .....
- .....
- .....

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

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

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

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

### 6.5 Over to you

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

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

## 7

## Describing people: appearance

## A

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



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



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



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



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



He's **bald** /bɔːld/ and has freckles.



He's got a **beard** and **moustache** /mʊs'tɑːʃ/ and has a **chubby** face.



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



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

What sort of person would you find attractive? **Blonde**, **fair**, **dark** or **ginger-haired** / **red-haired**? She has such beautiful **auburn** hair. /'ɔːnbən/ [red-brown]

**Fair** and **dark** can be used for hair, complexion or skin. Some people like **getting a tan** in summer [exposing their skin to the sun so that it goes darker], although the risks of getting **sunburnt** are well known.

## B

## Height and build

**Fat** may sound impolite. Instead we can say that someone is rather **plump** or **stout**, or a **bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. [generally said about men] Someone who is very fat can be described as **obese** /əʊ'biːs/, especially when talking in a medical context.

Someone who is thin can be described as **slim** [positive] or **skinny** [negative]. If someone **has a nice figure**, they have an attractive shape. [generally said about women]

## C

## General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking** / **messy-looking**.

Chloe looked **stunning** in her red dress. [very attractive]

He's very **good-looking**, but his friend's rather **unattractive**. [opp attractive]

Her eyes are her best **feature**. [the most attractive part of her face]

Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **personality** matters most.

**First impressions** are always important. [your first reaction to someone]

## Language help

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

## Exercises




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

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

### 7.2 Answer these remarks with the opposite description.

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

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

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

### 7.4 Over to you

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

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



## 8

## Describing people: personality

## A

## Intellectual ability

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

## B

## Attitudes towards life

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

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

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

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

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

## C

## Attitude towards other people

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

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

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

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

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

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

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

## D

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

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

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

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

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

## Exercises

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

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

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

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

### 8.3 Pair the words that have similar meanings.

*brainless - silly*

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

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

pessimistic	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	reliable

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

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

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

### 8.6 Over to you

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

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

## 9

## Idioms describing people

## A Positive and negative qualities

*positive*

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

*negative*

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

*Note also:*

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

## B Idioms based on 'head'

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

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

**to be head and shoulders above someone** [much better than]

**to bury your head in the sand** [refuse to think about a difficult situation in the hope you won't have to deal with it]

**to keep your head** [stay calm in a difficult situation]



## C How people relate to the social norm

She's a bit of an **odd-ball**. [peculiar, strange]

He's really **over the top**. [very exaggerated in behaviour]

He's (gone) **round the bend**, if you ask me. [absolutely crazy/mad]

My politics are very **middle-of-the-road**. [very normal; no radical ideas; neither left- nor right-wing]

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

Sam's **teacher's pet**. [teacher's favourite] Laura's **top of the class**.

Harry is a real **know-all**. [thinks he knows everything]

Ali's a bit of a **big-head**. [has a high opinion of him/herself] Anna's a **lazy-bones**.

The last three idioms are used of people outside the **classroom situation** too.



## Exercises

### 9.1 Try to complete these idioms from memory if possible.

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

### 9.2 What do we call ...

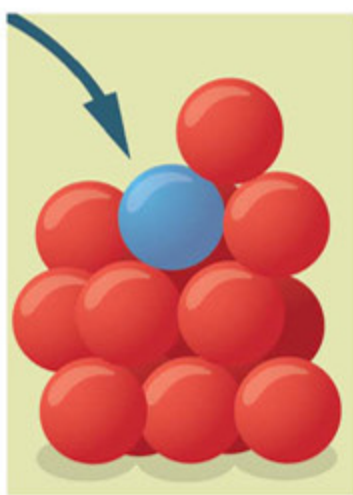
- 1 an irritating person who knows everything? *a know-all* .....
- 2 the person who is the teacher's favourite? .....
- 3 someone who thinks they are the best and says so? .....
- 4 the one who gets the best marks? .....
- 5 a person who is very lazy? .....

### 9.3 Complete the sentences using an idiom from B.

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

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

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



1 *an odd-ball* .....



2 .....



3 .....



4 .....

### 9.6

Over to you

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

## 10

## Relationships

## A Types of relationship

**ANITA:** Are you and Holly **best friends**?

**LUCY:** She's a **good friend** – she's not my best friend.

**ANITA:** But she's more than just a casual **acquaintance**<sup>1</sup>, right?

**LUCY:** Oh, yes. We were **housemates**<sup>2</sup> at university.

**ANITA:** Really? So how did you first meet her?

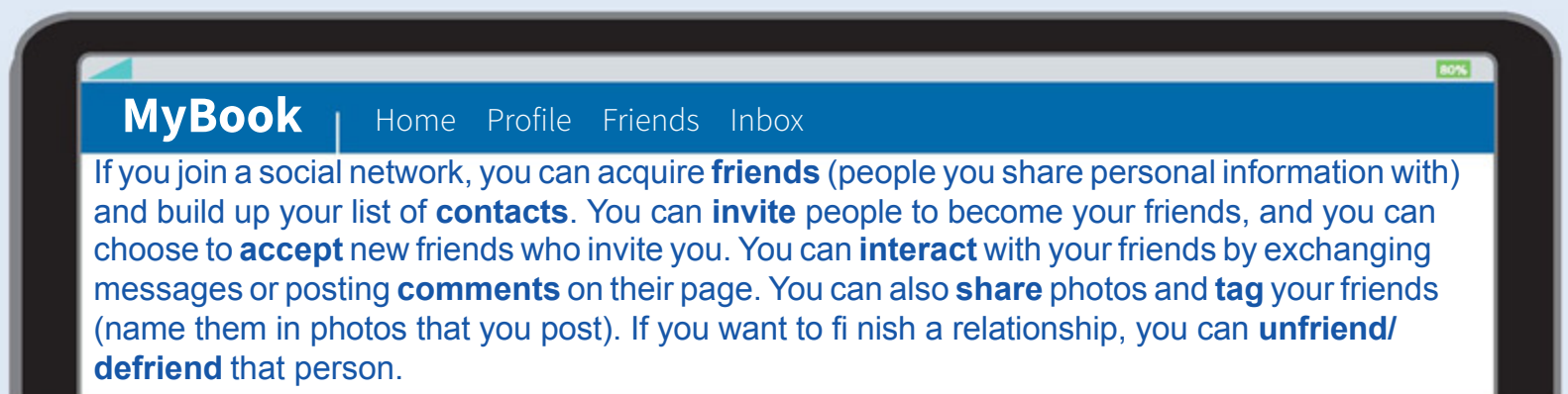
**LUCY:** I met her through my **ex**<sup>3</sup>, Kallum. She wasn't in a **steady**<sup>4</sup> relationship with anyone at the time, and she was looking for someone to share a room.

**ANITA:** Uh- huh. Is that Kallum who's now Olivia's **partner**<sup>5</sup>?

**LUCY:** Yeah, that's the one. They're not just partners, they're married and they're **colleagues** too. They're saving to buy a house now, so Kallum's living with his **parents-in-law**<sup>6</sup> at the moment.

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

## B Internet relationships



## C Liking and not liking someone

core verb

like

respect

**attract** **be attracted to**

positive (stronger)

love **adore** **idolise**

**look up to** **admire**

fancy (*infml*)

negative

dislike can't stand **loathe** /ləʊð/

**look down on** **despise**

leave someone cold

She doesn't just like Ben, she **idolises** him. I **can't stand** him.

I really **fancy** Charlotte, but her friend just **leaves me cold** / **doesn't do anything for me**.

## D Phrases and idioms for relationships and dating

Lily and I **get on well** (**with each other**). [have a good relationship]

Jack and Amelia **don't see eye to eye**. [often argue/disagree]

I've **fallen out with** my parents again. [had arguments]

Carl is **having an affair** with his boss. [a sexual relationship, usually secret]

Let's try and **make it up**. [be friends again after a row/quarrel]

He's dating a Spanish girl. They've been **seeing each other** for a couple of months. [meeting and spending time together]

They met at a party and **got together** soon after. [started a romantic relationship]

## Common mistakes

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

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

## Exercises

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

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

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

**EXAMPLE** *Jon and Erica are colleagues.*



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

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

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

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

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

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

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

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

### 10.6

#### Over to you

Complete the sentences so they are true for you.

..... is a good friend of mine. .... is just a casual acquaintance.

Someone I look up to is ..... A famous person I loathe is .....

Someone I once fancied was ..... Someone I adore is .....



## A Types of houses/places people live in



**self-contained flat:** does not share facilities with any other

**cottage:** a small house in the country or in a village

**studio flat:** a small apartment for one or two people, usually with one large room for sleeping and living in, a bathroom and sometimes a separate kitchen

**villa:** a large house with big gardens or a rented house in a holiday resort / tourist area

## B Places in the home

You probably already know the names of most rooms and locations in a typical home. Here are some less common ones and what they are for.

**master/main bedroom:** the largest, most important bedroom

**utility room:** usually just for the washing machine, freezer, etc.

**shed:** small building separated from the house usually for storing garden tools

**attic/loft:** space in the roof of a house used for storing things; it can also be converted into an extra living space with stairs leading up to it (**attic/loft conversion**)

**cellar:** room below ground level, no windows, used for storing things

**basement:** room below ground level, with windows, for living/working

**studio:** a room in which a painter or photographer works

**landing:** flat area at the top of a staircase

**hall/hallway:** open area as you come into a house

**porch:** covered area before an entrance door

**terrace or patio:** paved area between house and garden for sitting and eating, etc.

**drive:** a short road leading from the street to the house or garage; you can drive/park on it

## C Everyday objects in the home

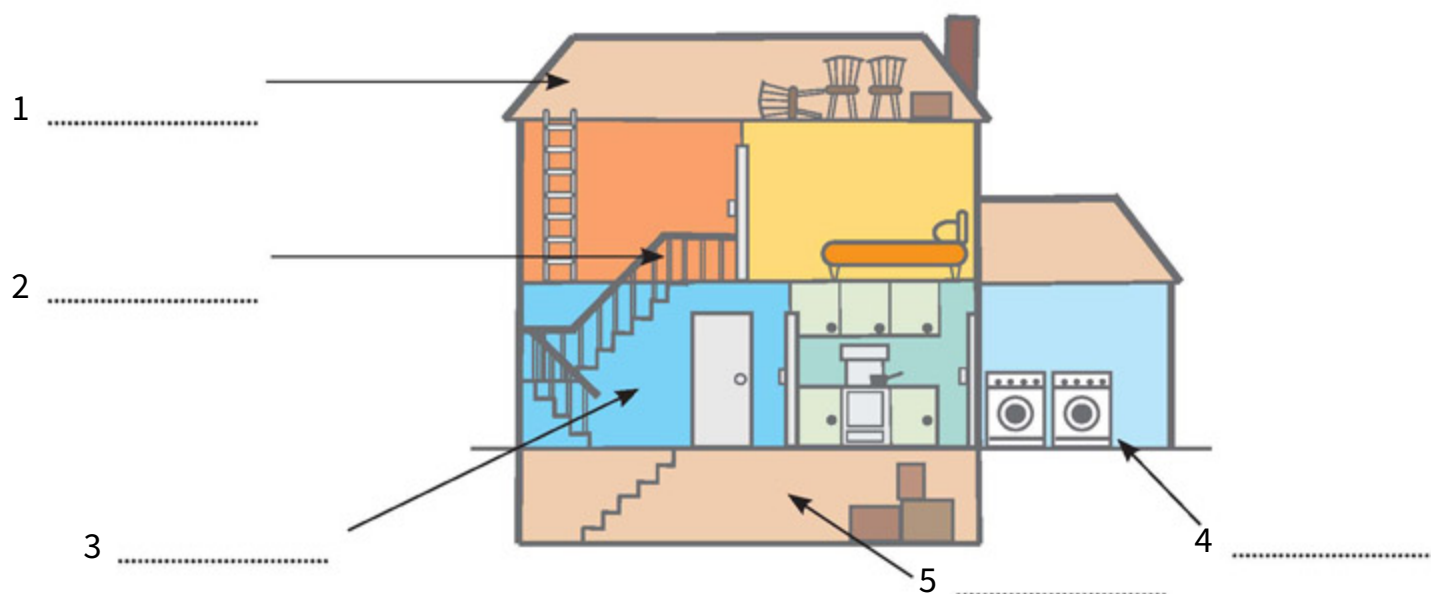


## Exercises

### 11.1 Where in a typical house would you look for the following things?

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1 garden tools <i>in the shed</i> ..... | 5 the remote .....       | 9 a grater .....         |
| 2 a toilet roll .....                   | 6 an ironing board ..... | 10 old empty boxes ..... |
| 3 table mats .....                      | 7 a socket .....         |                          |
| 4 a hanger .....                        | 8 a porch .....          |                          |

### 11.2 Label the places in the house.



### 11.3 Fill the gaps with a suitable word.

- The old house had a big *cellar* ..... underneath it, where the family used to keep wine.
- I'll prepare the potatoes and then you can do the cooking. Where's the ..... ?
- Put a ..... under the coffee pot in case you mark that table. It's an antique.
- Let's open this bottle. Do you know where the ..... is?
- We keep our skis up in the ..... . They're out of the way up there.
- You'll find the garden chairs in the ..... at the bottom of the garden. Bring them up and we'll have a drink on the ..... and watch the sunset.
- The light switch for the stairs is on the ..... just by your bedroom door.
- Grandma's moved to a ..... now she can't manage the stairs any more at her age.
- Leave your car in the ..... , just in front of the garage. It'll be safe there.

### 11.4 Answer these questions about everyday objects.

- How can you make very small pieces of cheese to sprinkle on a dish? *Use a grater* .....
- What might you fetch if someone dropped a cup and it broke into small pieces on the floor? .....
- What do you need if your phone battery is flat? .....
- How can you switch off the TV without leaving your chair? .....
- How can you cut vegetables without marking the kitchen work surface? .....
- What might you offer a visitor if they want to take off their jacket? .....

### 11.5

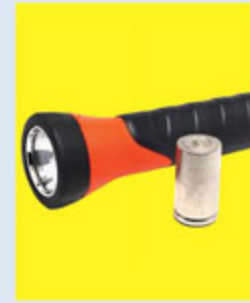
#### Over to you

Answer these questions about yourself.

- Is your house detached? What sort is it if not?
- Would you like to live in a studio flat? Why (not)?
- Which of these household jobs do you most enjoy and which do you least enjoy – doing the washing-up / the washing / the ironing / the gardening / the hoovering / the dusting / the cooking?

# Everyday minor problems

## A Things that go wrong in houses and flats



This pipe's **leaking**.

He kicked the football too hard and it **smashed** a window.

This pot is **cracked**.

The batteries in this torch **have run out / are dead**. I'll have to get some more.

I'm sorry, your cup's **chipped**. Let me get you another one.

The lights aren't **working** – there's been a **power cut**.

The door handle's **come off / fallen off**.

The washing machine **broke down** the other day.

I'm sorry, the biscuits were at the bottom of my bag and they **got crushed** by the potatoes!

My computer keeps **crashing** today!

## B Everyday minor injuries



She **twisted** her ankle coming down the stairs. I **bumped/banged** my head against the cupboard door and got a **bruise**. [*/bruz/* dark area on your skin where you have hurt yourself]

Kelly **tripped** and **fell down** and **grazed** her knee this morning. [if you trip you almost fall down because you hit your foot against something; if you graze something, it becomes red with broken skin, but no blood]

## C Other everyday minor problems

I've **mislaid** my memory stick. Have you seen it anywhere? [put it somewhere and can't find it]

She **spilt** some coffee on the carpet. I hope it doesn't leave a **stain**. [permanent mark]

The sink is **blocked**. [the water will not run away]

I'm afraid I've **dented** your car. I'm really sorry. I'll pay for the repairs. [bent the metal a little bit by hitting something]

My mouse has **stopped working**; it could be a software problem.

I've **locked myself out**. Can I use your phone to ring my wife?

The car **won't start**. I hope it's nothing serious. Perhaps the battery's **flat**.

The kitchen clock's **slow/fast/stopped**. What time d'you make it?

### Language help

Words often belong to more than one word class. In this unit, the following words can be used as verbs or as countable nouns:

flood crack chip bump bang bruise graze dent stain lock

Always make a special note of any word that belongs to more than one word class.



## Exercises

### 12.1 What do you think happened to make these people do/ say what they did?

- 1 We had to send for a plumber. *Maybe a pipe was leaking.*
- 2 I had to call out a local mechanic.
- 3 Our neighbours let us use their washing machine.
- 4 Don't worry, the handle often does that – I'll fix it back on.
- 5 Luckily, that was all it was; the skin was broken a bit, but there was no blood.
- 6 What type of batteries does it take? I'll get some for you.
- 7 I don't know where you've put them. Try the bedside table.
- 8 I left it in the oven too long. It's all black on the top now!
- 9 I lost all my work – I know I should have saved it more often!

### 12.2 Odd one out. Which of the three words is the odd one out in each case?

- 1 spill, flood, chip *chip - the other two involve liquids*
- 2 stain, graze, bruise
- 3 run out, bump, flat
- 4 leak, smash, chip
- 5 leak, dent, flood

### 12.3 Here is a matrix with the names of things and things that can go wrong with them. Put a tick (✓) for things that typically go together.

	car	vase	elbow	clock	printer	sink	a meal
banged							
ruined							
cracked							
broken down							
dented							
stopped				✓			
blocked							

Write five sentences using combinations of words where you wrote a tick.

EXAMPLE *This clock has stopped - perhaps it needs new batteries.*

### 12.4 Complete these sentences using words and phrases from the opposite page.

- 1 We had to use candles because *there was a power cut.*
- 2 I didn't look where I was going as I walked through the low doorway and .....
- 3 The wind blew the door shut and I realised I'd .....
- 4 I would ring her but I'm afraid I've .....
- 5 I can't take a photo, my camera's .....
- 6 I tried to run over the rocks but I .....
- 7 I accidentally sat on my bag of crisps and they .....

### 12.5

#### Over to you

What would you do if ...

- |   |                                      |
|---|--------------------------------------|
| 1 you mislaid your credit card?               | 4 your mobile phone stopped working? |
| 2 you noticed your guest's glass was chipped? | 5 you bruised your forehead?         |
| 3 one of your coat buttons came off?          | 6 your watch was slow?               |

## A

## Disasters/tragedies

**earthquake**

[the earth moves/trembles]

**flood**

[too much rain]

**drought** /dra t/

[no rain]

**volcano** /vɒl'keɪnəʊ/

[hot liquid rock and gases pour from a mountain]

**famine** /f m n/ [no food]    **landslide** [rocks and earth moving suddenly down a slope]**epidemic** [disease affecting large numbers of people]    **explosion** (e.g. a bomb)**major accident** / **incident** (e.g. a plane crash)**hurricane** / **tornado** /t ne d /**typhoon** / **tropical storm** [violent wind/storm]**war** / **civil war** [civil war is war between people of the same country]Disasters not caused by human beings can be called **natural disasters**.

## Language help

**Injure** / ɪnd / is used about people.**Damage** / d ɪ m ɪ d / is used about things.200 people were **injured**. Many buildings were **damaged**.**Verbs connected with these words**

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

## B

## Words for people involved in disasters/ tragedies

The explosion resulted in 300 **casualties**. /k ʒ u l t i z/ [dead and injured people]The real **victims** of civil war are children left without parents. [those who suffer the results]There were only three **survivors** /s v a v z/. All the other passengers were reported dead. [people who live through a disaster]Thousands of **refugees** /refj d i z/ have crossed the border looking for food and shelter. [people who have escaped from their own country because of a war or other disaster]Millions of **migrants** enter the country each year, looking for a better life. [people who travel from one country to another, often in order to find work]During the battle, the **dead** and **wounded** / w u n d d/ were flown out in helicopters.

[wounded: injured in a battle / by a weapon]

## C

## Diseases/ epidemics

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

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

**Rabies** out of control in many parts of AsiaNew **AIDS** unit to be opened this month

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

/m le r / usually caught because of mosquito bites

New **malaria** drug tested**Cholera** and **typhoid** injections not needed says Tourism Minister

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

## Exercises

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

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

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

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

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

1 **Poison gas cloud spreads**

3 **OIL SLICK RECEDES**

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

*getting worse*

2 **POLICE DEFUSE TERRORIST BOMB**

4 **Experts warn of cholera time bomb**

6 **Flood warnings not heeded in time**

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

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

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

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



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

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



## B Exams and qualifications

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

<sup>1</sup> take it again if you did badly first time

<sup>2</sup> miss deliberately; *infml*



### Common mistakes

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

## C Technology

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

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

## D Talking about education: common questions

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